



ST PAUL'S
COLLEGE

2024
SENIOR YEARS
CURRICULUM
Handbook

CONTENTS

Welcome	3
Senior Subject Listing - Year 10, Stage 1 and 2	4
Key Staff	6
Assessment & Reporting	7
SACE (South Australian Certification of Education)	7
VET (Vocational Education & Training)	11

Learning Areas

Religious Education	12
The Arts	13
Business, Law and Commerce	18
English	21
Health and Physical Education	25
Humanities	29
Languages	32
Mathematics	34
Science	38
Digital Technologies	43
Design, Technology & Engineering	45
Cross Disciplinary Studies	48



**ST PAUL'S
COLLEGE**

St Paul's College
792 Grand Junction Road
Gilles Plains
P: 08 8334 8300
E: email@stpauls.sa.edu.au
W: www.stpauls.sa.edu.au



Grand Junction Trade
Training Centre
792 Grand Junction Road
Gilles Plains
(located at St Paul's College)
Entry via Lurline Avenue

WELCOME

This Senior Years Curriculum Handbook is a reference guide to assist students in their subject selection as well as informing Middle Years students of what they may aspire to.

The teaching and learning programmes at St Paul's College aim to provide an education that is appropriate to the developmental and individual learning needs of each student. Curriculum is designed with an outcomes based approach and builds on learning from year to year, while engagement, relevance, innovation, creativity and authenticity (ERICA) inform all learning at St Paul's College.

St Paul's curricula is based on the Australian Curriculum, the South Australian Certificate of Education policies and guidelines, and 'Crossways', the Religious Education Curriculum for South Australian Catholic Schools. These curricula support students in learning about themselves and their world, and assist in the development of the General Capabilities including Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social, Ethical Understanding, and Inter-cultural Understanding.

To ensure the teaching and learning in each learning area is structured to meet the needs of the students, the curriculum is carefully developed from the Primary and Middle Years. This allows for a cohesive curriculum across all learning areas. Teachers construct their programmes to be inclusive of the needs of all students in their specific learning area.

When students are making choices within areas of study, they can track their subject choice within each learning area through the Subject Flow Chart.

Student information sessions, the careers and subject selection expo, subject counselling evenings and resources including the St Paul's College Careers website (<https://www.stpaulscollegecareers.com.au/>) aim to assist students and their parents in career and subject choices.

Parents/carers play a crucial role in the education and formation of their children and therefore it is vital that parents/carers work with their child(ren) and the College to enable the best outcomes for students. Students are counselled individually to ensure that the course chosen is the most appropriate for their current and future needs. Parents/carers are required to be part of these interviews as together we can help students make informed choices that will ensure they are prepared for post-secondary pathways.

After reading and working through this handbook, if you still have questions please do not hesitate to contact the Head of Teaching and Learning (Mr Matthew Muscat), or any of the Leaders of Learning.



SENIOR SUBJECT LISTING

Year 10 Subjects	Year 11 (Stage 1) Subjects	Year 12 (Stage 2) Subjects
Religious Education Integrated Learning (Religion) 20 Stage 1 credits (compulsory)	Religious Education Integrated Learning (Religion) 10 Stage 2 credits (compulsory)	Religious Education Integrated Learning (Religion) 10 Stage 2 credits (compulsory)
The Arts Visual Arts- Art (Stage 1) Visual Arts- Design (Stage 1) ICT Media Arts Music Music Technology	The Arts Visual Arts- Art (Stage 2) Visual Arts- Design (Stage 2) Media Studies Music Experience Music Advanced	The Arts Visual Arts - Art Visual Arts - Design Media Studies Music <ul style="list-style-type: none"> • Music Explorations • Music Performance - Ensemble • Music Performance - Solo • Music Studies Creative Arts
<ul style="list-style-type: none"> • Integrated Learning, Visual Arts and Music are undertaken as a Stage 1 subject in Year 10 • Integrated Learning, Visual Arts and Music are undertaken as a Stage 2 subject in Year 11 and/or Year 12 		
Business Business A: Accounting & Economics Business B: Business & Law	Business Accounting Business Innovation Legal Studies Economics	Business Accounting Business Innovation Legal Studies Economics
English English Literary Studies English Essential English <i>*Compulsory. Students must choose one of the above for a full year</i>	English English Literary Studies English Essential English <i>*Compulsory. Students must choose one of the above for a full year</i>	English English Literary Studies English Essential English
Health and Physical Education Health & Physical Education (compulsory) Sports Science Outdoor Education	Health and Physical Education Health & Physical Education Outdoor Education	Health and Physical Education Health & Physical Education Outdoor Education
Humanities History (compulsory) Geography (compulsory)	Humanities Modern History Geography	Humanities Modern History Geography

SENIOR SUBJECT LISTING

Year 10 Subjects cont.	Year 11 Subjects cont.	Year 12 Subjects cont.
Italian Italian (beginners, Stage 1) Italian (continuers, Stage 1)	Italian Italian (beginners, Stage 2) Italian (continuers, Stage 2)	Italian Italian (beginners, Stage 2) Italian (continuers, Stage 2)
<ul style="list-style-type: none"> Italian is undertaken as a Stage 1 subject in Year 10 - beginners and/or continuers Italian is undertaken as a Stage 2 subject in Year 11 and/or Year 12 - beginners and/or continuers 		
Mathematics Essential Mathematics General Mathematics Mathematical Methods <i>*Compulsory. Students must choose one of the above for a full year</i> Advanced Mathematics	Mathematics Essential Mathematics, General Mathematics Mathematical Methods <i>* Compulsory. Students must choose one of the above for a minimum of one semester</i> Specialist Mathematics	Mathematics Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
Science Science (compulsory) Advanced Science Introduction to Psychology	Science Physics Chemistry Biology Psychology Scientific Studies	Science Physics Chemistry Biology Psychology
Digital Technologies Robotics and Coding	Digital Technologies Robotics and Electronic Systems	Digital Technologies Robotics and Electronic Systems
Design, Technology & Engineering Metalwork Woodwork Fusion 360 & 3D Printing	Design, Technology & Engineering Metalwork Woodwork Fusion 360 & 3D Printing	Design, Technology & Engineering Metalwork Furniture Construction Fusion 360 & 3D Printing (from 2025)
Cross Disciplinary Studies Exploring Identities and Futures (EIF) (compulsory) Research Practices (compulsory)	Cross Disciplinary Studies Research Project - Stage 2 (compulsory) Workplace Practices External VET: Through negotiation with VET Coordinator	Cross Disciplinary Studies Workplace Practices Community Connections External VET : Through negotiation with VET Coordinator

KEY COLLEGE STAFF

Leadership		Email
Principal	Paul Belton	pbelton@stpauls.sa.edu.au
Deputy Principal	Joshua Foulis	jfoulis@stpauls.sa.edu.au
APRIM	Joseph Hicks	jhicks@stpauls.sa.edu.au
Head of Wellbeing (Years 7-12)	John Grave	jgrave@stpauls.sa.edu.au
Head of Teaching & Learning (Years 7-12)	Matthew Muscat	mmuscat@stpauls.sa.edu.au
Head of Learning Diversity (Years 7-12)	Alexandra Harrison	aharrison@stpauls.sa.edu.au
Leaders of Learning		Email
The Arts	Sarah Fedele	sfedele@stpauls.sa.edu.au
Health & Physical Education	Jessica Stace	jstace@stpauls.sa.edu.au
Design & Construction	Jonathan Prenzler	jprenzler@stpauls.sa.edu.au
Digital Technologies	Michael White	mwhite@stpauls.sa.edu.au
Middle Years STEM	Susan O'Malley	somalley@stpauls.sa.edu.au
Middle Years LEAF	Joanna D'Angelo	jdangelo@stpauls.sa.edu.au
Senior Years Science & Maths	Giannina Hoffman	ghoffman@stpauls.sa.edu.au
Senior Years English & HASS	Rachel Lynds	rlynds@stpauls.sa.edu.au
Leaders of House		Email
Dally	Daniel Hughes	dhughes@stpauls.sa.edu.au
Gleeson	Thomas Jordan	tjordan@stpauls.sa.edu.au
Marlow	Perry Campbell	pcampbell@stpauls.sa.edu.au
Nagle	Stephanie Vidoni	svidoni@stpauls.sa.edu.au
O'Loughlin	Alan Fulton	afulton@stpauls.sa.edu.au
Coordinators		Email
Inclusive Education Coordinator	Emily Norris	enorris@stpauls.sa.edu.au
SACE Coordinator	Giannina Hoffman	ghoffman@stpauls.sa.edu.au
VET & Careers Coordinator	Jo-Anne Williams	jwilliams@stpauls.sa.edu.au
Music Coordinator	Libby Verrall	lverrall@stpauls.sa.edu.au
Religious Identity Leader Middle Years	Maria Girolamo-Corbo	mgiralamocorbo@stpauls.sa.edu.au
Student Voice and Transition Coordinator	Donna Nguyen	dnguyen@stpauls.sa.edu.au
EAL/D Coordinator	Imtiaz Bughio	ibughio@stpauls.sa.edu.au

What is the SACE?

The SACE is an internationally recognised qualification that opens pathways leading to vocations and careers, further studies and employment. The SACE also ensures that students leave school with strong transferable skills.

Students in Years 7-10 study a broad range of subjects in order to lay the foundations for success in the SACE. The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (Years 11 and 12).

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11, though with some subjects in Year 10) and Stage 2 (normally undertaken in Year 12). Students are able to study a wide range of subjects and courses as part of the SACE.

When do students begin the SACE?

The SACE begins in Year 10 with the introduction of a compulsory subject called Exploring Identities and Futures, as well as Research Practices and Integrated Learning (Religion). The SACE then continues through Year 11 and Year 12.

What are some of the features of the SACE?

Students will:

- Receive credits for many different forms of education and training (such as traditional subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board.
- Be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken.
- Receive A to E grades in every Stage 1 subject and A+ to E- grades in every Stage 2 SACE subject.
- Be expected to gain and demonstrate essential skills and knowledge for their future, focusing on the seven capabilities, literacy, numeracy, information and communication technology, critical and creative thinking, personal and social, ethical understanding and inter-cultural understanding.
- Have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the state.

The requirements to achieve the SACE

To be awarded the SACE, students must:

- Gain 200 credits from the subjects that they have completed (semester of work = 10 credits).
- Complete the Stage 1 Exploring Identities and Futures (with a grade of C or higher).
- Complete the Literacy Requirement (20 credits from a range of English options with a grade of C or higher).
- Complete the Numeracy Requirement (10 credits from a range of Mathematics options with a grade of C or higher).
- Complete the Stage 2 Research Project (with a grade of C- or higher).
- Attain a C grade or higher in an additional 60 credits (equivalent to 3 full year subjects) of Stage 2 study.

The SACE is the basic requirement for entry to higher education. Higher education institutions use the Australian Tertiary Admission Rank (ATAR), derived from SACE studies, to rank students for selection to particular courses. To be eligible for an ATAR students must complete 90 Stage 2 credits - the equivalent of four full year Stage 2 (Year 12) subjects, plus the Research Project. Of these subjects, three must be Tertiary Admission Subjects. Achieving an ATAR is not a requirement of the SACE, which can be achieved without an ATAR (especially if no tertiary study is planned).

At Stage 1 (Year 11) and Stage 2 (Year 12), St Paul's College offers a variety of subjects that enable our students to meet the requirements of the SACE. The South Australian Certificate of Education (SACE) exists to encourage students to successfully complete secondary education and to attest to their readiness for entry into post-school studies, employment or apprenticeship. The SACE also ensures that students leave school with a strong general education.

A graphical representation of SACE

Requirements	Credits
Year 10	
Exploring Identities and Futures	10
Year 11 (Stage 1)	
Literacy (select from a range of English subjects and courses)	20
Numeracy (select from a range of Mathematics subjects and courses)	10
Year 11 or 12 (Stage 1 or 2)	
Subjects and courses of students choice	up to 90
Year 12 (Stage 2)	
Research Project	10
Other Stage 2 subjects and courses*	60 or more
TOTAL	200

Compulsory Stage 1 Completion
Compulsory Stage 2 Completion
Students select subjects for completion

*Most students will complete subjects or courses totalling more than 70 credits at Stage 2

What is Exploring Identities and Futures?

EIF represents a shift away from viewing students as participants in learning, to empowered co-designers of their own learning. Students will be responsible for exploring learning opportunities, exercising their agency, and building connections with others.

In this subject, students:

- develop agency by exploring their identity, interests, strengths, skills, capabilities and or values; and making choices about their learning
- demonstrate self-efficacy through planning and implementing actions to develop their capabilities and connecting with future aspirations
- apply self-regulation skills by contributing to activities to achieve goals, seeking feedback, and making decisions
- develop their communication skills through interaction, collaboration, sharing evidence of their learning progress and developing connections with others.

Exploring Identities and Futures will contribute 10 credits towards the SACE.

What is the Research Project?

The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE). Students must complete the 10-credit Research Project at Stage 2 of the SACE, and attain a C- grade or better.

