



CABRA
Dominican College

**SUBJECT
HANDBOOK
2024**

VISION STATEMENT

Cabra Dominican College, as a Christian community in the Catholic tradition, strives to nurture and develop the unique gifts of individuals, to liberate them in the search for truth, and to empower them to create a better world.

The integration of Christian values and the search for truth, in an atmosphere of co-operative involvement are basic qualities of a Catholic education at Cabra.

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Year 7 and Year 8 Studies

Year 7 and 8 students at Cabra engage in a variety of different learning opportunities across the Australian Curriculum (ACARA).

At Cabra, we believe in engaging students to understand what is good, beautiful and true in our world.

YEAR 7

- Religious Education
- Performing Arts
 - Dance
 - Drama
 - Music
- Media Arts
 - Digital Photography
- Design and Digital Technologies
 - Digital Technology
 - Jewellery Design
 - Material Solutions (wood/metal)
- English
- HPE - Health and Physical Education
- Visual Arts
 - 2D Art
 - 3D Art
- HASS - Humanities and Social Sciences
- LOTE (Languages other than English)
 - Italian
 - Japanese
- Mathematics
- Mathematics to Challenge Minds
- Science
- Tell Me a Story
- Wellbeing Program
- Food Technology

YEAR 8

- Religious Education
- Visual Arts
 - 2D Art
 - 3D Art
- Media Arts
 - Digital Photography
- Performing Arts
 - Dance
 - Drama
 - Music
- Design and Digital Technologies
 - Digital Technology
 - Jewellery Design
 - Material and Digital Solutions
- English
- HPE - Health and Physical Education
- HASS - Humanities and Social Sciences
- LOTE (Languages other than English)
 - Italian
 - Japanese
- Mathematics
- Mathematics to Challenge Minds
- Science
- Tell Me a Story
- Wellbeing Program
- Food Technology



Year 7 & 8

Year 8 Subjects

DESIGN AND DIGITAL TECHNOLOGIES

Digital Technology

This course is an offering to students who are interested in work in digital technologies with the integration of project based work. There are exciting opportunities to connect with other agencies and schools through such projects as: Minecraft, “Space to Dream” challenge and “Learn to Speak Robot”. The approach would be thematic and involve students exploring more individualised design briefs and technical ideas through the Design process to final product.

The task types will comprise Folio: planning ideas and developing skills and Product: refined final works.

Practical tasks are weighted at 80%, folio and homework at 20%. Work will be submitted to the hosting organisation.

Jewellery Design

This course is an offering to students who are interested in extension and more intensive work in jewellery design and making. There will be opportunities to learn new skills working with silver, including employing joining techniques and ring-making. Students are encouraged to explore more individualised technical ideas through the Design process.

Planning ideas and developing skills and Product: refined final works.

Practical tasks 80%, Folio and homework 20%

Work will be displayed through an exhibition, catalogue or the Art blog.

Material and Digital Solutions

This course is an offering to students who are interested in exploring design and technologies through digital and material (Wood) construction. There will be opportunities to develop skills to develop and present their designs through Computer Aided Drafting with Autodesk Inventor and produce a 3-dimensional prototype using the 3-D printer. Students are encouraged to explore more individualised technical ideas through the Design process.

The task types will comprise Folio: planning ideas and developing skills and Product: refined final works.

Practical tasks are weighted at 80%, folio and homework at 20%. Work will be displayed through an exhibition, catalogue or the Art blog.

ARTS

2D Arts

This course is an offering to students who are interested in extension and more intensive work in 2-dimensional mediums, which can include drawing, painting, printmaking, stickers, stencils and aerosol painting. Students are encouraged to explore more individualised visual ideas through the Art process. The task types will comprise Folio: planning ideas and developing skills, Practical Presentation: refined final works and Visual Study: a practical based approach to theory.

Practical tasks are weighted at 70%, theory and homework at 30%. Work will be displayed through an exhibition, installation or the Art blog.

3D Arts

This course is an offering to students who are interested in extension and more intensive work in 3-dimensional mediums, which can include ceramics, pottery and sculpture. Students are encouraged to explore more individualised visual ideas through the Art process. The task types will comprise Folio: planning ideas and developing skills, Practical Presentation: refined final works and Visual Study: a practical based approach to theory. Practical tasks are weighted at 70%, theory and homework at 30%. Work will be displayed through an exhibition, catalogue or the Art blog.

