FOREWORD

Next year is an exciting time for current Year 9 students, as most will begin the South Australian Certificate of Education (SACE) - a qualification awarded to students who successfully complete their Senior Secondary education – which is usually completed by the end of Year 12 or 13.

As well as undertaking a number of subjects at Year 10 Level, students will also undertake Stage 1 Religion Studies in Semester 2 and enrol in a compulsory SACE subject called the Personal Learning Plan. For more information on the SACE please refer to the “Introduction to the SACE” section (page 4).

The other information in this handbook is designed to provide students and parents/carers with an outline of each Year 10 subject that is offered at Cabra Dominican College. In the process of making decisions, we encourage students to consider the following questions:

- At a personal level, what are the things that you are good at, that you like and to which you are committed?
- Have you considered the results that you have achieved to date and are they sufficient for the demands of the subject or course that you may wish to study?
- In looking further ahead, have you done any research into the requirements of both Stage 1 and Stage 2 of the SACE, future University and TAFE study, or employment?

The following publications and resource people will help you to gather the necessary information to consider future pathways:

- The SATAC Booklet: Tertiary Entrance
- The Job Guide
- University Handbooks
- Career literature available through the school and other sources
- College Careers Adviser/VET Coordinator – Mrs Tanya Sharkey
- College School Counsellors
- SACE Coordinator – Mrs Cheryl Webber
- Year Level Coordinators and Home Class Teachers
- SACE Board Website: www.sace.sa.edu.au

As you can see, there is a vast amount of information to find out and consider. The teachers at Cabra are most keen to support you through this very important decision-making time and urge you to take advantage of the considerable support available. Please use this booklet wisely and, if necessary, seek help.

We wish you well in making considered and informed decisions.

Nicole Laube
Deputy Principal (Curriculum)
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreword</td>
<td>1</td>
</tr>
<tr>
<td>Contents</td>
<td>2</td>
</tr>
<tr>
<td>Essential Reading</td>
<td>3</td>
</tr>
<tr>
<td>Introduction to the South Australian Certificate of Education (SACE)</td>
<td>4</td>
</tr>
<tr>
<td>Qualifying for the SACE</td>
<td>5</td>
</tr>
<tr>
<td>Vocational Education &amp; Training (VET)</td>
<td>6</td>
</tr>
<tr>
<td>School – Based Apprenticeships and Traineeships</td>
<td>6</td>
</tr>
<tr>
<td>VET at Cabra 2016</td>
<td>7</td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>8</td>
</tr>
<tr>
<td>Community Learning</td>
<td>8</td>
</tr>
<tr>
<td>Related Subject Connections (Year 10, Stages 1 &amp; 2)</td>
<td>9</td>
</tr>
<tr>
<td>English Pathways 2016</td>
<td>10</td>
</tr>
<tr>
<td>Health &amp; Physical Education Pathways 2016</td>
<td>11</td>
</tr>
<tr>
<td>Mathematics Pathways 2016</td>
<td>12</td>
</tr>
<tr>
<td>Science Pathways 2016</td>
<td>13</td>
</tr>
<tr>
<td>Year 10 Studies</td>
<td>14</td>
</tr>
<tr>
<td>Dance (Elective) (S or F)</td>
<td>15</td>
</tr>
<tr>
<td>Drama (Elective) (S)</td>
<td>16</td>
</tr>
<tr>
<td>Drama (General) (Elective) (F)</td>
<td>17</td>
</tr>
<tr>
<td>Drama (Theatre Production) (Elective) (S)</td>
<td>18</td>
</tr>
<tr>
<td>Economics and Business (Elective) (S)</td>
<td>19</td>
</tr>
<tr>
<td>English (Compulsory*) (F)</td>
<td>20</td>
</tr>
<tr>
<td>Geography (Elective) (S)</td>
<td>21</td>
</tr>
<tr>
<td>Health &amp; Physical Education A (Compulsory) (S)</td>
<td>22</td>
</tr>
<tr>
<td>Health &amp; Physical Education B (Compulsory) (S)</td>
<td>23</td>
</tr>
<tr>
<td>Health &amp; Physical Education A (Elective) (S)</td>
<td>24</td>
</tr>
<tr>
<td>History (Compulsory) (S)</td>
<td>25</td>
</tr>
<tr>
<td>Home Economics (Elective) (S)</td>
<td>26</td>
</tr>
<tr>
<td>Information Technology (Elective) (S or F)</td>
<td>27</td>
</tr>
<tr>
<td>Italian (including VET Tourism Cert III) (Elective)</td>
<td>28</td>
</tr>
<tr>
<td>Japanese (including VET Tourism Cert III) (Elective)</td>
<td>29</td>
</tr>
<tr>
<td>Law and Society (Elective) (S)</td>
<td>30</td>
</tr>
<tr>
<td>Literacy (Compulsory*)</td>
<td>31</td>
</tr>
<tr>
<td>Material Products: Furniture Construction (Elective) (S)</td>
<td>32</td>
</tr>
<tr>
<td>Material Products: Metals Engineering (Elective) (S)</td>
<td>33</td>
</tr>
<tr>
<td>General Mathematics (F)</td>
<td>34</td>
</tr>
<tr>
<td>Mathematical Methods (F)</td>
<td>35</td>
</tr>
<tr>
<td>Mathematics 10A</td>
<td>36</td>
</tr>
<tr>
<td>Essential Mathematics</td>
<td>37</td>
</tr>
<tr>
<td>Media Arts (Elective) (S)</td>
<td>38</td>
</tr>
<tr>
<td>Music (Advanced) (Elective) (F)</td>
<td>39</td>
</tr>
<tr>
<td>Music (Contemporary Music Workshop) (Elective) (S or F)</td>
<td>40</td>
</tr>
<tr>
<td>Religion Studies (Compulsory) (F)</td>
<td>41</td>
</tr>
<tr>
<td>Science (Compulsory) (F)</td>
<td>42</td>
</tr>
<tr>
<td>Visual Arts - Art (General 2D) (Elective) (S or F)</td>
<td>43</td>
</tr>
<tr>
<td>Visual Arts - Art (General 3D) (Elective) (S or F)</td>
<td>44</td>
</tr>
<tr>
<td>Visual Arts – Art (Ceramics) (Elective) (S)</td>
<td>45</td>
</tr>
<tr>
<td>Visual Arts - Design (Fashion) (Elective) (S)</td>
<td>46</td>
</tr>
<tr>
<td>Visual Arts - Design (Digital Media) (Elective) (S or F)</td>
<td>47</td>
</tr>
<tr>
<td>Glossary (SACE)</td>
<td>48-50</td>
</tr>
</tbody>
</table>

**KEY to SUBJECTS:**
- (Compulsory*) = Compulsory subject within English, Health & Physical Education, or Maths choices of subjects
- (S) = Semester subject
- (F) = Full year subject
ESSENTIAL READING

REQUIREMENTS FOR PROGRESSION INTO YEAR 10 and SACE STUDIES

YEAR 10 Students must demonstrate an overall ability to proceed with more demanding studies at Year 10 level.

As a guide, where a student achieves an A or B result, they gain automatic entry into the same or similar subject in the following year or semester.

Students who achieve a C result will gain entry into the same or similar subject on the recommendation of the Subject Coordinator.

Students who do not achieve a C level result will be counselled into an alternative subject or course of study.

CONSIDERATIONS Before making any decisions, parents and students should consult with the school and carefully consider the following:

- the results achieved to date
- the relationship between ability, interests and goals
- commitment to study
- vocational preferences and any pre-requisites.

COUNSELLING Various counselling, information and advisory services are available through the following people:

- School Counsellor
- Careers Adviser
- VET Coordinator
- Subject Coordinators
- Year Level Coordinators
- SACE Coordinator
- Deputy Principals.

CONSTRAINTS Students' initial choices are confirmed after consideration of their final results.

Unless a minimum number of students choose a subject, it will not be offered.

While every attempt is made to accommodate a student's choice of subjects or course, this will finally be determined by the timetable lines.
SACE STAGE 1 - INTRODUCTION
(This begins in Year 10)

When you choose subjects for your study towards the SACE, it is assumed that you will gain a 'C' level of achievement. As final results for Stage 1 subjects are given at the end of each semester, it is not wise to 'have a go' at studies that may prove too difficult or for which you are not recommended.

At the commencement of the year/semester every student receives a copy of an assessment plan for each subject. These plans will give explicit details of the assessment requirements to be met. It is essential that students are thoroughly familiar with these requirements.

Enrolment for the SACE is a formal process. All students must gain the signature of the Subject Coordinator or nominated teacher before they are allowed to enrol in any subject.

In the following pages you will find some details about the SACE. Parents/Carers are encouraged to attend the Parent Evening to be held during the third term, when considerably more information and clarification on all SACE matters is given.

What is the SACE?

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. It is designed to help students gain the skills they need for the future - whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement:

Stage 1 (mostly undertaken in Year 11) and

Stage 2 (mostly undertaken in Year 12/13).
QUALIFYING FOR THE SACE

Each SACE subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Ten credits are equivalent to one semester or six months of study in a particular subject or course.

Students will receive a grade – from A to E – for each subject. For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:
- Personal Learning Plan (10 credits at Stage 1)
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of Mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student’s choice.

*** NOTE: At Cabra all students will study the 20 credit subject Religion Studies as part of their studies towards the SACE. (In Year 12 students also do a compulsory non-SACE subject ‘Religion & Life’ for Terms 1, 2 & 3 that is assessed internally only.)
VOCATIONAL EDUCATION & TRAINING (VET)

VET is education and training which orients student training and learning to their chosen vocation(s). It consists of VET units of competency taken from Industry Training Packages. The VET training is provided by a range of Registered Training Organisations (RTOs).

Students undertaking VET can have the units completed counted towards both an Industry Certificate and their SACE. A student who satisfactorily completes any VET units will obtain a Transcript of Achievement of results which are nationally recognised. So when students are enrolling in post secondary education through TAFE and/or Industry, the student will be given credit for the units completed, enabling the students to

- Enrol in higher level modules
- Achieve the program/award faster.