NOTE: The Research Project at St Paul's College will be undertaken in Year 11.

Within the Research Project students will:

- Choose a topic of interest—it may be linked to a SACE subject or course, or to a workplace or community context.
- 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.

Reporting Achievement in SACE Studies?

Within the SACE, Stage 1 students will receive A-E grades in all subjects. Stage 2 students are graded A+ - E-. The grade a student is awarded is based entirely on the performance standards contained within the subject outline published by the SACE Board.

Grade	Description
A	Excellent Achievement
B	Good Achievement
C	Satisfactory Achievement
D	Partial Achievement
E	Minimal Achievement

St Paul's College prepare reports which include the Australian Government requirements specified in the School Assistance (Learning Together - Achievement Through Choice and Opportunity) Act 2008.

For full details about the SACE refer to the SACE Board website. The SACE Board website can be accessed using the following link: www.sace.sa.edu.au/home

SACE Requirements at St Paul's College

STAGE 1 (Year 10)

Over the course of Year 10, students will complete Stage 1 Exploring Identities and Futures, Research Practices and Integrated Learning (RE).

STAGE 1 (Year 11)

Semester 1	Integrated Learning (RE)/ Research Project (Stage 2)	Maths	English	Free Choice	Free Choice	Free Choice
Credit	10 credits	10 credits	10 credits	10 credits	10 credits	10 credits
Semester 2	Integrated Learning (RE)/ Research Project (Stage 2)	Maths * Optional	English	Free Choice	Free Choice	Free Choice
Credit	10 credits	10 credits	10 credits	10 credits	10 credits	10 credits

STAGE 2 (Year 12)

	Integrated Learning (RE)	Free Choice	Free Choice	Free Choice	Free Choice
Credit	20 credits	20 credits	20 credits	20 credits	20 credits

* Optional (if a C grade or better has been achieved in Mathematics Semester 1)

SACE Planner



SACE
Board of SA

Exploring Identities and Futures (EIF) = 10 credits

Credits

10

Literacy = 20 credits

Choose from a range of English subjects or courses

Subtotal10

Numeracy = 10 credits

Choose from a range of mathematics subjects or courses

Subtotal30

Stage 2 subjects or courses = 60 credits

Choose from a range of Stage 2 subjects and courses

Research Project = 10 credits

10

Subtotal70

Additional choices = 90 credits

Choose from a range of Stage 1 and Stage 2 subjects and courses

Subtotal90

To gain the SACE, you must earn 200 credits

<div></div>	Compulsory Stage 1	Students must achieve a C grade or higher for
<div></div>	Compulsory Stage 1 and/or Stage 2	Stage 1 requirements and a C- or higher for
<div></div>	Compulsory Stage 2	Stage 2 requirements to complete the SACE
<div></div>	Choice of subjects and/or courses	Students must achieve a grade or equivalent
	(Stage 1 and/or 2)	for subjects and/or courses selected

Total200

Vocational Education and Training (VET) is education and training that provides students with skills and knowledge for work. VET operates through a national training system, and is delivered, assessed and certified by Registered Training Organisations either within the College or at an external training facility.

The SACE is designed to give students increased flexibility, including greater opportunities to have diverse forms of learning and achievement recognised. These directions are in line with the SACE Board legislation and state and national policies aimed at facilitating the transition of young people from school to further education, training and employment.

The recognition arrangements for VET in the SACE will enable students to include more vocational education and training (VET) in their SACE studies. These recognition arrangements help students to build coherent pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

Structured VET programs:

- Are integrated with the general curriculum.
- Include structured learning opportunities in the workplace.
- Lead to nationally recognised qualifications.
- Are based on nationally endorsed industry competency standards.
- Assess skills and knowledge to the standards that employers expect in real workplaces.
- Provide a range of flexible education and training pathways.

Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

SACE Credits

Students can gain SACE credits for the successful completion of VET qualifications or units of competency that make up a qualification. A student will earn 10 SACE credits for the successful completion of 70 nominal hours of VET, up to the maximum number of credits allocated to each qualification. A student will earn 5 SACE credits for the successful completion of 35 nominal hours of VET. The VET Recognition Register lists the maximum and minimum number of SACE credits allocated to each qualification.

Recognition at SACE Stage 1 and/or Stage 2

All VET qualifications or units of competency that make up a qualification, in the Australian Qualifications Framework (AQF) can contribute to the completion requirements of the SACE. The SACE Board determines the SACE stage at which qualifications will be granted recognition in the SACE. In most cases a Certificate I or II VET qualification (i.e. all the units of competency that make up the qualification) will be recognised at Stage 1 level. Units of competency from Certificate III qualifications will be recognised at Stage 2 level. There are some variations to this but the St Paul's College VET Coordinator will liaise with students in regards to this, alternatively, you can email jwilliams@stpauls.sa.edu.au for details.

VET Recognition Register

The VET Recognition Register shows, for each qualification, the:

- Maximum and minimum number of SACE credits that students can earn by completing the qualification.
- SACE stage(s) at which SACE credits earned for the qualification will be recognised for SACE purposes.

The SACE VET recognition register: www.sace.sa.edu.au/subjects/recognised-learning/recognition-register/vet-recognition-register

Vocational Education Options

There are a wide range of VET options available in consultation with your VET coordinator.

Industries include:

- Animal Care
- Automotive
- Business & Finance
- Community Services & Health (including Child Care, Aged Care)
- Construction
- Electro-technology
- Engineering
- Fashion Design
- Fitness
- Furnishing
- Hairdressing & Beauty
- Hospitality
- Information Technology (including 3D Game Art)
- Media & Design
- Music, Art & Culture
- Retail
- Tourism
- Carpentry

Religion - Flow Chart

Year 7 LEAF - English, HASS, Religious Education	Year 8 LEAF - English, HASS, Religious Education	Year 9 LEAF - HASS, Religious Education	Year 10 Stage 1 Integrated Learning - Religion (20 credits)	Year 11 Stage 2 Integrated Learning Religion (10 credits)	Year 12 Stage 2 Integrated Learning Religion (10 credits)
---	---	--	---	---	---

**Integrated Learning - Religion is undertaken as a Stage 1 subject in Year 10*
**Integrated Learning - Religion is undertaken as a Stage 2 subject in Year 11 and Year 12*

Year 10 - Religion

INTEGRATED LEARNING - RELIGION

YEAR LEVEL	Stage 1
LENGTH OF COURSE	Full Year
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	None

COURSE DESCRIPTION

Units undertaken are:

- Catholic Social Teaching
- Indigenous Spirituality
- Ethics
- Christian Service
- Justice and Advocacy

The Retreat, which is a compulsory part of the curriculum, has as its theme "Going Beyond your Comfort Zone".

EVIDENCE OF LEARNING

- Christian Service Learning Reflection
- Just Advocacy Fair
- CST Pamphlet
- Practical Inquiries

Year 11 - Religion

INTEGRATED LEARNING - RELIGION

YEAR LEVEL	Stage 2
CREDITS	To be resulted in Year 12
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	None
COURSE LEADS TO	Stage 2 Integrated Learning (Religion)

COURSE DESCRIPTION

Students focus on Edmund Rice values. There are two topics covered this year, Disability Awareness and Prayer.

EVIDENCE OF LEARNING

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

- Practical Inquiry
- Connections

Year 12 - Religion

INTEGRATED LEARNING - RELIGION

YEAR LEVEL	Stage 2
CREDITS	20 credits
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	None

COURSE DESCRIPTION

Students continue to look at the values stemming from the Edmund Rice tradition. Topics covered are religious diversity, human dignity and positive masculinity, Christian Service and Easter.

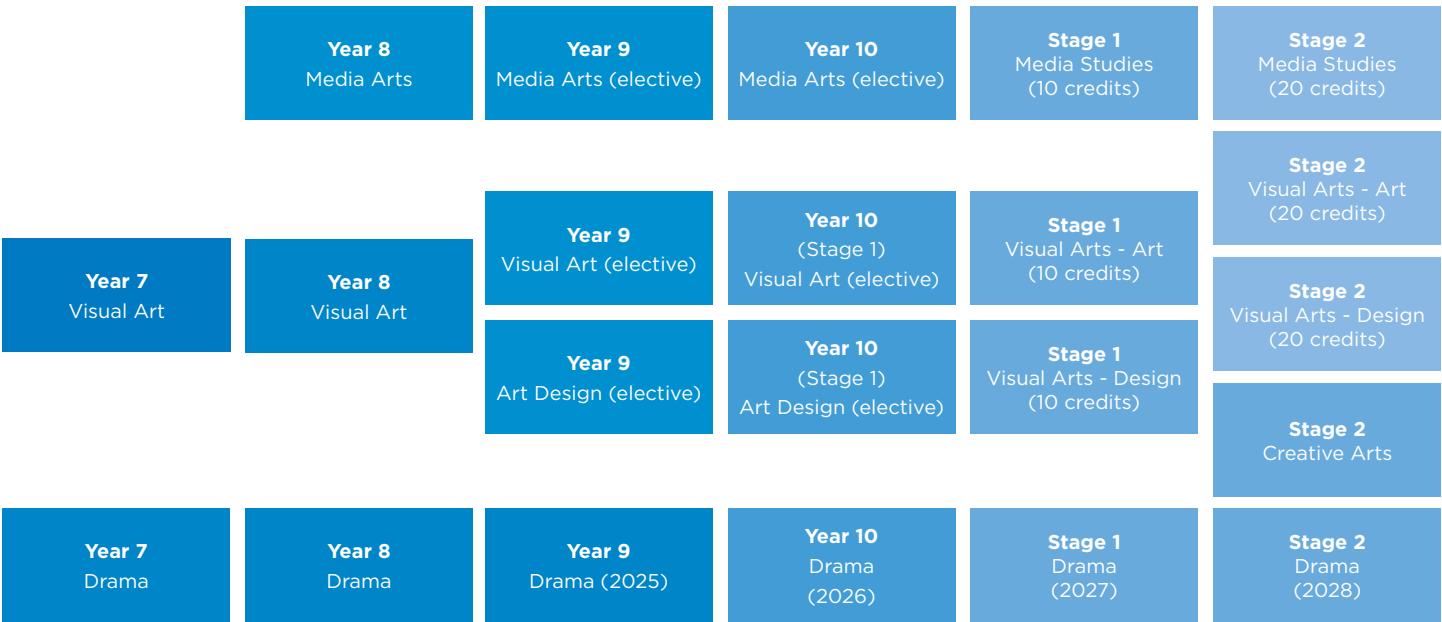
EVIDENCE OF LEARNING

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

- Practical Inquiry
- Connections
- Personal endeavour (External Assessment)

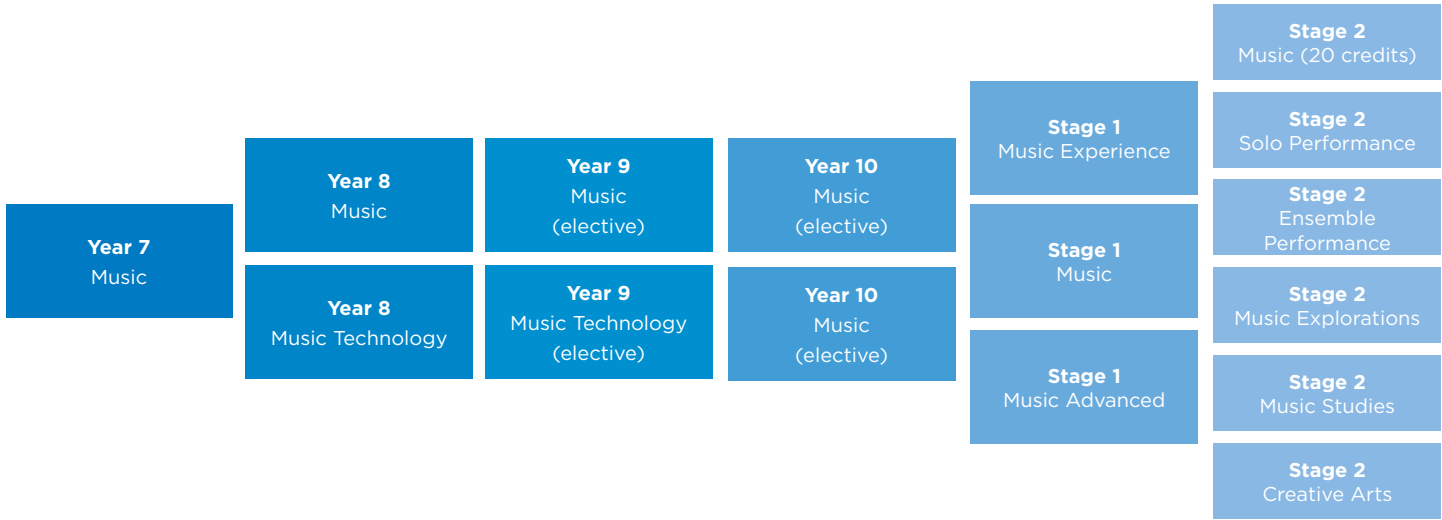
THE ARTS

The Arts and Design - Flow Chart



**Visual Art- Art and Visual Art -Design is undertaken as a Stage 1 subject in Year 10*
**Visual Art- Art and Visual Art -Design is undertaken as a Stage 2 subject in Year 11 and/or Year 12*

Music - Flow Chart



Year 10 Courses - The Arts

MUSIC - ELECTIVE

LENGTH OF COURSE	Full year
PRE-REQUISITES	Previous instrument / voice study

COURSE DESCRIPTION

In Year 10 Music, students will develop skills and aural sensitivity through a wide range of experience with musical instruments and voice. They listen critically to their own music and that of others and develop analytical skills to evaluate and reflect upon music of different styles and from differing times and contexts.

