



CABRA  
DOMINICAN  
COLLEGE



STAGE 1 SUBJECTS  
2020

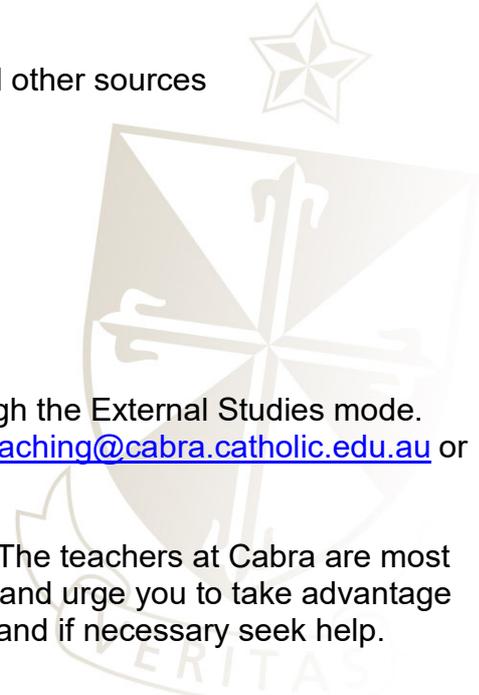
# FOREWORD

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  
House Leaders  
College School Counsellors  
Learning and Teaching team  
VET Coordinator  
SACE Board Website: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

Some subjects, not offered at Cabra, may be able to be studied through the External Studies mode. For details contact the Learning and Teaching office - [LearningAndTeaching@cabra.catholic.edu.au](mailto:LearningAndTeaching@cabra.catholic.edu.au) or phone 8179 2475.

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.

Learning and Teaching Team  
Nicole Laube - Deputy Principal, Erin Mann - Director

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**NOTE: (S) = Semester Subject (F) = Full Year Subject**

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# ESSENTIAL READING

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## 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 for tertiary studies.

### COUNSELLING

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

- School Counsellors
- Careers Adviser
- VET Coordinator
- Subject Coordinators
- House Leaders
- Learning and Teaching team
- 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 recommendation of the Subject Coordinator or nominated teacher before they enrol in any subject.

In the following pages you will find some details about the SACE. Parents/Carers are encouraged to attend the **Subject Expo & VET Information Evening on Wednesday 24 July 6.00pm-8.00pm**, 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 (mostly undertaken in Year 11) and

Stage 2 (mostly undertaken in Year 12/13).

→ [Studying the SACE](#)

### Your SACE journey

Learn how the SACE can work for you, whether you are in Year 10, 11 or 12, an adult, or from interstate or overseas, and plan beyond your SACE journey.



### Subjects

Start with our comprehensive subject search to explore your options.



### VET and recognised learning

Access information about VET, community learning, and other recognised learning in the SACE.



### Assessment

Find out more about exams and the range of other assessments you will complete throughout your SACE.



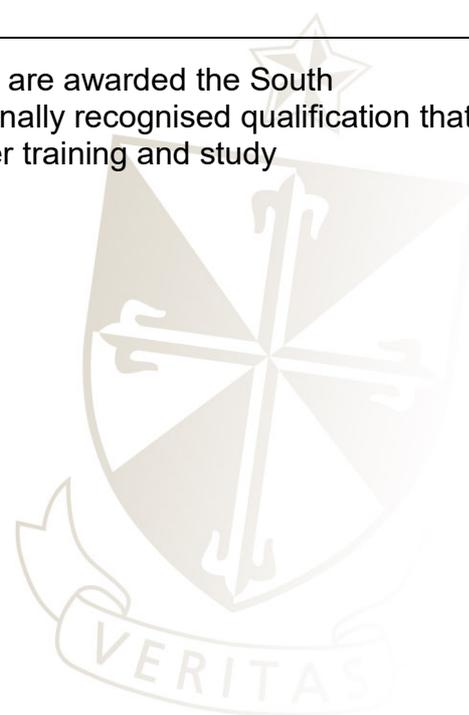
### Results and Students Online

Get your final SACE results through Students Online or request a replacement certificate.



### Help and support

Access research advice and study tips and find out how Modified Subjects and special provisions can help if something disrupts your learning.



## 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)
- 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 two 10-credit units of the 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' that is assessed internally only.)

The Research Project may be undertaken in Semester 2 of Year 11 or Semester 1 in Year 12

[Your SACE Journey](#)

## Your SACE journey

To complete the qualification, you will need to attain **200 credits** from a selection of Stage 1 and Stage 2 subjects. A 10-credit subject is usually one semester of study, and a 20-credit subject is usually over two semesters. **Here's how it works.**

### COMPULSORY SUBJECTS

#### 50 credits

- The Personal Learning Plan (PLP) (10 credits)
- Literacy requirement (20 credits) demonstrated from a range of English subjects at Stage 1 or Stage 2.
- Numeracy requirement (10 credits) demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2.
- The Research Project (10 credits)

### STUDENT SELECTED SUBJECTS

#### + 90 credits

Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning.

#### + 60 credits

Choose and successfully complete a selection of Stage 2 or VET subjects worth at least 60 credits in total.

Stage 2 subjects are externally assessed by the SACE Board of South Australia.

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## THE PERSONAL LEARNING PLAN

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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. As 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.

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## WHAT IS COMMUNITY LEARNING?

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Students are able to earn SACE credits (up to 80 points) for learning undertaken in the community.

SACE students can gain recognition for community learning in two ways:

- **Community-developed Programs** through a current award or certificate of a community-developed program, such as those offered by the Royal Life Saving Society or the Duke of Edinburgh's Award.
- **Self-directed Community Learning** such as taking care of a family member, coaching a sporting team, supporting a refugee family, or volunteering for a community project. To gain recognition for this kind of community learning, students need to show evidence about what they have learnt.

Information on community-based courses can be found at [www.sace.sa.edu.au](http://www.sace.sa.edu.au)

For further information and details please contact the Learning and Teaching office email [LearningAndTeaching@cabra.catholic.edu.au](mailto:LearningAndTeaching@cabra.catholic.edu.au) or visit us in the Monica Farrelly Atrium.

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## SACE CAPABILITIES

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When you study the SACE you continue to develop capabilities to live, learn, work, and participate successfully in an ever-changing society.

The following seven general capabilities underpin the SACE:

- literacy
- numeracy
- information and communications technology
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

<https://www.sace.sa.edu.au/students/sace-overview/sace-capabilities>

## VOCATIONAL EDUCATION & TRAINING (VET)

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

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

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

Students can earn up to 150 of the 200 credits required to complete the SACE, through recognised VET. The remaining 50 credits are completed through the subjects - Personal Learning Plan, Stage 1 Literacy, Stage 1 Numeracy and Research Project.

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. Some courses have a required number of Structured Work placement hours to be completed as part of the qualification.

### SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

**Traineeships** – some students undertake a traineeship, with a contract of training, 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 number of hours per week. The training may include on the job as well as training days with the organisation. Upon completion of the required hours and the designated competencies, students will be awarded their certificate. The competencies can be counted towards the student's SACE.

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

**VET courses include** – Automotive, Business, Hospitality, Electrotechnology, Hairdressing, Early Childhood Education and Care, Animal Studies, Construction, Fitness, Makeup, 2D and 3 D Animation, Photography.

For further information and details please contact Mrs Tanya Sharkey, ([VET Coordinator](#)).

## 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 **90 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.

Details of university and TAFE entry requirements can be found at South Australian Tertiary Admissions Centre. Go to the SATAC website for more information and examples of how this works [www.satac.edu.au](http://www.satac.edu.au).

## MODIFIED SUBJECTS and SPECIAL PROVISIONS

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.

[www.sace.sa.edu.au](http://www.sace.sa.edu.au) [SACE Planner](#)

### Further information

Visit the SACE Board website at [www.sace.sa.edu.au](http://www.sace.sa.edu.au) for more information about the SACE.

**SACE Planner**

Government of South Australia | SACE Board of SA

Personal Learning Plan = 10 credits  
 Credits: 10  
 Subtotal: 10

Literacy = 20 credits  
 Choose from a range of English subjects or courses

Numeracy = 10 credits  
 Choose from a range of mathematics subjects or courses  
  
 Subtotal: 30

Stage 2 subjects or courses = 60 credits  
 Choose from a range of Stage 2 subjects and courses

Research Project = 10 credits  
 Credits: 10  
 Subtotal: 70

Additional choices = 90 credits  
 Choose from a range of Stage 1 and Stage 2 subjects and courses  
  
  
  
  
  
  
  
  
  
  
  
 Subtotal: 90  
 Total: 200

To gain the SACE, you must earn 200 credits

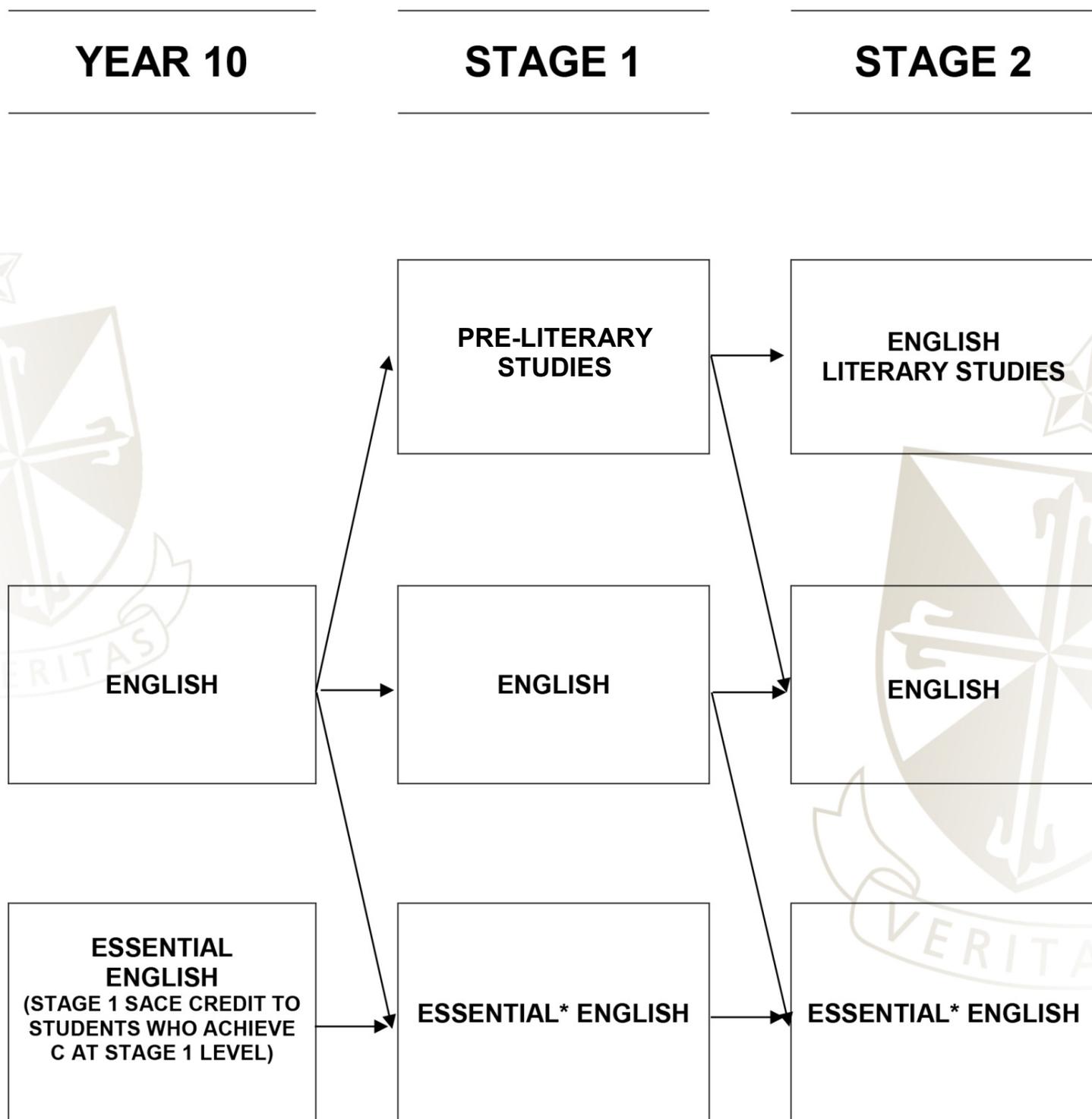
<span style="color: green;">■</span> Compulsory Stage 1	Students must achieve a C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete the SACE
<span style="color: purple;">■</span> Compulsory Stage 1 and/or Stage 2	
<span style="color: orange;">■</span> Compulsory Stage 2	
<span style="color: blue;">■</span> Choice of subjects and/or courses (Stage 1 and/or 2)	Students must achieve a grade or equivalent for subjects and/or courses selected

