CABRA DOMINICAN COLLEGE

YEAR 10 SUBJECTS

2020

FOREWORD

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

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

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

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

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

The SATAC Booklet: Tertiary Entrance
The Job Guide
University Handbooks
Career literature available through the school and other sources
College Careers Adviser
House Leaders
College School Counsellors
Learning and Teaching team
VET Coordinator
SACE Board Website: www.sace.sa.edu.au

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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KEY to SUBJECTS:

(Compulsory*) = Compulsory subject within English, Health & Physical Education, or Maths choices of subjects

(S) = Semester subject **(F) = Full year subject**

ESSENTIAL READING

REQUIREMENTS FOR PROGRESSION INTO YEAR 10 and SACE STUDIES

YEAR 10

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

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

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

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

CONSIDERATIONS

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

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

COUNSELLING

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

- School 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

(This begins in Year 10)

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

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

Enrolment for the SACE is a formal process. All students must gain the 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:

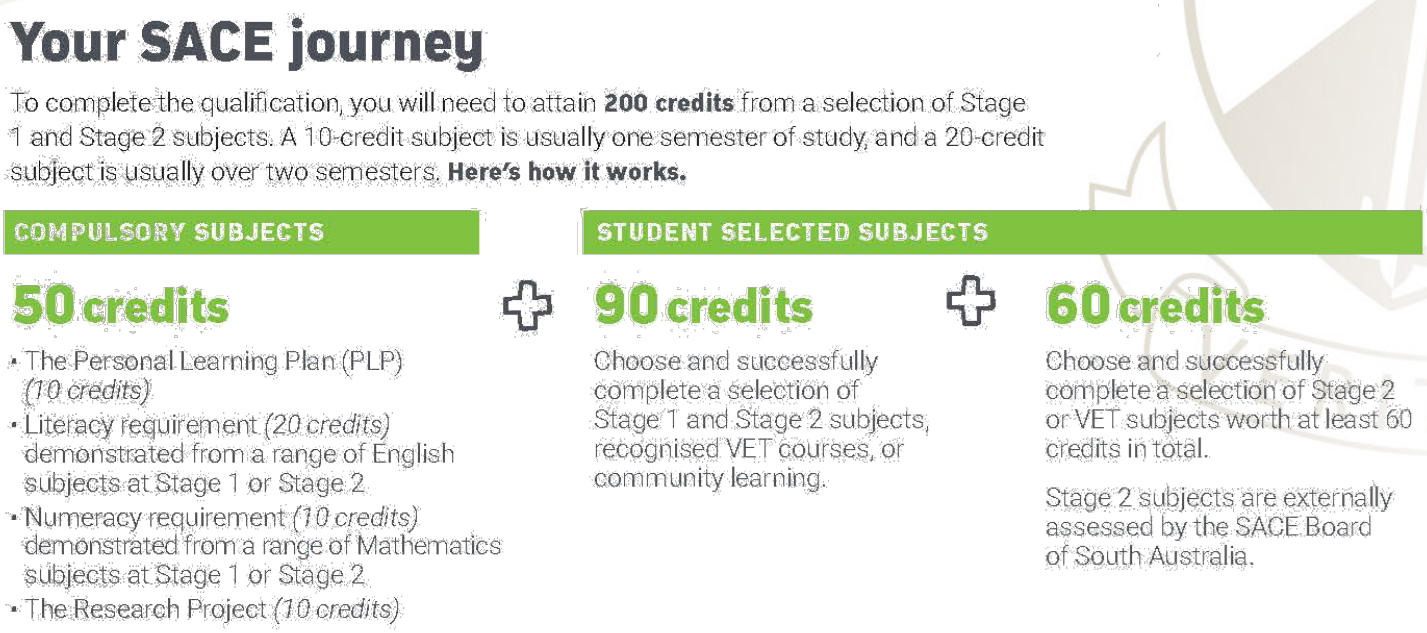
- Personal Learning Plan (10 credits)
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 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' for Terms 1, 2 and 3 that is assessed internally only.)

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

Your SACE Journey



THE PERSONAL LEARNING PLAN

In this subject, students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.
The Personal Learning Plan helps students to:

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

The Personal Learning Plan contributes 10 credits towards the SACE. 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.

WHAT IS COMMUNITY LEARNING?

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

SACE CAPABILITIES

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.

LINKS
www.satac.edu.au
Planning beyond the SACE

MODIFIED SUBJECTS & 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 College for further information.

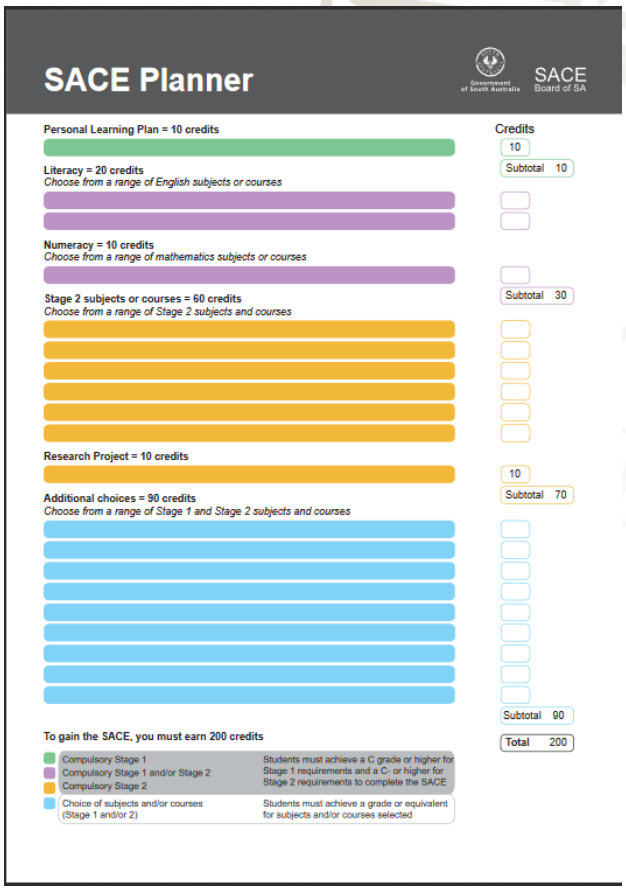
SACE CAPABILITIES

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 SACE Planner

Further information

Visit the SACE Board website at www.sace.sa.edu.au for more information about the SACE.


SACE Planner

Personal Learning Plan = 10 credits — Credits 10

Literacy = 20 credits — Subtotal 10
Choose from a range of English subjects or courses

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

Stage 2 subjects or courses = 60 credits — Subtotal 30
Choose from a range of Stage 2 subjects and courses

Research Project = 10 credits — 10

Additional choices = 90 credits — Subtotal 70
Choose from a range of Stage 1 and Stage 2 subjects and courses

Subtotal 90

To gain the SACE, you must earn 200 credits — Total 200

Compulsory Stage 1
Compulsory Stage 1 and/or Stage 2
Compulsory Stage 2
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

Choice of subjects and/or courses (Stage 1 and/or 2)
Students must achieve a grade or equivalent for subjects and/or courses selected

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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).

