Subject Details - 09 Dance

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Area</strong></td>
<td>Arts</td>
</tr>
<tr>
<td><strong>Learning Area Group</strong></td>
<td>Performing Arts</td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
<td>Year 9</td>
</tr>
<tr>
<td><strong>Semesters</strong></td>
<td>1 semester</td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>Year 10 Dance</td>
</tr>
</tbody>
</table>

**Special Conditions**
Appropriate dance wear is mandatory. Students will be charged a $10.00 costume deposit, refundable at the end of the course of study.

**Description**
The Dance curriculum is built around two interrelated strands, Making and Responding, which together focus on developing students’ knowledge, understanding and skills as choreographers, dancers and audiences.
- **Technique:** Students learn about safe dance practices and experience different dance styles, through which they develop their practical knowledge and technical skills.
- **Composition:** Students are given opportunities to create, evaluate and present dance.
- **Performance:** Students will develop their performance skills and expressive qualities through learning and performing choreography.
- **Theory:** Students gain an awareness of the career options that exist in the dance industry and what is required of these professions. Students reflect and evaluate on their work, and the work of others. Theory work is related to the dance styles studied and supports the practical work undertaken.

**Assessment**
- **Technique:** Students will learn a series of technique exercises, culminating in a practical assessment.
- **Composition:** Students will work in groups to create and perform their own dance pieces.
- **Rehearsal and performance:** Students will learn and perform class dances to a public audience.
- **Theory assignments:** Students will undertake theory assignments related to the topics studied.

**Learning Requirements**
Successful students will be able to:
- Manipulate the elements of dance, and structure pieces using choreographic devices and forms to communicate choreographic intent; including abstracting movement to create motifs.
- Perform a variety of style-specific techniques, using expressive qualities and technical skills.
- Evaluate their own and other choreographers’ use of the elements of dance to communicate choreographic intent, using style-specific language.
- Identify the impact of global trends and developments of dance in Australia.

**Notes**
Application Required: No
Application Text:
Application Prompt:
Application Contract:
Approval Required: Yes
Approval By: Dance Teacher
Subject Details - 09 Drama - Page To Stage

<table>
<thead>
<tr>
<th>Title</th>
<th>Drama - Page To Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Arts</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 9</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
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<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>Year 10 Drama</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
</tbody>
</table>

**Description**

Students develop group work skills, learning more about theatre, on-stage and off-stage, through rehearsal and performance processes. The topics studied:

- Workshops: in improvisation and characterisation, and mime and acting
- Stagecraft: using the stage, lights, sound and theatre roles in planning for a performance
- Scriptwriting: students use the conventions of scriptwriting to write and produce scripts.
- Criticism: journal and review writing, students write weekly journals, using the language of drama and theatre to comment on live theatre.
- Performance: using devised and written scripts, students act, direct, and manage their own group performances.

**Assessment**

- Practical involvement in rehearsals and workshops
- Group presentations and performances
- Investigations
- Journals outlining processes and learning in all class activities
- Scriptwork: understanding the way a script is written and writing a script for performance

**Learning Requirements**

Successful students will be able to:

- Use knowledge to create scripts and performances that explore issues
- Develop skills, techniques and technologies to create performances.
- Work as a team member to convey ideas to audiences.
- Review and report critically using the terminology and language of Drama

**Notes**

Application Required: No

Approval Required: No
Subject Details - 09 Media Studies

<table>
<thead>
<tr>
<th>Title</th>
<th>Media Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Arts</td>
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<tr>
<td>Learning Area Group</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 9</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Interest in the Media (Film/TV/Music/Animations etc)</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 1 Media Studies, Stage 2 Media Studies</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
</tbody>
</table>

**Description**
Introduces the student to the constantly changing world of the Media. Students will develop an understanding of the way in which the Media Industry works, both in theory and practice. A $10 equipment levy will apply.

The topics studied:
- Camera skills
- Storyboards and editing
- Advertising
- Soaps
- Stereotypes
- Music Videos
- Documentaries

**Assessment**
Assessment Types:
- Tasks will be approximately 50% theory and 50% practical.
- Orals
- Video Productions
- Surveys

**Learning Requirements**
Successful students will be able to:
- Select from, adapt, combine and refine appropriate conventions and technologies to create/re-create media works that purposefully convey meaning and address intended function.
- Work as an individual and in groups to refine and shape presentation/performances for a specific purpose and for different groups of audience/viewers.

**Notes**
- Application Required: No
- Application Text
- Application Prompt
- Application Contract
- Approval Required: No
- Approval By
### Subject Details - 09 Music Specialist

<table>
<thead>
<tr>
<th>Title</th>
<th>Music Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Arts</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 9</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
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<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of Year 8 Music</td>
</tr>
<tr>
<td>Pathways</td>
<td>Year 10 Music</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Instrumental hire (where applicable $60 per semester). Instrumental lessons (where applicable $20 per semester). Students must have a USB, which is brought to all lessons and a manuscript pad with a display folder.</td>
</tr>
</tbody>
</table>
| Description              | The first half of the course gives students the opportunity to express their creative and imaginative thinking. Students learn to work both as a group and individually through a variety of practical and written tasks. The second half of the course looks at more advanced and detailed aspects of music as a build up to Year 10 Music. The topics studied:  
  - Theory: develop conventional music notation skills that relate to their practical work.  
  - Listening skills (aural): Identifying intervals and rhythmic dictation.  
  - History: students will study rock music from the 1950’s and 1960’s.  
  - Negotiated project: students will do research on a negotiated project and use correct musical terminology.  
  - Practical: students will develop skills on one particular instrument (a Woodwind or Brass instrument is strongly recommended as this contributes to a good set-up for a class band).  
  - Perform on their chosen instrument for an audience at the end of each term.  
  - Music Industry - students learn about different career pathways in the Music Industry. |
| Assessment               | Involvement in rehearsals and practise sessions  
                          | Attendance at instrumental lessons (compulsory either at school or private)  
                          | Performances (one a term)  
                          | Bookwork on "Master Your Theory"  
                          | Tests on aural and theoretical work  
                          | Written reviews |
| Learning Requirements    | Successful students will be able to:  
                          |  - Develop and refine skills and techniques to create performances  
                          |  - Develop appropriate conventions to write music  
                          |  - Research and report critically using the terminology and language of music  
                          |  - Develop critical listening skills |
| Notes                    | Application Required No |
|                          | Application Text |
|                          | Application Prompt |
|                          | Application Contract |
|                          | Approval Required No |
|                          | Approval By |

### Notes

- No application required.
## Subject Details - 09 Visual Arts

<table>
<thead>
<tr>
<th>Title</th>
<th>Visual Arts</th>
</tr>
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<tbody>
<tr>
<td>Learning Area</td>
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</tr>
<tr>
<td>Learning Area Group</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 9</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>Year 9 Visual Arts Extension</td>
</tr>
<tr>
<td></td>
<td>Year 10 Art Practice, Craft and Design Practice.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
</tbody>
</table>

### Description
Through the study of Year 9 Visual Arts students will develop and broaden their range of art skills, knowledge and concepts and learn specific skills and techniques associated with painting and drawing, craft, design, printmaking, sculpture, clay, art appreciation and art technology. Visual Arts covers three main areas of learning:
- **Art Practice**: creating and making works of art from an initial idea to a final concept.
- **Art in Contexts**: understanding art works from the past, the present and into the future and from diverse cultures.
- **Art Analysis and response**: understanding, talking and writing about works of art.

The topics studied:
- **Painting and drawing**: colour theory, drawing and painting techniques, applications and media, still life, composition skills, the study of perspective, portraiture and Post Impressionist Art.
- **Printmaking**: linocuts.
- **Design**: the exploration of the design brief, from research, idea generation and testing through to the final solution. Aspects of graphic design, product design and environmental design may be covered.
- **Sculpture**: the use of clay as a sculptural material, papier-mâché, relief sculpture, assemblages may be covered.
- **Craft**: pottery and the craft of art and design may be covered.
- **Art technology**: the use of the Internet for art research.
- **Art appreciation**: the study, analysis and research of traditional and contemporary art and artists of different cultures and times.

### Assessment
- Formative assessment
- Summative assessment

### Learning Requirements
Successful students will be able to:
- Create art works that explore social and cultural issues.
- Create art works which shows a developing knowledge of the range of art techniques and technologies.
- Work as individuals or in groups to develop and present art works.
- Appreciate, analyse and evaluate art and design works.
- Develop knowledge of the relationship between contemporary arts works and the society in which they have been produced.
- Develop knowledge of a range of different art works from different cultural settings and different times.

### Notes
Application Required: No
Application Text
Application Prompt
Application Contract
Approval Required: No
Approval By
## Subject Details - 09 Visual Arts Extension

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Area</strong></td>
<td>Arts</td>
</tr>
<tr>
<td><strong>Learning Area Group</strong></td>
<td>Visual Arts</td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
<td>Year 9</td>
</tr>
<tr>
<td><strong>Semesters</strong></td>
<td>1 semester</td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
<td>Year 9 Visual Arts Semester 1</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>Year 10 Art Practice, Craft and Design Practice. Stage 1 and Stage 2 Art Studies</td>
</tr>
<tr>
<td><strong>Special Conditions</strong></td>
<td>None</td>
</tr>
</tbody>
</table>
| **Description** | Through the study of Year 9 Visual Arts Extension, students will build upon, develop and broaden their range of art skills, knowledge and concepts learnt in Visual Arts. This unit is designed for students who wish to pursue pathways in the Visual Arts. The topics studied:
  - Painting and drawing: drawing and painting techniques, the use of different media and applications, drawing from nature, still life and the human form, portraiture and Post Impressionist Art
  - Printmaking: reduction block line prints, stencil prints and/or collage prints.
  - Design, Illustration Focus: Students will be making illustrated works designed to fit a brief for publication
  - Art technology: the use of the Internet for art research and computer generated art and design through software applications.
  - Art appreciation: the study, analysis and research of traditional and contemporary art and artists of different cultures and times. |
| **Assessment** | Formative assessment, Summative assessment |
| **Learning Requirements** | Successful students will be able to:
  - Create art works that explore social and cultural issues.
  - Create art works which shows a developing knowledge of the range of art techniques and technologies.
  - Work as individuals or in groups to develop and present art works.
  - Appreciate, analyse and evaluate art and design works.
  - Develop knowledge of the relationship between contemporary art works and the society in which they have been produced.
  - Develop knowledge of a range of different arts works from different cultural settings and different times. |

### Notes

- **Application Required**: No
- **Application Text**: None
- **Application Prompt**: None
- **Application Contract**: None
- **Approval Required**: No
- **Approval By**: None
### Subject Details - 10 Art & Design Practice A

<table>
<thead>
<tr>
<th>Title</th>
<th>Art &amp; Design Practice A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Arts</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Year 9 Visual Arts or by interview with the art staff</td>
</tr>
<tr>
<td>Pathways</td>
<td>Satisfactory completion leads to further studies in Art/Design at SACE Stage 1 and Stage 2.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Note: This course may be undertaken by students from other year levels for extension and enrichment purposes or as a subject of interest.</td>
</tr>
</tbody>
</table>
| Description    | Students choosing Art and Design Practice will have the opportunity to study both these disciplines within one semester. Within this context students will study Graphic Design, Product Design and/or Environmental Design. Students can choose to study Art and Design Practice for two semesters. Students will study aspects of their design practice, topics, themes and approaches and will be encouraged to express personal opinions and viewpoints through their work.  
This course enables students to explore, develop and present finished graphic works or objects, which reflect the discipline of the craft and the ability to plan and develop ideas from concept to final product.  
The topics studied :  
- Design Practice : creating and making works of design from an initial idea to a final concept.  
- Design in Contexts : understanding design works from the past, the present and into the future and from diverse cultures.  
- Design Analysis and Response : understanding, talking and writing about works of design.  
Design Practice: to further their design skills and understandings in:  
- Graphic Design: poster design, illustration, advertising design.  
- Product design: fashion design, package design, furniture design etc.  
- Environmental design: architectural design, landscape design.  
- Model making: possible incorporation into Product Design  
- Computer generated design: possible incorporation into Graphic or Environmental Design.  
- The role of design and designers from a diversity of cultures and times |
| Assessment     | • Formative assessment.  
• Summative assessment.  
• Understanding of the Key Competencies |
| Learning Requirements | Successful students will be able to:  
• Use imaginative thought and an analysis of art practice to create art works that explore social and cultural issues.  
• Draw from a range of skills, techniques and technologies to demonstrate creative solutions to art ideas.  
• Work as individuals or in a team to create work.  
• Appreciate, analyse and evaluate art and design works.  
• Understand the influence that political, social, technological and economic factors have on contemporary arts works.  
• Conduct research upon, and critically analyse, compare and contrast art works from different cultures and times. |
| Notes          | Application Required No |
|                | Application Text         |
|                | Application Prompt         |
|                | Application Contract       |
|                | Approval Required No       |
|                | Approval By               |
### Subject Details - 10 Art & Design Practice B

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Art &amp; Design Practice B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Area</strong></td>
<td>Arts</td>
</tr>
<tr>
<td><strong>Learning Area Group</strong></td>
<td>Visual Arts</td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
<td>Year 10</td>
</tr>
<tr>
<td><strong>Seminesters</strong></td>
<td>1 semester</td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
<td>Year 9 Visual Arts or by interview with the art staff</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>Satisfactory completion leads to further studies in Art/Design at SACE Stage 1 and Stage 2.</td>
</tr>
<tr>
<td><strong>Special Conditions</strong></td>
<td>Note: This course may be undertaken by students from other year levels for extension and enrichment purposes or as a subject of interest.</td>
</tr>
</tbody>
</table>

### Description

Students choosing Art and Design Practice will have the opportunity to study both these disciplines within one semester. Within this context students will study Graphic Design, Product Design and/or Environmental Design. Students can choose to study Art and Design Practice for two semesters. Students will study aspects of their design practice, topics, themes and approaches and will be encouraged to express personal opinions and viewpoints through their work.

This course enables students to explore, develop and present finished graphic works or objects, which reflect the discipline of the craft and the ability to plan and develop ideas from concept to final product.

The topics studied:

- Design Practice: creating and making works of design from an initial idea to a final concept.
- Design in Contexts: understanding design works from the past, the present and into the future and from diverse cultures.
- Design Analysis and Response: understanding, talking and writing about works of design.

Design Practice: to further their design skills and understandings in:

- Graphic Design: poster design, illustration, advertising design.
- Product Design: fashion design, package design, furniture design etc.
- Environmental Design: architectural design, landscape design.
- Computer generated design: possible incorporation into Product or Environmental Design.
- Model making: possible incorporation into Product Design
- The role of design and designers from a diversity of cultures and times.

### Assessment

- Formative assessment.
- Summative assessment.
- Understanding of the Key Competencies.

### Learning Requirements

Successful students will be able to:

- Use imaginative thought and an analysis of art practice to create art works that explore social and cultural issues.
- Draw from a range of skills, techniques and technologies to demonstrate creative solutions to art ideas.
- Work as individuals or in a team to create work.
- Appreciate, analyse and evaluate art, craft and design works.
- Understand the influence that political, social, technological and economic factors have on contemporary arts works.
- Conduct research upon, and critically analyse, compare and contrast art works from different cultures and times.

### Notes

- Application Required: No
- Approval Required: No
Subject Details - 10 Art A

<table>
<thead>
<tr>
<th>Title</th>
<th>Art A</th>
</tr>
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<tbody>
<tr>
<td>Learning Area</td>
<td>Arts</td>
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<tr>
<td>Learning Area Group</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Year 9 Visual Arts, Year 9 Visual Arts Extension or by interview with the Art Faculty</td>
</tr>
<tr>
<td>Pathways</td>
<td>Satisfactory completion leads to further studies in Art and Design at SACE Stage 1 and Stage 2</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>This course may be undertaken by students from other year levels for extension and enrichment purposes or as a subject of interest.</td>
</tr>
</tbody>
</table>

**Description**

Students may choose to study Art for one semester (one unit) or the whole year (two units). Semester 1 and 2 will have predominately a painting and drawing focus with the possible inclusion of ceramics, sculpture and printmaking in Semester 2. Both units of work are separate, self contained units which will give students the necessary skills to pursue more advanced studies. The course enables students to explore, develop and present art works which reflect the discipline of art and the ability to plan and develop ideas from concept to a final creation.

Art Practice covers three main areas of learning:
- Art Practice: Creating and making works of art from an initial idea to a final concept. Students will be able to negotiate aspects of their art practice, topics, themes and approaches and will be encouraged to express personal opinions and viewpoints through their work.
- Art in Contexts: Understanding art works from the past, the present and into the future and from diverse cultures.
- Art Analysis and Response: Understanding, talking and writing about works of art.

The topics studied:
- Painting and drawing: observation skills, exploration of methods and materials, still life and representational art.
- Techniques in realism, abstract and/or figurative art.
- Printmaking: reduction lino prints, silk screen printing and/or etching.
- Art and technology: art research and the use of art soft-ware packages to create and/or enhance art work.
- Researching, understanding and writing about visual art, and the role of art and artists from a diversity of cultures and times.
- Mixed media: the use of diverse materials to create works of art.
- A combination of traditional and contemporary approaches, techniques and materials in creating works of art.
- 3-dimensional art forms such as sculpture, carving, modelling and mixed media.

**Assessment**

- Formative assessment.
- Summative assessment

**Learning Requirements**

Successful students will be able to:
- Use imaginative thought and an analysis of art practice to create arts works that explore social and cultural issues.
- Draw from a range of skills, techniques and technologies to demonstrate creative solutions to art ideas.
- Work as individuals or in a team to create and present art works.
- Appreciate, analyse and evaluate art and design works.
- Understand the influence that political, social, technological and economic factors have on contemporary art works.
- Conduct research upon, and critically analyse, compare and contrast art works from different cultures and times.

**Notes**

- Application Required: No
- Application Text
- Application Prompt
- Application Contract
- Approval Required: No
- Approval By
Subject Details - 10 Art B

<table>
<thead>
<tr>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Arts</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pathways</td>
<td>Satisfactory completion leads to further studies in Art and Design at SACE Stage 1 and Stage 2</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>This course may be undertaken by students from other year levels for extension and enrichment purposes or as a subject of interest.</td>
</tr>
</tbody>
</table>

Description

Students may choose to study Art for one semester (one unit) or the whole year (two units). Semester 1 and 2 will have predominately a painting and drawing focus with the possible inclusion of ceramics, print making and sculpture in Semester 2.

Both units of work are separate, self contained units which will give students the necessary skills to pursue more advanced studies. The course enables students to explore, develop and present art works which reflect the discipline of art and the ability to plan and develop ideas from concept to a final creation.

Art Practice covers three main areas of learning:

- **Art Practice**: Creating and making works of art from an initial idea to a final concept. Students will be able to negotiate aspects of their art practice, topics, themes and approaches and will be encouraged to express personal opinions and viewpoints through their work.
- **Art in Contexts**: Understanding art works from the past, the present and into the future and from diverse cultures.
- **Art Analysis and Response**: Understanding, talking and writing about works of art.

The topics studied:

- Painting and drawing: observation skills, exploration of methods and materials, still life and representational art.
- Techniques in realism, abstract and/or figurative art.
- Printmaking: reduction lino prints, silk screen printing and/or etching.
- Art and technology: art research and the use of art soft-ware packages to create and/or enhance art work.
- Researching, understanding and writing about visual art, and the role of art and artists from a diversity of cultures and times.
- Mixed media: the use of diverse materials to create works of art.
- A combination of traditional and contemporary approaches, techniques and materials in creating works of art.
- 3-dimensional art forms such as sculpture, carving, modelling and mixed media.

Assessment

- Formative assessment.
- Summative assessment

Learning Requirements

Successful students will be able to:

- Use imaginative thought and an analysis of art practice to create arts works that explore social and cultural issues.
- Draw from a range of skills, techniques and technologies to demonstrate creative solutions to art ideas.
- Work as individuals or in a team to create and present art works.
- Appreciate, analyse and evaluate art and design works.
- Understand the influence that political, social, technological and economic factors have on contemporary art works.
- Conduct research upon, and critically analyse, compare and contrast art works from different cultures and times.

Notes

Application Required

No

Application Text

Application Prompt

Application Contract

Approval Required

No

Approval By
### Subject Details - 10 Dance A

<table>
<thead>
<tr>
<th>Title</th>
<th>Dance A</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Year 9 Dance is desirable, but not essential</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 1 Dance.</td>
</tr>
<tr>
<td></td>
<td>NB. Students must study Dance for a full year in Year 10, to be eligible for Stage 1 Dance, unless an audition is negotiated. Students must gain at least a C grade in all theory and practical tasks.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Appropriate dance wear is mandatory.</td>
</tr>
<tr>
<td>Description</td>
<td>Dance Making, Analysis &amp; Performance</td>
</tr>
<tr>
<td></td>
<td>The topics studied:</td>
</tr>
<tr>
<td></td>
<td>• Jazz Dance Technique</td>
</tr>
<tr>
<td></td>
<td>• Peer Teaching</td>
</tr>
<tr>
<td></td>
<td>• Performance Skills</td>
</tr>
<tr>
<td></td>
<td>• Contemporary and Historical Research</td>
</tr>
<tr>
<td></td>
<td>• Creating Dance Analysis</td>
</tr>
<tr>
<td>Assessment</td>
<td>• Practical exam in Jazz technique each term</td>
</tr>
<tr>
<td></td>
<td>• Group Choreography</td>
</tr>
<tr>
<td></td>
<td>• Research Topics (contemporary and historical)</td>
</tr>
<tr>
<td></td>
<td>• Performance</td>
</tr>
<tr>
<td></td>
<td>• Solo Choreography</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Use imaginative thought and movement analysis to create dance works that explore social, cultural and/or environmental issues.</td>
</tr>
<tr>
<td></td>
<td>• Draw from a repertoire of skills and techniques to demonstrate innovative interpretations and solutions to dance tasks.</td>
</tr>
<tr>
<td></td>
<td>• Work as individuals or as team members with a definite role, to share in the creation of dance works that purposefully convey intention to particular audiences.</td>
</tr>
<tr>
<td>Notes</td>
<td>Application Required = No</td>
</tr>
<tr>
<td></td>
<td>Application Text</td>
</tr>
<tr>
<td></td>
<td>Application Prompt</td>
</tr>
<tr>
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<td>Application Contract</td>
</tr>
<tr>
<td></td>
<td>Approval Required = No</td>
</tr>
<tr>
<td></td>
<td>Approval By</td>
</tr>
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</table>
Subject Details - 10 Dance B

<table>
<thead>
<tr>
<th>Title</th>
<th>Dance B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Arts</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Year 9 Dance, Year 10 Dance A or the equivalent (ie undertaking dance training outside of school). Students must be recommended for this subject.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 1 Dance. NB. Students must study Dance for a full year in Year 10, to be eligible for Stage 1 Dance, unless an audition is negotiated. Students must gain at least a C grade in all theory and practical tasks.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Appropriate dance wear is mandatory.</td>
</tr>
<tr>
<td>Description</td>
<td>The Dance curriculum is built around two interrelated strands, Making and Responding, which together focus on developing students’ knowledge, understanding and skills as choreographers, dancers and audiences. o Technique: Students learn about safe dance practices and experience different dance styles, through which they develop their practical knowledge and technical skills. o Composition: Students are given opportunities to create, evaluate and present dance. o Performance: Students will develop their performance skills through learning and performing choreography. o Theory: Students reflect and evaluate on their work, and the work of others. Theory work is related to the dance styles studied and supports the practical work undertaken. Students will learn how to write dance reviews and essays.</td>
</tr>
<tr>
<td>Assessment</td>
<td>• Technique: students will learn a series of technique exercises, culminating in a practical assessment. • Composition: students will work in groups to create and perform their own dance pieces. • Rehearsal and Performance: students will learn and perform class dances to a public audience. • Theory Assignments: students will undertake theory assignments related to the topics studied.</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to: o Manipulate the elements of dance, and structure pieces using choreographic devices and forms to communicate choreographic intent; including abstracting movement to create motifs. o Perform a variety of style-specific techniques, using expressive qualities and technical skills. o Evaluate their own and other choreographers’ use of the elements of dance to communicate choreographic intent, using style-specific language. o Identify the impact of global trends and developments of dance in Australia.</td>
</tr>
<tr>
<td>Notes</td>
<td>Application Required: No</td>
</tr>
<tr>
<td>Approval Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Approval By</td>
<td>Dance Teacher</td>
</tr>
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</table>

Application Text

Application Prompt

Application Contract

Approval By Dance Teacher
### Subject Details - 10 Drama Performance - Comedy & Issues

<table>
<thead>
<tr>
<th>Title</th>
<th>Drama Performance - Comedy &amp; Issues</th>
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</thead>
<tbody>
<tr>
<td>Learning Area</td>
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<tr>
<td>Learning Area Group</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 1 Drama</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Willingness to participate in public performance which can involve rehearsal in own time, extra to normal lesson time.</td>
</tr>
</tbody>
</table>

**Description**
Students develop a published script (using dramatic theories) towards public performances. Comic themes or social issues form the basis for performance work. The topics studied:

- **Performance skills**: Participation in workshops, rehearsals and performance
- **Character Development**: Learning styles of performance through sub-text, improvisation and groupwork
- **Published Script**: Mimed and improvised performances
- **Viewing Performances and Film**: using terminology, conventions and criticism skills to record observations
- **Stagecraft**: Investigating off-stage roles, integrating ideas to create a performance

**Assessment**

- Practical Skills as demonstrated through involvement in rehearsals and workshops
- Group presentations and performances demonstrating the use of theatre conventions and processes
- Investigations
- Journals outlining processes and learning in all class activities
- Scriptwork: Understanding and using a text in readiness for performance

**Learning Requirements**
Successful students will be able to:

- Use knowledge to understand scripts and performances
- Develop skills, techniques and technologies to create performances
- Work individually and as a team member to convey ideas to audiences
- Review and report critically using critical skills, terminology and the language of drama
- Through independent research, understand the differences and uniqueness of drama from different cultures

**Notes**

- Application Required: No
- Application Text
- Application Prompt
- Approval Required: No
- Approval By
Subject Details - 10 Music

<table>
<thead>
<tr>
<th>Title</th>
<th>Music</th>
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<tbody>
<tr>
<td>Learning Area</td>
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<td>Learning Area Group</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>A strong commitment to music is essential and involvement in either the school Instrumental Music Program or studying with a private teacher is compulsory. Year 9 Music - 2 Semesters.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 1 Music</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Instrumental hire (where applicable $60 per semester). Instrumental lessons (where applicable $20 per semester). Students must have a USB, which is brought to all lessons and a manuscript pad with a display folder.</td>
</tr>
</tbody>
</table>
| Description | This is a course designed for students who already have some training in music and have completed Year 9 music. Students are able to continue their development as musicians by studying some theory, as well as practical music skills. The topics studied:  
• Theory: develop a knowledge of chord construction, relative minor scales, Italian musical terms, chord progressions and some arranging techniques.  
• Listening skills (aural): Melodic and rhythmic dictation.  
• History: students will research musical styles and composers from the 1500’s to 1900’s.  
• Practical: students will continue to develop skills on their chosen instrument and perform both as a soloist and as part of a small ensemble.  
Performance skills: students learn about appropriate performance techniques. |
| Assessment | • Involvement in rehearsals and practise sessions.  
• Attendance at instrumental lessons (compulsory either at school or private).  
• Performances (one a term).  
• Bookwork on theory.  
• Tests on aural and theoretical work.  
• Written reviews |
| Learning Requirements | • Successful students will be able to:  
• Develop and refine skills and techniques to create performances.  
• Develop appropriate arranging techniques.  
• Research and report critically using the terminology and language of music.  
• Understanding the occupation health and safety aspects within the music industry.  
• Develop a greater appreciation for music.  
• Develop critical listening skills. |
| Notes | Application Required | No |
| Application Text | Application Prompt |
| Approval Contract | Approval Required | No |
| Approval By |
Subject Details - Stage 1 Dance A

<table>
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<tr>
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<tbody>
<tr>
<td>Learning Area</td>
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</tr>
<tr>
<td>Learning Area Group</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Year 10 Dance - 2 Semesters</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Dance</td>
</tr>
</tbody>
</table>

Students wishing to study Year 12 Dance are expected to have completed 2 Semesters of Dance at Stage 1 or the equivalent ie. undertaking dance training outside of school.

Students must gain at least a C grade in all theory and practical tasks. Students must be recommended for this subject.

Special Conditions: Appropriate dance wear is mandatory. Participation in all aspects of the course is mandatory. Additional time to normal lesson times for performances, rehearsals and preparation will be expected.

Description:
This course encompasses: Dance technique in a variety of genres. Composition of dance works collaboratively and independently. Performance of dance works in informal and formal settings. Analytical responses to dance works.

The topics studied:
- Technique: Technical and physical skills are developed through systematic training.
- Composition: students explore and develop their personal vocabulary of movement and learn the application of choreographic and compositional principles
- Performance: Students undergo the disciplined process of rehearsing dance work to performance level.
- Response: students study and analyse the choreography of dance artists, both locally and globally.

The focus capabilities for this subject are communication, citizenship and learning.

Assessment:
Assessment is subject to SACE Board moderation.

Assessment types:
- Technique: 90 minute structured technique examination class.
- Composition: 1 minute compositional study.
- Performance (or Presentation) 3-5 minutes of dance work.(equivalent off-stage)
- Arts: Response: Historical Perspectives (800 word, 5min oral or equivalent multimodal)

Learning Requirements:
Successful students will be able to:
- Demonstrate knowledge and understanding in the application of dance technique in the context of safe dance practice.
- Improvise and experiment with dance composition through communicating to an audience.
- Respond to, and critically analyse, dance, using dance vocabulary and terminology.
- Demonstrate performance or production skills.
- Understand the use of various forms of technology in dance creation and production.
- Reflect on the various relationships that interconnect in the process of staging dance.
- Appreciate the contribution that dance makes to the life of a community or cultural group.

Notes:
Application Required: No
Application Text
Application Prompt
Application Contract
Approval Required: Yes
Approval By: Dance Teacher
Subject Details - Stage 1 Dance B

<table>
<thead>
<tr>
<th>Title</th>
<th>Dance B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
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</tr>
<tr>
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<td>Performing Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Year 10 Dance - 2 Semesters</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Dance</td>
</tr>
</tbody>
</table>

Students wishing to study Year 12 Dance are expected to have completed 2 Semesters of Dance at Stage 1 or the equivalent ie. undertaking dance training outside of school. Students must gain at least a C grade in all theory and practical tasks.

| Special Conditions | Appropriate dance wear is mandatory. Participation in all aspects of the course is mandatory. Additional time to normal lesson times for performances, rehearsals and preparation will be expected. Students are encouraged to purchase a black jazz split sole shoe for technique. |

| Description | This course encompasses: Dance technique in a variety of genres. Composition of dance works collaboratively and independently. Performance of dance works in informal and formal settings. Analytical responses to dance works. The topics studied:  
- Jazz Dance Technique  
- Improvisation and Composition  
- Performance: as a performer, choreographer or member of offstage crew  
- Written Response |

| Assessment | Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Assessment types:  
- 90 minute structured technique examination class.  
- Composition tasks : 1 minute compositional study.  
- Performance of 2-5 minutes of dance work.  
- One written response analysing either an historical or contemporary issue in dance. |

| Learning Requirements | Students will be assessed against performance standards specific to Dance. Further information is available at www.sace.sa.edu.au |

<table>
<thead>
<tr>
<th>Notes</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Application Required</td>
<td>No</td>
</tr>
<tr>
<td>Application Text</td>
<td></td>
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<tr>
<td>Application Prompt</td>
<td></td>
</tr>
<tr>
<td>Approval Contract</td>
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</tr>
<tr>
<td>Approval Required</td>
<td>No</td>
</tr>
<tr>
<td>Approval By</td>
<td></td>
</tr>
</tbody>
</table>
Subject Details - Stage 1 Drama A

<table>
<thead>
<tr>
<th>Title</th>
<th>Drama A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Arts</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Year 10 Drama. Students must be recommended for this subject.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Drama</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Extra time, additional to normal lessons, will be required for preparation, rehearsals, and performances. Approximately $24.00 (student concession) to attend professional theatre or film for reviewing.</td>
</tr>
</tbody>
</table>
| Description | This course may be taught as a hybrid course in collaboration with the Year 10 Drama Performance. The topics studied:  
- Presentation of Dramatic works. Students learn and develop skills through participating in the planning, rehearsal and performance in dramatic works in mainly on-stage roles. Through participating in performances students demonstrate collaboration, theatre and entrepreneurial skills while communicating dramatic ideas to an audience. Students review and evaluate the processes and outcomes of the group dramatic presentation.  
- Dramatic Theory and Practice. Through written, oral, and practical tasks, students deepen and personalise their understanding of the topics studied. Students study texts, practitioner’s roles, dramatic theory, and the drama of a period in history.  
- Individual Investigation and Presentation. Students choose and investigate an area of study in the dramatic arts that is of interest to them. Students create a product (e.g., a performance, a design brief etc.) exploring ways in which theatre styles enhance the relationship of the text-actor-audience. |
| Assessment  | Assessment is subject to SACE Board moderation.  
The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Assessment Types:  
- Performance: Students participate in a group dramatic performance. Students develop confidence, cooperation, and an ability to work with and understand the views of other people. Each student is assessed on a focused performance or a presentation of an off-stage role.  
- Folio: Students prepare and present a folio of a selection of work that demonstrates their knowledge, understanding and analysis. This will include: character studies, reports, reviews, research and essays.  
- Investigation and Presentation: Students conduct an investigation of an area of interest within the dramatic arts. Students apply their research in one of the following: acting, design, scriptwriting, or directing. |
| Learning Requirements | Successful students will be able to  
- Demonstrate and explain skills and techniques related to on-stage roles and / or off-stage roles.  
- Work both independently and collaboratively to conceive, create, develop, interpret and express dramatic works.  
- Demonstrate and communicate knowledge and understanding of the theories and techniques and technologies of drama.  
- Respond to performed drama and dramatic texts in a reflective manner.  
- Demonstrate knowledge and understanding of a range of dramatic roles, their interdependence and their impact on an audience.  
- Select, analyse and interpret information, concepts and ideas for dramatic purposes.  
- Communicate dramatic ideas to an audience through a variety of forms and methods. |
| Notes       | Application Required No                     |
|             | Application Text                            |
|             | Application Prompt                          |
|             | Application Contract                        |
|             | Approval Required Yes                       |
|             | Approval By Drama Teacher                   |
# Subject Details - Stage 1 Drama B

<table>
<thead>
<tr>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Arts</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Stage 1 Drama A</td>
</tr>
<tr>
<td></td>
<td>Students must be recommended for this subject.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Drama</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Extra time, additional to normal lessons, will be required for preparation, rehearsals, and performances. Approximately $24,000 (student concession) to attend professional theatre or film for reviewing.</td>
</tr>
</tbody>
</table>
| Description    | This course may be taught as a hybrid course in collaboration with the Stage 2 Drama course. The topics studied:  
  - Presentation of Dramatic works. Students learn and develop skills through participating in the planning, rehearsal and performance in dramatic works in both on-stage and off-stage roles. Through participating in performances students demonstrate collaboration, theatre and entrepreneurial skills while communicating dramatic ideas to an audience. Students review and evaluate the processes and outcomes of the group dramatic presentation.  
  - Dramatic theory and Practice. Through written, oral, and practical tasks, students deepen and personalise their understanding of the topics studied. Students study texts, practitioner’s roles, dramatic theory, and the drama of a period in history.  
  - Individual Investigation and presentation. Students choose and investigate an area of study in the dramatic arts that is of interest to them. Students create a product (e.g. a performance, a design brief etc.) exploring ways in which theatre styles enhance the relationship of the text-actor-audience. |
| Assessment     | Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Assessment Types:  
  - Performance: Students participate in a group dramatic performance. Students develop confidence, cooperation, and an ability to work with and understand the views of other people. Each student is assessed on a focused performance or a presentation of an off-stage role.  
  - Folio: Students prepare and present a folio of a selection of work that demonstrates their knowledge, understanding and analysis. This will include: character studies, reports, reviews, research and essays.  
  - Investigation and Presentation: Students conduct an investigation of an area of interest within the dramatic arts. Students apply the research in one of the following: acting, design, scriptwriting, or directing. |
| Learning Requirements | Students will be assessed against performance standards specific to Drama, Stage 1. Successful students will be able to:  
  - o demonstrate and explain skills and techniques related to on-stage roles and off-stage roles.  
  - o work both independently and collaboratively to conceive, create, develop, interpret and express dramatic works  
  - o demonstrate and communicate knowledge and understanding of the theories, skills, techniques and technologies of drama.  
  - o respond to performed drama and dramatic texts in a reflective manner.  
  - o demonstrate knowledge and understanding of a range of dramatic roles, their interdependence and their impact on an audience  
  - o select, analyse and interpret information, concepts and ideas for dramatic purposes.  
  - o communicate dramatic ideas to an audience through a variety of forms and methods. |
| Notes          | Application Required | No |
|                | Application Text     | Application Prompt |
|                | Approval Required    | Yes |
|                | Approval By          | Drama Teacher |

