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 – Mrs Sue Matthew and Ms Tania Davison-Bennett
- SACE Coordinator – Mrs Cheryl Webber
- Year Level Coordinators and Home Class Teachers
- SACE Board Website: [www.saceboard.sa.edu.au](http://www.saceboard.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.

Margaret Barrachina
Deputy Principal (Curriculum)
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**KEY to SUBJECTS:**

(C) = Core subject  (C*) = Core subject within English or Maths group  
(E) = Elective subject  (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 semester 2 of 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 (normally undertaken in Year 11) and
Stage 2 (normally 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.)
The Personal Learning Plan

At Cabra, the Personal Learning Plan is started 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.

Note: Any students new to Cabra who have NOT completed the Personal Learning Plan in Year 10 will need to make special arrangements to complete this subject in Year 11.

Vocational Education and 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 ½ day, for a term, semester or a year.

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 2 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.

**School Based Apprenticeships (SBNA)** - 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 SBNA 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.

For further information and details please contact Mrs Tanya Sharkey, (VET Co-ordinator).

**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).
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This table is only to illustrate related subject connections. These connections are not meant to be prescriptive.

**Note:** Subjects not offered at Cabra may be able to be studied through External Studies eg. Open Access College, School of Languages. See the External Studies Coordinator.
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:

Core
- Religion Studies* (full year)
- English (full year)
- Mathematics (full year)
- Science (full year)
- History (one semester)
- Geography (one semester)
- Personal Learning Plan (SACE)*

*Students must gain an A, B or C result for this subject.

Electives

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.
ACCOUNTING

CONTACT TEACHER(S)  
Greg Way

PREFERRED BACKGROUND  
Refer “Essential Reading” page 3

SEMESTER/FULL YEAR  
Semester

WHAT IS THIS SUBJECT ABOUT?

This subject allows students to learn the practical skills needed to manage their own financial affairs and develop an understanding of how individuals and business make sound financial decisions. Students will develop skills in preparing financial reports for individuals and how to wisely invest any excess cash.

Literacy Focus

Using appropriate accounting terminology, essay construction, reading and interpreting given information, follow written instructions.

Technology Focus

Spreadsheets, internet research,

Numeracy Focus

Calculation of profit and financial position of a firm, recording cash flows of a business, preparing cash budgets, calculating return on investments.

Topics:

- Accounting for small businesses
- Reporting on financial performance & position
- Recording & reporting of cash flows
- Cash control & budgeting
- Investments

HOW WILL I BE ASSESSED?

- Assignments 30%
- Class work 20%
- Tests 30%
- Homework 10%
- Exam 10%

THIS SUBJECT LEADS TO:

Stage 1  Accounting
BUSINESS STUDIES

CONTACT TEACHER(S)  Maria Zuni/Greg Way
PREFERRED BACKGROUND  Refer 'Essential Reading' Page 3
SEMESTER/FULL YEAR  Semester

WHAT IS THIS SUBJECT ABOUT?
The course provides students with the study of rapidly changing business world. It provides them with knowledge and skills to successfully interact with the business environment on a personal level. It allows students to develop skills in the management of their finances; be wise consumers; and explore future career paths.

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

Technology Focus
Use of ICT’s – internet research; spreadsheets; word processing

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

Topics:
• The Economy and Money
• The Wise Consumer
• The Changing World of Work
• Exploring Career Paths
• The Global Market Place

HOW WILL I BE ASSESSED?
• Assignment  40%
• Tests  30%
• Class work  20%
• Homework  10%

THIS SUBJECT LEADS TO:
Stage 1  Business and Enterprise
CONTACT TEACHER(S)  
Elley Parry

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
### DRAMA

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#### 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
- How to write dialogue using invented characterisations
- How to stage a duologue as a performance
- How to apply Boal’s theory of theatre in a practical manner

#### 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)

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

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

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

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

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, 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
- 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
WHAT IS THIS SUBJECT ABOUT?
This is an introductory course that examines the basic economic problem faced by all societies – “we do not have the resources to do everything that needs doing in society”. Economics highlights the fact that choices must be made between competing ends, and that all decisions involving use of resources involve a cost. Students will be encouraged to collaborate with other students in the learning process. Students will be involved in identifying and analysing current economic issues such as changing market conditions and globalisation.