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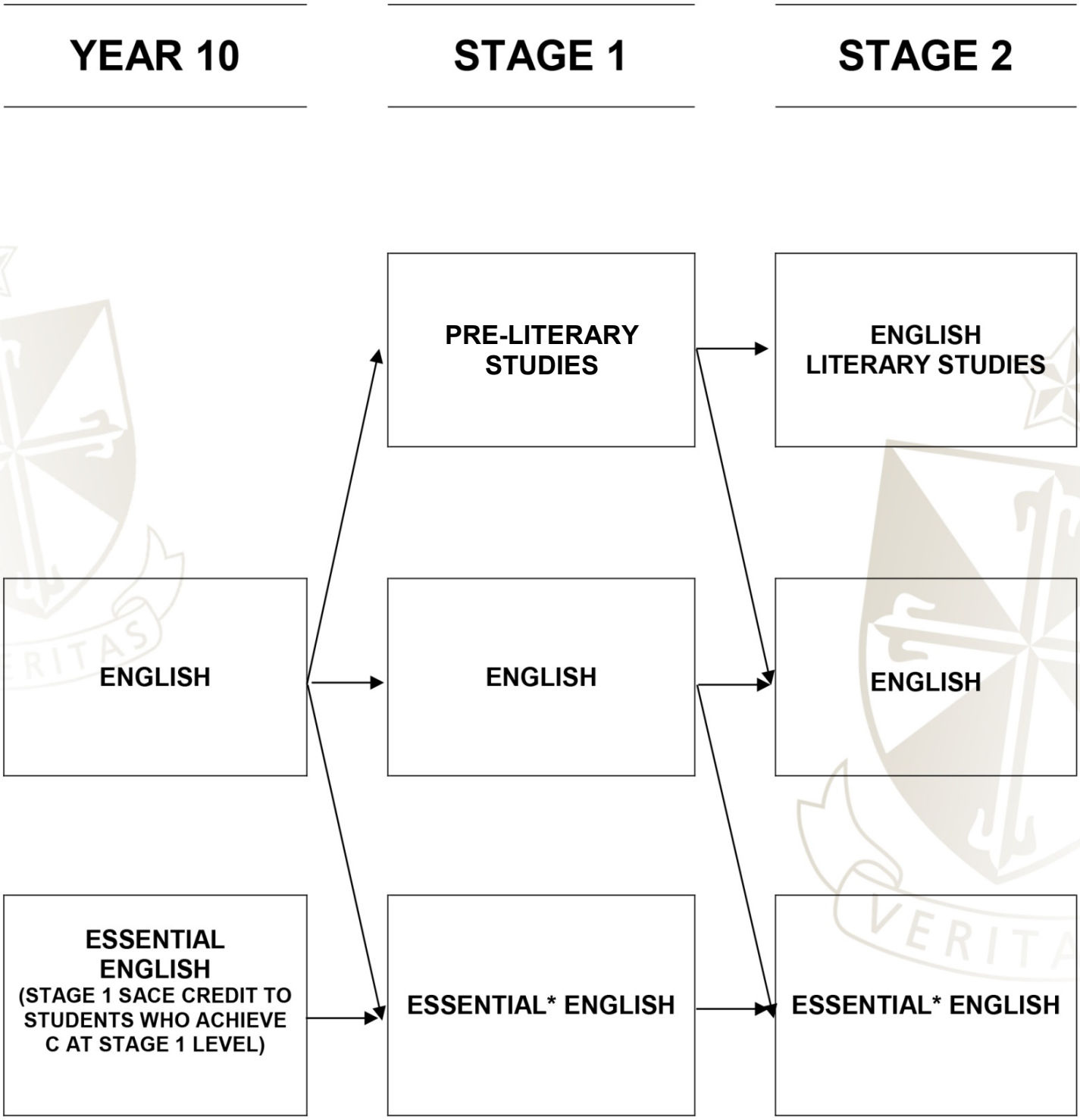
ENGLISH PATHWAYS at CABRA DOMINICAN COLLEGE



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.

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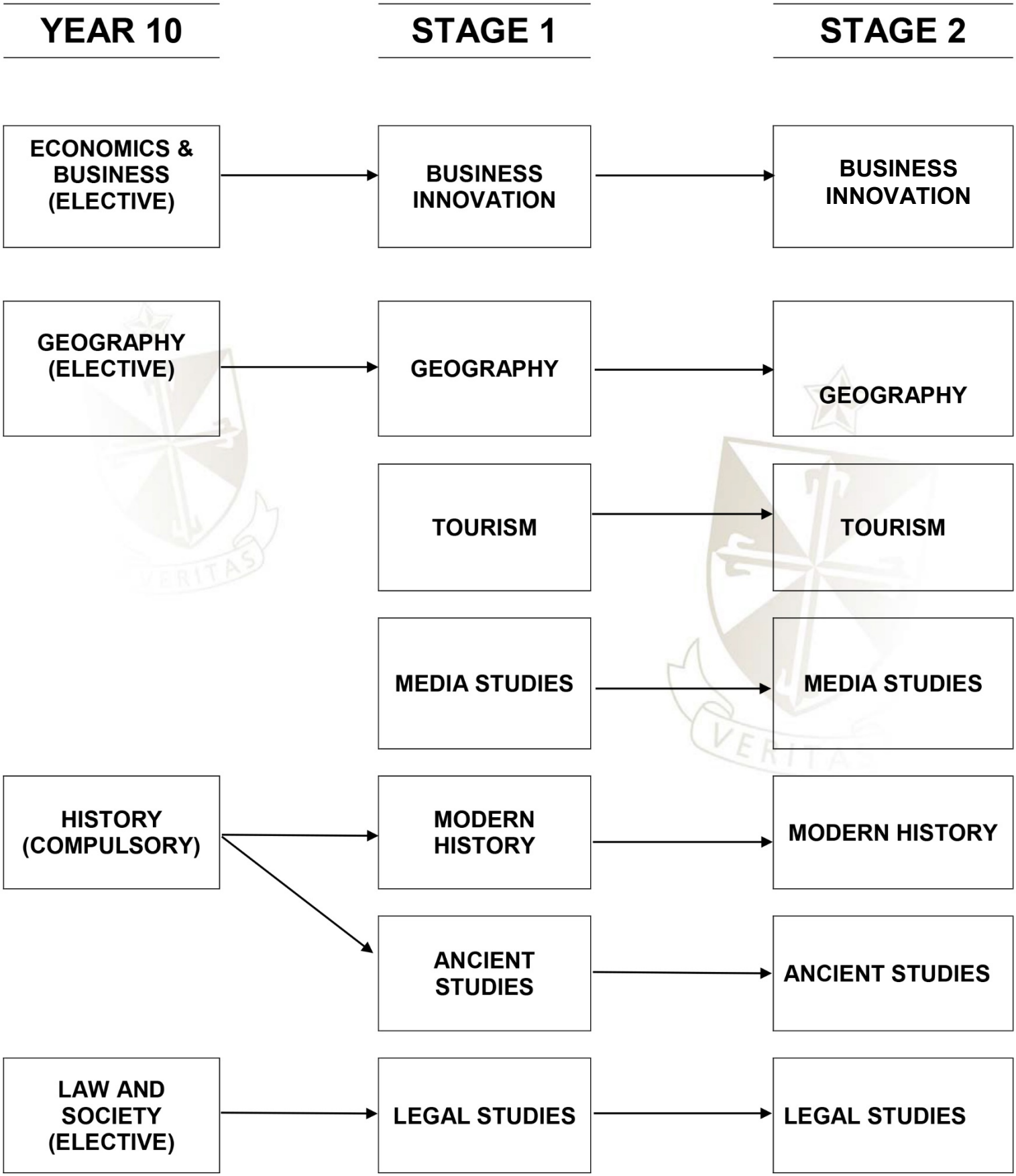
(HASS) HUMANITIES AND SOCIAL SCIENCES PATHWAYS at CABRA DOMINICAN COLLEGE