## RELATED SUBJECT CONNECTIONS- YEAR 10, SACE STAGES 1 & 2

YEAR 10	STAGE 1	STAGE 2
Religion Studies	Religion Studies	Religion & Life Religion Studies
	Community Studies	Community Studies
Drama	Drama	Drama
Economics and Business	Business Innovation	Business Innovation
English Essential English	Pre Literary Studies English Essential English	English Literary Studies English Essential English
Geography	Geography	Geography
Law and Society	Legal Studies	Legal Studies
Health	Physical Education Nutrition	Physical Education Nutrition Health
History	Modern History Ancient Studies	Modern History Ancient Studies
Food Technology	Food & Hospitality Integrated Food Studies (Hospitality & Catering) Child Studies	Child Studies Food & Hospitality Integrated Learning I (Food Studies)
Italian (Continuers)	Italian (Continuers)	Italian (Continuers)
Japanese (Continuers)	Japanese (Continuers)	Japanese (Continuers)
Law and Society	Legal Studies	Legal Studies
Material Products (Metals Engineering, Furniture and Construction)	Material Products (Wood) Material Products (Metals)	Design and Technologies: Material Products
Mathematical Methods General Mathematics Essential Mathematics	Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics	Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics
Media Arts	Media Studies	Media Studies
Music	Music Advanced Music Experience	Music Explorations Music Performance - Ensemble Music Performance - Solo
	Personal Learning Plan	Research Project A or B
Physical Education	Physical Education Integrated Learning (Sport Studies)	Physical Education Integrated Learning II (Sport Studies) Nutrition Health
	Psychology	Psychology
General Science	Biology, Chemistry, Physics Nutrition, Psychology, Scientific Studies	Biology, Chemistry, Physics, Nutrition, Psychology, Scientific Studies
Essential Science	Scientific Studies	Scientific Studies
	Tourism	Tourism
Visual Arts: Art General (2D, 3D, Art Ceramics), Visual Arts: Design (Design: Fashion, Visual Communication)	Visual Arts: Art (2D or 3D) Visual Arts: Design (Architecture and Interior, Fashion, Communication Products: Digital Photography, Architectural Models)	Visual Arts: Art Visual Arts: Design Design & Technology Communication Products
	Workplace Practices	Workplace Practices

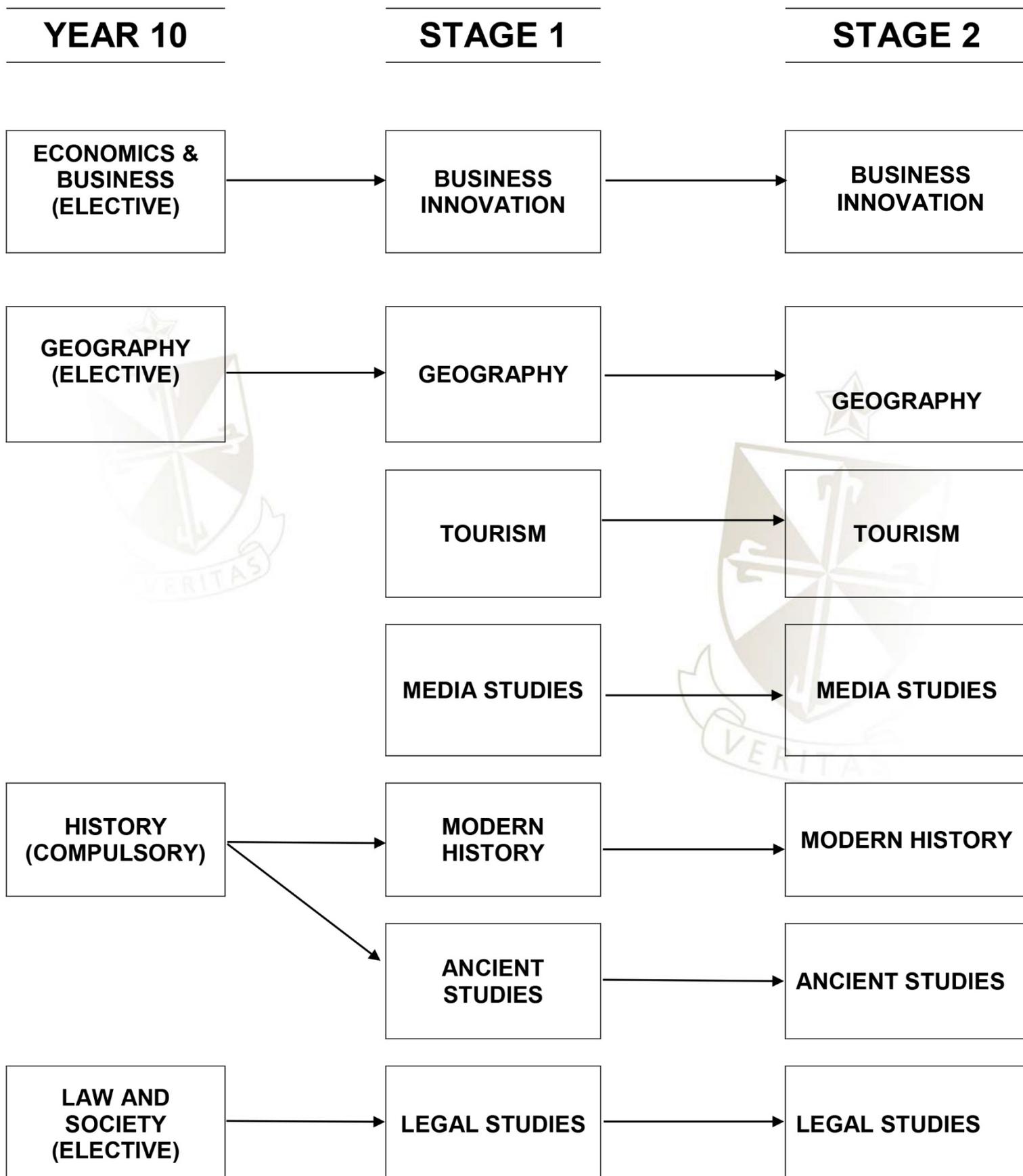
This table is only to illustrate related subject connections. These connections are not prescriptive.  
Subjects not offered at Cabra may be available to be studied externally (e.g. Open Access College, School of Languages).

# ENGLISH PATHWAYS at CABRA DOMINICAN COLLEGE

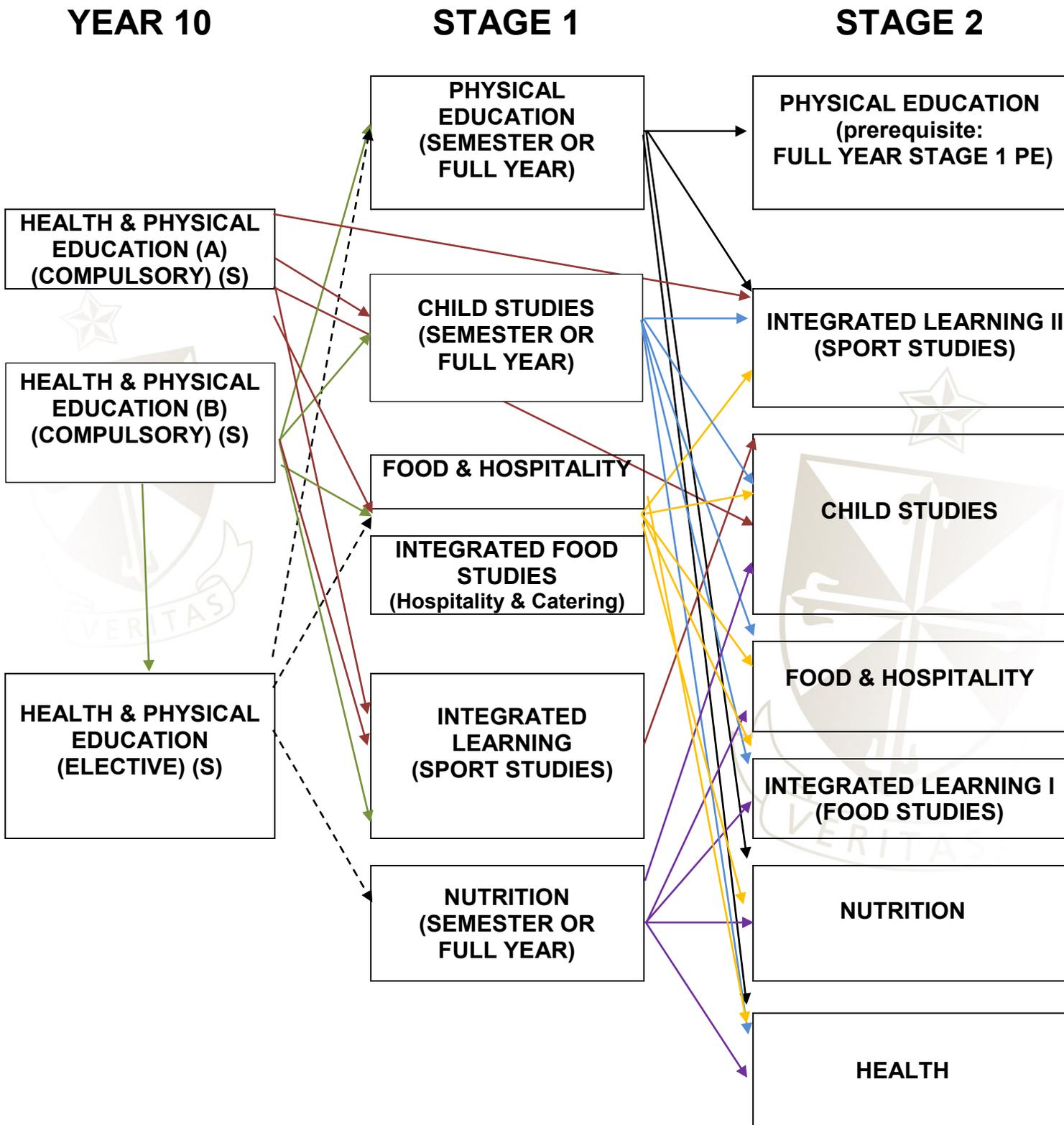


**Prerequisite: Students at Year 10 and Stage 1 must achieve a B or Higher in both Essential English units or be recommended by teachers to undertake Stage 2 Essential English.**