A more intensive course is covered and there is an expectation that all students undertaking Music will study and perform on their chosen instrument/voice. Students continue to develop their theoretical knowledge and aural acuity. Performing in groups and individually develops further practical skills as does composition. Students studying Year 10 Music are expected to take instrument/voice lessons from private instructors either at school or outside of school and to cover the cost of these lessons themselves. It is also expected that students hire or buy their own instrument.

The Music course consists of:

- Musicianship – third grade fundamental theory – scales, syncopation, ties, slurs, intervals, chords and their extensions, key signatures. Aural guided listening skills
- Solo Performance
- Ensemble performance
- Arranging
- Music research project

In Year 10 Music, individual instrumental lessons are compulsory. It is also expected that students perform in an ensemble including rock band, or choir etc and make themselves available for performances at various events outside of lesson time. These might include Arts Nights, Masses, music concerts and primary school performances.

Students intending to take Stage 1 Music must complete a year of Music in Year 10.

EVIDENCE OF LEARNING

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

ART DESIGN - ELECTIVE

LENGTH OF COURSE	1 semester
PRE-REQUISITES	None

COURSE DESCRIPTION

This course focuses on the essential skills of visual literacy and creative problem solving. Students will employ the design process to produce a range of creative responses to a design brief. Students explore and experiment with a range of media, ideas and themes, while developing a variety of design skills and techniques.

All practical work will be supported by developmental work and research into relevant designers and their work. This will be recorded in a Visual Diary (Folio).

EVIDENCE OF LEARNING

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

MEDIA ARTS - ELECTIVE

LENGTH OF COURSE	1 semester
PRE-REQUISITES	None

COURSE DESCRIPTION

Learning in Media Arts involves students learning to engage with communications technologies and cross-disciplinary art forms, to design, produce, distribute and interact with a range of print, audio, screen-based or hybrid artworks. Students explore, view, analyse and participate in media culture from a range of viewpoints and contexts. They acquire skills and processes to work in a range of forms and styles. Students learn to reflect critically on their own and others' media arts experiences and evaluate media artworks, cultures and contexts. They express, conceptualise and communicate through their media artworks with increasing complexity and aesthetic understanding.

EVIDENCE OF LEARNING

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

VISUAL ART - ELECTIVE

LENGTH OF COURSE	1 semester
PRE-REQUISITES	None

COURSE DESCRIPTION

This course focuses on the essential skills of visual literacy and creative problem solving. Students will explore and experiment with a range of media, ideas and themes, whilst developing a variety of artistic skills and techniques. All practical work will be supported by developmental work and research into relevant practitioners and their work.

- Each semester course includes four components:
- 2D component (drawing, painting or mixed media)
- 3D component (clay, modroc design)
- Theoretical Understanding (Research and Analysis)

EVIDENCE OF LEARNING

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

Stage 1 Courses - The Arts

VISUAL ARTS – ART OR DESIGN

CREDITS	10 or 20 credits
PRE-REQUISITES	Year 10 Visual Arts preferred
COURSE LEADS TO	Stage 2 Visual Arts – Art/or Design

COURSE DESCRIPTION

The Art / Design course involves students developing specific skills through the study of Art/Design and the processes involved in the creation of art/ design works. The Visual Art course involves exploration and investigation with particular emphasis being placed on extending and refining Visual Art qualities involved in creating artworks. The Visual Design course involves students developing specific skills through the study of Design and the production of visual works that show the process and final resolution involved in creating solutions for Communication Design, Environmental Design and Product Design.

EVIDENCE OF LEARNING

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Folio, Practical and Visual Study including a practitioners statement on the assessed work.

- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Visual Study including a practitioners statement on the assessed work

MEDIA STUDIES

CREDITS	10 credits
PRE-REQUISITES	Optional
COURSE LEADS TO	None

COURSE DESCRIPTION

Media Studies offers students the opportunity to learn and engage with range of key ICT/Multimedia areas of study.

It allows students to develop skills, knowledge, and an understanding of key principles of electronic, print and photographic/video applications. It will enable students to creatively use media technologies in both individual and collaborative production activities.

Photography and film making are key aspects of this subject combined with the Adobe Creative Suite. This encompasses the use of programs such as Photoshop, Premiere (video editing), Illustrator, Animate, InDesign (print/layout), Audition (audio), as well as Web design.

A range of other topics such as Youth and the Media, Gaming, Advertising and Sports in the Media are also investigated.

It is suitable for those not only looking towards careers related to the ICT/ Creative Industries/ Media Arts but will also be of benefit to a range of both interests and careers in the ability to apply the acquired skills.

Emphasis is placed upon student preferences providing the opportunity to develop and create product in the media of their choosing.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 Media Studies:

- Assessment Type 1: Folio
- Assessment Type 2: Interaction Study
- Assessment Type 3: Product.

Stage 1 Courses - The Arts

MUSIC

CREDITS	20 credits
PRE-REQUISITES	Year 10 Music
COURSE LEADS TO	Stage 2 Music

EXTRA REQUIREMENTS

It is necessary for all participants to take instrumental or vocal lessons and be actively involved in at least one school-based ensemble.

COURSE DESCRIPTION

This program is geared towards preparing students for the various options available in Stage 2 Music. Opportunities exist for students to develop their performance skills, participating in both the solo performance and ensemble performance settings. Aural recognition and understanding are a key feature of this subject, as well as extending students' knowledge and application of notation and analysis. This is done through regular practice and use of these skills. Students have frequent access to music within the technological setting through use of music computing programs and through learning to effectively use a PA system within the performance setting. Students will also have the opportunity to express their imagination and creativity through the study and understanding of music composition and arrangement. While the students will develop knowledge and skills pertaining to each individual area of study, it is the integration of these experiences that acts as a tool toward developing well rounded musicians.

EVIDENCE OF LEARNING

Students demonstrate evidence of their learning through the following assessment types: Creative Works and Musical Literacy.

- Assessment Type 1: Creative Works

Students develop, refine and present a performance of a creative work, as a member of an ensemble and as a solo performer. Students may perform using instruments (including technology and found sounds) and/or voice.

Students develop, refine and present a performance of a creative work, as an Ensemble performer and as a solo performer. Students may perform using instruments (including technology and found sounds) and/or voice.

Students demonstrate their knowledge and understanding of arranging techniques through the harmonisation and arrangement of a simple melody including a rhythm section.

- Assessment Type 2: Musical Literacy

Students demonstrate their knowledge and understanding of theoretical and aural concepts related to melody, rhythm, scales, intervals, chords, transposition and analysis. Students also reflect on their learning with reference to the ways in which they have used musical elements and compositional techniques in any of their creative works.

Stage 2 Courses - The Arts

CREATIVE ARTS

CREDITS	10 credits
PRE-REQUISITES	Year 11 Visual Arts- Art or Design, Year 11 Music, Year 11 Drama, Year 11 Media Arts

COURSE DESCRIPTION

Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, visual art, craft and design works, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles.

Students analyse and evaluate creative arts products in different contexts and from various perspectives and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

EVIDENCE OF LEARNING

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

- Assessment Type 1: Product (50%)
- Assessment Type 2: Folio (50%)



Stage 2 Courses - The Arts

VISUAL ARTS – ART OR DESIGN

CREDITS	20 credits
PRE-REQUISITES	Stage 1 Visual Arts- Art or Design

COURSE DESCRIPTION

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

The broad area of Art includes artistic methods and outcomes, including the development of ideas, research, experimentation, and analysis with media and techniques to create resolution through visual works.

The broad area of Design includes, but is not limited to, Graphic and Communication Design, Environmental Design and Product Design. It emphasises defining a problem, problem solving, the generation of experiments and development of concepts and skills to effectively communicate resolutions through visual works.

EVIDENCE OF LEARNING

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

- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Visual Study

MEDIA STUDIES

CREDITS	20 credits
PRE-REQUISITES	Stage 1 Visual Arts- Art or Design

COURSE DESCRIPTION

Students develop media literacy and production skills by critically observing media practice, critically analysing media texts, and creating media products. By developing sensitivity to trends in media content, students learn about their own culture and that of others, and the effect of media on individual and group identity.

The focus of Media Studies is on exploring the dynamic role of media in Australian and global contexts. Students develop an understanding of the ways in which media provide views of world events, interpretations of the world, and entertainment. Students consider how media can exert a significant influence on the ways in which people receive and interpret information about the world, explore their own culture and that of others, construct their identity, make economic choices, develop political ideas, and spend their leisure time. Media contribute to the formation of cultural identity because they are central to everyday life.

Students are involved in discussing and analysing media issues, interacting with media, and creating media products. Students actively engage and interact with media, while learning to make informed choices. The analytical elements of Media Studies support students to develop critical research and analysis skills that may lead to future study or employment pathways.

EVIDENCE OF LEARNING

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

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Product (40%)
- Assessment Type 3: Investigation (30%).

MUSIC

CREDITS	20 credits
PRE-REQUISITES	Stage 1 Music

EXTRA REQUIREMENTS

It is necessary for all participants to take instrumental or vocal lessons.

COURSE DESCRIPTION

The flexible structure of the Stage 2 Music courses allows students to study music appropriate to their needs, interests, and experiences. Each subject consists of three strands; understanding, creating and responding to music.

MUSIC PERFORMANCE - SOLO (10 CREDITS)

Students develop and extend their musical skills and techniques in creating their own solo performances. This includes discussion of their chosen repertoire and evaluation of their own performances.

MUSIC PERFORMANCE - ENSEMBLE (10 CREDITS)

Students develop and extend their musical skills and techniques in creating ensemble performances. This includes discussion of their chosen repertoire and evaluation of their own ensemble performances.

MUSIC EXPLORATIONS (20 CREDITS)

Students explore and experiment with musical styles, influences, techniques, and/or music production, as they develop their understanding of music. This includes the study of music creation, presentation and/or production and experimentation with the students' own creations. Students respond to and discuss their own and others' works and connect their findings to their own creative works.

MUSIC STUDIES (20 CREDITS)

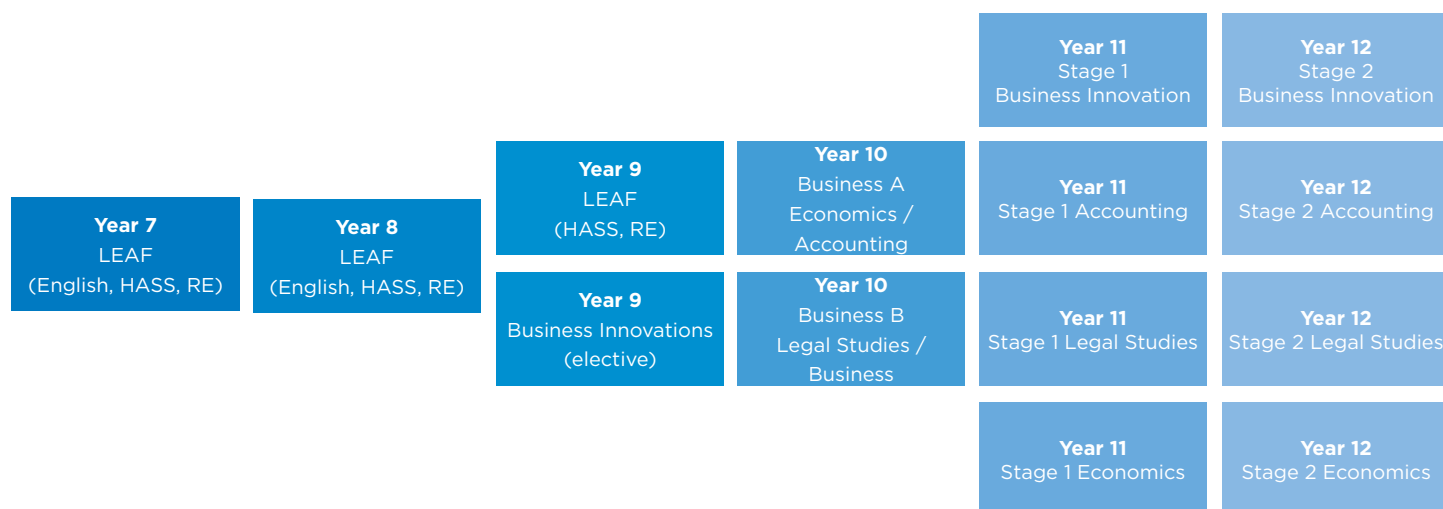
Students develop an understanding of selected musical works and styles through musical literacy tasks and apply their understanding in the creation of their own performances or compositions. In addition to these tasks, students must also complete a two-hour examination.

