FOREWORD

Dear Students

The purpose of this handbook is to provide you with important information to help you make informed and therefore better decisions for the immediate and possibly long term future.

In the process of making decisions, it is essential that you consider a number of things. 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 future University and TAFE study, or employment? The following publications and resource people will help you to gather the necessary information:

- The SATAC Booklet: Tertiary Entrance
- The Job Guide
- University Handbooks
- Career literature available through the school and other sources
- College Careers Adviser
- College School Counsellor
- SACE Coordinator
- VET Coordinator
- SACE Board Website: www.saceboard.sa.edu.au

It is worth noting that subjects not offered at Cabra may be able to be studied through the External Studies mode. For details see the External Studies Coordinator, Mrs Cheryl Webber.

As you can see, there is a lot 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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**NOTE:**  (S) = Semester Subject  (F) = Full Year Subject
ESSENTIAL READING

REQUIREMENTS FOR PROGRESSION INTO SACE STUDIES

SACE STUDIES  Students must demonstrate an overall ability to proceed with more demanding studies at a higher 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

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.

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’ 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 over Years 10 and 11. (In Year 12 students also do a compulsory non-SACE subject ‘Religion & Life’ for Terms 1, 2 and 3 that is assessed internally only.) The Research Project may be undertaken in Semester 2 of Year 11 or Semester 1 in Year 12
The Personal Learning Plan

In this subject, 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 complete this subject in Year 11, where the subject is offered across the full year.

VOCATIONAL EDUCATION & TRAINING

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.

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 apprenticehsip 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.

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 at www.saceboard.sa.edu.au

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 Co-ordinator)
UNIVERSITY AND TAFE ENTRY

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 80 credits at Stage 2, including three 20-credit Stage 2 subjects. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses.

Full details of university and TAFE entry requirements for 2013 onwards can be found in the Tertiary Entrance Booklet 2013, 2014, 2015, to be published in July 2012 by the South Australian Tertiary Admissions Centre. Go to the SATAC website for more information www.satac.edu.au.

Students with disabilities

The SACE caters for students with special needs with special provisions. The SACE also offers a range of modified subjects as options for students with significant disabilities. Please contact the school if you need more information.

Course planner

You can download a course planner for the SACE at the SACE Board website. Follow the link below and scroll down to the 'For schools' section to find it.

http://www.sace.sa.edu.au/students-online

Further information

Visit the SACE Board website at www.saceboard.sa.edu.au for more information about the SACE
## RELATED SUBJECT CONNECTIONS
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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.
English Subject Pathways at Cabra Dominican College

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

**Stage 1**
- Pre-English Studies (Literature)
- Pre-English Communications (Language)
- Literacy for Work & Community Life (Vocational Course)
- ESL (English as a Second Language)

**Stage 2**
- English Studies Or English as a Second Language
- English Communications or English as a Second Language
Mathematics Subject Pathways – Cabra Dominican College

Year 10
- Mathematics (Level One)
- Mathematical Applications (Level Two)
- Numeracy (Level Three)

Stage 1
- Mathematics Units C, D & E
- Mathematics Units C, D & G
- Mathematics Units C & D
- Mathematical Applications Units A & B*
- Mathematical Applications Unit A
- Numeracy for Work & Community Life

Stage 2
- Mathematical Studies & Specialist Mathematics
- Mathematical Studies
- Mathematical Methods
- Mathematical Applications

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.
Physical Education Subject Pathways at Cabra Dominican College

YEAR 10

- Physical Education
- Physical Movement (Girls only)

STAGE 1

- Physical Education Semester 1 & 2
- Food & Hospitality
- Nutrition Semester 1 & 2

STAGE 2

- Physical Education
- Integrated Learning (Sport Studies)
- Food & Hospitality
- Child Studies
- Nutrition
CABRA DOMINICAN COLLEGE - SCIENCE PATHWAYS

YEAR 10
- Science Level 1
- Science Level 2

STAGE 1
- Physics
- Chemistry
- Biology
- Psychology
- Nutrition
- Scientific Studies
- No Science

STAGE 2
- Physics
- Chemistry
- Biology
- Psychology
- Nutrition
- Scientific Studies
- No Science

*for pathway to Physics
WHAT IS THIS SUBJECT ABOUT?
In Ancient Studies and Classical Studies students learn about the history, literature, society and culture of ancient civilisations, which may include Asia–Australia, the Americas, Europe and Western Asia, and the classical civilisations of Greece and Rome.

Students draw on many other fields of study including architecture, politics, religion and geography. The study of Ancient Studies and Classical Studies enables students to consider environmental, social, economic, religious, cultural, and aesthetic factors that shape societies and provide personal and shared identity.

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

This subject consists of a study of at least two ancient societies or cultures.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- Knowledge and understanding of selected ideas, individuals, groups, institutions, social systems, events and artifacts of the ancient world
- How to analyse archeological and historical sources, both primary and secondary
- Skills of historical literacy
- An understanding of how the long heritage based on civilizations of the past offers opportunities to explore the universality and diversity of human experience
- How to recognize and reflect on the diversity of attitudes, beliefs and values in the ancient world
- How to communicate informed and relevant arguments using subject-specific language and conventions.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Folio
- Source Analysis
- Special Study

THIS SUBJECT LEADS TO: Stage 2 Modern History
BIOLOGY

CONTACT TEACHER (S)  Tanya Sharkey/Ed Lang

PREFERRED BACKGROUND  Refer 'Essential Reading' Page 3
A, B or high C grade in Year 10 Science

SEMESTER/FULL YEAR  10 Credit Points (Semester) or 20 Credit Points (Full Year)

WHAT IS THIS SUBJECT ABOUT?
Students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

The focus capabilities for this subject are communication and learning.

Areas of study include:
- Cellular Biology
- Ecology
- Physiology

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- Manipulate apparatus and record observations in biological experiments
- Design investigations to test biological hypotheses
- Obtain information about biology from a variety of sources and analyse data
- Demonstrate knowledge and understanding of biological concepts
- Develop solutions to biological problems
- Use knowledge of biology to make informed personal, social and environmental decisions
- Communicate ideas and reasoning, using biological terms and conventions.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Investigations Folio
- Skills and Applications Tasks

THIS SUBJECT LEADS TO:  Stage 2 Biology
Stage 2 Scientific Studies

(If hoping to do Stage 2 Biology it would be preferable to complete both semester units. If only completing one unit of Stage 1 Biology, students should take the Semester 2 unit as a lead into Stage 2).
BUSINESS AND ENTERPRISE

CONTACT TEACHER (S)  
Maria Zuni / Greg Way

PREFERRED BACKGROUND  
Refer 'Essential Reading' Page 3

SEMESTER/FULL YEAR  
Semester  
10 Credit Points

WHAT IS THIS SUBJECT ABOUT?  
Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

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

Topics:
- Introduction to Business and Enterprise (Core)
- Establishing a Business
- Employment Relations
- Financial Planning and Management
- Marketing

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- Knowledge of the nature, role, structure, functions and operations of business and enterprise
- How to communicate in ways suitable for the business environment with business language and ICTs
- An awareness and understanding of current influences on the operation of business and consideration of ethics and environmental consequences in business
- How to apply relevant business ideas, practices, and concepts such as business planning, product development, financial management, and marketing

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Folio
- Practical
- Issues Study

THIS SUBJECT LEADS TO:  
Stage 2 Business and Enterprise
CHEMISTRY

CONTACT TEACHER (S) Catherine O'Halloran/Sonia Nelson

PREFERRED BACKGROUND Refer 'Essential Reading' Page 3
A, B or high C grade in Year 10 Science

SEMESTER/FULL YEAR 10 Credit Points (Semester) or 20 Credit Points (Full Year)
** Students must do both semesters if intending to do Chemistry in Stage 2

WHAT IS THIS SUBJECT ABOUT?
The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes. Students consider how human beings make use of the earth’s resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

Semester 1: Areas of study include:
- Atomic Structure and The Periodic Table
- Types of Chemical Bonding (Metallic, Ionic and Covalent)

Semester 2: Areas of study include:
- Acids and Bases
- Gases and the Atmosphere
- Organic Chemistry
- Electrochemistry

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- How to demonstrate and apply knowledge and understanding of chemical concepts and interrelationships
- How to formulate questions, manipulate apparatus, record observations in practical chemical activities, and design and undertake chemistry investigations
- An understanding of how knowledge of chemistry can be used to make informed conclusions or decisions, taking into account social and environmental contexts
- How to solve problems in chemistry, in new or familiar contexts
- How to critically analyse and evaluate procedures and chemical information from a variety of sources
- How to communicate in a variety of forms, using appropriate chemical terms and conventions.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Investigations Folio
- Skills and Applications Tasks

THIS SUBJECT LEADS TO: Stage 2 Chemistry, Stage 2 Biology, Stage 2 Scientific Studies
COMMUNITY STUDIES

CONTACT TEACHER (S) Cheryl Webber

PREFERRED BACKGROUND Refer ‘Essential Reading’ Page 3

SEMESTER/FULL YEAR 10 Credit Points (Semester) or 20 Credit Points (Full-year)

WHAT IS THIS SUBJECT ABOUT?
Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

The focus capabilities for this subject are communication and citizenship.