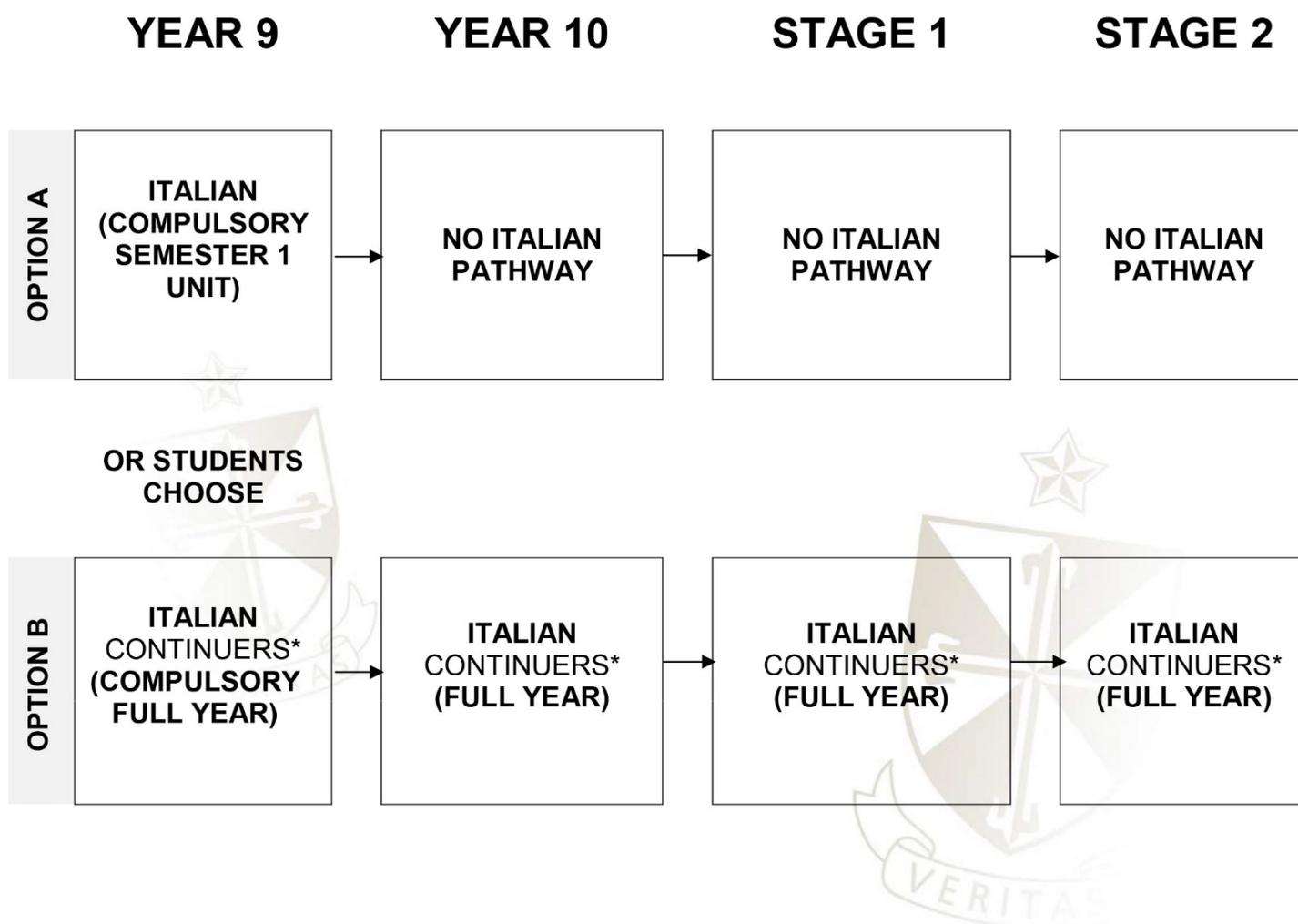
# (HASS) HUMANITIES AND SOCIAL SCIENCES PATHWAYS at CABRA DOMINICAN COLLEGE



# HEALTH & PHYSICAL EDUCATION PATHWAYS at CABRA DOMINICAN COLLEGE



## ITALIAN LANGUAGES PATHWAYS at CABRA DOMINICAN COLLEGE



**NB. \* FULL YEAR SUBJECTS IN CONTINUERS LEADS TO THE STUDY OF THE LANGUAGE IN SUBSEQUENT YEARS with recommendation from Language teachers.**

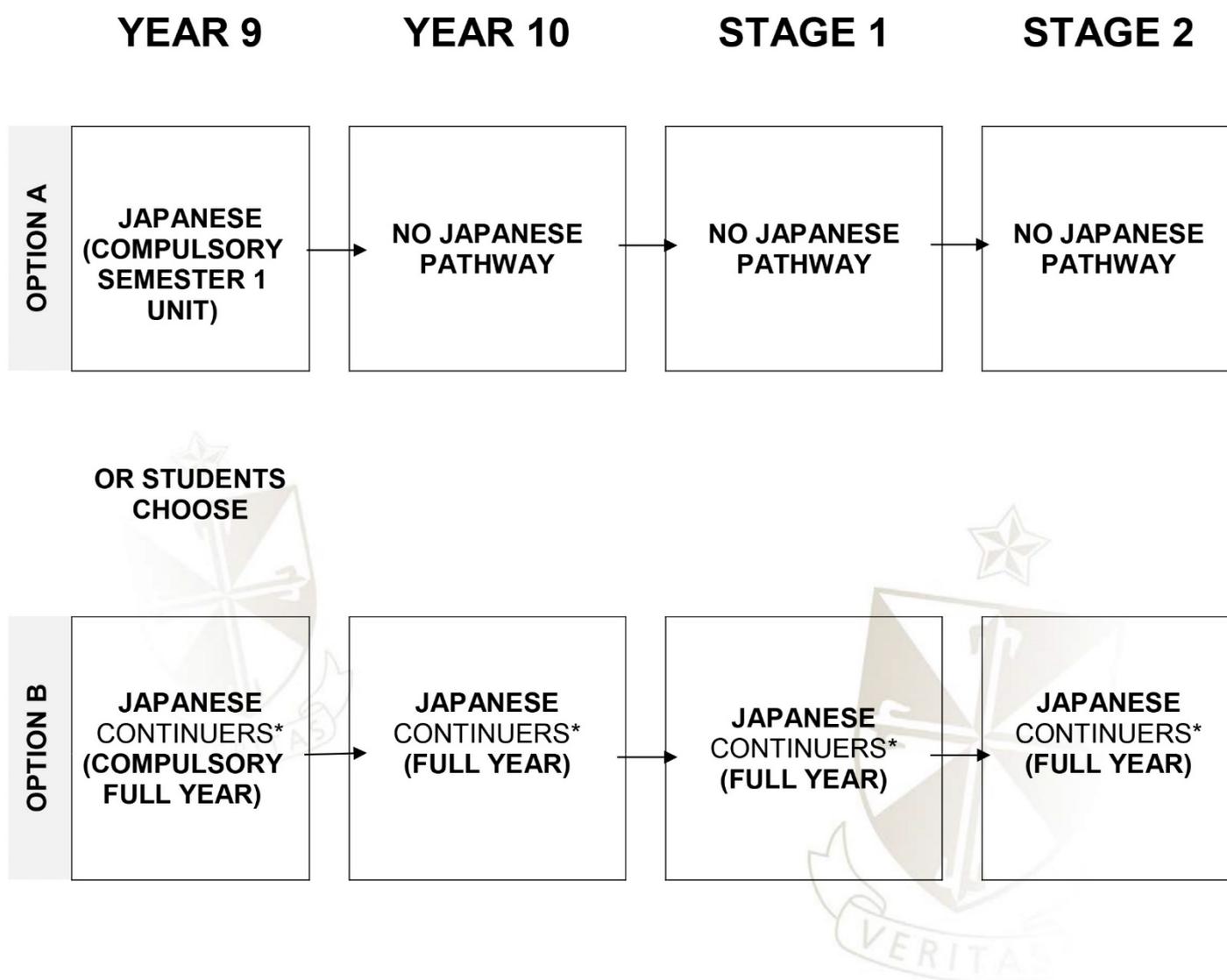
**Students who undertake Italian for a whole year in years 10-12 are eligible to attend the biannual language Immersion program in Italy.**

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## JAPANESE LANGUAGES PATHWAYS at CABRA DOMINICAN COLLEGE



**NB. \* FULL YEAR SUBJECTS IN CONTINUERS LEADS TO THE STUDY OF THE LANGUAGE IN SUBSEQUENT YEARS with recommendation from Language teachers.**