Students can earn up to 150 of the 200 credits required to complete the SACE, through recognised VET. The remaining 50 credits may be completed through subjects with a VET focus, provided the Personal Learning Plan, Research Project, Stage 1 Literacy and Stage 1 Numeracy requirements are also satisfied.

Students undertaking VET are able to remain at Cabra for most of the time, obtain their SACE, may qualify for University entry and obtain VET qualifications all at once. VET courses are run during school time, afterschool and some in the school holidays, for a full day or a half day, for a term, semester or a year.

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

Traineeships – some students undertake a traineeship through their employer, eg., Woolworths, Boost Juice, Hungry Jacks, McDonalds to name a few. Students may complete a full certificate whilst at school and having a part time job at one of these places. Students enter a contract of training with the workplace usually for two years. They are paid and need to work a minimum of 8 hours per week. The training may include on the job as well as training days with the organisation. Upon completion of the required hours and the designated competencies students will be awarded their certificate. The competencies can be counted towards the student's SACE.

Australian School Based Apprenticeships (ASBAs) - some students may begin an apprenticeship whilst they are still at school. This may involve the student being away from school on a regular basis – may be weekly, fortnightly, block time or a combination of these. Students enter a contract of training, once they leave school the ASBA converts to a full time apprenticeship. Any competencies students complete whilst at school count towards their SACE.

VET courses include – Automotive, Hospitality, Electro technology, Hairdressing, Community Services (Childcare), Animal Studies, Bar & Wine, Building, Construction, Furnishing, Fitness, Makeup, Interior Decoration and Design, Massage, Photography, Sport & Recreation, Tourism. There are many others available.
VET OFFERINGS AT CABRA 2016

Certificate II in Creative Industries (Media)  
Full Year - Available to Years 10-13 (SACE Credits at Stage 1)

The Certificate II in Creative Industries (Media) – Specialising in 3D Animation is designed to introduce students to the many career opportunities available for 3D artists, animators and designers. This course gives students an understanding of the creative potential of 3D animation software used in the games, film and visual effects industry.

** Students require high levels of communication and analytical skills for this course.  
Please note - This Certificate is the first year of the Certificate III in Media.

If, at the end of the year, students wish to continue on with a Certificate III in Media, some of the competencies completed are able to be resulted under the Certificate III in Media and therefore can count for Stage 2 credits for SACE. This means a student could choose to receive a partial Certificate II in Creative Industries with Stage 1 credits and the start of Certificate III in Media with some Stage 2 credits.

If students choose NOT to continue with the Cert III in Media they will receive a full Certificate II in Creative Industries.

Certificate III in Media - Full Year available to Years 11-13  
(SACE Credits at Stage 2)

The Certificate III in Media – specialising in game design, is designed to introduce students to the game design workflow in order to create a 3D playable game. This course is run with a focus on game design, giving students an understanding of the game development workflow and preparing them for a future in various digital interactive fields using the Unreal 4 game engine.

** Students require high levels of communication and analytical skills for this course.  
It is preferable if students have completed the Certificate II in Creative Industries (Media).

Certificate III in Tourism. Some units from this qualification are available to students in Year 10 Japanese or Italian (SACE Credits at Stage 1).

For further information and details please contact Mrs Tanya Sharkey, (VET Coordinator).
THE PERSONAL LEARNING PLAN

At Cabra, the Personal Learning Plan is studied in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

The Personal Learning Plan helps students to:

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

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

WHAT IS COMMUNITY LEARNING?

Students are able to earn SACE credits for learning undertaken in the community.

Information on community-based courses can be found on the following website:

These details are updated as new course information becomes available.

Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of Community Learning.

For further information and details please contact Mrs Cheryl Webber, (SACE Coordinator).
<table>
<thead>
<tr>
<th>RELATED SUBJECT CONNECTIONS- YEAR 10, SACE STAGES 1 &amp; 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 10</td>
</tr>
<tr>
<td>Religion Studies</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Business and Enterprise</td>
</tr>
<tr>
<td>Community Studies</td>
</tr>
<tr>
<td>Drama</td>
</tr>
<tr>
<td>Economics and Business</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Geography</td>
</tr>
<tr>
<td>Health</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>History</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Information Technology Systems</td>
</tr>
<tr>
<td>Italian</td>
</tr>
<tr>
<td>Japanese</td>
</tr>
<tr>
<td>Law and Society</td>
</tr>
<tr>
<td>Material Products (Metals Engineering, Furniture and Construction)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>General Mathematics</td>
</tr>
<tr>
<td>Essential Mathematics</td>
</tr>
<tr>
<td>Media Arts</td>
</tr>
<tr>
<td>Personal Learning Plan</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Psychology</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Science Studies</td>
</tr>
<tr>
<td>Tourism</td>
</tr>
<tr>
<td>Workplace Practices</td>
</tr>
</tbody>
</table>

This table is only to illustrate related subject connections. These connections are not prescriptive.
Subjects not offered at Cabra may be able to be studied through external studies (e.g. Open Access College, School of Languages). See the External Studies Coordinator.
^New course documents in line with ACARA Senior curriculum which replaces previous SACE English and Literacy courses. To be taught in 2016-2017 consequently starting at Stage 1.
^Essential English starts in 2017
ENGLISH PATHWAYS at CABRA DOMINICAN COLLEGE

YEAR 10

STAGE 1
(New ACARA courses implemented from 2016)

STAGE 2
(New ACARA courses implemented from 2017)

ENGLISH LITERARY STUDIES

ENGLISH STUDIES
(2016 only)
ENGLISH LITERARY STUDIES
(2017)

ENGLISH COMMUNICATIONS
(2016 only)
ENGLISH
(2017)

LITERACY

ESSENTIAL ENGLISH

NO ENGLISH SUBJECTS
(2016)
(possible pathway)
ESSENTIAL ENGLISH
(2017)

(Please note changes from 2016 onwards)
HEALTH & PHYSICAL EDUCATION PATHWAYS
at CABRA DOMINICAN COLLEGE

YEAR 10

STAGE 1

STAGE 2

- PHYSICAL EDUCATION (SEMESTER OR FULL YEAR)
- HEALTH & PHYSICAL EDUCATION (A) (COMPULSORY) (S)
- HEALTH & PHYSICAL EDUCATION (B) (COMPULSORY) (S)
- HEALTH & PHYSICAL EDUCATION (ELECTIVE) (S)
- FOOD & HOSPITALITY
- NUTRITION (SEMESTER OR FULL YEAR)
- INTEGRATED LEARNING II (SPORT STUDIES)
- CHILD STUDIES
- FOOD & HOSPITALITY
- INTEGRATED LEARNING I (FOOD STUDIES)
- NUTRITION
- HEALTH
MATHEMATICS PATHWAYS at CABRA DOMINICAN COLLEGE

YEAR 9  YEAR 10  STAGE 1  STAGE 2

MATHMATICS

MATHEMATICAL METHODS + ELECTIVE MATHEMATICS 10A (Mathematics 10A is Optional)

GENERAL MATHEMATICS

MATHEMATICAL METHODS UNITS 1 + 2

SPECIALIST MATHEMATICS UNIT 4 (Must be studied with Mathematical Methods)

SPECIALIST MATHEMATICS UNITS 1 + 2 (Must be studied with Mathematical Methods)

MATHEMATICAL METHODS UNITS 1 + 2 + 3

MATHEMATICAL METHODS UNITS 1 + 2

STAGE 1

STAGE 2

MATHEMATICAL APPLICATIONS

GENERAL MATHEMATICS

ESSENTIAL MATHEMATICS Unit 1 + Unit 2 (Teacher recommendation required)

ESSENTIAL MATHEMATICS UNIT 1 + 2

ESSENTIAL MATHEMATICS Unit 1 (only)

ESSENTIAL MATHEMATICS Unit 1 (only)

MATHEMATICAL APPLICATIONS

GENERAL MATHEMATICS

ESSENTIAL MATHEMATICS

ESSENTIAL MATHEMATICS

NUMERACY

ESSENTIAL MATHEMATICS

ESSENTIAL MATHEMATICS

A “C” grade or better in one semester of Maths is necessary to fulfill the Numeracy requirement for SACE. One 10 point unit is compulsory.

NB. * Possible pathway based on teacher recommendation. If uncertain, students are advised to discuss their pathways with the Mathematics Coordinator/Subject Teacher.
SCIENCE PATHWAYS at CABRA DOMINICAN COLLEGE

YEAR 10

SCIENCE LEVEL 1

STAGE 1

Mathematics

PHYSICS

CHEMISTRY

BIOLOGY

PSYCHOLOGY

NUTRITION

SCIENTIFIC STUDIES

NO SCIENCE SUBJECTS

STAGE 2

General Mathematics or Mathematical Methods or Specialist Mathematics

PHYSICS

CHEMISTRY

BIOLOGY

PSYCHOLOGY

NUTRITION

SCIENTIFIC STUDIES

NO SCIENCE SUBJECTS
YEAR 10 STUDIES

In Year 10, students should continue to view their studies as experiential as well as planning for the future. The necessity to specialise becomes more important at Stage 1. At Year 10, students should concentrate on securing the best possible results to ensure that they have a range of options at Stage 1.

Where progress to a subject at Stage 1 is related to the LEVEL of study taken at Year 10, eg LOTE, Music and Mathematics, students should carefully read the information in this handbook and if necessary, consult with the Subject Coordinator.

Year 10 Studies

All students study the following subjects:

Compulsory Subjects

- Religion Studies* (full year)
- English (full year)
- Mathematics (full year)
- Science (full year)
- History (one semester)
- Health & Physical Education (A or B) (one semester)

Elective Subjects

Students also choose a number of other subjects, which may be one semester or full year. There are three possible options:

1. Two full year subjects.
2. One full year and two semester subjects.
3. Four semester subjects.

*Note:
Religion Studies (10 Credits) is studied at Stage 1 level in Semester 2 of Year 10. The remaining 10 credits (to give students 20 credits in this subject overall) are completed the following year, in Year 11.
DANCE (ELECTIVE)

CONTACT TEACHER(S)  Elley Hassiotis

PREFERRED BACKGROUND  Ability & willingness to participate and concentrate in solo and group tasks. Some background in Dance an advantage.