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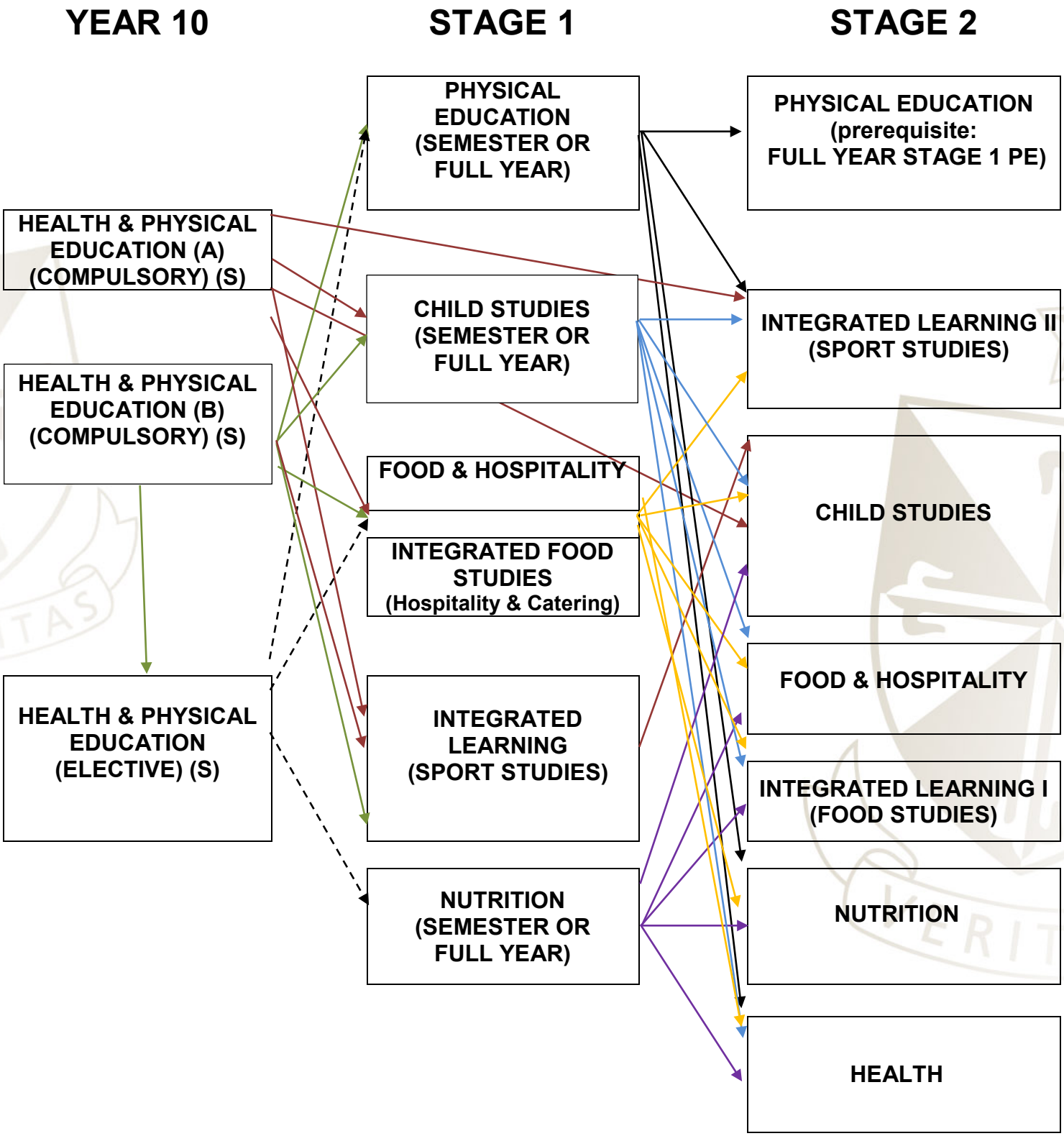
HEALTH & PHYSICAL EDUCATION PATHWAYS at CABRA DOMINICAN COLLEGE



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ITALIAN LANGUAGES PATHWAYS at CABRA DOMINICAN COLLEGE

	YEAR 9	YEAR 10	STAGE 1	STAGE 2
OPTION A	ITALIAN (COMPULSORY SEMESTER 1 UNIT)	NO ITALIAN PATHWAY	NO ITALIAN PATHWAY	NO ITALIAN PATHWAY
	OR STUDENTS CHOOSE			
OPTION B	ITALIAN CONTINUERS* (COMPULSORY FULL YEAR)	ITALIAN CONTINUERS* (FULL YEAR)	ITALIAN CONTINUERS* (FULL YEAR)	ITALIAN CONTINUERS* (FULL YEAR)