Digital Photography - Media Arts

This course is an offering to students who are interested in extension and more intensive work in digital photography and film techniques. There will be opportunities to learn new skills working with photography and film, including post-production with Adobe Photoshop and Premiere. Students are encouraged to explore more individualised technical ideas through the Design process. The task types will comprise Folio: planning ideas and developing skills, Practical Presentation: refined final works and Visual Study: a practical based approach to theory. Practical tasks are weighted at 70%, theory and homework at 30% Work will be published through a newsletter or magazine.

Music

Can't imagine a world without Music? This exciting course offers all music-fans an opportunity to further develop their music performance and/or creation skills through pursuing an individual project in an area of personal musical interest. Whether you have a passion for performing as a soloist or with others, composing music, or mixing tracks, students will work with their teacher to develop a personalised sequence of study, enabling them to discover more about their passions and strengths in Music. This course also offers opportunities to further develop theoretical, aural and analytical skills through learning more about the language of Music.

Drama

Find out what it takes to put on a show! Costumes, props, set, acting and technical work, you will become an ensemble staging terrific show for audiences. Having staged another writer's work in the Introduction to Drama course, you now get the chance to devise your own work in a group to perform. You might become the director, the writer, an actor or a technician. This course provides you with plenty of stimuli to get you started.

Dance

Do you like to perform, improvise or choreograph? Dance is all around us and some of us are dancing though life. In . . .5, 6, 7, 8 – Take to the Stage, you'll learn about the history and body science of dancing while also learning how to dance with style, expressing yourself through movement, creative dance and more. This course offers opportunities to further develop your dance skills while also analysing and reviewing performances through observing professional dancers.

OTHER

Food Technology

This course is for students with an interest in food and nutrition. Students work independently and collaboratively to identify what constitutes healthy eating through the study of nutrition and preparation of food. Drawing elements of learning from Health and Physical Education and Design Technologies in relation to food and nutrition, growth and development. Students will learn about 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.

Please note: Please note: Limited places are available for this elective. Student allocation into this subject will be based on preferences, subject pre-requisites and timetable line. Students will have a further opportunity to study Food Technology in the Senior Years, and as part of the SACE.

Maths to Challenge Minds

The focus of the unit is enhancing mathematical thinking and the habits of the mind. Puzzles, games, mind benders and application of mathematics to problem solve projects will form the basis the elective. Using creative and critical thinking, students pose questions, identify ideas of critique, clarify information and organise and process information in an investigative manner to solve mathematical problems. As a result, possibilities will be imagined, and ideas connected. Alternatives will also be considered, solutions sought, and ideas put into action. Students will have to apply logic and reasoning, draw conclusions, design a course of action, evaluate procedures and outcomes.

During the course of the unit students will be:

- Exploring and Noticing Structure
- Working Systematically
- Thinking Strategically
- Posing Questions and Making Conjectures
- Mathematical Modelling

Tell Me A Story

This subject is a creative writing course for students who have a passion for story-telling and prose. During this subject, students will engage with a variety of genres to hone their craft of the written word. Students will look at poetry, narrative, free verse, flash fiction and script writing. A key aspect of this course will also be preparing students to apply and enter a number of writing or prose-based competitions, at both State and National level. This course is applicable to anyone who loves to tell a story, has a creative mindset, is open to feedback, and can work both individually, and with a group.

Students will be assessed in both written and oral capacity, against the standards prescribe in the Australian Curriculum, and against the Literacy, Communication and Critical Thinking Capabilities and Cross Curriculum priorities.

Year 9 Studies

Compulsory Subjects

All students in Year 9 at Cabra College will study the following subjects:

- English
- HASS
- Mathematics
- Health & Physical Education/Protective Practices
- Language (Italian or Japanese)
- Religious Education
- Rite Journey
- Science/Digital Technologies

Mathematics is compulsory in Year 9.

Students must select the appropriate Maths level when making subject selections. Separate subject information about the various Mathematics options has also been included.

Language

- Italian or Japanese
- Language Enrichment (Invitation Only)

Students will select at least one semester of Japanese or Italian.