SEMESTER / FULL YEAR  Semester or Full Year

WHAT IS THIS SUBJECT ABOUT?

- How is dance defined and how it has been redefined in modern culture
- The elements of dance and the ability to incorporate this into a performance piece
- Choreography of a variety of dance pieces in different dance styles
- How different cultures have created specific dance which express the culture and history of the dance
- Understanding of the different dance styles today
- Understanding of modern/contemporary dance historically and the ability to choreograph a contemporary dance piece
- How dance can be unite feelings, ideas and music and create meaning of human expression
- The technical needs for production of a dance piece
- The study of dance on film

FOCUS AIMS:

- Understanding what dance is and when it is evidenced today
- How different cultures, Greek, Italian, Spanish, American and English all have specific dances that help to express elements of the culture and history
- How to choreograph and create a specific modern dance sequence and/or
- How to perform in a specific modern or cultural dance sequence
- How to use human movement to unite feelings, ideas and music and accompaniments as a unique expression
- Different dance genres – (eg line dancing, cultural dance, ballet, jazz, tap, techno) and how these are defined

HOW WILL I BE ASSESSED?

- Writing – reviews, and/or research, and/or responses, and/or reflective pieces
- Oral presentations on ideas, research and investigations
- Practical skill development in choreography or performance
- Participation in solo and group tasks

THIS SUBJECT LEADS TO:

Stage 1  Dance (Offered Externally)
DRAMA (ELECTIVE)

CONTACT TEACHER(S)  
Tess O’Callaghan

PREFERRED BACKGROUND  
Refer “Essential Reading” Page 3

SEMESTER / FULL YEAR  
Semester Only  
(Students who choose the Semester Unit, cannot choose the Full Year Unit as well)

WHAT IS THIS SUBJECT ABOUT?  
This subject involves the study of drama in its various forms, its history, its components and the skills involved. Students will explore comedy through improvisation, reading and staging scenes and plays.

FOCUS AIMS:
- The development of drama, various styles, differences, influences, skills and methods
- How to develop improvisation skills based around voice, body, movement and character, using a text as a basis.
- How to write dialogue using invented characterisations
- How to stage a duologue as a performance
- How to apply Boal’s theory of Theatre of the Oppressed in a practical manner
- How to write a review after seeing a professional stage show
- How to interpret and transfer a text to the stage
- How to develop characterisation skills.

HOW WILL I BE ASSESSED?  
- Written tasks: review-writing, short answers; reflection pieces, script writing
- Practical tasks involving skill development in acting, technical or designing areas
- Improvisations and oral presentations

THIS SUBJECT LEADS TO:
Stage 1  Drama
DRAMA (GENERAL) (ELECTIVE)

CONTACT TEACHER(S)  
Tess O’Callaghan

PREFERRED BACKGROUND  
Refer “Essential Reading” Page 3
Ability and willingness to cooperate in group work and be open to a wide range of experiences and developing a range of skills.

SEMESTER / FULL YEAR  
Full Year
(Students who choose the Semester Unit, cannot choose the Full Year Unit as well)

WHAT IS THIS SUBJECT ABOUT?  
This subject covers everything in Drama; tragedy; comedy; documentary drama; script-writing, technical expertise in lighting and sound and multi-media, stage and special effects, make-up and set and costume design.

FOCUS SKILLS:
- Technical skills such as lighting design and creating sound-scapes and using technical equipment
- Learning how to design and apply make-up; create set and costumes
- Skills in writing, performing and viewing different genres such as comedy, tragedy and documentary drama
- How to stage scenes in various genres using technical input
- How to stage a production piece
- How to interpret and transfer a text to the stage
- How to develop characterisation skills.

HOW WILL I BE ASSESSED?  
- Practical tasks
- Written tasks
- Group project work

THIS SUBJECT LEADS TO:  
Stage 1 Drama
DRAMA (THEATRE PRODUCTION) (ELECTIVE)

CONTACT TEACHER(S)         Tess O’Callaghan

PREFERRED BACKGROUND        Year 8 or 9 Drama
                                Ability and willingness to participate and concentrate in group work and to be open to new experiences.

SEMESTER / FULL YEAR         Semester Only
                                (If you choose the Semester Unit, you cannot do the Full Year Unit as well)

WHAT IS THIS SUBJECT ABOUT?

- This semester subject is about the learning and tasks, skills and co-operation needed in mounting a full scale drama production
- It is about putting on a play as a polished piece at the end of the semester
- Students can elect to do an acting role or one designing/technical role in costume, make-up, lighting set, sound or front of house and stage management
- There will only be a limited number in this course so students may need to audition to get a placement. Auditions will take place during the course if necessary to determine roles in the play

FOCUS AIMS:

- To understand the process of mounting a production from the initial ideas stage to the final performance season
- To understand the roles of the various practitioners involved in a production and what they entail and the skills needed
- To learn how to work effectively in a group situation with a common goal
- To develop skills specifically associated with a specific role in the production

HOW WILL I BE ASSESSED?

- Group Skills: working efficiently and co-operatively with others, meeting deadlines and achieving tasks set, rehearsal effectiveness
- Written work: writing reflectively about the process, individual research presentations specifically designed for a specific role
- Oral presentations: reporting on progress and skill development
- Problem solving: ability to evaluate, discern and solve problems encountered

THIS SUBJECT LEADS TO:

Stage 1        Drama
ECONOMICS AND BUSINESS (ELECTIVE)

CONTACT TEACHER(S) Maria Zuni / Greg Way

PREFERRED BACKGROUND Nil

SEMESTER / FULL YEAR Semester Only

WHAT IS THIS SUBJECT ABOUT?
Students will analyse factors that influence major consumer and financial decisions. They will consider variations in economic performance and standards of living within and between economies. Students will develop an understanding of how businesses improve productivity and respond to changing economic conditions.

Literacy Focus
Source interpretation, essay and report construction, simple referencing conventions, business terminology, debates, discussions

Technology Focus
Use of ICT’s – internet research; data display; presentations, spreadsheets; word processing

Numeracy Focus
Preparing and analysing budgets; calculation of foreign currency exchange; calculation of return on investment; credit rates

Topics:
- Indicators of economic performance
- Links between economic performance and living standards
- Managing economic performance and standard of living
- Factors influencing consumer choice
- Improving business productivity

HOW WILL I BE ASSESSED?
- Application of concepts and skills 60%
- Practical Activities 20%
- Individual research task 20%

THIS SUBJECT LEADS TO:
Stage 1 Business and Enterprise, Economics
ENGLISH (Compulsory subject with English choices)

CONTACT TEACHER(S)  Francesca Sutton

PREFERRED BACKGROUND  Year 9 English

SEMESTER / FULL YEAR  Full Year

WHAT IS THIS SUBJECT ABOUT?

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English build on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Year 10, students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literacy texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding the contemporary media, and the differences between media texts.

Students learn how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, reports, discussions, literacy analyses, transformations of texts and reviews.

ASSESSMENT

- Written and oral assessments (including independent reading journal) fall under the following general categories
  - Text Response
  - Text Production
  - Extended Study
  - Critical Literacy (Under supervision)
- Students’ work is assessed according to National Curriculum Achievement Standards

THIS SUBJECT LEADS TO:

Stage 1  English (Pre-Literary Studies), English, Essential English

(English Pathways flowchart - page 10)
GEOGRAPHY (ELECTIVE)

CONTACT TEACHER(S)  Greg Way

PREFERRED BACKGROUND  Refer “Essential Reading” page 3

SEMESTER / FULL YEAR  Semester Only

WHAT IS THIS SUBJECT ABOUT?

There are two units of study based on Australian Curriculum: Geography Year 10.

Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - 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.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

The content of this year level is organised into two interrelated strands: Geographical Knowledge and Understanding and Geographical Inquiry and Skills. A framework for developing students’ geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 10 are:

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do worldviews influence decisions on how to manage environmental and social change?

HOW WILL I BE ASSESSED?

- Application of concepts and skills 60%
- Field report 20%
- Individual research task 20%

THIS SUBJECT LEADS TO:

Stage 1  Geography
HEALTH & PHYSICAL EDUCATION A

(COMPULSORY SUBJECT WITHIN HEALTH & PE SUBJECT CHOICES)

CONTACT TEACHER(S) Sharon Cibich

PREFERRED BACKGROUND Refer ‘Essential Reading’ Page 3

SEMESTER / FULL YEAR Semester

WHAT IS THIS SUBJECT ABOUT?
The Australian Curriculum Year 10 Compulsory Physical Education course provides students with an in-depth inquiry and active participation in challenging and engaging experiences. This subject has foundations in scientific fields such as physiology, nutrition and psychology which enhance the students understanding about healthy, safe and active lifestyles. Students will study aspects of Physical Education which are related to personal activity. Students need to have a strong interest in physical activity.

CONTENT
Physical Education is divided into theory and practical modules:

Theory topics include:
- Personal and community health profiling with a focus on the factors affecting lifelong health and participation in physical activity
- Investigation of issues affecting personal and community activity
- Management of recovery strategies employed after physical activity

Practical activities include:
- Recreational games and sports, fitness activities, and surfing.

Literacy Focus:
- Use of appropriate, effective language when involved in physical activities with other people
- The ability to follow and interpret specific instructions in relation to a particular physical activity
- Understanding of specific terminology involved in physical activity and sport
- Use of the correct conventions of referencing and writing reports.

Technology Focus:
Students will develop skills in using internet research tools, polar hear rate monitors, camera / video.