Students prepare a contract of work to develop a community activity from any of the following ten areas of study:
- Arts and the Community
- Business and the Community
- Communication and the Community
- Design, Construction, and the Community
- Environment and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science and the Community
- Technology and the Community
- Work and the Community.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Contract of Work
- Folio
- Community Activity
- Reflection

THIS SUBJECT LEADS TO: Stage 2 Community Studies
Workplace Practices
Integrated Learning
Research Project A or B

(Note: Stage 2 Community Studies and Research Project A are NOT Tertiary Admission Subjects)
COMMUNICATION PRODUCTS

CONTACT TEACHER (S)  Charlotte Hejka

PREFERRED BACKGROUND  Year 10 Computing

SEMESTER/FULL YEAR  10 Credit Points (Semester) or 20 Credit Points (Full Year)
(Highly recommended for entry into Stage 2 Design & Technology: Communication Products)

WHAT IS THIS SUBJECT ABOUT?
Students identify, create, initiate, and develop products, processes, or systems. They learn to use tools, materials, and systems safely and competently to complete a product. Students explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences. In this focus area, students use images, sounds, or other data to design and make products that communicate information. Contexts include computer-aided programs, graphics, multimedia, photography, or web-design.

The focus capabilities for this subject are personal development, work, and learning.

Designing in technology is purposeful, systematic, creative, and cyclic, with many possible solutions. A four-part designing model — investigating, planning, producing, and evaluating — is used in this subject.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- How to design and make products that communicate information
- Web design skills
- Computer aided design skills
- Design and problem solving skills
- How to analyse the impact of technology in a range of contexts

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Skills and Applications Tasks
- Folio
- Product

THIS SUBJECT LEADS TO:  Stage 2 Design & Technology Communication Products
**DRAMA**

**CONTACT TEACHER (S)**  
Tess O'Callaghan

**PREFERRED BACKGROUND**  
Refer 'Essential Reading' Page 3

**SEMESTER/FULL YEAR**  
10 Credit Points (Semester)

**WHAT IS THIS SUBJECT ABOUT?**

In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

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

Stage 1 Drama consists of the following three areas of study.
- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation.

**WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?**

- Skills and techniques related to on-stage roles and/or off-stage roles
- How to conceive, create, develop, interpret, and express dramatic works
- How to demonstrate and communicate knowledge and understanding of the theories, skills, techniques, and technologies of drama
- How to respond to performed drama and dramatic texts in a reflective manner
- Knowledge and understanding of a range of dramatic roles, their interdependence, and their impact on an audience
- How to select, analyse, and interpret information, concepts, and ideas for dramatic purposes
- How to communicate dramatic ideas to an audience through a variety of modes and methods.

**HOW WILL I BE ASSESSED?**

Assessment at Stage 1 is school based, with the following assessment types:
- Performance
- Folio
- Investigation and Presentation

**THIS SUBJECT LEADS TO:**  
Stage 2 Drama
ENGLISH (Pre-Communications)

CONTACT TEACHER (S)  Jennifer Cross

PREFERRED BACKGROUND  Refer ‘Essential Reading’ Page 3

SEMESTER/FULL YEAR  20 Credit Points (Full Year)

WHAT IS THIS SUBJECT ABOUT?
The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English (Communications), students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes, with a particular focus on the skills required for Stage 2 English Communications.

Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20 credits of this subject meet the literacy requirement.

The focus capabilities are communication, citizenship, personal development, work, and learning.

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

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

Extended Study (One per semester)
Language Study: Students focus on an aspect of language in a context beyond the classroom. Students could, for example, reflect on how specialised vocabulary is used in texts, the effect of context on appropriate language choice, the role of language in establishing individual or group identity, or how language choice is determined by the expectations of the audience.

Connected Texts Study: Students consider texts in relation to each other, to the context in which they are produced, and to the context in which they are read or viewed. Students choose a minimum of two texts that are connected by similarity or difference.

Student-negotiated Study: Students negotiate a focus that enables them to develop an understanding of the place of language and texts in social and cultural contexts.

The extended study can be written, oral, or multimodal, or a combination of these modes.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Text Analysis
- Text Production
- Extended Study

THIS SUBJECT LEADS TO:  Stage 2 English Communications
WHAT IS THIS SUBJECT ABOUT?

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Stage 1 English (Communications), students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes, with a particular focus on the skills required for Stage 2 English Studies.

Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20-credits of this subject meet the literacy requirement.

The focus capabilities are communication, citizenship, personal development, work, and learning.

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

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

Extended Study (One per semester)
Language Study: Students focus on an aspect of language in a context beyond the classroom. Students could, for example, reflect on how specialised vocabulary is used in texts, the effect of context on appropriate language choice, the role of language in establishing individual or group identity, or how language choice is determined by the expectations of the audience.

Connected Texts Study: Students consider texts in relation to each other, to the context in which they are produced, and to the context in which they are read or viewed. Students choose a minimum of two texts that are connected by similarity or difference.

Student-negotiated Study: Students negotiate a focus that enables them to develop an understanding of the place of language and texts in social and cultural contexts.

The extended study can be written, oral, or multimodal, or a combination of these modes.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:

- Text Analysis
- Text Production
- Extended Study

THIS SUBJECT LEADS TO: Stage 2 English Studies
ENGLISH AS A SECOND LANGUAGE

CONTACT TEACHER (S)  Gavin Scrimgeour

ESSENTIAL BACKGROUND  English as a Second Language is designed for students for whom English is an additional language or dialect.

SEMESTER/FULL YEAR  20 Credit Points (Full Year)

WHAT IS THIS SUBJECT ABOUT?

Stage 1 English As A Second Language allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20-credits of this subject meet the literacy requirement.

The focus capabilities for these subjects are communication, citizenship, personal development, work and learning.

The subject is based on responding to, and composing, oral and written texts in a range of genres and situations. Areas of study include:

Text Study
Students explore a range of written, oral, and visual texts, constructed for different purposes and in a range of genres. Texts studied could include feature films, web pages, poetry, newspaper or magazine articles, documentaries, talks by guest speakers, or news broadcasts.

Investigative Study
Students investigate a topic of personal interest by moving beyond the classroom to interview one or more people of their choice.

Communication Study
The focus of this study is on written and oral texts as they are used in contexts beyond the classroom and, in particular, the use of texts to persuade, influence, and instruct other people.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:

- Text Production
- Language Application

THIS SUBJECT LEADS TO:  Stage 2 English as a Second Language
FOOD AND HOSPITALITY

CONTACT TEACHER (S)  Ros Patterson/Kathryn Hall

PREFERRED BACKGROUND  Year 10 Level Home Economics
                          An interest in food

SEMESTER/FULL YEAR  10 Credit Points (Semester)

WHAT IS THIS SUBJECT ABOUT?
In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

The focus capabilities for this subject are communication, learning, or work.

Students study topics within one or more of the following three areas of study:
- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Careers

Note: Some out-of-school hours activity is involved and a high degree of commitment to teamwork is required. Food preparation is a part of the course but not the major component.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- Knowledge, practical and problem-solving skills to perform a range of practical tasks in food and hospitality, in an individual or collaborative context
- How to make informed decisions about and reflect on contemporary issues related to the food and hospitality industry
- How to select and use appropriate technology to prepare and serve food, applying safe food-handling practices
- Contemporary issues related to the food and hospitality industry or to food and hospitality in family and community settings
- The preparation and presentation of various health-promoting enterprise experiences
- The use of language and communication technologies relevant to food and hospitality in family and community settings.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Practical Activity
- Group Activity

THIS SUBJECT LEADS TO:  Stage 2 Food and Hospitality
                                       Stage 2 Child Studies
WHAT IS THIS SUBJECT ABOUT?
The discipline of geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning.
Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places, and environments. They develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities, challenges, and constraints of different locations.

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

Students study topics within four key themes:
- Key Theme 1: Location and Distribution
- Key Theme 2: Natural Environments at Risk
- Key Theme 3: People, Resources, and Development
- Key Theme 4: Issues for Geographers

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- knowledge and understanding of geographical concepts
- knowledge and understanding of the economic, social, natural, and/or built characteristics of the place in which they live and other places with which they are linked
- geographical and inquiry skills, including the use of spatial technologies (GIS) to identify and examine geographical features and issues
- spatial patterns and processes that operate in physical and human environments
- the interactions and interdependence of people and environments at local, national, and global levels
- different views on geographical issues, from social justice, sustainability, and economic perspectives
- how to communicate geographical information as appropriate.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Skills and Applications Tasks
- Inquiry
- Fieldwork
- Investigation

THIS SUBJECT LEADS TO:  Stage 2 Geography
 Stage 2 Tourism
HISTORY

CONTACT TEACHER (S)  David McManus/Greg Way

PREFERRED BACKGROUND  Refer ‘Essential Reading’ Page 3

SEMESTER/FULL YEAR  10 Credit Points (Semester)

WHAT IS THIS SUBJECT ABOUT?
The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

The focus capabilities for these subjects are communication, citizenship, personal development, learning, and work.

This subject consists of:
- Skills of historical inquiry
- A minimum of two historical studies

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- How particular societies in selected periods and places have been shaped by both internal and external forces since 1700
- Significant developments including; The Agricultural Revolution, The Industrial Revolution, Imperialism, Colonialism, Nationalism, Socialism, the American War for Independence, 19th Century Nationalism, etc.
- How to identify and explain historical concepts
- Skills in historical inquiry
- How to analyse and evaluate sources
- How to understand and appreciate the role of particular individuals and groups in history
- How to communicate informed and relevant arguments using subject-specific language and conventions.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Folio
- Sources Analysis
- Investigations

THIS SUBJECT LEADS TO:  Stage 2 Modern History
                          Stage 2 Legal Studies
INFORMATION TECHNOLOGY

CONTACT TEACHER (S)  Charlotte Hejka

PREFERRED BACKGROUND  Refer ‘Essential Reading’ Page 3. Strong problem-solving skills and competent level of Mathematics is preferable.