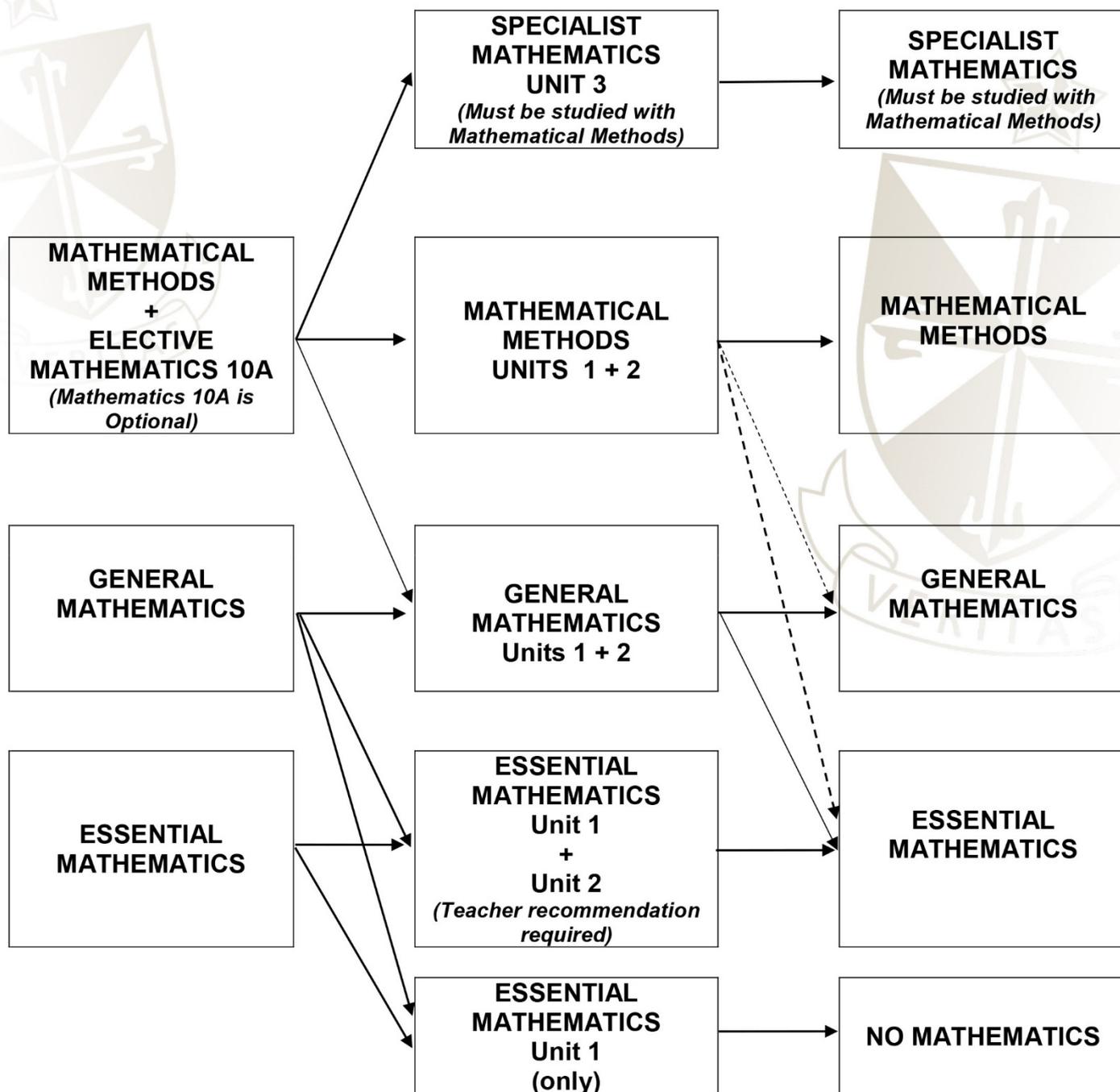
**Students who undertake Japanese for a whole year in Years 10-12 are eligible to attend the biannual language Immersion program in Japan.**

# MATHEMATICS PATHWAYS at CABRA DOMINICAN COLLEGE

## YEAR 10

## STAGE 1

## STAGE 2

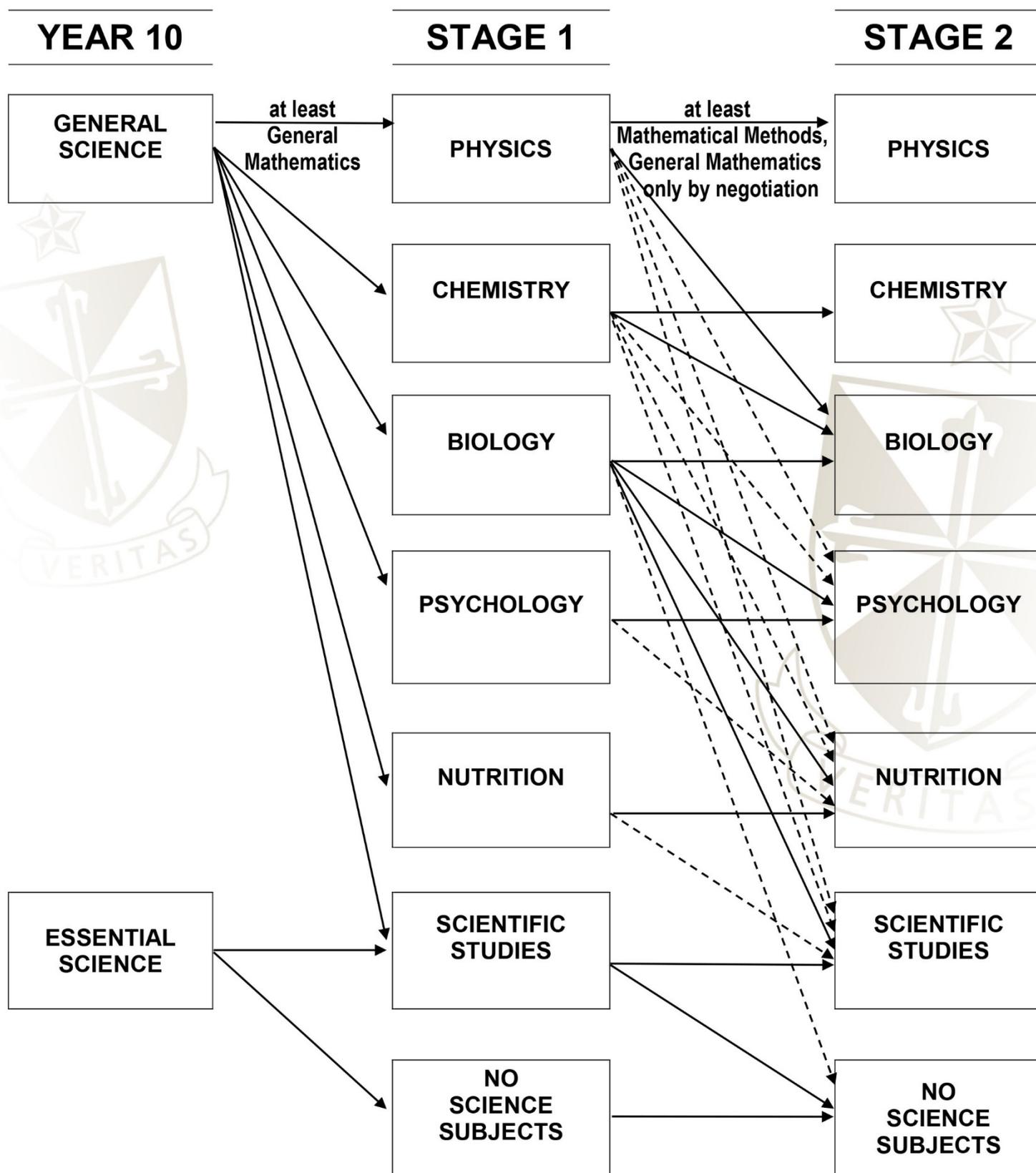


**NB. \* Possible pathway based on teacher recommendation.**

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 credit unit is compulsory.**

## SCIENCE PATHWAYS at CABRA DOMINICAN COLLEGE



# ANCIENT STUDIES

<b>CONTACT TEACHER(S)</b>	Lucy Jenner/Greg Way
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

## SUBJECT OUTLINE

In Ancient Studies, students draw on many other fields of study. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. Students also explore the ideas and innovations that shape and are shaped by societies. Students critically engage with texts, including literary texts, and analyse archaeological sources, and primary and secondary historical sources. Students develop skills of historical literacy that enable them to challenge or confirm beliefs, attitudes, and values in the ancient and classical worlds. Contemporary societies have a long heritage based on civilisations of the past. The study of ancient and classical cultures, therefore, enables students to explore the universality and diversity of human experience and enhance their own cultural understanding.

## CONTENT

The subject consists of:

- Two historical studies
- Skills of historical inquiry

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

Historical studies could include the following;

- Greece - Minoans, Mycenaean, Archaic Greece, Etruscans, Classical period, Hellenistic world
- Rome – Republic and Empire

## The development of historical skills;

- pose hypotheses and/or ask focusing questions to guide, and develop a coherent plan for, inquiry
- evaluate the authenticity, origin, reliability, usefulness, limitations, and contestable nature of sources
- analyse and synthesise evidence from different types of sources to develop a historical argument
- evaluate differing perspectives on the past to understand the contestable nature of historical knowledge and to draw reasoned conclusions
- recognise the contributions of past civilisations to contemporary cultural understandings and perspectives
- analyse how texts have been adapted for modern audiences in representing the past through creative works, such as film, novels, drama, visual arts, music, fiction, poetry, video games, web pages, and other texts

## HOW WILL I BE ASSESSED?

- Assessment Type 1: Skills and Applications
- Assessment Type 2: Inquiry

## THIS SUBJECT LEADS TO

Stage 2 Modern History  
Stage 2 Ancient Studies

# BIOLOGY

<b>CONTACT TEACHER(S)</b>	Tanya Sharkey/Ed Lang/Celeste Becker
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4 A or B grade in Year 10 Science
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points or Full Year / 20 Credit Points It is recommended that students do both semesters if intending to do Biology at Stage 2 but if only doing one semester they should also complete at least one semester of Chemistry or Physics at stage 1.

## SUBJECT OUTLINE

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.

## CONTENT

Areas of study include:

- Cells and Micro-organisms
- Infectious Disease
- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics

## 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

# BUSINESS INNOVATION

<b>CONTACT TEACHER(S)</b>	Maria Zuni/Greg Way
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

## SUBJECT OUTLINE

In Stage1 Business Innovation students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. Students work collaboratively in building up ideas in proposing and testing hypotheses relating to the customer problem and solution. They are encouraged to take risks when proposing, developing, testing and refining solutions.

Students collect and analyse financial awareness and business information that forms the process of proposing, developing and testing solutions. In doing so, students develop and extend their financial awareness and skills in decision-making.

Students consider the opportunities and challenges associated with start-up or existing businesses and consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on global and local communities.

## CONTENT

- Start-up business
- Existing Business

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

- Finding and solving problems
- Financial awareness and decision-making
- Business information and communication
- Global, local and digital connections

## HOW WILL I BE ASSESSED?

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

- Business Skills
- Business Pitch

## THIS SUBJECT LEADS TO

Stage 2 Business Innovation

# CHEMISTRY

<b>CONTACT TEACHER(S)</b>	Catherine O'Halloran
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4 A or B grade in Year 10 Science
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points or Full Year / 20 Credit Points ** Students must do both semesters if intending to do Chemistry in Stage 2

## SUBJECT OUTLINE

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.

## CONTENT

**Semester 1:** Areas of study include:

- Atomic Structure and The Periodic Table
- Organic Chemistry
- Types of Chemical Bonding (Metallic, Ionic and Covalent)

**Semester 2:** Areas of study include:

- Acids and Bases
- Gases and the Atmosphere
- 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

## CHILD STUDIES

<b>CONTACT TEACHER(S)</b>	Deanna Riley/Sharon Cibich
<b>PREFERRED BACKGROUND</b>	An interest in education and Health Sciences Food and Hospitality
<b>LENGTH/CREDIT</b>	Semester /10 Credit Points or Full Year / 20 Credit Points

### SUBJECT OUTLINE

Stage 1 Child Studies may be undertaken as a 10-credit subject or a 20-credit subject. In Stage 1 Child Studies, students examine the period of childhood from conception to 8 years, and issues related to the growth, health, and well-being of children. They examine diverse attitudes, values, and beliefs about childhood and the care of children, the nature of contemporary families, and the changing roles of children in a contemporary consumer society.