EVIDENCE OF LEARNING

Forms of both practical and theoretical assessments, external and school assessed, dependent on course selected.



Business - Flow Chart



Year 10 - Business

BUSINESS A - ELECTIVE

CREDITS	One semester
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	None

COURSE DESCRIPTION

Business A offers students the opportunity to undertake a semester of study, on a unit of Accounting and a unit of Economics. Among the skills that may be developed in this course are the ability to investigate, analyse, evaluate and the ability to communicate.

Business A includes the study of:

- financial sector and economic decision making
- cause and effect relationship
- patterns of trade
- superannuation
- consumer and financial risk and reward
- short and long term consequences of consumer and financial decision making.

EVIDENCE OF LEARNING

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

BUSINESS B - ELECTIVE

CREDITS	One semester
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	None

COURSE DESCRIPTION

Business B is a dynamic activity that operates in a constantly changing global environment. Although its decision-making processes and operations are subject to various internal and external influences, business also acts as an initiator and agent of change in society.

Business B offers students the opportunity to undertake a semester on study, comprised of a unit of Business Innovation and a unit of Legal Studies.

Through their studies, students are encouraged to be enterprising and to engage in interaction with business and the community.

Business B includes the study of:

- government parliament and the High Court
- government intervention in the economy to improve performance and living standards
- workforce management and productivity
- entrepreneurs and competitive advantage
- influence of media
- community contribution to civic life.

EVIDENCE OF LEARNING

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

Stage 1 - Business, Law & Commerce

ACCOUNTING

CREDITS	10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	None
COURSE LEADS TO	Stage 2 Accounting

COURSE DESCRIPTION

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

EVIDENCE OF LEARNING

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

- Assessment Type 1: Accounting Skills
- Assessment Type 2: Accounting Inquiry

LEGAL STUDIES

CREDITS	10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	None
COURSE LEADS TO	Stage 2 Legal Studies

COURSE DESCRIPTION

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system.

EVIDENCE OF LEARNING

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

- Assessment Type 1: Analytical Response
- Assessment Type 2: Inquiry
- Assessment Type 3: Presentation

BUSINESS INNOVATION

CREDITS	10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	None
COURSE LEADS TO	Stage 2 Business Innovation

COURSE DESCRIPTION

At Stage 1, students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. They consider the opportunities and challenges associated with start-up and existing businesses, and consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on global and local communities.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 Business Innovation:

- Assessment Type 1: Business Skills
- Assessment Type 2: Business Pitch.

ECONOMICS

CREDITS	10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	None
COURSE LEADS TO	Stage 2 Economics

COURSE DESCRIPTION

Students learn how an economy operates, the structure of economic systems and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants. They become aware that economic decisions are not value-free and have outcomes that may be inconsistent with social, moral, and ethical values.

Students research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 Economics

- Assessment Type 1: Folio
- Assessment Type 2: Economic Project.

Stage 2 - Business, Law & Commerce

ACCOUNTING

CREDITS	20 credits
PRE-REQUISITES	Stage 1 Accounting

COURSE DESCRIPTION

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

EVIDENCE OF LEARNING

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

- Assessment Type 1: Accounting Concepts and Solutions (40%)
- Assessment Type 2: Accounting Advice (30%)
- Assessment Type 3: Examination (30%) (Externally Assessed)

LEGAL STUDIES

CREDITS	20 credits
PRE-REQUISITES	Stage 1 Legal Studies

COURSE DESCRIPTION

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgements about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

EVIDENCE OF LEARNING

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

- Assessment Type 1: Folio (40%)
- Assessment Type 2: Inquiry (30%)
- Assessment Type 3: Examination (30%) (Externally Assessed)

BUSINESS INNOVATION

CREDITS	20 credits
PRE-REQUISITES	Stage 1 Business Innovation

COURSE DESCRIPTION

In Stage 2 students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. They engage with complex, dynamic real world problems, to identify and design, test, iterate, and communicate viable business solutions.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 Business Innovation:

School Assessment (70%)

- Assessment Type 1: Business Skills (40%)
- Assessment Type 2: Business Model (30%)

External Assessment (30%)

- Assessment Type 3: Business Plan and Pitch (30%).

ECONOMICS

CREDITS	20 credits
PRE-REQUISITES	Stage 1 Economics

COURSE DESCRIPTION

Students learn how an economy operates, the structure of economic systems and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants. They become aware that economic decisions are not value-free and have outcomes that may be inconsistent with social, moral, and ethical values. Students research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings.

EVIDENCE OF LEARNING

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

- Assessment Type 1: Folio (40%)
- Assessment Type 2: Economic Project (30%)
- Assessment Type 3: Examination (30%) (Externally Assessed)

English - Flow Chart



**students must choose one Stage 1 English subject for a full year*

Year 10 - English

ENGLISH - CORE SUBJECT

COURSE LENGTH	Full year
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	None
COURSE LEADS TO	Stage 1 English, English Literary Studies

COURSE DESCRIPTION

The study of English at Year 10 builds on the language skills taught in Year 7 & 8 LEAF and Year 9 English and aims to prepare students for further study and application of English at Stage 1 and 2.

An important feature of English is the study of texts. Students are required to challenge, question and analyse texts in order to explore historical and cultural views and values. They become familiar with the way language, texts and meaning vary according to the purpose, audience and form. Thus, students are encouraged to explore ideas and to think imaginatively and critically about themselves, their world and global community.

Students learn that the different ways of using language both reflect and shape the values, attitudes and beliefs of their social and cultural group and that all texts, even those which have been self-composed, transmit particular cultural perspectives. As such, language can be manipulated in powerful ways to influence others.

AREAS OF STUDY

- Imaginative texts
- Poetic texts
- Informative texts
- Persuasive texts
- Intertextuality
- Written language
- Spoken language
- Visual language
- Multi-modal language

EVIDENCE OF LEARNING

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

Year 10 - English

ESSENTIAL ENGLISH - CORE SUBJECT

COURSE LENGTH	Full year
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	None
COURSE LEADS TO	Stage 1 Essential English

COURSE DESCRIPTION

Students develop essential literacy and language skills through practical engagement with the mechanics of language. Students respond to and create a range of everyday texts for a variety of purposes and audiences.

EVIDENCE OF LEARNING

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

ENGLISH LITERARY STUDIES

COURSE LENGTH	Full year
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	None
COURSE LEADS TO	Stage 1 Essential English

COURSE DESCRIPTION

Year 10 English Literary Studies

The study of English Literary Studies at Year 10 builds on the literature and language skills taught in Year 7 & 8 LEAF and Year 9 English and aims to prepare students for further study and application of English Literary Studies at Stage 1 and 2.

English Literary Studies focuses on the study of texts from various critical perspectives. Students are required to challenge, question and analyse texts from a range of viewpoints in a variety of contexts in order to enhance their understanding of historical and cultural views and values. They develop an appreciation of the ways language, texts and meaning vary according to the purpose, audience and form.

Through comparative and transformative activities, students explore and experiment with the different ways of using language to both reflect and shape the values, attitudes and beliefs of particular social and cultural groups, and that all texts, even those which have been self-composed, transmit particular cultural perspectives.

AREAS OF STUDY

- Imaginative texts
- Poetic texts
- Informative texts
- Persuasive texts
- Intertextuality
- Written language
- Spoken language
- Visual language
- Multi-modal language

Stage 1 - English

ENGLISH LITERARY STUDIES

CREDITS	2 x 10 Credits
COMPULSORY/ OPTIONAL	Compulsory
PRE-REQUISITES	Year 10 English
COURSE LEADS TO	Stage 2 English Stage 2 English Literary Studies

COURSE DESCRIPTION

Students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience and context is applied in students' own creation of imaginative, interpretive, analytical and persuasive texts that may be written, oral, and/or multimodal.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, the past and from Australian and other cultures.

EVIDENCE OF LEARNING

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

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study (connect two or more texts)

ESSENTIAL ENGLISH

CREDITS	2 x 10 Credits
COMPULSORY/ OPTIONAL	Compulsory
PRE-REQUISITES	Year 10 English
COURSE LEADS TO	Stage 2 Essential English

COURSE DESCRIPTION

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

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

EVIDENCE OF LEARNING

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

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

ENGLISH

CREDITS	2 x 10 Credits
COMPULSORY/ OPTIONAL	Compulsory
PRE-REQUISITES	Year 10 English
COURSE LEADS TO	Stage 2 English

COURSE DESCRIPTION

Students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience and context is applied in students' own creation of imaginative, interpretive, analytical and persuasive texts that may be written, oral, and/or multimodal.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, the past and from Australian and other cultures.

EVIDENCE OF LEARNING

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

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study (connect two or more texts)



Stage 2 - English

ENGLISH LITERARY STUDIES

CREDITS	20 credits
PRE-REQUISITES	Stage 1 English Studies

COURSE DESCRIPTION

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

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

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

EVIDENCE OF LEARNING

Students should complete up to nine assessments, including the external assessment component.

- Responding to Texts - 50%
- Creating Texts - 20%
- Text Study (externally assessed)
 - Part A: Comparative Text Study - 15%
 - Part B: Critical Reading - 15% (90 min exam)

ENGLISH

CREDITS	20 credits
PRE-REQUISITES	Stage 1 English

COURSE DESCRIPTION

Students analyse the interrelationship of author, text and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience and context is applied in students' own creation of imaginative, interpretive, analytical and persuasive texts that may be written, oral and/or multimodal.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, the past and from Australian and other cultures.

EVIDENCE OF LEARNING

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

- Responding to Texts 30%
- Creating Texts 40%
- Comparative Analysis 30%

ESSENTIAL ENGLISH

CREDITS	20 credits
PRE-REQUISITES	Stage 1 English

COURSE DESCRIPTION

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

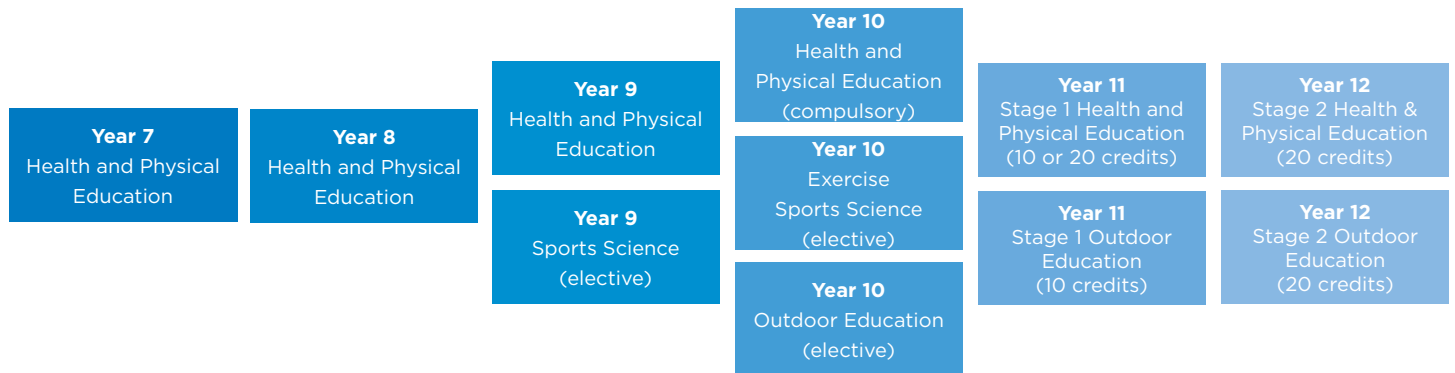
Students understand and interpret information, ideas and perspectives in texts, and consider ways in which language choices are used to create meaning.

EVIDENCE OF LEARNING

- Responding to Texts - 30%
- Creating Texts - 40%
- Language Study (externally assessed) 30%

HEALTH AND PHYSICAL EDUCATION

Health and Physical Education - Flow Chart



Year 10 - Health and Physical Education

HEALTH & PHYSICAL EDUCATION - COMPULSORY

COURSE LENGTH	Full year
COMPULSORY/OPTIONAL	Compulsory

COURSE DESCRIPTION

The Health and Physical Education course involves physical activity and a focus on health. The emphasis is on participation in movement and lifelong physical activity. Students participate in various physical activities, including team games and athletics.

Students are also exposed to health topics such as risk taking behaviours, drugs and alcohol, lifelong health, benefits of physical activity and relationships.

Learning activities include: participation in physical activities, group discussions, written exercises and individual and group work.