Numeracy Focus:
- Making numerical comparisons of size and measurements in both whole numbers and decimals, such as shot put or discus throw distances, or running times
- Grouping, estimating, and counting understanding a wide range of numeracy concepts related to space, angles, direction, trajectories, distance, heights, timing, width, speed, velocity, force
- Using measuring instruments such as tapes, heart monitors, stopwatches, callipers, pedometers
- Understanding, interpreting, and using graphs, tables, and diagrams
- Critically analysing statistical information related to improving physical performance.

HOW WILL I BE ASSESSED?
Integrated tasks which link theoretical aspects to practical contexts.
Specific skills criteria checklists including criteria for including group contribution, leadership and independence

THIS SUBJECT LEADS TO:
Stage 2 Sports Studies
(Health & Physical Education Pathways flowchart – page 11)
HEALTH & PHYSICAL EDUCATION B
(COMPULSORY SUBJECT WITHIN HEALTH & PE SUBJECT CHOICES)

CONTACT TEACHER(S)            Sharon Cibich
PREFERRED BACKGROUND           Refer ‘Essential Reading’ Page 3
SEMESTER / FULL YEAR           Semester

WHAT IS THIS SUBJECT ABOUT?
The Australian Curriculum Year 10 Compulsory Physical Education course provides students with an in-depth inquiry and active participation in challenging and engaging experiences. This subject has foundations in scientific fields such as physiology, nutrition and psychology which enhance the students understanding about physical performance. Students will study aspects of Physical Education which are related to personal, social and community health as well as a focus around movement and physical activity and performance. This subject is for students with a strong interest in completing Health & Physical Education Elective at Year 10 and Stage 1 Physical Education.

CONTENT
The course comprises of two components, Theory and Practical:

Theory topics include:
- Personal and community health profiling with a focus on the factors affecting performance
- Investigation of issues affecting personal and community health and performance
- Management of recovery strategies employed after physical activity

Practical activities include:
- Sports, fitness activities, and surfing.

Literacy Focus:
- Use of appropriate, effective language when engaged in group physical activities
- The ability to follow and interpret specific instructions in relation to a particular physical activity
- Understanding of specific terminology involved in physical activity and sport
- Use of the correct conventions of referencing and writing reports.

Technology Focus:
Students will develop skills in using internet research tools, polar hear rate monitors, camera / video.

Numeracy Focus:
- Making numerical comparisons of size and measurements in both whole numbers and decimals, such as shot put or discus throw distances, or running times
- Grouping, estimating, and counting understanding a wide range of numeracy concepts related to space, angles, direction, trajectories, distance, heights, timing, width, speed, velocity, force
- Using measuring instruments such as tapes, heart monitors, stopwatches, callipers, pedometers
- Understanding, interpreting, and using graphs, tables, and diagrams
- Critically analysing statistical information related to improving physical performance.

HOW WILL I BE ASSESSED?
Integrated tasks which link theoretical aspects to practical contexts.
Specific skills criteria checklists including criteria for including group contribution, leadership and independence.

THIS SUBJECT LEADS TO:
Year 10 Physical Education Elective, Stage 1 Physical Education, Stage 2 Sports Studies, Stage 2 Physical Education
(Health & Physical Education Pathways flowchart – page 11)
HEALTH & PHYSICAL EDUCATION – ELECTIVE

CONTACT TEACHER(S)  Sharon Cibich

PREFERRED BACKGROUND  Refer ‘Essential Reading’ Page 3

SEMESTER / FULL YEAR  Semester

WHAT IS THIS SUBJECT ABOUT:
The Year 10 elective Physical Education course provides students with an in-depth inquiry and active participation in challenging and engaging experiences.

This subject has strong foundations in scientific fields such as physiology, nutrition and psychology which enhance the students understanding about healthy safe and active lifestyles. Students will study aspects of Physical Education which are related to personal, social and community health as well as a focus around movement and physical activity and performance.

CONTENT
The course comprises of two components, theory and practical.  
Theory topics include:
- Personal and community health profiling with a focus on the factors affecting performance.
- Investigation of issues affecting personal and community health and performance
- Management of recovery strategies employed after physical activity.

Practical Activities include:
Games and sports, fitness activities, high intensity sports and surfing.

Literacy Focus:
- Use of appropriate, effective language when engaged in group physical activities
- The ability to follow and interpret specific instructions in relation to a particular physical activity
- Understanding of specific terminology involved in physical activity and sport
- Use of the correct conventions when referencing and writing reports

Technology Focus:
Students will develop skills in using internet research tools, polar hear rate monitors, camera/video.

Numeracy Focus:
- Making numerical comparisons of size and measurements in both whole numbers and decimals, such as shot put or discus throw distances, or running times.
- Grouping, estimating, and counting understanding a wide range of numeracy concepts related to space, angles, direction, trajectories, distance, heights, timing, width, speed, velocity, force
- Using measuring instruments such as tapes, heart monitors, stopwatches, callipers, pedometers
- Understanding, interpreting, and using graphs, tables, and diagrams
- Critically analysing statistical information related to improving physical performance.

HOW WILL I BE ASSESSED?
Integrated tasks which link theoretical aspects to practical contexts. Specific skills criteria checklists including criteria for including group contribution, leadership and independence.

THIS SUBJECT LEADS TO:
Stage 1 Physical Education, Stage 2 Sports Studies, Stage 2 Physical Education

(Health & Physical Education Pathways flowchart – page 11)
HISTORY (COMPULSORY)

CONTACT TEACHER(S)  
Greg Way

PREFERRED BACKGROUND  
Refer to ‘Essential Reading’ Page 3

SEMESTER / FULL YEAR  
Semester Only

WHAT IS THIS SUBJECT ABOUT?

The Modern World and Australia

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two interrelated strands: Historical Knowledge and Understanding and Historical Skills.

A framework for developing students’ historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

HOW WILL I BE ASSESSED?

- Application of concepts and skills  50%
- Research tasks  50%

THIS SUBJECT LEADS TO:

Stage 1  History, Ancient Studies
HOME ECONOMICS (ELECTIVE)

CONTACT TEACHER(S)                              Kathryn Hall / Ros Patterson

PREFERRED BACKGROUND                          A commitment to responsible behaviour to ensure a safe working environment and an interest in food and nutrition.

SEMESTER / FULL YEAR                           Semester Only

WHAT IS THIS SUBJECT ABOUT?
This subject covers the following:
- Acquisition of practical food handling and preparation skills
- Relationship between good nutrition and health
- Consumer awareness
- The impact of technology on our diets
- Working co-operatively in a team or group

OVERALL AIMS:
Students will learn:
- Safe food handling practices through learning and reinforcement of occupational health and safety guidelines
- Setting goals, implementing action and evaluating outcomes
- Competence in the use of application of a range of modern technology
- Competence in following instructions, written and oral
- Empowerment to make informed food choices to promote healthy eating.

NB: Food preparation is a part of the course but not the major component.

Literacy Focus:
Students develop literacy skills to understand and use terminology related to food and nutrition and completing tasks to write action plans, and evaluation reports. They develop skills for interpreting and following instructions to successfully follow a range of recipes.

Numeracy Focus:
Numeracy skills are developed when students interpret numerical information in recipes, measure and weigh food portions, costing dishes/menus and analyse data and statistics.

HOW WILL I BE ASSESSED?
- Practical work                          60%
- Written assessment and assignments      40%

THIS SUBJECT LEADS TO:
Stage 1  Food & Hospitality
Stage 1  Nutrition
INFORMATION TECHNOLOGY (ELECTIVE)

CONTACT TEACHER (S)  
Charlotte Hejka / Ann-Maree Davies

PREFERRED BACKGROUND  
Refer ‘Essential Reading’ Page 3

SEMESTER / FULL YEAR  
Semester or Full Year subject. Each Semester course has a different program. Students can take IT in Semester 1 or Semester 2 or both.

WHAT IS THIS SUBJECT ABOUT?

Computer System
- Hardware/software disk and file Maintenance

Computer Applications - a selection from
- Programming
- Web Design and Publishing
- Multimedia
- Spreadsheets
- Presentation Graphics

Computer Issues
- Artificial intelligence, Viruses, safety, maintenance, back-ups, privacy etc
- Internet Projects
- Graphic Applications
- Sound
- Desktop Publishing
- Other current applications

FOCUS AIMS:
- To use software for specific tasks
- Computer software and hardware
- To design simple information systems via an introduction to the “Systems Development Life Cycle”
- To use appropriate terminology to explain information technology concepts
- To apply information technology knowledge, skills, recommended practice and techniques, and problem-solving methods to create and document reliable and accurate systems
- Computer issues

HOW WILL I BE ASSESSED?
- Practical tasks
- Written tasks
- Long term assignments, integrated projects focusing on design, make and appraise
- Short term tasks
- Tests

THIS SUBJECT LEADS TO:
Stage 1  Information Technology, Communication Products
ITALIAN (including VET Tourism Cert III) (ELECTIVE)

CONTACT TEACHER(S)  Ian Carmichael / Elena Guastella

PREFERRED BACKGROUND  Refer to ‘Essential Reading’ Page 3 Year 9 Italian

SEMESTER / FULL YEAR  Full Year

WHAT IS THIS SUBJECT ABOUT?

Students develop language and communication skills, socio-cultural awareness and understanding through a variety of audio, visual and written texts. Students also develop confidence in their English language skills through the study of Italian.

Students will complete TWO VET Units from Certificate III in Tourism, *Provide Visitor Information* (30 hrs) and *Conduct basic workplace oral communication in a language other than English (Italian)* (120 hrs).

**Literacy Focus:**
Students develop skills to communicate effectively in a variety of contexts for a range of purposes and audiences.

Students:
- Interact with others to exchange information, ideas, opinions and experiences in Italian.
- Create spoken, written, visual, and multimedia texts for a range of purposes and audiences.
- Present informed views, supporting their opinions with evidence gathered.

Such examples include: informal letters, diary entries, conversation/interview/speech scripts, postcards, emails, SMS messages, reviews, reports, and narratives.

**Technology Focus:**
Students research and report using various means of technology such as:
Internet use (including online activities) Digital Photo Story, Word, Publisher

**Numeracy Focus:**
Students become familiar with numbers, dates and terms for mathematical operations in Italian. They apply numeracy skills when they use tables and graphs.