### CONTENT

Students study topics within the following areas of study:

- The Nature of Childhood and the Socialisation and Development of Children
- Children in Wider Society
- Children, Rights, and Safety

### HOW WILL I BE ASSESSED?

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

- Assessment Type 1: Practical Activity
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

For a 10-credit subject, students undertake at least one investigation

For this subject the assessment design criteria are:

- investigation
- problem-solving
- practical application
- collaboration
- reflection

### THIS SUBJECT LEADS TO

Stage 2 Child Studies  
 Stage 2 Food & Hospitality  
 Stage 2 Integrated Learning I (Food Studies)  
 Stage 2 Integrated Learning II (Sport Studies)  
 Stage 2 Health

## COMMUNITY STUDIES

<b>CONTACT TEACHER(S)</b>	Cheryl Webber
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester /10 Credit Points or Full Year / 20 Credit Points

### SUBJECT OUTLINE

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.

Students prepare a contract of work to develop a community activity from any of the following 6 areas of study:

- Arts and the Community
- Communication and the Community
- Environment and the Community
- Science, Technology and the Community
- Health, Recreation, 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 Flexible Learning  
 Stage 2 Workplace Practices  
 Stage 2 Integrated Learning  
 Stage 2 Research Project A or B

**(Note: Stage 2 Community Studies is NOT an Australian Tertiary Admission Subject)**

# DESIGN & TECHNOLOGY COMMUNICATION PRODUCTS (ARCHITECTURAL MODELS)

NEW 2020

<b>CONTACT TEACHER(S)</b>	Antonine Stagg/Andrew Patupas
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

## SUBJECT OUTLINE

Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products. Students learn to use equipment, 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.

This subject involves the students making Architectural models to communicate environmental design ideas. They investigate the properties of a variety of materials and systems in determining the most appropriate design solution.

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

- Working properties and characteristics of model making materials and adhesives
- Scaling, marking and measuring skills
- Computer aided modelling skills
- Safe and appropriate use of a range of equipment associated with model making
- Design and problem solving skills
- Documenting the design process
- Creating and visually communicating architectural solutions
- Sustainable practices in material and process selection
- How to analyse the impact of the architectural models they produce

## 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  
Stage 2 Visual Arts: Design

# DESIGN & TECHNOLOGY COMMUNICATION PRODUCTS (DIGITAL PHOTOGRAPHY)

NEW 2020

<b>CONTACT TEACHER(S)</b>	Antonine Stagg/Andrew Patupas
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

## SUBJECT OUTLINE

Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products. Students learn to use equipment, materials, and systems 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.

This subject involves the students experiencing digital SLR camera settings and functions to produce digital photographs. They further manipulate images in post-production software. Ultimately, they employ their images in Visual Communication Products.

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

- Working properties and characteristics of digital SLR cameras and photography
- Skills in digital photography processing
- Skills in digital enhancement and compositing
- Ethical and appropriate use of digital imagery
- Design and problem solving skills
- Documenting the design process
- Investigating and visually communicating a selected issue
- Sustainable practices in determining the output medium (digital/printed)
- How to analyse the impact of the digital images they produce

## 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

Stage 2 Visual Arts: Design

## DIGITAL TECHNOLOGIES

<b>CONTACT TEACHER(S)</b>	Russell Burton/Greg Way
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4. Strong problem-solving skills and competent level of Mathematics is preferable
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

### SUBJECT OUTLINE

In Digital Technologies students develop and apply creative thinking, working individually and collaboratively. They explore how to be creative and innovative in problem solving and creating digital solutions. Students generate and articulate their own ideas and create and design ways to improve processes, products and solutions. In Digital Technologies students develop a range of academic, technical and soft skills and the ability to apply these skills to solving unfamiliar problems.

Stage 1 Digital Technologies consists of the following focus areas:

- Focus Area 1: Programming
- Focus Area 2: Advanced Programming
- Focus Area 3: Data Analytics
- Focus Area 4: Exploring Innovations

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

- How to apply computational thinking to explore problems and solutions
- To develop and apply programming skills
- How to analyse patterns and relationships in data sets and/or algorithms and draw conclusions
- To develop and apply program design skills
- To research and discuss ethical considerations
- To work collaboratively and individually

### HOW WILL I BE ASSESSED?

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

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

### THIS SUBJECT LEADS TO

Stage 2 Digital Technologies

# DRAMA

(Changes Pending)

<b>CONTACT TEACHER(S)</b>	Valeska Laity/Tess O'Callaghan
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points or Full Year / 20 Credit Points

## SUBJECT OUTLINE

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.

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

# ECONOMICS

<b>CONTACT TEACHER(S)</b>	Greg Way
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester /10 Credit Points

## SUBJECT OUTLINE

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

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

Students will study three topics from the following:

- The Economic Problem
- Economic Systems
- The Market Economy
- Government Involvement in the Market Economy
- The Circular Flow of Income
- Economic Thinkers
- Trade in a Global Economy
- Price Stability
- Economic Development
- Poverty and Inequality
- Employment and Unemployment
- Teacher-developed Topic

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

- Knowledge and understanding of economic concepts, principles, models, and skills
- Understanding of the effects of economic interdependence on individuals, communities, business, and governments locally, nationally, and globally
- Appreciation that economic decisions involve costs and benefits

## HOW WILL I BE ASSESSED?

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

- Skills and Applications Tasks
- Folio
- Issues Study

## THIS SUBJECT LEADS TO

Stage 2 Economics

# ENGLISH

<b>CONTACT TEACHER(S)</b>	Kathy Kontos
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Full Year / 10 credits per semester

## SUBJECT CONTENT

In Stage 1 English students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes and audiences. Students critically and creatively engage with a variety of text types including novels, film, media, poetry and drama. ***Students who achieve a C grade or better in 20 credits of this subject meet the SACE literacy requirement.***

## RESPONDING TO TEXTS

Students develop and demonstrate their understanding of how authors communicate through texts and use examples to compose and produce their own analysis reflecting on the language and stylistic features chosen to create a text.

## CREATING TEXTS

Students create imaginative, interpretive and or persuasive texts for different purposes, contexts and audiences. They provide evidence of the extent and quality of their learning by producing and analysing their own texts in a variety of forms.

## INTERTEXTUAL STUDY (One per semester)

***Connected Text Study: (Different text types):*** Students respond to an Investigation of language features in more than one text such as articles, speeches, blogs, and websites about a similar idea designed to meet the needs of the audience.

***Connected Text Study (Same text type):*** Students respond to the study of two or more texts types. Students investigate common ideas, perspectives and/ or voices that provide different points of view for different audiences.

## HOW WILL I BE ASSESSED?

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

- |   |     |
|---|-----|
| • Responding to Texts                             | 30% |
| • Creating Texts                                  | 40% |
| • Writing under supervision task (Creating texts) |     |
| • Intertextual Study                              | 30% |

A variety of Written, Oral and Multimodal texts will be used to demonstrate learning in these assessment tasks.

## THIS SUBJECT LEADS TO

Stage 2 English  
Stage 2 Essential English

## ENGLISH (Pre-Literary Studies)

<b>CONTACT TEACHER</b>	Kathy Kontos
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Full Year / 10 Credit Points per Semester

### SUBJECT OUTLINE

Students are able to critically and creatively engage with a variety of text types including novels, film, media, poetry and drama. In this English course there is **a particular focus on the skills required for Stage 2 English Literary Studies. Students who achieve a C grade or better in 20 credits (two semesters) of this subject meet the literacy requirement.**

### RESPONDING TO TEXTS

Students create imaginative, interpretive and or persuasive texts for different purposes, contexts and audiences. Students consider examine and respond to ways in which the authors, readers and viewers of texts use language and stylistic features to make meaning and influence opinions. Responses may be written, oral or multimodal.

### CREATING TEXTS

Students produce their own texts in written, oral and/or multimodal form. In creating their own texts, students aim to achieve a level of precision, fluency and coherence appropriate for the audience and context. They will also support some of their creations with writer's statements to explain their textual choices.

### INTERTEXTUAL STUDY (One per Semester)

**Comparative text (Response to text):** Two or more text types (Poetry) covering the same ideas using different language and stylistic features of that text type. Students provide similarity and difference between the points of view and analysis of the way the author(s) engage specific audiences.

**Comparative Text Study (Response to Text):** A study of two texts with common ideas, perspectives and or voices that provide different points of view. Students work with a minimum of two texts that are connected by a similarity and /or difference.

The Intertextual Study can be written, oral, or multimodal, or a combination of these modes.

However: ***Written format will be encouraged at this level for students wishing to pursue Stage 2 English Literary Studies.***

### HOW WILL I BE ASSESSED

Assessment at Stage 1 is school based. Assessment includes a 1 ½ hour examination (Responding to texts) and the following assessment types:

- Responding to Texts 50%
- Creating Texts 20%
- Intertextual Study 30%

Students **must successfully complete** Oral, Multimodal presentations and written responses in their assessment

### THIS SUBJECT LEADS TO

Stage 2 English Literary Studies

Stage 2 English or Stage 2 Essential English

## ESSENTIAL ENGLISH

<b>CONTACT TEACHER(S)</b>	Kathy Kontos
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	10 Credit Points per Semester

### SUBJECT OUTLINE

Essential English at Stage 1 engages students in the study of everyday written, spoken, visual, and multimedia texts. Students respond to and create texts in and for a range of personal, social, cultural and/ or workplace contexts. Essential English provides opportunities for students to create oral, written and/or multimodal texts appropriate for purpose, and audience in a variety of contexts.

This subject is designed for:

- Students who are seeking to meet the SACE literacy requirement
- Students who are new arrivals in Australia, (With an English Language focus)
- Students who are planning to pursue a career in a range of trades or vocational pathways

**Students who achieve a C grade or better in 20 credits (two semesters) of this subject meet the literacy requirement. NB: Some students may already have achieved 10 credits at Year 10.**

Requirements include a **Satisfactory achievement** in the areas of Communication, Comprehension, Analysis and Application.

### CONTENT

#### Responding to texts

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

#### Creating texts

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

### HOW WILL I BE ASSESSED?

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

- Two Oral or Multimodal presentations
- Two pieces in written format

### THIS SUBJECT MAY LEAD TO

Stage 2 Essential English if a grade of B or higher is achieved in Stage 1 across 2 Semesters. Please speak to the contact teacher for further information.

# FOOD AND HOSPITALITY

<b>CONTACT TEACHER(S)</b>	Ros Patterson/Ellie Rossi
<b>PREFERRED BACKGROUND</b>	Year 10 Level Home Economics An interest in food
<b>LENGTH/CREDIT</b>	Semester /10 Credit Points

## SUBJECT OUTLINE

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.