Students who wish to continue with a language in Year 10 must choose Italian (Continuers) OR Japanese (Continuers) in Semester 2 (as well as the compulsory for Semester 1 ie a full year of language).

A small number will be invited to undertake Language Enrichment. Families of students recommended for Language Enrichment will receive an email from the College with further details.

Elective Subjects Choices

Students have the opportunity to choose the equivalent of 2 semesters of electives.

- Art/Design
- Coding & Robotics
- Computer Game Design
- CAD/3D Printing
- Ceramics
- Dance
- Dance (Continuers)
- Digital Media (Photography)
- Drama
- Drama (Continuers)
- Food Technology
- Jewellery
- Language (Continuers)
- Maths Engineering
- Media Arts (Film)
- Music
- Music (Continuers)
- Tell Me a Story
- Wood/Metal

Students who wish to continue with a Performing Arts subject for a full year have the opportunity to select Music (Continuers), Drama (Continuers), and Dance (Continuers) as their Semester 2 choice.

For more information, please refer to the College website ([Learning at Cabra](#))



Year 9

Year 9 Subjects

ART DESIGN

Leader of Learning Antonine Stagg

Full Year/Semester Semester (Elective)

Preferred Background: Students who are eager to extend their skills in the Visual Arts

Subject Outline

- Develop and refine techniques in a variety of media
- Conceptualise and develop themes and applying your own ideas to artworks
- 2D drawing, printmaking and painting through practical application and the study of Historical and Contemporary works
- 3D sculpture. Studying and evaluating past and present visual arts culture
- Develop displays of the finished artwork
- Evaluate displays and artworks

How will I be assessed?

- **Marking:** Folio, Practical 70%
- **Responding:** Visual Study, Reflection 30%

Future Directions

- Year 10 Visual Arts (Art General 2D)
- Year 10 Visual Arts (Art General 3D)
- Year 10 Visual Arts (Ceramics)
- Year 10 Visual Arts (Digital media)
- Year 10 Visual Arts (Fashion)
- Year 10 Creative Arts (Interior products)

CAD/3D PRINTING/LASER CUTTING AND ENGRAVING

Leader of Learning Antonine Stagg

Full Year/Semester Semester (Elective)

Preferred Background: Students who are interested in working with CAD software and 3D printing and laser cutting/engraving

Subject Outline

- Learning about safety factors and sustainable practices.
- Learning to use the variety of solid modelling methods and printing software required to produce 3D printed products.
- Designed solutions requiring selection and advanced skills.
- Designing, including planning using digital technologies, making and evaluating an individual project.
- Exploring and testing a broader range of skills, processes, materials, emerging technology and the use of 3D printers.
- Learning to cost their project, developing skills in the variety of finishing processes.
- Building on evaluation skills by learning to write and report on the processes they have experienced.

Future Directions

- Year 10 Material Solutions (Metals Engineering)
- Year 10 Material Solutions (Furniture Construction)

CERAMICS - 3D SCULPTURE

Leader of Learning Antonine Stagg

Full Year/Semester Semester (Elective)

Preferred Background: Students who are interested in continuing and expanding their skills in art and design in 3D form

Subject Outline

- Conceptualise, develop and apply to representations in 3D form.
- Emphasis on hand building techniques and processes and their uses.
- An opportunity to use a range of different finishes.
- Plan and design artworks.
- Research and analysis of different 3-Dimensional artworks.
- Develop displays of the finished artwork.
- Evaluate displays and artworks.

How will I be assessed?

- **Marking:** Folio, Practical 70%
- **Responding:** Visual Study, Reflection 30%

Future Directions

- Year 10 Visual Arts (Art General 3D)
- Year 10 Visual Arts (Ceramics)
- Year 10 Creative Arts (Interior products)

Year 9 Subjects

CODING AND ROBOTICS

Leader of Learning Antonine Stagg

Full Year/Semester Semester (Elective)

Preferred Background: Students who have an interest in computer programming and robot design

Subject Outline

- Building and coding autonomous (robotic) vehicles and other devices.
- Principles of good programming.
- Exploring and experimenting with a variety of programmable devices (including robots) to gather and analyse data, form conclusions and make recommendations.
- Programming (coding) in a general-purpose programming language.
- Investigating the impacts of robotics and automation on society.

How will I be assessed?