EVIDENCE OF LEARNING

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

- Assessment Type 1: Practical Activity
- Assessment Type 2: Written Tasks

YEAR 10 EXERCISE SPORTS SCIENCE - ELECTIVE

COURSE LENGTH	One semester
COMPULSORY/OPTIONAL	Optional

COURSE DESCRIPTION

The Exercise Sports Science course involves the use of exercise and physical activity as a means of extending students' level of knowledge, understanding and application in a sports science setting. The emphasis is on providing exposure to key skills and learning opportunities that will encourage students to engage with high level exercise and sports science platforms, whilst ensuring students are readily equipped with a foundation for SACE pathways in PE.

Students will participate in sport, exercise and movement in a practical setting, with the purpose of improving the analytical skills required for SACE and Tertiary pathways in Exercise Sports Science. Sport and movement will be used as the mode of learning, which will enable rigorous and applicable analysis to underpin this.

Students will have opportunities to develop skills such as gathering and analysing evidence, group and team social skills, PE specific terminology and literacy, coaching of others and self, and providing and receiving quality feedback in movement.

EVIDENCE OF LEARNING

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

- Assessment Type 1: Improvement Tasks
- Assessment Type 2: Diagnostic Tasks
- Assessment Type 3: Practical Skills

HEALTH AND PHYSICAL EDUCATION

Year 10 - Health and Physical Education

YEAR 10 OUTDOOR EDUCATION - ELECTIVE

CREDITS	10 Stage 1 credits
COURSE LENGTH	One semester
COMPULSORY/OPTIONAL	Optional

COURSE DESCRIPTION

The Outdoor Education course allows students to gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. Students reflect on environmental practices and are introduced to employment options in outdoor and environmental fields. The core topics cover the following areas: Environment and conservation and Planning and management of an Outdoor Activity Camp (surfing) and an Outdoor Journey Camp (three day mountain biking camp).

Note: In selecting this course, there is a requirement to undertake every camp and excursion.

If you are undertaking VET, this may make it difficult for you to undertake this course and therefore your position in it is at the discretion of the VET coordinator, Leader of House and subject teacher.

There will be a cost associated with undertaking this course to assist with expenses of outdoor activities and journeys.

EVIDENCE OF LEARNING

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

- Assessment Type 1: About Natural Environments
- Assessment Type 2: Experience in Natural Environments



HEALTH AND PHYSICAL EDUCATION

Stage 1 - Health and Physical Education

OUTDOOR EDUCATION

CREDITS	10 credits
PRE-REQUISITES	None
COURSE LEADS TO	Stage 2 Outdoor Education

COURSE DESCRIPTION

In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. Students reflect on environmental practices and are introduced to employment options in outdoor and environmental fields.

The core topics cover the following areas: Environment and conservation; Planning and management; 2 x Outdoor Activities (choice of activities including Kayaking, Rock-climbing, Mountain Biking, Surfing, Fishing); Outdoor journey (3 day bush walking camp). Note: In selecting this course there is a requirement to undertake each and every camp. If you are undertaking VET this may prohibit you from undertaking this course.

EVIDENCE OF LEARNING

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

- Assessment Type 1: About Natural Environments
- Assessment Type 2: Experience in Natural Environments

PLEASE NOTE:

An additional subject fee applies to assist in meeting the costs to provide the requirements of this programme.



HEALTH AND PHYSICAL EDUCATION

CREDITS	10 or 20 credits
PRE-REQUISITES	Year 10 Health & Physical Education
COURSE LEADS TO	Stage 2 Health & Physical Education

COURSE DESCRIPTION

FOCUS AREAS

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

Learning is delivered through an integrated approach in which opportunities are provided for students to undertake and learn through a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, fitness and recreational activities). Students explore movement concepts and strategies through these physical activities to promote performance and participation outcomes. They learn experientially, encouraging the development of their capabilities and skills such as critical and creative thinking, communication and collaboration.

An understanding of biophysical, psychological and socio-cultural domains is developed through participation in physical activity. The biophysical domain includes learning and applying exercise physiology and bio-mechanical concepts. The psychological domain develops an understanding of skill acquisition and learning theory concepts. The socio-cultural domain develops knowledge and understanding of, and skills to take responsible action related to, barriers, enablers, equity and inclusivity in physical activity. These domains are developed through the exploration of movement concepts and strategies within physical activity contexts.

EVIDENCE OF LEARNING

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

- Assessment Type 1: Performance Improvement
- Assessment Type 2: Physical Activity Investigation

All assessments are submitted in written or multimodal format.

Stage 2 - Health and Physical Education

PHYSICAL EDUCATION

CREDITS	20 credits
PRE-REQUISITES	Stage 1 Physical Education

COURSE DESCRIPTION

FOCUS AREAS

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

Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, fitness and recreational activities). Students explore movement concepts and strategies through these activities. The application of a conceptual framework that promotes deep learning in, through and about physical activity and ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity.

Students investigate improvements in human physical activity from a performance and/or participation perspective. This flexibility enables socio-cultural aspects such as inclusivity and equity to be integrated throughout learning activities. Students apply their understanding of movement concepts, to evaluate aspects of their own or others' physical activity and implement strategies to improve their performance and/or participation. Opportunities for students to reflect on their own movement experiences allow them to make greater meaning of these experiences. The use of technology is integral to the collection of data such as video footage, heart rates, fitness batteries, and game statistics. Students apply their understanding of movement concepts, to evaluate the data and implement strategies to improve performance and/ or participation.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 Physical Education:

School Assessment (70%)

- Assessment Type 1: Diagnostics (30%)
- Assessment Type 2: Improvement Analysis (40%)

External Assessment (30%)

- Assessment Type 3: Group Dynamics (30%).

All assessments are submitted in written or multimodal format.

OUTDOOR EDUCATION

CREDITS	20 credits
PRE-REQUISITES	Stage 1 Physical Education or Outdoor Education

COURSE DESCRIPTION

In Outdoor Education students study three focus areas — conservation and sustainability; human connections with nature; and personal and social growth and development — students develop skills, knowledge, and understanding of safe and sustainable outdoor experiences in the key areas of preparation and planning, managing risk, leadership and decision-making, and self-reliance skills.

The study of Stage 2 Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, initiative, self reliance, leadership, and collaborative skills. They evaluate and reflect on their own learning progression, including their practical outdoor skills development and their collaborative and leadership skills, as well as their relationship with and connection to nature. Students use reflective practice and processes to implement improvement strategies in building their skills and connections.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 Outdoor Education.

School assessment (70%)

- Assessment Type 1: About Natural Environments (20%)
- Assessment Type 2: Experiences in Natural Environments (50%)

External assessment (30%)

- Assessment Type 3: Connections with Natural Environments (30%).

Students provide evidence of their learning through four or five assessments, including the external assessment component.

PLEASE NOTE:

An additional subject fee applies to assist in meeting the costs to provide the requirements of this programme.

Humanities - Flow Chart

Year 7 LEAF (English, RE, History, Civics & Citizenship, Geography, Economics & Business)	Year 8 LEAF (English, RE, History, Civics & Citizenship, Geography, Economics & Business)	Year 9 LEAF (RE, History, Civics & Citizenship, Geography, Economics & Business)
--	--	---

Year 10 History (compulsory 1 semester)	Stage 1 Modern History (10 or 20 credits)	Stage 2 Modern History (20 credits)
Year 10 Geography (compulsory 1 semester)	Stage 1 Geography (10 or 20 credits)	Stage 2 Geography (20 credits)

Year 10 - Humanities

HISTORY - CORE SUBJECT

LENGTH OF COURSE:	One semester
PRE-REQUISITES:	Nil

COURSE DESCRIPTION

In History, students investigate 'Rights and Freedoms' to compare struggles experienced in America and Australia. Students study Australia's involvement in conflicts over time and examine the causes, effects and significance of events during World War II such as the Holocaust and Kokoda. Post-war migration is studied in the context of Australia's changing migration patterns, the 'White Australia Policy', 'Populate or Perish', assimilation and multiculturalism. The course focuses on developing understanding, research skills and analysis of source materials.

Learning and assessment activities may include:

- sources analysis
- argumentative essay
- oral reports
- class debates
- research project.

EVIDENCE OF LEARNING

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

GEOGRAPHY - CORE SUBJECT

LENGTH OF COURSE:	One semester
PRE-REQUISITES:	Nil

COURSE DESCRIPTION

In Geography, students extend their understanding of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

The content of this year level is organised into two strands: geographical knowledge and understanding and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

EVIDENCE OF LEARNING

Assessment will occur in line the Achievement Standards of the Australian Curriculum



Stage 1 - Humanities

MODERN HISTORY

CREDITS:	10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES:	Year 10 History

COURSE DESCRIPTION

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals. They explore the impacts that these developments and movements had on people's ideas, perspectives, circumstances and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

Students build their skills in historical method through inquiry, by examining and evaluating the nature of sources, including who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new spaces in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

EVIDENCE OF LEARNING

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

- Assessment Type 1: Historical Skills
- Assessment Type 2: Historical Study



GEOGRAPHY

CREDITS:	10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES:	Year 10 Geography

COURSE DESCRIPTION

Students study topics with three key themes:

- Key Theme 1: Sustainable Places - Rural and/or Remote Places, Urban Places and Megacities
- Key Theme 2: Hazards - Natural Hazards, Biological and Human-induced Hazards
- Key Theme 3: Contemporary Issues - Local Issues and Global Issues

Through the study of Stage 1 Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

Geography develops an appreciation of the importance of place in explanations of economic, social, and environmental phenomena and processes.

Topics are chosen to suit the needs and interests of the students and to:

- Explore geographical concepts and contemporary geographical issues.
- Engage students and build on their knowledge, cultural backgrounds, and educational experiences.
- Use local fieldwork opportunities.
- Consider the availability of secondary sources and technologies.
- Develop cross-curricular student qualities and vocational learning opportunities.

EVIDENCE OF LEARNING

The following assessment types demonstrate learning in Stage 1 Geography:

Assessment Type 1: Geographical Skills & Application (70%)

Assessment Type 2: Fieldwork (30%)

Students provide evidence of learning through four to five assessments.

Stage 2 - Humanities

MODERN HISTORY

CREDITS:	20 credits
PRE-REQUISITES:	Stage 1 Modern History

COURSE DESCRIPTION

Students investigate the growth of modern nations at time of rapid global change. They engage in a study of one nation and of interactions between or among nations.

Students explore relationships among nations and groups, examine some significant and distinctive features of the world. Students investigate the practical and economic interactions of nations and the impact of these interactions on national, regional and international development.

EVIDENCE OF LEARNING

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

- Assessment Type 1: Historical Skills (50%)
- Assessment Type 2: Historical Study (20%)
- Assessment Type 3: Examination (30%)

GEOGRAPHY

CREDITS:	20 credits
PRE-REQUISITES:	Stage 1 Geographys

COURSE DESCRIPTION

Students study topics with two key themes:

- Key Theme 1: Environmental Change – Ecosystems and People, Climate Change
- Key Theme 2: Social and Economic Change – Population Change, Globalisation, Transforming Global Inequality

In Stage 2 Geography, the transforming world introduces students to the changes taking place across human and physical environments. Through the study of environmental change, students develop their understanding of the impact of people on ecosystems and our role in climate change. Students examine social and economic change and develop their understanding of population trends and movements, the growth and impact of globalisation and localisation, and global patterns of inequality.

Students undertake independent fieldwork on a local topic or issue of personal interest. The selected fieldwork must enable students to collect primary data using a wide range of data-collection techniques and develop their skills of geographical inquiry and analysis.

Topics are chosen to suit the needs and interests of the students and to:

- Explore geographical concepts and contemporary geographical issues.
- Engage students and build on their knowledge, cultural backgrounds, and educational experiences.
- Use local fieldwork opportunities.
- Consider the availability of secondary sources and technologies.
- Develop cross-curricular student qualities and vocational learning opportunities.

EVIDENCE OF LEARNING

The following assessment types demonstrate learning in Stage 2 Geography:

School Assessment (70%)

- Assessment Type 1: Fieldwork (25%)
- Assessment Type 2: Inquiry (20%)
- Assessment Type 3: Folio (25%)

External Assessment (30%)

- Assessment Type 4: Examination (30%).

Students provide evidence of learning through six assessments, including the external assessment component (Examination).



Languages - Flow Chart



**Italian is undertaken as a Stage 1 subject in Year 10*
**Italian is undertaken as a Stage 2 subject in Year 11 and/or Year 12*

Year 10 - Languages

ITALIAN - ELECTIVE

CREDITS:	10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES:	Year 9 Italian
COURSE LEADS TO	Stage 1 Italian

COURSE DESCRIPTION

Language learning allows students to gain knowledge and skills so that they can communicate and make comparisons across languages and cultures. In doing so, students extend their understanding of their own language, widen their network of interactions and strengthen their own literacy and numeracy skills.

In the study of Italian, students will develop their communication skills of listening, speaking, reading and writing. They will learn how to interpret and express their thoughts, emotions and experiences through a variety of spoken and written texts.

Students will develop skills in understanding how languages work. Learners will also broaden their understanding of the inter-relationships of language and culture, exploring the values, traditions and every day life of people in Italy.