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**Notes**

- Application Required: No
- Application Text: Application Prompt
- Approval Required: Yes
- Approval By: Drama Teacher
Subject Details - Stage 1 Media Studies A

<table>
<thead>
<tr>
<th>Title</th>
<th>Media Studies A</th>
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<tbody>
<tr>
<td>Learning Area</td>
<td>Arts</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Successful completion of Year 9 Media Studies</td>
</tr>
<tr>
<td></td>
<td>NB: Year 10 Students will enrol in Stage 1 Media and can study either 1 or 2 semesters.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Media Studies</td>
</tr>
<tr>
<td></td>
<td>NB: Media Studies A (Semester 1) Media Studies B (Semester 2)</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
<tr>
<td>Description</td>
<td>Students will examine issues and topics related to the Media. Media Studies can be taken as either a semester or a full year course. A student wanting to study Stage 2 Media must study Media for both semesters. Media Studies A will be studied in Semester 1 only. Media Studies B will be studied in Semester 2 only. Students in Year 10 will study the following issues: • Violence in the Media • Genre Studies • Advertising • Reality TV • Music and the Media • Script Writing • Short Movies • Documentaries</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment Tasks: Tasks will include a Folio, Interaction Study and Product, and a 6-minute oral presentation. Practical tasks will involve working in groups to produce a filmed and edited movie using video editing software.</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>• Knowledge and Understanding of media concepts and issues, media audience, interaction with media and the conventions of selected media texts • Research and Analysis of different points of view, bias, values or intent across a range of media texts and ways in which groups and individuals are represented in media • Producing plans for reproducing conventions of media forms and shows evidence of production techniques and technologies • Using correct media terminology; showing evidence of findings and material from personal interactions with media and conveying meaning to intended audiences</td>
</tr>
<tr>
<td>Notes</td>
<td>Application Required: No</td>
</tr>
<tr>
<td></td>
<td>Application Text</td>
</tr>
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<td>Application Prompt</td>
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<td>Approval By</td>
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### Subject Details - Stage 1 Media Studies B

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<td>Learning Area Group</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Successful completion of Year 9 Media Studies</td>
</tr>
<tr>
<td></td>
<td>NB: Year 10 Students will enrol in Stage 1 Media and can study either 1 or 2 semesters.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Media Studies</td>
</tr>
<tr>
<td></td>
<td>NB: Media Studies A (Semester 1) Media Studies B (Semester 2)</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
<tr>
<td>Description</td>
<td>Students will examine issues and topics related to the Media. Media Studies can be taken as either a semester or a full year course. A student wanting to study Stage 2 Media must study Media for both semesters. Media Studies A will be studied in Semester 1 only. Media Studies B will be studied in Semester 2 only. Students in Year 10 will study the following issues: • Violence in the Media • Genre Studies • Advertising • Reality TV • Music and the Media • Script Writing • Short Movies • Documentaries</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment Tasks: Tasks will include a Folio, Interaction Study and Product, and a 6-minute oral presentation. Practical tasks will involve working in groups to produce a filmed and edited movie using video editing software.</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>• Knowledge and Understanding of media concepts and issues, media audience, interaction with media and the conventions of selected media texts • Research and Analysis of different points of view, bias, values or intent across a range of media texts and ways in which groups and individuals are represented in media • Producing plans for reproducing conventions of media forms and shows evidence of production techniques and technologies • Using correct media terminology; showing evidence of findings and material from personal interactions with media and conveying meaning to intended audiences</td>
</tr>
<tr>
<td>Notes</td>
<td>Application Required No</td>
</tr>
<tr>
<td>Application Text</td>
<td></td>
</tr>
<tr>
<td>Application Prompt</td>
<td></td>
</tr>
<tr>
<td>Approval Required</td>
<td>No</td>
</tr>
<tr>
<td>Approval By</td>
<td></td>
</tr>
</tbody>
</table>
Subject Details - Stage 1 Music A

<table>
<thead>
<tr>
<th>Title</th>
<th>Music A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Arts</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of Year 10 Music (Full year)</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Music – Solo Performance and Ensemble Performance.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>A strong commitment to music is essential and involvement in either the school Instrumental Music Program or studying with a private teacher is compulsory. Instrumental hire (where applicable $60 per semester). Instrumental lessons (where applicable $20 per semester). Students must have a USB, which is brought to all lessons and a manuscript pad with a display folder.</td>
</tr>
</tbody>
</table>
| Description  | This is a music experience programme offered to students who have played an instrument for at least two years and also have a background in theoretical skills. The key focus is on performance in an ensemble. The music is mainly contemporary pop/rock. Opportunity is provided for students to be knowledgeable about their instrument by doing research and attending instrumental lessons. Theory component facilitates students' ability to read and play music. The topics studied:  
  - Ensemble: Lunch hour concert performance and performance at school assembly, Open Night and Arts Showcase. 
  - Concert review: Students to attend a concert or watch one on video and write a review. 
  - Composing and arranging - Students write a song/melody, including Bass line and chords using music software. Present a scripted oral presentation on composing techniques and ideas they employed. Students write an arrangement for melody, counter melody, and rhythm section. 
  - Theory: Students undertake a course that facilitates the ability to read and play music. Emphasis is placed on scales, chords, rhythms, transposition and other arranging techniques. 
  - Music influenced by other cultures research assignment: Students choose from a selection of topics to research the history of people who have influenced music culture. |
| Assessment   | Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Assessment at Stage 1 Music is school based.  
  - Skills Presentation: Students undertake one or more skills presentation tasks. 
  - Skills Development: Students undertake one or more skills development test. 
  - Folio: Students keep a folio of work undertaken during their study  
  Assessment Types:  
  - A theory test 
  - An aural test 
  - Aural and/or written analysis 
  - Cultural influences on music 
  - Performance as a soloist or as a member of an ensemble |
| Learning Requirements | Stage 1 Music has 3 performance standards. They are Practical Application, Knowledge and Understanding, Analysis and Reflection. At the end of the program in Stage 1 Music, students should be able to:  
  - Demonstrate technical skill, accuracy, and musicianship as an instrumentalist/vocalist/ technician/composer/researcher 
  - Demonstrate the effective use of composing/arranging/transcribing/improvising techniques 
  - Apply knowledge of musical notations and vocabulary 
  - Aurally identify musical elements, stylistic features, and the structure of musical works 
  - Listen to, analyse, and communicate ideas about music 
  - Experience and reflect on music in its social and cultural contexts |
| Notes        | Application Required | No |
|              | Application Text     |     |
|              | Application Prompt   |     |
|              | Application Contract |     |
|              | Approval Required    | No |
|              | Approval By          |     |
### Subject Details - Stage 1 Music B

<table>
<thead>
<tr>
<th>Title</th>
<th>Music B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Arts</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of Year 10 Music (Full year)</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Music – Solo Performance and Ensemble Performance.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>A strong commitment to music is essential and involvement in either the school Instrumental Music Program or studying with a private teacher is compulsory. Instrumental hire (where applicable $60 per semester). Instrumental lessons (where applicable $20 per semester). Students must have a USB, which is brought to all lessons and a manuscript pad with a display folder.</td>
</tr>
</tbody>
</table>
| Description | This is a music experience programme offered to students who have played an instrument for at least two years and also have a background in theoretical skills. The key focus is on performance in an ensemble. The music is mainly contemporary pop/rock. Opportunity is provided for students to be knowledgeable about their instrument by doing research and attending instrumental lessons. Theory component facilitates students’ ability to read and play music. The topics studied:  
- Ensemble: Lunch hour concert performance and performance at school assembly, Open Night and Arts Showcase.  
- Concert review: Students to attend a concert or watch one on video and write a review.  
- Composing and arranging - Students write a song/melody, including Bass line and chords using music software. Present a scripted oral presentation on composing techniques and ideas they employed. Students write an arrangement for melody, counter melody, and rhythm section.  
- Theory: Students undertake a course that facilitates the ability to read and play music. Emphasis is placed on scales, chords, rhythms, transposition and other arranging techniques.  
- Music influenced by other cultures research assignment: Students choose from a selection of topics to research the history of people who have influenced music culture.  
- Music in Industry |
| Assessment | Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Assessment at Stage 1 Music is school based.  
- Skills Presentation: Students undertake one or more skills presentation tasks.  
- Skills Development: Students undertake one or more skills development test.  
- Folio: Students keep a folio of work undertaken during their study  
Assessment Types:  
- A theory test  
- An aural test  
- Aural and/or written analysis  
- Cultural influences on music  
- Performance as a soloist or as a member of an ensemble |
| Learning Requirements | Stage 1 Music has 3 performance standards. They are Practical Application, Knowledge and Understanding, Analysis and Reflection. At the end of the program in Stage 1 Music, students should be able to:  
- Demonstrate technical skill, accuracy, and musicianship as an instrumentalist/vocalist/ technician/composer/researcher  
- Demonstrate the effective use of composing/arranging/transcribing/improvising techniques  
- Apply knowledge of musical notations and vocabulary  
- Aurally identify musical elements, stylistic features, and the structure of musical works  
- Listen to, analyse, and communicate ideas about music  
- Experience and reflect on music in its social and cultural contexts |
| Notes | Application Required  
- No  
Application Text  
Application Prompt  
Application Contract  
Approval Required  
- No  
Approval By |
**Subject Details - Stage 1 Visual Arts - Art Studies A**

<table>
<thead>
<tr>
<th>Title</th>
<th>Visual Arts - Art Studies A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Arts</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of Year 10 Art, Craft or Design or by interview with the art staff.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Visual Arts, TAFE; Central School of Art, University.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>A 10 credit subject may be negotiated under certain circumstances.</td>
</tr>
</tbody>
</table>

**Description**

Students produce two or three resolved visual artworks. One or more may be a minor work in preparation for a major visual artwork. Artworks may take any of the following forms: film, animation, digital imaging, painting, drawing, mixed media, printmaking, photography, sculpture and / or ceramics. Students prepare a written practitioner’s statement of a maximum of 250 words for each resolved visual artwork.

The topics studied:

**Area of Study 1: Visual Thinking (Folio / Developmental Work)**

The concept of visual thinking includes the ability to view works of art and the ability to visually record using a variety of media and techniques to refine ideas and skills, and working towards resolution of visual design works. Visual thinking for artists usually involves applying a creative or problem-solving process in a logical sequence. At times, however, it can be accidental or unpredictable and can change in direction before the artist is satisfied with the resolved outcome.

**Area of Study 2: Practical Resolution (Final Design Works)**

Visual artworks can be produced under the following areas: painting, drawing, mixed media, printmaking, sculpture, ceramics, photography, digital imaging and computer aided.

**Area of Study 3: Visual Study**

Students have opportunities to contextualise art or design; that is, to place visual artworks historically and culturally. This can be achieved by:

- Experiencing, or closely viewing, visual artworks
- Studying the work of a practitioner and/or artistic/design movement
- Deconstructing works or art or analysing design solutions.

**Assessment**

Students should provide evidence of learning through four to six assessments. Each assessment type should have a weighting of at least 20%

- **Folio:** students produce one folio that documents their visual learning, in support of their two or three resolved visual artworks.
- **Practical:** each practical assessment consists of two parts - the resolved art or design practical work, and the practitioner’s statement.
- **Visual Study:** Student’s produce one large or two smaller visual studies. A visual study is an exploration of, or experimentation with, a style, an idea, a concept, media/materials, methods/techniques, or technologies based on research and the analysis of the work of other practitioners.

**Learning Requirements**

Successful students will be able to:

- Conceive, develop, and create artworks;
- Demonstrate individuality, creativity, and presentation skills in their artworks;
- Show evidence of the development of ideas in a visual form;
- Demonstrate knowledge of, and facility in, the skills, techniques, and technologies associated with making artworks;
- Demonstrate knowledge of artists and their works through investigation, writing, discussion, and visual representations;
- Describe, analyse, and respond to artworks in their cultural context.

**Notes**

Application Required | No
Application Text
Application Prompt
Application Contract
Approval Required | No
Approval By
Subject Details - Stage 1 Visual Arts - Art Studies B

<table>
<thead>
<tr>
<th>Title</th>
<th>Visual Arts - Art Studies B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Arts</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of Year 10 Art, Craft or Design or by interview with the art staff.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Visual Arts, TAFE; Central School of Art, University.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>A 10 credit subject may be negotiated under certain circumstances.</td>
</tr>
</tbody>
</table>

**Description**

Students produce two or three resolved visual artworks. One or more may be a minor work in preparation for a major visual artwork. Artworks may take any of the following forms: film, animation, digital imaging, painting, drawing, mixed media, printmaking, photography, sculpture and / or ceramics. Students prepare a written practitioner’s statement of a maximum of 250 words for each resolved visual artwork.

The topics studied:

**Area of Study 1: Visual Thinking (Folio / Developmental Work)**

The concept of visual thinking includes the ability to view works of art and the ability to visually record using a variety of media and techniques to refine ideas and skills, and working towards resolution of visual design works. Visual thinking for artists usually involves applying a creative or problem-solving process in a logical sequence. At times, however, it can be accidental or unpredictable and can change in direction before the artist is satisfied with the resolved outcome.

**Area of Study 2: Practical Resolution (Final Design Works)**

Visual artworks can be produced under the following areas: painting, drawing, mixed media, printmaking, sculpture, ceramics, photography, digital imaging and computer aided.

**Area of Study 3: Visual Study**

Students have opportunities to contextualise art or design; that is, to place visual artworks historically and culturally. This can be achieved by:

- Experiencing, or closely viewing, visual artworks
- Studying the work of a practitioner and/or artistic/design movement
- Deconstructing works of art or analysing design solutions.

**Assessment**

Students should provide evidence of learning through four to six assessments. Each assessment type should have a weighting of at least 20%:

- Folio: students produce one folio that documents their visual learning, in support of their two or three resolved visual artworks.
- Practical: each practical assessment consists of two parts - the resolved art or design practical work, and the practitioner’s statement.
- Visual Study: Students’ produce one large or two smaller visual studies. A visual study is an exploration of, or experimentation with, a style, an idea, a concept, media/materials, methods/techniques, or technologies based on research and the analysis of the work of other practitioners.

**Learning Requirements**

Successful students will be able to:

- Conceive, develop, and create artworks;
- Demonstrate individuality, creativity, and presentation skills in their artworks;
- Show evidence of the development of ideas in a visual form;
- Demonstrate knowledge of, and facility in, the skills, techniques, and technologies associated with making artworks;
- Demonstrate knowledge of artists and their works through investigation, writing, discussion, and visual representations;
- Describe, analyse, and respond to artworks in their cultural context.

**Notes**

- Application Required: No
- Approval Required: No
- Application Text
- Application Prompt
- Approval By
## Subject Details - Stage 1 Visual Arts - Design Studies

<table>
<thead>
<tr>
<th>Title</th>
<th>Visual Arts - Design Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Arts</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of Year 10 Art or Craft and Design or by interview with the art staff.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Visual Arts, TAFE; Central School of Art, University.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>A 10 Credit subject may be negotiated with the teacher under certain circumstances.</td>
</tr>
</tbody>
</table>

### Description

Students produce two or three resolved visual artworks. One or more may be a minor work in preparation for a major visual art work. Design works may be categorised in the broad areas of product design, environmental design, graphic design, or visual communication. Students prepare a written practitioner’s statement of a maximum of 250 words for each resolved visual artwork.

The topics studied:

**Area of Study 1: Visual Thinking (Folio / Developmental Work)**
The ability to visually record using a variety of media and techniques to refine ideas and skills, and working towards resolution of visual design works. Visual thinking for designers is usually based around the development and formulation of a design brief. The design process includes research, analysis, ideation, the exploration of possibilities, the testing of ideas, the refining of ideas or concepts, the practising of skills and evaluation, before the design outcome is resolved.

**Area of Study 2: Practical Resolution (Final Design Works)**
Visual design works can be produced under the following areas:
- product design: e.g. toy, fashion, stage, furniture and engineering design.
- environmental design: e.g. architectural design and interior design
- graphic and visual communication design: e.g. branding, illustration and advertising.

**Area of Study 3: Visual Study**
Students have opportunities to contextualise art or design; this is, to place visual artworks historically and culturally. This can be achieved by:
- experiencing, or closely viewing, visual artworks
- studying the work of a practitioner and/or artistic/design movement
- deconstructing works of art or analysing design solutions.

### Assessment

Students should provide evidence of learning through four to six assessments. Each assessment type should have a weighting of at least 20%.
- Folio: Students produce one folio that documents their visual learning, in support of their two or three resolved visual design works.
- Practical: Each practical assessment consists of two parts - the resolved art or design practical work, and the practitioner’s statement
- Visual study: Students produce one large or two smaller visual studies. A visual study is an exploration of, or experimentation with, a style, an idea, a concept, media/materials, methods/techniques, or technologies based on research and the analysis of the work of other practitioners.

### Learning Requirements

Successful students will be able to:
- Conceive, develop, and create design works
- State and refine a design brief
- Generate creative and diverse ideas, and evaluate these in relation to a design brief or process
- Present design works, using appropriate methods, media, and skills, both traditional and contemporary
- Demonstrate knowledge of designers and their works through investigation, writing, discussion, and visual representations
- Describe, analyse, and respond to design works in their cultural context

### Notes

- Application Required: No
- Approval Required: No
### Subject Details - Stage 1 Visual Arts - Supersize Art

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Visual Arts - Supersize Art</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Area</strong></td>
<td>Arts</td>
</tr>
<tr>
<td><strong>Learning Area Group</strong></td>
<td>Visual Arts</td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
<td>Year 11</td>
</tr>
<tr>
<td><strong>Seminesters</strong></td>
<td>1 semester</td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
<td>Satisfactory completion of one unit Year 9, 10 Art or Craft and Design or by interview with the Visual Arts Teachers. This is an extension program and is designed for students who excel in Visual Arts.</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>Stage 2 Visual Arts, TAFE, Central School of Art, University</td>
</tr>
<tr>
<td><strong>Special Conditions</strong></td>
<td>None</td>
</tr>
</tbody>
</table>
| **Description** | Students will work independently and/or as a part of a team on a locally developed art program. Students will have the opportunity to research and design a composition or to work as a team member following another person’s design. Students will paint large scale paintings or sculptural work such as murals, volleyball banner, flats for school plays, school banners and/or large sculptural pieces. Students will learn painting and/or sculptural techniques and have the pleasure of having their work on public display.  

The topics studied:

**Area of Study 1: Visual Thinking (Folio / Developmental Work)**
The ability to visually record using a variety of media and techniques to refine ideas and skills, and working towards resolution of visual design works. Visual thinking for artists usually involves applying a creative or problem-solving process in a logical sequence. At times, however, it can be accidental or unpredictable and can change in direction before the artist is satisfied with the resolved outcome. Visual thinking for designers is usually based around the development and formulation of a design brief that specifies parameters for the designer. The design process includes research, analysis, ideation, the exploration of possibilities, the testing of ideas, the refining of ideas or concepts, the practising of skills, and evaluation, before the design outcome is resolved.  

**Area of Study 2: Practical Resolution (Final Design Works)**
Create a large scale painting(s) or sculptural work such as: murals, volleyball banner, flats (backdrops) for school plays, school banners and/or large sculptural pieces.  

**Area of Study 3: Visual Study**
Students have opportunities to contextualise art or design; that is, to place visual artworks historically and culturally. This can be achieved by:  
- Experiencing, or closely viewing, visual artworks  
- Studying the work of a practitioner and/or artistic/design movement.  
- Deconstructing works of art or analysing design solutions.  

Students produce one major resolved visual artwork and also prepare a written practitioner’s statement of a maximum of 250 words for each resolved visual artwork. |
| **Assessment** | Students should provide evidence of learning through three assessments. Each assessment type should have a weighting of at least 20%.  
- **Folio:** Students produce one folio that documents their visual learning, in support of their one major resolved visual art or design work.  
- **Practical:** Each practical assessment consists of two parts - the resolved art or design practical work, and the practitioner’s statement.  
- **Visual Study:** Students produce one visual study. A visual study is an exploration of, or experimentation with, a style, an idea, a concept, media/materials, methods/techniques, or technologies based on research and the analysis of the work of other practitioners. |
| **Learning Requirements** | Students will be assessed using performance standards from the curriculum outline. Successful students will be able to:  
- Conceive, develop, and create large scale 2D and/or 3D artworks  
- Demonstrate individuality, creativity, and presentation skills in their artworks  
- How evidence of the development of ideas in a visual form  
- Demonstrate knowledge of, and facility in, the skill, techniques and artwork  
- Demonstrate knowledge of community displayed artwork through investigation, written discussion, and visual representations  
- Describe, analyse, and respond to artworks in their cultural context. |
| **Notes** | Application Required: No  
Application Text:  
Application Prompt:  
Approval Required: No  
Approval By: |
Subject Details - Stage 2 Dance

<table>
<thead>
<tr>
<th>Title</th>
<th>Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Arts</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 12</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of 2 Semesters of Stage 1 Dance, or the equivalent external dance training. Students must also gain at least a C grade in all theory and practical tasks, and receive a positive recommendation to continue with the subject.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Batchelor of Creative Arts (Dance) at AC Arts and Flinders University. Dame Roma Mitchell Centre for Performing Arts. Various national dance institutions</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Appropriate dance wear is mandatory; students are required to purchase suitable attire for technique and performances. Participation in all aspects of the course is required and additional rehearsals and preparation outside of class time will be expected.</td>
</tr>
<tr>
<td>Description</td>
<td>Dance consists of the following three areas of study, Skills Development (choreography, technique, and a folio based on either the choreography or technique study), Dance Perspectives &amp; Group Production. Students study technique, composition, choreography, performance and critical analysis. Skills Development: (Choreography, Technique and Folio): Technical and physical skills are developed through systematic training; students explore and develop their personal vocabulary of movement, and learn the application of choreographic and compositional principles. The folio provides detailed evidence of the development of choreography or technique. Dance Perspectives: Students study and analyse the choreography of dance artists, both locally and globally. Group Production: Students take either an individual performing role or one or more off-stage roles. Those performing, undergo the disciplined process of rehearsing dance work to performance level. The focus capabilities for this subject are communication, citizenship and learning.</td>
</tr>
<tr>
<td>Assessment</td>
<td>School Assessment (70%)</td>
</tr>
<tr>
<td></td>
<td>Assessment Type 1: Skills Development (50%)</td>
</tr>
<tr>
<td></td>
<td>- Choreography: Students create a work (or works) of up to 4 minutes’ duration</td>
</tr>
<tr>
<td></td>
<td>- Technique: Students participate in a 1 hour structured technique class</td>
</tr>
<tr>
<td></td>
<td>- Folio: Students produce a 1500 words (or equivalent in visual or multimedia form) choreographic or technique folio</td>
</tr>
<tr>
<td></td>
<td>Assessment Type 2: Written Response (20%): Students undertake two written responses (Historical Perspectives and Contemporary Issues) in which they answer research or critical review questions.</td>
</tr>
<tr>
<td></td>
<td>External Assessment (30%)</td>
</tr>
<tr>
<td></td>
<td>Assessment Type 3: Performance (30%): Students are assessed on: a dance performance; a choreographic work; or a presentation of one or more off-stage roles. Performers are required to have 15 minutes on stage (off-stage roles must conduct a presentation of 10-15 minutes).</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to:</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate knowledge and application of dance technique in the context of safe dance practice</td>
</tr>
<tr>
<td></td>
<td>- Explore, select, refine, and evaluate ideas and processes in the creation of a dance work and in the study of technique</td>
</tr>
<tr>
<td></td>
<td>- Demonstrate the ability to choreograph dance work, communicating intent to the audience</td>
</tr>
<tr>
<td></td>
<td>- Research, analyse, interpret, and give informed opinions about historical and contemporary dance works, practice, and issues</td>
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<tr>
<td></td>
<td>- Demonstrate performance or production skills both collaboratively and independently</td>
</tr>
<tr>
<td></td>
<td>- Understand the use of various forms of technology relevant to the study of dance as an art form</td>
</tr>
<tr>
<td></td>
<td>- Research, analyse, and understand dance from artistic, aesthetic, and cultural perspectives, communicating in different forms, and using appropriate dance terminology.</td>
</tr>
<tr>
<td>Notes</td>
<td>Application Required: No</td>
</tr>
<tr>
<td></td>
<td>Application Text:</td>
</tr>
<tr>
<td></td>
<td>Application Prompt:</td>
</tr>
<tr>
<td></td>
<td>Application Contract:</td>
</tr>
<tr>
<td></td>
<td>Approval Required: Yes</td>
</tr>
<tr>
<td></td>
<td>Approval By: Dance Teacher</td>
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</table>
Subject Details - Stage 2 Drama

<table>
<thead>
<tr>
<th>Title</th>
<th>Drama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Arts</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 12</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Stage 1 Drama. Student must be recommended for this subject.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Various national Drama courses.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Extra time, additional to normal lessons, will be required for preparation, rehearsals, and performances. Approximately $24.00, (student concession) to attend professional theatre or film for reviewing.</td>
</tr>
</tbody>
</table>
| Description   | This course may be taught as a hybrid course in collaboration with the Stage 1 Drama course. Students learn and develop skills in both on-stage and off-stage roles in performances. Students also develop critical skills through viewing live theatre and analysing how dramatic ideas are communicated to an audience through studying texts. The topics studied:  
  - Group Production  
  - Investigating on-stage roles, and independently creating ideas to contribute to a performance  
  - Participation in workshops, rehearsals and performances  
  - Learning styles of performance through investigating sub-text, improvisation and groupwork  
  - Viewing Performances and or Film  
  - Using terminology, conventions and criticism skills to record observations  
  - Analysis and Investigation  
  - Studying texts and dramatic ideas and how they translate to the stage |
| Assessment    | School Assessment (70%)  
  - Assessment Type 1: Group Presentation 20%  
    Students demonstrate their knowledge and understanding of a play-script or dramatic innovator through the process of practical application.  
    - Assessment Type 2: Folio (Group Production Report & two Reviews) 30%  
      Group Production Report (2000 words or equivalent) - Students expand their knowledge and understanding of drama as a performing art, and develop skills of observation, analysis, and criticism, and the ability to apply arts-specific terminology.  
      Reviews (1000 words each or equivalent) - Students view, review, and analyse a range of live or recorded theatrical performances.  
    - Assessment Type 3: Interpretative Study 20% (1000 words each or equivalent)  
      Students investigate and respond to a play-script or dramatic innovator.  
    - External Assessment (30%)  
      Assessment type 4: Performance 30%  
      Students are assessed in either an on-stage or off-stage role. Performers are required to have 15 minutes on stage (off-stage roles must conduct a presentation of 15 minutes). |
| Learning Requirements | Successful students will be able to:  
  - Develop, communicate, and apply knowledge and skills in conceiving, developing, creating, interpreting, evaluating, and presenting dramatic works.  
  - Demonstrate and communicate knowledge and understanding of the theories, concepts, skills, techniques, and technologies of drama.  
  - Respond to performed drama and dramatic texts in an analytical and reflective manner, using arts-specific terminology.  
  - Work both independently and collaboratively to achieve dramatic outcomes.  
  - Apply knowledge, understanding, and analysis of the interdependent nature of drama and dramatic elements.  
  - Investigate, integrate, analyse, and evaluate information, concepts, and ideas to communicate for dramatic purposes.  
  - Communicate and articulate ideas to an audience, through a variety of forms and methods. |
| Notes | Application Required No  
  Application Text  
  Application Prompt  
  Approval Required No  
  Approval By |
### Stage 2 Media Studies

<table>
<thead>
<tr>
<th>Title</th>
<th>Media Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Arts</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 12</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Successful completion of at least 1 semester of Stage 1 Media Studies</td>
</tr>
<tr>
<td>Pathways</td>
<td>TAFE and University degrees, including Graphic Design, Visual Communication, and Film Studies.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Students must have completed Year 10 and Stage 1 Media Studies or Photography and have the skills and knowledge to effectively use Photoshop, Macromedia Flash, Garage Band, i-Movie or Final Cut Pro, PowerPoint and any form of Web page design software (preferably Dreamweaver).</td>
</tr>
</tbody>
</table>
| Description   | Stage 2 Media Studies is a full year course. It is taught on a Macintosh platform and includes working with Photoshop, i-Movie or Final Cut Pro, Garageband, and the Macromedia Suite. The flexibility and learning structure of the course allows students to select from three of fourteen topics to pursue and produce work in ways that favour students individual strengths and knowledge. Students work with the key media concepts of Media Representations, Media Conventions, Media Organisations and Media Audiences. These concepts underpin the study of aspects of media and are essential to students' critical reading of media texts and products. They provide and investigative framework to support students' critical analysis and production tasks. These key media concepts will introduce students to, and support their understanding of, contemporary media construction and dissemination, and the social impact of media texts and products. Students must attempt and complete three Assessment Components to met the minimum requirements of the course.  
- Media Explorations: involves students investigating questions related to the topics chosen within the media industry.  
- Media Interactions: combines researching and student interactions with a particular component of media. Students use these findings to critically reflect and form a conclusion to a target question provided.  
- Media Production: provides students with the ability to create and construct a visual or oral production piece based on one of the three topics. They have the freedom to produce a video, radio, web page, graphic design or animated production using any of media software provided.  
- Media Investigation: students undertake an independent investigation of a current media issue and present their findings in a written report. The focus of the investigation is the cultural, political, or economic impact of media on contemporary society. |
| Assessment    | Assessment Types:  
- Media Explorations 20%  
- Media Interaction 10%  
- Media Production and Producer’s Statement 40%  
- Media Investigation 30% |
| Learning Requirements | Successful students will be able to:  
- Communicate informed responses to local, national, and global media issues  
- Examine media texts and contexts in a critical, analytical, and reflective manner  
- Demonstrate their critical understanding of the ways in which society is represented by media  
- Critically reflect on their interaction with media  
- Apply knowledge of forms, contents, contexts, and audiences to design and produce a range of practical tasks  
- Demonstrate their skills in using media hardware and software in practical tasks. |
| Notes         | Application Required No  
Application Text  
Application Prompt  
Application Contract  
Approval Required No  
Approval By |
## Subject Details - Stage 2 Music - Ensemble Performance

<table>
<thead>
<tr>
<th>Title</th>
<th>Music - Ensemble Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Arts</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 12</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of Stage 1 Music (full year).</td>
</tr>
<tr>
<td>Pathways</td>
<td>TAFE and other tertiary institutions provide studies in Music and most are by audition. It can lead to positions in teaching, arts administration, music production, television.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>This unit must be undertaken in conjunction with Music - Solo Performance. This unit will be studied across the 2 semesters and students will be moderated at the end of the year. It is assumed that students who undertake this unit have attained a performance standard that reflects at least 3 years of development on their instrument or voice. Students without this background would have great difficulty in achieving a satisfactory level of performance at Stage 2 standard. Students must be prepared to work cooperatively in a group and to make themselves available for performances that may be outside school hours.</td>
</tr>
<tr>
<td>Instrumental lessons (where applicable - $20 / semester)</td>
<td></td>
</tr>
<tr>
<td>Instrumental hire (where applicable - $60 / semester)</td>
<td></td>
</tr>
<tr>
<td>Students must have a USB, which is brought to all lessons and a display folder.</td>
<td></td>
</tr>
<tr>
<td>NB. Entry into Music Courses at University require an audition.</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>Ensemble Performance gives students the opportunity to extend their practical music-making skills, aural perception, and musical appreciation in a ensemble performance setting. Ensemble Performance not only results in musical outcomes, but also encourages the development of personal characteristics such as confidence and the ability to communicate sensitively. The topics studied:</td>
</tr>
<tr>
<td>• Accuracy within an ensemble</td>
<td></td>
</tr>
<tr>
<td>• Ensemble technique</td>
<td></td>
</tr>
<tr>
<td>• Musicianship</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment is subject to external moderation.</td>
</tr>
<tr>
<td>School Assessment (70%)</td>
<td>Assessment Type 1: First Performance</td>
</tr>
<tr>
<td>• Assessment Type 2: Second Performance</td>
<td></td>
</tr>
<tr>
<td>External Assessment (30%)</td>
<td>Assessment Type 3: Final Performance</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to:</td>
</tr>
<tr>
<td>• demonstrate confidence as an ensemble performer;</td>
<td></td>
</tr>
<tr>
<td>• work collaboratively to present a repertoire of contrasting works or an extended work with a number of contrasting sections for instrument or voice; a minimum of repertoire is required.</td>
<td></td>
</tr>
<tr>
<td>• demonstrate accuracy, musical skills, and technique as an ensemble performer;</td>
<td></td>
</tr>
<tr>
<td>• demonstrate musicianship in interpretation by performing musically a range of works that engage a public audience;</td>
<td></td>
</tr>
<tr>
<td>• contribute to the cohesiveness of, and demonstrate musical rapport within, the ensemble.</td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td>Application Required: No</td>
</tr>
<tr>
<td>Application Text</td>
<td>Approval Required: No</td>
</tr>
<tr>
<td>Approval By</td>
<td>Application Prompt:</td>
</tr>
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<td>Application Contract:</td>
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</table>
## Subject Details - Stage 2 Music - Solo Performance

<table>
<thead>
<tr>
<th>Title</th>
<th>Music - Solo Performance</th>
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<tbody>
<tr>
<td>Learning Area</td>
<td>Arts</td>
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<tr>
<td>Learning Area Group</td>
<td>Performing Arts</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 12</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of Stage 1 Music (full year).</td>
</tr>
<tr>
<td>Pathways</td>
<td>TAFE and other tertiary institutions provide studies in Music and most are by audition. It can lead to positions in teaching, arts administration, music production, television.</td>
</tr>
</tbody>
</table>

**Special Conditions**
This unit must be undertaken in conjunction with Music - Ensemble Performance. This unit will be studied across the 2 semesters and students will be moderated at the end of the year. It is assumed that students who undertake this unit have attained a performance standard that reflects at least 3 years of development on their instrument or voice. Students without this background would have great difficulty in achieving a satisfactory level of performance at Stage 2 standard. Students must be prepared to work cooperatively in a group and to make themselves available for performances that may be outside school hours.
- Instrumental tuition once a week is compulsory.
- Instrumental lessons (where applicable - $20 / semester)
- Instrumental hire (where applicable - $60 / semester)
- Students must have a USB, which is brought to all lessons and a display folder.

NB. Entry into Music Courses at University require an audition.

**Description**
Solo Performance gives students the opportunity to extend their practical music-making skills, aural perception, and musical appreciation in a solo performance setting. Solo Performance not only results in musical outcomes, but also encourages the development of personal characteristics such as confidence and the ability to communicate sensitively.

The topics studied:
- Accuracy as a soloist
- Solo technique
- Musicianship

**Assessment**
Assessment is subject to external moderation.

School Assessment (70%)
- Assessment Type 1: First Performance
- Assessment Type 2: Second Performance

External Assessment (30%)
- Assessment Type 3: Final Performance

**Learning Requirements**
Successful students will be able to:
- demonstrate confidence as a solo performer;
- present a repertoire of contrasting works or an extended work with a number of contrasting sections for instrument or voice; a minimum of repertoire is required.
- demonstrate accuracy, musical skills, and technique as a solo performer;
- demonstrate musicianship in interpretation by performing musically a range of works that engage a public audience;
- contribute to the cohesiveness of, and demonstrate musical rapport within, the ensemble.