Literacy Focus
Source interpretation, essay construction, simple referencing conventions, economic terminology

Technology Focus
Use of ICT’s – internet research; spreadsheets; word processing

Numeracy Focus
Interpreting graphs, financial calculations, data collection and analysis.

HOW WILL I BE ASSESSED?
- Tests
- Responding to newspaper articles and current issues
- IT activities
- Research assignments

THIS SUBJECT LEADS TO:
Stage 1 Economics
English Subject Pathways at Cabra 2011

Year 10
- Extended English
- Mainstream English
- Modified English
- ESL (English as a Second Language)

Stage 1
- Pre-English Studies (Literature)
- Pre-English Communications (Language)

Stage 2
- English Studies
  Or ESL Studies
- Literacy for Work & Community Life (Vocational Course)
- ESL (English as a Second Language)

English Communications
Or ESL
CONTACT TEACHER(S)  
Jenny Cross

PREFERRED BACKGROUND  
Refer ‘Essential Reading’ Page 3

SEMESTER/FULL YEAR  
Full Year

WHAT IS THIS SUBJECT ABOUT?
This subject allows students to develop their analytical and creative skills in response to language and literature, in a variety of forms, including essay writing. Attention is paid to strengthening functional grammar and recognising language conventions. Prose, poetry, film and drama texts will be studied in class and a Shakespearian text is compulsory. Varied extension reading is based on student choice; detailed reflective journals to this independent reading are maintained throughout the year. Written and visual texts vary but are chosen from a list of prescribed Yr 10 texts. There is also a focus on oral and multi-modal presentations.

CONTENT:
Reading & Comprehension
- Shared reading and viewing of selected prose, poetry, film and drama texts
- Extended independent reading
- Critical, analytical reading of a variety of forms of writing, mostly short texts

Writing
- Production of a variety of different pieces, covering a range of forms, purposes, audiences and contexts
- Writing based on responses to, and analysis, of texts
- Creative, imaginative writing, covering a variety of genres – recount, narrative, argumentative, expository.

HOW WILL I BE ASSESSED?
- Written and oral activities (including independent reading journal) fall under the following general categories
  Text Analysis
  Text Production
  Extended Study
  Critical Literacy
- Exam

THIS SUBJECT LEADS TO:
Stage 1  
English (Pre Communications), English (Pre English Studies), Literacy for Work & Community Life
ENGLISH AS A SECOND LANGUAGE

CONTACT TEACHER(S)       Jenny Cross/ Gavin Scrimgeour

PREFERRED BACKGROUND     Non-English speaking background

SEMESTER/FULL YEAR       Full Year

WHAT IS THIS SUBJECT ABOUT?
ESL is designed to increase overall competence in the use of the English language in a variety of modes. Students from non-English speaking backgrounds develop communication skills and expand linguistic resources as critical receivers (listening, viewing and reading) and producers (speaking and writing).

FOCUS AIMS
• How to appreciate the function, structure and features of the English language, as used in different contexts
• How to write in different genres covering a range of purposes and audiences
• How to communicate more effectively with others
• How to shape language use to suit more formal, academic texts

HOW WILL I BE ASSESSED?
• A variety of written tasks including exam
• Oral/aural tasks

THIS SUBJECT LEADS TO:
Stage 1       ESL, English
EXTENSION MATHEMATICS

CONTACT TEACHER(S)          Isabel Heath

PREFERRED BACKGROUND        High achievement in Year 9 Mathematics

SEMESTER/FULL YEAR          Semester

WHAT IS THIS SUBJECT ABOUT?
The Extension Mathematics course focuses on refining and further developing a student’s problem solving skills through experimentation and attempting a variety of non-routine tasks. Students are challenged to apply their knowledge to a diverse range of practical and abstract problems. Through investigative tasks students utilise technology to analyse, interpret, model and justify their mathematical findings.