Topics Include:

- The environment and recycling
- Looking for a job
- Youth and leisure
- Italian arts
- Technology and computers
- Holiday and tourism
- Learning Activities Include:
- Italian Films
- Cooking and eating Italian food
- Traditional Italian folk dancing
- Presentation of role plays
- Singing Italian songs
- Activities using a variety of text types: letters, questionnaires, magazine articles, cartoons, television programs

ADDITIONAL INFORMATION

In order to study a language at the senior levels, students must study the language at Year 10 in both semesters.

EVIDENCE OF LEARNING

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

Stage 1 - Languages

ITALIAN (Continuers)

CREDITS	20 credits
PRE-REQUISITES	Year 9 or 10 Italian
COURSE LEADS TO	Stage 2 Italian

COURSE DESCRIPTION

The course aims to promote students' ability to communicate in both written and spoken Italian. Students can acquire transferable cognitive, social and learning skills as well as extend their general literacy. The use of the language will be categorised into 4 broad domains:

- Oral - focusing on acquiring and processing information and expressing it in the target language.
- Written - focusing on creative works and interpersonal relationships and exchanges.
- Text Analysis - focusing on the analysis of a text or texts in Italian with responses in English and Italian.
- Investigative Task - demonstrating research and personal reflection on cultural aspect.

EVIDENCE OF LEARNING

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

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Investigation
- Assessment Type 4: Text Analysis

Stage 2 - Languages

ITALIAN (Continuers)

CREDITS	20 credits
PRE-REQUISITES	Stage 1 Italian

COURSE DESCRIPTION

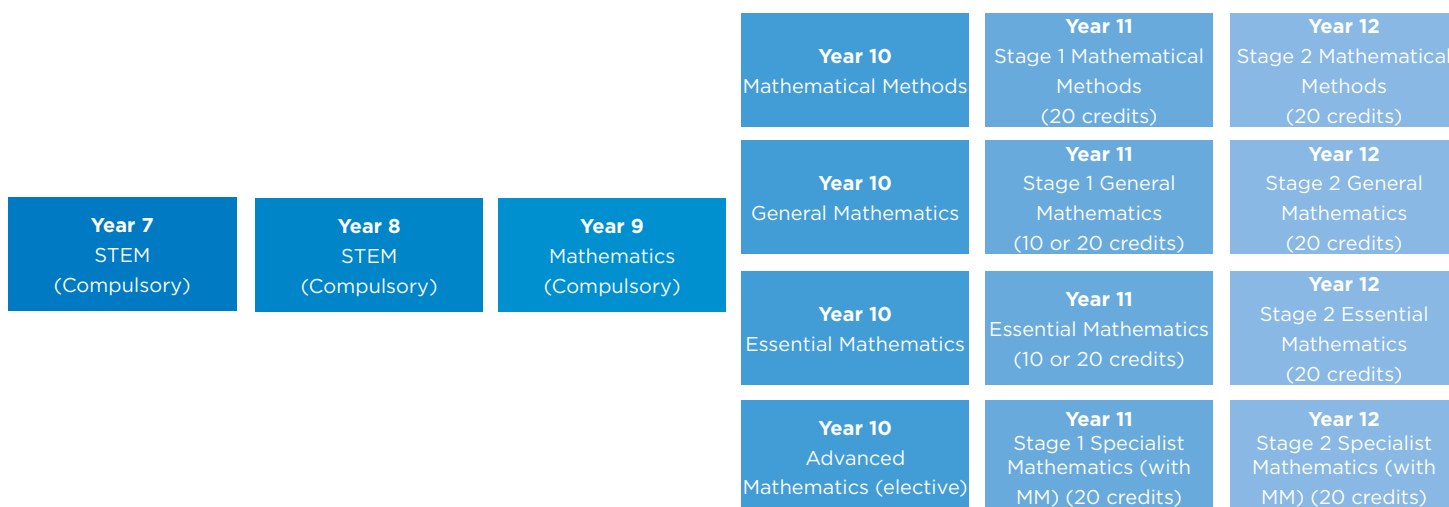
The continuer's level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. In these languages subjects, students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

EVIDENCE OF LEARNING

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

- Folio (School Assessed) - 50%
- In-depth Study (School Assessed) - 20%
- Examination (Externally Assessed) - 30%

Mathematics - Flow Chart



Year 10 - Mathematics

MATHEMATICAL METHODS - CORE SUBJECT

CREDITS	Full year
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	Year 9 Mathematics
COURSE LEADS TO	Stage 1 Mathematics

COURSE DESCRIPTION

Mathematical Methods is designed for those students who want to broaden their mathematical experience and deepen their understanding of mathematical arguments and problem-solving. The topics provide a blending of algebraic and geometric thinking.

Topics include:

- Radicals and surds
- Indices
- Quadratics
- Linear equations
- Trigonometry
- Chance and data

EVIDENCE OF LEARNING

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

GENERAL MATHEMATICS - CORE SUBJECT

CREDITS	Full year
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	Year 9 Mathematics
COURSE LEADS TO	Stage 1 Mathematics

COURSE DESCRIPTION

General Mathematics is designed for those students who want to build upon and review their mathematical knowledge from Year 9. The course develops skills in preparation for Stage 1 General Mathematics which is targeted at students whose future studies or employment pathways do not require knowledge of calculus or advanced algebraic concepts. The subject is designed for students who have a wide range of employment aspirations, including continuing studies at university or TAFE.

Topics include:

- Financial mathematics
- Geometry
- Measurement
- Statistics and probability
- Linear relationships

EVIDENCE OF LEARNING

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

Year 10 - Mathematics

ESSENTIAL MATHEMATICS - CORE SUBJECT

CREDITS	Full year
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	Year 9 Mathematics
COURSE LEADS TO	Stage 1 Mathematics

COURSE DESCRIPTION

Essential Mathematics focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. Essential Mathematics leads to only Essential Mathematics at Stage 1 where the course provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts, in a range of workplace, personal, further learning and community settings. This subject offers students the opportunity to prepare for post-school options of employment and further training.

Topics include:

- Percentages
- Ratio and rates
- Algebraic equations
- Data analysis
- Geometry
- Chance and probability

EVIDENCE OF LEARNING

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

ADVANCED MATHEMATICS - ELECTIVE

CREDITS	One Semester or Full year
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 9 Mathematics and a keen interest in Mathematics
COURSE LEADS TO	Stage 1 Mathematics

COURSE DESCRIPTION

Advanced Mathematics focuses on extending student interest in the subject. It will be advantageous for those intending to pursue Mathematical Methods or Specialist Mathematics in Year 11.

Topics include:

- Rational and irrational numbers
- Logarithms
- Polynomials
- Solving linear and non-linear equations
- Trigonometry
- Circle geometry
- Unit circle

EVIDENCE OF LEARNING

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.



Stage 1 - Mathematics

MATHEMATICAL METHODS

CREDITS	20 credits
COMPULSORY/OPTIONAL	10 credits compulsory
PRE-REQUISITES	Year 10 Mathematical Methods
COURSE LEADS TO	Stage 2 Mathematical Methods

COURSE DESCRIPTION

In this course students will have the opportunity to develop a complex and sophisticated understanding of calculus, statistics, mathematical arguments and proofs, and mathematical modelling.

Stage 1 Mathematical Methods comprises of the following topics;

- Topic 1: Functions and Graphs
- Topic 2: Polynomials
- Topic 3: Trigonometry
- Topic 4: Counting and Statistics
- Topic 5: Growth and Decay
- Topic 6: Differential Calculus

This course provides the foundations for future study in mathematics, economics, science, engineering if studied with Specialist Mathematics

EVIDENCE OF LEARNING

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigation

GENERAL MATHEMATICS

CREDITS	10 or 20 credits
COMPULSORY/OPTIONAL	10 credits compulsory
PRE-REQUISITES	Year 10 General Mathematics or Mathematical Methods
COURSE LEADS TO	Stage 2 General Mathematics or Essential Mathematics

COURSE DESCRIPTION

General Mathematics extends students skills in ways that apply to practical problem-solving. The main emphasis is on developing students knowledge and understanding so they may use their mathematics with confidence as informed citizens in workplace and personal environments. Stage 1 General Mathematics comprises of the following topics;

- Topic 1. Investing and Borrowing
- Topic 2. Measurement
- Topic 3. Statistical Investigation
- Topic 4: Applications of Trigonometry
- Topic 5: Linear Exponential Functions and their graphs
- Topic 6: Matrices and Networks

EVIDENCE OF LEARNING

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

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigation

ESSENTIAL MATHEMATICS

CREDITS	10 or 20 credits
COMPULSORY/OPTIONAL	10 credits compulsory
PRE-REQUISITES	Year 10 Essential Maths or General Mathematics
COURSE LEADS TO	Stage 2 Essential Mathematics

COURSE DESCRIPTION

This course gives students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts.

Stage 1 Essential Mathematics comprises if the following topics;

- Topic 1. Calculations, Time and Ratio
- Topic 2. Earning and Spending
- Topic 3. Data in Context
- Topic 4: Measurement
- Topic 5: Investing

EVIDENCE OF LEARNING

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

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigation

SPECIALIST MATHEMATICS - ELECTIVE

CREDITS	20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Mathematical Methods & currently undertaking Stage 1 Mathematical Methods
COURSE LEADS TO	Stage 2 Mathematical Methods or Specialist Mathematics

COURSE DESCRIPTION

This course must be taken in conjunction with Stage 1 Mathematical Methods (Pre-Methods) for students intending to study Stage 2 Specialist Mathematics in Year 12. Students will study functions and calculus and develop their skills in rigorous mathematical arguments and proofs.

Stage 1 Specialist Mathematics comprises of the following topics;

- Topic 1. Arithmetic and Geometric Sequences and Series
- Topic 2. Geometry
- Topic 3. Vectors in the Plane
- Topic 4: Further Trigonometry
- Topic 5: Matrices
- Topic 6: Real and Complex Numbers

This course will prepare students for future study in mathematics, sciences and engineering.

EVIDENCE OF LEARNING

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigation

Stage 2 - Mathematics

ESSENTIAL MATHEMATICS

CREDITS	20 credits
PRE-REQUISITES	Stage 1 Mathematics (any)

COURSE DESCRIPTION

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

Stage 2 Essential Mathematics comprises of the following topics:

- Topic 1. Scales, Plans and Models
- Topic 2. Measurement
- Topic 3. Business Applications
- Topic 4. Statistics
- Topic 5. Investments and Loans

EVIDENCE OF LEARNING

- Skills and Applications Tasks – 30%
- Folio – 40%
- Examination (Externally Assessed) – 30%

SPECIALIST MATHEMATICS

CREDITS	20 credits
PRE-REQUISITES	Stage 1 Specialist Mathematics and currently undertaking Stage 2 Mathematical Methods

COURSE DESCRIPTION

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Stage 2 Specialist Mathematics comprises of the following topics:

- Topic 1. Mathematical Induction
- Topic 2. Complex Numbers
- Topic 3. Functions and Sketching Graphs
- Topic 4. Vectors in Three Dimensions
- Topic 5. Integration Techniques and Application
- Topic 6. Rates of Change and Different Equations

Successful completion of Stage 2 Specialist Mathematics can lead to a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

EVIDENCE OF LEARNING

- Skills and Applications Tasks – 50%
- Mathematical Investigation – 20%
- Examination (Externally Assessed) – 30%

GENERAL MATHEMATICS

CREDITS	20 credits
PRE-REQUISITES	Stage 1 General Mathematics or Stage 1 Mathematics Methods

COURSE DESCRIPTION

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts.

Stage 2 General Mathematics comprises of the following topics:

Topic 1. Modeling with Linear Relationships

Topic 2. Modeling with Matrices

Topic 3. Statistical Models

Topic 4. Financial Models

Topic 5. Discrete Models

Successful completion of Stage 2 General Mathematics prepares students for entry to tertiary courses requiring a non-specialised background in Mathematics.

EVIDENCE OF LEARNING

- Skills and Applications Tasks – 40%
- Mathematical Investigations – 30%
- Examination (Externally Assessed) – 30%

MATHEMATICAL METHODS

CREDITS	20 credits
PRE-REQUISITES	Stage 1 Mathematical Methods

COURSE DESCRIPTION

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics.