**Notes**
- Application Required: No
- Application Text:
- Application Prompt:
- Application Contract:
- Approval Required: No
- Approval By:
**Subject Details - Stage 2 Visual Arts - Art or Design Focus**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Area</strong></td>
<td>Arts</td>
</tr>
<tr>
<td><strong>Learning Area Group</strong></td>
<td>Visual Arts</td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
<td>Year 12</td>
</tr>
<tr>
<td><strong>Semesters</strong></td>
<td>2 semesters</td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
<td>In order to undertake this course a satisfactory completion of Stage 1 Art or Design and Craft will be necessary. Alternatively an interview with art staff and a presentation of a portfolio of work will be required.</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>University, TAFE, Central School of Art, Architecture.</td>
</tr>
<tr>
<td><strong>Special Conditions</strong></td>
<td>A 10 credit subject may be negotiated under special circumstances.</td>
</tr>
</tbody>
</table>
| **Description** | Students gain an understanding of the process of creating visual artworks and an insight into the work of amateur and professional artists and designers. The topics studied:  
Area of Study 1: Visual Thinking (Folio / Developmental Work)
For both Art and Design, visual thinking is about developing the skills to think visually and to record this thinking. This means using drawings, sketches, diagrams, graphical representations, media or materials studies and experiments, accompanied by written or recorded annotations to document the thinking.

Area of Study 2: Practical resolution (Final Art/Design works)
Visual artworks can be resolved using the various practical genres of Art and Design, which may include, for example:
- Art: Digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, textiles and video.
- Design: Product design (e.g. toy, fashion, stage, furniture, and engineering design), environmental design (e.g. architectural design, interior design), and graphic and visual communication design (e.g. branding, illustration, and advertising).

Area of Study 3: Visual Study
Students are provided with opportunities to contextualise art or design, that is, to place visual artworks historically and culturally. This can be achieved by:
- Experiencing, or closely viewing, visual artworks
- Studying the work of a practitioner and/or artistic/design movement.
- Deconstructing works of art or analysing design solutions.

Students produce two to three visual artworks, then prepare a written practitioner’s statement of a maximum of 300 words for each resolved visual artwork. |
| **Assessment** | Students provide evidence of learning through:  
School-based Assessment (70%)  
- Assessment Type 1: Folio  
- Assessment Type 2: Practical  
External Assessment (30%)  
- Assessment Type 3: Visual Study |
| **Learning Requirements** | Successful students will be able to:  
- Conceptualise, plan, develop, solve problems, and create art works;  
- Demonstrate a practical knowledge of media;  
- Demonstrate sensitive and skilful handling of selected media;  
- Analyse and express opinions about art works;  
- Write about art, using appropriate terminology;  
- Use a range of community resources for art research. |
| **Notes** | Application Required: No  
Application Text:  
Application Prompt:  
Application Contract:  
Approval Required: No  
Approval By: |
### Subject Details - 09 Electronics

<table>
<thead>
<tr>
<th>Title</th>
<th>Electronics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 9</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Successful completion of Year 8 Technology Studies</td>
</tr>
<tr>
<td>Pathways</td>
<td>Year 10 Electronics</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop</td>
</tr>
</tbody>
</table>
| Description | The study of Technology in Middle School enables students to develop skills in designing products and using appropriate equipment to produce electronically designed products. The course introduces students to all areas of Technology, allowing them to specialise in an area of interest in Senior School. The topics studied:
- Experimental kits - identification of electrical components
- Designing and constructing circuits
- Relevant use of E-Technology software to design circuit boards |
| Assessment  | Assessment Types:
- Circuit board production
- Component assembly
- Soldering |
| Learning Requirements | Successful students will be able to:
- Demonstrate safe workshop practice
- Use appropriate equipment for completing projects
- Design and appraise practical projects
- Use time effectively and set goals in planning for practical projects. |
<p>| Notes       | Application Required: No                  |
|             | Application Text:                         |
|             | Application Prompt:                       |
|             | Application Contract:                     |
|             | Approval Required: No                     |
|             | Approval By:                              |</p>
<table>
<thead>
<tr>
<th>Subject Details - 09 Metalwork</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
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<tr>
<td><strong>Learning Area</strong></td>
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<tr>
<td><strong>Learning Area Group</strong></td>
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<tr>
<td><strong>Year Level</strong></td>
</tr>
<tr>
<td><strong>Semesters</strong></td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
</tr>
<tr>
<td><strong>Special Conditions</strong></td>
</tr>
</tbody>
</table>

**Description**
The study of Technology in Middle School enables students to develop skills in designing products and using appropriate equipment to produce metal products. The course introduces students to all areas of technology, allowing them to specialise in an area of interest in Senior School.

The topics studied:
- Design using a design brief
- Relevant use of E-Technology software to produce working drawings
- Oxy acetylene welding skills
- Machining techniques
- Hand tool skills
- Safe workshop practices

**Assessment**
**Assessment Types:**
- Design Project
- Practical Skills
- Knowledge and Understanding

**Learning Requirements**
Successful students will be able to:
- Demonstrate safe workshop practice
- Use appropriate equipment for completing projects
- Design and appraise practical projects
- Use time effectively and set goals in planning for practical projects.

**Notes**
- Application Required: No
- Approval Required: No
### Subject Details - 09 Photography

<table>
<thead>
<tr>
<th>Title</th>
<th>Photography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 9</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>None</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
<tr>
<td>Description</td>
<td>The study of Technology in Middle School enables students to develop skills in designing products and using appropriate equipment. The course introduces students to all areas of technology, allowing them to specialise in an area of interest in Senior School.</td>
</tr>
<tr>
<td></td>
<td>The topics studied:</td>
</tr>
<tr>
<td></td>
<td>• Understanding and use of Digital Camera</td>
</tr>
<tr>
<td></td>
<td>• Use of Photoshop software</td>
</tr>
<tr>
<td></td>
<td>• Composition of the image</td>
</tr>
<tr>
<td></td>
<td>• Portraiture</td>
</tr>
<tr>
<td></td>
<td>• Introduction to Desktop Publishing</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment Types:</td>
</tr>
<tr>
<td></td>
<td>• Completion of practical projects</td>
</tr>
<tr>
<td></td>
<td>• Design briefs</td>
</tr>
<tr>
<td></td>
<td>• Ability to produce photographs</td>
</tr>
<tr>
<td></td>
<td>• Understanding of developing process and techniques</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate safe workshop practice</td>
</tr>
<tr>
<td></td>
<td>• Use appropriate equipment for completing projects</td>
</tr>
<tr>
<td></td>
<td>• Design and appraise practical projects</td>
</tr>
<tr>
<td></td>
<td>• Use time effectively and set goals in planning for practical projects.</td>
</tr>
<tr>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>Approval Required</td>
<td>No</td>
</tr>
<tr>
<td>Approval By</td>
<td></td>
</tr>
<tr>
<td>Application Required</td>
<td>No</td>
</tr>
<tr>
<td>Application Text</td>
<td></td>
</tr>
<tr>
<td>Application Prompt</td>
<td></td>
</tr>
<tr>
<td>Application Contract</td>
<td></td>
</tr>
<tr>
<td>Approval Required</td>
<td>No</td>
</tr>
<tr>
<td>Approval By</td>
<td></td>
</tr>
</tbody>
</table>
### Subject Details - 09 Woodwork

<table>
<thead>
<tr>
<th>Title</th>
<th>Woodwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 9</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>Year 10 Woodwork</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop</td>
</tr>
</tbody>
</table>
| Description   | The study of Technology in Middle School enables students to develop skills in designing products and using appropriate equipment to produce wood products. The course introduces students to all areas of technology, allowing them to specialise in an area of interest in Senior School. The topics studied:  
  - Safe hand tool and machine use  
  - Practical skills in constructing a variety of projects  
  - Wood turning  
  - Research timber materials and processes  
  - Relevant use of E-Technology software to produce working drawings |
| Assessment    | Assessment Types:  
  - Completion of practical projects  
  - Design and drawings  
  - Wood turning  
  - Research Assignments |
| Learning Requirements | Successful students will be able to:  
  - Demonstrate safe workshop practice  
  - Use appropriate equipment for completing projects  
  - Design and appraise practical projects  
  - Use time effectively and set goals in planning for practical projects. |

### Notes
- Application Required: No
- Application Text
- Application Prompt
- Approval Required: No
- Approval By
# Subject Details - 10 Electronics

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
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<tbody>
<tr>
<td><strong>Learning Area</strong></td>
<td>Design &amp; Technology</td>
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<tr>
<td><strong>Learning Area Group</strong></td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
<td>Year 10</td>
</tr>
<tr>
<td><strong>Semesters</strong></td>
<td>1 semester</td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
<td>Successful completion of a semester course in Year 9 Technology is required.</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>Year 11 Electronics</td>
</tr>
<tr>
<td><strong>Special Conditions</strong></td>
<td>Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop</td>
</tr>
</tbody>
</table>
| **Description** | This semester length course includes a broad range of tasks related to using and working with Electronics equipment. Opportunities are given for students to complete a range of practical projects that will allow them to improve their understanding of the topics covered. The topics studied:  
  - Circuit board construction  
  - Safety  
  - Component Identification  
  - Soldering |
| **Assessment** | Assessment Types:  
  - Knowledge and understanding of theory topics  
  - Practical Skills |
| **Learning Requirements** | Successful students will be able to:  
  - Examine critically the competing values embodied in design products, processes and systems.  
  - Present analysis of possible technological futures.  
  - Independently generate design strategies to create ethically defensible products.  
  - Demonstrate high level skills ineffectively recording and communicating design thinking.  
  - Demonstrate specialised skills to create products.  
  - Defend and apply choices made in using particular materials and equipment.  
  - Integrate the principles of good resource management and duty of care. |
| **Notes** |  |
| **Application Required** | No |
| **Application Text** |  |
| **Application Prompt** |  |
| **Application Contract** |  |
| **Approval Required** | No |
| **Approval By** |  |
# Subject Details - 10 Home & Property Maintenance

<table>
<thead>
<tr>
<th>Title</th>
<th>Home &amp; Property Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>A successful completion of a semester course in Year 9 Technology is recommended.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Doorways to Construction</td>
</tr>
<tr>
<td></td>
<td>VET Furnishing</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Wearing of appropriate safety clothing and strong protective footwear is mandatory whilst undertaking the work required for the course.</td>
</tr>
<tr>
<td>Description</td>
<td>This course is in preparation for Doorways to Construction Certificate 1. It is school based and will involve students in basic home and property maintenance. This may include:</td>
</tr>
<tr>
<td></td>
<td>• Bricks and pavers</td>
</tr>
<tr>
<td></td>
<td>• Levels and measurement</td>
</tr>
<tr>
<td></td>
<td>• Basic construction in wood, cement and concreting</td>
</tr>
<tr>
<td></td>
<td>• Safe practice and tool maintenance</td>
</tr>
<tr>
<td></td>
<td>• Taps and seals, power tools, doors, hinges and handles.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Completion of the following competencies:</td>
</tr>
<tr>
<td></td>
<td>• Follow Occupational Health &amp; Safety Policies and Procedures (BCGM1001B)</td>
</tr>
<tr>
<td></td>
<td>• Undertake a Basic Construction Project (BCGVE)</td>
</tr>
<tr>
<td></td>
<td>• Participation in school based projects and demonstration of basic work skills required in the construction industry</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will:</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate safe work practices</td>
</tr>
<tr>
<td></td>
<td>• Use appropriate equipment and tools for completing projects</td>
</tr>
<tr>
<td></td>
<td>• Work successfully in a team and also independently</td>
</tr>
<tr>
<td></td>
<td>• Develop an understanding of roles in the Construction Industry</td>
</tr>
<tr>
<td>Notes</td>
<td>Application Required No</td>
</tr>
<tr>
<td></td>
<td>Approval Required No</td>
</tr>
<tr>
<td></td>
<td>Approval By</td>
</tr>
</tbody>
</table>
# Subject Details - 10 Metal A

<table>
<thead>
<tr>
<th>Title</th>
<th>Metal A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>A successful completion of a Semester course in Year 9 Technology is required</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 1 Metal</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop</td>
</tr>
</tbody>
</table>
| Description    | Students will use welding processes to fabricate framing projects in their assessment tasks. Advanced sheet metal constructions are included in this course. The topics studied:  
  - Safe machinery operation and use of tools  
  - Gas Welding  
  - Sheetmetal folding and box construction  
  - Research on materials, fixtures and methods of production |
| Assessment     | Assessment Types:  
  - Practical Skills 70%  
  - Designing 20%  
  - Research 10% |
| Learning Requirements | Successful students will be able to:  
  - Demonstrate safe workshop practice  
  - Use appropriate equipment for completing projects  
  - Design and appraise practical projects  
  - Use time effectively and set goals in planning for practical projects. |
| Notes          | Application Required No |
|                | Application Text    |
|                | Application Prompt   |
|                | Application Contract |
|                | Approval Required No |
|                | Approval By         |
# Subject Details - 10 Metal B

<table>
<thead>
<tr>
<th>Title</th>
<th>Metal B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Successful completion of a semester course in Year 9 Technology is required</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 1 Metal</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop</td>
</tr>
</tbody>
</table>
| Description | Students will focus on the machining of metal on the metal lathe. They will fabricate projects using welding techniques and other fixtures. The topics studied:  
- Safe use of machinery and tools  
- Use of the automatic metal lathe  
- Gas welding  
- Fabrication  
- Screwthreads and metal fasteners  
- Materials and process research |
| Assessment  | Assessment Types:  
- Practical skills 70%  
- Designing 20%  
- Research 10% |
| Learning Requirements | Successful students will be able to:  
- Demonstrate safe workshop practice  
- Use appropriate equipment for completing projects  
- Design and appraise practical projects  
- Use time effectively and set goals in planning for practical project |
| Notes       | Application Required: No |
## Subject Details - 10 Photography

<table>
<thead>
<tr>
<th>Title</th>
<th>Photography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of a semester of Year 9 Technology is required</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 1 Photography, Amateur Photography.</td>
</tr>
</tbody>
</table>

### Special Conditions
A semester length course introducing digital imaging. Students will learn Photoshop techniques and composition.

### Description
- **The topics studied:**
  - The SLR camera
  - Camera technique using aperture and shutter speeds
  - Digital techniques and software applications
  - Practical skills such as portraiture, photographing movement, close up photography

### Assessment
- **Assessment Types:**
  - Creative use of the camera
  - The SLR camera and terminology
  - Camera technique and care
  - Digital imaging and software applications

### Learning Requirements
- **Successful students will be able to:**
  - Demonstrate safe workshop practice
  - Use appropriate equipment for completing projects
  - Design and appraise practical projects
  - Use time effectively and set goals in planning for practical projects.

### Notes
- Application Required: No
- Application Text
- Application Prompt
- Application Contract
- Approval Required: No
- Approval By

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Subject Details

<table>
<thead>
<tr>
<th>Title</th>
<th>Photography</th>
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<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of a semester of Year 9 Technology is required</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 1 Photography, Amateur Photography.</td>
</tr>
</tbody>
</table>

### Special Conditions
A semester length course introducing digital imaging. Students will learn Photoshop techniques and composition.

### Description
- **The topics studied:**
  - The SLR camera
  - Camera technique using aperture and shutter speeds
  - Digital techniques and software applications
  - Practical skills such as portraiture, photographing movement, close up photography

### Assessment
- **Assessment Types:**
  - Creative use of the camera
  - The SLR camera and terminology
  - Camera technique and care
  - Digital imaging and software applications

### Learning Requirements
- **Successful students will be able to:**
  - Demonstrate safe workshop practice
  - Use appropriate equipment for completing projects
  - Design and appraise practical projects
  - Use time effectively and set goals in planning for practical projects.

### Notes
- Application Required: No
- Application Text
- Application Prompt
- Application Contract
- Approval Required: No
- Approval By
### Subject Details - 10 Technical Graphics

<table>
<thead>
<tr>
<th>Title</th>
<th>Technical Graphics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Successful completion of a semester course in Year 9 Technology is required.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Year 11 Technical Graphics</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Students will require computer and internet access and a suitable storage device to save their work. Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop.</td>
</tr>
</tbody>
</table>
| Description | A semester length course introducing students to techniques such as isometric and orthogonal drawings. Details showing correct layout and dimensioning standards are included as is a section on Computer Aided Drawing using the Pro-desktop graphics program. The topics studied:  
- Isometric and orthogonal drawing  
- Dimensioning  
- Mechanical drawing  
- Computer aided drawing |
| Assessment | Assessment Types:  
- Knowledge and understanding of theory topics  
- Practical drawing skills |
| Learning Requirements | Successful students will be able to:  
- Examine critically the competing values embodied in design products, processes and systems.  
- Present analysis of possible technological futures.  
- Independently generates design strategies to create ethically defensible products.  
- Demonstrates high level skills, ineffectively recording and communicating design thinking.  
- Develop and execute specialised skills to create products.  
- Defend and apply choices made in using particular materials and equipment.  
- Integrate the principles of good resource management and duty of care. |
| Notes | Application Required: No  
Application Text:  
Application Prompt:  
Application Contract:  
Approval Required: No  
Approval By: |
Subject Details - 10 Wood A

<table>
<thead>
<tr>
<th>Title</th>
<th>Wood A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Successful completion of a Year 9 Semester course in Technology is required.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 1 Wood, VET Furnishing</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop</td>
</tr>
</tbody>
</table>

**Description**

Students will study and produce framing products made from wood using traditional jointing procedures. The topics studied:
- Hand and machine production of joints
- Safe machine use
- Material properties and features
- Assembly and finishing techniques

**Assessment**

Assessment Types:
- Practical Skills 70%
- Designing 20%
- Research 10%

**Learning Requirements**

Successful students will be able to:
- Demonstrate safe workshop practice
- Use appropriate equipment for completing project
- Design and appraise practical projects
- Use time effectively and set goals in planning for practical projects

**Notes**

Application Required: No
Application Text
Application Prompt
Application Contract
Approval Required: No
Approval By
## Subject Details - 10 Wood B

<table>
<thead>
<tr>
<th>Title</th>
<th>Wood B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Successful completion of a Year 9 Semester course in Technology is required.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 1 Wood, VET Furnishing</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop</td>
</tr>
<tr>
<td>Description</td>
<td>Students will study and produce carcase constructions made from wood using traditional jointing procedures.</td>
</tr>
<tr>
<td></td>
<td>The topics studied:</td>
</tr>
<tr>
<td></td>
<td>• Hand and machine production of joints</td>
</tr>
<tr>
<td></td>
<td>• Safe machine use</td>
</tr>
<tr>
<td></td>
<td>• Material properties and features</td>
</tr>
<tr>
<td></td>
<td>• Assembly and finishing techniques</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment Types:</td>
</tr>
<tr>
<td></td>
<td>• Practical Skills 70%</td>
</tr>
<tr>
<td></td>
<td>• Designing 20%</td>
</tr>
<tr>
<td></td>
<td>• Research 10%</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate safe workshop practice</td>
</tr>
<tr>
<td></td>
<td>• Use appropriate equipment for completing project</td>
</tr>
<tr>
<td></td>
<td>• Design and appraise practical projects</td>
</tr>
<tr>
<td></td>
<td>• Use time effectively and set goals in planning for practical projects</td>
</tr>
<tr>
<td>Notes</td>
<td>Application Required: No</td>
</tr>
<tr>
<td></td>
<td>Application Text</td>
</tr>
<tr>
<td></td>
<td>Application Prompt</td>
</tr>
<tr>
<td></td>
<td>Application Contract</td>
</tr>
<tr>
<td></td>
<td>Approval Required: No</td>
</tr>
<tr>
<td></td>
<td>Approval By</td>
</tr>
</tbody>
</table>
Subject Details - Stage 1 Electronics

<table>
<thead>
<tr>
<th>Title</th>
<th>Electronics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Year 10 Electronics. – C Grade or better</td>
</tr>
<tr>
<td>Pathways</td>
<td>TAFE; Employment</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Mandatory requirement of closed footwear required at all times. Depending on the size of their major projects students may need to contribute financially to its cost.</td>
</tr>
<tr>
<td>Description</td>
<td>A one-semester course that develops skills in printed circuit board manufacture and soldering. Students are encouraged to design their own circuits and ensure that the completed product is presented in a professional package. Emphasis is placed on working safely with the equipment being used.</td>
</tr>
<tr>
<td>The topics studied:</td>
<td>• Circuit board design and construction</td>
</tr>
<tr>
<td></td>
<td>• Soldering</td>
</tr>
<tr>
<td></td>
<td>• Component Identification</td>
</tr>
<tr>
<td></td>
<td>• Safety</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment is subject to SACE Board moderation.</td>
</tr>
<tr>
<td></td>
<td>The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. The subject will be internally and externally moderated.</td>
</tr>
<tr>
<td>Assessment Types:</td>
<td>• Processes and Techniques 30%: Students negotiate with their teacher the processes and production techniques that will be used in the realisation of their major product</td>
</tr>
<tr>
<td></td>
<td>• Folio 30%: Students develop a folio documenting the investigating and planning of ideas for a product to be completed in assessment task three with evidence of ongoing evaluation within these two stages.</td>
</tr>
<tr>
<td></td>
<td>• Product 40%: Students present for assessment the product they have made in response to the design brief documented in the folio.</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to investigate, plan, produce and evaluate products, processes, techniques and materials related to this subject.</td>
</tr>
<tr>
<td>Notes</td>
<td>Application Required: No</td>
</tr>
<tr>
<td></td>
<td>Application Text</td>
</tr>
<tr>
<td></td>
<td>Application Prompt</td>
</tr>
<tr>
<td></td>
<td>Application Contract</td>
</tr>
<tr>
<td></td>
<td>Approval Required: No</td>
</tr>
<tr>
<td></td>
<td>Approval By</td>
</tr>
</tbody>
</table>
**Subject Details - Stage 1 Information Technology - Communication Products A**

<table>
<thead>
<tr>
<th>Title</th>
<th>Information Technology - Communication Products A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td></td>
</tr>
<tr>
<td>Pathways</td>
<td>This course leads to Stage 1 Communication Products B and Stage 2 Information Technology – Communication Products</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>This course is studied in Semester 1 only. Year 10 Students can undertake this course. They may undertake both semesters or Communications Products A in Year 10 and Communication Products B in Year 11.</td>
</tr>
<tr>
<td>Description</td>
<td>The focus of this course will be the use of Adobe Creative Suite CS5 to produce applications. Students will also be exposed to using Photoshop and Flash. The students will be involved in the design process to investigate, design/plan, produce and evaluate a product which they create. Students will learn both practical skills in using Flash and aspects of programming using both Action Script 2 and Action Script 3.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. Capabilities are citizenship, communication, learning, personal development and work.</td>
</tr>
<tr>
<td>Assessment Types:</td>
<td></td>
</tr>
<tr>
<td>- Skills and application tasks</td>
<td></td>
</tr>
<tr>
<td>- Folio documenting the planning and investigating of a product (e.g. an animated webpage or introduction page using FLASH)</td>
<td></td>
</tr>
<tr>
<td>- The completion of a product</td>
<td></td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>In this subject, students are expected to:</td>
</tr>
<tr>
<td>- Use appropriate communication methods and tools to explain information technology concepts, including how data is represented and transferred in computer-based systems</td>
<td></td>
</tr>
<tr>
<td>- Apply skills and concepts to manipulate and process data to generate an outcome</td>
<td></td>
</tr>
<tr>
<td>- Apply information technology knowledge, skills, and recommended practices and techniques to new and existing systems</td>
<td></td>
</tr>
<tr>
<td>- Use analysis and problem-solving methods to design, develop and validate reliable and accurate systems</td>
<td></td>
</tr>
<tr>
<td>- Discuss and analyse the ethical use and social impact on individuals and society, of current and potential computer-based systems.</td>
<td></td>
</tr>
</tbody>
</table>

**Notes**

Application Required: No  
Application Text:  
Application Prompt:  
Application Contract:  
Approval Required: No  
Approval By:  

### Subject Details - Stage 1 Information Technology - Communication Products B

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Information Technology - Communication Products B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Area</strong></td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td><strong>Learning Area Group</strong></td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
<td>Year 11</td>
</tr>
<tr>
<td><strong>Semesters</strong></td>
<td>1 semester</td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
<td>Stage 1 Information Technology Communication Products A would be advantageous</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>This course leads to Stage 2 Information Technology - Communication Products</td>
</tr>
<tr>
<td><strong>Special Conditions</strong></td>
<td>Year 10 Students can undertake this course. This course is a Semester 2 course only</td>
</tr>
</tbody>
</table>

### Description
The major focus of the learning program in Information Technology is Topic 2: Relational Databases using SQL programming language and Topic 4: Multimedia Programming using iOS development tools, Xcode, to create iPad and iPhone apps.

The students will be involved in the design process to investigate, design/plan, produce and evaluate a product in which they create.

Students will learn both practical skills in using SQL/MSQL and aspects of programming XCode.

### Assessment
Assessment is subject to SACE Board moderation.

The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

**Assessment Types:**
- Skills and application tasks
- Folio documenting the planning and investigating of a product (e.g. an developing an iPhone/iPad apps)
- The completion of a product

### Learning Requirements
In this subject, students are expected to:
- Use appropriate communication methods and tools to explain information technology concepts, including how data is represented and transferred in computer-based systems
- Apply skills and concepts to manipulate and process data to generate an outcome
- Apply information technology knowledge, skills, and recommended practices and techniques to new and existing systems
- Use analysis and problem-solving methods to design, develop and validate reliable and accurate systems
- Discuss and analyse the ethical use and social impact on individuals and society, of current and potential computer-based systems.

### Notes
- Application Required: No
- Approval Required: No

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**Application Text**

**Application Prompt**

**Application Contract**

**Approval By**
## Subject Details - Stage 1 Metal A

<table>
<thead>
<tr>
<th>Title</th>
<th>Metal A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Students must have satisfactorily completed 1 semester of Year 10 Metal or via teacher recommendation.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Metalwork, Doorways 2’ Construction</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Mandatory requirement of closed footwear required at all times. Depending on the size of their major projects students may need to contribute financially to its cost.</td>
</tr>
</tbody>
</table>
| Description    | Students will manufacture projects and use selected exercises to develop and further enhance their skills and knowledge of working with metal. The topics studied:  
• Metal lathe operations  
• Advanced welding with ARC and MIG  
• Metal materials and structures  
• Designing  
• Critiquing projects and products  
• Written and practical exam |
| Assessment     | Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. The subject will be internally and externally moderated.  
Assessment Types:  
• Processes and Techniques 30%: Students negotiate with their teacher the processes and production techniques that will be used in the realisation of their major product.  
• Folio 30%: Students develop a folio documenting the investigating and planning of ideas for a product to be completed in Assessment Task 3, with evidence of ongoing evaluation within these 2 stages.  
• Product 40%: Students present for assessment the product they have made in response to the design brief documented in the folio. |
| Learning Requirements | Successful students will be able to investigate, plan, produce and evaluate products, processes, techniques and materials related to this subject area. |
| Notes          | Application Required: No |
|                | Application Text: |
|                | Application Prompt: |
|                | Application Contract: No |
|                | Approval Required: No |
|                | Approval By: |
**Subject Details - Stage 1 Metal B**

<table>
<thead>
<tr>
<th>Title</th>
<th>Metal B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Students must have satisfactorily completed 1 semester of Year 10 Metal or via teacher recommendation.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Metalwork, Doorways 2 Construction</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Mandatory requirement of closed footwear required at all times. Depending on the size of their major projects students may need to contribute financially to its cost.</td>
</tr>
</tbody>
</table>
| Description    | Students will manufacture projects and use selected exercises to develop and further enhance their skills and knowledge of working with metal. The topics studied:  
  - Metal lathe operations  
  - Advanced welding with ARC and MIG  
  - Metal materials and structures  
  - Designing  
  - Critiquing projects and products  
  - Written and practical exam |
| Assessment     | Assessment is subject to SACE Board moderation.  
  The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. The subject will be internally and externally moderated.  
  Assessment Types:  
  - Processes and Techniques 30%: Students negotiate with their teacher the processes and production techniques that will be used in the realisation of their major product.  
  - Folio 30%: Students develop a folio documenting the investigating and planning of ideas for a product to be completed in Assessment Task 3, with evidence of ongoing evaluation within these 2 stages.  
  - Product 40%: Students present for assessment the product they have made in response to the design brief documented in the folio. |
| Learning Requirements | Successful students will be able to investigate, plan, produce and evaluate products, processes, techniques and materials related to this subject area. |
| Notes          |              |
| Application Required | No            |
| Application Text | No            |
| Application Prompt | No           |
| Approval Required | No          |
| Approval By    |              |
Subject Details - Stage 1 Photography

Title | Photography
---|---
Learning Area | Design & Technology
Learning Area Group | Design & Technology
Year Level | Year 11
Semesters | 1 semester
Pre-Requisites | Pre-Requisites: Year 10 Photography – C Grade or better or via teacher recommendation
Pathways | Stage 2 Photography
Special Conditions | This course studies Photography as Communication Design. Students will revise and extend the skills gained in Year 10 Photography and then plan and produce a major assignment. The Course is SACE Board approved. The topics studied address the five capabilities communication, citizenship, personal development, work and learning
Assessment | Assessment is subject to SACE Board moderation.
Assessment Types: | The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.
• Processes and Techniques 30%: Students negotiate with their teacher the processes and production techniques that will be used in the realisation of their major product.
• Follo 30%: Students develop a folio documenting the investigating and planning of ideas for a product to be completed in Assessment Task 3, with evidence of ongoing evaluation within these 2 stages.
• Product Realisation 40%: Students present for assessment the product they have made in response to the design brief documented in the folio.
Learning Requirements | Successful students will be able to investigate, plan, produce and evaluate products, processes, techniques and materials related to this subject area.
Notes | Application Required: No
Application Text
Application Prompt
Application Contract
Approval Required: No
Approval By
## Subject Details - Stage 1 Technical Graphics

<table>
<thead>
<tr>
<th>Title</th>
<th>Technical Graphics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Year 10 Technical Graphics – C Grade or better or via teacher recommendation</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Technical Graphics</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Students will require computer and internet access.</td>
</tr>
</tbody>
</table>
| **Description**        | A semester length course that introduces students to areas including Mechanical Drawing, Architectural Drawing, Geometrical Development and drawing to AS1100. Computer Aided Drawing processes will also be included. The topics studied:  
  • Mechanical drawing  
  • Architectural drawing  
  • Australian drawing standards  
  • Computer aided drawing  
  • Theory |
| **Assessment**         | Assessment is subject to SACE Board moderation. The compulsory capabilities of the SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.  
  Assessment Types:  
  • Processes and Techniques 30%: Students negotiate with their teacher the processes and production techniques that will be used in the realisation of their major product.  
  • Folio 40%: Students develop a folio documenting the investigating and planning of ideas for a product to be completed in Assessment Task 3, with evidence of ongoing evaluation within these 2 stages.  
  • Product Realisation 30%: Students present for assessment the product they have made in response to the design brief documented in the folio. |
| **Learning Requirements** | Successful students will be able to investigate, plan, produce and evaluate products, processes, techniques and materials related to this subject area. |
| **Notes**              | Application Required No                                  |
| **Application Text**   | Application Prompt                                       |
| **Application Contract** | Approval Required No                           |
| **Approval By**        | Approval By                                             |
Subject Details - Stage 1 Wood A

<table>
<thead>
<tr>
<th>Title</th>
<th>Wood A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Year 10 Woodwork – C grade or better or by teacher recommendation</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Furniture Construction</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Mandatory requirement of closed footwear at all times. Depending on the size of their major projects students may need to contribute financially to its cost.</td>
</tr>
</tbody>
</table>
| Description    | Students will be able to use traditional and contemporary joints and jointing systems to manufacture carcase constructions. The topics studied:  
                          - Contemporary fixtures (Semester 1)  
                          - Safe machine practices  
                          - Critiquing  
                          - Designing  
                          - Written and practical exam |
| Assessment     | Assessment is subject to SACE Board moderation. The compulsory capabilities of the SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Assessment Types:  
                          - Processes and Techniques 30%: Students negotiate with their teacher the processes and production techniques that will be used in the realisation of their major product.  
                          - Folio 30%: Students develop a folio documenting the investigating and planning of ideas for a product to be completed in Assessment Topic 3, with evidence of ongoing evaluation within these 2 stages.  
                          - Product Realisation 40%: Students present for assessment the product they have made in response to the design brief documented in the folio. |
| Learning Requirements | Successful students will be able to investigate, plan, produce and evaluate products, processes, techniques and materials related to this subject area. |

Notes

Application Required: No
Application Text
Application Prompt
Application Contract
Approval Required: No
Approval By
### Subject Details - Stage 1 Wood B

<table>
<thead>
<tr>
<th>Title</th>
<th>Wood B</th>
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<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Year 10 Woodwork – C grade or better or by teacher recommendation</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Furniture Construction</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Mandatory requirement of closed footwear at all times. Depending on the size of their major projects students may need to contribute financially to its cost.</td>
</tr>
</tbody>
</table>
| Description    | Students will be able to use traditional and contemporary joints and jointing systems to manufacture carcase constructions. The topics studied:  
• Traditional joinery  
• Safe machine practices  
• Critiquing  
• Designing  
• Written and practical exam |
| Assessment     | Assessment is subject to SACE Board moderation. The compulsory capabilities of the SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.  
Assessment Types:  
• Processes and Techniques 30%: Students negotiate with their teacher the processes and production techniques that will be used in the realisation of their major product.  
• Folio 30%: Students develop a folio documenting the investigating and planning of ideas for a product to be completed in Assessment Topic 3, with evidence of ongoing evaluation within these 2 stages.  
• Product Realisation 40%: Students present for assessment the product they have made in response to the design brief documented in the folio. |
| Learning Requirements | Successful students will be able to investigate, plan, produce and evaluate products, processes, techniques and materials related to this subject area. |
| Notes          |                      |
| Application Required | No                     |
| Application Text |                      |
| Application Prompt |                      |
| Application Contract |                    |
| Approval Required | No                     |
| Approval By   |                      |
### Subject Details - Stage 2 Furniture Construction

<table>
<thead>
<tr>
<th>Title</th>
<th>Furniture Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 12</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Students need to have satisfactorily completed at least 1 semester of Woodwork at Stage 1 or via teacher recommendation.</td>
</tr>
<tr>
<td>Pathways</td>
<td>TAFE, Apprenticeship / Employment</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop</td>
</tr>
</tbody>
</table>

### Description
The course in future construction is based on the design and manufacture of interior furniture. Students will use the design process to investigate, devise and realise the end product. Critiquing and research are used to compare and analyse modern products and technological issues.

The topics studied:
- Safe machinery operations
- Advanced joint production/carcase and framing construction and finishing technique
- Designing
- Researching current trends in furniture construction

### Assessment
Assessment is subject to SACE Board moderation.

The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. Capabilities are citizenship, communication, learning, personal development and work.