SEMESTER/FULL YEAR  10 Credit Points (Semester) or 20 Credit Points (Full Year) (Highly recommended for entry to Stage 2 Information Technology)

WHAT IS THIS SUBJECT ABOUT?
Students investigate existing information technology systems to discover their nature and components. They develop a range of information technology skills and techniques while creating their own systems that can be tested and evaluated. They develop and apply specialised skills and techniques in the use of database management systems and program development in a number of information technology areas, including multimedia, applications and websites. Thus, students transition from being ICT users to becoming ICT developers.

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

Stage 1 Information Technology is based on two of the following six topics each semester:
- Topic 1: Computer Systems
- Topic 2: Relational Databases
- Topic 3: Application Programming
- Topic 4: Multimedia Programming
- Topic 5: Website Programming
- Topic 6: Dynamic Websites.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- How to become a competent high-level user and developer of information technology systems, including databases, applications and websites
- How to use a cyclic problem-solving approach
- Skills of independent learning in an information technology environment
- An understanding of how information technology systems affect the learning of individuals, organisations, and communities.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Folio
- Skills and Applications Tasks
- Project

THIS SUBJECT LEADS TO:  Stage 2 Information Technology
INTEGRATED LEARNING (Food Studies)

CONTACT TEACHER (S) Kathryn Hall/Cheryl Webber

PREFERRED BACKGROUND Refer ‘Essential Reading’ Page 3

SEMESTER/FULL YEAR 10 Credit Points (Semester)

WHAT IS THIS SUBJECT ABOUT?
Integrated Learning requires students to apply their knowledge and skills to a real-world task, event, learning opportunity or context, which leads to a specific purpose, product or outcome. The subject draws links between aspects of the students’ lives and their learning and is undertaken by a group of students, or a student or students involved in a community group.

The focus capabilities for this subject are citizenship, personal development, learning, communication and work.
- The Stage 1 Integrated learning subject at Cabra has a focus on Food Studies.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
Students undertake one or more of the five key areas of study. The capabilities form the content of the key areas of study for Integrated learning.

Key Areas of Study:
- Developing the capability for Communication
- Developing the capability for Citizenship
- Developing the capability for Work
- Developing the capability for Learning

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Practical
- Group Activity
- Folio and Discussion
ITALIAN Continuers

CONTACT TEACHER (S) Sandra Ciccarello/Elena Guastella

PREFERRED BACKGROUND 3 previous years of study in Italian
High achievement in Year 10 Italian is desirable
Refer ‘Essential Reading’ Page 3

SEMESTER/FULL YEAR 20 Credit Points (Full year)

WHAT IS THIS SUBJECT ABOUT?
Stage 1 Italian at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:
- The Individual
- The Italian-speaking Communities
- The Changing World.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:
- Interact with others to exchange information, ideas, opinions, and experiences in Italian
- Create texts in Italian to express information, feelings, ideas, and opinions
- Analyse texts that are in Italian to interpret meaning
- Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Interaction
- Text Production
- Text Analysis
- Investigations

THIS SUBJECT LEADS TO: Stage 2 Italian (Continuers)
JAPANESE Continuers

CONTACT TEACHER (S)  Sandra Ciccarello/Carey Murray

PREFERRED BACKGROUND  3 previous years of study in Japanese
                          A high achievement in Year 10 Japanese is desirable
                          Refer ‘Essential Reading’ Page 3

SEMESTER/FULL YEAR  20 Credit Points (Full year)

WHAT IS THIS SUBJECT ABOUT?
Stage 1 Japanese at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:
- The Individual
- The Japanese-speaking Communities
- The Changing World.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:
- Interact with others to exchange information, ideas, opinions, and experiences in Japanese
- Create texts in Japanese to express information, feelings, ideas, and opinions
- Analyse texts that are in Italian to interpret meaning
- Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Interaction
- Text Production
- Text Analysis
- Investigations

THIS SUBJECT LEADS TO:  Stage 2 Japanese (Continuers)
# LEGAL STUDIES

<table>
<thead>
<tr>
<th>CONTACT TEACHER (S)</th>
<th>Paula Hensing/Greg Way</th>
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<tr>
<td>PREFERRED BACKGROUND</td>
<td>Refer to Essential Reading - Page 3 of Handbook</td>
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<tr>
<td>SEMESTER/FULL YEAR</td>
<td>10 Credit Points (Semester)</td>
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## WHAT IS THIS SUBJECT ABOUT?

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

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

The focus **capabilities** for this subject are citizenship, personal development and learning.

This subject consists of **Topic 1: Law and Society** and two of the following topics:

- **Topic 1**: Law and Society
- **Topic 2**: People, Structures, and Process
- **Topic 3**: Law-making
- **Topic 4**: Justice and Society
- **Topic 5**: Young People and the Law
- **Topic 6**: Victims and the Law
- **Topic 7**: Motorists and the Law
- **Topic 8**: Young Workers and the Law
- **Topic 9**: Relationships and the Law

## WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- To understand the legal rights and responsibilities of individuals and groups in Australian society
- The values inherent in the Australian legal system
- Knowledge and understanding of different sources of law in the Australian legal system
- How the legal system responds to cultural diversity
- The nature and operation of aspects of the legal system in Australia
- Inquiry skills through accessing and using aspects of the legal system
- How to communicate informed observations and opinions on contemporary legal issues and debates using legal terminology.

## HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:

- Folio
- Issues Study
- Presentation

## THIS SUBJECT LEADS TO:

- Stage 2 Legal Studies
- Stage 2 Tourism
- Stage 2 Geography
LITERACY FOR WORK & COMMUNITY LIFE

CONTACT TEACHER (S)  Jennifer Cross

PREFERRED BACKGROUND  Refer 'Essential Reading' Page 3

SEMESTER/FULL YEAR  20 Credit Points (Full year)

WHAT IS THIS SUBJECT ABOUT?  WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
Literacy for Work and Community Life enables students to build their knowledge of the English language, and expand their literacy skills.

This subject is intended for those students who, through their personal learning plans, have identified literacy skills as an area for development.

Literacy for Work and Community Life engages students in the study of everyday written, spoken, visual, and multimedia texts. Students learn to analyse and understand the meanings, structures, purposes, and audiences of these texts, and build the knowledge and skills to produce their own texts. The study of Literacy for Work and Community Life also enables students to develop the spoken and written language skills to interact effectively with others, in their learning, work, and community life.

This subject provides opportunities for students to meet the SACE literacy requirement, and to gain additional literacy support for their studies and future pathways. Students who gain a C grade or better in this subject can count the credits towards the literacy requirement of the SACE.

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

The content of this subject is described through Contexts for Study and Language and Literacy Skills and Strategies.

Contexts for Study
- Literacy for Work
- Literacy for Community Life
- Literacy for Daily Life
- Literacy for Leisure
- A Negotiated Study.

Language and Literacy Skills and Strategies
- English Language Conventions and Construction
- Speaking and Listening
- Reading and Understanding Texts
- Constructing and Producing Texts
- Analyzing and Responding to Texts.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:

| Text Analysis |
| Text Production |

NOTE: THIS SUBJECT DOES NOT LEAD TO A STAGE 2 EQUIVALENT
WHAT IS THIS SUBJECT ABOUT?

Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

The focus capabilities for this subject are personal development, work, and learning.

This subject involves the students making a bedside cabinet using veneered particle board and designing a door and or drawer to fit the cabinet.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- Working properties and characteristics of manufactured sheet material and solid timber
- Marking and measuring skills
- Computer aided drawing skills
- Safe and appropriate use of a range of portable and fixed power tools associated with woodwork
- Design and problem solving skills
- Use of a range of fasteners and hinges
- Assembly and finishing techniques associated with timber
- How to analyse the usefulness of mass produced furniture.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:
- Skills and Applications Tasks
- Folio
- Product

THIS SUBJECT LEADS TO: Stage 2 Design & Technology Material Products
MATERIAL PRODUCTS (METALS)

CONTACT TEACHER (S)     Tony Antenucci / Andrew Patupas

PREFERRED BACKGROUND     Year 10 Material Products (Metals Engineering)

SEMESTER/FULL YEAR       10 Credit Points (Semester)

WHAT IS THIS SUBJECT ABOUT?

Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

The focus capabilities for this subject are personal development, work, and learning.

This subject involves the students undertaking and developing a range of Gas Welding, Metal Inert Gas Welding and Arc Welding skills. Students will also undertake a range of design activities and design an individual project which they will then manufacture. The ability to analyse and critique mass produced metal products will also be taught.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- Working properties and characteristics of a range of metals
- Fusion and Braze Welding skills
- MIG Welding skills
- Arc Welding skills
- Assembly and fabrication techniques
- Safe and appropriated use of portable and fixed power tools associated with welding
- Design and problem solving skills
- Computer aided drawing skills
- Ability to analyse and critique commercially produced products made from metal.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:

- Skills and Applications Tasks
- Folio
- Product

THIS SUBJECT LEADS TO:     Stage 2 Design & Technology Material Products
MATHEMATICS (UNIT A)

CONTACT TEACHER (S) Isabel Heath

PREFERRED BACKGROUND Competent level of mastery in Year 10 Mathematical Applications. Refer 'Essential Reading' Page 3

SEMESTER/FULL YEAR 10 Credit Points (Semester 1)

WHAT IS THIS SUBJECT ABOUT?
In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved. The ability to use a graphics calculator is essential.