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 hour's 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

# GEOGRAPHY

<b>CONTACT TEACHER(S)</b>	Greg Way
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

## SUBJECT OUTLINE

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world. Geography develops an appreciation that place matters in explanations of economic, social, and environmental phenomena and processes. Through a humanities lens, students investigate spatial aspects of society using inquiry methods that are analytical, critical, and speculative. Through a science lens, students develop an appreciation of the interdependence between the biophysical environment and human activities. Students pose and seek answers to geographical questions and evaluate responses, using a range of inquiry skills.

Fieldwork is central to the study of geography as it enables students to develop their understanding of the world through direct experience.

## CONTENT

Students study topics from one or two of the themes below:

### Theme 1 Sustainable Places

- Topic 1-Rural and/or remote places
- Topic 2 -Urban Places
- Topic 3-Megacities

### Theme 2 Contemporary Issues

- Topic 4-Natural Hazards
- Topic 5-Biological and Human Induced Hazards
- Topic 6-Local Issues
- Topic 7-Giobal Issues

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

- To develop knowledge and understanding of geographical concepts
- The interdependence of human and physical environments
- To develop geographical and fieldwork skills, including use of spatial technologies, to examine geographical features
- To analyse information to determine management strategies and make recommendations for improvements to human and physical environments
- To examine geographical implications of a contemporary issue
- To communicate geographical information

## HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based.

There are two assessment types in Stage 1 Geography:

- Geographical Skills and Applications
- Fieldwork

Students complete four assessment tasks with at least one from each assessment types.

## THIS SUBJECT LEADS TO

Stage 2 Geography

# INFORMATION PROCESSING AND PUBLISHING

<b>CONTACT TEACHER(S)</b>	Greg Way
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

## SUBJECT OUTLINE

Information Processing and Publishing focuses on the use of technology to design and implement information-processing solutions. The subject emphasises the acquisition and development of practical skills in identifying, choosing, and using the appropriate computer hardware and software for communicating in a range of contexts. It focuses on the application of practical skills to provide creative solutions to text-based communication tasks.

Stage 1 Information Processing and Publishing is based on two of the following five topics: Business Publishing, Digital Presentations, Digital Publishing, Personal Publishing, and Data Input.

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

This subject provides students with practical skills-based learning and opportunities to develop an appreciation of the current issues that relate to the processing, management, and communication of text-based information, and to assess their impact on individuals, organisations, and society.

Students are encouraged to adopt an enterprising approach to design. This involves developing innovative and creative design solutions that can be used to communicate information or develop promotional options for products and services.

In this subject, students learn how to:

- Select and use appropriate hardware and software
- Apply manipulative skills to produce text-based information
- Apply acquired skills to produce text-based information
- Apply the design process and layout principles to text-based tasks
- Evaluate a text-based product and the design process
- Analyse and evaluate the impact of social and/or ethical issues related to information-processing and publishing technologies

## HOW WILL IT BE ASSESSED?

Assessment at Stage 1 is a combination of school (70%) and external (30%) assessment, with the following assessment types:

- Folio: Practical Skills
- Issues: Analysis: consisting of written tasks
- Project: Product and Documentation

## THIS SUBJECT LEADS TO

Stage 2 Information Processing and Publishing

# INTEGRATED LEARNING – FOOD STUDIES (HOSPITALITY & CATERING)

<b>CONTACT TEACHER(S)</b>	Sharon Cibich
<b>PREFERRED BACKGROUND</b>	Year 10
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

## SUBJECT OUTLINE

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, their learning about themselves and their capabilities.

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

Students will gain hands on experience in Hospitality, catering, safety, hygiene, preparing and presenting food in bulk. Students will select a career within the Food and Hospitality industry and research the chosen career for their Persona; Venture Task. Students will complete 3 different Assessment Types over the course of the year.

## HOW WILL IT BE ASSESSED?

<b>Assessment Type 1: Practical Exploration</b>	<b>50%</b>
• Bulk catering practices for meetings	20%
• Sandwiches, Salads, Appetisers	15%
• Soups, Stocks, Sauces	15%

### Assessment Type 2: Connections

Parent Teacher Interviews	30%
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### Assessment Type 3: Personal Venture

Explore a job role within the Food and Hospitality Industry	20%
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## THIS SUBJECT LEADS TO

Stage 2 Integrated Learning  
 Stage 2 Health  
 Stage 2 Cross Disciplinary Studies  
 Stage 2

## INTEGRATED LEARNING – SPORT STUDIES

<b>CONTACT TEACHER(S)</b>	Sharon Cibich/Michael Whinnen/Liam Carr
<b>PREFERRED BACKGROUND</b>	Year 10 Physical Education B
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

### SUBJECT OUTLINE

Students undertake two or more 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 Work
- Developing the capability for Learning

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

The broad area of focus at Cabra is Sport Studies. The key areas are developed and applied through a practical study. Students will develop an understanding of different sporting activities and demonstrate a range of skills within these, such as, coaching group collaboration and communication. Students are required to be independent learners in this subject. Students will apply their knowledge to undertake a group activity with other class members such as organising a specific sports carnival or activities day.

### HOW WILL IT BE ASSESSED?

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

- Practical exploration
- Connections
- Personal venture

### THIS SUBJECT LEADS TO

Stage 2 Integrated Learning  
 Stage 2 Health  
 Stage 2 Cross Disciplinary Studies  
 Stage 2 Physical Education

## ITALIAN Continuers

<b>CONTACT TEACHER(S)</b>	Elena Guastella
<b>PREFERRED BACKGROUND</b>	3 previous years of study in Italian High achievement in Year 10 Italian is desirable
<b>LENGTH/CREDIT</b>	Full Year / 20 Credit Points

### SUBJECT OUTLINE

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
- Reflection

### THIS SUBJECT LEADS TO

Stage 2 Italian (Continuers)

## JAPANESE Continuers

<b>CONTACT TEACHER(S)</b>	Carey Murray / Ian Carmichael
<b>PREFERRED BACKGROUND</b>	3 previous years of study in Japanese A high achievement in Year 10 Japanese is desirable
<b>LENGTH/CREDIT</b>	Full year / 20 Credit Points

### SUBJECT OUTLINE

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 Japanese 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
- Reflection

### THIS SUBJECT LEADS TO

Stage 2 Japanese (Continuers)

## LEGAL STUDIES

<b>CONTACT TEACHER(S)</b>	Paula Hensing/Daniel Head/Greg Way
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

### SUBJECT CONTENT

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.

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

Topic 1: People, Structures, and Processes

Topic 2: Law-making

Topic 3: Justice and Society

Topic 4: Young People and the Law

Topic 5: Victims and the Law

Topic 6: Motorists and the Law

Topic 7: Young Workers and the Law

Topic 8: 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 – assessment in this type could include: oral presentations, debates, essays, tests or examinations
- Issues Study – in-depth inquiry into a current legal issue
- Presentation - assessment in this type could include: poster, PowerPoint presentation or Mock Trial

### THIS SUBJECT LEADS TO

Stage 2 Legal Studies

Stage 2 Tourism

Stage 2 Geography

# MATERIAL PRODUCTS (METALS)

<b>CONTACT TEACHER(S)</b>	Antonine Stagg/Andrew Patupas
<b>PREFERRED BACKGROUND</b>	Year 10 Material Products (Metals Engineering)
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

## SUBJECT OUTLINE

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.

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

## MATERIAL PRODUCTS (WOOD)

<b>CONTACT TEACHER(S)</b>	Antonine Stagg/Andrew Patupas
<b>PREFERRED BACKGROUND</b>	Year 10 Material Products (Furniture Construction)
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

### SUBJECT OUTLINE

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.

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

# MATH - GENERAL MATHEMATICS (UNIT 1)

<b>CONTACT TEACHER(S)</b>	Isabel Heath
<b>PREFERRED BACKGROUND</b>	Competent level of mastery in Year 10 General Mathematics Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

## SUBJECT OUTLINE

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

General Mathematics Unit 1 may consist of the following topics:

- Investing and Borrowing
- Measurement
- Statistical Investigation

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

- understand mathematical concepts and relationships
- select and apply mathematical techniques and algorithms to analyse and solve problems, including forming and testing predictions
- investigate and analyse mathematical information in a variety of contexts
- interpret results, draw conclusions, and consider the reasonableness of solutions in context
- make discerning use of electronic technology
- communicate mathematically and present mathematical information in a variety of ways

## HOW WILL I BE ASSESSED?

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

- Skills and Applications Tasks
- Mathematical Investigation

## THIS SUBJECT LEADS TO

Stage 2 General Mathematics Units 1 & 2 provided both Stage 1, Units 1 & 2 are successfully completed. (Teacher recommendation required)

## MATH - GENERAL MATHEMATICS (UNIT 2)

<b>CONTACT TEACHER(S)</b>	Isabel Heath
<b>PREFERRED BACKGROUND</b>	Competent level of mastery in Year 10 General Mathematics Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

### SUBJECT OUTLINE

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

General Mathematics Unit 2 may consist of the following topics:

- Applications of Trigonometry
- Linear Functions and Exponential Functions and their Graphs
- Matrices and Networks

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

- understand mathematical concepts and relationships
- select and apply mathematical techniques and algorithms to analyse and solve problems, including forming and testing predictions
- investigate and analyse mathematical information in a variety of contexts
- interpret results, draw conclusions, and consider the reasonableness of solutions in context
- make discerning use of electronic technology
- communicate mathematically and present mathematical information in a variety of ways.

### HOW WILL I BE ASSESSED?

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

- Skills and Applications Tasks
- Mathematical Investigation

### THIS SUBJECT LEADS TO

Stage 2 General Mathematics Units 1 & 2 provided both Stage 1, Unit 1 and Unit 2 are successfully completed. (Teacher recommendation required)

## MATH - MATHEMATICAL METHODS (UNIT 1)

<b>CONTACT TEACHER(S)</b>	Isabel Heath
<b>PREFERRED BACKGROUND</b>	Competent level of mastery in Year 10 Mathematical Methods Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

### SUBJECT OUTLINE

Mathematics develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using mathematical models. By using functions, their derivatives, and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods – Unit 1 may consist of the following topics:

- Functions and Graphs
- Trigonometry
- Polynomials

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

- Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
- Investigate and analyse mathematical information in a variety of contexts
- Think mathematically by posing questions and solving problems, including making and testing conjectures
- Interpret results, draw conclusions, and determine the reasonableness of solutions in context
- Make discerning use of technology
- Communicate mathematically and present mathematical information in a variety of ways

### HOW WILL I BE ASSESSED?

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

- Skills and Applications Tasks
- Mathematical Investigation

### THIS SUBJECT LEADS TO

Competent level of mastery in Stage 1 Mathematical Methods Units 1 & 2 leads to Stage 2 Mathematical Methods Units 1 & 2

## MATH - MATHEMATICAL METHODS (UNIT 2)

<b>CONTACT TEACHER(S)</b>	Isabel Heath
<b>PREFERRED BACKGROUND</b>	Competent level of mastery in Year 10 Mathematical Methods Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

### SUBJECT OUTLINE

Mathematics develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using mathematical models. By using functions, their derivatives, and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods Unit 2 may consist of the following topics:

- Growth and Decay
- Calculus
- Counting and Statistics

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

- Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
- Investigate and analyse mathematical information in a variety of contexts
- Think mathematically by posing questions and solving problems, including making and testing conjectures
- Interpret results, draw conclusions, and determine the reasonableness of solutions in context
- Make discerning use of technology
- Communicate mathematically and present mathematical information in a variety of ways

### HOW WILL I BE ASSESSED?

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

- Skills and Applications Tasks
- Mathematical Investigation

### THIS SUBJECT LEADS TO

Competent level of mastery in Stage 1 Mathematical Methods Units 1, & 2, leads to Stage 2 Mathematical Methods

## MATH - SPECIALIST MATHEMATICS (UNIT 3)

<b>CONTACT TEACHER(S)</b>	Isabel Heath
<b>PREFERRED BACKGROUND</b>	High level of mastery in Year 10 Mathematical Methods  Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

### SUBJECT OUTLINE

Specialist Mathematics utilises and deepens students' mathematical knowledge, skills, and understandings and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of vectors, complex numbers and trigonometric proofs. The application of concepts in a variety of real and abstract contexts is fundamental to the course. It is designed to be studied in conjunction with Mathematical Methods.