Literacy Focus
All Projects and Investigations are presented formally as a written report detailing findings and analysing results. The structure and language features of a formal report are reviewed and developed throughout the year.

Technology Focus
Graphics Calculators are compulsory; Excel; Geometer Sketchpad; Equation Editor.

Numeracy Focus
Numeracy is evident within all topics.

Topics:
• Number
• Measurement
• Patterns & algebraic reasoning
• Spatial sense & geometric reasoning
• Exploring, analysing & modelling data
• Analysing and modelling change

HOW WILL I BE ASSESSED?
• Mathematical investigations 70%
• Projects 30%
GEOGRAPHY

CONTACT TEACHER(S)  Greg Way

PREFERRED BACKGROUND  Refer “Essential Reading” page 3

SEMESTER/FULL YEAR  Semester

WHAT IS THIS SUBJECT ABOUT?
The course is built around the key geographic ideas of location, distribution, distance, direction, movement, region, scale, and spatial association, change over time and interaction. Students have the opportunity to explore relationships between people and their environment at local, national and global level. Fieldwork is an integral part of the course.

Literacy Focus
Source interpretation, field report, report writing, referencing conventions

Technology Focus
GPS and GIS, use of ICT’s

Numeracy Focus
Application of scale, gradient, measurement, quadrant use, data collection and analysis

Topics:
• Key geographic ideas/mapping skills
• Sustainable cities
• Coasts
• Poverty and development

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
Contact Teacher(s): Sharon Cibich

Preferred Background: Refer ‘Essential Reading’ Page 3

Semester/Full Year: Semester

What is this Subject About?
Health consists of four units, which include:
- Health risk factors in today’s society
- Nutrition
- Fitness: personal and in the community
- Directed study of a health related issue
- Gender related health issues

Students will have the opportunity to:
- Investigate current issues relating to the range of topics above
- Evaluate and appraise your current nutrition and fitness practices
- Challenge your views and those of others on topical issues
- Participate in a variety of recreational and sporting activities

Literacy Focus:
- Understand, analyse, and critically respond to texts in a variety of contexts
- Create specialised language and texts to communicate a range of views on health issues
- Use a variety of text types such as arguments, reports, explanations, discussions, or syntheses of relevant health information and issues
- Access and interpret current data eg policy documents, speeches, media articles and videos
- Communicate with other members of a group to explore and initiate a health promoting activity
- Construct and use interview and survey questions
- Investigate and critique issues and perspectives on health in a variety of contexts

Numeracy Focus:
- access, understand, critically analyse and use numerical data on health
- understand and explain trends in health from given numerical or statistical data
- critically analyse ways in which numerical data are used in discussing health and health issues
- investigate health issues using primary sources and quantitative survey methods
- critique consumer information in relation to food products and health care products
- test hypotheses through field work and data generation and analysis

How will I be Assessed?
Assessment will be through a combination of tests, assignments, projects, participation in practicals, and participation in class discussion.

This Subject Leads to:
Stage 1 Physical Education, Food and Hospitality, Nutrition
HISTORY

Australia 1900 – 1945 (approx); or Australia 1946 – 2008 (approx)

CONTACT TEACHER(S)  
David McManus/John Simpson/Greg Way

PREFERRED BACKGROUND  
Refer to ‘Essential Reading’ Page 3

SEMESTER/FULL YEAR  
Semester

WHAT IS THIS SUBJECT ABOUT?