School Assessed (70%)
- Assessment Type 1: Skills and Applications Task
- Assessment Type 2: Product

Externally Assessed (30%)
- Assessment Type 3: Folio

### Learning Requirements
Successful students will be able to:
- Critically analyse the purpose, design concepts, and production techniques of products for particular cultures
- Use appropriate design strategies to design, make and evaluate specified products, processes, or systems
- Select and use materials and components, techniques, and equipment to manufacture products or systems safely
- Resolve problems of a technological nature which they have identified, or which have been proposed by others, and produce appropriate design proposals and solutions
- Use a range of communication skills necessary to give, in a clear and an appropriate form, information about an artefact a process, or a system
- Identify and apply specific knowledge and understanding of the differing characteristics and properties of materials, components, processes, and techniques in relation to the designing and making of products or systems
- Examine the effects of design and technology on society, and respond to the ethical, cultural, and/or environmental issues inherent in design and technology

### Notes
- Application Required: No
- Approval Required: No

Application Text
Application Prompt
Application Contract
Approval By
**Subject Details - Stage 2 Information Technology - Communication Products**

<table>
<thead>
<tr>
<th>Title</th>
<th>Information Technology - Communication Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 12</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Stage 1 Information Technology - Communication Products or by negotiation</td>
</tr>
<tr>
<td>Pathways</td>
<td>Employment or tertiary studies at TAFE or University.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>The focus of this course will be the use of Flash CS4 to produce Applications and/or elements of a webpage. Students will also be exposed to using Adobe Creative Suite CS5. The students will be involved in the design process to investigate, design/plan, produce and evaluate a product in which they create. Students will learn both practical skills in using Flash and aspects of programming using both Action Script 2 and Action Script 3 and developing webpages.</td>
</tr>
<tr>
<td>Assessment</td>
<td></td>
</tr>
<tr>
<td>School Assessed (70%)</td>
<td></td>
</tr>
<tr>
<td>• Assessment Type 1: Three Skills and Applications Task</td>
<td></td>
</tr>
<tr>
<td>• Assessment Type 2: Two Products</td>
<td></td>
</tr>
<tr>
<td>Externally Assessed (30%)</td>
<td></td>
</tr>
<tr>
<td>• Assessment Type 3: Two Folios</td>
<td></td>
</tr>
<tr>
<td>Learning Requirements</td>
<td></td>
</tr>
<tr>
<td>Successful students will be able to:</td>
<td></td>
</tr>
<tr>
<td>• Show an understanding of the way the computer works as a system.</td>
<td></td>
</tr>
<tr>
<td>• Communicate an understanding of IT terminology, concepts and processes.</td>
<td></td>
</tr>
<tr>
<td>• Design, develop, and evaluate solutions to IT problems, using the problem-solving technique of a systems development life cycle.</td>
<td></td>
</tr>
<tr>
<td>• Apply information technology knowledge and skills to create a product or system.</td>
<td></td>
</tr>
<tr>
<td>• Use information technology to create an outcome that meets the needs of a given client.</td>
<td></td>
</tr>
<tr>
<td>• Make informed judgments about the current and potential impacts of IT systems on a given client or users of IT by discussing issues related to the use of these systems.</td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>Application Required</td>
<td>No</td>
</tr>
<tr>
<td>Application Text</td>
<td></td>
</tr>
<tr>
<td>Application Prompt</td>
<td></td>
</tr>
<tr>
<td>Application Contract</td>
<td></td>
</tr>
<tr>
<td>Approval Required</td>
<td>No</td>
</tr>
<tr>
<td>Approval By</td>
<td></td>
</tr>
</tbody>
</table>
# Subject Details - Stage 2 Metal Construction

<table>
<thead>
<tr>
<th>Title</th>
<th>Metal Construction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 12</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Students must have satisfactorily completed 1 semester of Stage 1 Metal or via teacher recommendation.</td>
</tr>
<tr>
<td>Pathways</td>
<td>TAFE, Apprenticeships / Employment</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop</td>
</tr>
</tbody>
</table>
| Description            | The metal construction course uses the design process to realise the production of a product. The skills required to complete the course are in metal machining and welding / fabrication. Students will use the design process as well as critiquing products and researching related technical issues. The topics studied:  
  - Advanced metal machining  
  - Welding with gas, MIG and ARC equipment  
  - Designing  
  - Researching ergonomics and the role it plays in product development |
| Assessment             | Assessment is subject to SACE Board moderation.  
  The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.  
  School Assessed (70%):  
  - Assessment Type 1: Skills and Applications Task  
  - Assessment Type 2: Product  
  Externally Assessed (30%):  
  - Assessment Type 3: Folio |
| Learning Requirements  | Successful students will be able to:  
  - Critically analyse the purpose, design concepts, and production techniques of products for particular cultures  
  - Design appropriate design strategies to design, make, and evaluate specified products, processes, or systems  
  - Select and use materials and components, techniques, and equipment to manufacture products or systems safely  
  - Resolve problems of a technological nature which they have identified, or which have been proposed by others, and produce appropriate design proposals and solutions  
  - Use a range of communication skills necessary to give, in a clear and an appropriate form, information about an artefact, a process, or a system  
  - Identify and apply specific knowledge and understanding of the differing characteristics and properties of materials, components, processes, and techniques in relation to the designing and making of products or systems  
  - Examine the effects of design and technology on society, and respond to the ethical, cultural, and/or environmental issues inherent in design and technology |

**Notes**

- Application Required: No
- Application Text
- Application Prompt
- Approval Required: No
- Approval By
# Subject Details - Stage 2 Photography

<table>
<thead>
<tr>
<th>Title</th>
<th>Photography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 12</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Successful completion of Stage 1 Photography or via teacher recommendation</td>
</tr>
<tr>
<td>Pathways</td>
<td>TAFE Photography, Graphics</td>
</tr>
<tr>
<td></td>
<td>University of SA, Visual Arts Design</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
</tbody>
</table>
| Description    | The course conforms to SACE Board Stage 2 Design and Technology – Communication Products guidelines. The course develops student skills and abilities in the study, planning and creation of imagery to satisfy a design brief. The topics studied:  
  - Critiquing Tasks – Product Design and Marketing; Technological Issues.  
  - Design and Communication Task  
  - Realisation and Evaluation  
  - Specialised Skills Assignment |
| Assessment     | Assessment is subject to SACE Board moderation.  
  The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.  
  School Assessed (70%)  
  - Assessment Type 1: Skills and Applications Task  
  - Assessment Type 2: Product  
  Externally Assessed (30%)  
  - Assessment Type 3: Folio |
| Learning Requirements | Successful students will be able to:  
  - Critically analyse the purpose, design concepts, and production techniques of products for particular cultures  
  - Use appropriate design strategies to design, make, and evaluate specified products, processes, or systems  
  - Select and use materials and components, techniques, and equipment to manufacture products or systems safely  
  - Resolve problems of a technological nature which they have identified, or which have been proposed by others, and produce appropriate design proposals and solutions  
  - Use a range of communication skills necessary to give, in a clear and an appropriate form, information about an artefact, a process, or a system  
  - Identify and apply specific knowledge and understanding of the differing characteristics and properties of materials, components, processes, and techniques in relation to the designing and making of products or systems  
  - Examine the effects of design and technology on society, and respond to the ethical, cultural, and/or environmental issues inherent in design and technology |
| Notes          | Application Required: No  
  Application Text:  
  Application Prompt:  
  Application Contract:  
  Approval Required: No  
  Approval By:  

## Subject Details - Stage 2 Technical Graphics

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Technical Graphics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Area</strong></td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td><strong>Learning Area Group</strong></td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
<td>Year 12</td>
</tr>
<tr>
<td><strong>Semesters</strong></td>
<td>2 semesters</td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
<td>Strongly recommend students have satisfactorily completed Stage 1 Technical Graphics.</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>TAFE, Apprenticeship / Employment</td>
</tr>
<tr>
<td><strong>Special Conditions</strong></td>
<td>Wearing of appropriate safety clothing and protective footwear is mandatory when working in the workshop</td>
</tr>
</tbody>
</table>

### Description

The Technical Graphics course investigates the use of Computer Aided Drawing in the workplace. Students have the opportunity to use CAD programs and develop their graphics skills in a variety of mediums.

The topics studied:
- Use of pro-desktop graphics program.
- 3D and 2D drawing.
- AS1100 drawing standards.
- Mechanical and Architectural drawing.
- Using CAD for designing.

### Assessment

Assessment is subject to SACE Board moderation.

The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

**School Assessed (70%)**
- Assessment Type 1: Skills and Applications Task
- Assessment Type 2: Product

**Externally Assessed (30%)**
- Assessment Type 3: Folio

### Learning Requirements

Successful students will be able to:
- Critically analyse the purpose, design concepts, and production techniques of products for particular cultures.
- Use appropriate design strategies to design, make and evaluate specified products, processes, or systems.
- Select and use materials and components, techniques, and equipment to manufacture products or systems safely.
- Resolve problems of a technological nature which they have identified, or which have been proposed by others, and produce appropriate design proposals and solutions.
- Use a range of communication skills necessary to give, in a clear and an appropriate form, information about an artefact, a process, or a system.
- Identify and apply specific knowledge and understanding of the differing characteristics and properties of materials, components, processes, and techniques in relation to the designing and making of products or systems.
- Examine the effects of design and technology on society, and respond to the ethical, cultural, and/or environmental issues inherent in design and technology.
<table>
<thead>
<tr>
<th>Subject Details - VET Certificate 1 Furnishing Willunga High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td><strong>Learning Area</strong></td>
</tr>
<tr>
<td><strong>Learning Area Group</strong></td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
</tr>
<tr>
<td><strong>Semesters</strong></td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
</tr>
<tr>
<td><strong>Special Conditions</strong></td>
</tr>
<tr>
<td><strong>Description</strong></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
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<tr>
<td><strong>Notes</strong></td>
</tr>
<tr>
<td><strong>Application Required</strong></td>
</tr>
<tr>
<td><strong>Application Text</strong></td>
</tr>
<tr>
<td><strong>Approval Required</strong></td>
</tr>
<tr>
<td><strong>Approval By</strong></td>
</tr>
</tbody>
</table>
### Subject Details - VET Certificate 1 General Construction - Doorways 2 Construction (D2C) (Willunga High School)

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Certificate 1 General Construction - Doorways 2 Construction (D2C) (Willunga High School)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Area</strong></td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td><strong>Learning Area Group</strong></td>
<td>Design &amp; Technology</td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
<td>VET</td>
</tr>
<tr>
<td><strong>Semesters</strong></td>
<td>2 semesters</td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
<td>Successful completion at C Grade or better of a Year 10 Home and Property Maintenance course or via teacher recommendation. A genuine interest in the building industry.</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>Building Construction (General) Doorways Plus at Year 12</td>
</tr>
<tr>
<td><strong>Special Conditions</strong></td>
<td>A selection process with application and interview will apply. This course requires students to wear at all times the appropriate industry apparel for working in construction. Steel capped boots and shirt will be provided by CITB. Long pants are necessary. Students MUST attend 15 days of Structured Workplace Learning in the Construction Industry.</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Each unit of competency is individually assessed.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>The following units of competency are delivered:</td>
</tr>
<tr>
<td></td>
<td>• BCGVE 1004B Undertake basic estimation and costing</td>
</tr>
<tr>
<td></td>
<td>• BCGVE 1002B Undertake a basic construction project</td>
</tr>
<tr>
<td></td>
<td>• BCGCM 1001B Follow OHS Policies and Procedures</td>
</tr>
<tr>
<td></td>
<td>• BCGCM 1002B Work effectively in the General construction industry</td>
</tr>
<tr>
<td></td>
<td>• BCGCM 1003B Plan and organise work</td>
</tr>
<tr>
<td></td>
<td>• BCGCM 1004B Conduct workplace communication</td>
</tr>
<tr>
<td></td>
<td>• BCGCM 1005B Carry out measurements and calculations</td>
</tr>
<tr>
<td></td>
<td>• BCGCM 2001B Read and interpret plans and specifications</td>
</tr>
<tr>
<td></td>
<td>• BCGCM 2006B Apply basic levelling procedures</td>
</tr>
<tr>
<td></td>
<td>• BCGVE 1001B Handle construction materials</td>
</tr>
<tr>
<td></td>
<td>• BCGVE 1002B Undertake a basic construction project</td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td>Students undertaking this course may gain between 20 and 40 SACE Credits</td>
</tr>
<tr>
<td><strong>Application Required</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Application Text</strong></td>
<td>Completion of VET Application Form, a Student Statement and attendance at an interview</td>
</tr>
<tr>
<td><strong>Application Prompt</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Approval Required</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Approval By</strong></td>
<td>VET Coordinator</td>
</tr>
</tbody>
</table>
### Subject Details - 09 Health

<table>
<thead>
<tr>
<th>Title</th>
<th>Health</th>
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</thead>
<tbody>
<tr>
<td>Learning Area</td>
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<tr>
<td>Learning Area Group</td>
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<tr>
<td>Year Level</td>
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<tr>
<td>Semesters</td>
<td>1 semester</td>
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<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 1 Health</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>In studies of Health, students focus on personal decisions and behavours, community structures and practices in promoting health and positive lifestyle choices.</td>
</tr>
<tr>
<td></td>
<td>The topics studied:</td>
</tr>
<tr>
<td></td>
<td>- Beyond Blue Positive Mental Health Program including self esteem, identity, relationship skills, effective communication, harassment and bullying, cyber safety, conflict resolution, decision making, conflict resolution, assertive behaviour, values and beliefs, body image</td>
</tr>
<tr>
<td></td>
<td>- SHARE – Sexual Health and Relationship Education</td>
</tr>
<tr>
<td></td>
<td>- Drug Education</td>
</tr>
<tr>
<td></td>
<td>- Child Protection Curriculum</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessment Types:</td>
</tr>
<tr>
<td></td>
<td>- Assignment work</td>
</tr>
<tr>
<td></td>
<td>- Bookwork</td>
</tr>
<tr>
<td></td>
<td>- Observation checklist of classroom interactions and participation</td>
</tr>
<tr>
<td><strong>Learning Requirements</strong></td>
<td>Successful students will be able to:</td>
</tr>
<tr>
<td></td>
<td>- Develop positive relationships within the classroom setting</td>
</tr>
<tr>
<td></td>
<td>- Display appropriate and effective communication skills</td>
</tr>
<tr>
<td></td>
<td>- Develop tolerance and understanding of diversity</td>
</tr>
<tr>
<td></td>
<td>- Gain knowledge and skills to make informed decisions and plan strategies</td>
</tr>
<tr>
<td></td>
<td>- Implement and evaluate actions that promote a healthy lifestyle</td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td>Application Required: No</td>
</tr>
<tr>
<td></td>
<td>Application Text</td>
</tr>
<tr>
<td></td>
<td>Application Prompt</td>
</tr>
<tr>
<td></td>
<td>Application Contract</td>
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<td></td>
<td>Approval Required: No</td>
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<td></td>
<td>Approval By</td>
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</table>
## Subject Details - Stage 1 Health

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Learning Area</td>
<td>Health</td>
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<tr>
<td>Learning Area Group</td>
<td>Health</td>
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<tr>
<td>Year Level</td>
<td>Year 11</td>
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<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Successful completion of Year 9 Health</td>
</tr>
<tr>
<td>Pathways</td>
<td>Certificate II Community Services, Bachelor of Health Sciences, Bachelor of Nursing</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
</tbody>
</table>

### Description

Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living, and caring for themselves and the environment.

Core Concepts include: Ways of Defining Health and Health Literacy

Optional Studies: Students may study the following:
- Health and a participation in an active lifestyle
- The effects of alcohol, tobacco and other drugs on health
- Health and the environment
- Contemporary health priorities in Australia
- Health and relationships
- Mental and emotional health
- Growing up healthy
- Careers and Vocational Studies in Health

### Assessment

Assessment Types:
- Issues response
- Group activity
- Investigation

### Learning Requirements

Successful students are expected to:
- Identify and understand influences on personal and community health and well-being
- Investigate the roles and responsibilities of individuals, communities and governments in addressing health and well-being issues and priorities
- Analyse current trends and issues affecting the health of Australians and the role of education in promoting and enhancing health outcomes
- Develop group skills and apply them in a practical area related to health
- Work independently and in groups, and reflect on personal and social actions to promote improved health outcomes for individuals and communities
- Understand and apply health literacy skills

### Notes

- Application Required: No
- Approval Required: No
### Subject Details - 09 Fabric And Clothing

<table>
<thead>
<tr>
<th>Title</th>
<th>Fabric And Clothing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Home Economics</td>
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<tr>
<td>Learning Area Group</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 9</td>
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<tr>
<td>Semesters</td>
<td>1 semester</td>
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<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of Year 8 Home Economics</td>
</tr>
<tr>
<td>Pathways</td>
<td>Year 10 Food and Culture, Year 10 Design and Fashion</td>
</tr>
<tr>
<td></td>
<td>Year 10 Independent Living, Year 10 Food Principles.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Students may be required to supply some material resources</td>
</tr>
</tbody>
</table>
| Description         | Students will learn about the following topics through theory and practical lessons: The topics studied:  
|                     | • Nature and use of fabrics                               |
|                     | • Fabric properties, care and labelling                   |
|                     | • Design and decorative applications                      |
|                     | • Basic clothing construction skills - board shorts, commercial patterns |
|                     | • Decision making and clothing                            |
| Assessment          | Assessment Types:                                        |
|                     | • Practical component                                    |
|                     | • Theory                                                 |
|                     | • Research Study/Test                                    |
| Learning Requirements| Successful students will be able to:                     |
|                     | • Demonstrate skills in using a broad range of recognised communication forms and technologies to convey design thinking (4:3) |
|                     | • Evaluate materials and equipment in order to meet principles of function, aesthetics and sustainability (4:5) |
|                     | • Analyse and apply the principles of good resource management, sustainability and duty of care in their design and making practice (4:6) |
|                     | • Explain the decisions and choices made in design and manufactured products, processes and systems and identify alternative possibilities (4:1) |
|                     | • Evaluate materials and equipment in order to meet principles of function, aesthetics and sustainability (4:5) |

### Notes
- Application Required: No
- Application Text
- Application Prompt
- Application Contract
- Approval Required: No
- Approval By
# Subject Details - 09 Food And Food Technology

<table>
<thead>
<tr>
<th>Title</th>
<th>Food And Food Technology</th>
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</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 9</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of Year 8 Home Economics.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Year 10 Food and Culture, Food Principles, Certificate level study in Food Processing / Hospitality, Design and Fashion, Independent Living Course</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
<tr>
<td>Description</td>
<td>Students will learn about the following topics through theory and practical lessons. Food preparation, Meal planning, Food labels, Choosing healthy foods, Food hygiene and safety, Food preparation and presentation, Food production, processing and advertising, Kitchen equipment, Kitchen routines, Analyse and make changes in eating patterns, Modify Recipes, Identify influences on their food choices</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment Types: • Practical component • Theory • Research Study</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to: • Demonstrate skills for working effectively in groups and in teams, explore different constructions of group dynamics such as leadership and identify qualities for good leaders (4:5) • Integrate design skills to create personal strategies for designing culturally and socially defensible products and processes and systems (4:4) • Effectively use, in personally and interpersonally appropriate ways, a range of skills that achieve consistent production outcomes (4:4) • Analyse and apply the principles of good resource management, sustainability and duty of care in their design and making practice (4:8) • Understand a range of influences on nutritional needs and implements a dietary strategy for adolescents (4:8) Understanding of what you eat. Show an understanding, problem solve and apply the Australian Dietary Guidelines. Show an understanding of influences on food.</td>
</tr>
<tr>
<td>Notes</td>
<td>Application Required: No</td>
</tr>
<tr>
<td>Application Text</td>
<td></td>
</tr>
<tr>
<td>Application Prompt</td>
<td></td>
</tr>
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<td>Application Contract</td>
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<tr>
<td>Approval Required</td>
<td>No</td>
</tr>
<tr>
<td>Approval By</td>
<td></td>
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</table>
Subject Details - 10 Design and Fashion

<table>
<thead>
<tr>
<th>Title</th>
<th>Design and Fashion</th>
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</thead>
<tbody>
<tr>
<td>Learning Area</td>
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<tr>
<td>Learning Area Group</td>
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<tr>
<td>Year Level</td>
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<tr>
<td>Semesters</td>
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<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 1 Fashion Industry</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>An interest in design and the fashion industry.</td>
</tr>
</tbody>
</table>

**Description**

Students will learn about the following topics through theory and practical lessons:

- Textiles
- Fabric & clothing construction
- Pattern terminology and simple adaptions
- Textile labelling and design
- Fashion through the ages
- Jobs in the industry
- Design principles
- Purpose of clothing

**Assessment**

Assessment Types:

- Practical and theory applications
- Research Study

**Learning Requirements**

Successful students will be able to:

- Examine critically the competing values embodied in design products processes and systems clarify relationships amongst people products and quality of life and present ethical analysis of various technological futures. (5.1)
- Independently generate and manage design strategies to create ethically defensible products processes and systems
- Demonstrate high level skills approaching community or industry practice in effectively recording and communicating their design thinking. (5.3)
- Demonstrate specialised skills to create, independently and in teams products processes and systems approaching community and industry standards. (5.4)
- Defend and apply choices made in using particular materials and equipment to create sustainable products processes and systems. (5.5)
- Integrate the principles of good resource management and duty of care in creating sustainable products, processes and systems and assembles effective arguments to defend these principles. (5.6)

**Notes**

Application Required: No

Application Text

Application Prompt

Application Contract

Approval Required: No

Approval By
## Subject Details - 10 Food Culture

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Learning Area</td>
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<td>Home Economics</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of previous Home Economics is required.</td>
</tr>
<tr>
<td>Pathways</td>
<td>VET Certificate 1 Hospitality. Stage 1 Food and Hospitality.</td>
</tr>
</tbody>
</table>

### Special Conditions

The students will learn through theory and practical lessons. The topics studied:
- Australian Food habits
- Fast foods and the Australian Dietary Guidelines
- History of food
- Cultural influences of our diet
- Different cultures around the world
- Festival and celebration food

### Description

### Assessment

- Practical Component
- Theory
- Research Study

### Learning Requirements

Successful students will be able to:
- Investigate key ways in which groups and cultures contribute towards forming identities (4:3)
- Critically assess and develop effective strategies and behaviours to promote safety (5:7)
- Examine critically the competing values embodied in designed products, processes and systems, clarify relationships amongst people, products and quality of life and presents ethical analysis of various technological futures. (5.1)
- Demonstrate specialised skills to create, independently and in teams products processes and systems approaching community and industry standards. (5.4)
- Critically analyse current dietary trends and the impact they have on health and experiments with different approaches to preparing and presenting food. (5.6)
- Defend and apply choices made in using particular materials and equipment to create sustainable products processes and systems. (5.5)
- Integrate the principles of good resource management and duty of care in creating sustainable products, processes and systems and assembles effective arguments to defend these principles. (5.6)

### Notes

Application Required: No
Application Text
Application Prompt
Approval Required: No
Approval By
### Subject Details - 10 Food Principles

<table>
<thead>
<tr>
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<tbody>
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<td>Year Level</td>
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<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
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</tr>
<tr>
<td>Pathways</td>
<td>Stage 1 Food and Hospitality</td>
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<tr>
<td></td>
<td>VET Hospitality Certificate 1 Operations and Hospitality Certificate 1 Kitchen Operations</td>
</tr>
<tr>
<td></td>
<td>Stage 1 Child Studies</td>
</tr>
<tr>
<td>Special Conditions</td>
<td></td>
</tr>
</tbody>
</table>

#### Description
Students will learn about the following topics through theory and practical lessons:
- Yeast Cookery
- Pastry Cookery
- Egg Cookery
- Meat Cookery
- Jam and Preserves
- Catering for small groups
- Convenience Foods
- Use of technology in the kitchen

#### Assessment
- Practical Component
- Theory
- Research Task

#### Learning Requirements
Successful students will be able to:
- Critically assess and develop effective strategies and behaviours to promote safety. (5.7)
- Independently generate and manage design strategies to create ethically defensible products processes and systems. (5.2)
- Demonstrate high level skills approaching community or industry practice in effectively recording and communicating their design thinking. (5.3)
- Demonstrate specialised skills to create, independently and in teams products processes and systems approaching community and industry standards. (5.4)
- Defend and apply choices made in using particular materials and equipment to create sustainable products processes and systems. (5.5)
- Integrate the principles of good resource management and duty of care in creating sustainable products, processes and systems and assembles effective arguments to defend these principles. (5.6)

#### Notes
- Application Required: No
- Approval Required: No
# Subject Details - 10 Independent Living

<table>
<thead>
<tr>
<th>Title</th>
<th>Independent Living</th>
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<tbody>
<tr>
<td>Learning Area</td>
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<td>Home Economics</td>
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<td>Year Level</td>
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</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
</tbody>
</table>
| Pathways            | Stage 1 Child Studies 1  
                      | Stage 1 Child Studies 2  
                      | Stage 1 Food and Hospitality |
| Special Conditions  | None               |

### Description

This course is designed for individuals (male or female) who wish to develop skills and knowledge in being independent.

Students will learn about the following topics through theory and practical lessons:

- Budget food choices and preparation
- Healthy Food Choices
- The independence of adolescence
- Relationships
- Decisions related to becoming a parent
- Computerised babies – effect on independence
- Accommodation
- Managing a budget
- Decision making
- Food for entertaining
- Celebratory foods

### Assessment

Assessment Types:
- Research
- Reports
- Practical investigations
- Action Plans and Work Reports

### Learning Requirements

Successful students will be able to:
- Integrate the principles of good resource management and duty of care when creating products, processes and systems and assemble effective arguments to defend these principles (5.6)
- Critically appraise the interrelationships of factors that influence growth and development and the ways of promoting healthy growth and development of themselves and others in the community. (5.4)
- Critically analyse the immediate short and long term consequences and the interrelationships of behaviours that effect the health of communities (5.6)
- Defend and apply choices made in using particular materials and equipment to create sustainable products processes and systems. (5.5)
- Demonstrate specialised skills to create, independently and in teams products processes and systems approaching community and industry standards. (5.4)
<table>
<thead>
<tr>
<th>Subject Details - Stage 1 Child Studies A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
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<tr>
<td><strong>Learning Area</strong></td>
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<td><strong>Learning Area Group</strong></td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
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<tr>
<td><strong>Semesters</strong></td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
</tr>
<tr>
<td><strong>Special Conditions</strong></td>
</tr>
</tbody>
</table>
| **Description** | This topic examines the dynamic nature of children and their care. The topics studied could include:  
- Decisions related to parenting and care giving  
- Computerised babies  
- Child development and learning activities  
- Consumer implications for children and families  
- Safety issues for children  
Students will research and participate in activities which support the development of the capabilities:  
- Communication, citizenship, personal development and work and learning  
- Nutrition and food for children  
- Child abuse and protective practices |
| **Assessment** | Assessment is subject to SACE Board moderation.  
The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Students will have work assessed by teachers and may then moderated externally.  
Assessment Types:  
- Practical activities  
- Group activities  
- Investigation |
| **Learning Requirements** | Students will be assessed using performance standards from the curriculum outline.  
The 7 learning requirements are:  
- Investigate contemporary issues relevant to the safety, health, and well-being of children  
- Apply knowledge and problem-solving skills to a range of practical tasks related to the study of children from conception to 8 years of age  
- Develop and implement management skills in an individual or collaborative context supporting the health and well-being of children  
- Make informed decisions about, and reflect on, contemporary issues relating to child development  
- Select and use appropriate technology to prepare learning activities for children in a culturally diverse society  
- Collaborate to take action to support the health and well-being of children  
- Reflect on the impact of information and communication technologies on the health and well-being of children |
| **Notes** | Application Required | No |
| Application Text | Application Prompt | Application Contract |
| Approval Required | No | Approval By |
### Subject Details - Stage 1 Child Studies B

<table>
<thead>
<tr>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Learning Area</td>
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<tr>
<td>Learning Area Group</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Successful completion of a semester of Home Economics at Year 9 or 10.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Childhood Studies, Childcare, Teaching, Health Industry</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
</tbody>
</table>

#### Description
This topic examines the dynamic nature of children and the Childcare Industry.

The topics studied could include:
- The rights of children
- Contemporary childhood issues
- Ethical ways of studying working with or observing children
- The media and children
- Government policies and their implication for children
- Child protection legislation
- Child safety
- Support services and practices for children
- Learning activities for children
- Community support services for individuals, children and their families.

Students will research and participate in activities which support the development of the capabilities: communication, citizenship, personal development, work and learning.

#### Assessment
Assessment is subject to SACE Board moderation.

The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

Assessment Types:
- Practical activities
- Group activities
- Investigation

Student work will be school assessed and may be moderated externally.

#### Learning Requirements
Students will be assessed using performance standards from the curriculum outline.

The 7 learning requirements are:
- Investigate contemporary issues relevant to the safety, health, and well-being of children
- Apply knowledge and problem-solving skills to a range of practical tasks related to the study of children from conception to 8 years
- Develop and implement management skills in an individual or collaborative context supporting the health and well-being of children
- Make informed decisions about, and reflect on, contemporary issues relating to child development
- Select and use appropriate technology to prepare learning activities for children in a culturally diverse society
- Collaborate to take action to support the health and well-being of children
- Reflect on the impact of information and communication technologies on the health and well-being of children.

#### Notes
- Application Required: No
- Approval Required: No
### Subject Details - Stage 1 Fashion Industry

<table>
<thead>
<tr>
<th>Title</th>
<th>Fashion Industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>TAFE courses - Clothing and Footwear</td>
</tr>
</tbody>
</table>

**Special Conditions**
Students will be required to purchase fabric and textile items to support the construction of finished products.

**Description**
This course examines the dynamic nature of clothing, fashion and the fashion industry. The topics studied:
- Clothing construction
- Fashion choices
- Design principles in textiles
- Jobs in the fashion industry
- Mass production of clothes and it’s impact
- Fashion accessories

Product development and production will be required using textiles and fabric. Students will research and participate in activities which support the capabilities: communication, citizenship, personal development and work.

**Assessment**
Assessment is subject to SACE Board moderation.

The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. The subject will be internally marked and may then be externally moderated.

**Assessment Types:**
- Processes and Techniques 30%: Students negotiate with their teacher the processes and production techniques that will be used in the realisation of their major product.
- Folio 30%: Students develop a folio documenting the investigating and planning of ideas for a product to be completed in Assessment Task 3, with evidence of ongoing evaluation within these 2 stages.
- Product 40%: Students present for assessment the product they have made in response to the design brief documented in the folio.

**Learning Requirements**
Students will be assessed using performance standards from the curriculum outline. The 6 learning requirements are:
- Investigate the purpose, design concepts, and production techniques of existing products, processes, or systems
- Create, test, modify, validate, and communicate design ideas for an identified need, problem, or challenge
- Recognise and use the differing characteristics and properties of materials, components, techniques, and equipment to make products or systems safely
- Use the design process to gather, analyse, and apply information to solve technological problems
- Use a range of technological activities, appropriate knowledge, and understanding of skills, processes, procedures, and techniques
- Examine the impact of technological practices and products on individuals, society or the environment.

**Notes**
Application Required | No
Application Text | Approval Required | No
Application Prompt | Approval By |
# Subject Details - Stage 1 Food and Hospitality

<table>
<thead>
<tr>
<th>Title</th>
<th>Food and Hospitality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Successful completion of a Year 9 or Year 10 Foods course</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Food and Hospitality</td>
</tr>
<tr>
<td></td>
<td>Teaching, Nutrition, Dietetics, Bachelor of Hotel Management</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>This course of study examines the dynamic nature of food in our society.</td>
</tr>
<tr>
<td>Description</td>
<td>Students will research and participate in activities that support the development of the capabilities: communication, citizenship, personal development, work and learning.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment is determined by the SACE Board.</td>
</tr>
<tr>
<td>Assessment Types</td>
<td>Practical activities</td>
</tr>
<tr>
<td></td>
<td>Group activities</td>
</tr>
<tr>
<td></td>
<td>Investigation</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Students are assessed using performance standards from the curriculum outline. The 7 learning requirements are:</td>
</tr>
<tr>
<td></td>
<td>Apply knowledge and problem-solving skills to a range of practical tasks in food and hospitality and to critically evaluate the results</td>
</tr>
<tr>
<td></td>
<td>Apply a range of practical skills, including management, organisational, and problem-solving skills, to contemporary issues in the food and hospitality industry</td>
</tr>
<tr>
<td></td>
<td>Make informed decisions about, analyse, and critically evaluate contemporary issues affecting the food and hospitality industry in a range of contexts</td>
</tr>
<tr>
<td></td>
<td>Select and use appropriate technology to prepare and serve food while applying safe food-handling practices</td>
</tr>
<tr>
<td></td>
<td>Investigate the impact of contemporary health trends and/or socio-cultural issues related to the food and hospitality industry or to food and hospitality in family and community settings</td>
</tr>
<tr>
<td></td>
<td>Collaborate to prepare and present enterprise experiences supporting healthy eating practices</td>
</tr>
<tr>
<td></td>
<td>Evaluate the impact of information and communication technologies, sustainable practices, and globalisation on the food and hospitality industry.</td>
</tr>
<tr>
<td>Notes</td>
<td>Application Required: No</td>
</tr>
<tr>
<td>Application Text</td>
<td></td>
</tr>
<tr>
<td>Application Prompt</td>
<td></td>
</tr>
<tr>
<td>Application Contract</td>
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</tr>
<tr>
<td>Approval Required</td>
<td>No</td>
</tr>
<tr>
<td>Approval By</td>
<td></td>
</tr>
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## Subject Details - Stage 2 Childhood Studies

<table>
<thead>
<tr>
<th>Title</th>
<th>Childhood Studies</th>
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</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 12</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>University Entrance</td>
</tr>
<tr>
<td></td>
<td>Certificate 3 Community Services – Childcare</td>
</tr>
<tr>
<td></td>
<td>Certificate 2 in Community Services – Childcare</td>
</tr>
<tr>
<td>Special Conditions</td>
<td></td>
</tr>
</tbody>
</table>

### Description

This subject focuses on children’s growth and development from conception to 6 years inclusive. Students will critically examine attitudes and values about parenting and gain an understanding of the growth and development of children. They will develop a variety of research, management, and practical skills.

Childhood is a unique, intense period of growth and development. Children’s lives are affected by many factors: their relationship with others; their intellectual, emotional, social, and physical growth; cultural, familial, and socio-economic circumstances; geographic location; and educational opportunities.

The topics studied:
- lifestyle influences on the care of children
- importance of play and activities on the development of children
- children’s nutrition
- children’s developmental capabilities 0-8 years (including those with special needs)
- contemporary issues with children
- technology and it’s influence on children

### Assessment

School based Assessment
- Practical Activity
- Group Activity
- Investigation

### Learning Requirements

Successful students will be able to:
- Apply knowledge and problem-solving skills to practical activities an concepts related to the study of children and their development, from conception to birth
- Demonstrate an understanding of issues related to the health and wellbeing of children
- Analyse contemporary issues related to health and wellbeing
- Evaluate contemporary issues related to child development
- Use technology to prepare learning activities for children in a culturally diverse society
- Evaluate the impact of technology on health and wellbeing
- Work individually and collaboratively to support health and wellbeing

### Notes

Application Required: No
Application Text: No
Application Prompt: No
Approval Required: No
Approval By: No
Subject Details - Stage 2 Food and Hospitality Studies

<table>
<thead>
<tr>
<th>Title</th>
<th>Food and Hospitality Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 12</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Successfully completed at least Year 10 Home Economics.</td>
</tr>
<tr>
<td>Pathways</td>
<td>University, Teaching, Nutrition, Dietetics, Bachelor of Hotel Management</td>
</tr>
</tbody>
</table>

**Special Conditions**

**Description**

This subject focuses on the impact of the food and hospitality industry on Australian society. Students will develop relevant knowledge and skills as consumers and/or as future industry workers.