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

Stage 1 Mathematics A consists of the following topics:
- Earning and Spending
- Measurement
- Data in Context

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- To understand mathematical concepts and relationships, making use of electronic technology where appropriate to aid and enhance understanding
- To identify, collect, and organise mathematical information relevant to investigating and solving problems
- To recognise and apply the mathematical techniques needed when analysing and solving a problem in context
- To interpret results, draw conclusions, and reflect on the reasonableness of these in the context of a problem
- To communicate mathematical reasoning and ideas, using appropriate language and representations
- To work both independently and cooperatively in planning, organising, and carrying out mathematical activities.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Skills and Applications Tasks
- Folio

THIS SUBJECT LEADS TO: Stage 2 Mathematical Applications
Provided both Unit A and Unit B are successfully completed. (Teacher recommendation required)
WHAT IS THIS SUBJECT ABOUT?
In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved. **The ability to use a graphics calculator is essential.**

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

Stage 1 Mathematics B consists of the following topics:
- Networks and Matrices
- Saving and Borrowing
- Simulating Random Processes
- Statistics
- Geometry & Mensuration

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- To understand mathematical concepts and relationships, making use of electronic technology where appropriate to aid and enhance understanding
- To identify, collect, and organise mathematical information relevant to investigating and solving problems
- To recognise and apply the mathematical techniques needed when analysing and solving a problem in context
- To interpret results, draw conclusions, and reflect on the reasonableness of these in the context of a problem
- To communicate mathematical reasoning and ideas, using appropriate language and representations
- To work both independently and cooperatively in planning, organising, and carrying out mathematical activities.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Skills and Applications Tasks
- Folio

**THIS SUBJECT LEADS TO:** Stage 2 Mathematical Applications
Provided both Unit A and Unit B are successfully completed. (Teacher recommendation required)
MATHEMATICS (UNIT C)

CONTACT TEACHER (S) Isabel Heath

PREFERRED BACKGROUND Competent level of mastery in Year 10 Level 1 Mathematics Refer ‘Essential Reading’ Page 3

SEMESTER/FULL YEAR 10 Credit Points (Semester 1)

WHAT IS THIS SUBJECT ABOUT?
In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved. The ability to use a graphics calculator is essential.

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

Stage 1 Mathematics C consists of the following topics:
- Geometry & Mensuration
- Coordinate Geometry
- Quadratic and other Polynomials

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- To understand mathematical concepts and relationships, making use of electronic technology where appropriate to aid and enhance understanding
- To identify, collect, and organise mathematical information relevant to investigating and solving problems
- To recognise and apply the mathematical techniques needed when analysing and solving a problem in context
- To interpret results, draw conclusions, and reflect on the reasonableness of these in the context of a problem
- To communicate mathematical reasoning and ideas, using appropriate language and representations
- To work both independently and cooperatively in planning, organising, and carrying out mathematical activities.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Skills and Applications Tasks
- Folio

THIS SUBJECT LEADS TO: Competent level of mastery in Stage 1 Units C & D leads to Stage 2 Mathematical Methods or Competent level of mastery in Stage 1 Units C, D & E or G lead to Stage 2 Mathematical Studies or Mathematical Methods A high level of mastery in Units C, D & E would also lead to Stage 2 Specialist Mathematics
**MATHEMATICS (UNIT D)**

**CONTACT TEACHER (S)** Isabel Heath

**PREFERRED BACKGROUND** Competent level of mastery in Year 10 Level 1 Mathematics
Competent level of mastery in Stage 1 Unit C
Refer ‘Essential Reading’ Page 3

**SEMESTER/FULL YEAR** 10 Credit Points (Semester 2)

**WHAT IS THIS SUBJECT ABOUT?**
In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved. **The ability to use a graphics calculator is essential.**

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

Stage 1 Mathematics D consists of the following topics:
- Statistics
- Models of Growth

**WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?**
- To understand mathematical concepts and relationships, making use of electronic technology where appropriate to aid and enhance understanding
- To identify, collect, and organise mathematical information relevant to investigating and solving problems
- To recognise and apply the mathematical techniques needed when analysing and solving a problem in context
- To interpret results, draw conclusions, and reflect on the reasonableness of these in the context of a problem
- To communicate mathematical reasoning and ideas, using appropriate language and representations
- To work both independently and cooperatively in planning, organising, and carrying out mathematical activities.

**HOW WILL I BE ASSESSED?**
Assessment at Stage 1 is school based, with the following assessment types:
- Skills and Applications Tasks
- Folio

**THIS SUBJECT LEADS TO:**
Competent level of mastery in Stage 1 Units C & D leads to Stage 2 Mathematical Methods
Competent level of mastery in Stage 1 Units C, D & E or G lead to Stage 2 Mathematical Studies or Mathematical Methods
A high level of mastery Units C, D & E would also lead to Stage 2 Specialist Mathematics
CONTACT TEACHER (S)      Isabel Heath

PREFERRED BACKGROUND   High level of mastery in Year 10 Level 1 Mathematics
                        Competent level of mastery in Stage 1 Unit C
                        Refer ‘Essential Reading’ Page 3

SEMESTER/FULL YEAR    10 Credit Points (Semester 2)

WHAT IS THIS SUBJECT ABOUT?
In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved. The ability to use a graphics calculator is essential.

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

Stage 1 Mathematics E consists of the following topics:
- Planar Geometry
- Periodic Phenomena

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- To understand mathematical concepts and relationships, making use of electronic technology where appropriate to aid and enhance understanding
- To identify, collect, and organise mathematical information relevant to investigating and solving problems
- To recognise and apply the mathematical techniques needed when analysing and solving a problem in context
- To interpret results, draw conclusions, and reflect on the reasonableness of these in the context of a problem
- To communicate mathematical reasoning and ideas, using appropriate language and representations
- To work both independently and cooperatively in planning, organising, and carrying out mathematical activities.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Skills and Applications Tasks
- Folio

THIS SUBJECT LEADS TO:  Competent level of mastery in Stage 1 Units C & D leads to Stage 2 Mathematical Methods or
Competent level of mastery in Stage 1 Units C, D & E or G lead to Stage 2 Mathematical Studies or Mathematical Methods
A high level of mastery in Units C, D & E would also lead to Stage 2 Specialist Mathematics
MATHEMATICS (UNIT G)

CONTACT TEACHER (S) Isabel Heath

PREFERRED BACKGROUND Competent level of mastery in Year 10 Level 1 Mathematics
Competent level of mastery in Stage 1 Unit C
Refer ‘Essential Reading’ Page 3

SEMESTER/FULL YEAR 10 Credit Points (Semester 2)

WHAT IS THIS SUBJECT ABOUT?
In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved. **The ability to use a graphics calculator is essential.**

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

Stage 1 Mathematics G consists of the following topics:
- Networks
- Introductory Calculus
- Matrices
- Functions and graphs

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- To understand mathematical concepts and relationships, making use of electronic technology where appropriate to aid and enhance understanding
- To identify, collect, and organise mathematical information relevant to investigating and solving problems
- To recognise and apply the mathematical techniques needed when analysing and solving a problem in context
- To interpret results, draw conclusions, and reflect on the reasonableness of these in the context of a problem
- To communicate mathematical reasoning and ideas, using appropriate language and representations
- To work both independently and cooperatively in planning, organising, and carrying out mathematical activities.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Skills and Applications Tasks
- Folio

THIS SUBJECT LEADS TO: Competent level of mastery in Stage 1 Units C, D & G leads to Stage 2 Mathematical Methods
Stage 1 Units C, D & G lead to Stage 2 Mathematical Studies
WHAT IS THIS SUBJECT ABOUT?
Media Studies develops students’ media literacy and production skills. Students discuss and analyse media issues, and interact with, and create media products. The analytical elements of Media Studies support students to develop research and analysis skills that may lead to future study or employment pathways. The subject focuses on exploring the role of media in Australian and global contexts. Students consider how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.

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

Students study a minimum of two of the following topics per semester:
- Images of Youth in Media
- Making of the News
- Advertising
- Careers in Media
- Creating Multimedia Texts
- Representations in Media
- Media Audiences
- Media and Leisure
- Media and the Global Community.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- To understand the ways in which societies are represented by media
- How to research and analyse the form, content, context, and audiences of media texts
- To creatively use media technologies in individual and collaborative production activities
- To explore the dynamics of the media industry
- How to critically reflect on interaction with media.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Folio
- Interaction Study
- Product

THIS SUBJECT LEADS TO: Stage 2 Media Studies
(Skills may be used in all Stage 2 subjects)
MUSIC (ADVANCED)

CONTACT TEACHER (S)  Gemma Roberts

PREFERRED BACKGROUND A satisfactory achievement in Year 10 Music Advanced (or the equivalent musical background) and teacher recommendation
Refer 'Essential Reading' Page 3

SEMESTER/FULL YEAR 20 Credit Points (full year)

WHAT IS THIS SUBJECT ABOUT?
Through the study of music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students' cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

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

This subject is based on
- Music from the Middle Ages to the 20th Century
- Developing listening skills and performance skills.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- To write music that you hear and recognise pitch and rhythm
- To harmonise a tune in a modern jazz style
- To arrange music for a group of instruments
- To perform as a soloist
- To perform in an co-curricular ensemble
- To analyse music and understand how society impacts on composers and their compositions.