Stage 2 Mathematical Methods comprises of the following topics:

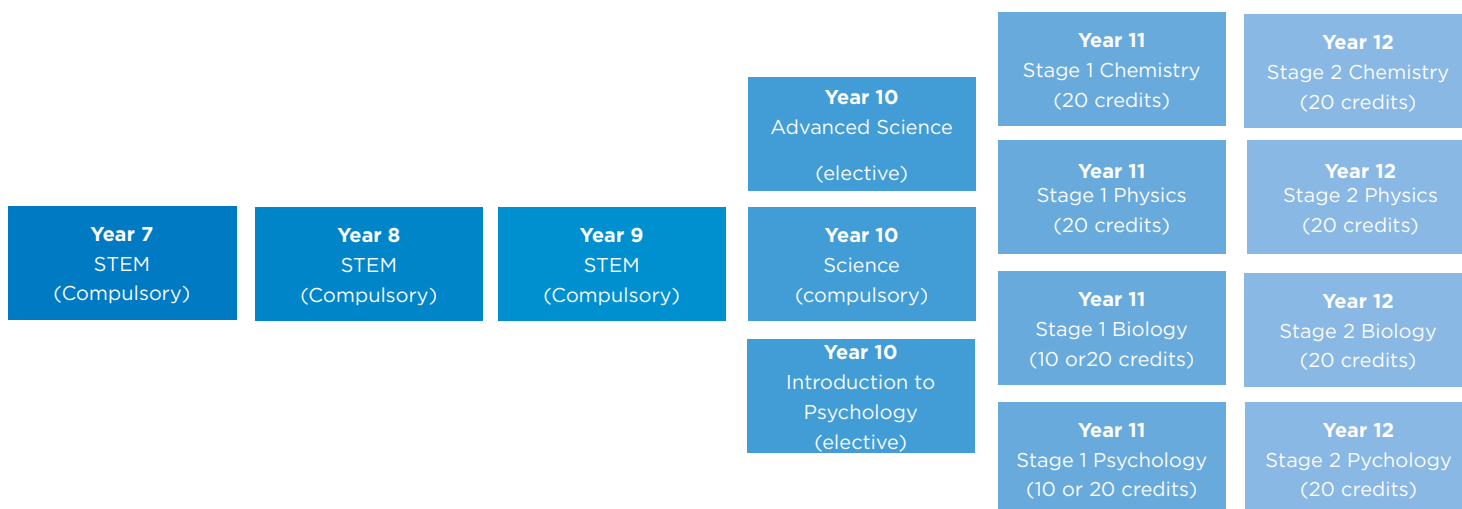
- Topic 1. Further Differentiation and Applications
- Topic 2. Discrete Random Variables
- Topic 3. Integral Calculus
- Topic 4. Logarithmic Functions
- Topic 5. Continuous Random Variables and the Normal Distribution
- Topic 6. Sampling and Confidence Intervals

Successful completion of Stage 2 Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

EVIDENCE OF LEARNING

- Skills and Applications Tasks – 50%
- Mathematical Investigation – 20%
- Examination (Externally Assessed) – 30%

Science - Flow Chart



Year 10 - Science

GENERAL SCIENCE

LENGTH OF COURSE	Full year
COMPULSORY/OPTIONAL	Compulsory

COURSE DESCRIPTION

In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

EVIDENCE OF LEARNING

Assessment occurs across the following areas:

Science Understanding, Science as a Human Endeavour and Science Inquiry Skills and consists of supervised timed tasks and various investigations and practicals.

INTRODUCTION TO PSYCHOLOGY- ELECTIVE

LENGTH OF COURSE	One semester
COMPULSORY/OPTIONAL	Optional
COURSE LEADS TO	Stage 1 Psychology

COURSE DESCRIPTION

In Year 10 Introduction to Psychology students are introduced to the scientific concepts covered in Stage 1 Psychology. This subject aims to support students with the skills and understanding to allow them to decide if they wish to pursue Psychology at Stage 1 and beyond. Topics that may be covered in this course are Social Influence and Social Interaction, Intelligence Cognition, Brain and Behaviour, Human Psychological Understanding or Human Emotions.

EVIDENCE OF LEARNING

Science understanding, Science as a Human Endeavor and Science Inquiry Skills and consists of supervised timed tasks and various investigations and practicals.

Year 10 - Science

ADVANCED SCIENCE - ELECTIVE

LENGTH OF COURSE	One semester
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Successful completion of Year 9 Science and a keen interest to pursue Physics, Chemistry and/or Biology at Stage 1
COURSE LEADS TO	Stage 1 Physics, Chemistry and/or Biology

COURSE DESCRIPTION

In Year 10 Advanced Science students are introduced to the scientific concepts covered in Stage 1 Physics, Chemistry, and Biology. This subject aims to support students with the skills and foundation understandings of Physics, Chemistry and Biology required to gain success at Stage 1. This allows students to make an informed decision if they wish to pursue Physics, Chemistry and/or Biology at Stage 1 and beyond.

EVIDENCE OF LEARNING

Science understanding, Science as a Human Endeavor and Science Inquiry Skills and consists of supervised timed tasks and various investigations and practicals.



Stage 1 - Science

PSYCHOLOGY

CREDITS	10 or 20 credits
PRE-REQUISITES	Year 10 Science
COURSE LEADS TO	Stage 2 Psychology

COURSE DESCRIPTION

The study of Psychology supports students to be critical consumers of information, identify psychological processes at work in everyday experiences; apply knowledge to real-world situations; investigate psychological issues; and communicate effectively. Possible topics include cognitive psychology, neuro-psychology, emotion, lifespan, and psychological wellbeing.

EVIDENCE OF LEARNING

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

- Investigations Folio
- Skills and Applications Tasks

CHEMISTRY

CREDITS	20 credits
PRE-REQUISITES	Year 10 Science
COURSE LEADS TO	Stage 2 Chemistry and Biology

COURSE DESCRIPTION

Students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

EVIDENCE OF LEARNING

- Investigations Folio
- Skills and Applications Tasks

BIOLOGY

CREDITS	10 or 20 credits
PRE-REQUISITES	Year 10 Science
COURSE LEADS TO	Stage 2 Biology, Stage 2 Psychology

COURSE DESCRIPTION

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

EVIDENCE OF LEARNING

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

- Investigations Folio
- Skills and Applications Tasks

PHYSICS

CREDITS	20 credits
PRE-REQUISITES	Year 10 Science
COURSE LEADS TO	Stage 2 Physics

COURSE DESCRIPTION

The study of Physics is constructed around using qualitative and quantitative models, laws and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

EVIDENCE OF LEARNING

- Investigation Folio
- Skills and Applications Tasks

Stage 2 - Science

BIOLOGY

CREDITS	20 credits
PRE-REQUISITES	Stage 1 Biology or Chemistry

COURSE DESCRIPTION

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

The topics for Stage 2 Biology are:

- Topic 1: DNA and Proteins
- Topic 2: Cells as the Basis of Life
- Topic 3: Homeostasis
- Topic 4: Evolution

Students study all four topics. The topics can be sequenced and structured to suit individual groups of students.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Biology:

- Investigations Folio (School Assessed) – 30%
- Skills and Applications Tasks (School Assessed) – 40%
- 130-Minute Online Examination (Externally Assessed) – 30%

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

Students complete:

- At least two practical investigations
- One investigation with a focus on science as a human endeavour
- At least three skills and applications tasks
- One examination

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

CHEMISTRY

CREDITS	20 credits
PRE-REQUISITES	Stage 1 Chemistry

COURSE DESCRIPTION

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment and the use that humans make of the planet's resources.

The topics for Stage 2 Chemistry are:

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical Processes
- Topic 3: Organic and Biological Chemistry
- Topic 4: Managing Resources

Students study all four topics. The topics can be sequenced and structured to suit individual groups of students.

EVIDENCE OF LEARNING

- Investigations Folio (School Assessed) – 30%
- Skills and Applications Tasks (School Assessed) – 40%
- Examination (Externally Assessed) – 30%

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

Students complete:

- At least two practical investigations
- One investigation with a focus on science as a human endeavour
- At least three skills and applications tasks
- One examination

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



Stage 2 - Science

PSYCHOLOGY

CREDITS	20 credits
PRE-REQUISITES	Stage 1 Psychology or Biology

COURSE DESCRIPTION

Conceptual knowledge and understanding in Psychology are supported by inquiry into and the communication of psychological phenomena. Students undertake investigations based on psychological practices and principles and develop their knowledge and understanding in an organised, structured, and purposeful way.

The following five topics are offered in Stage 2 Psychology:

- Topic 1: Psychology of the Individual
- Topic 2: Psychological Health and Wellbeing
- Topic 3: Organisational Psychology
- Topic 4: Social Influence
- Topic 5: The Psychology of Learning

Students study five topics. The topics can be sequenced in any order and structured to suit individual groups of students.

EVIDENCE OF LEARNING

All Stage 2 subjects have a school assessment component and an external assessment component.

- Assessment Type 1: Investigations Folio – 30%
- Assessment Type 2: Skills and Applications Tasks – 40%
- Assessment Type 3: 130-Minute Online Examination (Externally Assessed) – 30%

Students are provided with assessment opportunities in a range of supervised settings (e.g. classroom, laboratory, and field).

Students provide evidence of their learning through six or seven assessments, including the external assessment component.

Students undertake:

- One investigation with a focus on science as a human endeavour.
- At least one psychological investigation
- At least three skills and applications tasks
- One examination

PHYSICS

CREDITS	20 credits
PRE-REQUISITES	Stage 1 Physics

COURSE DESCRIPTION

The study of Physics is constructed around using qualitative and quantitative models, laws and theories to better understand matter, forces, energy and the interaction among them. Physics seeks to explain the natural phenomena, from the subatomic world to the macro-cosmos and to make predictions about them.

The topics for Stage 2 Physics are:

- Topic 1: Motion and Relativity
- Topic 2: Electricity and Magnetism
- Topic 3: Light and Atoms

Students study all three topics. The topics can be sequenced and structured to suit individual groups of students.

EVIDENCE OF LEARNING

- Investigations Folio (School Assessed) – 30%
- Skills and Applications Tasks (School Assessed) – 40%
- Examination (Externally Assessed) – 30%

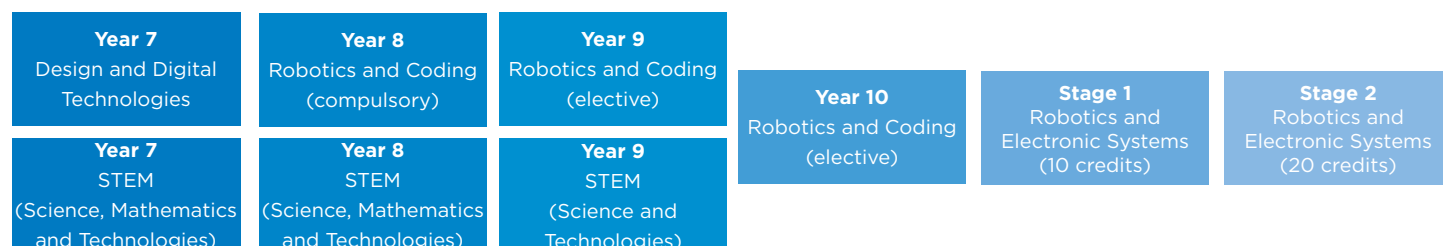
Students provide evidence of their learning through eight assessments, including the external assessment component.

Students complete:

- At least two practical investigations
- One investigation with a focus on science as a human endeavour
- At least three skills and applications tasks
- One examination

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

Digital Technologies - Flow Chart



Year 10 - Digital Technologies

YEAR 10 ROBOTICS & CODING

LENGTH OF COURSE	One semester
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 9 Robotics and Coding
COURSE LEADS TO	Stage 1 Robotics and Coding

COURSE DESCRIPTION

Students will be introduced to a variety of hardware (components) that may be combined with software to design and realise a solution such as a device or system. Students produce outcomes that demonstrate the knowledge and skills associated with using electronic, mechatronic and electronics. These include electronic components, circuit design and assembly, robotic components, programming, wiring, gears, simulation, or systems integration.

Students will work in teams or individually to design, create and program a robotic arm. Examples of uses for the robotic arm in a real-world context include:

- Agricultural applications
- Automated systems (e.g. programmable logic controllers)
- Biomedical engineering
- Manufacturing
- Risk aversion
- Mechanical systems (e.g. using a variety of gear mechanisms)
- Robotics (building a programmed, autonomous, or remote-controlled robot)



Stage 1 - Digital Technologies

ROBOTICS & ELECTRONIC SYSTEMS

CREDITS	10 credits
PRE-REQUISITES	None
COURSE LEADS TO	Stage 2 Robotics & Electronic Systems

COURSE DESCRIPTION

In this subject, students can use a variety of hardware (components) which may be combined with software to design and realise a solution such as a device or system. Students produce outcomes that demonstrate the knowledge and skills associated with using electronic, mechatronic, electrical or pneumatic systems. These can include electronic components, circuit design and assembly, robotic components, programming, wiring, gears, simulation or systems integration.

EVIDENCE OF LEARNING

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

- Assessment Type 1: Project Skills
- Assessment Type 2: Digital Solution

Stage 2 - Digital Technologies

ROBOTICS & ELECTRONIC SYSTEMS

CREDITS	20 credits
PRE-REQUISITES	Stage 1 Robotics & Electronic Systems

COURSE DESCRIPTION

Students use a variety of hardware (components) that may be combined with software to design and realise a solution such as a device or system. Students produce outcomes that demonstrate the knowledge and skills associated with using electronic, mechatronic, electrical, or pneumatic systems. These can include electronic components, circuit design and assembly, robotic components, programming, wiring, gears, simulation, or systems integration.