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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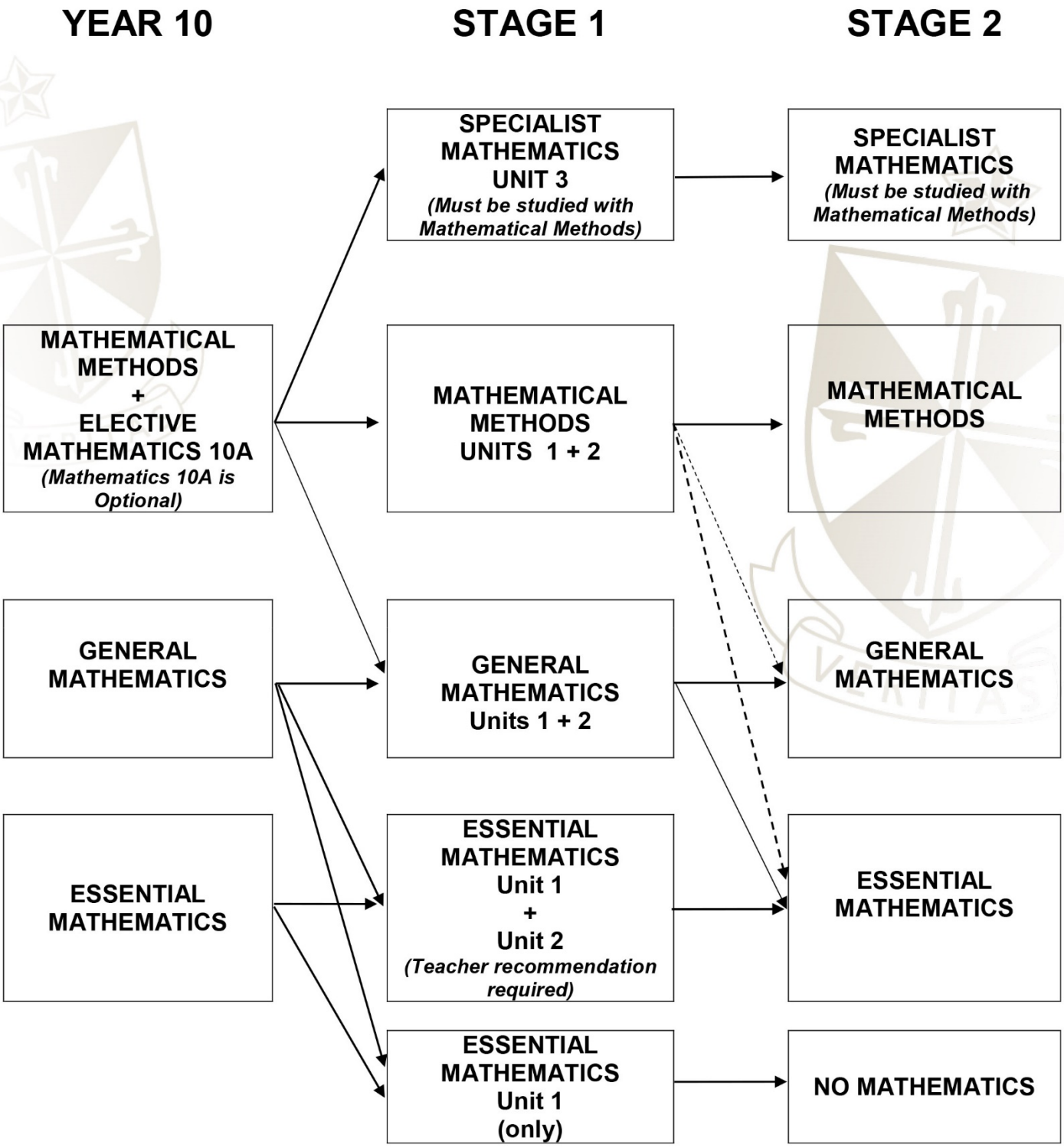
JAPANESE LANGUAGES PATHWAYS at CABRA DOMINICAN COLLEGE

	YEAR 9	YEAR 10	STAGE 1	STAGE 2
OPTION A	JAPANESE (COMPULSORY SEMESTER 1 UNIT)	NO JAPANESE PATHWAY	NO JAPANESE PATHWAY	NO JAPANESE PATHWAY
	OR STUDENTS CHOOSE			
OPTION B	JAPANESE CONTINUERS* (COMPULSORY FULL YEAR)	JAPANESE CONTINUERS* (FULL YEAR)	JAPANESE CONTINUERS* (FULL YEAR)	JAPANESE CONTINUERS* (FULL YEAR)

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.

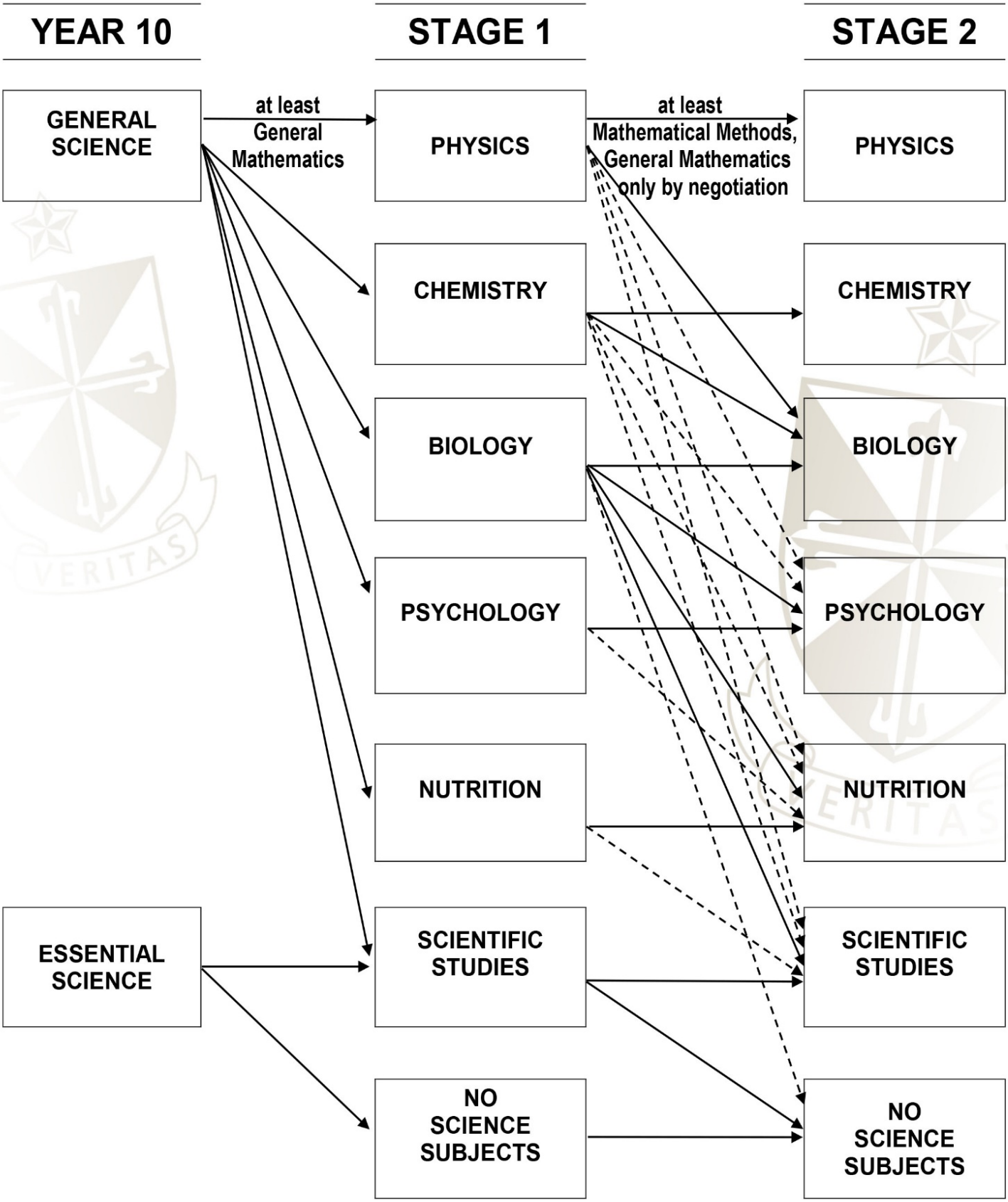
MATHEMATICS PATHWAYS at CABRA DOMINICAN COLLEGE