**Topics:**
- Holidays and leisure time activities.
- Childhood experiences, family, friends, relationships and daily routines.
- The Future in terms of study, work and employment.
- Food, recipes and regional cooking.
- Italian festivals including *Il Palio* in Siena

**HOW WILL I BE ASSESSED?**

( School based )

- Listening  20%
- Speaking    20%
- Reading     20%
- Writing     20%
- Research Tasks 20%

**HOW WILL I BE ASSESSED?**

( VET TOURISM, Competency based )

- Research Tasks 10%
- A number of specified Tasks 80%
- Other Tasks-Tests, Exam, Orals 10%

**THIS SUBJECT LEADS TO:**

Stage 1  Italian (Continuers)
JAPANESE (including VET Tourism Cert III) (ELECTIVE)

CONTACT TEACHER(S)  Ian Carmichael / Carey Murray

PREFERRED BACKGROUND  Refer to ‘Essential Reading’ Page 3
Year 9 Japanese

SEMESTER / FULL YEAR  Full Year

WHAT IS THIS SUBJECT ABOUT?
Students develop language and communication skills, socio-cultural awareness and understanding through a variety of audio, visual and written texts. Students also develop confidence in their English language skills through the study of Japanese.

Students will complete TWO VET courses, Provide Visitor Information (30 hrs) and CONDUCT BASIC WORKPLACE ORAL COMMUNICATION IN A LANGUAGE OTHER THAN ENGLISH (JAPANESE) (120 hrs).

Literacy Focus:
Students develop skills to communicate effectively in a variety of contexts for a range of purposes and audiences.
Students:
- Interact with others to exchange information, ideas, opinions and experiences in Japanese.
- Create spoken, written, visual, and multimedia texts for a range of purposes and audiences.
- Present informed views, supporting their opinions with evidence gathered.
Such examples may include: informal letters, diary entries, conversation/interview/speech scripts, emails, and SMS messages.

Technology Focus:
Students research and report using various means of technology such as:
- Internet use (including online activities) Photo Story, Word, Publisher

Numeracy Focus:
Students use and understand pattern, order and relationships, and develop understandings of concepts such as time, number and space within different cultures, as expressed through language. Students become familiar with numbers, dates and terms for mathematical operations in Japanese. They apply numeracy skills when they use tables and graphs.

Topics:
- Describing family, self, hobbies, lifestyle, daily and leisure and holiday activities.
- Making plans and arrangements
- Journey through Japan including places, attractions, festivals and souvenirs
- Japanese film study: “Sumo do, Sumo Don’t”

HOW WILL I BE ASSESSED (School based)?
- Listening 20%
- Speaking 20%
- Reading 20%
- Writing 20%
- Research Tasks 20%

HOW WILL I BE ASSESSED (VET TOURISM, Competency based)?
- Research Tasks 10%
- A number of specified Tasks 80%
- Other Tasks-Tests, Exam, Orals 10%

THIS SUBJECT LEADS TO:
Stage 1  Japanese (Continuers)
LAW AND SOCIETY (ELECTIVE)

CONTACT TEACHER(S)  Paula Hensing / Greg Way

PREFERRED BACKGROUND  Nil

SEMESTER / FULL YEAR  Semester Only

WHAT IS THIS SUBJECT ABOUT?
Students will develop an understanding of the Australian democratic political system through comparison with another political system in Asia.

Students will study the purpose and work of the High Court and the impact of international laws and treaties.

Students will discuss the elements of a civil society and develop an understanding of how rights are protected and how disputes are resolved in our community.

**Literacy Focus**
Use language to explore, analyse, discuss and communicate information, concepts and ideas. Particularly, articulating, debating and evaluating ideas and participating in group discussions.

**Technology Focus**
Use of ICT’s – internet research; presentations

**Numeracy Focus**
Analyse, interpret and present information in numerical and graphical form. This includes investigating the voting process, researching and using statistics on civics and citizenship topics and issues, conducting surveys among community members and representing findings in graphs and charts.

**Topics:**
- Government and democracy
- Laws and citizens
- Citizenship, diversity and identity

**HOW WILL I BE ASSESSED?**
- Application of concepts and skills  60%
- Practical Activities  20%
- Individual research task  20%

**THIS SUBJECT LEADS TO:**
Stage 1  Legal Studies
LITERACY (Compulsory subject with English choices)

CONTACT TEACHER(S)  Francesca Sutton

PREFERRED BACKGROUND  Year 9 English or Language Enrichment

SEMESTER / FULL YEAR  Full Year

WHAT IS THIS SUBJECT ABOUT?

This literacy course provides students with an appropriately paced sequence of learning experiences to develop greater understanding of the technical aspects in English. Content undertaken in this course will engage students in open ended tasks requiring active participation in challenging and engaging experiences.

Student units will apply the ACARA standards to improve their overall literary proficiency through individual learning programs

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English build on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

Students must be recommended for Literacy at Year 10. Discussions with teachers and parents are an integral part of the selection process.

Responding to texts
Students read and view a wide range of texts. They then locate and extract evidence, developing strategies for collecting and processing this information. They examine, identify and respond to how language is used in a variety of contexts and how it is composed for different purposes, audiences and contexts to communicate meaning and/or influence opinion.

Creating texts
Through examining the links between language and the context in which texts are produced, students are supported to create their own texts. Students develop their skills in using appropriate vocabulary, accurate spelling, punctuation and grammar to enable effective communication. They create a range of texts using appropriate language features, content and mediums for different purposes, audiences and contexts which include the use of digital technologies.

ASSESSMENT

- Responding to Text
- Creating texts

THIS SUBJECT LEADS TO:  Stage 1 Essential English
MATERIAL PRODUCTS: FURNITURE CONSTRUCTION (ELECTIVE)

CONTACT TEACHER(S) Antonine Stagg/Andrew Patupas

PREFERRED BACKGROUND Refer ‘Essential Reading’ Page 3

SEMESTER / FULL YEAR Semester Only

WHAT IS THIS SUBJECT ABOUT?
This subject requires students to have an interest in Design and various aspects of woodwork involved in making furniture. Students will be required to design a coffee table which they will then manufacture.

There are three components to the course:

**Product** 70%
Practical skills associated with furniture construction including:
- Safety
- Hand tools/Power tools
- Joint Construction
- Assembly technique
- Edge treatment techniques
- Finishing techniques

**Materials application** 10%
Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions

**Design and Communication** 20%
Students will need to research ideas for a coffee table which they will need to produce. They will be required to show how they work flexibly to safely test, select, justify and use appropriate technologies and processes to make designed solutions. A design folio will need to be maintained to document the development of their project. Students undertake a written analysis (500-700 words) of a mass produced furniture article analysing its strength and weaknesses.

FOCUS SKILLS:
- Computer aided drawing skills to assist in the design process
- A range of woodwork skills associated with table construction
- Design and problem solving skills
- Ability to analyse and critique commercially produced furniture articles.

HOW WILL I BE ASSESSED?
- Practical component 70%
- Folio component 30%
- Summative assessment of practical skills as applied to individual work
- Design and communication task – Depth of research, detail, idea generation, analysis and synthesis of final idea
- Summative assessment of Product Analysis task.

THIS SUBJECT CAN LEAD TO:
Stage 1 Material Products (Wood)
MATERIAL PRODUCTS: METALS ENGINEERING (ELECTIVE)

CONTACT TEACHER(S)       Antonine Stagg / Andrew Patupas

PREFERRED BACKGROUND      Refer ‘Essential Reading’ Page 3

SEMESTER / FULL YEAR      Semester Only

WHAT IS THIS SUBJECT ABOUT?

This subject requires students have an interest in Design and various aspects of Welding including:
- Gas welding (braze and fusion)
- Arc Welding
- MIG Welding

There are 3 components to the course:

Skills 70%
Students will need to apply practical skills of metal fabrication, gas, MIG and Arc Welding to the manufacture of their individually designed project. A practical exam will also be an integral part of the skills component.

Product Analysis 10%
Students undertake a written analysis (500-700 words) of a mass produced metal fabricated furniture article.

Design & Communication 20%
Students will need to research and design a furniture article which they can use in their home. They will then manufacture this article. A design folio will need to be maintained to document the development of their project.

FOCUS SKILLS:
- Computer aided drafting using Autodesk Inventor to assist in the design process
- A range of Welding skills associated with gas, Metal Inert Gas and Arc Welding
- Metal Fabrication skills
- Design and problem solving skills
- Ability to critique and analyse commercially produced articles made from metal

HOW WILL I BE ASSESSED?

- Practical component 70%
- Folio component 30%
- Summative assessment of practical skills as applied to individual work
- Design and communication task – Depth of research, detail, idea generation, analysis and synthesis of final idea
- Summative assessment of Product Analysis task.

THIS SUBJECT LEADS TO:

Stage 1 Material Products (Metal)
GENERAL MATHEMATICS
(Compulsory subject within Mathematics choices)

CONTACT TEACHER(S)  Isabel Heath

PREFERRED BACKGROUND  Satisfactory achievement in Year 9 Mathematical Applications

SEMESTER / FULL YEAR  Full Year

COURSE DESCRIPTION
The Australian Curriculum: Year 10 Mathematics course provides students with carefully paced, in-depth inquiry and active participation in challenging and engaging experiences. The curriculum anticipates that all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. Digital technologies are used to facilitate the expansion of ideas and provide access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem solving skills. These capabilities enable students to respond to mostly familiar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands listed below.

- Number and Algebra
  Money and Financial Mathematics, Patterns and Algebra
  Linear and non-Linear Relationships.

- Measurement and Geometry
  Using units of Measurement, Geometric Reasoning, Pythagoras and Trigonometry.

- Statistics and Probability
  Chance, Data Representation and Interpretation.

ASSESSMENT

- Topic tests
- Exam
- Mathematical investigations

Students are encouraged to choose their mathematics option carefully as changes to a different mathematics pathway will only occur at the end of the semester.