Students complete assessments that develop their coding and design skills, collaborative skills and problem solving skills. Students will be assessed at particular mastery milestones, and on their team-based product and presentation.

Future Directions

- Year 10 Digital Technologies

COMPUTER GAME DESIGN

Leader of Learning Antonine Stagg

Full Year/Semester Semester (Elective)

Preferred Background: Students who are keen gamers and wish to learn about aspects of the gaming industry (The course is NOT about developing and playing games every lesson but designed for those students who are interested in all aspects of the gaming industry)

Subject Outline

- Principles of game design and game production.
- Gaming technology.
- Exploring what makes a 'good game' and the game design process.
- Using the popular Game Maker software to construct your own 2D game.
- Programming code, different gaming platforms and graphic design.
- Investigating the multi-billion dollar gaming industry and the positive and negative. impact of games in the lives of gamers.

Future Directions

- VET: Game Art and Animation/Game Programming/Game Design

DANCE

Leader of Learning Gemma Heath

Full Year/Semester Semester (Elective)

Preferred Background: Previous Dance or performance experience would be beneficial. A passion for dance and movement is desired.

Subject Outline

Dance is a special part of the history of human movement, culture, communication and an important factor of human social development.

In Year 9 Dance, students will explore more deeply the elements of dance and choreographic intent, having opportunities to review and apply them to the development of a dance work.

Students will:

- explore the concept of Narrative in Dance,
- learn how to generate their own Dance vocabulary to sequence and manipulate movement for effect,
- and cast a critical eye over professional dance performances, engaging in discussion that drives development of their own dance practice.

Future Directions

- Year 10 Dance
- Year 10 Dance (Continuers) (Full Year)

Year 9 Subjects

DRAMA

Leader of Learning Gemma Heath

Full Year/Semester Semester Only

Preferred Background: This course is for students who really enjoyed Year 8 Drama and would like to extend their skills and be committed to experimenting with different styles of theatre. It is for students who enjoy working with others and would like to do practical things in their learning. The emphasis of this course is the exciting nature of Fringe, Festivals, and Street Theatre performances through to marketing and event management.

Subject Outline

- Opening with a group performance unit on Rituals.
- A focus on theatre games to build confidence and skills
- A chance to review a performance and Street Theatre, as well as reflect on personal progress and goals.
- A variety of activities, especially improvisation and group work, where the emphasis is on building ensemble skills.
- A devised group performance based on various performance styles.
- Research and building Street Theatre pieces and a Festival for Cabra.

Future Directions

- Year 10 Drama (Semester) or (Full Year)
- Year 10 Drama (Continuers) (Full Year)



DIGITAL MEDIA - PHOTOGRAPHY

Leader of Learning Antonine Stagg

Full Year/Semester Semester (Elective)

Preferred Background: Students who are eager to express their design concepts using digital media

Subject Outline

- Exploring a range of design technologies employing digital media, including use of digital SLR cameras and scanner to capture imagery. Using Graphics tablets, a colour photo printer and 3D printer
- Developing techniques in Adobe Illustrator and Photoshop, and Autodesk 'Maya'
- Plan and design using the design process to generate realistic graphics for packaging, illustration and architecture
- Analysing a range of designs to expand their viewpoint based on personal interests
- Modelling and animating virtual 3D objects
- Develop displays of the finished artwork
- Evaluate displays and artworks

How will I be assessed?

- **Marking:** Folio, Practical 70%
- **Responding:** Visual Study, Reflection 30%

Future Directions

- Year 10 Visual Arts (Digital Media)
- Creative Arts (Interior Products)



Year 9 Subjects

FOOD TECHNOLOGY

Leader of Learning Sian Giorgio

Full Year/Semester Semester (Elective)

Preferred Background: A commitment to responsible behaviour to ensure a safe working environment and an interest in food and nutrition.

Subject Outline

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

Students work independently and collaboratively to identify what constitutes healthy eating through the study of nutrition and preparation of food.

What can I expect to learn in this subject?

- 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.

Students work independently and collaboratively to identify what constitutes healthy eating through the study of nutrition and preparation of food.

How will I be assessed?

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

Future Directions

Year 10 Food Technology

Please note: Please note: Limited places are available for this elective. Student allocation into this subject will be based on preferences, subject pre-requisites and timetable line. Students will have a further opportunity to study Food Technology in the Senior Years, and as part of the SACE.