Australia 1900 – 1945 (approx)
• Finding our Identity as a nation.
• War and its horrors and trials on a new nation
• WWI "The Anzac Story"
• How the Australian Identity was formed
• Social life between the wars; The Swinging Twenties’
• The Great Depression and life in Australia; ‘Life on the Susso’
• Life in Australia during WW2; ‘Keep the home fires burning’
• The Cold War / The Vietnam War

Australia 1946 – 2008 (approx)
• The development of Australia through such experiences as Federation, WWI, The Great Depression and WW2
• Life during the Cold War; ‘So the War is over, now what?’
• Nuclear armaments and Peace; ‘My bomb is better than yours’
• Living in a world of fear; ‘Cuban Missile Crisis - Is this it?’
• Life in the 60’s & 70’s; ‘The Vietnam War, Beatles, Youth Power and all that’
• Life with the new technologies; ‘The Computing Age’
• Life today; ‘Are we any different?’

Literacy Focus  
Source analysis, essay construction, referencing conventions

Technology Focus  
Use of ICT’s

Numeracy Focus  
Data collection, graphs, spreadsheets, time periods and timelines

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

CONTACT TEACHER(S)  
Kathryn Hall

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

SEMESTER/FULL YEAR
Semester

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  50%
- Written tasks  20%
- Assignments  30%

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

CONTACT TEACHER (S)  Charlotte Hejka/Eli Sieradski

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 (CONTINUERS)

CONTACT TEACHER(S) Sandra Ciccarello/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.

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?
• Listening 20%
• Speaking 20%
• Reading 20%
• Writing 20%
• Research Tasks 20%

THIS SUBJECT LEADS TO:
Stage 1 Italian (Continuers)
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.

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?

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

THIS SUBJECT LEADS TO:
Stage 1 Japanese (Continuers)
MATERIAL PRODUCTS: FURNITURE CONSTRUCTION

CONTACT TEACHER(S)  
Tony Antenucci/Neil Cutting/Andrew Patupas

PREFERRED BACKGROUND  
Refer ‘Essential Reading’ Page 3

SEMESTER/FULL YEAR  
Semester

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:

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

- **Product Analysis 10%**  
  Students undertake a written analysis (500-700 words) of a mass produced furniture article analysing its strength and weaknesses

- **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 investigated alternate ideas and devised a solution. A design folio will need to be maintained to document the development of their project.

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)
CONTACT TEACHER(S) Andrew Patupas

PREFERRED BACKGROUND Refer ‘Essential Reading’ Page 3

SEMESTER/FULL YEAR Semester

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 drawing skills 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)
Mathematics Subject Pathways - Cabra Dominican College 2011

Year 10

Stage 1

Mathematics
Units C, D & E

Mathematics
Units C, D & G

Mathematics
Units C & D

Stage 2

Mathematical Studies & Specialist Mathematics

Mathematical Studies

Mathematical Methods

Mathematical Applications

Mathematical Applications
Units A & B*

Mathematical Applications
Unit A

Numeracy for Work & Community Life

Numeracy
(Level One)

Mathematical Applications
(Level Two)

Numeracy
(Level Three)

NB. * Possible pathway based on teacher recommendation.
If uncertain students are advised to discuss their pathways with the Mathematics Coordinator/Subject Teacher.

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

CONTACT TEACHER(S) Isabel Heath

PREFERRED BACKGROUND Satisfactory achievement in Year 9 Mathematical Applications

SEMESTER/FULL YEAR Full Year

WHAT IS THIS SUBJECT ABOUT?
The Year 10 Mathematical Applications course continues to develop the mathematical concepts and processes taught previously. Students gradually develop an understanding of the concepts and are challenged to apply their knowledge to routine problems. Class members are actively engaged in units of work that encourage them to explore key ideas in order to fully understand the concepts. Through investigative tasks students utilise technology to analyse, interpret and justify their mathematical findings.

Literacy Focus
All Projects and Investigations are presented formally as a written report detailing findings and analysing results. The structure and language features of a formal report are reviewed and developed throughout the year.