THIS SUBJECT LEADS TO:
Refer to Mathematics flowchart - page 12
MATHEMATICAL METHODS
(Compulsory subject within Mathematics choices)

CONTACT TEACHER(S) Isabel Heath
PREFERRED BACKGROUND High achievement in Year 9 Mathematics
SEMESTER/FULL YEAR Full Year

COURSE DESCRIPTION
The Australian Curriculum: Year 10 Mathematics course provides students with carefully paced, in-depth inquiry and active participation in challenging and engaging experiences. The curriculum anticipates that all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. Digital technologies are used to facilitate the expansion of ideas and provide access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands listed below.

- **Number and Algebra**
  Money and Financial Mathematics, Patterns and Algebra,
  Linear and non-Linear Relationships.

- **Measurement and Geometry**
  Using units of Measurement, Geometric Reasoning, Pythagoras and Trigonometry

- **Statistics and Probability**
  Chance, Data representation and Interpretation.

ASSESSMENT

- Topic tests
- Exam
- Mathematical Investigations

Students are encouraged to choose their mathematics option carefully as changes to a different mathematics pathway will only occur at the end of the semester.

THIS SUBJECT LEADS TO:
Refer to Mathematics flowchart - page 12
MATHEMATICS 10A
(Elective subject – Mathematical Methods and Specialist Mathematics)

CONTACT TEACHER(S) Isabel Heath

PREFERRED BACKGROUND High achievement in Year 9 Mathematics

SEMESTER/FULL YEAR One Semester

COURSE DESCRIPTION
The Australian Curriculum: Mathematics 10A course provides students with the opportunity to develop a deeper understanding of concepts required in Stage 1 mathematical Methods and Specialist Mathematics, using in-depth inquiry and active participation in challenging and engaging experiences. The curriculum anticipates that all students benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. Digital technologies are used to facilitate the expansion of ideas and provide access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands listed below.

- **Number and Algebra**
  - Polynomials, Factor and Remainder Theorem
  - Equation of a Circle, and Rational Functions
  - Exponential Equations

- **Measurement and Geometry**
  - Sine, Cosine Rule, Area of a Triangle
  - Simple Trigonometric Equations
  - Volume of Composite Shapes
  - Unit Circle

- **Statistics and Probability**
  - Bivariate Numerical Data Sets
  - Standard Deviation

ASSESSMENT
- Topic tests
- Exam
- Mathematical Investigations

THIS SUBJECT LEADS TO:
Refer to Mathematics flowchart - page 12
ESSENTIAL MATHEMATICS
(Compulsory subject within Mathematics choices)

CONTACT TEACHER(S)        Isabel Heath
PREFERRED BACKGROUND        Satisfactory achievement in Year 9 Numeracy
SEMESTER / FULL YEAR        Full Year

COURSE DESCRIPTION
The Australian Curriculum: Year 10 Mathematics course provides students with an appropriately paced sequence of learning experiences to develop greater understanding and automaticity. Tasks undertaken in this course will engage students in open ended tasks requiring active participation in challenging and engaging experiences. Digital technologies are used to facilitate the expansion of ideas and provide access to new tools for continuing mathematical exploration and invention. The curriculum focuses on refining mathematical understanding, fluency, logical reasoning, analytical thought and problem solving skills. These capabilities enable students to respond to familiar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands listed below.

- **Number and Algebra**
  Real Numbers, Money and Financial Mathematics, Patterns and Algebra, Linear and non-Linear Relationships.

- **Measurement and Geometry**
  Using units of Measurement, Geometric Reasoning, Pythagoras and Trigonometry.

- **Statistics and Probability**
  Chance, Data representation and Interpretation.

ASSESSMENT

- Topic tests
- Mathematical investigations

*Students are encouraged to choose their mathematics option carefully as changes to a different mathematics pathway will only occur at the end of the semester.*

THIS SUBJECT LEADS TO:
Refer to [Mathematics flowchart - page 12](#)
MEDIA ARTS

CONTACT TEACHER(S)  Antonine Stagg / Paul von der Borch

PREFERRED BACKGROUND  Refer ‘Essential Reading’ Page 3

SEMESTER / FULL YEAR  Semester Only

WHAT IS THIS SUBJECT ABOUT?
In Media Arts students learn to engage with communication 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. 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. Production and distribution of media artworks.

Literacy Capabilities:  
Investigation, Research, Questionnaire, Report, Analysis, Journal, Oral presentation

Technology Capabilities:  
Video and Audio production, DV cameras, sound and lighting equipment, production and editing software.

Numeracy Capabilities:  
Statistical analysis graphs and tables, Editing continuity and sequencing, timing.

HOW WILL I BE ASSESSED?
- Practical  60%
- Theory  40%

THIS SUBJECT LEADS TO:  
Stage 1  Media Studies
MUSIC ADVANCED (ELECTIVE)

CONTACT TEACHER(S)       Gemma Roberts/Saz Burton

PREFERRED BACKGROUND       A satisfactory achievement in Year 9 Music Advanced or equivalent private tuition. Refer ‘Essential Reading’ Page 3 Receiving instrumental tuition weekly

SEMESTER / FULL YEAR       Full Year

WHAT IS THIS SUBJECT ABOUT?
This subject allows music students to
- Continue to develop and apply theoretical knowledge and skills
- Continue to develop skills as a performer
- Learn to appreciate and understand the influence of music in societies
- Learn to critique other people and one’s own performance.

FOCUS AIMS
- To perform as a soloist and in an ensemble
- To read and write music in a popular idiom
- To arrange music for a small ensemble
- To play in a band/sing in choir or perform in another ensemble
- The history of jazz

HOW WILL I BE ASSESSED?
- Aural and theory written tests
- Solo performance and ensemble performance
- Oral presentation and an essay
- Arrangement for a small ensemble
- Journal of practical work

THIS SUBJECT LEADS TO:
Stage 1 - Music (Advanced)
Stage 2 - Solo Performance, Ensemble Performance, Performance Special Study, Musicianship, Composing & Arranging and Individual Study
VET
MUSIC – CONTEMPORARY MUSIC WORKSHOP (ELECTIVE)

CONTACT TEACHER(S)  Gemma Roberts/Russel Burton

PREFERRED BACKGROUND  Ability to play guitar, keyboard, bass guitar or sing Willingness and ability to play in a band along with other students in the class

NB This course is designed for students who do not have the pre-requisite for Music (Advanced) in Year 10, Stage 1 or Stage 2. The Director of Music determines eligibility for this course.

SEMESTER / FULL YEAR  Semester or Full Year

WHAT IS THIS SUBJECT ABOUT?
- Developing skills and knowledge in contemporary music performance and/or technical production
- Developing performance skills as a rock musician or technician
- Developing basic skills in reading and writing music
- Listening to recordings and analysing them
- Learning to create, perform and record music
- Developing knowledge and understanding of the music industry
- Each semester successfully completed is a 10 credit Stage 1 subject

FOCUS AIMS:
- To rehearse and perform in a rock band
- To write and perform at least one song
- What is the music industry and how it works
- Basics skills in setting up and operating PA systems or studio recording
- You may also extend your learning and skills in arranging or composing and solo performance or musical analysis, depending on your choice of unit
- Basic occupation and health safety skills

HOW WILL I BE ASSESSED?
- Series of performances in a rock band/ensemble
- Completion of at least one song plus journal of work
- Research projects, worksheets, oral presentations and written tests

SUBJECT LEADS TO:
Possible VET options.
Stage 1 - Contemporary Music Workshop
Stage 2 - Music Technology and Ensemble Performance.
RELIGION STUDIES (COMPULSORY)

CONTACT TEACHER(S)  Maree Samuel

PREFERRED BACKGROUND  Refer ‘Essential Reading’ Page 3

SEMESTER/FULL YEAR  Full Year, with second semester at Stage 1 level

WHAT IS THIS SUBJECT ABOUT?

- Developing knowledge and appreciation of the role and influence of religion in life
- Asking and discussing the fundamental questions about life and existence
- Appreciating the value of religion in decision making and personal development
- Understanding of Catholicism and Christianity
- Study of Judaism with links to Christianity
- Understanding of Catholic Social Justice principles teaching

FOCUS AIMS:

- How to undertake a philosophical inquiry into questions about the meaning of life and the existence of God
- Aboriginal spirituality and another world religion, namely Judaism
- Catholicism as a whole, living religion, with a special focus on beliefs and rituals, both past and present to assist in the development of moral integrity
- Ethics and moral decision making within a Christian framework

HOW WILL I BE ASSESSED?

- Research
- Assignments
- Essays
- Tests
- Class and group participation and activities
- Oral presentations

THIS SUBJECT LEADS TO:

Stage 1  Religion Studies
SCIENCE (COMPULSORY)

CONTACT TEACHER(S)  
Robert Nussio

PREFERRED BACKGROUND  
Refer ‘Essential Reading’ Page 3

SEMESTER / FULL YEAR  
Full Year

WHAT IS THIS SUBJECT ABOUT?

In Level 1 Science, students will follow a course involving topics from Biology, Chemistry, and Physics. The topics aim to give students a background knowledge and experience of the three main disciplines within Science. Students not intending to continue with Science at Stage 1 (or who wish to choose Scientific Studies at Year 11) may be invited to choose Science Studies as an alternative to Level 1 Science. This subject will involve an adjusted version of the Level 1 course, with a large focus on scientific skills.

Topics of study include:
- Motion
- Periodic Table
- Genetics
- Species Survival
- The Universe and Global Systems
- Chemical Reactions

FOCUS AIMS:
- Concepts, principles and facts related to scientific disciplines
- An appreciation of the importance of science in the world today
- An appreciation of the necessity for safety precautions in a laboratory
- An understanding of the correct methods for carrying out, observing and reporting on a variety of experiments
- A knowledge of the correct procedures involved in the use, cleaning and safe handling of commonly used apparatus
- Problem solving skills
- The ability to work with other students in a co-operative manner
- An improved vocabulary of scientific terms
- An understanding of basic concepts related to science courses offered at Stage 1.