Year 9 Subjects

ITALIAN

Leader of Learning Elena Guastella

Full Year/Semester Semester 1 (Compulsory)

If continuing to Year 10 Italian, you must select Italian as an Elective for Semester 2.

Preferred Background: The study of the language across a full Year 8

Subject Outline

Topics covered throughout the year may include:

- Italian Cultural Festivals/Feast days and Public Holidays
- Past times/Leisure activities/Daily routine/Fitness and describing ailments/Giving and receiving directions
- Italian Food Culture
- Film study

Skills gained:

- You will learn to use a range of everyday language both orally and in writing to exchange information about yourself and other issues of personal significance.
- You will be able to give presentations (including the use of digital media), and formulate and respond to a range of questions.
- You will extend your knowledge in creating written texts such as descriptions/stories that convey experiences, ideas and emotions.
- You will learn how the Italian culture/lifestyle is reflected in the language and discuss cultural practice.
- You will extend your knowledge of simple subject–verb–object constructions.
- You will be able to identify particular issues relating to translating between Italian and English, such as words with similar meanings and ‘false friends’, and identify certain concepts that cannot be translated readily from Italian to English and from English into Italian.
- You will learn to communicate your thoughts and opinions on given topics/issues.
Authentic texts/materials used may include: Film, contemporary songs, television segments, blogs/websites, Google Maps etc...

How will I be assessed?

Creating Text
Responding to Text
Interaction

<https://www.australiancurriculum.edu.au/f-10-curriculum/languages/>

Future Directions

- Year 10 FULL YEAR Italian Continuers*
* **Eligibility / requirement to attend the Biannual Italian Study tour**

JAPANESE

Full Year/Semester Semester 1 (Compulsory)

If continuing to Year 10 Japanese, you must select Japanese as an Elective for semester 2 in Year 9.

Preferred Background: The study of the language across a full Year 8

Subject Outline

Topics covered throughout the year may include:

- Japanese Festivals/Cultural holidays, Japanese Food Culture
- Past times/leisure activities
- School

Skills gained:

- You will learn to use a range of everyday language both orally and in writing to exchange information about yourself and other issues of personal significance.
- You will be able to give presentations (including the use of digital media), and formulate and respond to a range of questions.
- You will extend your knowledge in creating written texts such as descriptions/stories that convey experiences, ideas, and emotions.
- You will learn how the Japanese culture/lifestyle is reflected in the language and discuss cultural practice.
- You will extend your knowledge of simple subject–verb–object constructions.
- You will learn to communicate your thoughts and opinions on given topics/issues
Authentic texts/materials used may include: Contemporary songs, television advertisements/segments, magazine articles, blogs/websites, YouTube, film etc...

How will I be assessed?

Students complete assessments that develop and enhance Reading, Writing, Listening and Speaking Japanese skills. All assessment tasks address the communicating and understanding strands and content descriptors as outlined in the Australian Curriculum Japanese curriculum overview.

<https://www.australiancurriculum.edu.au/f-10-curriculum/languages/>

Future Directions

- Year 10 FULL YEAR Japanese Continuers*
* **Eligibility to attend the Biannual Japanese Study tour**

Year 9 Subjects

LANGUAGE (CONTINUERS)

Leader of Learning Elena Guastella

Full Year/Semester Semester 2 (Elective)

Students who wish to continue with a language in Year 10 must choose Italian (Continuers) OR Japanese (Continuers) in Semester 2 (as well as the compulsory for Semester 1 ie a full year of language). This information below gives you a brief description of Year 10 Languages.

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 or 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.
- 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

How will I be assessed?

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

Future Directions

- Stage 1 Italian (Continuers)
- Stage 1 Japanese (Continuers)

LANGUAGE ENRICHMENT

Leader of Learning Elena Guastella

Full Year/Semester Semester 1

Preferred Background: Invitation Only

Subject Outline

Cabra Dominican College offers a Language Enrichment. This course provides extra time for students to work on their English language skills and is specifically for students who would benefit from this extra help. The class runs at the same time as Languages, so in choosing this subject, it would preclude the choice of further studies in Italian or Japanese.

Students will be invited you to consider this option.