Technology Focus
Graphics Calculators are compulsory; Excel; Geometer Sketchpad; Equation Editor.

Numeracy Focus
Numeracy is evident within all topics.

Topics:
- Number (index form, business applications)
- Measurement (length, area, volume, trigonometry)
- Patterns & algebraic reasoning (equations, coordinate geometry, functions)
- Spatial sense & geometric reasoning(planar geometry, networks and maps)
- Exploring, analysing & modelling data (statistics, chance & probability)
- Analysing and modelling change (change, rates)

HOW WILL I BE ASSESSED?
- Topic tests 45%
- Exam 20%
- Mathematical investigations, projects & worksheets 35%

THIS SUBJECT LEADS TO:
Refer to Mathematics flowchart (page 31)
WHAT IS THIS SUBJECT ABOUT?
The Year 10 Mathematics course continues to develop the mathematical concepts and processes taught previously. Students develop an understanding of the concepts and are challenged to apply their knowledge to non-routine problems. Class members are actively engaged in units of work that encourage them to explore key ideas in order to fully understand the concepts whilst applying their knowledge in different contexts. Through investigative tasks students utilise technology to analyse, interpret and justify their mathematical findings.

Literacy Focus:
All Projects and Investigations are presented formally as a written report detailing findings and analysing results. The structure and language features of a formal report are reviewed and developed throughout the year.

Technology Focus:
Graphics Calculators are compulsory; Excel; Geometer Sketchpad; Equation Editor.

Numeracy Focus:
Numeracy is evident within all topics.

Topics:
- Number (index form, business applications)
- Measurement (length, area, volume, trigonometry)
- Patterns & algebraic reasoning (equations, coordinate geometry, functions)
- Spatial sense & geometric reasoning (planar geometry)
- Exploring, analysing & modelling data (statistics, chance & probability)
- Analysing and modelling change (change, rates)

HOW WILL I BE ASSESSED?
- Topic tests 60%
- Exam 20%
- Mathematical investigations, projects & worksheets 20%

THIS SUBJECT LEADS TO:
Refer to Mathematics Flowchart (page 31)
WHAT IS THIS SUBJECT ABOUT?
This subject is based on an advertising focus ‘Consumer, Or Just Conned?’

Advertising is used as a focal point to demonstrate to students that media productions don’t just happen – there is much research into consumer preferences as well as into the most effective methods of presenting these productions to target audiences. Students will produce their own video, audio and print messages.

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

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

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

HOW WILL I BE ASSESSED?
• Practical  50%
• Theory     50%

THIS SUBJECT LEADS TO:
Stage 1  Media Studies
CONTACT TEACHER(S)  Russel Burton/Saz Burton/Nicole Runge

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)
CONTACT TEACHER(S)  
Russell 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 Co-ordinator of Music determines eligibility for this course.  
NB This course has Stage 1 status

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.  
Contemporary Music Workshop – Advanced course  
Music Technology.
MUSIC - VOICE WORKS

CONTACT TEACHER (S)  
Saz Burton

PREFERRED BACKGROUND  
Students not eligible for Year 10 Advanced Music who want to sing

SEMESTER/FULL YEAR  
Semester

WHAT IS THIS SUBJECT ABOUT?  
This subject allows students to continue to develop their musical understanding through
- Singing pop songs in a group with a small amount of harmony
- Developing skills as a performer
- Learning how to make your own backing tracks
- Participating in recording process
- Developing skills in theory related to singing

FOCUS AIMS:  
- To use voice well
- To make and use backing tracks to sing pop songs
- Microphone skills
- How to perform to an audience
- How to record a CD
- To understand the basic elements of related theory
- Set up and use a vocal P.A.

HOW WILL I BE ASSESSED?  
- Public performance
- Theory tests
- Research projects
- CD Production.