The solutions may be hardware (e.g. an electronic circuit) or a combination of hardware and software (code).

Stage 2 Digital Technologies consists of the following focus areas:

Focus Area 1: Computational Thinking

Focus Area 2: Design and Programming

Focus Area 3: Data Analytics

Focus Area 4: Interactive Project Development

Students study all four focus areas.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning.

School assessment (70%)

- Assessment Type 1: Project Skills (50%)
- Assessment Type 2: Collaborative Project (20%)

External assessment (30%)

- Assessment Type 3: Individual Digital Solution (30%)

Students provide evidence of their learning through six assessments, including the external assessment component. Students complete:

- Four project skills tasks
- One collaborative project
- Individual design solution

DESIGN, TECHNOLOGY & ENGINEERING

Design, Technology & Engineering - Flow Chart

	Year 8 Woodwork	Year 9 Woodwork (elective)	Year 10 Woodwork (elective)	Stage 1 Woodwork (10 credits)	Stage 2 Furniture Construction (20 credits)
Year 7 Design and Digital Technologies	Year 8 Metalwork	Year 9 Metalwork (elective)	Year 10 Metalwork (elective)	Stage 1 Metalwork (10 or 20 credits)	Stage 2 Metalwork (20 credits)
	Year 8 Fusion 360	Year 9 Fusion 360 & 3D Printing (elective)	Year 10 Fusion 360 & 3D Printing (elective)	Stage 1 Fusion 360 & 3D Printing (10 credits)	Stage 2 Fusion 360 & 3D Printing (from 2025)

Year 10 - Design, Technology & Engineering

YEAR 10 WOODWORK/METALWORK

LENGTH OF COURSE	One semester
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	None
COURSE LEADS TO	Stage 1 Metalwork/ Woodwork

COURSE DESCRIPTION

Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

EVIDENCE OF LEARNING

Assessment will occur in line the Achievement Standards of the Australian Curriculum

YEAR 10 FUSION 360 AND 3D PRINTING

LENGTH OF COURSE	One semester
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 9 Fusion 360 and 3D printing
COURSE LEADS TO	Stage 1 Woodwork/ Metalwork

COURSE DESCRIPTION

Students gain a greater understand of the capabilities of Computer Aided-Drafting (CAD programmes) when designing and constructing in the areas of engineering and manufacturing.

Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. Along with the design concepts, students will also create a product using technologies such as 3D printing and laser cutting. Students learn to transfer theoretical knowledge to practical activities across a range of projects.

EVIDENCE OF LEARNING

Assessment will occur in line the Achievement Standards of the Australian Curriculum

Stage 1 - Design, Technology & Engineering

WOODWORK - INDUSTRY AND ENTREPRENEURIAL SOLUTIONS

CREDITS	10 credits
PRE-REQUISITES	Year 10 Woodwork
COURSE LEADS TO	Stage 2 Furniture Construction

COURSE DESCRIPTION

Students use the design and realisation process to engineer solutions for the development of products. The subject provides a flexible framework that encourages students to be creative, innovative and enterprising in their chosen context. They apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges.

EVIDENCE OF LEARNING

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

- Assessment Type 1: Specialised skills task
- Assessment Type 2: Design process and solution

METALWORK - MATERIAL SOLUTIONS

CREDITS	10 or 20 credits
PRE-REQUISITES	Year 10 Metalwork
COURSE LEADS TO	Stage 2 Metalwork

COURSE DESCRIPTION

Students use the design and realisation process to engineer solutions for the development of products. The subject provides a flexible framework that encourages students to be creative, innovative and enterprising in their chosen context. They apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges.

EVIDENCE OF LEARNING

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

- Assessment Type 1: Specialised skills task
- Assessment Type 2: Design process and solution



FUSION 360 - INDUSTRY AND ENTREPRENEURIAL SOLUTIONS

CREDITS	10 credits
PRE-REQUISITES	Year 10 Fusion 360
COURSE LEADS TO	Stage 2 Fusion 360

COURSE DESCRIPTION

Students will gain a greater understand of the capabilities of Computer Aided-Drafting (CAD programmes) built upon their knowledge gained in previous years. Students will develop designing and constructing skills in the areas of engineering and manufacturing. Using a range of technologies including a variety of graphical representation techniques to communicate, students generate and represent original ideas and production plans in two and three-dimensional representations using a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. Along with the design concepts, students will also create products using technologies such as 3D printing and laser cutting. Students learn to transfer theoretical knowledge to practical activities across a range of projects.

EVIDENCE OF LEARNING

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

- Assessment Type 1: Specialised skills task
- Assessment Type 2: Design process and solution

Stage 2 - Design, Technology & Engineering

FURNITURE CONSTRUCTION - INDUSTRY AND ENTREPRENEURIAL SOLUTIONS

CREDITS	20 credits
PRE-REQUISITES	Stage 1 Woodwork

COURSE DESCRIPTION

The subject provides a flexible framework that encourages students to be creative, innovative and enterprising in their chosen context. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and enquiry-based learning.

EVIDENCE OF LEARNING

- Assessment Type 1: Specialised skills task (20%)
- Assessment Type 2: Design process and solution (50%)
- Assessment Type 3: Resource study (30%)

Students provide evidence of their learning through four to six assessments, including the external assessment component.

Students complete:

- Two specialised skills tasks
- One Design process and solution task
- One resource study

METALWORK- MATERIAL SOLUTIONS

CREDITS	20 credits
PRE-REQUISITES	Stage 1 Metalwork

COURSE DESCRIPTION

The subject provides a flexible framework that encourages students to be creative, innovative and enterprising in their chosen context. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and enquiry-based learning.

EVIDENCE OF LEARNING

- Skills and Applications Tasks – 20%
- Product – 50%
- Folio – 30%

EVIDENCE OF LEARNING

- Assessment Type 1: Specialised skills task (20%)
- Assessment Type 2: Design process and solution (50%)
- Assessment Type 3: Resource study (30%)

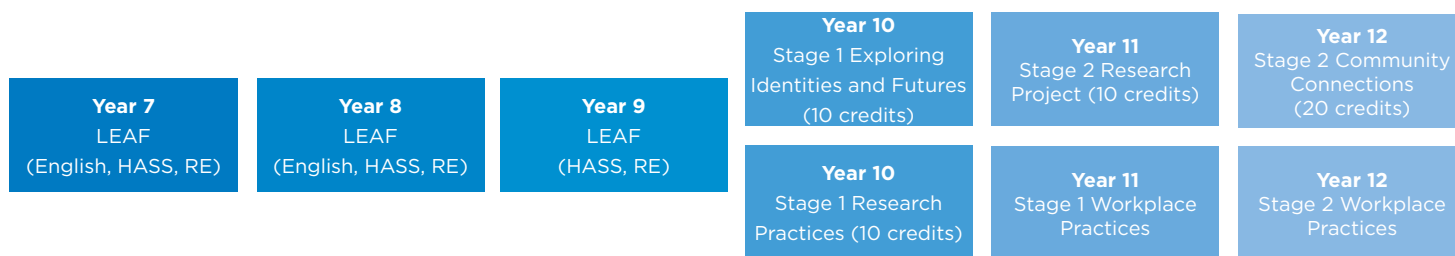
Students provide evidence of their learning through four to six assessments, including the external assessment component.

Students complete:

- Two specialised skills tasks
- One Design process and solution task
- One resource study



Cross Disciplinary - Flow Chart



Year 10 - Cross Disciplinary

STAGE 1 RESEARCH PRACTICES - COMPULSORY (Studied in Year 10)

YEAR LEVEL	Stage 1
CREDITS	10 credits
COMPULSORY/OPTIONAL	Compulsory

COURSE DESCRIPTION

This subject provides students with opportunities to examine the purpose of research; explore a range of research approaches and develop their investigative and inquiry skills.

Students will focus on each of the following areas of study:

- Exploring Research Approaches
- Exploring Research Skills.

EVIDENCE OF LEARNING

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

- Assessment Type 1: Folio
- Assessment Type 2: Sources Analysis.

Students provide evidence of their learning through four or five assessments.

Students undertake:

- One folio consisting of at least two assessment tasks
- At least two sources analysis assessments

STAGE 1 EXPLORING IDENTITIES & FUTURES - COMPULSORY (Studied in Year 10)

YEAR LEVEL	Stage 1
CREDITS	10 credits
COMPULSORY/OPTIONAL	Compulsory

COURSE DESCRIPTION

Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

COURSE CONTENT

EIF represents a shift away from viewing students as participants in learning, to empowered co-designers of their own learning. Students will be responsible for exploring learning opportunities, exercising their agency, and building connections with others.

In this subject, students:

- develop agency by exploring their identity, interests, strengths, skills, capabilities and or values; and making choices about their learning
- demonstrate self-efficacy through planning and implementing actions to develop their capabilities and connecting with future aspirations
- apply self-regulation skills by contributing to activities to achieve goals, seeking feedback, and making decisions
- develop their communication skills through interaction, collaboration, sharing evidence of their learning progress and developing connections with others.

EVIDENCE OF LEARNING

- Assessment Type 1: Exploring me and who I want to be
- Assessment Type 2: Taking action and showcasing my capabilities

Stage 1 - Cross Disciplinary

WORKPLACE PRACTICES

CREDITS	10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	None

COURSE DESCRIPTION

Students develop knowledge and understanding of the nature, type and structure of the workplace. Specific areas include, for example, the changing nature of work; industrial relations and legislation; safe and sustainable workplace practices; technical and industry-related skills; and issues in industry and workplace contexts

Students will carry out vocational learning. Vocational learning is general learning that has a vocational perspective. It includes any formal learning in a work-related context outside Australian Qualification Framework (AQF) qualifications. Students undertake learning in the workplace to develop and reflect on their capabilities, interests, and aspirations and to reflect on the knowledge, skills and attributes valued in the workplace.

Workplace Practices has three areas of study:

- Industry and Work Knowledge
- Vocational Learning
- VET

EVIDENCE OF LEARNING

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

- Assessment Type 1: Folio
- Assessment Type 2: Performance
- Assessment Type 3: Reflection

For a 10-credit subject, students should provide evidence of their learning through four assessments.



Stage 2 - Cross Disciplinary

THE RESEARCH PROJECT

CREDITS	10 Stage 2 credits (undertaken in Year 11)
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	None

COURSE DESCRIPTION

The Research Project is a Stage 2 subject that all SACE students are required to undertake. The subject is worth 10 credits, and students need to achieve a C-grade or higher to achieve their SACE. There are two Research Project options: Research Project A and Research Project B.

The key differences with Research Project A and Research Project B are:

- The external assessment for Research Project B must be written.
- Students can choose to present their external assessment for Research Project A in written, oral, or multimodal form.

In the Research Project students choose a research question that is based on an area of interest to them. They explore and develop one or more capabilities in the context of their research.

The term 'research' is used broadly and may include practical or technical investigations, formal research, or exploratory inquiries.

The Research Project provides a valuable opportunity for students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop vital skills of planning, research, synthesis, evaluation, and project management.

ASSESSMENT

Students provide evidence of learning through the following assessments:

- Assessment Type 1 - Folio (30%)
- Assessment Type 2 - Research Outcome (40%)
- Assessment Type 3 - Evaluation (RPB) / Review (RPA) (30%)

WORKPLACE PRACTICES

CREDITS	20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Stage 1 Workplace Practices

COURSE DESCRIPTION

For the purpose of this curriculum handbook, 'work' is considered in its broadest sense, and is defined as all fields of paid and unpaid activity. 'Workplace' or 'work-related context' is defined as any environment in which an individual operates to produce a service and/or product.

There are three areas of study within Workplace Practices:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET).

At Stage 1 and at Stage 2, all students undertake Industry and Work Knowledge and one of the following options:

- Vocational Learning or
- VET or
- Vocational Learning and VET.

EVIDENCE OF LEARNING

- Assessment Type 1: Folio (25%)
- Assessment Type 2: Performance (25%)
- Assessment Type 3: Reflection (20%)
- Assessment Type 4: Investigation (30%).

Students provide evidence of their learning through seven or eight assessments, including the external assessment component. Students undertake:

- at least three assessments for the folio
- one or two assessments for the performance
- at least two assessments for the reflection
- one investigation.

Stage 2 - Cross Disciplinary

COMMUNITY CONNECTIONS

CREDITS	20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	None

COURSE DESCRIPTION

In developing an individual program of learning students will base their learning on the knowledge, skills and understanding described in a field of study in a SACE Stage 2 subject. Each student will show evidence of learning against some of the learning requirements described in a selected Stage 2 subject, reflect on their learning and will also demonstrate learning through a community application activity that is based on the selected subject.

ASSESSMENT

Students provide evidence of learning through the following assessments:

- Assessment Type 1 - Folio (50%)
- Assessment Type 2 - Reflection (20%)
- Assessment Type 3 - Community Application Activity (30%)

Students will provide evidence of learning through the completion of four tasks in the folio, one reflection and one community application activity.