HOW WILL I BE ASSESSED?

- Written tests
- Practical work
- Assignment work
- Creative presentation
- Oral communication
- Research activities.

THIS SUBJECT LEADS TO:

Stage 1  Physics, Chemistry, Biology, Psychology, Scientific Studies and Nutrition

(Science Pathways flowchart – page 13)
# VISUAL ARTS (ART GENERAL 2D) (ELECTIVE)

**CONTACT TEACHER(S)**  
Antonine Stagg/Sue Wilson/Kate Lymn

**PREFERRED BACKGROUND**  
Refer ‘Essential Reading’ Page 3

**SEMESTER / FULL YEAR**  
Semester or Full Year

## WHAT IS THIS SUBJECT ABOUT?

This is a 3 part subject that requires student initiative and interest in working in and creating 2-dimensional artworks.

### Part 1: Practical
- Students will produce major works in different 2-dimensional media such as painting, drawing, printmaking, based on themes or concepts developed through their folios.

### Part 2: Folio
- Students will be required to maintain a Visual Arts Diary where the development of ideas, exploration of media and processes are recorded.

### Part 3: Visual Study
- Students will undertake research into an aspect of art, recording their findings through imagery and written documentation.

## FOCUS AIMS:

- To research and comment on Art history and contemporary culture.
- To paint, draw or print to compose and create artwork with more skill and confidence.
- To develop and resolve ideas.
- To develop skills in handling and applying 2-dimensional art media in producing artworks.
- To analyse art works and present visual responses to artists and their methods.

## HOW WILL I BE ASSESSED?

- Practical component 70%
- Theory component 30%
- Practical projects will be assessed at each stage of their development.
- Practical and theory marks are cumulative.

## THIS SUBJECT LEADS TO:

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Visual Arts – Art (2D or 3D)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Visual Arts - Design (Architecture &amp; Interior, Fashion or Visual Communication)</td>
</tr>
</tbody>
</table>
VISUAL ARTS (ART GENERAL 3D) (ELECTIVE)

CONTACT TEACHER(S)  
Antonine Stagg/Sue Wilson/Kate Lymn

PREFERRED BACKGROUND  
Refer ‘Essential Reading’ Page 3

SEMESTER / FULL YEAR  
Semester or Full Year.

WHAT IS THIS SUBJECT ABOUT?
This is a 3 part subject that requires student initiative and interest in working in and creating 3-dimensional artworks.

Part 1: Practical
- Students will produce major works in different sculptural media, based on themes or concepts developed through their folios.

Part 2: Folio
- Students will be required to maintain a Visual Arts Diary where the development of ideas, exploration of media and processes are recorded.

Part 3: Visual Study
- Students will undertake research into an aspect of art, recording their findings through imagery and written documentation.

FOCUS AIMS:
- To research and write about reports on Art and Art issues including contemporary culture.
- To draw, compose and model 3-dimensional artworks with more skill and confidence.
- To develop and resolve ideas.
- To develop skills in understanding and manipulating 3-dimensional media in producing artworks.
- To analyse art works and research artists and their methods.

HOW WILL I BE ASSESSED?
- Practical component  70%
- Theory component  30%
- Practical projects will be assessed at each stage of their development.
- Practical and theory marks are cumulative.

THIS SUBJECT LEADS TO:
Stage 1  Visual Arts – Art (2D or 3D)
Visual Arts - Design (Architecture & Interior, Fashion or Visual Communication)
CONTACT TEACHER(S)  Antonine Stagg/Sue Wilson/Sally Mahony

PREFERRED BACKGROUND  Refer ‘Essential Reading’ Page 3

SEMESTER / FULL YEAR  Semester Only

WHAT IS THIS SUBJECT ABOUT?
This is a 3 part subject that requires student initiative and interest in working in and creating ceramics and pottery.

Part 1: Practical
- Students will produce major works in different media, based on themes or concepts developed through their folios.

Part 2: Folio
- Students will be required to maintain a Visual Arts Diary where the development of ideas, exploration of media and processes are recorded.

Part 3: Visual Study
- Students will undertake research into an aspect of art, recording their findings through imagery and written documentation.

FOCUS AIMS:
- To be able to create works with more skill and confidence.
- To know and understand the tools, methods and materials used to produce ceramic works.
- To develop the skills necessary to arrive at creative ideas.
- To develop an understanding of the use of clay as a medium.

HOW WILL I BE ASSESSED?
- Practical component  70%
- Theory component  30%
- Practical projects will be assessed at each stage of their development.
- Practical and theory marks are cumulative.

THIS SUBJECT LEADS TO:
Stage 1  Visual Arts – Art (2D or 3D)
Visual Arts - Design (Architecture & Interior, Fashion or Visual Communication)
CONTACT TEACHER(S)  Antonine Stagg/Sue Wilson/Sally Mahony

PREFERRED BACKGROUND  Refer ‘Essential Reading’ Page 3

SEMESTER/FULL YEAR  Semester Only

WHAT IS THIS SUBJECT ABOUT?
This is a 3 part subject that requires student initiative and interest in working in and creating fashion designs.

Part 1: Practical
- Students will produce major works in different media including illustration and garment construction, based on themes or concepts developed through their folios.

Part 2: Folio
- Students will be required to maintain a Visual Arts Diary where the development of ideas, exploration of media and processes are recorded.

Part 3: Visual Study
- Students will undertake research into an aspect of fashion design, recording their findings through imagery and written documentation.

FOCUS AIMS:
- To be able to use manual illustration techniques to create fashion designs.
- To be able to generate and develop ideas through to resolved products.
- To create textile designs and construct garments.
- To develop problem solving skills to meet the design brief.
- To critically analyse existing works of Art and Design.

HOW WILL I BE ASSESSED?
- Practical component  70%
- Theory component  30%
- Practical projects will be assessed at each stage of their development.
- Practical and theory marks are cumulative.

THIS SUBJECT CAN LEAD TO:
Stage 1  Visual Arts – Art (2D or 3D)
          Visual Arts - Design (Architecture & Interior, Fashion or Visual Communication)
VISUAL ARTS – DESIGN (DIGITAL MEDIA) (ELECTIVE)

CONTACT TEACHER(S)  Antonine Stagg
PREFERRED BACKGROUND  Year 9 Digital Media or Art/Design
SEMESTER / FULL YEAR  Semester or Full Year

WHAT IS THIS SUBJECT ABOUT?
This is a 3-part subject that requires students to show initiative and interest in making design and art works using digital media.
It is a visual arts subject, which employs computer applications, and hardware, with current industry practice.

Part 1: Folio
- Students will be required to apply the design process to create their work. They will use digital SLR cameras and scanning to capture images and graphics tablets to draw and paint on-screen. Students will display their resolved artwork through both photographic and 3D prints.
- Students will be required to maintain a display folder where their development of ideas, problem-solving and personal responses are recorded.
- Students will resolve their ideas and present them using a range of digital applications including Adobe Photoshop and Illustrator, and Autodesk 3DS max.

Part 2: Practical
- Presentation of Final concepts. Areas of work may include – point of sale advertising, book and magazine covers (all with digital photo components), photomontage, product and architectural design.

Part 3: Visual Study
- Students present visual responses to their research into artists/designers and their works.

FOCUS AIMS:
- To be able to use computer applications across a broad range of design genres (Adobe Photoshop and Illustrator, 3DS Max and digital photography).
- To be able to generate and develop ideas in creative and professional presentation layouts.
- To develop problem solving skills to meet the design brief.
- To critically analyse existing works of art and design.

HOW WILL I BE ASSESSED?
- Practical component 70%
- Theory component 30%
- Practical projects will be assessed at each stage of their development.
- Practical and theory marks are cumulative.

THIS SUBJECT CAN LEAD TO:
Stage 1  Visual Arts – Art (2D or 3D)
- Visual Arts - Design (Architecture & Interior, Fashion or Visual Communication)
Terminology for the South Australian Certificate of Education (SACE)

**Adult student**
A student who is at least 18 years old by 1 January of his or her final year of Stage 2 study, and who has left school for at least 1 continuous year before returning to study.

**Assessment design criteria**
The qualities a student displays in an assessment task and/or in a set of evidence that can be referenced to the performance standards. The performance standards are described through three or four assessment design criteria. Assessment design criteria consist of specific features that students should demonstrate in their evidence of learning, and that teachers look for as evidence that students have met the learning requirements of a subject outline.

**Assessment group**
The group to which students belong for assessment and moderation in a subject, as determined by the school. The assessment group can include for example: all the students in the school undertaking the subject and taught by one or more teachers; the students in a particular class taught by a particular teacher; the students in more than one school taught by one or more teachers. Schools Online will automatically create one assessment group, whenever two or more classes of the same subject have the same teacher in a school.

**Assessment task**
An assessment activity, item, or instrument for collecting evidence of student achievement of the learning requirements of a subject outline.

**Assessment type**
A single assessment task or a combination of assessment tasks grouped together to elicit the evidence of achievement that a student needs in order to demonstrate his or her learning against the performance standards.

**Australian Qualifications Framework (AQF)**
A national framework of formal qualifications issued in the secondary schools sector, the VET sector, and the higher education sector.

**Australian Quality Training Framework (AQTF)**
A set of nationally agreed standards that ensure the quality and consistency of VET throughout Australia.

**Board-accredited subject**
The learning and assessment accredited and quality assured by the SACE Board for teaching, learning, and assessment in schools. Each board-accredited subject is described in a subject outline.

**Board-recognised course**
The learning and assessment accredited and quality assured by other education providers and recognised by the SACE Board for SACE completion.

**Capabilities**
The knowledge and skills essential for people to act in effective and successful ways. There are currently five capabilities underpinning the SACE: communication, citizenship, personal development, work, and learning.

The new SACE Capabilities Policy (approved by the SACE Board in 2013) identifies seven capabilities: literacy, numeracy, information and communication technology capability, creative and critical thinking, personal and social capability, ethical understanding, and intercultural understanding.