The topics studied:

- Socio-Cultural Influences
- Technological Influences
- Economic and Environmental influences
- Political and Legal Influences
- Contemporary and Future Issues

**Assessment**

School based Assessment 70%

- Assessment Type 1: Practical Activity
- Assessment Type 2: Group Activity

External Assessment 30%

- Assessment Type 3: Investigation

**Learning Requirements**

Students will be assessed using performance standards from the curriculum outline. The 7 learning requirements are:

- Apply knowledge and problem-solving skills to a range of practical tasks in food and hospitality and to critically evaluate the results
- Apply a range of practical skills, including management, organisational, and problem-solving skills, to contemporary issues in the food and hospitality industry
- Make informed decisions about, analyse, and critically evaluate contemporary issues affecting the food and hospitality industry in a range of contexts
- Select and use appropriate technology to prepare and serve food while applying safe food-handling practices
- Investigate the impact of contemporary health trends and/or socio-cultural issues related to the food and hospitality industry or to food and hospitality in family and community settings
- Collaborate to prepare and present enterprise experiences supporting healthy eating practices
- Evaluate the impact of information and communication technologies, sustainable practices, and globalisation on the food and hospitality industry

**Notes**

Application Required No

Application Text

Application Prompt

Application Contract

Approval Required No

Approval By
### Subject Details - VET Certificate 1 Hospitality (Kitchen Operations Willunga High School)

<table>
<thead>
<tr>
<th>Title</th>
<th>Certificate 1 Hospitality (Kitchen Operations Willunga High School)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Year Level</td>
<td>VET</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
</tbody>
</table>
| Pre-Requisites | An interest in the Hospitality Industry  
Student selection will require teacher recommendation and completion of registration form. |
| Pathways | This certificate provides a basis for a career pathway in the hospitality industry. Further qualifications can be pursued across a range of disciplines up to an Advanced Diploma in Hospitality (Management) |
| Special Conditions | A selection process is required. Students interested in enrolling for Certificate I In Hospitality (Kitchen Operations) must attend an information meeting in term 3 to explain the conditions and expectations. An application form to enrol must be completed, demonstrating interest and commitment to the course. This must be approved by the VET Teacher and Coordinator. Workplace Learning is compulsory. This course requires students to wear the appropriate industry apparel. Fees: This course is resource expensive in terms of the various foods and equipment required. Students will need to participate in functions to help contribute to the delivery costs. Basic materials cost $300. Uniform Hire $90. A refund of $50 when returned complete and in suitable condition. |
| Description | This course is conducted in the function and commercial kitchen facilities of the WHS Trade Training Centre and it covers all aspects of storing, preparing and cooking of food. The course has been designed to provide successful students with a nationally recognised qualification for entry into the hospitality industry workforce. Students will need to participate in negotiated functions at school to meet the compulsory structured workplace learning requirement. These are negotiated with the Teacher. |
| Assessment | Assessment is competency based and each unit of competency is individually assessed. The course has a strong practical focus linked to the national training package and other support materials. The supervisor/trainer from Willunga High School will conduct workplace visits as negotiated. |
| Learning Requirements | Successful students will be able to demonstrate the relevant competencies for Certificate 1 Hospitality (Kitchen Operations) |
| Notes | Students undertaking this course may gain 40 SACE Credits |
| Application Required | Yes |
| Application Text | Completion of VET Application Form and Student Statement |
| Approval Required | Yes |
| Approval By | VET Coordinator |
### Subject Details - VET Certificate 1 Hospitality (Operations - Front of House) Willunga High School

<table>
<thead>
<tr>
<th>Title</th>
<th>Certificate 1 Hospitality (Operations - Front of House) Willunga High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Year Level</td>
<td>VET</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>An interest in the Hospitality Industry&lt;br&gt;Student selection will require teacher recommendation.</td>
</tr>
<tr>
<td>Pathways</td>
<td>This certificate provides a basis for a career pathway in the hospitality industry. Further qualifications can be pursued across a range of disciplines up to an Advanced Diploma in Hospitality (Management)</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>An application form to enrol must be completed, demonstrating interest and commitment to the course. This must be approved by the VET Teacher, Jenny Anderson, and by the school’s VET Coordinator. This course requires students to wear the appropriate industry apparel, as described at the enrolment meeting early in Term 3. Students will need purchase basic uniform – black pants, black shoes. Shirts will be specially ordered for each student. Workforce Learning is compulsory. Students will need to participate in negotiated functions both at school and off-site to meet the compulsory structured workplace learning requirement. These are negotiated with the Teacher. Material costs are $300 which includes the full cost of excursions to Hospitality Training Centres. This also includes the cost of the required shirt.</td>
</tr>
<tr>
<td>Description</td>
<td>This course is conducted in the function and commercial kitchen facilities of the WHS Trade Training Centre and it covers aspects of presenting and serving food and non alcoholic beverages to customers. Coffee making and service is included. Students will develop industry level skills that will allow them to work in restaurants and function centres. Successful completion leads onto further training as an apprentice or enrolment in related courses through a registered training organisation. This course has been designed to provide successful students with a nationally recognised qualification for entry into the hospitality industry workforce.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment is competency based. The course has a strong practical focus linked to the national training package and other support materials. Structured Workplace Learning is compulsory and this will be negotiated in an appropriate worksite. Assessment will be required on the workplace learning. The supervisor / trainer from Willunga High School will conduct workplace visits to assist with the assessment as negotiated, depending on availability of a qualified workplace trainer / assessor.</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Notes: Students undertaking this course may gain between 15 and 35 SACE Credits</td>
</tr>
<tr>
<td>Application Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Application Text</td>
<td>Completion of VET Application Form and Student Statement</td>
</tr>
<tr>
<td>Approval Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Approval By</td>
<td>Jeff Glass</td>
</tr>
</tbody>
</table>
Subject Details - VET Certificate 2 Food Processing Hospitality - Part 2 Willunga High

<table>
<thead>
<tr>
<th>Title</th>
<th>Certificate 2 Food Processing Hospitality - Part 2 Willunga High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Year Level</td>
<td>VET</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>An interest in the Food and Hospitality Industry</td>
</tr>
<tr>
<td>Student selection will require teacher recommendation and completion of registration form.</td>
<td></td>
</tr>
<tr>
<td>Pathways</td>
<td>This certificate provides a basis for a career pathway in the food industry. Further qualifications across a range of disciplines lead to an Advanced Diploma</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>NOTE - This course will be offered in Semester 1, 2014.</td>
</tr>
<tr>
<td>An application form to enrol must be completed, demonstrating interest and commitment to the course. This must be approved by the VET Teacher and by the school’s VET Coordinator. This course requires students to wear the appropriate industry apparel, as described at the enrolment meeting early in Term 3. Workplace Learning is compulsory. Material costs are $150.</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>This course is conducted in the commercial kitchen facilities of the WHS Trade Training Centre. This course encompasses food processing in the Food Production Industry. It develops student’s skills in using specialized food equipment in the industry. Students will be involved in a variety of preparation tasks to develop skills and knowledge required for an industry pathways program. They will develop skills to industry specific standards. Students use specialized equipment and systems to produce a variety of foods available in the food processing industry. Successful completion leads onto further training as an apprentice or enrolment in related courses through a registered training organisation. This course has been designed to provide successful students with a nationally recognised qualification for entry into the food industry workforce.</td>
</tr>
<tr>
<td>The units to be studied are:</td>
<td></td>
</tr>
<tr>
<td>• 5 Core Units</td>
<td></td>
</tr>
<tr>
<td>• Cheese Making</td>
<td></td>
</tr>
<tr>
<td>• Confectionery</td>
<td></td>
</tr>
<tr>
<td>• Butchery</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment is competency based. The course has a strong practical focus linked to the national training package and other support materials. Structured Workplace Learning is compulsory and this will be negotiated in an appropriate worksite. Assessment will be required on the workplace learning.</td>
</tr>
<tr>
<td>Successful completion of Part 1 and Part 2 will provide accreditation for Certificate 2 in Food Processing, leading on to Certificate 3 level training through a registered training organization.</td>
<td></td>
</tr>
<tr>
<td>Learning Requirements</td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>Application Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Application Text</td>
<td>Completion of VET Application Form</td>
</tr>
<tr>
<td>Application Prompt</td>
<td></td>
</tr>
<tr>
<td>Approval Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Approval By</td>
<td>VET Coordinator</td>
</tr>
</tbody>
</table>
### Subject Details - VET Certificate 2 Food Processing Hospitality Part 1 Willunga High

<table>
<thead>
<tr>
<th>Title</th>
<th>Certificate 2 Food Processing Hospitality Part 1 Willunga High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Home Economics</td>
</tr>
<tr>
<td>Year Level</td>
<td>VET</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>An interest in the Food and Hospitality Industry</td>
</tr>
<tr>
<td></td>
<td>Student selection will require teacher recommendation and completion of registration form.</td>
</tr>
<tr>
<td>Pathways</td>
<td>This certificate provides a basis for a career pathway in the food industry. Further qualifications across a range of disciplines lead to an Advanced Diploma.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>An application form to enrol must be completed, demonstrating interest and commitment to the course. This must be approved by the VET Teacher and by the school’s VET Coordinator. This course requires students to wear the appropriate industry apparel, as described at the enrolment meeting early in Term 3. Workplace Learning is compulsory. Material costs are $150.</td>
</tr>
</tbody>
</table>
| Description                     | This course is conducted in the commercial kitchen facilities of the WHS Trade Training Centre. This course encompasses food processing in the Food Production Industry. It develops student’s skills in using specialized food equipment in the industry. Students will be involved in a variety of preparation tasks to develop skills and knowledge required for an industry pathways program. They will develop skills to industry specific standards. Students use specialized equipment and systems to produce a variety of foods available in the food processing industry. Successful completion leads onto further training as an apprentice or enrolment in related courses through a registered training organisation. This course has been designed to provide successful students with a nationally recognised qualification for entry into the food industry workforce. The units to be studied are:  
  - 4 Core Units  
  - Baking  
  - Chocolate  
  - Preserves |
| Assessment                      | Assessment is competency based. The course has a strong practical focus linked to the national training package and other support materials. Structured Workplace Learning is compulsory and this will be negotiated in an appropriate worksite. Assessment will be required on the workplace learning. Successful completion of Part 1 and Part 2 will provide accreditation for Certificate 2 in Food Processing, leading on to Certificate 3 level training through a registered training organization. |
| Learning Requirements           | Students undertaking this course may gain between 30 and 40 SACE Credits |
| Notes                           | Yes                                                          |
| Application Required            | Yes                                                          |
| Application Text                | Completion of VET Application Form and Student Statement.    |
| Application Prompt              |                                                              |
| Application Contract            |                                                              |
| Approval Required               | Yes                                                          |
| Approval By                     | VET Coordinator                                              |
### Subject Details - Men@Work

<table>
<thead>
<tr>
<th>Title</th>
<th>Men@Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Humanities &amp; Social Science</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Humanities &amp; Social Science</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 9</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Students are selected for this course</td>
</tr>
<tr>
<td>Pathways</td>
<td>Year 10 Society and Environment</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>This is a boys only course and students are selected for this by the Middle School Leadership team. A small cost may be involved for excursions.</td>
</tr>
</tbody>
</table>
| Description   | The program is designed to cater for those students who are disengaged and focuses on re-engaging the students in mainstream learning through a pathways approach to their studies. It is based upon the Employability Skills Framework and will culminate with students completing Work Experience in an industry of choice related to their identified pathway. Aspects of the Australian Curriculum, Work Studies course is included in this course. Topics of Study include  
  - Resume Writing  
  - Application Letter Writing  
  - Team Building Exercises  
  - Pathways Counseling  
  - Industry Visits  
  - Occupational, Health and Safety  
  - Career Development Activities  
  - Goal Setting Activities  
  - Outside of School Activities through excursions, including the Careers Expo |
| Assessment    | Assessment Types:  
  - Students will be given a wide range of assessment methods and a choice for their career based learning and goal setting assignments.  
  - Reflective Journal writing  
  - Practical: includes successful completion of at least one week of Work Experience |
| Learning Requirements | Notes: |
| Notes         | Application Required: No |
| Application Text | No |
| Application Prompt | No |
| Approval Required | No |
| Approval By   | No |
## Subject Details - 09 Society and the Environment

<table>
<thead>
<tr>
<th>Title</th>
<th>Society and the Environment</th>
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</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Humanities &amp; Social Science</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Humanities &amp; Social Science</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 9</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>Year 10 Society and Environment which leads to New SACE Stage 1 History, Tourism, Business Studies, Gender, Workplace Practices A and Women’s Studies</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>This course is compulsory for 2 semesters.</td>
</tr>
<tr>
<td>Description</td>
<td>The course is designed around the following SACSA Framework: Societies and Cultures; Place, Space and Environment; Time, Continuity and Change; Social Systems. The topics studied : (approx. 4 weeks each) • Tourism • Australian History to 1900 • Sharing Resources • Political, Social and People’s Responsibilities • Australian Economy • Indigenous Cultures • Australia All Over (Geography) • Legal Systems • Be Real Game • Managing your finances</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment Types: • Students will be given a wide range of assessment methods and a choice for their research based learning assignments.</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>This area of study is designed to help develop the knowledge, skills, attitudes and values which enable students to participate as active and informed citizens in a democratic society and within a global community. Successful students will be able to: • Complete set tasks on time • Present work in an organised manner • Research and analyse issues and data • Use a critical thinking skills approach to analyse an issue • Demonstrate 1 to 3 topic specific SACSA outcomes (skills, knowledge). Eg. Demonstrates understanding of ecological sustainability within Australia, is able to analyse issues relevant to Indigenous people. • Students also aim to extend knowledge of possible career pathways.</td>
</tr>
<tr>
<td>Notes</td>
<td>Application Required No</td>
</tr>
<tr>
<td></td>
<td>Application Text</td>
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<tr>
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<td>Application Prompt</td>
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<tr>
<td></td>
<td>Approval Required No</td>
</tr>
<tr>
<td></td>
<td>Approval By</td>
</tr>
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# Subject Details - 10 Society and the Environment

<table>
<thead>
<tr>
<th>Title</th>
<th>Society and the Environment</th>
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<tbody>
<tr>
<td>Learning Area</td>
<td>Humanities &amp; Social Science</td>
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<tr>
<td>Learning Area Group</td>
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<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
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<tr>
<td>Pre-Requisites</td>
<td>Successful completion of Year 9 Society and the Environment.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Year 10 Society and Environment leads to SACE History, Tourism, Business Studies, Workplace Practices A and Women’s Studies</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>This course is studied over 2 semesters. In Semester 1 the compulsory PLP of the SACE is studied.</td>
</tr>
</tbody>
</table>

## Description
The course is designed around the following Australian Curriculum Framework: Societies and Cultures; Place, Space and Environment; Time, Continuity and Change; Social Systems and History (Australian Curriculum). This is a 2 unit course which includes the PLP of the New SACE.

### Topics studied in Term 1 and 2 for the PLP:
- Career Development (Careers Fast Track Program)
- Developing a Personal Learning Plan
- Preparing a Personal Portfolio including resume writing
- Developing employability skills including Work Experience

### Term 3 and 4 Topics are from the Australian Curriculum History course; The Modern World and Australia (1918 - present).
- Overview
- World War 2
- Rights and Freedoms
- The Globalising World

## Assessment
Assessment Types:
- Students will be given a wide range of assessment methods and a choice for their research based learning assignments.
- The PLP will be assessed and accredited for Stage 1 SACE and involves external SACE Board moderation. It must be passed at a C Grade or better.

## Learning Requirements
This area of study is designed to help develop the knowledge, skills, attitudes and values which enable students to participate as active and informed citizens in a democratic society and within a global community.

Successful students will be able to:
- complete set tasks on time
- present work in an organised manner, using appropriate genre and language styles
- research and analyse issues and data
- use a critical thinking skills approach to analyse an issue
- demonstrate Australian Curriculum Capabilities connected to History as well as knowledge, skills, values and essential learnings.

## Notes
- Application Required: No
- Approval Required: No
### Subject Details - Stage 1 Business and Enterprise

<table>
<thead>
<tr>
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<th>Business and Enterprise</th>
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<tbody>
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<tr>
<td><strong>Year Level</strong></td>
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</tr>
<tr>
<td><strong>Semesters</strong></td>
<td>1 semester</td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
<td>Successful completion of Society and Environment at Year 10 level</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>Stage 2 Business Studies, Tourism, Modern History, Women’s Studies and Workplace Practices</td>
</tr>
</tbody>
</table>

#### Special Conditions
- Students gain an understanding of business, operations and practice; develop an awareness of business, financial, and technological skills; participate in planning, developing and controlling business activities and evaluate decisions on business practices. Students have the opportunity to reflect on current issues in business and enterprise, and make informed decisions.
- Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.
- A simulated small business will be experienced in an area of student interest.

#### Description
The topics studied:
- Core Topic: Introduction to Business and Enterprise
- Option Topics: Establishing a Business; Marketing
- Focus Capabilities include: communication, citizenship, and learning

#### Assessment
- **Assessment Types:**
  - Two folio pieces
  - A practical assignment
  - An issue study

Each is worth 25% and an assessment piece relates to each topic studied with the fourth combining several areas of study.

#### Learning Requirements
The Performance Standards describe five levels of achievement that are reported with the grades A to E at the completion of the course. Each level of achievement describes: Knowledge and Understanding, Analysis, Communication and Application.

#### Notes
- Application Required: No
- Approval Required: No
Subject Details - Stage 1 History

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<td>Year Level</td>
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<tr>
<td>Semesters</td>
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<tr>
<td>Pre-Requisites</td>
<td>Successful completion of Year 10 Society and Environment and English</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Modern History; Stage 2 Women's Studies</td>
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<tr>
<td>Special Conditions</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>In a study of Stage 1 History, students will have opportunities to develop knowledge and understanding of how men, women, and children lived and acted in different parts of the world in past times. Students will develop skills in historical inquiry by applying a variety of approaches. Students will investigate the motivation of people who made decisions, and how these decisions affected societies in different regions of the world. They will find out how such decisions affected people in the past, and how they may continue to influence people. By examining the past, students will begin to develop skills that will enable them to understand the present and contribute to decisions that will benefit people in the future. The course includes development of skills to support historical inquiry through a minimum of two historical studies. The historical studies and inquiry will cover topics using either a thematic or a depth approach. The topics studied: • An investigation of revolutions, terrorism, social and political upheavals, creative works, regions or local history. Special interest areas will be considered.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Assessment consists of 4-5 tasks taken from 3 assessment types. Assessment Types: Each assessed type will have a weighting of at least 20%. • Folio: essays, tests, group discussions • Source Analysis: through film, cartoons and newspaper extracts • Individual investigation using primary sources. Local history can be studied here</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to: • Explain how particular societies in selected periods and places have been shaped by both internal and external forces • Identify and explain historical concepts; • Understand how hypotheses and focusing questions are used to identify and explain historical concepts and develop skills of historical inquiry • Construct reasoned historical arguments based on an understanding of evidence from primary and secondary sources • Show empathy through an understanding and appreciation of the role of particular individuals and groups • Show how the study of history leads to an understanding of contemporary problems and issues and may be applied to the formulation of possible solutions</td>
</tr>
<tr>
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<td></td>
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<td>Title</td>
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<td>Semesters</td>
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<td>Pre-Requisites</td>
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<td>Pathways</td>
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<td>Special Conditions</td>
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<tr>
<td>Description</td>
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<td>Assessment</td>
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<td>Learning Requirements</td>
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# Subject Details - Stage 1 Tourism

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<td>Pre-Requisites</td>
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</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Tourism, Business Studies, Modern History, Women's Studies and Workplace Practices</td>
</tr>
<tr>
<td></td>
<td>Tourism / Hospitality Industry</td>
</tr>
<tr>
<td></td>
<td>University Degrees in Business Management (Tourism)</td>
</tr>
</tbody>
</table>

## Special Conditions

**Description**
The dynamic nature of tourism will be emphasised by focusing on contemporary issues and emerging tourism trends and developments. An industry simulation approach will be used.

The topics studied:
- Understanding the Tourism Industry
- Identifying Visitors and Hosts

These themes will be covered in the following topics:
- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism
- Appreciating Tourism in Australia

Students will research and participate in activities which support the capabilities: communication, citizenship, personal development, work and learning.

## Assessment

Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

**Assessment Types:**
- Case Study
- Sources Analysis
- Practical Activity
- Investigation

## Learning Requirements

In this subject, students are expected to:
- Understand tourism knowledge, including the nature of tourists, tourism, and the tourism industry
- Apply an understanding of tourism concepts, including sustainable tourism and cultural sustainability in different contexts – local, national, and global
- Investigate and analyse emerging tourism trends, developments, and contemporary issues
- Demonstrate and apply the capabilities, including practical tourism skills, in different contexts
- Interpret and analyse information about tourism to recognise different perspectives and clarify their own perspectives
- Communicate information about tourism for particular audiences and purposes using a range and combination of modes.

## Notes

- Application Required: No
- Approval Required: No
# Subject Details - Stage 1 Women’s Studies

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<td>Year Level</td>
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<td>Semesters</td>
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<tr>
<td>Pre-Requisites</td>
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<tr>
<td>Pathways</td>
<td>Stage 2 Women’s Studies, Business Studies, Tourism, Modern History, Workplace Practices</td>
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<td>Special Conditions</td>
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**Description**

Students analyse the way in which women and men are positioned in Western World society as well as in different cultures. Students explore; how popular media promotes gender stereotypes, the legal issues surrounding women and men in the workplace, and the rights of women and men in different societies and cultures. A key focus in Women’s Studies is to raise awareness of the cultural and legal issues women and men experience due to their gender and to empower students to become informed and educated citizens in relation to their knowledge about broader world issues. This topic is highly engaging and interesting for students who question how and why our current (and past) society has been constructed for both women and men, in terms of the societal expectations placed on them.

**Assessment**

Assessment is subject to SACE Board moderation. Students are assessed on performance standards with grades A to E. Assessment types:
- Text Analysis
- Group Presentation
- Issues Analysis

**Learning Requirements**

The Performance Standards describe the five levels of achievement that are reported with the grades A-E at the completion of the course. Each level of achievement relates to the knowledge and understanding, gender analysis, communication skills, investigation and evaluation outcomes that students are expected to develop and demonstrate through their learning.

Students study 3 or 4 topics including:
- Gender and Patriarchy in the Modern World
- Gender and Cultural Law
- Gender and Work
- Gender and Family Law.

**Notes**

Application Required: No
Application Text
Application Prompt
Application Contract
Approval Required: No
Approval By
## Subject Details - Stage 2 Business and Enterprise

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<td>Pre-Requisites</td>
<td>Stage 1 Business and Enterprise is an advantage</td>
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<tr>
<td>Pathways</td>
<td>TAFE studies in Business, Management and Marketing related courses</td>
</tr>
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<td>Special Conditions</td>
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</tr>
</tbody>
</table>

### Description
Stage 2 Business and Enterprise is studied as a 20-credit subject. 30% of this course will be externally moderated. The course comprises a core topic and option topics.

#### Core Topics:
- The Business Environment: Business in Australia
- The Nature and Structure of Business
- The Business Enterprise

#### Option Topics studied:
- People, Business and Work
- Business and the Global Environment

### Assessment
In this 20-credit subject, students demonstrate evidence of their learning through the following assessment types:

**School-based Assessment (70%)**
- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 2: Issues Study

**External Assessment (30%)**
- Assessment Type 4: Report

The compulsory Report is up to a maximum of 2000 words in length. It can be a situation analysis that outlines the present state of an existing small to medium-sized business and examines aspects such as market, competitors, staff, and business structure. It can be an enterprise report that evaluates the enterprise established by the student and describes the business plan and other aspects associated with running the enterprise.

### Learning Requirements
Successful students will be able to:
- Demonstrate an understanding of business structures, and of business in a global environment
- Examine the ways in which business interacts with the various sectors of the economy
- Communicate ideas and information, using current business terminology in written, oral, graphical, and technological modes
- Develop the personal, social, enterprise, and literacy skills necessary in a business context
- Demonstrate an understanding of the relationship between business theory and practice
- Identify forces for change and current issues in the business environment, and evaluate the impact of these changes
- Critically examine business decision-making processes, analysing economic, social, environmental, and ethical outcomes

### Notes
- Application Required: No
- Approval Required: No
Subject Details - Stage 2 Modern History

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<tbody>
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<td>Semesters</td>
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<td>Pre-Requisites</td>
<td>Stage 1 History is desirable</td>
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<tr>
<td>Pathways</td>
<td>University, TAFE: Employment and careers in areas such as administration, business, government, law and politics, the arts, education, entertainment, journalism, publishing and the mass media, and tourism sociology.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment is subject to SACE Board moderation.</td>
</tr>
<tr>
<td></td>
<td>School based Assessment (70%)</td>
</tr>
<tr>
<td></td>
<td>Assessment Type 1: Folio</td>
</tr>
<tr>
<td></td>
<td>Assessment Type 2: Essay</td>
</tr>
<tr>
<td></td>
<td>External Assessment (30%)</td>
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<tr>
<td></td>
<td>Assessment Type 3: Examination</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to:</td>
</tr>
<tr>
<td></td>
<td>Explain how particular societies in selected periods and places have been shaped by both internal and external forces</td>
</tr>
<tr>
<td></td>
<td>Identify and explain historical concepts;</td>
</tr>
<tr>
<td></td>
<td>Understand how hypotheses and focusing questions are used to identify and explain historical concepts and develop skills of historical inquiry;</td>
</tr>
<tr>
<td></td>
<td>Construct reasoned historical arguments based on an understanding of evidence from primary and secondary sources</td>
</tr>
<tr>
<td></td>
<td>Show empathy through an understanding and appreciation of the role of particular individuals and groups</td>
</tr>
<tr>
<td></td>
<td>Show how the study of history leads to an understanding of contemporary problems and issues and may be applied to the formulation of possible solutions</td>
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<td>Approval By</td>
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### Subject Details - Stage 2 Research Project A

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<tr>
<td>Year Level</td>
<td>Year 12</td>
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<tr>
<td>Semesters</td>
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</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>TAFE, Apprenticeships and Traineeships, employment</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>This subject is compulsory for the successful completion of the South Australian Certificate of Education (SACE) A C Grade or better MUST be achieved.</td>
</tr>
</tbody>
</table>

**Description**

Students must complete the 10-credit Research Project at Stage 2 of the SACE, with a C grade or better. Students enrol in either Research Project A or B, depending on their intended pathway. These enrolment options vary only in how students present the external assessment. For Research Project A, the presentation can either be written, multimodal or a combination of oral or written. Students will:

- Choose a topic of interest—it may be linked to a SACE subject, an external course of study, a workplace or to a community interest.
- Understanding Learn and apply research processes and the knowledge and skills specific to their research topic.
- Record their research and evaluate what they have learnt.
- The term ‘research’ is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.

In completing the work, students follow the research framework below:

- Initiate, plan, and manage the research
- Carry out the research
- Communicate the research outcome
- Evaluate the research

**Assessment**

School-based assessment is 70%:

- Folio - preliminary ideas and research proposal, research development, and discussion. (45%)
- Research outcome (25%)

External assessment is 30%:

- Evaluation (including a written summary describing the work undertaken)

**Learning Requirements**

Students are expected to:

- Work independently and with others to initiate an idea, and to plan and manage a research project
- Demonstrate the learning capability and one other chosen capability
- Analyse information and explore ideas to develop their research
- Develop and apply specific knowledge and skills
- Communicate and evaluate their research outcome
- Evaluate the research processes used and their chosen capability.

**Notes**

Application Required: No

Application Text

Application Prompt

Approval Required: No

Approval By
# Subject Details - Stage 2 Research Project B

<table>
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<tr>
<td><strong>Year Level</strong></td>
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<td><strong>Semesters</strong></td>
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<tr>
<td><strong>Pre-Requisites</strong></td>
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<tr>
<td><strong>Pathways</strong></td>
<td>University Pathway</td>
</tr>
<tr>
<td><strong>Special Conditions</strong></td>
<td>This subject is compulsory for the successful completion of the South Australian Certificate of Education (SACE). A C grade or better must be achieved.</td>
</tr>
</tbody>
</table>

### Description
Students must complete the 10-credit Research Project at Stage 2 of the SACE, with a C grade or better. Students enrol in either Research Project A or B, depending on their intended pathway. These enrolment options vary only in how students present the external assessment. For Research Project B, students must present the Evaluation in written form, a 2000 written report that includes the Summary.

Students will:
- Choose a topic of interest—it may be linked to a SACE subject, an external course of study, a workplace or to a community interest.
- Understanding Learn and apply research processes and the knowledge and skills specific to their research topic.
- Record their research and evaluate what they have learnt.
- The term ‘research’ is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.

In completing the work, students follow the research framework below.
- Initiate, plan, and manage the research.
- Carryout the research.
- Communicate the research outcome.
- Evaluate the research.

### Assessment
- School-based assessment is 70%:
  - Folio - preliminary ideas and research proposal, research development, and discussion. (45%)
  - Research outcome (25%)
- External assessment is 30%:
  - Evaluation (including a written summary describing the work undertaken)

### Learning Requirements
Students are expected to:
- Work independently and with others to initiate an idea, and to plan and manage a research project.
- Demonstrate the learning capability and one other chosen capability.
- Analyse information and explore ideas to develop their research.
- Develop and apply specific knowledge and skills.
- Communicate and evaluate their research outcome.
- Evaluate the research processes used and their chosen capability.

### Notes
- Application Required: No
- Application Text
- Application Prompt
- Application Contract
- Approval Required: No
- Approval By
**Subject Details - Stage 2 Tourism**

<table>
<thead>
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<th>Title</th>
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<td>Semesters</td>
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<td>Pre-Requisites</td>
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</tr>
<tr>
<td>Pathways</td>
<td>None</td>
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<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
<tr>
<td>Description</td>
<td>Stage 2 Tourism is a 20-credit subject. 30% of this course will be externally moderated. This subject consists of four themes and twelve topics. Themes:  • Operation and Structures of the Tourism Industry  • Travellers’ Perceptions, and the Interaction of Host Community and Visitor  • Planning for and Managing Sustainable Tourism  • Evaluating the Nature of Work in the Tourism Industry Topics:  • Applications of Technology in Tourism  • The Economics of Tourism  • Establishing a Tourism Venture  • Indigenous People and Tourism  • Management of Local Area Tourism  • Marketing Tourism  • Responsible Travel  • Special Interest Tourism  • The Role of Governments and Organisations  • Tourism Industry Skills  • Negotiated Topic:  • The Impacts of Tourism</td>
</tr>
<tr>
<td>Assessment</td>
<td>Students demonstrate evidence of their learning through the following assessment types: School-based Assessment (70%)  • Assessment Type 1: Folio  • Assessment Type 2: Practical Activity  • Assessment Type 3: Investigation  External Assessment 30%  • Assessment Type 4: Examination</td>
</tr>
<tr>
<td>Assessment in Stage 2 Tourism consists of the following components, weighted as shown:  • Course Work 25%  • Communication Exercise 20%  • Practical Activity 25%  • Investigative Report 30%  The examination (2 hours) consists of a range of questions on a number of sources based on the four themes. Sources could be in many different forms including written materials, media items (e.g. news report, radio interview and newspaper article), quotations, cartoons, graphical information (E.G. maps, photographs, diagrams) and statistical data. The examination will be marked by external assessors with reference to the performance standards.</td>
<td></td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to:  • Identify and explain the diverse nature of tourists, tourism, and the tourism industry  • Critically analyse the strategies required for sustainable tourism  • Understand and explain the implications of cultural diversity for tourism  • Investigate, examine, and evaluate important contemporary issues in tourism  • Demonstrate skills in evaluating and communicating information about tourism through a variety of modes  • Choose, evaluate, and apply the practical skills used in tourism.</td>
</tr>
</tbody>
</table>

**Notes**

| Application Required      | No                                         |
| Application Text          |                                            |
| Application Prompt        |                                            |
| Application Contract      |                                            |
| Approval Required         | No                                         |
| Approval By               |                                            |
Womens’ Studies (Previously Gender, Society and Law)

**Title**: Womens’ Studies (Previously Gender, Society and Law)

**Learning Area**: Humanities & Social Science

**Learning Area Group**: Humanities & Social Science

**Year Level**: Year 12

**Semesters**: 2 semesters

**Pre-Requisites**: None

**Pathways**: TAFE, University, Employment pathways

**Special Conditions**

**Description**: This subject encompasses concepts from three subject areas; Legal Studies, Women’s Studies and Society and Culture. Students analyse the way in which women and men are positioned in Western World society as well as in different cultures. Students explore how popular media promotes gender stereotypes, the legal issues surrounding women and men in the workplace, and the legal rights of women and men in different societies and cultures. A key focus in Gender, Society and Law is to raise awareness of the cultural and legal issues women and men experience due to their gender and to empower students to become informed and educated citizens in relation to their knowledge about broader world issues. This topic is highly engaging and interesting for students who question how and why our current (and past) society has been constructed for both women and men, in terms of the societal expectations placed on them in the work and home domains.

**Assessment**: Assessment is subject to SACE Board moderation. Students are assessed on performance standards with grades A+ to E-.

Students demonstrate their learning through four assessment types:

- **School Based Assessment (70%)**
  - Assessment Type 1: Folio
  - Assessment Type 2: Text Analysis
  - Assessment Type 3: Essay

- **External Assessment (30%)**
  - Assessment Type 4: Issues Analysis

**Learning Requirements**: In this subject, students are expected to:

- Demonstrate knowledge and understanding of the meaning of gender and its construction.
- Analyse representations of women and men for gender bias and identify ways of effecting change to address gender bias.
- Analyse the social implications of gender relations for a diversity of women across contexts, times and cultures.
- Investigate and evaluate the ways in which various social structures, cultural practices and ways of thinking dis-empower women.
- Evaluate strategies for empowerment.
- Communicate informed ideas about the diversity of women’s experiences, using the language of gender analysis and appropriate forms, with acknowledgement of sources.

**Notes**

- **Application Required**: No
- **Application Text**
- **Application Prompt**
- **Application Contract**
- **Approval Required**: No
- **Approval By**
### Subject Details - Stage 2 Workplace Practices A

<table>
<thead>
<tr>
<th>Topic</th>
<th>Details</th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Workplace Practices A</td>
</tr>
<tr>
<td><strong>Learning Area</strong></td>
<td>Humanities &amp; Social Science</td>
</tr>
<tr>
<td><strong>Learning Area Group</strong></td>
<td>Humanities &amp; Social Science</td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
<td>Year 12</td>
</tr>
<tr>
<td><strong>Semesters</strong></td>
<td>2 semesters</td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Special Conditions</strong></td>
<td>Students electing to undertake short vocational courses at Tertiary Training Institutes for this course will be required to pay the fees associated. These fees vary according to the length and level of the training. Students must be engaged in either work, (paid or unpaid), volunteer work or be willing to undertake Work Experience. Stage 1 students can undertake this course as no prerequisites are needed.</td>
</tr>
</tbody>
</table>
| **Description**                            | This course is ideal for motivated students who are engaged or wish to engage in a vocational course or work related activities that include on-the-job training. It enables students to gain credit for their learning outside the classroom and is directly linked to their future pathways. Students working as a volunteer in the community or working casually will have their work accredited through this course. It is designed to develop skills, knowledge and understanding related to the world of work. Students reflect on their capabilities, interests and aspirations. The focus capabilities are personal development, work and learning. 30% of the course is externally moderated. The course covers:  
  - Industry and Workplace Knowledge  
  - Practical Experience  
  - Reflection on Vocational education and training  
  - A negotiated topic for investigation  
  The topics covered in the Industry and Work knowledge component include:  
  - Work in Australian Society  
  - The Changing Nature of Work  
  - Industrial Relations  
  - Finding employment |
| **Assessment**                             | Students demonstrate evidence of their learning through the following assessment types:  
  - School-based Assessment (70%)  
    - Folio  
    - Performance  
    - 2 Types of Reflection: work reflections based on actual work and work related reflections  
  - External Assessment (30%)  
    - Issues Investigation This can be either a practical or issues investigation. A report is required and may be written, oral or multimodal in form. (maximum 2000 words in written form) |
| **Learning Requirements**                  | Successful students will be able to:  
  - Demonstrate knowledge and understanding of the concepts of work;  
  - Critically analyse the relationships between work-related issues and practices in workplaces;  
  - Critically evaluate the roles of individuals, government legislation and policies, unions, and employer groups in work issues;  
  - Make informed responses to the dynamic nature of work issues, cultures and environments locally, nationally and globally;  
  - Demonstrate work-related skills and competencies and enterprising skills and behaviours to identify, create, and use opportunities;  
  - Demonstrate the capacity to manage the transition to post-school education and employment options relevant to their interests and abilities. |
| **Notes**                                  | Application Required No  
  Application Text  
  Application Prompt  
  Application Contract  
  Approval Required No  
  Approval By |
**Subject Details - 09 English**

<table>
<thead>
<tr>
<th>Title</th>
<th>English</th>
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<tbody>
<tr>
<td>Learning Area</td>
<td>English &amp; Languages</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>English</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 9</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>Year 10 English</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
</tbody>
</table>

**Description**

The Year 9 English Course is based on the Australian Curriculum Framework, which is organised into three inter-related strands: Language, Literature and Literacy. In each strand there are four outcomes at each standard, corresponding to the modes of listening and speaking, reading and viewing, and writing.

In English, students learn how texts are constructed to achieve a purpose with a particular audience in mind, and in particular contexts: social, cultural and historical. Students learn to interpret and respond to texts with critical awareness. They not only come to an understanding of the content, but are also made aware of the intentions of the authors of the texts and how they have constructed their texts and used language to achieve a purpose.

Students also learn to compose their own texts (oral, written and multimodal) to communicate their ideas to a variety of audiences. They use language to participate in a range of discourses. They both build and express their identities using language and belong to a larger group through a shared use of language.

**Topics Covered:**
- Semester 1. Advertising; Introduction to Shakespeare; Finding Your Voice; Words can change the World.
- Semester 2. Making Sense - analytical writing; Teen Worlds; Indigenous Voices; Finding the Story to Tell

**Assessment**

Written, oral and visual tasks

**Learning Requirements**

Year 9 students will be required to complete Year 9 Australian Curriculum outcomes prior to undertaking Year 10.