THIS SUBJECT LEADS TO:  
Stage 1  Music Experience
Stage 1  Voice Works – Advanced course
Stage 2  Music Technology
NUMERACY

CONTACT TEACHER(S) Isabel Heath

PREFERRED BACKGROUND Satisfactory achievement in Year 9 Numeracy

SEMESTER/FULL YEAR Full Year

WHAT IS THIS SUBJECT ABOUT?
The Year 10 Numeracy course continues to develop the mathematical concepts and processes taught previously. Students slowly develop an understanding of the concepts and are challenged to apply their knowledge to basic problems. Class members are actively engaged in units of work that encourage them to explore key ideas in order to fully understand the concepts. Through investigative tasks students utilise technology to interpret and justify their mathematical findings.

Literacy Focus
All Projects and Investigations are presented formally as a written report detailing findings and analysing results. The structure and language features of a formal report are reviewed and developed throughout the year.

Technology Focus
Graphics Calculators; Excel; Geometer Sketchpad; Maths Circus.

Numeracy Focus
Numeracy is evident within all topics.

Topics:
- Number (fractions, decimals, percentages, business applications)
- Measurement (length, area, volume, surface area, Pythagoras’ Theorem)
- Patterns & algebraic reasoning (coordinate geometry, formulae)
- Spatial sense & geometric reasoning(2D geometry, angles)
- Exploring, analysing & modelling data (statistics, chance & probability)
- Analysing and modelling change (change, rates)

HOW WILL I BE ASSESSED?
- Topic tests 45%
- Exam 20%
- Mathematical investigations, projects & worksheets 35%

THIS SUBJECT LEADS TO:
Refer to Mathematics flowchart (page 31)
PHYSICAL EDUCATION

CONTACT TEACHER(S)  Sharon Cibich

PREFERRED BACKGROUND  An interest in sport, health & fitness.
                         Strong grades in Year 9 Physical Education
                         Refer ‘Essential Reading’ Page 3

SEMESTER/FULL YEAR  Semester or Full Year

WHAT IS THIS SUBJECT ABOUT?
Physical Education is divided into theory and practical modules:
Theory:
• Skills and drill design
• Issues in sport, health and recreation
• Career pathways
• Exercise physiology and performance improvement, sport nutrition
Practical:
• Selected from archery, touch, netball, basketball, volleyball, baseball, softball, badminton,
cycling, golf, aquatics - gym visits, rock climbing at the wall, water polo, diving, a mini duathlon
and surfing.  For surfing – some costs may be involved.

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?
• Oral presentations
• Assignments
• Tests
• Practical checklist and performance standards

THIS SUBJECT LEADS TO:
Stage 1  Physical Education, Food and Hospitality, Nutrition
PHYSICAL MOVEMENT

‘Girls Only’ Elective

CONTACT TEACHER(S)  Sharon Cibich

PREFERRED BACKGROUND  An interest in sport, health & fitness.

SEMESTER/FULL YEAR  Semester or Full Year

WHAT IS THIS SUBJECT ABOUT?

This course in both semesters involves theory and practical components. The theory involves an introduction to anatomy and physiology, training for fitness and health, and investigations into social issues in sport, particularly those relating to women. The practical components may include weight training, fitness activities, golf, archery, netball, volleyball, tennis and lawn bowls. Surfing may be an option. Some costs may be involved

Literacy Focus:
- Use of appropriate and 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 instructions
- Understanding of specific terminology involved in physical activity and sport
- Use of appropriate language conventions of grammar punctuation spelling in a variety of formats
- Understanding of graphs statistics and diagrams in relation to physical activity
- Using 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, such as 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?
- Oral presentations
- Assignments
- Tests
- Practical checklist and performance standards

THIS SUBJECT LEADS TO:
Stage 1  Physical Education, Food and Hospitality, Nutrition
RELIGION STUDIES

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 Subject Pathways at Cabra 2011