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



YEAR 10 STUDIES

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

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

YEAR 10 STUDIES

All students study the following subjects:

Compulsory Subjects

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

ELECTIVE SUBJECTS

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

- One full year and one semester subject
- Three semester subjects

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

DANCE (ELECTIVE)

CONTACT TEACHER(S)	Valeska Laity
PREFERRED BACKGROUND	Ability & willingness to participate and concentrate in solo and group tasks. Some background in Dance an advantage.
SEMESTER/FULL YEAR	Semester or Full Year

SUBJECT OUTLINE

This course explores:

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

FOCUS AIMS

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

HOW WILL I BE ASSESSED?

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

THIS SUBJECT LEADS TO

Stage 1 Dance (Offered Externally)

DIGITAL TECHNOLOGIES (ELECTIVE)

CONTACT TEACHER (S) Eli Sieradzki/Antonine Stagg

PREFERRED BACKGROUND Refer to 'Essential Reading'

SEMESTER/FULL YEAR Semester Only

WHAT IS THIS SUBJECT ABOUT?

Digital Technologies gives students opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative, effective users of digital systems and critical consumers of digital system information.

Literacy Focus:
Students communicate ideas, concepts and detailed proposals to a variety of audiences. They read and interpret detailed written instructions, write project outlines and proposals, evaluate and analyse reports, and prepare detailed specifications for production.

Technologies vocabulary is often technical and includes specific terms for concepts, processes and production. Students learn to understand that much technological information is presented in the form of drawings, diagrams, flow charts, models, tables and graphs. They also learn the importance of listening, talking and discussing in technologies processes, especially in articulating questioning and evaluating ideas.

Information and Communication Technology Focus:
students develop an understanding of the characteristics of data, digital systems, audiences, procedures and computational thinking. They apply this when they investigate, communicate and create digital solutions. Students learn to formulate problems and organise, analyse and represent data. They automate solutions through algorithmic logic. Students decide the best combinations of data, procedures and resources to generate digital solutions. They create digital solutions. They create digital solutions that consider economic, environmental and social factors.

Numeracy Focus:
Students interpret and use mathematical knowledge and skills to calculate measure and estimate, interpret and draw conclusions and record. They develop, refine and test concepts, and cost and sequence when making products and managing projects. In using software, materials, tools and equipment, students work with the concepts of number, geometry, scale, proportion, measurement and volume. They use three-dimensional models, create accurate technical drawings, work with digital models and use computational thinking in decision-making processes when designing and creating best-fit solutions.

Topics:

- Digital systems, collect, manage and analyse data
- Use design and programming
- Interactions and impacts

HOW WILL I BE ASSESSED?

- Digital projects
- investigation

THIS SUBJECT LEADS TO

Stage 1 Digital Technologies

DRAMA (ELECTIVE)

CONTACT TEACHER(S)	Tess O'Callaghan/Valeska Laity
PREFERRED BACKGROUND	Refer to "Essential Reading" Ability and willingness to cooperate in group work and be open to a wide range of experiences and developing a range of skills.
SEMESTER/FULL YEAR	Full Year (Students who choose the Semester Unit, cannot choose the Full Year Unit as well)

SUBJECT OUTLINE

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

FOCUS SKILLS

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

HOW WILL I BE ASSESSED?

- Practical tasks
- Written tasks
- Group project work

THIS SUBJECT LEADS TO

Stage 1 Drama

DRAMA (THEATRE PRODUCTION) (ELECTIVE)

CONTACT TEACHER(S)	Tess O'Callaghan/Valeska Laity
PREFERRED BACKGROUND	Year 8 or 9 Drama Ability and willingness to participate and concentrate in group work and to be open to new experiences.
SEMESTER/FULL YEAR	Semester Only (If you choose the Semester Unit, you cannot do the Full Year Unit as well)

SUBJECT OUTLINE

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

FOCUS AIMS

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

HOW WILL I BE ASSESSED?

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

THIS SUBJECT LEADS TO

Stage 1 Drama

ECONOMICS AND BUSINESS (ELECTIVE)

CONTACT TEACHER(S) Maria Zuni/Greg Way

PREFERRED BACKGROUND Nil

SEMESTER/FULL YEAR Semester Only

SUBJECT OUTLINE

Students will investigate differences between economic systems and consider why variations exist in economic performance and standard of living. They will analyse factors that influence major consumer and financial decisions. Students will also develop an understanding of how businesses improve productivity and respond to changing economic conditions.

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

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

Numeracy Focus
Preparation of graphs; interpretation of graphs and statistics; calculation of foreign exchange

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

HOW WILL I BE ASSESSED?

- Application of concepts and skills 60%
- Practical Activities 20%
- Individual research task 20%

THIS SUBJECT LEADS TO

Stage 1 Business Innovation
Stage 1 Economics

ENGLISH

(COMPULSORY SUBJECT WITH ENGLISH CHOICES)

CONTACT TEACHER(S) Kathy Kontos

PREFERRED BACKGROUND Year 9 English

SEMESTER/FULL YEAR Full Year

SUBJECT OUTLINE

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

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

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

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

HOW WILL I BE ASSESSED?

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

THIS SUBJECT LEADS TO

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

ESSENTIAL ENGLISH (STAGE 1)

CONTACT TEACHER(S) Kathy Kontos

PREFERRED BACKGROUND Year 9 English, Language Enrichment
Year 9 English, Language Enrichment
Recommendation will be made on an individual needs basis and discussed with the Learning Support team, English Teacher and parents

SEMESTER/FULL YEAR Full Year

SUBJECT OUTLINE

This course provides students with an appropriately paced sequence of learning experiences to develop greater understanding of the technical aspects in English. Content undertaken in this course will engage students in open ended tasks requiring active participation in challenging flexible and engaging experiences. Student units will apply the ACARA standards to improve their overall literary proficiency through individual learning programs. ***Within this course is an opportunity to achieve 10 credits towards the compulsory Literacy requirements at Stage 1. Students capable of achieving a 'C' standard by the end of the year will be assessed against the SACE.***

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

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

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

HOW WILL I BE ASSESSED?