Assessment at Stage 1 is school based, with the following assessment types:
- Skills Presentation
- Skills Development
- Folio

Assessment includes tasks such as written theory and aural tests, essay and oral presentation, solo performances, ensemble performance in band/choir/orchestra/string ensemble/other ensemble and an arrangement of a tune.

THIS SUBJECT LEADS TO:  Stage 2 Music: Solo Performance; Music: Ensemble Performance; Music: Performance Special Study; Music: Musicianship; Music: Composing and Arranging; Music: Music Technology
MUSIC (CONTEMPORARY MUSIC WORKSHOP)

CONTACT TEACHER (S)  Gemma Roberts

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
Note: This course is designed for students who do not have the pre-requisite for Music Advanced in Year 10, 11 or Stage 2. Eligibility for this course is determined by the Music Coordinator.

SEMESTER/FULL YEAR  10 Credit Points (Semester) or 20 Credit Points (Full Year)

WHAT IS THIS SUBJECT ABOUT?
Through the study of music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students’ cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

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

This subject is based on
• Developing skills and knowledge in Contemporary Music Performance and/or Technical Production or Business
• 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.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
• To rehearse and perform in a rock band/ensemble
• 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?
Assessment at Stage 1 is school based, with the following assessment types:
• Skills Presentation
• Skills Development
• Folio

THIS SUBJECT LEADS TO:  Certificate II or III Basic Music Industry Skills (VET);
Stage 2: Music Tech. or Stage 2 Music Ensemble Performance
WHAT IS THIS SUBJECT ABOUT?

Numeracy for Work and Community Life enables students to build on their knowledge and understanding of mathematical information and its relationship to everyday contexts.

This subject is intended primarily for those students who, through their personal learning plans, have identified numeracy skills as an area for development.

In their study of Numeracy for Work and Community Life, students discuss and share ideas as they explore, select, and apply a range of mathematical concepts, processes, and strategies to everyday problems and situations. Students develop their critical thinking skills by making choices to solve problems, and communicating mathematical processes and results with clarity and understanding.

This subject provides opportunities for students to meet the SACE numeracy requirement. Students who gain a C grade or better in this subject can count the credits towards the numeracy requirement of the SACE.

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

This subject is based on one or a combination of contexts for study. In each of the five contexts for study, the starting point is a focus on the particular mathematics subject and numeracy skills and strategies that are relevant to the needs of the students.

Contexts for Study
- Numeracy for Work
- Numeracy for Community Life
- Numeracy for Daily Life
- Numeracy for Leisure
- A Negotiated Study.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:
- Skills and Applications Tasks
- Folio

NOTE: THIS SUBJECT DOES NOT LEAD TO A STAGE 2 EQUIVALENT
NUTRITION

CONTACT TEACHER (S)  Sharon Cibich

PREFERRED BACKGROUND  Refer 'Essential Reading' Page 3

SEMESTER/FULL YEAR  10 Credit Points (Semester) or 20 Credit Points (Full Year)

WHAT IS THIS SUBJECT ABOUT?
Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. Students explore the links between food, health, and diet-related diseases. Students have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues. They investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

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

Students undertake the study of two or three topics. Examples include:
- Macro and Micro Nutrients
- Fresh versus Processed Foods
- Australian Dietary Guidelines and Nutrition in the Lifecycle
- Psychology of Food Marketing
- Indigenous Australians: Food Changes from the Traditional to the Contemporary
- Contaminated Food.
- Safe Food Handling
- Organic Food versus Genetically Modified Food
- Sustainable Food Futures
- Water

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- How to identify and formulate questions, hypotheses, and purposes that guide nutrition investigations and their design
- How to design, safely conduct, and evaluate investigations, and apply knowledge and problem-solving skills to individual and collaborative practical tasks
- How to select and use evidence to analyse, compare, and evaluate strategies for the prevention and management of disorders related to diet and lifestyle, and make recommendations to promote good health
- How to communicate knowledge and understanding, using the terms and conventions of the language of nutrition, for particular purposes and contexts
- To identify and explain decisions based on ethical, personal, social, environmental, and/or economic factors that influence diet and lifestyle choices of individuals and communities
- Knowledge and understanding of, and respect for, varying cultural influences on diet, lifestyle, and personal decisions.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Investigations Folio
- Skills and Applications Tasks

THIS SUBJECT LEADS TO:  Stage 2 Nutrition  Stage 2 Scientific Studies
PHYSICAL EDUCATION

CONTACT TEACHER (S)  Sharon Cibich/Michael Whinnen/Chris DeSilva

PREFERRED BACKGROUND  Refer ‘Essential Reading’ Page 3
(A ‘Girls Only’ class will be considered depending on numbers)

SEMESTER/FULL YEAR  10 Credit Points (Semester) or 20 Credit Points (Full Year)

WHAT IS THIS SUBJECT ABOUT?

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

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

Stage 1 Physical Education consists of the following two areas:
- Practical Skills and Application
- Principles and Issues

Practical Skills and Applications
For a 10-credit subject, students complete two or three practicals.
For a 20-credit subject, students complete four to six practicals.

Principles and Issues (consists of the following two areas of study)
- The Nature of Physical Activity
- Issues Analysis

* Please note there may be some cost involved.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- To demonstrate practical skills and techniques specific to a variety of human physical activities
- To interpret and apply (independently, with groups, and in teams) effective skills, specific concepts and ideas, strategies, techniques, rules, and guidelines
- To demonstrate knowledge and understanding of the nature of physical activity
- To analyse and reflect on the implications of physical activity for personal and community health and well-being
- To interact collaboratively and demonstrate initiative and leadership.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:
- Practical
- Folio

THIS SUBJECT LEADS TO: This course is suitable to any student interested in physical activity and health issues. It offers an introduction to Stage 2 Physical Education and Stage 2 Integrated Learning (Sport Studies)
PHYSICS

CONTACT TEACHER (S)  Catherine O'Halloran/Rob Nussio

PREFERRED BACKGROUND  Refer 'Essential Reading' Page 3  
A, B or high C grade in Year 10 Science and Level 1 Maths  
Concurrent study of at least 2 units of Stage 1 Maths  
(note: Units C & D required for Stage 2 Physics)

WHAT IS THIS SUBJECT ABOUT?

The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

The focus capabilities for this subject are communication and learning.

The study of physics offers opportunities for students to understand and to appreciate the natural world and to make informed decisions about technological applications.

- The study of the physical world using models and concepts to explain observations
- The nature of motion, forces, energy, matter, sound, light and atomic structure
- Experiments, designing your own investigations and problem solving activities
- The role and impact of physics in society

Semester 1 Topics - Motion in a straight line, vectors and projectile motion, Newton's laws of motion, waves, sound and light.

Semester 2 Topics - Momentum, energy, heat, electrostatics, electricity.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- To identify and formulate questions, hypotheses, concepts, and purposes that guide investigations, and their design, in physics
- To design and conduct collaborative and individual investigations in physics using appropriate apparatus and safe working practices, and observing, recording, and interpreting the phenomena of physics
- To represent, analyse, interpret, and evaluate investigations in physics through the use of technology and numeracy skills
- To select, analyse, and critically evaluate the evidence of physics from a range of sources, and present informed conclusions and personal views on social and environmental issues
- To communicate knowledge and understanding of the concepts and information of physics, using the appropriate literacy skills of physics

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:

- Investigations Folio
- Skills and Applications Tasks

THIS SUBJECT LEADS TO:  
Stage 2 Physics  
Stage 2 Scientific Studies
WHAT IS THIS SUBJECT ABOUT?

The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Stage 1 and Stage 2 Psychology build on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

The focus capabilities for this subject are communication and learning.

This subject consists of an Introduction to Psychology and two other topics from the list below;

- Social influence and social interaction
- Intelligence
- Cognition
- Brain and behaviour
- Human psychological development
- Emotion

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- Knowledge and understanding of the factors that cause psychological differences and similarities between people and how these factors affect the behaviours of self, others, and groups
- How to analyse the behaviours of self, other individuals, and groups of people in different contexts in a way that recognises the values of independence and interdependence
- An understanding of ethical research
- How to make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics
- How to search for, record, evaluate, and organise psychological information and use psychological terminology effectively in a range of contexts
- How to working as a member of a team, to achieve individual and shared goals.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types:

- Investigations Folio
- Skills and Applications Tasks

THIS SUBJECT LEADS TO: Stage 2 Psychology
RELIGION STUDIES

CONTACT TEACHER (S)  
Maree Samuel

PREFERRED BACKGROUND  
Refer 'Essential Reading' Page 3

SEMESTER/FULL YEAR  
Full Year/20 Credit Points

NOTE: At Cabra, the first semester (10 credit points) of this subject is completed in the second semester of Year 10 and the following semester (10 credit points) is undertaken in Year 11

WHAT IS THIS SUBJECT ABOUT?

In Religion Studies students have the opportunity to focus on an aspect of religion or spirituality within or across traditions, and to explore the religious basis of an ethical or social justice issue. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs.