These seven capabilities have as their basis the Australian Curriculum General Capabilities. All SACE Board-accredited subjects will progressively integrate the seven capabilities as appropriate in curriculum and assessment.

**Competency standard**
An industry-determined specification of performance that sets out the skills, knowledge, and attitudes required to operate effectively in employment. Competency standards are commonly known as units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide. Competency standards are an endorsed component of a training package.

**Evidence of learning**
The knowledge, skills, and understanding that students demonstrate through a set of assessment tasks that are designed according to guidelines in the subject outline and meet the learning requirements of the subject.

**External assessment**
The assessment of student learning is external when the assessment specifications for assessment tasks are defined by the SACE Board; and when each student's performance is assessed by at least one person who is appointed by the SACE Board, and who is not the student's teacher. All Stage 2 Board-accredited subjects have a 30% external assessment component. External assessment applies only to Stage 2 subjects.

**Grade level**
A level within a grade at Stage 2 (e.g. A+, A, A-).

**Insufficient evidence (!)**
The designation I (for 'Insufficient Evidence') that is recorded when the quality of learning based on the set of evidence of learning provided by a student is insufficient to show achievement against the lowest performance standard (grade E) for an assessment type.

**Integrated program**
A program that combines the learning and assessment requirements of two or more whole subjects. A student’s achievements in each subject delivered through an integrated program will be granted SACE credits; the student's results will be reported separately against the name of each subject.

**Integrity of assessment procedures**
The SACE Board adopts a four-phase process to assure the integrity of assessments: planning, clarifying, confirming, and improving. Each of these phases is based on the interconnected responsibilities of students, teachers, school leaders, and the SACE Board. Planning involves developing, approving, and communicating learning and assessment plans for each subject. Clarifying involves seeking feedback on the interpretation and application of performance standards. Confirming involves ensuring that the interpretation and application of performance standards are comparable across schools. Improving involves providing and analysing students’ results to identify where help and support may be provided in the school’s teaching, learning, and assessment program.

**Learning and assessment plan**
A plan that shows a teacher’s intended learning and assessment activities for a subject. The intended audience for the plan is the student. The teacher/school develops the plan, which should demonstrate to students the relationship of the learning scope and requirements to the assessment requirements and the performance standards of the subject outline. The SACE Board approves the plan for teaching on the recommendation of the principal of the school, according to the operational schedule in the SACE Online Calendar.
Learning area
Board-accredited subjects are organised in nine learning areas: Arts; Business, Enterprise, and Technology; Cross-disciplinary; English; Health and Physical Education; Humanities and Social Sciences; Languages; Mathematics; and Sciences.

Learning requirements
The summarised knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. The learning requirements form the basis of the content, the evidence of learning that students provide, the assessment design criteria, and the levels of achievement described in the performance standards for a subject outline.

Literacy requirement
To meet the literacy requirement of the SACE, students must complete, with a C grade or better, or the equivalent, 20 credits from a range of Board-accredited English subjects or Board-recognised courses.

The Board has endorsed the Australian Core Skills Framework (ACSF) level 3 descriptions in reading and writing as reference points for the SACE literacy benchmark. The Stage 1 Board-accredited subjects and Board-recognised courses in literacy have the ACSF level 3 integrated in their C grade or satisfactory achievement level.

Local program
The SACE Board has accredited the nine subject outlines listed below (one for each of the nine learning areas) that enable schools to develop local programs by varying the content and/or the school assessment component described in the subject outline:
- Business and Enterprise
- Creative Arts
- Cross-disciplinary Studies
- English Pathways
- Health
- Language and Culture
- Mathematics Pathways
- Scientific Studies
- Society and Culture.

Modified subjects
A set of Board-accredited subjects that are designed for students with identified intellectual disabilities. Students who are eligible to enrol in a modified subject are unable, because of intellectual and functional disabilities, to reach the performance standards in a mainstream subject. The following subjects are available at Stage 1 and Stage 2:
- Business and Enterprise: Modified
- Creative Arts: Modified
- Cross-disciplinary Studies: Modified
- English Pathways: Modified
- Health: Modified
- Language and Culture: Modified
- Mathematics Pathways: Modified
- Personal Learning Plan: Modified (Stage 1 only)
- Research Project: Modified (Stage 2 only)
- Scientific Studies: Modified
- Society and Culture: Modified.

Training.gov.au (TGA)
A national database of VET in Australia. It has information about training packages, VET units of competency, VET qualifications and Registered Training Organisations (RTOs).

New subject
A subject that is developed by a school, an institution, an authority, or an organisation to meet emerging needs. New subjects must be accredited by the SACE Board. Once accredited, these subjects will be made available to all schools.

No result (N)
The designation N (for 'No Result') that is recorded at Stage 1 when a student does not provide evidence of learning for a subject, and at Stage 2 for a component when a student does not provide evidence of learning for the school assessment component or the external assessment component of a subject. A student who receives a 'N' is attributed a numerical value of zero.

Numeracy requirement
To meet the numeracy requirement of the SACE, students must complete, with a C grade or better, or the equivalent, 10 credits from a range of Board-accredited mathematics subjects or Board-recognised courses.

The Board has endorsed the Australian Core Skills Framework (ACSF) level 3 descriptions in numeracy as reference points for the SACE numeracy benchmark. The Stage 1 Board-accredited subjects and Board-recognised courses in numeracy have the ACSF level 3 integrated in their C grade or satisfactory achievement level.

Partial assessment (PA)
The designation PA (for 'Partial Assessment') that is recorded for a subject when a student does not provide evidence of learning for either the school assessment component or the external assessment component.

Pending (P)
The designation P (for 'Pending') that may be recorded when missing or insufficient evidence of learning prevents a student from gaining a C grade in the Stage 1 Personal Learning Plan, or in a Stage 1 English or mathematics subject that meets the literacy or numeracy requirement of the SACE. The designation is recorded until the student is able to provide evidence of learning at the C grade level.

Performance standards
Descriptions of levels of achievement in a subject outline. The five levels of achievement are reported with the grades A to E at Stage 1, and with a finer scale of A+ to E– at Stage 2. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated evidence of his or her learning. The process of interpreting and reporting a student’s level of achievement with reference to the performance standards is called ‘standards referencing’.
## Terminology for the South Australian Certificate of Education (SACE)

### Personal Learning Plan
A compulsory Stage 1 subject in the SACE. It is intended to help students to plan for their future. To gain their SACE, students must complete 10 credits of the Personal Learning Plan with a C grade or better.

### Private candidate
A student who completes a Board-accredited subject without being formally enrolled in a school and without completing or submitting the school assessment component. Private candidature is approved by the Chief Executive of the SACE Board of SA. Private candidates are not eligible for Subject Merits.

### Record of Achievement
The record of a student’s achievements in subjects and/or courses at Stage 1 and Stage 2 that can be counted towards SACE completion requirements. It lists the number of SACE credits granted for each subject or course in which the student has recorded achievement. The Record of Achievement is provided to all students at the end of Stage 2, or on request to the SACE Board.

### Registered training organisation (RTO)
An organisation that is authorised to deliver and/or assess training, and to issue qualifications. TAFE SA is a public RTO. All RTOs must meet the standards of the Australian Quality Training Framework.

### Research Project
A compulsory Stage 2 subject in the SACE. It is intended to help students to develop their research, planning, and evaluation skills. To gain their SACE, students must complete 10 credits of the Research Project with a C grade (i.e. C+, C, or C-) or better.

### SACE
South Australian Certificate of Education.

### SACE credits
The SACE is a credit-based qualification. Students must gain at least 200 credits to be awarded the SACE.

- A 10-credit subject consists of approximately 60 hours of programmed teaching and learning time. It is generally considered to be a one-semester or half-year subject.
- A 20-credit subject consists of approximately 120 hours of programmed teaching and learning time. It is generally considered to be a full-year subject.

### School assessment
The assessment of student learning is school based when the assessment tasks are designed by the student’s teacher in accordance with the specifications in the Board-accredited subject outline; when each student’s performance is assessed by the student’s teacher; and when the assessments of students’ performances are moderated by processes developed by the SACE Board.

Assessment at Stage 1 of the SACE is 100% school based. Assessment at Stage 2 of the SACE is 70% school based and 30% external.

### Specific feature
See assessment design criteria.

### Student assessment summary
A document that records a student’s achievements in their subjects. This document lists, for each subject, a student’s school grade and moderated grade for each school assessment type, and their numeric equivalents; school assessment grade and external assessment grade, and their numeric equivalents; final subject grade and its numeric equivalent.

### Subject grade
A student’s level of achievement in a subject at the end of a program of learning that will be reported to the student by the SACE Board. At Stage 1 the subject grades are reported as A to E. At Stage 2 the subject grades are reported as A+ to E-.

### Subject operational information
A document that details procedural matters relating to final moderation and external assessment requirements, and key dates for the year, including dates for submission of results.

### Subject outline
A document that describes the capabilities and learning and assessment scope and requirements of a Board-accredited subject.

### Tertiary admission subject
A subject approved by the higher and further education authorities for contributing to the calculation of the Australian Tertiary Admission Rank (ATAR).

### Training package
An integrated set of nationally endorsed competency standards, assessment guidelines, and qualifications for a specific industry, industry sector, or enterprise.

### Unit of competency
A component of a competency standard and a statement of a key function or role in a particular job or occupation.

### VET recognition register
A list posted on the SACE website. Schools, and the general public, refer to the list to find out how many SACE credits will be awarded for the successful completion of a particular qualification or unit of competency from the VET sector, and whether the credits will be awarded at Stage 1 or Stage 2 of the SACE.

### Vocational education and training (VET)
Any training and assessment delivered by a registered training organisation that meets the requirements specified in national industry/enterprise training packages or in accredited courses. VET operates through training packages and state-accredited courses that are nationally recognised and registered by the National Training Information Service (NTIS).

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*Terminology for the South Australian Certificate of Education (SACE)*
*Updated: 20 January 2015*

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