- Responding to Text
- Creating texts

THIS SUBJECT LEADS TO

Stage 1 Essential English

FOOD TECHNOLOGY (ELECTIVE)

CONTACT TEACHER(S) Ros Patterson

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

SEMESTER/FULL YEAR Semester Only

SUBJECT OUTLINE

Students will develop their capacity to make decisions and respond critically and creatively to practical concerns of individuals, families and communities.

Drawing elements of learning from Health and Physical Education and Technologies in relation to food and nutrition, growth and development, identifying and connecting with others, students apply nutrition knowledge and skills to make healthy food choices through preparation of food.

TOPICS COVERED INCLUDE:

- Managing food hygiene and safety
- Understanding recipes and sensory properties of food
- Food processing, packaging and labelling
- Multicultural influences on food choices and availability
- Making health food choices
- Foods for celebration and fun

Students develop literacy skills to understand and use terminology related to food and nutrition and completing tasks to investigate, communicate design ideas and evaluate processes and solutions against comprehensive criteria.

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

HOW WILL I BE ASSESSED?

- Knowledge and understanding 40%
- Processes and production skills 60%

THIS SUBJECT LEADS TO

Stage 1 Food & Hospitality
Stage 1 Nutrition
Stage 1 Child Studies

GEOGRAPHY (ELECTIVE)

CONTACT TEACHER(S) Greg Way

PREFERRED BACKGROUND Refer to "Essential Reading"

SEMESTER/FULL YEAR Semester Only

SUBJECT OUTLINE

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

Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

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

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

The key inquiry questions for Year 10 are:

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

HOW WILL I BE ASSESSED?

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

THIS SUBJECT LEADS TO

Stage 1 Geography

Students who successfully complete Year 10 Geography in Semester 1 may have the opportunity to join the Stage 1 Geography class in Semester 2.

HEALTH & PHYSICAL EDUCATION A

(COMPULSORY SUBJECT WITHIN HEALTH & PE SUBJECT CHOICES)

CONTACT TEACHER(S) Sharon Cibich

PREFERRED BACKGROUND Refer to "Essential Reading"

SEMESTER/FULL YEAR Semester

SUBJECT OUTLINE

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

CONTENT

Physical Education is divided into theory and practical modules:

Theory topics include:

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

Practical activities include:

- Recreational games and sports, fitness activities, and surfing

Literacy Focus:

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

Technology Focus:

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

Numeracy Focus:

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

HOW WILL I BE ASSESSED?

Integrated tasks which link theoretical aspects to practical contexts.
Specific skills criteria checklists including criteria for including group contribution, leadership and independence

THIS SUBJECT LEADS TO

Stage 2 Sports Studies

HEALTH & PHYSICAL EDUCATION B

(COMPULSORY SUBJECT WITHIN HEALTH & PE SUBJECT CHOICES)

CONTACT TEACHER(S) Sharon Cibich

PREFERRED BACKGROUND Refer to'Essential Reading'

SEMESTER/FULL YEAR Semester

SUBJECT OUTLINE

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

CONTENT

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

Theory topics include:

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

Practical activities include:

- Sports, fitness activities, and surfing

Literacy Focus:

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

Technology Focus:

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

Numeracy Focus:

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

HOW WILL I BE ASSESSED?

Integrated tasks which link theoretical aspects to practical contexts.
Specific skills criteria checklists including criteria for including group contribution, leadership and independence.

THIS SUBJECT LEADS TO

Stage 1 Physical Education, Stage 2 Sports Studies, Stage 2 Physical Education

HEALTH & PHYSICAL EDUCATION – ELECTIVE

CONTACT TEACHER(S) Sharon Cibich

PREFERRED BACKGROUND Refer to 'Essential Reading'

SEMESTER/FULL YEAR Semester

SUBJECT OUTLINE

The Year 10 elective Physical Education course provides students with an in-depth inquiry and active participation in challenging and engaging experiences.

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

CONTENT

The course comprises of two components, theory and practical.

Theory topics include:

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

Practical Activities include:

Games and sports, fitness activities, high intensity sports and surfing.

Literacy Focus:

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

Technology Focus:

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

Numeracy Focus:

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

HOW WILL I BE ASSESSED?

Integrated tasks which link theoretical aspects to practical contexts.
Specific skills criteria checklists including criteria for including group contribution, leadership and independence.

THIS SUBJECT LEADS TO

Stage 1 Physical Education
Stage 2 Sports Studies
Stage 2 Physical Education

HISTORY (COMPULSORY)

CONTACT TEACHER(S) Chris De Silva/Greg Way

PREFERRED BACKGROUND Refer to 'Essential Reading'

SEMESTER/FULL YEAR Semester Only

SUBJECT OUTLINE

The Modern World and Australia

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

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

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

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

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

HOW WILL I BE ASSESSED?

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

THIS SUBJECT LEADS TO

Stage 1 History
Stage 1 Ancient Studies

Students who successfully complete Year 10 History in Semester 1 may have the opportunity to join the Stage 1 History class in Semester 2.

ITALIAN (CONTINUERS)

CONTACT TEACHER(S) Kathy Kontos/Year 10 Italian teacher

PREFERRED BACKGROUND Refer to Italian Language Pathways

SEMESTER / FULL YEAR Full Year

SUBJECT OUTLINE

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

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

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

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

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

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

Topics:

- Holidays and leisure time activities
- Childhood experiences, family, friends, relationships and daily routines
- The Future in terms of study, work and employment
- Food, recipes and regional cooking
- Italian festivals

HOW WILL I BE ASSESSED

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

THIS SUBJECT LEADS TO

Stage 1 Italian (Continuers)

JAPANESE (CONTINUERS)

CONTACT TEACHER(S) Carey Murray/Year 10 Japanese teacher

PREFERRED BACKGROUND Refer to Japanese Language Pathways

SEMESTER/FULL YEAR Full Year

SUBJECT OUTLINE

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

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

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

Such examples may include: informal letters, diary entries, conversation/interview/speech scripts, emails, and SMS messages.

Technology Focus:
Students research and report using various means of technology such as:

- Internet use (including online activities) Photo Story, Word, Publisher

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

Topics:

- Describing family, self, hobbies, lifestyle, daily and leisure and holiday activities.
- Making plans and arrangements
- Journey through Japan including places, attractions, festivals and souvenirs

HOW WILL I BE ASSESSED

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

THIS SUBJECT LEADS TO

Stage 1 Japanese (Continuers)

LAW AND SOCIETY (ELECTIVE)

CONTACT TEACHER(S) Paula Hensing/Daniel Head/Greg Way

PREFERRED BACKGROUND Nil

SEMESTER/FULL YEAR Semester Only

SUBJECT OUTLINE

Students will develop an understanding of the Australian democratic political system through comparison with another political system in Asia.

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

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

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

Technology Focus
Use of ICT's – internet research; presentations

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

Topics:

- Government and democracy
- Laws and citizens
- Citizenship, diversity and identity

HOW WILL I BE ASSESSED?