**Notes**

Application Required: No

Application Text

Application Prompt

Application Contract

Approval Required: No

Approval By
# Subject Details - 09 Japanese A

<table>
<thead>
<tr>
<th>Title</th>
<th>Japanese A</th>
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</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>English &amp; Languages</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 9</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of Year 8 Japanese</td>
</tr>
<tr>
<td>Pathways</td>
<td>Year 10 Japanese; SACE Stage 1 &amp; SACE Stage 2 Japanese</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Students must undertake a full year of Japanese to study the language in Year 10.</td>
</tr>
<tr>
<td>Description</td>
<td>The Year 9 Japanese course has been designed around 5 major themes:</td>
</tr>
<tr>
<td></td>
<td>• About Myself</td>
</tr>
<tr>
<td></td>
<td>• At the Shops</td>
</tr>
<tr>
<td></td>
<td>• In my Room</td>
</tr>
<tr>
<td></td>
<td>• At the Restaurant</td>
</tr>
<tr>
<td></td>
<td>• Going Places</td>
</tr>
<tr>
<td></td>
<td>The topics are organised into three areas from the SACSA framework:</td>
</tr>
<tr>
<td></td>
<td>• Communication</td>
</tr>
<tr>
<td></td>
<td>• Understanding Language</td>
</tr>
<tr>
<td></td>
<td>• Understanding Culture</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment is based on SACSA Framework, Standards 4&amp;5 Languages (Alphabetic) Pathways B. Year 9 course work involves:</td>
</tr>
<tr>
<td></td>
<td>Speaking, listening, writing and comprehension tasks. Assessment is based on both participation and level of language competency. Cultural Studies - discussions and written tasks including activities such as letter writing, e-mailing, multimedia, role plays, translations, listening comprehensions, and more.</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Use Japanese language to communicate with others.</td>
</tr>
<tr>
<td></td>
<td>• Understand and appreciate the cultural contexts in which Japanese is used.</td>
</tr>
<tr>
<td></td>
<td>• Reflect on their own culture(s) through the study of other cultures; understand language as a system.</td>
</tr>
<tr>
<td></td>
<td>• English &amp; Connections between Japanese and English and/or other languages, cognitive learning and social skills.</td>
</tr>
<tr>
<td></td>
<td>• Have the potential to apply Japanese to work, further study, training or leisure.</td>
</tr>
<tr>
<td>Notes</td>
<td>Application Required</td>
</tr>
<tr>
<td></td>
<td>Application Text</td>
</tr>
<tr>
<td></td>
<td>Application Prompt</td>
</tr>
<tr>
<td></td>
<td>Approval Required</td>
</tr>
<tr>
<td></td>
<td>Approval By</td>
</tr>
</tbody>
</table>


### Subject Details - 09 Japanese B

<table>
<thead>
<tr>
<th>Title</th>
<th>Japanese B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>English &amp; Languages</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 9</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of Year 8 Japanese</td>
</tr>
<tr>
<td>Pathways</td>
<td>Year 10 Japanese; SACE Stage 1 &amp; SACE Stage 2 Japanese</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Students must undertake a full year of Japanese to study the language in Year 10.</td>
</tr>
</tbody>
</table>

**Description**
The Year 9 Japanese course has been designed around 5 major themes:
- About Myself
- At the Shops
- In my Room
- At the Restaurant
- Going Places.

The topics are organised into three areas from the SACSA framework:
- Communication
- Understanding Language
- Understanding Culture.

**Assessment**
Assessment is based on SACSA Framework, Standards 4&5 Languages (Alphabetic) Pathways B. Year 9 course work involves: speaking, listening, writing and comprehension tasks. Assessment is based on both participation and level of language competency. Cultural Studies - discussions and written tasks including activities such as letter writing, e-mailing, multimedia, role plays, translations, listening comprehensions, and more.

**Learning Requirements**
Successful students will be able to:
- Use Japanese language to communicate with others.
- Understand and appreciate the cultural contexts in which Japanese is used.
- Reflect on their own culture(s) through the study of other cultures; understand language as a system.
- Make connections between Japanese and English and/or other languages, cognitive learning and social skills.
- Have the potential to apply Japanese to work, further study, training or leisure.

**Notes**
- Application Required: No
- Approval Required: No
### Subject Details - 10 English

**Title**  
English

**Learning Area**  
English & Languages

**Learning Area Group**  
English

**Year Level**  
Year 10

**Seminesters**  
2 semesters

**Pre-Requisites**  
Successful completion of Year 9 Australian Curriculum Outcomes.

**Pathways**  
Stage 1 English / Stage 1 English Pathways / Stage 1 Literacy for Work and Community Life

**Special Conditions**  
None

**Description**  
The Year 10 English course is based on the Australian Curriculum Framework and is responsive to a diversity of learners. As such it is a learner centred curriculum where the course is designed to meet learners interests and needs. Enterprise and Vocational Education, Cross Curricula Perspectives and the use of Bloom's Taxonomy and Higher Order Thinking methodologies are interwoven into the course. In English, students learn how texts are constructed to achieve a purpose with a particular audience in mind, and in particular contexts: social, cultural and historical. Students learn to interpret and respond to texts with critical awareness. They not only come to an understanding of the content, but are also made aware of the intentions of the authors of the texts and how they have constructed their texts and used language to achieve a purpose.

Students also learn to compose their own texts (oral, written and multimodal) to communicate their ideas to a variety of audiences. They both build and express their identities using language and belong to a larger group through a shared use of language.

**Topics Covered:**
- Semester 1: Media; “Away” with Words; Crime Fiction; Exploring Romeo and Juliet
- Semester 2: The Art of Oral Communication; Documentary and Mockumentary; Classic Novels; Poetry

**Assessment**  
Written, Oral and Visual tasks

**Learning Requirements**  
Students will be expected to complete Year 10 Australian Curriculum outcomes before progressing to Year 11.

**Notes**

**Application Required**  
No

**Application Text**

**Application Prompt**

**Application Contract**

**Approval Required**  
No

**Approval By**  

### Subject Details - 10 Japanese A

<table>
<thead>
<tr>
<th>Title</th>
<th>Japanese A</th>
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</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>English &amp; Languages</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of Year 9 Japanese</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 1 Japanese &amp; Stage 2 Japanese</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Depending on the number of students this may be a hybrid class.</td>
</tr>
</tbody>
</table>

#### Description
The topics studied:
- Letter Writing
- School Life
- Future Plans (part-time work and money)
- Making Arrangements (discussing outings, making plans etc.)

Each of these topics is organised into three areas from the SACSA framework:
- Communication
- Understanding Language
- Understanding Culture

#### Assessment
Assessment based on SACSA Framework, Standards 4 & 5 Languages (Alphabetic) Pathways B. Year 10 course work involves:
- A variety of small assessment tasks which cover reading, writing, speaking, listening and translations tasks.
- Socio-cultural component - Major Research Topic
- Media Task

#### Learning Requirements
Successful students will be able to:
- Use Japanese to communicate with others.
- Understand and appreciate the cultural contexts in which Japanese is used.
- Ability to reflect on their own culture(s) through the study of other cultures.
- Understand language as a system.
- Make connections between Japanese and English and/or other languages, cognitive learning and social skills.
- Have the potential to apply Japanese to work, further study, training or leisure.

#### Notes
- Application Required: No
- Application Text
- Application Prompt
- Application Contract
- Approval Required: No
- Approval By
## Subject Details - 10 Japanese B

<table>
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<tr>
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<td>Learning Area Group</td>
<td>Languages Other Than English</td>
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<tr>
<td>Year Level</td>
<td>Year 10</td>
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<td>Semesters</td>
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</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of Year 9 Japanese</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 1 Japanese &amp; Stage 2 Japanese</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Depending on the number of students this may be a hybrid class.</td>
</tr>
</tbody>
</table>

### Description

The topics studied:
- Letter Writing
- School Life
- Future Plans (part-time work and money)
- Making Arrangements (discussing outings, making plans etc.)

Each of these topics is organised into three areas from the SACSA framework:
- Communication
- Understanding Language
- Understanding Culture

### Assessment

Assessment based on SACSA Framework, Standards 4 & 5 Languages (Alphabetic) Pathways B. Year 10 course work involves:
- A variety of small assessment tasks which cover reading, writing, speaking, listening and translations tasks.
- Socio-cultural component - Major Research Topic
- Media Task

### Learning Requirements

Successful students will be able to:
- Use Japanese to communicate with others.
- Understand and appreciate the cultural contexts in which Japanese is used.
- Ability to reflect on their own culture(s) through the study of other cultures.
- Understand language as a system.
- Make connections between Japanese and English and/or other languages, cognitive learning and social skills.
- Have the potential to apply Japanese to work, further study, training or leisure.

### Notes

Application Required: No
Application Text: Application Prompt
Application Contract: Approval Required: No
Approval By:
## Subject Details - Stage 1 English A

<table>
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<th>Title</th>
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<tr>
<td>Learning Area</td>
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<td>Semesters</td>
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<tr>
<td>Pre-Requisites</td>
<td>A successful grade in 2 Semesters of Year 10 English</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 English Studies; Stage 2 English Communications; Stage 2 English Pathways</td>
</tr>
</tbody>
</table>

### Special Conditions

**Description**
The Connected Text Study of the Extended Study component is the focus for this unit. The study of two semesters of Stage 1 English or an English related subject allows students to achieve the literacy requirement in the SACE providing a C grade or better is achieved in both semesters. In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies for different purposes. English is undertaken as single units with a student negotiated topic undertaken for the Extended Study or a 2 unit sequence, with both the Connected Text Study (Semester 1) and the Language Study (Semester 2) undertaken. Students must undertake the 2 unit sequence to study English Communications or English Studies at Stage 2. Each unit of the Extended Study includes the following three areas: Text Response and Production, Oral Expression and either the Connected/Text Study or the Language Study. The focus for the Connected Text Study is on the close analytical study of two connected academic texts.

### Assessment

Assessment is subject to SACE Board Moderation. Students will be assessed according to performance standards with the grades A to E assigned at the completion of the course, with a C grade or better required to achieve the SACE. The compulsory capabilities of the SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Assessment at Stage 1 is school based and centrally moderated.

Students demonstrate evidence of their learning in Stage 1 English through the following assessment types:
- Text Response -2 required
- Text Production -2 required
- The Connected Text Study
- Oral Presentation

### Learning Requirements

For both 10 and 20-credit subjects, students are required to read and respond to texts as well as produce texts.

**Reading and Responding to Texts**
- Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

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

**Extended Study**
- Students complete the Connected Text Study. Students choose a minimum of two texts that are connected by similarity or difference.

### Notes

- Application Required: No
- Application Text
- Application Prompt
- Application Contract
- Approval Required: No
- Approval By
Subject Details - Stage 1 English B

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<tr>
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</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>A successful grade in 2 Semesters of Year 10 English</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 English Studies; Stage 2 English Communications; Stage 2 English Pathways</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
<tr>
<td>Description</td>
<td>The Language Study of the Extended Study component is the focus for this unit. The study of two semesters of Stage 1 English or an English related subject allows students to achieve the literacy requirement in the SACE as long as a C grade or better is achieved in both semesters. In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes. English can be undertaken as single units with a student negotiated topic undertaken for the Extended Study or a 2 unit sequence, with both the Connected Text Study (Semester 1) and the Language Study (Semester 2) undertaken. Students must undertake the 2 unit sequence to study English Communications or English Studies at Stage 2. Each unit of the Extended Study includes the following three areas: Text Response and Production, Oral Expression and either the Connected Text Study or the Language Study. The focus for the Language Study is on an aspect of language in a context beyond the classroom.</td>
</tr>
</tbody>
</table>
| Assessment             | Assessment is subject to SACE Board moderation. Students will be assessed according to performance standards, with the grades A to E assigned at the completion of the course, with a C grade or better required to achieve the SACE. The compulsory capabilities of the SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Assessment at Stage 1 is school based and centrally moderated. Students demonstrate evidence of their learning in Stage 1 English through the following assessment types:  
  - Text Response - 2 required  
  - Text Production - 2 required  
  - The Language Study  
  - Oral Presentation |
| Learning Requirements  | For both 10 and 20-credit subjects, students are required to read and respond to texts as well as produce texts.  
  - Reading and responding to texts  
    - Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.  
    - Producing texts  
      - Students provide evidence of the extent and quality of their learning in producing texts in written, oral, visual, electronic or multimodal form.  
  - Extended Study:  
    - Students complete the Language Study. Students focus on an aspect of language in a context beyond the classroom. |
| Notes                  | Application Required No  
  - Application Text  
  - Application Prompt  
  - Application Contract  
  - Approval Required No  
  - Approval By |
<table>
<thead>
<tr>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
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<td>Learning Area Group</td>
<td>English</td>
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<tr>
<td>Year Level</td>
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<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Successful completion of 2 semesters of Year 10 English</td>
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<tr>
<td>Pathways</td>
<td>Stage 2 English Communications and Stage 2 English Pathways</td>
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<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
<tr>
<td>Description</td>
<td>Stage 1 English Pathways provides the opportunity for teachers and schools to develop programs that suit the local need and interest of students. In Stage 1 English Pathways, students read, listen, speak, respond to and compose texts, to establish and maintain connections with familiar and unfamiliar communities. Stage 1 English Pathways is studied as a 20-credit subject (two Semesters). The course allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 20-credit literacy requirement of the SACE.</td>
</tr>
</tbody>
</table>
| Assessment             | Assessment is subject to SACE Board moderation. The compulsory capabilities of the SACE are addressed in the assessment of student learning through the performance standards. Students demonstrate evidence of their learning through the following assessment types:  
  - Text Analysis  
  - Text Production  
  Students will be assessed according to performance standards, with the Grades A to E assigned at the completion of the course. |
| Learning Requirements  | The focus capabilities for this subject are communication, citizenship, personal development, work and learning. Students read and respond to texts as well as produce texts. Decisions on the content are centred on the ways in which individual or groups of students establish and maintain connections with familiar and unfamiliar communities. |
| Notes                  |                                                         |
| Application Required   | No                                                      |
| Application Text       |                                                         |
| Application Prompt     |                                                         |
| Application Contract   |                                                         |
| Approval Required      | No                                                      |
| Approval By            |                                                         |
Subject Details - Stage 1 English Pathways B

<table>
<thead>
<tr>
<th>Title</th>
<th>English Pathways B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>English &amp; Languages</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>English</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Successful completion of 2 semesters of Year 10 English Pathways</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
</tbody>
</table>

**Description**
Stage 1 English Pathways provides the opportunity for teachers and schools to develop programs that suit the local need and interest of students. In Stage 1 English Pathways, students read, listen, speak, respond to and compose texts, to establish and maintain connections with familiar and unfamiliar communities. Stage 1 English Pathways is studied as a 20-credit subject (two Semesters). The course allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in this subject meet the compulsory 20-credit literacy requirement of the SACE.

**Assessment**
Assessment is subject to SACE Board moderation. The compulsory capabilities of the SACE are addressed in the assessment of student learning through the performance standards. Students demonstrate evidence of their learning through the following assessment types:
- Text Analysis
- Text Production

Students will be assessed according to performance standards, with the Grades A to E assigned at the completion of the course.

**Learning Requirements**
The focus capabilities for this subject are communication, citizenship, personal development, work and learning. Students read and respond to texts as well as produce texts. Decisions on the content are centred on the ways in which individual or groups of students establish and maintain connections with familiar and unfamiliar communities.

**Notes**
Application Required: No
Approval Required: No
**Subject Details - Stage 1 Japanese Continuers**

<table>
<thead>
<tr>
<th>Title</th>
<th>Japanese Continuers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>English &amp; Languages</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of Year 10 Japanese (full year)</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Japanese, Language Studies, Tourism &amp; Hospitality, International Studies. All South Australian Universities offer Language Students bonus points towards their university entry.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
<tr>
<td>Description</td>
<td>The study of Japanese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. Through this study students can gain access to the rich cultural tradition of Japan and an understanding of different attitudes and values within the wider Australian community and beyond. The ability to communicate in Japanese may, in conjunction with other skills, increase students' vocational opportunities in areas such as trade, tourism, banking, technology, and education. The topics studied: Based on units incorporating the following themes: • The individual (student’s aspirations, values, ideas, opinions etc.) • The Japanese-speaking Communities (encouraging students to explore their own culture as well as Japan’s) • The Changing World (aspects of working life and current issues etc.)</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Each Stage 1 10-credit subject incorporates the following assessment components which are designed to give students the opportunity to develop their understanding of the Japanese language and culture and to interact using the language. Assessment Types: • Interaction • Text Production • Text Analysis • Investigation</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>• Interact with others to exchange information, ideas, opinions, and experiences in Japanese • Create texts in Japanese to express information, feelings, ideas, and opinions • Analyse texts that are in Japanese to interpret meaning • Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.</td>
</tr>
<tr>
<td>Notes</td>
<td>Application Required: No</td>
</tr>
<tr>
<td></td>
<td>Application Text: No</td>
</tr>
<tr>
<td></td>
<td>Application Prompt: No</td>
</tr>
<tr>
<td></td>
<td>Application Contract: No</td>
</tr>
<tr>
<td></td>
<td>Approval Required: No</td>
</tr>
<tr>
<td></td>
<td>Approval By: No</td>
</tr>
</tbody>
</table>
Subject Details - Stage 1 Literacy for Work and Community Life A

<table>
<thead>
<tr>
<th>Title</th>
<th>Literacy for Work and Community Life A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>English &amp; Languages</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>English</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>Vocational Education and Training Pathways</td>
</tr>
<tr>
<td></td>
<td>Employment Pathways</td>
</tr>
<tr>
<td>NB: This course may be negotiated for some Year 10 students. Students will need a prior interview.</td>
<td></td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
</tbody>
</table>

**Description**

Literacy for Work and Community Life offers an alternative way for students to achieve the compulsory Stage 1 Literacy requirements, whereby students undertake the Stage 1 course in Year 10. The program offers the opportunity for students to receive SACE Stage 1 credits during Year 10; perfect for students who plan to leave school before Year 12 completion, or those undertaking a Vocational Education and Training pathway. This subject will also benefit students’ with Learning Difficulties or Disabilities as a key focus is on improving everyday literacy skills. A core aspect of the program is the inclusion of community based learning, ensuring that the curriculum is relevant and connected to students’ lives.

Topics that may be studied include:
- Applying for Work or Study
- Interacting with Community Services
- Planning Future Directions
- Literacy for daily life
- Communicating with others
- Negotiated topics

**Assessment**

Assessment is subject to SACE Board moderation. Students are assessed on SACE Board performance standards, with grades A-E assigned on completion of the course. Students develop capabilities of citizenship, communication, learning, personal development and work. Students demonstrate evidence of their learning through two text types:
- Text Analysis
- Text Production

**Learning Requirements**

Students will be expected to meet Year 10 Australian Curriculum outcomes by the end of the course in the following three strands; texts and contexts strand; language strand; strategies strand. Successful students will be able to:
- Develop written and oral language skills to interact effectively with others
- Identify and analyse the structural and language features of everyday texts
- Produce texts in different forms using appropriate structure and language
- Recognise and understand the ways in which texts are created for specific purposes and audience
- Locate and select relevant information from different sources
- Use ICT to locate and produce texts

**Notes**

Application Required | No
Application Text     | No
Application Prompt   | No
Approval Required    | No
Approval By          | No
## Subject Details - Stage 1 Literacy for Work and Community Life B

| Description | Literacy for Work and Community Life enables students to build their knowledge of the English subject, and expand their literacy skills. This subject is suitable for students who plan to leave school before Year 12 for employment, or those undertaking a Vocational Education and Training pathway. Literacy for Work and Community Life will also benefit students with Learning Difficulties or Disabilities as a key focus is on improving everyday literacy skills. A core aspect of the program is the inclusion of community based learning, ensuring that the curriculum is relevant and connected to students’ lives. Possible topics that may be studied include:

- Applying for work or study
- Interacting with Community Services
- Planning future directions
- Literacy for daily life
- Communicating with others
- Negotiated topics |

| Assessment | Assessment is subject to SACE Board moderation. Students are assessed on performance standards with Grades A-E assigned at the completion of the course. Students develop capabilities of citizenship, communication, learning, personal development and work. Students demonstrate evidence of their learning through two text types:

- Text Analysis
- Text Production |

| Learning Requirements | In this subject, students are expected to:

- Develop written and oral language skills to interact effectively with others
- Identify and analyse the structural and language features of everyday texts
- Produce texts in different forms using appropriate structure and language
- Recognise and understand the ways in which texts are created for specific purposes and audience
- Locate and select relevant information from different sources
- Use ICT to locate and produce texts |

| Notes | Application Required: No
 Application Text
 Application Prompt
 Application Contract
 Approval Required: No
 Approval By |
**Subject Details - Stage 2 English Communications**

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>English Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Area</strong></td>
<td>English &amp; Languages</td>
</tr>
<tr>
<td><strong>Learning Area Group</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
<td>Year 12</td>
</tr>
<tr>
<td><strong>Semesters</strong></td>
<td>2 semesters</td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
<td>Students who enrol in this subject must have successfully English or English Pathways at Stage 1.</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>University / TAFE</td>
</tr>
<tr>
<td><strong>Special Conditions</strong></td>
<td>None</td>
</tr>
</tbody>
</table>
| **Description**    | This subject has a school based assessment component and an external assessment component. Students undertake:  
  - Three responses for Text Analysis – two written and one oral  
  - Three assessments, one of which is a supervised written assessment, for Text Production  
  - One comparative piece on one of five categories of communication, and one practical application, for the Communication Study  
  - One response to an example of communication and the production of one text and an accompanying writer’s statement  
  - Folio: Externally assessed  
  Communication Study:  
    Part 1: Response to an Example of Communication  
    Students write a response to an example which could be a literature text (e.g. a short story, novel, poem, or film) or a text used to communicate an idea or information (e.g. transcript of a speech, a letter, an advertisement)  
    Part 2: Text Production with Writer’s Statement  
    Students compose a piece of written text and a writer’s statement in which they outline their intentions and reflect on the process used to produce the text. This piece of text produced can be creative (a narrative or expository piece) or functional (a piece of writing for a technical journal). |
| **Assessment**     | Students demonstrate evidence of their learning through the following assessment types:  
  - School-based Assessment (70%)  
    - Text Analysis – 3 responses  
    - Text Production -3 tasks  
    - Communication Study – 1 practical application and 1 comparative piece  
  - External Assessment (30%)  
    - Folio |
| **Learning Requirements** | Successful students will be able to:  
  - Show an understanding of the relationship between audience, purpose, and form in a range of communication modes in a number of contexts  
  - Identify the language structures and conventions of texts and the way the language in texts represents ideas, power relationships, values and interests  
  - Clarify and articulate their own ideas and values through critical engagement with texts and language  
  - Demonstrate their understanding of the conventions of a variety of textual forms and the purposes to which texts may be put by composing their own texts in a range of forms and modes  
  - Compose texts that are relevant to the context and achieve their purpose  
  - Show critical awareness of how their own texts may be interpreted or used |
| **Notes**          | Application Required  | No |
|                    | Application Text     |                  |
|                    | Application Prompt   |                  |
|                    | Application Contract |                  |
| **Approval Required** | No                   |
| **Approval By**    |                     |                  |
### Subject Details - Stage 2 English Pathways

<table>
<thead>
<tr>
<th>Title</th>
<th>English Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>English &amp; Languages</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>English</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 12</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Successful completion of 2 semesters of Year 11 English</td>
</tr>
<tr>
<td>Pathways</td>
<td>TAFE Courses</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
<tr>
<td>Description</td>
<td>Stage 2 English Pathways is studied as a 20-credit subject (two Semesters). English Pathways provides the opportunity for teachers and schools to develop programs that suit the local need and interest of students. This subject has a school assessed component (70%) and an externally assessed component (30%).</td>
</tr>
</tbody>
</table>
| Assessment                | Assessment is subject to SACE Board moderation.  
Students demonstrate evidence of their learning through the following assessment types:  
- School Assessed Component (70%)  
  - Text Analysis - 4 responses; 3 written and 1 oral  
  - Text Production - 3 written and 1 oral  
- Externally Assessed Component (30%)  
  - Language Study  
Students will be assessed according to performance standards, with the Grades A to E assigned at the completion of the course. |
| Learning Requirements     | The focus capabilities for this subject are communication, citizenship, personal development, work and learning. Students read and respond to texts as well as produce texts. Decisions on the content are centred on the ways in which individual or groups of students establish and maintain connections with familiar and unfamiliar communities. |
| Notes                     | None                                  |
| Application Required      | No                                    |

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**Notes**: None

**Application Required**: No

**Application Text**

**Application Prompt**

**Application Contract**

**Approval Required**: No

**Approval By**

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## Subject Details - Stage 2 Japanese

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Learning Area</strong></td>
<td>English &amp; Languages</td>
</tr>
<tr>
<td><strong>Learning Area Group</strong></td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
<td>Year 12</td>
</tr>
<tr>
<td><strong>Semesters</strong></td>
<td>2 semesters</td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
<td>Satisfactory completion of Stage 1 Japanese (full year)</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>Language Studies, Tourism studies</td>
</tr>
<tr>
<td><strong>Special Conditions</strong></td>
<td>None</td>
</tr>
</tbody>
</table>

### Description

The study of Japanese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. Through this study students can gain access to the rich cultural tradition of Japan and an understanding of different attitudes and values within the wider Australian community and beyond. The ability to communicate in Japanese may, in conjunction with other skills, increase students’ vocational opportunities in areas such as trade, tourism, banking, technology, and education. There are 3 assessment types; a folio, an in-depth Study and an external examination.

The in-depth study includes an oral presentation in Japanese (3-5 minutes), a written response in Japanese and a reflective response in English, either oral or written. The folio includes an interaction, a text production and a text analysis. The external exam is both oral and written. The oral component has two parts; an oral disussion (5-8 minutes) and an oral conversation (5-7 minutes). The written exam has a listening and responding component; a reading and responding component and a writing component.

The topics studied are based on units incorporating the following themes:
- The Individual (student’s aspirations, values, ideas, opinions etc)
- The Japanese-speaking Communities (encouraging students to explore their own culture as well as Japan’s)
- The Changing World (aspects of working life and current issues etc.)

### Assessment

- **School Based Assessment (70%)**
  - Assessment Type 1: Folio
  - Assessment Type 2: In-depth Study
- **External Assessment (30%)**
  - 3 hour Examination

### Learning Requirements

Successful students will be able to:
- Interact with others to exchange information, ideas, opinions, and experiences in Japanese
- Create texts in Japanese to express information, feelings, ideas, and opinions
- Analyse texts that are in Japanese to interpret meaning
- Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

### Notes

- Application Required: No
- Application Text
- Application Prompt
- Approval Required: No
- Approval By
### Subject Details - 09 Mathematics

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Learning Area</td>
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</tr>
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<td>Learning Area Group</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 9</td>
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<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>This course leads to Maths Applications or Maths Studies at Year 10. Must achieve a satisfactory pass.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>A scientific calculator, graph book, ruler, compass and geoliner are essential. The school recommends students purchase a scientific calculator.</td>
</tr>
</tbody>
</table>

**Description**

The following areas of study are covered as per the Australian Curriculum. Number and Algebra; Measurement and Geometry; Statistics and Probability.

- **Measurement:** Working with quantities eg Length, perimeter and area; Volume and capacity; Mass; Time; Angles; Temperature. Shapes include circles.
- **Number:** Working with number types e.g. whole number, decimal, fraction, ratio, percentage and rates. Profit, loss, discount.
- **Algebra:** Representing numbers to investigate patterns and solve problems. Symbols, points and lines, terms, expansion, factorisation, equations.
- **Space:** Investigating and transforming geometrical shapes and objects, finding locations and identifying positions. Right triangles, congruent triangles, circle properties, tessellations, maps and compass.

**Assessment**

Students develop skills through practice, engage in problem solving exercises and conduct investigations.

**Assessment Types:**
- Tests
- Investigative reports
- Bookwork

**Learning Requirements**

Successful students will be able to:
- Develop confidence and competence in using Mathematics for daily living and for entering a more technologically skilled workforce.
- Develop a positive attitude towards mathematics and themselves as mathematicians.
- Have the opportunity to work independently and cooperatively.
- Take risks in their investigations.
- Use a variety of recording techniques and methods.
- Learn to use conventional mathematical language.
- Use materials and equipment to aid investigations and move towards abstract thinking when appropriate.
- Learn to apply mathematics to real life experience.

**Notes**

Application Required  No
Application Text
Application Prompt
Application Contract
Approval Required  No
Approval By
### Subject Details - 10 Mathematical Applications

<table>
<thead>
<tr>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Mathematics</td>
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<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>This course leads to Stage 1 Maths Applications or Stage 1 Maths Pathways</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>A scientific calculator, graph book, ruler, compass and geoliner are essential. The school recommends students purchase a scientific calculator.</td>
</tr>
</tbody>
</table>

#### Description

The following areas of study are covered as per the Australian Curriculum: Number and Algebra; Measurement and Geometry; Statistics and Probability.

- **Measurement:** Conversions of units, Speeds, Length, perimeter and area, Volume and capacity, Names of 3 D shapes.
- **Number:** Working with the calculator and fractions, large / small numbers, squares / square roots, percentages. Profit, loss, discount, simple and compound interest.
- **Algebra:** Representing numbers to investigate patterns and solve problems. Substitution, linear equations and straight line graphs.
- **Space:** Investigating and transforming geometrical shapes and objects, finding locations and identifying positions. Similar triangles, use of calculators for sides and angles of right triangles.

#### Assessment

Students develop skills through practice, engage in problem solving exercises and conduct investigations.

- Tests
- Investigative reports
- Bookwork.

#### Learning Requirements

- Students will develop confidence and competence in using Mathematics for daily living and for entering a more technologically skilled workforce. Students:
  - Are encouraged to develop a positive attitude towards mathematics and themselves as mathematicians.
  - Have the opportunity to work independently and cooperatively.
  - Are encouraged to take risks in their investigations.
  - Use a variety of recording techniques and methods.
  - Learn to use conventional mathematical language.
  - Use materials and equipment to aid investigations and move towards abstract thinking when appropriate.
  - Learn to apply mathematics to real life experience.

#### Notes

- Application Required: No
- Application Text
- Application Prompt
- Application Contract
- Approval Required: No
- Approval By
Subject Details - 10 Mathematical Studies

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>This full year course leads to any Stage 1 Mathematics course at Year 11. The first semester leads to Year 10 Mathematical Studies Semester 2 or Year 10 Maths Applications Semester 2.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>A graph book/pad, ruler, compass and geoliner are essential. A scientific calculator is recommended.</td>
</tr>
<tr>
<td>Description</td>
<td>The following areas of study are covered as per the Australian Curriculum. Number and Algebra; Measurement and Geometry; Statistics and Probability.</td>
</tr>
<tr>
<td></td>
<td>• Measurement: Perimeter and area, Surface area, Volume.</td>
</tr>
<tr>
<td></td>
<td>• Number: Working with numbers. Simple and compound interest, rational and irrational numbers, surds, exponents, scientific notation.</td>
</tr>
<tr>
<td></td>
<td>• Algebra: Representing numbers to investigate patterns and solve problems. Linear and simultaneous equations, graphs, gradients, graphics calculator. Solving quadratic equations, drawing quadratic graphs, graphics calculator.</td>
</tr>
<tr>
<td></td>
<td>• Space: Investigating and transforming geometrical shapes and objects, finding locations and identifying positions. Trigonometric ratios and applications.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Students develop skills through practice, engage in problem solving exercises and conduct investigations.</td>
</tr>
<tr>
<td></td>
<td>Assessment Types:</td>
</tr>
<tr>
<td></td>
<td>• Tests</td>
</tr>
<tr>
<td></td>
<td>• Investigative reports</td>
</tr>
<tr>
<td></td>
<td>• Bookwork</td>
</tr>
<tr>
<td></td>
<td>• End of semester examination</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Students will develop confidence and competence in using Mathematics for daily living and for entering a more technologically skilled workforce. Students:</td>
</tr>
<tr>
<td></td>
<td>• Are encouraged to develop a positive attitude towards mathematics and themselves as mathematicians.</td>
</tr>
<tr>
<td></td>
<td>• Have the opportunity to work independently and cooperatively.</td>
</tr>
<tr>
<td></td>
<td>• Are encouraged to take risks in their investigations.</td>
</tr>
<tr>
<td></td>
<td>• Use a variety of recording techniques and methods.</td>
</tr>
<tr>
<td></td>
<td>• Learn to use conventional mathematical language.</td>
</tr>
<tr>
<td></td>
<td>• Use materials and equipment to aid investigations and move towards abstract thinking when appropriate.</td>
</tr>
<tr>
<td></td>
<td>• Learn to apply mathematics to real life experience.</td>
</tr>
<tr>
<td>Notes</td>
<td>Application Required</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Application Text</td>
<td>Application Prompt</td>
</tr>
<tr>
<td>Application Contract</td>
<td>Approval Required</td>
</tr>
<tr>
<td>Approval By</td>
<td>No</td>
</tr>
</tbody>
</table>

Notes:

Application Required: No
Application Text
Application Prompt
Application Contract
Approval Required: No
Approval By
## Subject Details - Stage 1 Mathematical Applications A

<table>
<thead>
<tr>
<th>Title</th>
<th>Mathematical Applications A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>This course leads to Mathematical Applications at Year 12.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>A graph book/pad, ruler, compass and geoliner are essential. A grade of C or better is required in order to meet the new SACE Numeracy requirements.</td>
</tr>
<tr>
<td>Description</td>
<td>The course attracts 20 credit points and is structured as follows: Semester 1 Topics: • Measurement • Functions and Graphs and Coordinate Geometry • Statistics Semester 2 Topics: • Probability and Simulations • Earning and Spending • Saving and Borrowing</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Assessment Types: • Tests • Investigations • Projects • End of semester examinations.</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to: • Show an understanding of mathematical concepts and relationships. • Identify, collect, and organise mathematical information to investigate and solve problems. • Recognise and apply mathematical strategies and techniques when analysing and solving problems. • Interpret results, draw conclusions, and reflect on their reasonableness. • Communicate mathematical reasoning and ideas with appropriate language and representations. • Appreciate the relevance of mathematics in various contexts. • Use electronic technology to aid and enhance the investigation of mathematical ideas and the solution of mathematical problems. • Work both independently and cooperatively in planning, organising, and carrying out mathematical activities.</td>
</tr>
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**Notes**
- Application Required: No
- Application Text: 
- Application Prompt: 
- Application Contract: 
- Approval Required: No
- Approval By: 

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# Subject Details - Stage 1 Mathematical Applications B

<table>
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<td>Year Level</td>
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<td>Semesters</td>
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<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>This course leads to Mathematical Applications at Year 12.</td>
</tr>
</tbody>
</table>

**Special Conditions**

- A graph book/pad, ruler, compass and geoliner are essential.
- A Casio FX-9860G AU or Casio FX-9860G AU Plus graphics calculator is desirable.
- Other brands of graphics calculators will not be supported by the teaching staff.

A grade of C or better is required in order to meet the new SACE Numeracy requirements.

**Description**

The course attracts 20 credit points and is structured as follows:

- **Semester 1 Topics**
  - Measurement
  - Functions and Graphs and Coordinate Geometry
  - Statistics

- **Semester 2 Topics**
  - Probability and Simulations
  - Earning and Spending
  - Saving and Borrowing

**Assessment**

Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

**Assessment Types:**

- Tests
- Investigations
- Projects
- End of semester examinations.

**Learning Requirements**

Successful students will be able to:

- Show an understanding of mathematical concepts and relationships.
- Identify, collect, and organise mathematical information to investigate and solve problems.
- Recognise and apply mathematical strategies and techniques when analysing and solving problems.
- Interpret results, draw conclusions, and reflect on their reasonableness.
- Communicate mathematical reasoning and ideas with appropriate language and representations.
- Appreciate the relevance of mathematics in various contexts.
- Use electronic technology to aid and enhance the investigation of mathematical ideas and the solution of mathematical problems.
- Work both independently and cooperatively in planning, organising, and carrying out mathematical activities.

**Notes**

- Application Required: No
- Application Contract: Approval Required: No

Approval By:
Subject Details - Stage 1 Mathematical Pathways A

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<tr>
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<td>Year Level</td>
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<td>Semesters</td>
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<tr>
<td>Pre-Requisites</td>
<td>Maths in Year 10</td>
</tr>
<tr>
<td>Pathways</td>
<td>Vocational Education and Training (VET)</td>
</tr>
</tbody>
</table>

Special Conditions: A graph book/pad, ruler. A scientific calculator is also essential. A grade of C or better is required in order to meet the SACE Numeracy requirements.