The subject Language Enrichment provides students with the opportunity to have access to explicit learning and teaching of literacy skills including:

- Accessing and using College online learning tools
- Small reading groups with the focus of increasing strategies to gain a deeper comprehension of text
- Reading fluency skills and practise
- Tailored spelling programs using Words Their Way assessment and Magic Spelling Rules Program, online learning and contracts
- Individual literacy focus e.g. language conventions, grammar, writing
- Accessing and using the library for resource based learning
- Support of homework and subject tasks

How will I be assessed?

Assessment is ongoing and data will be collected to provide evidence of consolidated skills and guide individual student learning goals.

JEWELLERY

Leader of Learning Antonine Stagg

Full Year/Semester Semester (Elective)

Preferred Background: Students who are interested in working with metal materials.

Subject Outline

This course is an offering to students who are interested in extension and more intensive work in jewellery design and making. There will be opportunities to learn new skills working with silver, including employing joining techniques and ring-making. Students are encouraged to explore more individualised technical ideas through the Design process. Planning ideas and developing skills and Product: refined final works.

How will I be assessed?

- Practical tasks 80%
- Folio and homework 20%

Work will be displayed through an exhibition, catalogue or the Art blog.

Future Directions

- Year 10 Material Solutions (Metals Engineering)
- Year 10 Material Solutions (Furniture Construction)

Year 9 Subjects

MATHEMATICS - ESSENTIAL MATHEMATICS

Leader of Learning Ben Heath

Full Year/Semester Full Year

School Prerequisites/Assumed Knowledge:

Year 8 Essential Mathematics or Teacher Recommendation

Subject Outline

The Australian Curriculum: Year 9 Essential Mathematics course provides students with an appropriately paced sequence of learning experiences to develop greater understanding of fundamental mathematical concepts used for everyday living. Activities undertaken in this course will engage students in open ended tasks requiring active participation in the exploration of concepts through engaging experiences. Digital tools will be used to facilitate learning and mathematical exploration. The curriculum focuses on ensuring students become more confident, effective users and communicators of mathematics, who can research, represent and interpret situations in their personal and work lives. Through investigations students will make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines. They will be encouraged to think critically, and make choices as active, engaged, numerate citizens. Students studying Essential Mathematics will develop proficiency with mathematical concepts, skills, procedures and processes in order to demonstrate their mastery of concepts studied in **Number, Algebra, Measurement, Space, Statistics and Probability**.

How will I be assessed?

- 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.

Future Directions

Year 10 Essential Mathematics

MATHEMATICS - GENERAL MATHEMATICS

Leader of Learning Ben Heath

Full Year/Semester Full Year

School Prerequisites/Assumed Knowledge:

Satisfactory Achievement in Year 8 Mathematics

Subject Outline

The Australian Curriculum: Year 9 General Mathematics course provides students with a carefully paced, structured, inquiry-based approach to develop an understanding of basic concepts as outlined in the Year 9 ACARA curriculum. Students will be able to apply their knowledge to mostly routine problems through active participation in engaging experiences. Students will be guided in their development of mathematical reasoning and will be challenged to apply their mathematical understanding creatively and efficiently. Digital tools will be used to support learning and to aid the exploration mathematical concepts. The curriculum focuses on ensuring students become confident, effective users and communicators of mathematics, who can research, model and analyse situations in their personal and work lives. Through investigations connections between the various areas of mathematics will be made and used to study situations in various fields and disciplines. The curriculum enables students to acquire mathematical knowledge that leads to further study in mathematics and other disciplines. Students studying General Mathematics will develop proficiency with mathematical concepts, skills, procedures and processes in order to demonstrate their mastery and ability to apply concepts studied in **Number, Algebra, Measurement, Space, Statistics and Probability**.

How will I be assessed?

- 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.

Future Directions

Year 10 General Mathematics

MATHEMATICS - MATHEMATICAL METHODS

Leader of Learning Ben Heath

Full Year/Semester Full Year

School Prerequisites/Assumed Knowledge:

High Achievement in Year 8 Mathematics

Subject Outline

The Australian Curriculum: Year 9 Mathematical Methods course provides students with the opportunity to be challenged and extended through an in-depth inquiry and engaging experiences. The course guides and develops mathematical reasoning so that students can apply their mathematical understanding creatively and efficiently in a variety of contexts. Digital tools are used to facilitate the expansion of ideas and aid exploration and invention. The curriculum focuses on ensuring students become confident, effective users and communicators of mathematics, who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens. Students will make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines. The subject focuses on the acquisition of specialist mathematical knowledge and skills that will lead to further study in more complex areas of mathematics. Students studying Mathematical Methods develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems of varying complexity, and reason with **Number, Algebra, Measurement, Space, Statistics and Probability**.