Assessment of 3 – 4 tasks:

- Knowledge and Understanding 60%
- Skills 40%

These assessment tasks could include:

- Tests, Debates, Examination, Extended Response, Issue Study, Oral Presentations or Mock Trial

THIS SUBJECT LEADS TO

Stage 1 Legal Studies

MATERIAL PRODUCTS: FURNITURE CONSTRUCTION (ELECTIVE)

CONTACT TEACHER(S) Antonine Stagg/Andrew Patupas

PREFERRED BACKGROUND Refer to 'Essential Reading'

SEMESTER/FULL YEAR Semester Only

SUBJECT OUTLINE

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

There are three components to the course:

Product 70%

Practical skills associated with furniture construction including:

- Safety
- Hand tools/Power tools
- Joint Construction
- Assembly technique
- Edge treatment techniques
- Finishing techniques

Materials application 10%

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

Design and Communication 20%

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

FOCUS SKILLS:

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

HOW WILL I BE ASSESSED?

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

THIS SUBJECT CAN LEAD TO:

Stage 1 Material Products (Wood)

MATERIAL PRODUCTS: METALS ENGINEERING (ELECTIVE)

CONTACT TEACHER(S) Antonine Stagg/Andrew Patupas

PREFERRED BACKGROUND Refer to 'Essential Reading'

SEMESTER/FULL YEAR Semester Only

SUBJECT OUTLINE

This subject requires students have an interest in Design and various aspects of Welding including:

- Gas welding (braze and fusion)
- Arc Welding
- MIG Welding

There are 3 components to the course:

Skills 70%

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

Product Analysis 10%

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

Design & Communication 20%

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

FOCUS SKILLS:

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

HOW WILL I BE ASSESSED?

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

THIS SUBJECT LEADS TO

Stage 1 Material Products (Metal)

GENERAL MATHEMATICS

(COMPULSORY SUBJECT WITHIN MATHEMATICS CHOICES)

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

SUBJECT OUTLINE

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

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

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

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

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

HOW WILL I BE ASSESSED?

- Topic tests
- Exam
- Mathematical investigations

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

THIS SUBJECT LEADS TO

Refer to the Mathematics Pathways

MATHEMATICAL METHODS

(COMPULSORY SUBJECT WITHIN MATHEMATICS CHOICES)

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

SUBJECT OUTLINE

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

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

Number and Algebra

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

Measurement and Geometry

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

Statistics and Probability

- Chance, Data representation and Interpretation

HOW WILL I BE ASSESSED?

- Topic tests
- Exam
- Mathematical Investigations

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

THIS SUBJECT LEADS TO

Refer to the Mathematics Pathways

MATHEMATICS 10A

(ELECTIVE SUBJECT – MATHEMATICAL METHODS AND SPECIALIST MATHEMATICS)

CONTACT TEACHER(S) Isabel Heath

PREFERRED BACKGROUND High achievement in Year 9 Mathematics

SEMESTER/FULL YEAR One Semester

SUBJECT OUTLINE

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

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

Number and Algebra

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

Measurement and Geometry

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

Statistics and Probability

- Bivariate Numerical Data Sets
- Standard Deviation

HOW WILL I BE ASSESSED?

- Topic tests
- Exam
- Mathematical Investigations

THIS SUBJECT LEADS TO

Refer to the Mathematics Pathways

ESSENTIAL MATHEMATICS

(COMPULSORY SUBJECT WITHIN MATHEMATICS CHOICES)

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

SUBJECT OUTLINE

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

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

Number and Algebra

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

Measurement and Geometry

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

Statistics and Probability

- Chance, Data representation and Interpretation

ASSESSMENT

- Topic tests
- Mathematical investigations

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

Mathematics Pathways

THIS SUBJECT LEADS TO

Refer to the Mathematics Pathways

MEDIA ARTS

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

PREFERRED BACKGROUND Refer to 'Essential Reading'

SEMESTER/FULL YEAR Semester Only

SUBJECT OUTLINE

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

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

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

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

HOW WILL I BE ASSESSED?

- Practical 60%
- Theory 40%

THIS SUBJECT LEADS TO

Stage 1 Media Studies

MUSIC (ELECTIVE)

CONTACT TEACHER(S)	Valeska Laity
PREFERRED BACKGROUND	A satisfactory achievement in Year 9 Music Advanced or equivalent private tuition. Refer to 'Essential Reading' Receiving instrumental tuition weekly
SEMESTER/FULL YEAR	Full Year

SUBJECT OUTLINE

This subject allows music students to

- Continue to develop and apply theoretical knowledge and skills
- Continue to develop skills as a performer
- Learn to appreciate and understand the influence of music in societies
- Learn to critique other people and one's own performance

FOCUS AIMS

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

HOW WILL I BE ASSESSED?

- Aural and theory written tests
- Solo performance and ensemble performance
- Oral presentation and an essay
- Arrangement for a small ensemble
- Journal of practical work

THIS SUBJECT LEADS TO

Stage 1 Music Advanced
Stage 2 Music Explorations, Music Performance – Ensemble, Music Performance – Solo

MUSIC EXPERIENCE (ELECTIVE)

CONTACT TEACHER(S) Valeska Laity

PREFERRED BACKGROUND Either: ability to play guitar, keyboard, bass guitar or sing or ability to mix an ensemble or ability 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'

SEMESTER / FULL YEAR Semester or Full Year

SUBJECT OUTLINE

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

FOCUS AIMS

- To rehearse and perform in a rock band or create electronic music
- To write and perform at least one song
- To explore the music industry and how it works
- To develop basics skills in setting up and operating PA systems or studio recording
- To learn 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?

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

THIS SUBJECT LEADS TO

VET options
Stage 1 Music Experience
Stage 2 Music Performance – Ensemble

RELIGION STUDIES (COMPULSORY)

CONTACT TEACHER(S) Maree Samuel

PREFERRED BACKGROUND Refer 'Essential Reading'

SEMESTER/FULL YEAR Semester subject at Stage 1 level

SUBJECT OUTLINE

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

FOCUS AIMS

- Ethical Issues with a focus on the Cyberworld
- Australian Indigenous Spirituality – examining the richness of traditions, as well as historical and contemporary issues
- Catholicism as a whole, living religion, with a special focus on beliefs and rituals, both past and present to assist in the development of moral integrity
- Ethics and moral decision making within a Christian framework

HOW WILL I BE ASSESSED?

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

THIS SUBJECT LEADS TO

Stage 1 Religion Studies

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SCIENCE (COMPULSORY)

CONTACT TEACHER(S) Krystyna Zarrinkalam

PREFERRED BACKGROUND Refer to 'Essential Reading'

SEMESTER/FULL YEAR Full Year

SUBJECT OUTLINE

In Science, students will follow a course involving topics from Biology, Chemistry, and Physics. The topics aim to give students a background knowledge and experience of the three main disciplines within Science.