Stage 1 Specialist Mathematics – Unit 3 may consist of the following topics:

- Real and Complex Numbers
- Further Trigonometry
- Vectors in a Plane

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

- Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
- Investigate and analyse mathematical information in a variety of contexts
- Think mathematically by posing questions and solving problems, including making and testing conjectures
- Interpret results, draw conclusions, and determine the reasonableness of solutions in context
- Make discerning use of technology
- Communicate mathematically and present mathematical information in a variety of ways

### HOW WILL I BE ASSESSED?

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

- Skills and Applications Tasks
- Mathematical Investigation

### THIS SUBJECT LEADS TO

A high level of mastery in Stage 1 Specialist Mathematics, Unit 3 leads to Stage 2 Specialist Mathematics in conjunction with Stage 2 Mathematical Methods.

# MATH - ESSENTIAL MATHEMATICS (UNIT 1)

<b>CONTACT TEACHER(S)</b>	Isabel Heath
<b>PREFERRED BACKGROUND</b>	Year 10 Essential Mathematics Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

## SUBJECT OUTLINE

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This subject is intended for students planning to pursue a career in a range of trades or vocations.

Stage 1 Essential Mathematics – Unit 1 may consist of the following topics:

- Calculations, Time, and Ratio
- Earning and Spending
- Time and Rates
- Geometry

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

- understand mathematical information and concepts
- apply mathematical skills and techniques to solve practical problems in everyday contexts
- develop skills in gathering, representing, and interpreting data relevant to everyday contexts
- interpret results and use mathematical reasoning to draw conclusions and consider the appropriateness of solutions
- make discerning use of electronic technology
- communicate mathematically and present mathematical information in a variety of ways

## HOW WILL I BE ASSESSED?

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

- Skills and Applications Tasks
- Mathematical Investigations

## THIS SUBJECT LEADS TO

Competent level of mastery in Stage 1 Essential Mathematics Units 1 and 2 leads to Stage 2 Essential Mathematics

## MATH - ESSENTIAL MATHEMATICS (UNIT 2)

<b>CONTACT TEACHER(S)</b>	Isabel Heath
<b>PREFERRED BACKGROUND</b>	Year 10 General Mathematics Teacher recommendation only - Year 10 Numeracy Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester /10 Credit Points

### SUBJECT OUTLINE

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This subject is intended for students planning to pursue a career in a range of trades or vocations.

Stage 1 Essential Mathematics – Unit 2 may consist of the following topics:

- Measurement
- Data in Context
- Investing

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

- understand mathematical information and concepts
- apply mathematical skills and techniques to solve practical problems in everyday contexts
- develop skills in gathering, representing, and interpreting data relevant to everyday contexts
- interpret results and use mathematical reasoning to draw conclusions and consider the appropriateness of solutions
- make discerning use of electronic technology
- communicate mathematically and present mathematical information in a variety of ways

### HOW WILL I BE ASSESSED?

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

- Skills and Applications Tasks
- Mathematical Investigation

### THIS SUBJECT LEADS TO

Competent level of mastery in Stage 1 Units 1 and 2  
Stage 2 Essential Mathematics

# MEDIA STUDIES

<b>CONTACT TEACHER(S)</b>	Paul von der Borch/Jess Rossi/Greg Way
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points or Full Year / 20 Credit Points

## SUBJECT CONTENT

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.

Students study one of the two following topics per semester:

- Making of the News
- Cinema History and Genre

## 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)

# MODERN HISTORY

<b>CONTACT TEACHER(S)</b>	Chris De Silva/Greg Way
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

## SUBJECT OUTLINE

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

This subject consists of:

- Two historical studies
- Skills of historical inquiry

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

Historical studies could include the following:

- Topic 1: Imperial Expansion
- Topic 2: Perspectives on Decolonisation
- Topic 3: Recognition and Rights of Indigenous Peoples
- Topic 4: Movements for Social Change in the 20th Century
- Topic 5: Revolution
- Topic 6: Elective

The development of historical skills including:

- Analyse evidence of and explore historical concepts
- Pose hypotheses and/or ask focusing questions to guide, and develop a coherent plan for, inquiry
- Research and select historical sources on the basis of relevance
- Evaluate the origin, reliability, usefulness, limitations, and contestable nature of sources
- Analyse, interpret, and synthesise evidence from different types of sources to develop and sustain
- A reasoned historical argument

## HOW WILL I BE ASSESSED?

Assessment Type 1: Historical Skills

Assessment Type 2: Historical Study

Students undertake:

- Three historical skills assessments
- One historical study

## THIS SUBJECT LEADS TO

Stage 2 Modern History or Stage 2 Legal Studies

# MUSIC ADVANCED

<b>CONTACT TEACHER(S)</b>	Valeska Laity
<b>PREFERRED BACKGROUND</b>	A satisfactory achievement in Year 10 Music Advanced (or the equivalent musical background) and teacher recommendation Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Full Year / 20 Credit Points

## SUBJECT OUTLINE

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.

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 a co-curricular ensemble
- To analyse music and understand how society impacts on composers and their compositions

Assessment at Stage 1 is school-based and includes 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

- Music Explorations
- Music Performance – Ensemble
- Music Performance - Solo

## MUSIC EXPERIENCE

<b>CONTACT TEACHER(S)</b>	Valeska Laity
<b>PREFERRED BACKGROUND</b>	Ability to play guitar, keyboard, bass guitar or sing or ability to mix an ensemble or to create electronic music using DAWs. Willingness and ability to play in a band along with other students in the class or to create and present music in the manner of a 'DJ' .
<b>LENGTH/CREDIT</b>	Semester /10 Credit Points or Full Year / 20 Credit Points

### SUBJECT OUTLINE

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.

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 the music industry is and how it works
- Basics skills in setting up and operating PA systems or Studio recording
- Basic occupation and health safety skills
- You may also extend your learning and skills in arranging or composing and solo performance or musical analysis, depending on your choice of unit

### HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school-based and includes the following assessment types:

- Skills Presentation
- Skills Development
- Folio

### THIS SUBJECT LEADS TO

Music Explorations

Music Performance - Ensemble

# NUTRITION

<b>CONTACT TEACHER(S)</b>	Shaun Ossitt/Katherine Perkas
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points or Full Year / 20 Credit Points

## SUBJECT OUTLINE

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.

## CONTENT

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

<b>CONTACT TEACHER(S)</b>	Sharon Cibich/Michael Whinnen/Katherine Perkas/Shاون Ossitt
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points or Full Year / 20 Credit Points

### SUBJECT CONTENT

In Physical Education students explore the participation in and performance of human physical capacities. They develop skills in communication and collaborative practices. Students will learn to investigate and to analyse and apply knowledge while participating in physical activities.

Stage 1 Physical Education consists of three focus:

- In movement
- Through movement
- About movement

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

- 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 related to the three focus areas
- 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

These assessment tasks are used as evidence of their learning from:

- Assessment type 1: Improvement analysis
- Assessment type 2: Physical activity investigation

### 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 (prerequisite: full year of Stage 1 PE)

Stage 2 Integrated Learning II (Sport Studies)

Stage 2 Health

Stage 2 Cross Disciplinary Studies

# PHYSICS

<b>CONTACT TEACHER(S)</b>	Rob Nussio/Philip Lamb
<b>PREFERRED BACKGROUND</b>	Refer 'Essential Reading' A or B grade in Year 10 Science and Mathematical Methods or General Mathematics Concurrent study of at least 2 units of General Mathematics/Mathematical Methods or Specialist Mathematics required for Stage 2 Physics (General Mathematics only by negotiation)
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points or Full Year / 20 Credit Points **Students must do both semesters if intending to do Physics in Stage 2.

## SUBJECT OUTLINE

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.

## CONTENT

**Semester 1 Topics** – Electric circuits, Waves, Nuclear models and Radioactivity

**Semester 2 Topics** – Linear motion and forces, Heat, Energy and Momentum

## 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

## PSYCHOLOGY

<b>CONTACT TEACHER(S)</b>	Paula Hensing
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4 A, B or high C grade Year 10 English
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points or Full Year / 20 Credit Points

### SUBJECT OUTLINE

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.

### CONTENT

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

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

### 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  
Stage 2 Scientific Studies

## RELIGION STUDIES

**CONTACT TEACHER(S)** Maree Samuel

**PREFERRED BACKGROUND** Refer to 'Essential Reading' Page 4

**LENGTH/CREDIT** Semester / 10 Credit Points

**NOTE:** At Cabra, students choose to select one semester of Religion Studies at either Stage 1 or Stage 2. Students who select Stage 2 Religion Studies whilst in Year 11 need to have a B grade or higher in English and Stage 1 Religion in the previous year.

### **SUBJECT OUTLINE**

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

- Social Justice
- Christianity and Liturgical Life with a focus on prayer, the role of youth and the Liturgical Cycle
- 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, rituals 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
- Practical Activity

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**

Stage 2 Religion Studies

## RESEARCH PROJECT

<b>CONTACT TEACHER(S)</b>	Lucy Jenner
<b>PREFERRED BACKGROUND</b>	Competency in Stage 1 subjects. Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	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

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.

Students can choose from two types of Research Project:

#### Research Project A

- The external assessment can be presented in a variety of ways, including a PowerPoint presentation or a short film
- The final grade can be used towards a student's Australian Tertiary Admission Rank (ATAR).

#### Research Project B

- The external assessment must be a written report
- The final grade can be used towards a student's ATAR.