YEAR 10

Science Level 1

+ Level 1 Maths

STAGE 1

Physics
Chemistry
Biology
Psychology
Nutrition
Scientific Studies
No Science

STAGE 2

Physics
Chemistry
Biology
Psychology
Nutrition
Scientific Studies
No Science

+ Maths C, D (&E or G)
WHAT IS THIS SUBJECT ABOUT?
In Semester 1, all students will follow the same course – involving topics from biology, chemistry, geology and physics. In Semester 2, students not intending to continue with Science at Stage 1 or who have experienced difficulty in Science in Semester 1 may be offered a Level 2 course. This will involve a simplified version of the Level 1 course and still cover topics from each branch of Science.

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
WHAT IS THIS SUBJECT ABOUT?

The aim is to develop a better understanding of Australia and its place as a fascinating and complex society. Students will focus on a range of issues that will better prepare them to be thinking, responsible and participating citizens of Australia.

Literacy Focus:
Investigation, research, questionnaire, report, analysis, journal, oral presentation

Technology Focus:
Multi-media technology

Numeracy Focus:
Percentages, graphs, timelines

Topics:
• Overview of Australia as a nation
• Migration, multiculturalism, racism
• Who is a typical Australian?
• Aboriginal perspectives
• Australia’s links with the world

HOW WILL I BE ASSESSED?

• Reports 20%
• Research Assignments 20%
• Class Work 20%
• Journals 20%
• Orals 20%

THIS SUBJECT LEADS TO:
Stage 1 Society and Culture
VISUAL ARTS (ART GENERAL 2D)

CONTACT TEACHER(S)          Tony Antenucci

PREFERRED BACKGROUND       Refer ‘Essential Reading’ Page 3

SEMESTER/FULL YEAR          Semester or Full Year

WHAT IS THIS SUBJECT ABOUT?
This is a 2 part subject that requires student initiative and interest in the arts.

Part 1: Practical
- Students will be required to explore and experiment with a variety of media in developing their ideas.
  Themes explored will include Surrealism – Cubism and also Collections & installations.
- Students will produce 2 or 3 major works in different media, based on themes or concepts, including Surrealism, Cubism and Collage.

Part 2: Folio
- Students will be required to maintain a Visual Arts Diary where the development of ideas and processes are recorded.
- Students will undertake research into Australian and European artists, their methods and media.

FOCUS AIMS:
- To read and comment on Art/Design history.
- To paint, draw and design and create art work with more skill and confidence
- Arriving at, and developing ideas
- To develop skills in handling art materials, and understanding their application in producing art works.
- 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 Multimedia)
VISUAL ARTS (ART GENERAL 3D)

CONTACT TEACHER(S)         Tony Antenucci

PREFERRED BACKGROUND        Refer ‘Essential Reading’ Page 3

SEMESTER/FULL YEAR          Semester or Full Year.

WHAT IS THIS SUBJECT ABOUT?
This is a 2 part subject that will require students to be interested in working in Sculpting and creating 3D Art works.

Part 1: PRACTICAL
Students will create works based on themes and concepts, producing 2 or 3 major works in different sculptural media. Students will explore additive and subtractive sculptural methods. Themes and concepts covered will include Collections, Assemblages and Human Form, the Family and Coastal Forms.

Part 2: FOLIO
Students will be required to maintain a Visual Arts Diary where the development of their ideas and processes are recorded. Students will also undertake research into artists and their methods and media. Areas covered will include contemporary sculpture (Henry Moore – Rodin)

FOCUS AIMS:
- To research and write reports on Art and Art issues
- To develop skills in working and sculpting.

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 Multimedia)
VISUAL ARTS (CERAMICS)

CONTACT TEACHER(S) Tony Antenucci

PREFERRED BACKGROUND Refer 'Essential Reading' Page 3

SEMESTER/FULL YEAR Semester

WHAT IS THIS SUBJECT ABOUT?
This is a two part subject offers that requires student initiative and interest in studying, creating and producing works in clay

Part 1: PRACTICAL
- Arriving, at and developing ideas that initiate the creating of end products, based on themes.
- Developing skills in handling materials, and understanding their application to the broad area of ceramics.