Topics of study include:

- Motion
- Periodic Table
- Genetics
- Species Survival
- The Universe and Global Systems
- Chemical Reactions

FOCUS AIMS

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

HOW WILL I BE ASSESSED?

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

THIS SUBJECT LEADS TO

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

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ESSENTIAL SCIENCE

CONTACT TEACHER Krystyna Zarrinkalam

SEMESTER/FULL YEAR Full Year

SUBJECT OUTLINE

Students not intending to continue with Science at Stage 1, or who wish to choose Scientific Studies at Year 11, may be invited to select Essential Science as an alternative to Science (General). This subject will involve an adjusted version of the General Science course, with a large focus on scientific inquiry skills and applications of science.

Topics of studies may include:

- Motion
- Periodic Table
- Genetics
- Species Survival
- The Universe and Global Systems
- Chemical Reactions

HOW WILL I BE ASSESSED?

- Practical work
- Assignment work
- Creative presentation
- Oral communication

THIS SUBJECT LEADS TO

Stage 1 Scientific Studies ONLY (negotiated with teacher)

VISUAL ARTS (ART GENERAL 2D) (ELECTIVE)

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

PREFERRED BACKGROUND Refer to 'Essential Reading'

SEMESTER/FULL YEAR Semester or Full Year

SUBJECT OUTLINE

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

Part 1: Practical

- Students will produce major works in different 2-dimensional media such as painting, drawing, and printmaking, based on themes or concepts developed through their folios

Part 2: Folio

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

Part 3: Visual Study

- Students will undertake research into an aspect of art, recording their findings through imagery and written documentation

FOCUS AIMS:

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

HOW WILL I BE ASSESSED?

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

THIS SUBJECT LEADS TO

Stage 1 Visual Arts – Art (2D or 3D)
Stage 1 Visual Arts - Design (Architecture & Interior, Fashion or Visual Communication)

VISUAL ARTS:CREATIVE ARTS (ART GENERAL 3D) (ELECTIVE)

CONTACT TEACHER(S) Antonine Stagg/Kate Lymn

PREFERRED BACKGROUND Refer to 'Essential Reading'

SEMESTER/FULL YEAR Semester or Full Year

SUBJECT OUTLINE

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

Part 1: Practical

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

Part 2: Folio

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

Part 3: Visual Study

- Students will undertake research into an aspect of art, recording their findings through imagery and written documentation

FOCUS AIMS

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

HOW WILL I BE ASSESSED?

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

THIS SUBJECT LEADS TO

Stage 1 Visual Arts – Art (2D or 3D)
Stage 1 Visual Arts - Design (Architecture & Interior, Fashion or Visual Communication)

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VISUAL ARTS (CERAMICS) (ELECTIVE)

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

PREFERRED BACKGROUND Refer to 'Essential Reading'

SEMESTER/FULL YEAR Semester Only

SUBJECT OUTLINE

This is a 3 part subject that requires student initiative and interest in working in and creating ceramics and pottery.

Part 1: Practical

- Students will produce major works in different media, based on themes or concepts developed through their folios

Part 2: Folio

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

Part 3: Visual Study

- Students will undertake research into an aspect of art, recording their findings through imagery and written documentation

FOCUS AIMS

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

HOW WILL I BE ASSESSED?

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

THIS SUBJECT LEADS TO

Stage 1 Visual Arts – Art (2D or 3D)
Stage 1 Visual Arts - Design (Architecture & Interior, Fashion or Visual Communication)

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VISUAL ARTS: CREATIVE ARTS (INTERIOR PRODUCT DESIGN) (ELECTIVE)

NEW 2020

CONTACT TEACHER(S)	Antonine Stagg / Sally Lawrey
PREFERRED BACKGROUND	Refer to 'Essential Reading'
SEMESTER/FULL YEAR	Semester Only

SUBJECT OUTLINE

This is a 3-part subject that requires students to show initiative and interest in working in and creating 3-dimensional Designed Products.

Part 1: Product

- Students will be produce major works in different 3D media, based on interior products (textiles, lighting, etc) developed through their product folios

Part 2: Investigation

- Students will investigate an area of creative arts practice that is closely connected to their designed product(s). Students will produce both written and practical responses

Part 3: Practical Skills

- Students will undertake exploration of media and provide written documentation

FOCUS AIMS

- To research and respond to Design issues including contemporary culture
- To draw, compose and model 3-dimmensional designed products with more skill and confidence
- To develop and resolve ideas
- To develop skills in understanding and manipulating 3-dimensional media in producing designed products
- To analyse designed products and research designers and their methods

HOW WILL I BE ASSESSED?

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

THIS SUBJECT LEADS TO

Stage 1 Visual Arts – Art (2D or 3D)
Stage 1 Visual Arts - Design (Architecture & Interior, Fashion)

VISUAL ARTS: DESIGN (FASHION) (ELECTIVE)

CONTACT TEACHER(S) Antonine Stagg/Sally Lawrey

PREFERRED BACKGROUND Refer to 'Essential Reading'

SEMESTER/FULL YEAR Semester Only

SUBJECT OUTLINE

This is a 3 part subject that requires student initiative and interest in working in and creating fashion designs.

Part 1: Practical

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

Part 2: Folio

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

Part 3: Visual Study

- Students will undertake research into an aspect of fashion design, recording their findings through imagery and written documentation

FOCUS AIMS

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

HOW WILL I BE ASSESSED?

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

THIS SUBJECT LEADS TO:

Stage 1 Visual Arts – Art (2D or 3D)
Stage 1 Visual Arts - Design (Architecture & Interior, Fashion or Visual Communication)

VISUAL ARTS – DESIGN (DIGITAL MEDIA) (ELECTIVE)

CONTACT TEACHER(S) Antonine Stagg

PREFERRED BACKGROUND Year 9 Digital Media or Art/Design

SEMESTER/FULL YEAR Semester or Full Year

SUBJECT OUTLINE

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

Part 1: Folio

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

Part 2: Practical

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

Part 3: Visual Study

- Students present visual responses to their research into artists/designers and their works

FOCUS AIMS

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

HOW WILL I BE ASSESSED?

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

THIS SUBJECT LEADS TO

Stage 1 Visual Arts – Art (2D or 3D)
Visual Arts - Design (Architecture & Interior, Fashion or Visual Communication)

Terminology for the South Australian Certificate of Education (SACE)

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

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

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

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

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

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

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

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

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

Capabilities
The knowledge and skills essential for people to act in effective and successful ways. There are currently five capabilities underpinning the SACE: communication, citizenship, personal development, work, and learning.
The new SACE Capabilities Policy (approved by the SACE Board in 2013) identifies seven capabilities: literacy, numeracy, information and communication technology capability, creative and critical thinking, personal and social capability, ethical understanding, and intercultural understanding.
These seven capabilities have as their basis the Australian Curriculum General Capabilities. All SACE Board-accredited subjects will progressively integrate the seven capabilities as appropriate in curriculum and assessment.

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

VET Coordinator

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

Students Online