### HOW WILL I BE ASSESSED?

Assessment at Stage 1 is school based and also includes an external assessment

#### School Based Assessment RPA and RPB

- |  |     |
|--|-----|
| • Folio containing record of research and Discussion | 30% |
| • Outcome  | 40% |

#### External Assessment RPB

- |              |     |
|--------------|-----|
| • Evaluation | 30% |
|--------------|-----|

#### External Assessment RPA

- |          |     |
|----------|-----|
| • Review | 30% |
|----------|-----|

### INFORMATION ON THE EXTERNAL ASSESSMENT

Students are required to provide a Review (RPA) or Evaluation (RPB) of their project, reflecting on their overall learning experience.

## SCIENTIFIC STUDIES

<b>CONTACT TEACHER(S)</b>	Krystyna Zarrinkalam
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4 High C grade or better in Year 10 Science
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

### SUBJECT OUTLINE

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.

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 (eg kitchen science, sustainability, reproductive issues, forensic science) 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 science 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:

Inquiry Folio	75%
<ul style="list-style-type: none"> <li>• Two Science Investigation Skills Tasks</li> <li>• One Science as a Human Endeavour Task</li> </ul>	

Collaborative Investigation (Design Practical)	25%
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### THIS SUBJECT LEADS TO

Stage 2 Scientific Studies

# TOURISM

<b>CONTACT TEACHER(S)</b>	Greg Way
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points or Full Year / 20 Credit Points

## SUBJECT OUTLINE

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 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
- Appreciating Tourism in Australia
- Investigating Tourism Markets
- Tourism Industry Skills
- Negotiated Topic
- Examining Tourism and Technological Change
- Understanding Tourism and Natural Environments
- Understanding the Role of Organisations and Government in Tourism

## 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

## VISUAL ARTS – ART (2D – PAINTING & DRAWING)

**CONTACT TEACHER(S)** Antonine Stagg/Kate Lymn/Sally Lawrey

**PREFERRED BACKGROUND** Refer to 'Essential Reading' Page 4

**LENGTH/CREDIT** Semester / 10 Credit Points

### SUBJECT OUTLINE

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 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

## VISUAL ARTS – ART (3D SCULPTURE)

**CONTACT TEACHER(S)** Antonine Stagg/Kate Lymn/Sally Lawrey

**PREFERRED BACKGROUND** Refer to 'Essential Reading' Page 4

**LENGTH/CREDIT** Semester / 10 Credit Points

### SUBJECT OUTLINE

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 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

# VISUAL ARTS – DESIGN (ARCHITECTURE & INTERIOR DESIGN)

<b>CONTACT TEACHER(S)</b>	Antonine Stagg
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

## SUBJECT OUTLINE

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 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)

<b>CONTACT TEACHER(S)</b>	Antonine Stagg/Sally Lawrey
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points

### SUBJECT OUTLINE

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 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 fashion illustration and 3D garment construction
- To understand and apply various materials and methods appropriate to fashion design
- 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 – COMMUNICATION PRODUCTS

<b>CONTACT TEACHER(S)</b>	Antonine Stagg
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4
<b>LENGTH/CREDIT</b>	Semester / 10 Credit Points or Full Year / 20 Credit Points

### SUBJECT OUTLINE

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining a design issue, problem solving approaches, the generation of concepts and the skills to communicate resolved ideas. This subject focuses on designing for digital media based presentation.

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 follow a design process and understand its application
- To understand design in the workplace - and its application
- To undertake designs in both 2D and 3D graphic design, typical projects are: posters, instructional graphics, CD covers, logos, billboards and brand suites
- To understand and apply various materials and methods appropriate to design
- 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 Visual Arts: Art

## WORKPLACE PRACTICES

<b>CONTACT TEACHER(S)</b>	Cheryl Webber
<b>PREFERRED BACKGROUND</b>	Refer to 'Essential Reading' Page 4.
<b>LENGTH/CREDIT</b>	Full Year / 20 SACE Credits

### SUBJECT OUTLINE

Both Year 11 and Year 12 students can do the Stage 2 course. This is recommended for students taking VET courses and/or fulfilling work hours (50-60 required) from paid, volunteer, experience or observation workplace activities done in the same calendar year as the course is being studied. Students should choose a Semester 1 start.

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).

At Stage 2 there are three enrolment options:

- Workplace Practices A (10 credits)
- Workplace Practices B (10 credits)
- Workplace Practices C (20 credits)

At Stage 2, students can undertake up to 40 credits of this subject (i.e. Workplace Practices A, Workplace Practices B, and Workplace Practices C).

### CONTENT

There are three focus areas of study of this subject:

- Industry and Work Knowledge
- Vocational Learning, including 60+ hours of practical workplace involvement
- Vocational Education and Training (VET)

For the Industry and Work Knowledge component, students undertaking:

- Workplace Practices A (10 credits) and/or Workplace Practices B (10 credits), study two or more negotiated topics in each subject; and/or
- Workplace Practices C (20 credits), study three or more topics from the list below:
 

Topic 1: Work in Australian Society	Topic 4: Finding Employment
Topic 2: The Changing Nature of Work	Topic 5: Negotiated Topic
Topic 3: Industrial Relations	

### HOW WILL I BE ASSESSED?

#### **School-based Assessment**

Folio	25%
Workplace Performance	25%
Reflection	20%

#### **External Assessment**

Research Investigation	30%
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The External Assessment is an Issues-based or Practical Investigation with a 2000-word written component or the equivalent in multimodal format. It is double-marked by SACE Board assessors.

## Terminology for the South Australian Certificate of Education (SACE)

### Adult student

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

### Assessment design criteria

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

### Assessment group

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

### Assessment task

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

### Assessment type

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

### Australian Qualifications Framework (AQF)

A national framework of formal qualifications issued in the secondary schools sector, the VET sector, and the higher education sector.

### Australian Quality Training Framework (AQTF)

A set of nationally agreed standards that ensure the quality and consistency of VET throughout Australia.

### Board-accredited subject

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

### Board-recognised course

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

### Capabilities

The knowledge and skills essential for people to act in effective and successful ways. There are currently five capabilities underpinning the SACE: communication, citizenship, personal development, work, and learning. The new SACE Capabilities Policy (approved by the SACE Board in 2013) identifies seven capabilities: literacy, numeracy, information and communication technology capability, creative and critical thinking, personal and social capability, ethical understanding, and intercultural understanding.

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

### Community learning

The SACE Board recognises that learning does not just happen in the classroom, but in all kinds of settings. SACE students can earn credits for community service or activities through recognised community-developed programs or self-directed community learning.

Information can be found on the website at Community learning.

### Competency standard

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

### Evidence of learning

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

## Terminology for the South Australian Certificate of Education (SACE)

### External assessment

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

### Grade level

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

### Insufficient evidence (I)

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

### Integrated program

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

### Integrity of assessment procedures

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

### Learning and assessment plan

A plan that shows a teacher's intended learning and assessment activities for a subject. The intended audience for the plan is the student. The teacher/school develops the plan, which should demonstrate to students the relationship of the learning scope and requirements to the assessment requirements and the performance standards of the subject outline. Learning and assessment plans at both Stage 1 and Stage 2 are approved by the school principal or delegate and retained in the school.

### Learning area

Board-accredited subjects are organised in nine learning areas: Arts; Business, Enterprise, and Technology; Cross-disciplinary; English; Health and Physical Education; Humanities and Social Sciences; Languages; Mathematics; and Sciences.

### Learning requirements

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

### Literacy requirement

To meet the literacy requirement of the SACE, students must complete, with a C grade or better, or the equivalent, 20 credits from a range of Board-accredited English subjects or Board-recognised courses. The Board has endorsed the Australian Core Skills Framework (ACSF) level 3 descriptions in reading and writing as reference points for the SACE literacy benchmark. The Stage 1 Board-accredited subjects and Board-recognised courses in literacy have the ACSF level 3 integrated in their C grade or satisfactory achievement level.

### Local program

The SACE Board has accredited the nine subject outlines listed below (one for each of the nine learning areas) that enable schools to develop local programs by varying the content and/or the school assessment component described in the subject outline:

- Business and Enterprise
- Creative Arts
- Cross-disciplinary Studies
- Health
- Language and Culture
- Scientific Studies
- Society and Culture.

# Terminology for the South Australian Certificate of Education (SACE)

## Modified subjects

A set of Board-accredited subjects that are designed for students with identified intellectual disabilities. Students who are eligible to enrol in a modified subject are unable, because of intellectual and functional disabilities, to reach the performance standards in a mainstream subject. The following subjects are available at Stage 1 and Stage 2:

- Business and Enterprise: Modified
- Creative Arts: Modified
- Cross-disciplinary Studies: Modified
- English: Modified
- Health: Modified
- Language and Culture: Modified
- Mathematics: Modified
- Personal Learning Plan: Modified (Stage 1 only)
- Research Project: Modified (Stage 2 only)
- Scientific Studies: Modified
- Society and Culture: Modified.

## Stage 1 and Stage 2 Modified Subjects Information and Guidelines

These guidelines provide principals and teachers with advice and guidance on quality assurance processes for the assessment of modified subjects.

### Training.gov.au (TGA)

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

### New subject

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

### No result (N)

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

### Numeracy requirement

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

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

### Partial assessment (PA)

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

### Pending (P)

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

### Performance standards

Descriptions of levels of achievement in a subject outline. The five levels of achievement are reported with the grades A to E at Stage 1, and with a finer scale of A+ to E- at Stage 2. Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated evidence of his or her learning. The process of interpreting and reporting a student's level of achievement with reference to the performance standards is called 'standards referencing'.

### Personal Learning Plan

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

### Private candidate

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

### Record of Achievement

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

### Registered training organisation (RTO)

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

# Terminology for the South Australian Certificate of Education (SACE)

## Recognition

The SACE Board recognises and grants SACE credits for appropriate qualifications, subjects, courses, or learning experiences gained by local, interstate, or overseas students.

Information can be found on the website at [Other recognised learning](#).

## Research Project

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

## SACE

South Australian Certificate of Education.

## SACE credits

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

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

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

## School assessment

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

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

## Specific feature

See assessment design criteria.

## Student assessment summary

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

## Subject grade

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

## Stage 1 information and guidelines

These are available on the website and provide principals and teachers with advice and guidance on quality assurance processes for Stage 1 assessment.

## Stage 2 subject operational information

Subject operational information is available on the subject minisites as web content and provides schools and teachers with links to information on procedural matters relating to final moderation and external assessment requirements, and key dates for the year, including dates for the submission of results.

## Subject outline

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

## Tertiary admission subject

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

## Training package

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

## Unit of competency

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

## VET recognition register

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

## Vocational education and training (VET)

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

## USEFUL LINKS

[LearningAndTeaching@cabra.catholic.edu.au](mailto:LearningAndTeaching@cabra.catholic.edu.au)

[VET Coordinator](#)

[www.sace.sa.edu.au](http://www.sace.sa.edu.au)

[Introduction to the SACE](#)

[Studying the SACE](#)

[Your SACE Journey](#)

[SACE Capabilities](#)

[SACE Planner](#)

[Planning beyond the SACE](#)

[www.satac.edu.au](http://www.satac.edu.au)

[Students Online](#)