Description:
Students, either individually or in a group, work to complete theoretical problems with a trade focus. Students apply their numeracy skills to gather, analyse and interpret data about the issue or problem, and propose or develop a solution along with limitations and the reasonableness of the problem.

Students present their work in a folio that includes:
- A description of the problem or issue
- A plan for the analysis of the problem or issue
- Evidence of the numeracy skills and strategies used to analyse and interpret data, and to propose or develop a solution
- Comment on the reasonableness of the solutions and any possible limitations

When work is undertaken by a group of students, each student must make an identifiable contribution to the planning, investigation, proposal, development of the solution and to the presentation. The teacher will assess and prepare work samples for moderation.

Assessment:
Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards.

The capabilities are communication, citizenship, personal development, work and learning. Students will be assessed on tests and investigations.

Assessment Types:
- Skills and Applications Tasks (3 tasks):
  A range of number skills including whole numbers, decimals, fractions and percentages.
- Folio Tasks (2 tasks):
  Using relevant information and technologies to analyse, interpret and communicate information.

Learning Requirements:
The learning requirements summarise the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to:
- Demonstrate an understanding of mathematical concepts and relationships, making use of electronic technology where appropriate to aid and enhance understanding
- Identity, collect and organise mathematical techniques relevant to investigating and solving problems
- Recognise and apply the mathematical techniques needed when analysing and solving a problem in context
- Interpret results and reflect on the reasonableness of the conclusions in context
- Communicate mathematical reasoning and ideas to a variety of audiences, using appropriate language and representations

Notes:
Application Required: No
Application Text
Application Prompt
Application Contract
Approval Required: No
Approval By
Subject Details - Stage 1 Mathematical Pathways B

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<td>Year Level</td>
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<td>Semesters</td>
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<td>Pre-Requisites</td>
<td>Maths in Year 10</td>
</tr>
<tr>
<td>Pathways</td>
<td>Vocational Education and Training (VET)</td>
</tr>
</tbody>
</table>

**Special Conditions**
A graph book/pad, ruler. A scientific calculator is also essential. A grade of C or better is required in order to meet the SACE Numeracy requirements.

**Description**
Students, either individually or in a group, work to complete theoretical problems with a trade focus. Students apply their numeracy skills to gather, analyse and interpret data about the issue or problem, and propose or develop a solution along with limitations and the reasonableness of the problem.

Students present their work in a folio that includes:
- A description of the problem or issue
- A plan for the analysis of the problem or issue
- Evidence of the numeracy skills and strategies used to analyse and interpret data, and to propose or develop a solution
- Comment on the reasonableness of the solutions and any possible limitations

When work is undertaken by a group of students, each student must make an identifiable contribution to the planning, investigation, proposal, development of the solution and to the presentation. The teacher will assess and prepare work samples for moderation.

**Assessment**
Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards.

The capabilities are communication, citizenship, personal development, work and learning. Students will be assessed on tests and investigations.

**Assessment Types:**
- Skills and Applications Tasks (3 tasks):
  A range of number skills including whole numbers, decimals, fractions and percentages.
- Folio Tasks (2 tasks):
  Using relevant information and technologies to analyse, interpret and communicate information.

**Learning Requirements**
The learning requirements summarise the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to:
- Demonstrate an understanding of mathematical concepts and relationships, making use of electronic technology where appropriate to aid and enhance understanding
- Identify, collect and organise mathematical techniques relevant to investigating and solving problems
- Recognise and apply the mathematical techniques needed when analysing and solving a problem in context
- Interpret results and reflect on the reasonableness of the conclusions in context
- Communicate mathematical reasoning and ideas to a variety of audiences, using appropriate language and representations

**Notes**
Application Required: No
Application Text
Application Prompt
Application Contract
Approval Required: No
Approval By
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<thead>
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<th>Title</th>
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<td>Learning Area Group</td>
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<td>Year Level</td>
<td>Year 11</td>
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<tr>
<td>Semesters</td>
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</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion Year 10 Maths Studies</td>
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<td>Maths Studies B</td>
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<td>Special Conditions</td>
<td>A graphics calculator is desirable. A grade of C or better is required in order to meet the new SACE Numeracy requirements.</td>
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<td>Description</td>
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<td>• Functions and graphs</td>
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<td>• Quadratic functions</td>
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<td>• Statistics</td>
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<td></td>
<td>• Models of growth.</td>
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<tr>
<td>Assessment</td>
<td>Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Assessment Types:</td>
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<tr>
<td></td>
<td>• Tests</td>
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<td></td>
<td>• Investigations</td>
</tr>
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<td>• Projects</td>
</tr>
<tr>
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<td>• End of semester examination</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>• Mathematical Knowledge and Skills and their Application</td>
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<td>• Mathematical Modelling and Problem Solving</td>
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<td>• Communication of Mathematical Information</td>
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## Subject Details - Stage 1 Mathematical Studies B

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<td>Semesters</td>
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<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion Maths Studies A or by negotiation.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Maths Studies, Maths Methods and Maths Applications</td>
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<td>Special Conditions</td>
<td>A graphics calculator is desirable. A grade of C or better is required in order to meet the new SACE Numeracy requirements.</td>
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<td>Description</td>
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<tr>
<td></td>
<td>• Trigonometry</td>
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<td>• Coordinate geometry</td>
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<td></td>
<td>• Logarithms</td>
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<td>• Cubic</td>
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<td>• Quantic functions.</td>
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<tr>
<td>Assessment</td>
<td>Assessment is subject to SACE Board moderation.</td>
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<td>The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. Capabilities are citizenship, communication, learning, personal development and work.</td>
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<td>Assessment Types:</td>
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<td>• Tests</td>
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<td>• Investigations</td>
</tr>
<tr>
<td></td>
<td>• Projects</td>
</tr>
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<td>• End of semester examinations.</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>• Mathematical Knowledge and Skills and their Application</td>
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<tr>
<td></td>
<td>• Mathematical Modelling and Problem Solving</td>
</tr>
<tr>
<td></td>
<td>• Communication of Mathematical Information</td>
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<td>Notes</td>
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<td>Application Required</td>
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<td>Application Text</td>
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<td>Application Prompt</td>
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<td>Approval Required</td>
<td>No</td>
</tr>
<tr>
<td>Approval By</td>
<td></td>
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</tbody>
</table>
# Subject Details - Stage 1 Numeracy for Work and Community Life

<table>
<thead>
<tr>
<th>Title</th>
<th>Numeracy for Work and Community Life</th>
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<tbody>
<tr>
<td>Learning Area</td>
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<td>Year Level</td>
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<td>Semesters</td>
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<td>Pre-Requisites</td>
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<td>Pathways</td>
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<td>Employment Pathways</td>
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<tr>
<td>Special Conditions</td>
<td>None</td>
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## Description
Numeracy for Work and Community Life offers an alternative way for students to achieve the compulsory Stage 1 Literacy requirements, whereby students undertake the Stage 1 course in Year 10. The program offers the opportunity for students to receive SACE Stage 1 credits at Year 10 level; perfect for students who plan to leave school before Year 12 for employment, or those undertaking a Vocational Education and Training pathway. This subject will also benefit students with Learning Difficulties or Disabilities as a key focus is on improving everyday numeracy skills. Students, either individually or in a group, identify a focus issue or problem based on one or more contexts for study. They plan for and investigate an issue or problem. Students apply their numeracy skills to gather, analyse, and interpret data about the issue or problem, and propose or develop a solution in a folio.

Possible topics that may be studied include:
- Using basic mathematical operations
- Analyse and evaluate numerical and statistical information
- Applying basic mathematical skills in consumer situation
- Negotiated topics

## Assessment
Assessment is subject to SACE Board moderation. The compulsory capabilities of the new SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Students will be assessed on tests, investigations and a project.

### Assessment Types:
- Skills & applications tasks (4 tasks)
- Folio (1 task)

## Learning Requirements
The learning requirements summarise the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to:
- Understand and apply mathematical concepts, processes, and strategies in a variety of workplace and community contexts
- Develop skills in gathering, representing, analysing and interpreting data relevant to everyday situations
- Use appropriate technologies to access, interpret and communicate data and information
- Use numeracy skills to investigate and solve practical problems in everyday familiar and some unfamiliar contexts
- Communicate mathematical processes and results using appropriate language and representations
- Work independently and/or in groups to plan, organise and carry out tasks

## Notes
Application Required
No

Application Text

Application Prompt

Approval Required
No

Approval By
Subject Details - Stage 2 Mathematical Applications A

<table>
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<tr>
<th>Title</th>
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<tbody>
<tr>
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<td>Learning Area Group</td>
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<tr>
<td>Year Level</td>
<td>Year 12</td>
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<td>Semesters</td>
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<td>Pre-Requisites</td>
<td>None</td>
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<tr>
<td>Pathways</td>
<td>None</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>A graph book/pad and ruler are essential. A Casio FX-9860G AU or Casio FX 9860G AU Plus graphics calculator is desirable. Other brands of graphics calculators may not be supported by the teaching staff.</td>
</tr>
<tr>
<td>Description</td>
<td>Students who have a keen interest in Mathematics can opt to study Maths in the Community in this course. This enables the student to explore the use of mathematical skills in real world applications but will not be required to sit the tests or exams. The course is broken into two distinct semesters and only two of the four topics are studied per semester, and examined at the end of that semester only. The course usually runs as a 20 credit point course (full year), however, students can complete a single semester for 10 credits. The topics studied: Semester 1. • Optimisation • Investments and Loans Semester 2. • Statistics and working with Data • Applied Geometry</td>
</tr>
<tr>
<td>Assessment</td>
<td>Students will be assessed on: • Skills and application tasks 30% • Folio work 40% • End of year Examination 30% A mid-year examination is held to enable students to develop examination skills.</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to: • Show an understanding of mathematical concepts, relationships, terminology, and language. • Identify, collect, and organise mathematical information relevant to investigating and solving problems. • Recognise and apply appropriate mathematical techniques needed when analysing and solving a problem in context. • Interpret results, draw conclusions, and reflect on the reasonableness of these in the context of a problem. • Communicate mathematical reasoning and ideas using appropriate language and representations. • Make informed use of electronic technology to provide numerical results and graphical representations. • Work both individually and cooperatively in planning, organising, and carrying out mathematical activities.</td>
</tr>
<tr>
<td>Notes</td>
<td>Application Required No</td>
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### Subject Details - Stage 2 Mathematical Applications B

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<td>Year Level</td>
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<td>Semesters</td>
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<td>Pre-Requisites</td>
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<tr>
<td>Pathways</td>
<td>None</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>A graph book/pad and ruler are essential. A Casio FX-9860G AU or Casio FX 9860G AU Plus graphics calculator is desirable. Other brands of graphics calculators may not be supported by the teaching staff.</td>
</tr>
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</table>

**Description**

Students who have a keen interest in Mathematics can opt to study Maths in the Community in this course. This enables the student to explore the use of mathematical skills in real world applications but will not be required to sit the tests or exams. The course is broken into two distinct semesters and only two of the four topics are studied per semester, and examined at the end of that semester only. The course usually runs as a 20 credit point course (full year), however, students can complete a single semester for 10 credits.

The topics studied:
- Semester 1.
  - Optimisation
  - Investments and Loans
- Semester 2.
  - Statistics and working with Data
  - Applied Geometry

**Assessment**

Students will be assessed on:
- Skills and application tasks 30%
- Folio work 40%
- End of year Examination 30%

A mid-year examination is held to enable students to develop examination skills.

**Learning Requirements**

Successful students will be able to:
- Show an understanding of mathematical concepts, relationships, terminology, and language.
- Identify, collect, and organise mathematical information relevant to investigating and solving problems.
- Recognise and apply appropriate mathematical techniques needed when analysing and solving a problem in context.
- Interpret results, draw conclusions, and reflect on the reasonableness of these in the context of a problem.
- Communicate mathematical reasoning and ideas using appropriate language and representations.
- Make informed use of electronic technology to provide numerical results and graphical representations.
- Work both individually and cooperatively in planning, organising, and carrying out mathematical activities.

**Notes**

- Application Required: No
- Application Text: 
- Application Prompt: 
- Approval Contract: 
- Approval Required: No
- Approval By: 

# Subject Details - Stage 2 Mathematical Studies

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<thead>
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<td>Semesters</td>
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<tr>
<td>Pre-Requisites</td>
<td>None</td>
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<tr>
<td>Pathways</td>
<td>This subject teaches skills and concepts required by a number of university courses.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>A graph book/pad and are essential. A Casio FX-9860G AU or Casio FX 9860G AU Plus graphics calculator is desirable. Other brands of graphics calculators may not be supported by the teaching staff.</td>
</tr>
</tbody>
</table>
| Description         | Students must be able to express their mathematics in words. All questions include discussions as to assumptions and limitations. Explanations of working and real world interpretations of the answers are incorporated into all assessment tasks.  
|                     | The topics studied:                                        |
|                     | • Working with Statistics                                  |
|                     | • Working with Functions and Graphs using Calculus         |
|                     | • Working with Linear Equations and Matrices               |
| Assessment          | Students will be assessed using a maximum of 12 tasks including:  
|                     | • Tests                                                    |
|                     | • Investigations                                           |
|                     | • End of year examination                                  |
|                     | A mid-year examination is held to enable students to develop examination skills |
| Learning Requirements | Successful students will be able to:                     |
|                     | • Use mathematics as a tool to analyse data and other information elicited from situations taken from various contexts.  
|                     | • Understand fundamental concepts, demonstrate mathematical skills, and apply mathematical procedures in context.  
|                     | • Think mathematically by posing questions, making and testing conjectures, and looking for reasons that explain the results of the mathematics.  
|                     | • Make use of electronic technology to provide numerical results and graphical representations, and to refine and extend mathematical knowledge.  
|                     | • Communicate mathematically, and present mathematical information in a variety of ways.  
|                     | • Work both individually and cooperatively in planning, organising, and carrying out mathematical activities. |
| Notes               | Application Required No                                   |
|                     | Application Text                                          |
|                     | Application Prompt                                        |
|                     | Approval Required No                                       |
|                     | Approval By                                               |
Subject Details - 09 Outdoor Education

<table>
<thead>
<tr>
<th>Title</th>
<th>Outdoor Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 9</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>An interest in outdoor activities.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Year 10 Physical Education Certificate II Outdoor Recreation</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>All excursions are compulsory. Students should not choose this course if they are not willing to undertake all activities planned. Essential equipment for camping can be borrowed through the school. Aquatics, Rock Climbing and Kuitpo Forest Camp activities all involve a cost between $80 and $100.</td>
</tr>
<tr>
<td>Description</td>
<td>An interest in physical activity and outdoor education activities is needed. It is important that students are prepared to cooperate with others when planning and undertaking activities. The topics studied: • Outdoor living skills including camping, cooking, tent pitching • First Aid, navigation, risk and safety • Aquatics at Port Noarlunga • Rock Climbing Skills • Knots and Safety • Mountain Bike Riding including a Kuitpo Forest Camp • Bike Maintenance</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment Types: Practical Skills: Satisfactory participation in all practical activities (refer to special conditions). • Both participation and level of knowledge will be assessed. • Theory Projects</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to: • Participate actively in a range of outdoor activities, undertaking and evaluating various roles they can take to develop their interests and assist others. • Research, develop and carry out personal fitness programs in the context of issues concerning health and fitness in the community.</td>
</tr>
</tbody>
</table>

Notes
Application Required: No
Application Text
Application Prompt
Application Contract
Approval Required: No
Approval By
### Subject Details - 09 Physical Education A

<table>
<thead>
<tr>
<th>Title</th>
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</tr>
</thead>
<tbody>
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<tr>
<td>Learning Area Group</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 9</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>Year 10 Physical Education</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
</tbody>
</table>
| Description | An interest in physical activity and sport is needed. One unit of PE is compulsory; however students may choose an additional unit. The topics studied:  
- Individual and team sports which expose students to a range of skills, eg hitting, catching, throwing and kicking |
| Assessment | Assessment Types:  
- Satisfactory participation  
- Completion of set tasks including theory components |
| Learning Requirements | Successful students will be able to:  
- Participate actively in a range of physical activities, undertaking and evaluating various roles they can take to develop their interests and assist others.  
- Research, develop and carry out personal fitness programs in the context of issues concerning health and fitness in the community. |
| Notes | |
| Application Required | No |
| Application Text | |
| Application Prompt | |
| Approval Required | No |
| Approval By | |
# Subject Details - 09 Physical Education B

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>Learning Area</td>
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<tr>
<td>Learning Area Group</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 9</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>Year 10 Physical Education</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
</tbody>
</table>
| Description            | An interest in physical activity and sport is needed. One unit of PE is compulsory; however students may choose an additional unit. The topics studied:
  - Individual and team sports which expose students to a range of skills, eg hitting, catching, throwing and kicking |
| Assessment             | Assessment Types:
  - Satisfactory participation
  - Completion of set tasks including theory components |
| Learning Requirements  | Successful students will be able to:
  - Participate actively in a range of physical activities, undertaking and evaluating various roles they can take to develop their interests and assist others.
  - Research, develop and carry out personal fitness programs in the context of issues concerning health and fitness in the community. |
| Notes                  |                      |
| Application Required   | No                   |
| Application Text       |                      |
| Application Prompt     |                      |
| Approval Contract      |                      |
| Approval Required      | No                   |
| Approval By            |                      |
## Subject Details - 09 Volleyball Specialist

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Volleyball Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Area</strong></td>
<td>Physical Education</td>
</tr>
<tr>
<td><strong>Learning Area Group</strong></td>
<td>Physical Education</td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
<td>Year 9</td>
</tr>
<tr>
<td><strong>Semesters</strong></td>
<td>1 semester</td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
<td>This course is for students who have a keen interest in volleyball and have gone to Melbourne to represent the school in the AVSC. It is also open to students who have either played or umpired in Melbourne in Year 8 or for students who wish to go to be involved in the Volleyball Program. The expectation will be that you will be assigned to a team to represent the school at the Volleyball championships.</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>Year 10 Volleyball Specialist; Year 10 Physical Education</td>
</tr>
<tr>
<td></td>
<td>Stage 1 Sports Coaching and 2 Sports Studies;</td>
</tr>
<tr>
<td><strong>Special Conditions</strong></td>
<td>All students will be expected to purchase a volleyball playing top ($35) and volleyball playing shorts ($35) which must be worn to each practical lesson. It is expected that students will be going to the Melbourne Volleyball Competitions which costs $640 (2012 costing)</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>The topics studied:</td>
</tr>
<tr>
<td></td>
<td>• Skill technique and development</td>
</tr>
<tr>
<td></td>
<td>• Court positioning</td>
</tr>
<tr>
<td></td>
<td>• Game strategy</td>
</tr>
<tr>
<td></td>
<td>• Advanced level, intense training</td>
</tr>
<tr>
<td></td>
<td>• Fitness development</td>
</tr>
<tr>
<td></td>
<td>• Understanding of components of fitness, training principles and energy systems in relation to Volleyball</td>
</tr>
<tr>
<td></td>
<td>• Leadership skills</td>
</tr>
<tr>
<td></td>
<td>• Participation in Beach Volleyball, State Schools and Australian Schools Volleyball Championships</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessment Types:</td>
</tr>
<tr>
<td></td>
<td>• Performance Analysis Journal</td>
</tr>
<tr>
<td></td>
<td>• Skill level development- Indoor and Beach Volleyball</td>
</tr>
<tr>
<td></td>
<td>• Theoretical explanation and practical demonstration of game play and positioning</td>
</tr>
<tr>
<td></td>
<td>• Fitness Analysis</td>
</tr>
<tr>
<td></td>
<td>• Evidence of knowledge of Fitness components, energy systems and training principles, through visual media presentation, dat analysis or written investigation. assignment</td>
</tr>
<tr>
<td><strong>Learning Requirements</strong></td>
<td>Successful students will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Participate in the largest schools event in the Southern Hemisphere</td>
</tr>
<tr>
<td></td>
<td>• Develop leadership qualities, responsibility, independence, team skills, work ethic and commitment</td>
</tr>
<tr>
<td></td>
<td>• Understanding expectations of training for an elite sport</td>
</tr>
<tr>
<td></td>
<td>• Motor Skill Development</td>
</tr>
</tbody>
</table>

### Notes
- **Application Required**: No
- **Application Text**: 
  - **Application Prompt**: 
  - **Application Contract**: 
  - **Approval Required**: No
  - **Approval By**: 

### Subject Details - 10 Physical Education - Exercise Physiology

<table>
<thead>
<tr>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Successful completion of Year 9 Physical Education</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 1 Physical Education, Stage 1 Sports Coaching; Certificate II Outdoor Sport and Recreation</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
</tbody>
</table>
| Description            | Students can undertake 1 or 2 semesters of study in PE. Students can also enrol in Volleyball Specialist. The program has a focus on the development of practical skills and fitness. Students apply concepts of human physical performance in relation to Athletics and a range of practical sporting activities. Students complete two assessment tasks and an examination that applies concepts of exercise physiology, physical performance, fitness testing and training in relation to human performance and development. The topics studied:  
  - Energy Systems for Physical Performance  
  - Fitness Components  
  - Fitness Testing  
  - Fitness Training |

| Assessment             | Assessment Types:  
  - Practical Participation 70%  
  - Theory Tasks including checklists, tests and assignment tasks 20%  
  - Examination 10% |

| Learning Requirements  | Successful students will be able to:  
  - Participate actively in a range of physical activities, undertaking and evaluating various roles to develop their interests and assist others  
  - Research, develop and carry out personal fitness programs in the context of issues concerning health and fitness in the community |

### Notes
- Application Required: No
- Approval Required: No
### Subject Details - 10 Physical Education - Skill Learning

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Learning Area</strong></td>
<td>Physical Education</td>
</tr>
<tr>
<td><strong>Learning Area Group</strong></td>
<td>Physical Education</td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
<td>Year 10</td>
</tr>
<tr>
<td><strong>Semesters</strong></td>
<td>1 semester</td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
<td>Successful completion of Year 9 Physical Education</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>Stage 1 Physical Education, Stage 1 Sports Coaching, Certificate II Outdoor Sport and Recreation</td>
</tr>
<tr>
<td><strong>Special Conditions</strong></td>
<td>None</td>
</tr>
</tbody>
</table>
| **Description** | Students can undertake 1 or 2 semesters of study in PE. Students can also enrol in Volleyball Specialist. The program has a focus on the development, understanding and application of skill learning, task categorisation, elements of effective play and individual technique. Students apply concepts of human physical performance in relation to skills acquisition and a range of practical sporting activities. Students complete two assessment tasks and an examination that applies concepts of skill learning, skill classification, stages of learning and factors that affect skill learning.  
The topics studied :
- Skills Classification
- The Skill Learning Model
- The Stages of Learning and factors that affect learning |
| **Assessment** | Assessment Types:
- Practical 70%
- Theory Tasks 20%
- Examination 10% |
| **Learning Requirements** | Successful students will be able to:
- Participate actively in a range of physical recreational activities, undertaking and evaluating various roles to develop their interests.
- Research, develop and carry out personal fitness programs in the context of issues concerning health and fitness in the community. |
| **Notes** | Application Required: No |
| **Application Text** | |
| **Application Prompt** | |
| **Application Contract** | |
| **Approval Required** | No |
| **Approval By** | |
### Subject Details - 10 Volleyball Specialist

<table>
<thead>
<tr>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>A keen interest in Volleyball, successful completion of Year 9 Specialist Volleyball and a willingness to be selected in a team to compete in the Australian Championships</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 1 Physical Education, Certificate II in Outdoor Sport and Recreation</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>All students will be expected to purchase a volleyball playing top ($35) and volleyball playing shorts ($35) which must be worn to each practical lesson. It is expected that students will be going to the Melbourne Volleyball Competitions which costs $640 (2012 costing)</td>
</tr>
<tr>
<td>Description</td>
<td>The topics studied:</td>
</tr>
<tr>
<td></td>
<td>• Training Techniques:</td>
</tr>
<tr>
<td></td>
<td>• Theory 10%, Practical 90%</td>
</tr>
<tr>
<td></td>
<td>• Training Drills to advanced level - player and video analysis</td>
</tr>
<tr>
<td></td>
<td>• Coaching Skills</td>
</tr>
<tr>
<td></td>
<td>• Development of leadership skills within a team</td>
</tr>
<tr>
<td></td>
<td>• Psychology in Sport</td>
</tr>
<tr>
<td></td>
<td>• Fitness Training and participation in competition Beach Volleyball, Interschool Competitions and Australian Championships</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment Types:</td>
</tr>
<tr>
<td></td>
<td>• Journal reflection and analysis of performance</td>
</tr>
<tr>
<td></td>
<td>• Personal Logbook.</td>
</tr>
<tr>
<td></td>
<td>• Participation development and Commitment.</td>
</tr>
<tr>
<td></td>
<td>• Skill Performance.</td>
</tr>
<tr>
<td></td>
<td>• Game sense, strategy and tactics</td>
</tr>
<tr>
<td></td>
<td>• Psychology Analysis Report</td>
</tr>
<tr>
<td></td>
<td>• Coaching Clinic Participation</td>
</tr>
<tr>
<td></td>
<td>• Research Assignment – Fitness Analysis or Skill Development</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Participate actively in a range of physical activities, undertaking and evaluating various roles to develop their interests and assist others.</td>
</tr>
<tr>
<td></td>
<td>• Research, develop and carry out personal fitness programs in the context of issues concerning health and fitness in the community.</td>
</tr>
<tr>
<td>Notes</td>
<td>Application Required: No</td>
</tr>
<tr>
<td></td>
<td>Application Text:</td>
</tr>
<tr>
<td></td>
<td>Application Prompt:</td>
</tr>
<tr>
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<td>Approval Contract:</td>
</tr>
<tr>
<td></td>
<td>Approval Required: No</td>
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<tr>
<td></td>
<td>Approval By:</td>
</tr>
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</table>
Subject Details - Stage 1 Physical Education - Physical Performance and Training

<table>
<thead>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Learning Area Group</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of a Year 10 Physical Education course</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Physical Education Related TAFE Certificate level courses in Recreation and Sport</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>This course will be undertaken in Semester 1. Students are required to actively attend and participate in the Willunga High School Sports Day and Santos Athletic Carnivals.</td>
</tr>
<tr>
<td>Description</td>
<td>The program has a focus on the development of practical skills and fitness. Students apply concepts of human physical performance in relation to Touch Football, Badminton, minor games and warm-up activities. Students complete two folio tasks and an examination that apply concepts of exercise physiology, physical performance, fitness testing and training in relation to human performance and development, providing opportunities to engage in research and investigations that are individually relevant for each student. The topics studied:  • Energy Systems for Physical Performance  • Fitness Components  • Fitness Testing  • Fitness Training</td>
</tr>
<tr>
<td>Assessment</td>
<td>There are three assessment modes: Practical activities, theory tasks and investigations and an examination. Assessment Types:  • 2 Practical Tasks  60%  • 2 Folio Tasks  20%  • Exam  20%  Practical: This type of assessment is designed to give students the opportunity to provide evidence of the extent and quality of learning in practical skills, initiative, leadership and collaboration. Folio: For this assessment type, students demonstrate evidence of learning in relation to the: knowledge and understanding, and analysis, reflection and demonstration of capabilities</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>In this subject, students are expected to:  • Demonstrate practical skills and techniques specific to a variety of human physical activities  • Interpret and apply (independently, with groups, in teams) effective skills, specific concepts and ideas, strategies, techniques, rules, and guidelines  • Demonstrate knowledge and understanding of the nature of physical activity  • Analyse and reflect on the implications of physical activity for personal and community health and well-being  • Interact collaboratively and demonstrate initiative and leadership</td>
</tr>
<tr>
<td>Notes</td>
<td>Application Required No</td>
</tr>
<tr>
<td>Application Text</td>
<td>Application Prompt</td>
</tr>
<tr>
<td>Approval Required</td>
<td>Application Contract</td>
</tr>
<tr>
<td>Approval By</td>
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</table>
Subject Details - Stage 1 Physical Education - Skill Learning

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Physical Education</td>
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<tr>
<td>Learning Area Group</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory completion of a Year 10 Physical Education Course</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Physical Education, Related TAFE Certificate Courses (Recreation and Sport)</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>This course will be undertaken in Semester 2.</td>
</tr>
</tbody>
</table>

**Description**
The program has a focus on the development of practical skills and fitness. Students apply concepts of human physical performance in relation to Touch Football, Badminton, minor games and warm-up activities. Students complete two folio tasks and an examination that apply concepts of exercise physiology, physical performance, fitness testing and training in relation to human performance and development, providing opportunities to engage in research and investigations that are individually relevant for each student.

The topics studied:
- Skill Classification
- The Skill learning Model
- The Stages of Learning
- Factors Affecting Learning

**Assessment**

<table>
<thead>
<tr>
<th>Assessment Types:</th>
<th>Practical Tasks 60%</th>
<th>Folio Tasks 20%</th>
<th>Exam 20%</th>
</tr>
</thead>
</table>

Practical: This type of assessment is designed to give students the opportunity to provide evidence of the extent and quality of practical skills, initiative, leadership and collaboration. Students will undertake two or three practicals and will undertake a variety of assessments related to their practicals.

Folio: For this assessment type, students demonstrate evidence of learning in relation to the following design criteria: Knowledge and understanding, Analysis and reflection and demonstration of capabilities

**Learning Requirements**
In this subject, students are expected to:
- Demonstrate practical skills and techniques specific to a variety of human physical activities
- Interpret and apply (independently, with groups, and in teams) effective skills, specific concepts and ideas, strategies, techniques, rules, and guidelines
- Demonstrate knowledge and understanding of the nature of physical activity
- Analyse and reflect on the implications of physical activity for personal and community health and well-being
- Interact collaboratively and demonstrate initiative and leadership

**Notes**
- Application Required: No
- Application Text
- Application Prompt
- Approval Required: No
- Approval By
### Subject Details - Stage 1 Sports Studies - Coaching and Administration A

<table>
<thead>
<tr>
<th>Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>A genuine interest in Sports Coaching and demonstrated involvement in sport</td>
</tr>
<tr>
<td>Pathways</td>
<td>This subject is recommended for students wishing to complete Certificate IV in Sport Coaching and Development or undertake Traineeships</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Students must have successfully completed Year 9 or Year 10 Physical Education. Students must be involved in School Sports Day and Santos Interschool. Students must be prepared to coach junior students, and to travel to feeder Primary Schools. Note: Students must do a semester of fitness training or skill learning at Stage 1 to undertake Stage 2 PE.</td>
</tr>
</tbody>
</table>
| Description | In Sports Studies, the emphasis is on the capabilities of personal development, communication and learning. These capabilities are the focus of the learning requirements and for assessing against the performance standards, in both Stage 1 and Stage 2 Physical Education/Sports Studies. The capabilities are further developed through the application of knowledge and skills in the topics of study: Introduction to Principles of Coaching; Individual Events coaching; working with feeder Primary Schools and/or Year 8/ Year 9 students; acting as officials at sporting events; developing leadership skills; organizing and officiating in Year 8/ Year 9 sporting events. The topics studied:  
- Practical Activity – full participation in 2 x 5 week practical units to be negotiated with the teacher and other students  
- Theory – Students will be involved in a coaching program of Primary and Junior WHS students where they will deliver a learning program for these students. Students will assist with the Sporting Program of WHS in coach and administrative duties. |
| Assessment | Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Students will be required to:  
- Complete an on-line coaching accreditation  
- Journal and reflection relating to the activity undertaken  
- Complete a coaching unit and reflection on learning  
- Develop a coaching resource  
- Sports Day analysis assignment |
| Learning Requirements | In this subject, students are expected to:  
- Demonstrate practical skills and techniques specific to a variety of human physical activities  
- Interpret and apply (independently, with groups, in teams) effective skills, specific concepts and ideas, strategies, techniques, rules and guidelines  
- Demonstrate knowledge and understanding of the nature of physical activity  
- Analyse and reflect on the implications of physical activity for personal and community health and well-being  
- Interact collaboratively and demonstrate initiative and leadership. |
| Notes |  
Application Required | No  
Application Text |  
Application Prompt |  
Approval Required | No  
Approval By |  

### Subject Details - Stage 1 Sports Studies - Coaching and Administration B

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Sports Studies - Coaching and Administration B</th>
</tr>
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<tbody>
<tr>
<td><strong>Learning Area</strong></td>
<td>Physical Education</td>
</tr>
<tr>
<td><strong>Learning Area Group</strong></td>
<td>Physical Education</td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
<td>Year 11</td>
</tr>
<tr>
<td><strong>Semesters</strong></td>
<td>1 semester</td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
<td>A genuine interest in Sports Coaching and demonstrated involvement in sport</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>This subject is recommended for students wishing to complete Certificate IV in Sport Coaching and Development or undertake Traineeships</td>
</tr>
<tr>
<td><strong>Special Conditions</strong></td>
<td>Students must have successfully completed Year 9 or Year 10 Physical Education. Students must be involved in School Sports Day and Santos Interschool. Students must be involved in School Sports Day and Santos Interschool. Students must do a semester of fitness training or skill learning at Stage 1 to undertake Stage 2 PE.</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>In Sports Studies, the emphasis is on the capabilities of personal development, communication and learning. These capabilities are the focus of the learning requirements and for assessing against the performance standards, in both Stage 1 and Stage 2 Physical Education or Sports Studies. The capabilities are further developed through the application of knowledge and skills in the topics of study: Introduction to Principles of Coaching; Individual Events coaching; working with feeder Primary Schools and/or Year 8/Year 9 students; acting as officials at sporting events; developing leadership skills; organizing and officiating in Year 8/Year 9 sporting events. The topics studied: • Practical Activity – full participation in 2 x 5 week practical units to be negotiated with the teacher and other students • Theory – Students will be involved in a coaching program of Primary and Junior WHS students where they will deliver a learning program for these students. Students will assist with the Sporting Program of WHS in coach and administrational duties.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Students will be required to: • Complete an online coaching accreditation • Journal and reflection relating to the activity undertaken • Complete a coaching unit and reflection on learning • Develop a coaching resource • Sports Day analysis assignment</td>
</tr>
<tr>
<td><strong>Learning Requirements</strong></td>
<td>In this subject, students are expected to: • Demonstrate practical skills and techniques specific to a variety of human physical activities • Interpret and apply (independently, with groups, in teams) effective skills, specific concepts and ideas, strategies, techniques, rules and guidelines • Demonstrate knowledge and understanding of the nature of physical activity • Analyse and reflect on the implications of physical activity for personal and community health and well-being • Interact collaboratively and demonstrate initiative and leadership.</td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Application Required</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Application Text</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Application Prompt</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Application Contract</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Approval Required</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Approval By</strong></td>
<td></td>
</tr>
</tbody>
</table>
## Subject Details - Stage 2 Physical Education

<table>
<thead>
<tr>
<th>Title</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 12</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Successful completion of Semester 1 and Semester 2 of Stage 1 Physical Education or negotiation with PE Coordinator</td>
</tr>
<tr>
<td>Pathways</td>
<td>Sports Science, University of SA, Fitness Industry, Sports Administration, TAFE Sport and Recreation Studies</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Students need to be fit to participate in intensive physical activity and ideally will be actively involved in sport outside of school. Successful completion of one or both Stage 1 Physical Education units is advisable. A Kayaking course (approx. $35 cost) is part of the course. Students are expected to purchase a subject work book ($50).</td>
</tr>
<tr>
<td>Description</td>
<td>This course is for students with a strong interest and demonstrated ability in both the practical and theoretical aspects of Physical Education. The topics studied: Exercise Physiology and Physical Activity, The Acquisition of Skills and the Biomechanics of Movement, Issues Analysis</td>
</tr>
<tr>
<td>Assessment</td>
<td>School-based Assessment (70%): Assessment Type 1: Practical, Assessment Type 2: Folio (externally moderated), External Assessment (30%): Assessment Type 3: Examination</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to: Achieve a level of proficiency in physical activity specific to designated performance-related criteria, Critically analyse, understand, and evaluate the implications of physical activity, demonstrate knowledge and understanding of exercise physiology, the biomechanics of human movement and skills acquisition and communicate using appropriate terminology, Apply, and reflect on, principles and issues related to physical performance and activity, Demonstrate initiative, self-reliance, and effective interpersonal skills.</td>
</tr>
<tr>
<td>Notes</td>
<td>Application Required: No, Application Text, Application Prompt, Application Contract, Approval Required: No, Approval By:</td>
</tr>
</tbody>
</table>
Subject Details - VET Certificate 2 Outdoor Recreation Willunga High School