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

The subject consists of practical activities, reflection and issues investigations related to the topics of:

- Social Justice
- Aspects of Jewish Traditions and its relationship to Christianity
- The Church of the Future and Christianity
- Moral and Ethical Issues of Sexuality and Relationships.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- Knowledge and understanding of diverse religious beliefs, perspectives, and experiences within and across religions
- The social significance of religion and spirituality
- How religion can provide a basis for personal and ethical decision-making
- Contemporary ethical issues and possible futures
- An understanding of religion and spirituality
- How religious experience, beliefs, and values contribute to a sense of personal meaning.

HOW WILL I BE ASSESSED?

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

- Issues Investigation
- Reflection

Assessment tasks may include essays, tests/exam, debates, oral presentations, journal writing, reports, research assignments, group activities, surveys and participation in discussions.

THIS SUBJECT LEADS TO:  Year 12 Religion & Life (not a tertiary admission subject)
RESEARCH PROJECT

CONTACT TEACHER (S) Paula Hensing/Cheryl Webber

PREFERRED BACKGROUND Competency in Stage 1 subjects. Refer 'Essential Reading' Page 3

LENGTH/CREDIT Semester/10 SACE credit points. At Cabra, Stage 1 students may choose to complete the Stage 2 Research Project in the second semester of Year 11. It is also offered in Semester 1 at Year 12.

THIS IS A COMPULSORY STAGE 2 SUBJECT IN THE SACE and students must achieve a “C” grade or better in order to be awarded the South Australian Certificate of Education.

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

The Research Project can take many forms, for example:

- Community-based projects
- Technical or practical activities
- Work-related research
- Subject-related research

The focus capabilities for this subject are communication, citizenship, personal development, work, and learning. The communications and learning capabilities will be an integral part of all students' research projects and thus will be part of the school-based component. Students select one of the following capabilities- citizenship, personal development or work – that is particularly relevant to their research project for development and demonstration.

Students receive a result in one of two forms: Research Project A or Research Project B, depending on the external assessment chosen. See information below.

Assessment

<table>
<thead>
<tr>
<th>School-based Assessment</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Folio containing record of research and Discussion</td>
<td>40%</td>
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<tr>
<td>Outcome</td>
<td>30%</td>
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<tr>
<th>External Assessment</th>
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<tbody>
<tr>
<td>Evaluation</td>
<td>30%</td>
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</tbody>
</table>

Information on the External Assessment

Students are required to provide an evaluation of their project, reflecting on their overall learning experience which should include:

- An explanation of how their thinking has been challenged
- An evaluation of the selected capability and its relevance to their research project
- A reflection on the value of their research project to themselves and others
- An assessment of the strengths/limitations of their research processes, new ideas/insights and findings.

Research Project A: The evaluation may be presented in one format or a combination of written, oral or visual formats, not exceeding 1500 words or 10 minutes of recorded multimedia material or equivalent.

Research Project B: The Evaluation must be presented in written form, with any visual material integrated into the text. A maximum of 1500 words is allowed.

Only Research Project B can be used as a tertiary admission subject.
WHAT IS THIS SUBJECT ABOUT?
Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology.

The focus capabilities for this subject are communication and learning.

An overarching theme or themes provides opportunities for students to explore links between learning in science and in other areas, and to discuss historical, social, ethical and environmental contexts. Two or three topics (e.g. reproductive issues, forensic science, recreational drugs) are studied in the semester.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- How to identify and formulate questions, hypotheses, concepts, and purposes that guide scientific investigations
- How to design and conduct collaborative and individual scientific investigations
- How to use technology and numeracy skills to represent, analyse, interpret, and evaluate scientific investigations
- How to select and critically evaluate scientific evidence from a range of sources and present informed conclusions or personal views on social, ethical, and environmental issues
- How to communicate knowledge and understanding of using scientific literacy skills
- How to demonstrate and apply scientific knowledge and understanding to a range of contexts and problems, including by providing alternative explanations and proposing solutions.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Investigations Folio
- Skills and Applications Tasks

THIS SUBJECT LEADS TO: Stage 2 Scientific Studies
SOCIETY AND CULTURE

CONTACT TEACHER (S)  Greg Way

PREFERRED BACKGROUND  Refer ‘Essential Reading’ Page 3

SEMESTER/FULL YEAR  10 Credit Points (Semester) or 20 Credit Points (full year)

WHAT IS THIS SUBJECT ABOUT?
In Society and Culture students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

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

Students study two topics:
- one topic with a focus on an Australian context
- one topic with a focus on a global context

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- Knowledge and understanding of a range of contemporary social and cultural issues in Australian and global contexts
- Skills in analysing how and why social change occurs
- How to analyse a range of sources and perspectives
- How to analyse, and reflect on, a contemporary social or cultural issue and share their learning with others
- An understanding of connections between societies and cultures

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Source Analysis
- Group Activity
- Investigation

THIS SUBJECT LEADS TO:  Stage 2 Tourism
WHAT IS THIS SUBJECT ABOUT?
In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism; and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student’s understanding of the sustainable management of tourism is central to the subject.

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

The subject consists of four themes and eleven topics. A 10-credit subject consists of three topics that are informed by the four themes. A 20-credit subject consists of six topics that are informed by the four themes.

Themes
Understanding the Tourism Industry
Creating Sustainable Tourism
Identifying Visitors and Hosts
Working in the Tourism Industry

Topics
- Investigating the History of Tourism
- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism
- Preparing for International Travel
- Examining Tourism and Technological Change
- Understanding Tourism and Natural Environments
- Understanding the Role of Organisations and Government in Tourism
- Appreciating Tourism in Australia
- Investigating Tourism Markets
- Tourism Industry Skills
- Negotiated Topic

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- Tourism knowledge, including the nature of tourists, tourism, and the tourism industry
- Tourism concepts, including sustainable tourism and cultural sustainability in different contexts
- Emerging tourism trends, developments, different perspectives and contemporary issues
- Practical tourism skills, in different contexts
- How to communicate information about tourism for particular audiences and purposes using a range and combination of modes.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types:
- Case Study
- Source Analysis
- Practical Activity
- Investigation

THIS SUBJECT LEADS TO:
Stage 2 Geography
Stage 2 Tourism
CONTACT TEACHER (S)  
Tony Antenucci

PREFERRED BACKGROUND  
Refer 'Essential Reading' Page 3

SEMESTER/FULL YEAR  
10 Credit Points (Semester)

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

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

The focus capabilities for this subject are communication and personal development.

The subject is based on three areas of study:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
- To conceive, develop, and make visual 2D artworks that reflect individuality and the development of a personal aesthetic
- To demonstrate visual thinking through the conception, evolution, and evaluation of ideas and the development of skills with media, materials, techniques, and technologies
- To apply skill in using media, materials, techniques, and technologies to solve problems and resolve visual artworks
- To communicate knowledge and understanding of their own and other practitioners’ visual artwork(s)
- To describe, analyse, and respond to visual artworks in social, cultural, and historical contexts.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school based, with the following assessment types, each with 20% minimum weighting.
- Folio
- Practical
- Visual Study

THIS SUBJECT LEADS TO:  
Stage 2 Visual Arts
CONTACT TEACHER (S)  
Tony Antenucci

PREFERRED BACKGROUND  
Refer 'Essential Reading' Page 3

SEMESTER/FULL YEAR  
10 Credit Points (Semester)

WHAT IS THIS SUBJECT ABOUT?

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

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

The focus capabilities for this subject are communication and personal development.

The subject is based on three areas of study:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- To conceive, develop, and make visual 3D artworks that reflect individuality and the development of a personal aesthetic
- To demonstrate visual thinking through the conception, evolution, and evaluation of ideas and the development of skills with media, materials, techniques, and technologies
- To apply skill in using media, materials, techniques, and technologies to solve problems and resolve visual artworks
- To communicate knowledge and understanding of their own and others' visual artwork(s)
- To describe, analyse, and respond to visual artworks in social, cultural, and historical contexts.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types, each with 20% minimum weighting.
- Folio
- Practical
- Visual Study

THIS SUBJECT LEADS TO:  
Stage 2 Visual Arts
WHAT IS THIS SUBJECT ABOUT?

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

The focus capabilities for this subject are communication and personal development.

The subject is based on three areas of study:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

In this subject, students will design and make products, using the design process, such as:
- CD cover design
- Instructional Graphics Design
- Architectural Design
- Poster Design
- Product Design

Students will investigate a designer and their work in the context of the culture in which the work was produced. They will study aspects of design in our lives. This may include practical experiments on the study of design or designers.

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- To develop a design brief and understand its application
- To understand design in the workplace - and its application
- To undertake designs in both 2D graphic design and 3D product design
- To understand various materials and methods of working them
- Theoretical aspects of the design process, and an understanding of design history.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types, each with 20% minimum weighting.
- Folio
- Practical
- Visual Study

THIS SUBJECT LEADS TO: Stage 2 Visual Arts: Design
VISUAL ARTS - DESIGN (FASHION)

CONTACT TEACHER (S)  Tony Antenucci/Sue Wilson/Antonine Stagg

PREFERRED BACKGROUND  Refer 'Essential Reading' Page 3

SEMESTER/FULL YEAR  10 Credit Points (Semester)

WHAT IS THIS SUBJECT ABOUT?

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions. This subject focuses on designing for fashion.

The focus capabilities for this subject are communication and personal development.

The subject is based on three areas of study:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?

- To develop a design brief and understand its application
- To understand design in the workplace - and its application
- To undertake designs in both 2D graphic design and 3D product design
- To understand various materials and methods appropriate to design and to work with them eg timber
- Theoretical aspects of the design process, and an understanding of design history.

HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based, with the following assessment types, each with 20% minimum weighting.
- Folio
- Practical
- Visual Study

THIS SUBJECT LEADS TO:  Stage 2 Visual Arts: Design
CONTACT TEACHER (S)  
Antonine Stagg

PREFERRED BACKGROUND  
Refer ‘Essential Reading’ Page 3

SEMESTER/FULL YEAR  
Semester (can do more than 1 unit)

WHAT IS THIS SUBJECT ABOUT?  
The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions. This subject focuses on designing for computer based reproduction systems and multi media.

The focus capabilities for this subject are communication and personal development.

The subject is based on three areas of study:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?  
- To develop a design brief and understand its application
- To understand design in the workplace - and its application
- To undertake designs in both 2D & 3D graphic design, typical projects are: posters, instruct graphics, CD covers, logos, animations, and interactive graphics.
- To understand various materials and methods appropriate to design and to work with them
- Theoretical aspects of the design process, and an understanding of design history

HOW WILL I BE ASSESSED?  
Assessment at Stage 1 is school based, with the following assessment types, each with 20% minimum weighting.
- Folio
- Practical
- Visual Study

THIS SUBJECT LEADS TO:  
Stage 2 Visual Arts: Design
Stage 2 Communication Products
WHAT IS THIS SUBJECT ABOUT?
In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

The focus capabilities for this subject are personal development, work, and learning.

Stage 1 Workplace Practices comprises three focus areas of study:
• Industry and Work Knowledge
• Vocational Learning
• Vocational Education and Training (VET)

Topics may include:
• Future Trends in the World of Work
• The Value of Unpaid Work to Society
• Workers’ Rights and Responsibilities
• Career Planning

WHAT CAN I EXPECT TO LEARN IN THIS SUBJECT?
• Knowledge and understanding of industry and work
• Relevant work skills
• How to identify and investigate local, national, and global influences and issues related to industry, work, and the workplace
• How to work independently and with others
• To review and reflect and report on my own experiences, abilities, interests, and aspirations in relation to planning for work and future pathways.

HOW WILL I BE ASSESSED?
Assessment at Stage 1 is school-based, with the following three assessments, each with 20% minimum weighting.
• Folio
• Performance
• Reflection

THIS SUBJECT LEADS TO: Stage 2 Community Studies, Workplace Practices
SACE Glossary

A
accreditation: The process of development of curriculum statements that leads to endorsement and approval by the Board.
accredited subjects: Subjects approved by the Board that consist of 1 or 2 units of programmed time and are approved and assessed by the Board. These subjects are fully documented and undergo careful scrutiny before accreditation. Once accredited they are available for implementation by schools and school authorities in South Australia, the Northern Territory, and Asia.
adult students: Those students who are at least eighteen years old by 1 January of their final year of Stage 2 study and who have left school for at least one continuous year (i.e. one continuous year's absence from any SACE enrolment with—this could include two contiguous semesters). Students with all 'deleted' enrolments and enrolments with a result of 'withdrawn' may apply to the SACE Board for consideration as meeting the continuous year's absence requirement.
apparent retention rate: A measure used by the Australian Bureau of Statistics (ABS). The 'Year 12 apparent retention rate' is defined by the ABS as 'the percentage of full-time school of a given cohort group who continue from the first year of secondary schooling to Year 12'. Schools, Australia (ABS Cat. No. 4221.0) in Australian Social Trends 2002, Education – Definitions and references.
articulation: The process of joining together two related aspects of curriculum. This has several applications to the SACE. The main one is the relationship between Stage 1 and Stage 2, but articulation also refers to the relationship between R–10 and the SACE, and between the vocational education and training sector, the university sector, and the SACE.
assessment: The process of collecting, interpreting and using evidence of student achievement of curriculum statement learning outcomes. See also 'authentic assessment', 'diagnostic assessment', 'formative assessment', and 'summative assessment'.
assessment component: A component of an assessment scheme that indicates the way in which assessment tasks for that subject are organised.
assessment criteria: See 'criteria for judging performance'.
assessment plan: A statement of intention regarding assessment, developed for a teaching program derived from a SACE BOARD curriculum statement.
assessment report: The Chief Assessor for each Stage 2 subject provides a report on student performance against the assessment requirements of that subject. They provide advice for teachers, students, and parents/caregivers on the examination and/or school assessment.
assessment school: The assessment school is the school responsible for submitting the assessment results for the student.
assessment task: An instrument for collecting evidence of student achievement of curriculum statement learning outcomes. See also 'assessment component'.
Australian Qualifications Framework (AQF): A unified system of national qualifications in schools, vocational education and training, and the higher education sector. The SACE is a qualification within the AQF.
block status: The granting of 12 units towards the SACE for a bona fide full year of study or equivalent at Stage 1 level.
central moderation: See 'final moderation (central)'.
collaborative learning: Learning occurring while a student is a member of a group and contributing to the group's as well as the student's own achievement of learning outcomes.
community-based learning: See 'Recognition of Community Learning'.
community-developed programs: Structured community-based programs through which young people gain learning that can count towards SACE completion. Examples of such learning include first aid and emergency services training. See also 'personal learning programs' and 'Recognition of Community Learning'.
community of practice: A group of people and/or organisations with similar interests in a particular field (e.g. teachers of a particular language). The existence of a community of practice does not imply legitimacy but it may have authority in the eyes of others prepared to trust its judgments. Source: Wenger, E., McDermott, R. & Snyder, W. (2002) Cultivating Communities of Practice, Harvard Business School Press, Boston, Mass.
constructivist curriculum: Curriculum that acknowledges the student as being active in the process of taking in information and building knowledge and understanding (i.e. constructing his or her own learning). Source: Zahorik, J. (1995) Constructivist Teaching, Phi Delta Kappa Educational Foundation, Bloomington, Ind.
contact school: The school where students spend most of their time, where their overall progress is monitored, where they are given counselling and pastoral care, and where SACE Board communications can most easily reach them.
credit: The process of granting credit (a result with a score) towards completion of the SACE on a subject-by-subject basis.
criteria for judging performance: Qualities or features of performance in an assessment task that are used to measure or describe the extent of student achievement of learning outcomes.
criterion-referenced assessment: The process of using criteria for judging performance to measure or describe the extent of student achievement.
curriculum statement: A comprehensive published document describing a particular SACE Stage 1 or Stage 2 subject. It includes common learning intentions and ways of organising learning, as well as the assessment requirements of the subject.
D
DATEX: Data Exchange software system developed by the Board to assist schools with the management of the administration of the SACE, for example, student registrations, subject enrolments, results data, and SACE tracking for students.
DATEX Online: Internet facility to manage data exchange between schools and the SACE Board.
DATEX Online schools: Schools that use DATEX Online.
DATEX schools: Schools that use DATEX.
diagnostic assessment: A type of formative assessment that is used to identify specific learning difficulties and to indicate the nature of the difficulties. Source: Griffin, P. & Nix, P. (1991) Educational Assessment and Reporting: A New Approach, Harcourt Brace Jovanovich, Sydney: 264. See also 'formative assessment'.

E equivalencing: The process of comparing other learning (e.g. from curriculum that is outside the Australian Qualifications Framework) with SSABSA curriculum statement learning outcomes, to determine if they are of an equivalent standard.

external assessment: Assessment that involves SACE Board-appointed marker(s) for marking all student responses. There are four categories of external assessment:

* written examinations – SACE Board sets and marks examinations;
* performance and practical examinations – SACE Board sets specifications and marks examinations;
* studies – SACE Board sets specifications and marks studies;
* investigations – SACE Board sets specifications and SACE personnel and teachers mark investigations.

F final moderation: A process of ensuring that final assessments are comparable across all schools and teachers, and that standards have been met. It may involve central, statistical, or visit moderation.

final moderation (central): A form of final moderation, involving samples of student work (which has been marked by teachers in schools) being moderated by trained SACE Board moderators. The moderation takes place at a central venue.

final moderation (statistical): A form of final moderation. The process by which class examination marks are used to adjust school assessment marks and predicted examination marks for Stage 2 subjects with external examinations, for the purpose of achieving comparability across schools. Statistical moderation maintains the students’ rank order given by the school.

final moderation (visit): A form of final moderation, involving samples of student work (which has been marked by teachers in schools) being moderated by SSABSA moderators at the school site.

formative assessment: Assessment that is designed to provide feedback to students on how to take action to improve their achievement against learning outcomes. See also ‘diagnostic assessment’.

G goal: A broad, aspirational aim that students work towards, and from which the curriculum statement learning outcomes are derived.

I informal learning: See ‘personal learning programs’ and ‘Recognition of Community Learning’.

Intensive English Learning Program: An accredited English-language and cross-curriculum learning program (e.g. ISEC), for which students may gain up to 4 units of status granted towards SACE completion.

K key competencies: A set of generic skills or competencies considered essential for people to participate effectively in the workforce. Key competencies apply to work generally, rather than being specific to work in a particular occupation or industry. The Finn Report (1991) identified six key areas of competence that were subsequently developed by the Mayer committee (1992) into seven key competencies: collecting, analysing and organising information; communicating ideas and information; planning and organising activities; working with others and in teams; using mathematical ideas and techniques; solving problems; and using technology. Source: Department of Education, Science and Training, National Training System Glossary.

learning area: One of the eight general-education learning areas into which SACE subjects are organised: Arts, English, Health and Personal Development, Languages, Mathematics, Science, Society and Environment, and Technology. The eight general-education learning areas are complemented by the Cross Disciplinary Studies area.

learning area manual: SSABSA publishes annually documents that contain subject-specific information relating to assessment, support moderation, and final moderation.

learning outcomes: The knowledge and understandings, and their underlying skills and attitudes, that are fundamental to a subject.