Part 2: FOLIO
- Maintaining a Visual Arts Diary of the development of ideas and the processes involved in working with clay.
- Researching how artists have worked in clay and analysing the qualities of their work.
- Study of culture: works by Chinese and Japanese potters.

FOCUS AIMS:
- To be able to create works with more skill and confidence
- To know and understand the tools, methods, materials and ingredients used to produce ceramic works
- To develop the skills necessary to arrive at creative ideas.
- To come to some 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 Multimedia)
WHAT IS THIS SUBJECT ABOUT?

This subject is about designing for fashion. It is a two part subject which requires students to show initiative and interest in illustration design and the making of a garment.

Part 1: Practical

- Students will be required to apply the design process and generate ideas resulting in solutions to design problems
- Students will produce illustrations and scale models as final products
- Costume Design based on the following themes 1) Natural and man-made materials; 2) Costume design based on a culture; 3) Hat design; 4) Decorative sun glasses.

Part 2:

Students will be required to undertake research in
- Design periods ie the 1960’s and contemporary fashion trends
- Costumes from other cultures
- A designer

Students will produce short reports from their research.
A short exam will be set to assess the more formal and elements of the course.

FOCUS AIMS:

- To be able to use computer applications to create works of Art & Design with more skill and confidence
- To be able to generate and develop ideas in creative end-products
- To develop problem solving skills to meet the design brief
- To critically analyse existing works of Art & 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 Multimedia)
VISUAL ARTS - DESIGN (JEWELLERY)

CONTACT TEACHER(S)  
Tony Antenucci/Antonine Stagg

PREFERRED BACKGROUND  
Open

SEMESTER/FULL YEAR  
Semester or Full year

WHAT IS THIS SUBJECT ABOUT?  
This is a 2 part subject that requires students to be interested in making and designing jewellery with a variety of materials. Students will also be involved in critiquing and analyzing the work of designers.

Part 1: PRACTICAL  
• Students will be required to develop ideas and apply the skills taught to create their own jewellery  
• Students may work with natural found materials – wood, fabric, glass, and or silver to create their work

Part 2: FOLIO  
• Students will be required to maintain a Visual Arts Diary of the development of their ideas, materials and processes  
• Students will also be required to report on visits to jewellery making venues and exhibitions and on the work of specific jewellers

FOCUS AIMS:  
• to design and make jewellery in a variety of materials  
• to research and write critically about the life and work of a jeweller

HOW WILL I BE ASSESSED?  
• Practical component  70%  
• Folio 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 Multimedia)
VISUAL ARTS - DESIGN (MULTIMEDIA)
(Including digital photography)

CONTACT TEACHER(S)  Tony Antenucci/Antonine Stagg

PREFERRED BACKGROUND  Year 9 Computing or Art

SEMESTER/FULL YEAR  Semester or Full year

WHAT IS THIS SUBJECT ABOUT?
This is a 2 part subject that requires students to show initiative and interest in design. It is a computer based subject which relates to current industry practice.

Part 1: Practical
- Students will be required to apply the design process to create their work.
- Areas of work will include – Point of sale advertising, book and magazine covers (all with digital photo components).

Part 2: Study of Design and Designers
- Students will be required to maintain a display folder where their development of ideas, problem-solving and personal learnings are recorded
- Students will be required to report on their research into Artists/Designers and their works

FOCUS AIMS:
- To be able to use computer applications across a broad range of design technologies eg Photoshop, Illustrator, 3DS Max and digital photography
- To be able to generate and develop ideas in creative and professional end-products
- To develop problem solving skills to meet the design brief
- To critically analyse existing works of Art & 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 Multimedia)