<table>
<thead>
<tr>
<th>Title</th>
<th>Certificate 2 Outdoor Recreation Willunga High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Year Level</td>
<td>VET</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>There is a strong growth in sport, fitness, community and outdoor recreation activities and an increased public awareness of health and fitness issues. Certificate and diploma courses will train participants for employment in sport and recreation venues (e.g. leisure centres), health and fitness centres, and outdoor recreation businesses as development officers; sport and recreation program leaders, coaches, personal trainers, fitness instructors, sport and recreation supervisors and managers, adventure tour guides and outdoor recreation assistants and leaders.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Students may choose to enrol in part certificate and to complete individual competencies. This course is completed over 2 years. Participation in expeditions is a compulsory component of the course. Cost of expeditions will depend on locality and activity. Trips can cost up to $150 and students are expected to meet these costs. At the end of each semester, student progress and participation will be reviewed to considering further enrolment in the course.</td>
</tr>
<tr>
<td>Description</td>
<td>The Certificate II in Outdoor Recreation is designed to reflect the role of entry level employees working in the Outdoor Recreation industry under supervision. The breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of outdoor activities. Practical units are selected from a list that includes sailboarding, scuba diving, sailing, kayaking, cycle touring, bushwalking, surfing, snow skiing, snorkeling, snowboarding and bodyboarding. In order to obtain the full certificate, students must successfully complete four semesters of study over two consecutive years. Students can however undertake this course for one, two, three or four semesters. Successful involvement will benefit students in terms of SACE completion. Students are advised that this course has practical and theory requirements and that both are equally important.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Competency based for each unit undertaken.</td>
</tr>
</tbody>
</table>
| Learning Requirements | Units covered during the course include:  
- Organise and complete daily work activities  
- Work effectively with others  
- Participate in environmental work practices  
- Provide First Aid  
- Develop knowledge of the sport and recreation industry  
- Follow defined occupational health and safety policy and procedures  
- Apply basic outdoor recreation logistics  
- Assist in conducting outdoor recreation sessions  
- Implement minimal environmental impact practices  
- Demonstrate bushwalking skills in tracked or easy untracked areas  
- Navigate in tracked or easy untracked areas  
- Demonstrate simple kayaking skills  
- Participate in snorkelling activities  
- Maintain equipment for activities  
- Provide equipment for activities  
- Use and maintain a temporary or overnight site |
| Notes | Students undertaking this course may gain between 20 and 60 SACE Credits |
| Application Required | Yes |
| Application Text | Completion of VET Application Form, available from Mr Jeff Glass |
| Approval Required | Yes |
| Approval By | VET Coordinator |
Subject Details - 09 Agriculture

<table>
<thead>
<tr>
<th>Title</th>
<th>Agriculture</th>
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</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Science</td>
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<tr>
<td>Learning Area Group</td>
<td>Science</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 9</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>Certificate 11 Wine Industry Operations (offered in Year 10,11 &amp; 12)</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Students must show an interest and willingness to work with plants and animals in a practical environment.</td>
</tr>
<tr>
<td>Description</td>
<td>The topics studied:</td>
</tr>
<tr>
<td></td>
<td>• Students are introduced to the diversity of agriculture in the local environment.</td>
</tr>
<tr>
<td></td>
<td>• Students study plants by germinating seeds and using other plant propagation methods.</td>
</tr>
<tr>
<td></td>
<td>• Students work in groups to raise animals throughout the semester.</td>
</tr>
<tr>
<td></td>
<td>• Students learn to act as farm managers by using the computer simulation resource, Sim Farm.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment Types:</td>
</tr>
<tr>
<td></td>
<td>• Students are assessed through their competence in practical work</td>
</tr>
<tr>
<td></td>
<td>• Group projects</td>
</tr>
<tr>
<td></td>
<td>• Knowledge</td>
</tr>
<tr>
<td></td>
<td>• Tests</td>
</tr>
<tr>
<td></td>
<td>• Class exercises.</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Use critical thinking skills to analyse an issue</td>
</tr>
<tr>
<td></td>
<td>• Complete set tasks on time</td>
</tr>
<tr>
<td></td>
<td>• Present work in an organised manner</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate 1 to 3 topic specific SACSA outcomes (skills, knowledge), eg. Demonstrate an understanding of ecological sustainability within Australia.</td>
</tr>
<tr>
<td>Notes</td>
<td>Application Required: No</td>
</tr>
<tr>
<td>Application Text</td>
<td></td>
</tr>
<tr>
<td>Application Prompt</td>
<td></td>
</tr>
<tr>
<td>Application Contract</td>
<td></td>
</tr>
<tr>
<td>Approval Required</td>
<td>No</td>
</tr>
<tr>
<td>Approval By</td>
<td></td>
</tr>
</tbody>
</table>
**Subject Details - 09 Science**

<table>
<thead>
<tr>
<th><strong>Title</strong></th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Area</strong></td>
<td>Science</td>
</tr>
<tr>
<td><strong>Learning Area Group</strong></td>
<td>Science</td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
<td>Year 9</td>
</tr>
<tr>
<td><strong>Semesters</strong></td>
<td>2 semesters</td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>Year 10 Science – Advanced or Scientific Studies</td>
</tr>
<tr>
<td></td>
<td>Advanced Science is the recommended pathway for students wishing to study Biology, Chemistry or Physics at Stage 1.</td>
</tr>
<tr>
<td><strong>Special Conditions</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>The science learning area is organised into 4 conceptual strands, each with its own characteristic knowledge and ideas, as described in the SACSA Framework. The processes of working scientifically are incorporated into each of the Strands. Knowledge and skills are developed within these strands over the 2 semesters.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessment Types:</td>
</tr>
<tr>
<td></td>
<td>• Assignments of various lengths and complexities:</td>
</tr>
<tr>
<td></td>
<td>• Practical work, including skills and formal reports.</td>
</tr>
<tr>
<td></td>
<td>• Student designed experiments.</td>
</tr>
<tr>
<td></td>
<td>• Tests</td>
</tr>
<tr>
<td><strong>Learning Requirements</strong></td>
<td>These are based on the Key Competencies. Successful students will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Collect, analyse and organise information</td>
</tr>
<tr>
<td></td>
<td>• Communicate ideas and information</td>
</tr>
<tr>
<td></td>
<td>• Plan and organise activities</td>
</tr>
<tr>
<td></td>
<td>• Work with others and in teams</td>
</tr>
<tr>
<td></td>
<td>• Use mathematical ideas and techniques</td>
</tr>
<tr>
<td></td>
<td>• Solve problems</td>
</tr>
<tr>
<td></td>
<td>• Use technology</td>
</tr>
<tr>
<td><strong>Notes</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Application Required</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Application Text</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Application Prompt</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Application Contract</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Approval Required</strong></td>
<td>No</td>
</tr>
<tr>
<td><strong>Approval By</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Subject Details - 10 Science (Advanced) A

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Science (Advanced) A</td>
</tr>
<tr>
<td><strong>Learning Area</strong></td>
<td>Science</td>
</tr>
<tr>
<td><strong>Learning Area Group</strong></td>
<td>Science</td>
</tr>
<tr>
<td><strong>Year Level</strong></td>
<td>Year 10</td>
</tr>
<tr>
<td><strong>Semesters</strong></td>
<td>1 semester</td>
</tr>
<tr>
<td><strong>Pre-Requisites</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Pathways</strong></td>
<td>Students need only do one semester of Science at Year 10. This needs to be in the first semester. However if this option is taken then students will be able to do Scientific Studies only at SACE Stage 1, unless written recommendation from Science staff. Advanced Science for the whole year is the recommended pathway for students wishing to study Biology, Chemistry or Physics at Stage 1.</td>
</tr>
<tr>
<td><strong>Special Conditions</strong></td>
<td>The science learning area is organised into distinct modules of up to 5 weeks. The modules allow for students to experience four sciences (Biology, Chemistry, Physics and Earth and Space Sciences) and also experience hands on the science (related) to wine making (Oenology).</td>
</tr>
</tbody>
</table>
| **Assessment**    | Assessment Types: A variety of strategies are used such as:  
• Assignments of various lengths and complexities  
• Practical work, including skills and formal reports  
• Student designed experiments  
• Tests  
• An end of semester exam forms part of the overall assessment |
| **Learning Requirements** | Successful students will be able to:  
• Collect, analyse and organise information  
• Communicate ideas and information  
• Plan and organise activities  
• Work with others and in teams  
• Use mathematical ideas and techniques  
• Solve problems  
• Use technology  
• Assessment tasks and standards are based on the SACSA Framework. |
| **Notes**         | Application Required: No  
Application Text:  
Application Prompt:  
Application Contract:  
Approval Required: No  
Approval By: |
## Subject Details - 10 Science (Advanced) B

<table>
<thead>
<tr>
<th>Title</th>
<th>Science (Advanced) B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Science</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Science</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>Students need only do one semester of Science at Year 10. This needs to be in the first semester. However if this option is taken then students will be able to do Scientific Studies only at SACE Stage 1, unless written recommendation from Science staff. Advanced Science for the whole year is the recommended pathway for students wishing to study Biology, Chemistry or Physics at Stage 1.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td>The science learning area is organised into distinct modules of up to 5 weeks. The modules allow for students to experience four sciences (Biology, Chemistry, Physics and Earth and Space Sciences) and also experience hands on the science (related) to wine making (Oenology).</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment Types:</td>
</tr>
<tr>
<td></td>
<td>A variety of strategies are used such as:</td>
</tr>
<tr>
<td></td>
<td>• Assignments of various lengths and complexities</td>
</tr>
<tr>
<td></td>
<td>• Practical work, including skills and formal reports</td>
</tr>
<tr>
<td></td>
<td>• Student designed experiments</td>
</tr>
<tr>
<td></td>
<td>• Tests</td>
</tr>
<tr>
<td></td>
<td>• An end of semester exam forms part of the overall assessment</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Collect, analyse and organise information</td>
</tr>
<tr>
<td></td>
<td>• Communicate ideas and information</td>
</tr>
<tr>
<td></td>
<td>• Plan and organise activities</td>
</tr>
<tr>
<td></td>
<td>• Work with others and in teams</td>
</tr>
<tr>
<td></td>
<td>• Use mathematical ideas and techniques</td>
</tr>
<tr>
<td></td>
<td>• Solve problems</td>
</tr>
<tr>
<td></td>
<td>• Use technology</td>
</tr>
<tr>
<td></td>
<td>• Assessment tasks and standards are beased on the SACSA Framework.</td>
</tr>
</tbody>
</table>

## Notes
- Application Required: No
- Approval Required: No
### Subject Details - 10 Scientific Studies Agriculture

<table>
<thead>
<tr>
<th>Title</th>
<th>Scientific Studies Agriculture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Science</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Science</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 10</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Passing grades in Year 9 Science and a keen interest and willingness to work with plants and animals in a practical environment.</td>
</tr>
<tr>
<td>Pathways</td>
<td>None</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
</tbody>
</table>
| Description | The themes studied may include:  
  - The implication of human intervention through animal science  
  - The relevance of agricultural science for the individual and the community  
  - The impacts of science in the agricultural industries  
  - The possible impacts of agricultural science in Australia and the global community over the next 50 years |

### Assessment
- **Assessment Type 1: Investigations Folio**  
- **Assessment Type 2: Skills and Applications Tasks**  
  - Students provide evidence of their learning through four or five assessments, at least one of which involves collaborative work. Students undertake at least one practical investigation and at least one issues investigation for the folio and at least one skills and applications task.

### Learning Requirements
- Successful students will be able to:  
  - Identify and formulate questions, hypotheses, concepts, and purposes that guide scientific investigations  
  - Design and conduct collaborative and individual scientific investigations  
  - Use technology and numeracy skills to represent, analyse, interpret, and evaluate scientific investigations  
  - Select and critically evaluate scientific evidence from different sources and present informed conclusions or personal views on social, ethical, and environmental issues  
  - Communicate their knowledge and understanding of scientific concepts using scientific literacy skills  
  - Demonstrate and apply scientific knowledge and understanding to a range of contexts and problems, including by providing alternative explanations and proposing solutions.

### Notes
| Application Required | No |
| Application Text | |
| Application Prompt | |
| Application Contract | |
| Approval Required | No |
| Approval By | |
## Subject Details - Stage 1 Biology A

<table>
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<tr>
<th>Title</th>
<th>Biology A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area Group</td>
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<tr>
<td>Learning Area</td>
<td>Science</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Advanced Science at Year 10</td>
</tr>
<tr>
<td>Pathways</td>
<td>None</td>
</tr>
</tbody>
</table>

### Special Conditions
- Biology gives students the opportunity to gain a range of employment and life skills, such as the ability to work collaboratively to produce a successful outcome, and skills in organising and processing information.

### Description
- The topics studied are:
  - Ecology: classification, biodiversity, conservation
  - Microbiology: Study of bacteria, viruses, disease
  - Cell Biology: basic cell anatomy and processes, issues associated with stem cells

### Assessment
- Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. The weighting of each component will be between 20% and 40%

- Assessment Types:
  - Investigations Folio
  - Skills and Applications Tasks: including assignments, tests and end of semester examination.

### Learning Requirements
- Students will be able to:
  - Identify and formulate questions, hypotheses, concepts, and purposes that guide biological investigations
  - Design and conduct individual and collaborative biological investigations
  - Manipulate apparatus and use technological tools and numeracy skills to obtain, represent, analyse, interpret and evaluate data and observations from biological investigations
  - Select and critically evaluate biological evidence from a range of sources and present informed conclusions and personal views on social, ethical and environmental issues
  - Communicate their knowledge and understanding of biological concepts using appropriate biological terms and conventions
  - Demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a range of contexts and problems, including presenting alternative explanations.

### Notes
- Application Required: No
- Approval Required: No
<table>
<thead>
<tr>
<th>Title</th>
<th>Biology B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Science</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Science</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Advanced Science at Year 10</td>
</tr>
<tr>
<td>Pathways</td>
<td>None</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Biology gives students the opportunity to gain a range of employment and life skills, such as the ability to work collaboratively to produce a successful outcome, and skills in organising and processing information.</td>
</tr>
</tbody>
</table>
| Description | The topics studied are:  
- Physiology: respiration and circulatory systems, comparative physiology  
- Animal Behaviour: examines different types of behaviour seen in animals  
- Adaptation and Evolution: focuses on Australian flora and fauna; mechanism of evolution |
| Assessment | Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. The weighting of each component will be between 20% and 40%
Assessment Types:  
- Investigations Folio  
- Skills and Applications Tasks: including assignments, tests and end of semester examination |
| Learning Requirements | Students will be able to:  
- Identify and formulate questions, hypotheses, concepts, and purposes that guide biological investigations  
- Design and conduct individual and collaborative biological investigations  
- Manipulate apparatus and use technological tools and numeracy skills to obtain, represent, analyse, interpret and evaluate data and observations from biological investigations  
- Select and critically evaluate biological evidence from a range of sources and present informed conclusions and personal views on social, ethical and environmental issues  
- Communicate their knowledge and understanding of biological concepts using appropriate biological terms and conventions  
- Demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a range of contexts and problems, including presenting alternative explanations |
| Notes | Application Required No  
Application Text  
Application Prompt  
Application Contract  
Approval Required No  
Approval By |
Subject Details - Stage 1 Chemistry A

<table>
<thead>
<tr>
<th>Title</th>
<th>Chemistry A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Science</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Science</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Students enrolling in Chemistry must have achieved above average results in Year 10 Advanced Science.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Chemistry, Stage 2 Biology</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Students wishing to do Stage 2 Chemistry must do both units of Chemistry in Stage 1. Students studying two semesters of Chemistry will study it for the full year with 20 credits achieved.</td>
</tr>
</tbody>
</table>
| Description            | • Atomic structure - theory of bonding  
                          • Nomenclature - Naming of Structures  
                          • Measurement in Chemistry |
| Assessment             | Assessment is determined by SACE Board Performance Standards for this subject.  
                          The compulsory capabilities of the SACE are addressed in the assessment of student learning through the performance standards.  
                          Assessment Types:  
                          • Investigations Folio  
                          • Skills & Applications Tasks  
                          • Experimental Studies / Social Analysis  
                          • Exam (both Semesters) |
| Learning Requirements  | Successful students will be able to:  
                          • Manipulate apparatus and record observations in chemical experiments  
                          • Design investigations to test chemical hypotheses  
                          • Obtain information about chemistry from a variety of sources  
                          • Demonstrate knowledge and understanding of chemical concepts  
                          • Analyse and draw conclusions from chemical data  
                          • Develop solutions to chemical problems  
                          • Use knowledge of chemistry to make informed personal, social, and environmental decisions  
                          • Communicate ideas and reasoning, using chemical terms and conventions |

Notes
- Application Required: No
- Application Text
- Application Prompt
- Approval Required: No
- Approval By
Subject Details - Stage 1 Chemistry B

<table>
<thead>
<tr>
<th>Title</th>
<th>Chemistry B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Science</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Science</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Students enrolling in Chemistry must have achieved above average results in Year 10 Advanced Science.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Stage 2 Chemistry, Stage 2 biology</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Students wishing to do Stage 2 Chemistry must do both units of Chemistry in Stage 1. Students studying two semesters of Chemistry will study it for the full year with 20 credits achieved.</td>
</tr>
</tbody>
</table>
| Description      | • Organic Chemistry  
                   • Electro Chemistry, (eg electroplating batteries) 
                   • Acids and Bases  
                   • Polymers  
                   • Soaps and Detergents |
| Assessment       | Assessment is determined by SACE Board Performance Standards for this subject. The compulsory capabilities of the SACE are addressed in the assessment of student learning through the performance standards. Assessment Types: 
                   • Investigations Folio  
                   • Skills & Applications Tasks  
                   • Experimental Studies / Social Analysis  
                   • Exam (both Semesters) |
| Learning Requirements | Successful students will be able to:  
                   • Manipulate apparatus and record observations in chemical experiments  
                   • Design investigations to test chemical hypotheses  
                   • Obtain information about chemistry from a variety of sources  
                   • Demonstrate knowledge and understanding of chemical concepts  
                   • Analyse and draw conclusions from chemical data  
                   • Develop solutions to chemical problems  
                   • Use knowledge of chemistry to make informed personal, social, and environmental decisions  
                   • Communicate ideas and reasoning, using chemical terms and conventions |
| Notes            | Application Required: No |
|                  | Application Text      |
|                  | Application Prompt    |
|                  | Application Contract  |
|                  | Approval Required     | No |
|                  | Approval By           |
## Subject Details - Stage 1 Physics A

<table>
<thead>
<tr>
<th>Title</th>
<th>Physics A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
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<tr>
<td>Learning Area Group</td>
<td>Science</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>C level pass or better in Year 10 Advanced Science</td>
</tr>
<tr>
<td>Pathways</td>
<td>Physics gives students the opportunity to gain a range of employment and life skills, such as the ability to work collaboratively to produce a successful outcome, and skills in organising and processing information. Physics provides a pathway to further study in tertiary institutions, including the following nationally accredited training packages: Aeroskills, Automotive Industry Retail Service and Repair, Civil Construction, Electrotechnology Industry, General Construction, Metals and Engineering Industry.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Students studying 2 semesters of Physics will study the course for the full year with 20 credits achieved.</td>
</tr>
</tbody>
</table>
| Description    | Semester 1
    • Motion, Waves, Newtons Laws, Vectors & Statics Momentum and Energy.
    Semester 2
    • Momentum, Energy, Electrostatics & Electricity, Electromagnetism, Fields. |
| Assessment     | Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work. Assessment Types:
    • Investigations Folio
    • Skills and Applications tasks
    • Experimental Studies / Social Analysis
    • End of Semester Examination |
| Learning Requirements | Students will be able to:
    • Identify and formulate questions, hypotheses, concepts, and purposes that guide scientific investigations
    • Design and conduct collaborative and individual scientific investigations
    • Use technology and numeracy skills to represent, analyse, interpret, and evaluate scientific investigations
    • Select and critically evaluate scientific evidence from different sources and present informed conclusions or personal views on social, ethical, and environmental issues
    • Communicate their knowledge and understanding of scientific concepts using scientific literacy skills
    • Demonstrate and apply scientific knowledge and understanding to a range of contexts and problems, including by providing alternative explanations and proposing solutions. |
| Notes          | Application Required | No |
|                | Application Text     | Application Prompt |
|                | Application Contract | Approval Required | No |
|                | Approval By          |
Subject Details - Stage 1 Physics B

<table>
<thead>
<tr>
<th>Title</th>
<th>Physics B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Science</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Science</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>C level pass or better in Year 10 Advanced Science</td>
</tr>
</tbody>
</table>

**Pathways**
Physics gives students the opportunity to gain a range of employment and life skills, such as the ability to work collaboratively to produce a successful outcome, and skills in organising and processing information.

Physics provides a pathway to further study in tertiary institutions, including the following nationally accredited training packages: Aeroskills, Automotive Industry Retail Service and Repair, Civil Construction, Electrotechnology Industry, General Construction, Metals and Engineering Industry.

**Special Conditions**
Students studying 2 semesters of Physics will study the course for the full year with 20 credits achieved.

**Description**

- Semester 1
  - Motion, Waves, Newtons Laws, Vectors & Statics
  - Momentum and Energy.
- Semester 2
  - Momentum, Energy, Electrostatics & Electricity, Electromagnetism, Fields.

**Assessment**
Assessment is subject to SACE Board moderation. The compulsory capabilities of the New SACE are addressed in the assessment of student learning through the performance standards. The capabilities are citizenship, communication, learning, personal development and work.

Assessment Types:
- Investigations Folio
- Skills and Applications tasks
- Experimental Studies / Social Analysis
- End of Semester Examination

**Learning Requirements**

- Students will be able to:
  - Identify and formulate questions, hypotheses, concepts, and purposes that guide scientific investigations
  - Design and conduct collaborative and individual scientific investigations
  - Use technology and numeracy skills to represent, analyse, interpret, and evaluate scientific investigations
  - Select and critically evaluate scientific evidence from different sources and present informed conclusions or personal views on social, ethical, and environmental issues
  - Communicate their knowledge and understanding of scientific concepts using scientific literacy skills
  - Demonstrate and apply scientific knowledge and understanding to a range of contexts and problems, including by providing alternative explanations and proposing solutions.

**Notes**

- Application Required: No
- Application Text
- Application Prompt
- Application Contract
- Approval Required: No
- Approval By
### Subject Details - Stage 1 Scientific Studies Environmental Focus

<table>
<thead>
<tr>
<th>Title</th>
<th>Scientific Studies Environmental Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Science</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Science</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 11</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Passing grades in Year 10 Science and a keen interest in the study of the environment</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
<tr>
<td>Description</td>
<td>The themes studied may include:</td>
</tr>
<tr>
<td></td>
<td>• The implication of human intervention through science</td>
</tr>
<tr>
<td></td>
<td>• The relevance of science for my community and me</td>
</tr>
<tr>
<td></td>
<td>• The impacts of science on my local environment</td>
</tr>
<tr>
<td></td>
<td>• The possible impacts of science in Australia and the broader global community over the next 50 years</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment Type 1: Investigations Folio</td>
</tr>
<tr>
<td></td>
<td>Assessment Type 2: Skills and Applications Tasks</td>
</tr>
<tr>
<td></td>
<td>• Students provide evidence of their learning through four or five assessments, at least one of which involves collaborative work. Students undertake at least one practical investigation and at least one issues investigation for the folio and at least one skills and applications task.</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Identify and formulate questions, hypotheses, concepts, and purposes that guide scientific investigations</td>
</tr>
<tr>
<td></td>
<td>• Design and conduct collaborative and individual scientific investigations</td>
</tr>
<tr>
<td></td>
<td>• Use technology and numeracy skills to represent, analyse, interpret, and evaluate scientific investigations</td>
</tr>
<tr>
<td></td>
<td>• Select and critically evaluate scientific evidence from different sources and present informed conclusions or personal views on social, ethical, and environmental issues</td>
</tr>
<tr>
<td></td>
<td>• Communicate their knowledge and understanding of scientific concepts using scientific literacy skills</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate and apply scientific knowledge and understanding to a range of contexts and problems, including by providing alternative explanations and proposing solutions.</td>
</tr>
</tbody>
</table>

### Notes

- Application Required: No
- Approval Required: No
**Subject Details - Stage 2 Biology**

<table>
<thead>
<tr>
<th>Title</th>
<th>Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Science</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Science</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 12</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>It is highly recommended that the students have been successful in at least one semester of Stage 1 Biology. Students will need to have satisfactorily completed at least two semesters of Stage 1 science subjects.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Biology gives students the opportunity to gain a range of employment and life skills, such as the ability to work collaboratively to produce a successful outcome, and skills in organising and processing information. Biology provides a pathway to further study in tertiary institutions, including the following nationally accredited training packages: Agriculture, Food Processing Industry, Horticulture, Laboratory Operations, Maritime, Veterinary Nursing.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>30% of the course is subject to external moderation. Students will need to purchase both a practical book and workbook. Approximate cost $26.</td>
</tr>
</tbody>
</table>
| Description    | Biology helps people to develop an appreciation and understanding of the living world, and to understand the importance of using the resources of the environment in a sustainable way. The ideas and theories of biology are applied in many other disciplines (e.g. biochemistry, pharmacology, sports science). Biology provides useful background knowledge for many occupations in fields such as agriculture, conservation, forestry, horticulture, medicine, pollution control, veterinary science, and viticulture. These are organised round the following four themes:  
- Macromolecules  
- Cells  
- Ecosystems  
- Organisms |
| Assessment      | Assessment is subject to the requirements, policies, and procedures of the SACE Board. One of the purposes of assessment is to measure the extent to which students have achieved the learning outcomes of a program based on this curriculum statement. The assessment tasks are used to determine the performance standards achievement level. Formative tasks are important in the learning process, but do not contribute to final assessment. Students demonstrate evidence of their learning through the following assessment types:  
- School-based Assessment (70%)  
  - Investigations Folio (practical reports and an issues investigation)  
  - Skills and Application Tasks (tests and assignments)  
- External Assessment (30%)  
  - Examination |
| Learning Requirements | Successful students will be able to:  
- Participate in practical activities  
- Design and undertake investigations  
- Obtain information from a variety of sources  
- Critically analyse and evaluate information, procedures, and materials  
- Demonstrate knowledge and understanding of biological concepts  
- Solve a variety of biological problems  
- Understand how knowledge of biology can be used to make informed decisions at the personal, social, and global levels  
- Use biological terms and conventions correctly  
- Communicate effectively in a variety of forms. |
| Notes           |                                                                 |
| Application Required | No                               |
| Application Text |                                                                 |
| Application Prompt |                                                                 |
| Application Contract |                                                                 |
| Approval Required | No                                |
| Approval By     |                                                                 |
## Subject Details - Stage 2 Chemistry

<table>
<thead>
<tr>
<th>Title</th>
<th>Chemistry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Science</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Science</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 12</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Successful completion of 20 credits of Chemistry at Stage 1</td>
</tr>
<tr>
<td>Pathways</td>
<td>Pre requisite or assumed knowledge for many science based courses at University including Environmental Sciences, Health Sciences, Marine Sciences and Agricultural Sciences.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
</tbody>
</table>

### Description

The concepts of chemistry are based on careful observation and measurement and the analysis and interpretation of results. Proficiency in the handling of apparatus is the result of continual practice in a supportive learning environment. Practical activities in this subject are also designed to support conceptual development. Conceptual knowledge and understanding in Stage 2 Chemistry are supported through inquiry and communication about phenomena in chemistry. Students undertake investigations to develop their knowledge and understanding. Data and information, including observations, from these investigations provide the evidence on which informed decisions can be made.

The topics studied:
- Organic Chemistry
- Energy use and sources
- Rates of Reactions
- Small and Big Molecules
- Volumetric Analysis
- Consumer Chemistry
- Environmental Chemistry
- Quality Control
- Electronic Structures
- Industrial Chemistry

### Assessment

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

- School-based Assessment (70%)
  - Investigations Folio (minimum 3 practical and 1 issues)
  - Skills and Applications Tasks (minimum 3 skills and applications)

At least one investigation or skills and applications task will involve collaborative work.

- External Assessment (30%)
  - End of year Examination

### Learning Requirements

Successful students will be able to:
- Manipulate apparatus and record observations in practical chemical activities
- Design and undertake practical chemical investigations
- Obtain information about chemistry from a variety of sources
- Critically analyse and evaluate chemical information and procedures
- Demonstrate knowledge and understanding of chemical concepts
- Develop possible solutions to a variety of chemical problems
- Demonstrate an understanding of how knowledge of chemistry can be used to make informed decisions, taking into account social and environmental contexts
- Communicate effectively in a variety of forms, using chemical terms and conventions correctly and contextually

### Notes

- Application Required: No
- Approval Required: No
### Subject Details - Stage 2 Physics

<table>
<thead>
<tr>
<th>Title</th>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Science</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Science</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 12</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Satisfactory achievement in 2 semesters of Stage 1 Physics preferably at a C+ standard or better.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Physics gives students the opportunity to gain a range of employment and life skills, such as the ability to work collaboratively to produce a successful outcome, and skills in organising and processing information. Physics provides a pathway to further study in tertiary institutions, including the following nationally accredited training packages: Aeroskills, Automotive Industry Retail Service and Repair, Civil Construction, Electrotechnology Industry, General Construction, Metals and Engineering Industry.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
<tr>
<td>Description</td>
<td>The topics studied:</td>
</tr>
<tr>
<td></td>
<td>• Motion in Two Dimensions</td>
</tr>
<tr>
<td></td>
<td>• Electricity and Magnetism</td>
</tr>
<tr>
<td></td>
<td>• Light and Matter</td>
</tr>
<tr>
<td></td>
<td>• Atoms and Nuclei</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment in Stage 2 Physics consists of the following components, weighted as shown:</td>
</tr>
<tr>
<td></td>
<td>• Examination 50%</td>
</tr>
<tr>
<td></td>
<td>• Course Work 25%</td>
</tr>
<tr>
<td></td>
<td>• Practical Work 15%</td>
</tr>
<tr>
<td></td>
<td>• Information Research and Oral Presentation 10%</td>
</tr>
<tr>
<td></td>
<td>Mid-year exam 2 hours</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>Successful students will be able to:</td>
</tr>
<tr>
<td></td>
<td>• Undertake practical activities</td>
</tr>
<tr>
<td></td>
<td>• Design investigations</td>
</tr>
<tr>
<td></td>
<td>• Obtain information about physics from a variety of sources</td>
</tr>
<tr>
<td></td>
<td>• Critically analyse and evaluate information and procedures in physics</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate knowledge and understanding of physics</td>
</tr>
<tr>
<td></td>
<td>• Solve a variety of problems in physics</td>
</tr>
<tr>
<td></td>
<td>• Relate knowledge of physics to selected phenomena and applications</td>
</tr>
<tr>
<td></td>
<td>• Communicate the ideas of physics effectively in written, graphical, and oral forms</td>
</tr>
<tr>
<td></td>
<td>• Use the terminology and notation of physics correctly</td>
</tr>
<tr>
<td>Notes</td>
<td>No</td>
</tr>
</tbody>
</table>

### Notes

- Application Required: No
- Application Text
- Application Prompt
- Approval Contract
- Approval Required: No
**Subject Details - Stage 2 Psychology**

<table>
<thead>
<tr>
<th>Title</th>
<th>Psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Science</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Science</td>
</tr>
<tr>
<td>Year Level</td>
<td>Year 12</td>
</tr>
<tr>
<td>Semesters</td>
<td>2 semesters</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>Recommended that students have successfully complete at least I semester of Stage 1 Science , have a keen interest in this subject or by teacher recommendation.</td>
</tr>
<tr>
<td>Pathways</td>
<td>Psychology is relevant to all fields of employment that involve contact with other people. It has applications in such diverse fields as child care, sales, health, journalism, information technology, law enforcement, and advertising. Psychology offers a number of pathways into post-secondary study and the workforce. It has specialist and generalist applications in both areas.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
</tbody>
</table>
| Description      | Psychology is a study of how and why humans behave and think. It examines the basis of thought and behaviour, how we are individuals, and how we behave in groups. It does this through the systematic study of behaviour, the processes that underline it and the factors that influence it. Through such study, students can come to better understand themselves and their social worlds. Psychology also addresses the ways in which behaviour can be changed. This 2-unit subject consists of the following six topics:  
- Introduction to Psychology  
- Social Cognition  
- Learning  
- Personality  
- Psychobiology of Altered States of Awareness  
- Healthy Minds  
Within each topic the following aspects are studied:  
- Knowledge and understanding.  
- Application to social issues and personal growth.  
- Investigation designs and methods of assessing psychological responses.  
- Ethical issues. |
| Assessment       | Assessment is subject to SACE Board moderation. Students demonstrate evidence of their learning through the following assessment types:  
- School-based Assessment (70%)  
- Investigations Folio  
- Skills and Applications Tasks  
- External Assessment (30%)  
- Examination |
| Learning Requirements | Successful students will be able to:  
- Explain the factors that cause psychological differences and similarities between people and give examples of how these affect the behaviour of self, others, and groups  
- Search for, evaluate, and organise psychological information and use language effectively to communicate key ideas, understandings, processes, and values in a range of contexts  
- Demonstrate an understanding of ethical research by designing, undertaking, and evaluating guided investigations  
- Make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics, presenting particular points of view with examples of the thinking and reasoning behind them  
- Demonstrate critical reflection and organisation in the application of psychological principles to real-life situations, identifying beneficial changes and taking into account ethical considerations  
- Analyse the behaviours of self, other individuals, and groups of people in different contexts in a way that recognises the values of independence and interdependence  
- Undertake a variety of roles while working as a member of a team to achieve individual and shared goals |
| Notes            | Application Required: No  
Application Text: No  
Application Contract: No  
Approval Required: No  
Approval By: No |
Subject Details - VET Certificate 2 Horticulture (Sustainable Gardening) Willunga High School

<table>
<thead>
<tr>
<th>Title</th>
<th>Certificate 2 Horticulture (Sustainable Gardening) Willunga High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Area</td>
<td>Science</td>
</tr>
<tr>
<td>Learning Area Group</td>
<td>Science</td>
</tr>
<tr>
<td>Year Level</td>
<td>VET</td>
</tr>
<tr>
<td>Semesters</td>
<td>1 semester</td>
</tr>
<tr>
<td>Pre-Requisites</td>
<td>None</td>
</tr>
<tr>
<td>Pathways</td>
<td>Career pathway in the Horticulture and Agriculture Industries, including conservation, science, farm work, nursery work. Knowledge about growing and harvesting food developed in this course can be useful support to someone looking to develop skills in food processing and cooking.</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>Students will need work safely as part of a team and undertake physical activity safely as directed. They will need to provide basic protective clothing to allow them to safely work outside. A list will be provided before the commencement of the course. At least five days work placement in the Horticulture Industry is essential. Transport to and from work placement site is the responsibility of the parent and student.</td>
</tr>
<tr>
<td>Description</td>
<td>No previous knowledge needed, although a knowledge of basic computer skills is advisable.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Competency based assessment of vocational modules.</td>
</tr>
<tr>
<td>Learning Requirements</td>
<td>This course is designed to provide successful students with a nationally recognised qualification for entry into the Horticulture Industry workforce. Students will be expected to complete basic written tasks as well as practical activities. Topics include: - Working towards achieving industry standards in personal application and organisation - Using basic hand tools and some power tools - Sustainable horticultural techniques, including water management, composting, organic pest control, basic soil care - Identifying and nurturing indigenous plants - Plant and weed identification - Planting, pruning and harvesting</td>
</tr>
<tr>
<td>Notes</td>
<td>Students undertaking this course may gain between 15 and 30 SACE Credits</td>
</tr>
<tr>
<td>Application Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Application Text</td>
<td>Completion of VET Application Form, a Student Statement and attendance at an interview</td>
</tr>
<tr>
<td>Application Prompt</td>
<td>Approval Required</td>
</tr>
<tr>
<td>Approval By</td>
<td>VET Coordinator</td>
</tr>
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