M Memorandum of Assessment Principles and Practices (MAPP): An agreement between the SACE Board and individual schools, covering Stage 1 assessment and moderation practices.

Merit Certificate: A document issued by the Board to those students who obtain outstanding achievement in any Stage 2 subject.

moderation: Procedures designed to ensure that assessments within a subject are comparable across all classes and schools. The SACE Board also uses the terms ‘support moderation’ and ‘final moderation’ for moderation procedures. See also ‘final moderation (central)’ and ‘final moderation (visit)’.

moderator: A person undertaking support and/or final moderation.

N non-formal learning: See ‘personal learning programs’ and ‘Recognition of Community Learning’.


Northern Territory Certificate of Education (NTCE): A certificate of senior secondary education awarded by the Northern Territory Department of Employment, Education, and Training (NT DEET) to students in the Northern Territory.

NTCE: See Northern Territory Certificate of Education (NTCE).

O online community: The SACE Board online community consists of email discussion groups that use the Internet to exchange information and discuss issues. www.ssabsa.sa.edu.au/comms-info.htm


outcomes-based education: An educational system focused on and organised around clearly defined outcomes that students are expected to demonstrate upon completion. Source: Department of Education, Science and Training, National Training System Glossary.

P paper schools: Schools that use a paper system to manage students’ personal details and enrolment and results data, and to exchange data with the SACE Board.

partial assessment: Assessment that is based upon partial completion of the assessment requirements of a Stage 2 subject.

PEB: The former Public Examinations Board.

performance assessment: See ‘authentic assessment’.

performance standards: A set of descriptors of what student performance in different grade bands will look like for the various components of a subject. Performance standards are developed using the criteria for judging performance from the curriculum statement.
personal learning programs: Learning that young people gain through participation and experience in community activities, such as sports coaching and carer responsibilities. See also ‘community-developed programs’ and ‘Recognition of Community Learning’.

private candidate: A student who completes a subject without formally enrolling in a teaching program, or who is ineligible for a school assessment mark, and therefore does not complete and submit the school-assessed components. Private candidature must be approved by the Chief Executive and is available only in certain Stage 2 subjects where an examination measures the same learning outcomes as the other assessment components.

program: The interpretation of a curriculum statement into a teaching and learning plan.

Public Examinations Board (PEB): Until 1984, the Public Examinations Board administered the examination of matriculation subjects. With the establishment of SSABSA, the Public Examinations Board ceased to exist.

R

Recognition of Community Learning: A term used by the SACE Board to encompass learning through a community-developed program and/or a personal learning program. See also ‘community-developed program’ and ‘personal learning program’.

recognition of prior learning (RPL): The acknowledgment of a person’s skills and knowledge acquired through previous training, work, or life experience, which may be used to grant status or credit in a subject or module. Source: Department of Education, Science and Training, National Training System Glossary.

Record of Achievement: The record of a student’s results in SACE Stage 1 and Stage 2 that can be counted towards completion of SACE requirements. The record is produced at the end of each year, for students with Stage 2 results.

Register of Results: A report sent to a school (with signed student permission) that lists the results for all students enrolled at that school who were undertaking the SACE.

registration: The process by which a new candidate advises the SACE Board of his or her personal details. The candidate is issued a SACE registration number (comprising six digits and a letter, e.g. 123456A), which ensures the correct identification of the student for as long as he or she is doing any SACE studies.

registration slip: Acknowledgment of registration and advice to a new candidate of the SACE registration number he or she has been assigned.


S

SACE: The South Australian Certificate of Education. The certificate is the formal recognition that a student has completed the stated requirements.

SACE Operations Manual: An annual SACE Board publication for schools containing a calendar of events, information sheets to support the events listed, and relevant forms to be used in conjunction with the information sheets.

SACE registration number: A SACE registration number is assigned to a student for all of his or her SACE studies. It identifies the student’s records in the SACE Board database and ensures that the student is credited with his or her SACE achievements for as long as he or she is doing SACE studies.

SACE unit: A SACE unit consists of 50–60 hours of programmed time devoted to a subject. This includes classroom and school-based activity, fieldwork, and practical work. It excludes homework, time for examinations, and programmed time interrupted by other school activities and by holidays. Subjects can be either 1-unit (half-year) subjects, or 2-unit (full-year) subjects.

* 1-unit (half-year) subject: A 1-unit SACE-accredited subject consists of 50–60 hours of programmed time. It is a semester-length or half-year subject. In some circumstances, half-year subjects may be ‘stretched’ to occupy a full year of less intensive study. Alternatively, subjects may be ‘compacted’ and the 50–60 hours delivered in a more intensive way.

* 2-unit (full-year) subject: A 2-unit SACE-accredited subject consists of 100–120 hours of programmed time. This is normally an annual or full-year subject occupying four terms or two semesters of the school year.

SAM: See ‘South Australian Matriculation (SAM) program’.

school-based moderation: See ‘final moderation (visit)’.

school sector: A group of schools or colleges forming part of the same system. The three sectors represented on the SACE Board are the South Australian Commission for Catholic Schools (SACCS), the Department of Education and Children’s Services (DECS), and the Association of Independent Schools of South Australia (AISSA).

scope: A description of the knowledge, skills, and values to be taught, which are organised in a range of contexts, such as topics, key ideas, or areas of study.

semester: One semester is normally equal to a half-year.

Senior Secondary Assessment Board of South Australia (SSABSA): SSABSA was the statutory authority in South Australia responsible for SACE curriculum and assessment, and for issuing the SACE (1992–2008) – now called the SACE Board.

sequence of 2 units: At Stage 2 of the SACE, students are required to obtain Satisfactory Achievement in at least three sequences of 2 units. A 2-unit sequence can be:

* any program of study which runs for a minimum of 100–120 hours, for which there is only one reported result; or

* any 2 units of study which are taken from the same Stage 2 curriculum statement, and for which 1-unit results are reported and linked to form a 2-unit sequence. These 2-unit sequences do not have to be completed in the same calendar year.

South Australian Certificate of Education: See ‘SACE’.

South Australian Matriculation (SAM) program: A 1-year version of the SACE designed for students doing a pre-university program in countries other than Australia. The program is administered by SSABSA.

special provisions: Special provisions are available to students whose capacity to participate in an assessment component is adversely affected in a significant way by illness, impairment, or personal circumstances. Special provisions allow for appropriate, fair, and reasonable alternative arrangements.

SSABSA: Senior Secondary Assessment Board of South Australia (1992-2008).

SSABSA–VET subjects: Now referred to as SACE-VET subjects. Subjects approved by the SACE Board that are formed from VET units of competency contained in particular nationally endorsed training packages.

Stage 1: The first of the two stages of the SACE. Students usually undertake Stage 1 in Year 11.

Stage 2: The second of the two stages of the SACE. Students usually undertake Stage 2 in Year 12.


standardised test: A test formulated through trial, analysis, and revision and administered and scored in a prescribed way. Validity, reliability, and norms have been established.


Statement of Results: The progressive record of all studies undertaken and results achieved in SACE studies. An individual student’s Statement of Results is provided by the SACE Board, and regularly brought up to date.

statistical moderation: The process by which class examination marks are used to adjust school assessment marks and predicted examination marks for Stage 2 subjects with external examinations, for the purpose of achieving comparability across schools.

status: Provisions allowing for recognition of previous studies when a student is enrolling for SACE studies. Status granted is regarded as a result (without a score) for SACE completion purposes.

strand: A strand describes an essential dimension of a subject. It is a broad, organisational structure that defines a way of approaching learning in a particular subject.

subject: A study with a SACE enrolment code.

Subject Advisory Committee: A committee of subject experts appointed by the SACE Board, to give advice on curriculum and assessment matters.

subject enrolment: The process by which students advise the SACE Board of which subjects they are studying.

summative assessment: Assessment that is designed to measure the extent of student achievement of curriculum statement learning outcomes. Results of student performance in summative assessment tasks contribute to or form the SACE final assessment for the unit.

support moderation: A process of moderation of school-based assessments, to support teachers during the school year in ensuring that standards will be met.

TAS (Tertiary Admissions Subject) A stage 2 subject which qualifies for admission to a tertiary institution.

unit: A clearly defined segment within a curriculum. Units may be organised sequentially or in independent modules. See also ‘SACE unit’.

validity: A measure of the relationship between an assessment task or test and what it is purported to measure. The term is also used to refer to interpretations of the measurement and the uses to which the interpretations are put.

verification: A process of determining that evidence presented in an assessment is authentic.

VET: Vocational education and training. See ‘vocational education and training (VET)’.

VET units of competency: Units accredited by the vocational education and training sector. At present, status towards SACE completion may be granted for up to 80 credit points, which may include stand-alone VET units of competency.

vocational education and training (VET): Curriculum accredited by the VET sector. Students can participate in VET as part of their studies for the SACE. If completed independently of the SACE, VET may be counted towards SACE free-choice units (up to a maximum of 8). VET provides opportunities to meet the differing needs of Year 11 and 12 students and it enables students to make an early start on study with registered training organisations and on career pathways in industry.