How will I be assessed?

- 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.

Future Directions

Year 10 Mathematical Methods

Year 9 Subjects

MATHEMATICS - ESSENTIAL MATHEMATICS

Leader of Learning Ben Heath

Full Year/Semester Full Year

The focus of the elective is to engage students in the art of applying mathematics to real world problems; combining transferrable knowledge, practical engineering and technology to address current challenges. Using creative and critical thinking students pose questions, identify ideas and clarify information, organise and process information in an investigative manner. As a result, possibilities will be imagined, and ideas connected. Alternatives will also be considered, solutions sought, and ideas put into action. Students will apply logic and reasoning, draw conclusions, design a course of action, evaluate procedures and outcomes.

During the course of the unit students will be:

- Exploring and Noticing Structure
- Working Systematically
- Visualising
- Representing
- Thinking Strategically
- Posing Questions and Making Conjectures
- Mathematical Modelling
- Reasoning, Justifying and Proof

MEDIA ARTS - FILM

Leader of Learning Ben Heath

Full Year/Semester Full Year

Preferred Background: An interest in all aspects of media.

Subject Outline

- Plan and design media artworks
- Exploring areas of film making such as story boarding, acting, taping and editing
- Use of Pinnacle Studio Software
- Use of Adobe Premiere Pro and iMovie
- Stop Motion animation, short films and documentaries
- Developing techniques in stop motion animation
- Analysing media artworks from contemporary and past times
- Analysing a range of the three important forms of communication at the forefront of students' lives – the camera, computer and television
- Produce and distribute media artworks
- Evaluate media artworks

Future Directions

- Year 10 Media Arts

MUSIC

Leader of Learning Gemma Heath

Full Year/Semester Semester 1 (Elective)

Preferred Background: Music in Year 8, and/or instrumental tuition and music language skills

Subject Outline

People of all ages and abilities attest that the art of making music is an incredibly enjoyable and rewarding life experience.

The Sound Factory course is for music lovers who wish to grow their skills in:

- Rehearsing and performing in your their group/band
- Understanding the development of music through various ages
- Computer based music creation
- Reading, writing and comprehending the language of music through notation and playing the keyboard
- Ensemble work and/or solo performance on an instrument/voice (depending on the experience level of the student).

This semester course leads into Year 9 Music (Continuers)

Future Directions

- Year 10 Music (Semester)
- Year 10 Music (Continuers) (Full Year)

MUSIC (CONTINUERS)

Leader of Learning Gemma Heath

Full Year/Semester Semester 2 (Elective)

Preferred Background: Successful completion of the Music – Semester 1 course and/or an ability to read, write and understand music notation. Ability to play an instrument/voice. (It is a requirement that instrumental/vocal lessons are to be taken concurrently with this course). Please note, students who wish to enrol in Music in Semester 2, without having completed the Semester 1 course, will need to be reviewed by the Leader of Learning: Performing Arts, to review suitability for this subject pathway.

Subject Outline

Music mastery is an ongoing journey of passion and commitment. This course is designed especially for students who wish to further extend and refine their musical abilities, and for those who may wish to study Music in the Senior School or at a Tertiary level. The Music Masters course will give students the opportunity to:

- Deepen their understanding of how to apply musical conventions when writing and/or performing music
- Develop excellent aural skills when responding to a piece of music
- Broaden rehearsal and performance experiences (as a soloist or ensemble member)
- Create computer based music in a more purposeful manner
- Learn about the famous musicians and performers who have come before us

Future Directions

- Year 10 Music or Year 10 Music Experience (Semester of Full Year)
- VET Music



TELL ME A STORY

Leader of Learning Natalia Veljkovic

Full Year/Semester Semester (Elective)

Preferred Background: Students who are eager to extend their skills in creative writing.

This subject is a creative writing course for students who have a passion for story-telling and prose. During this subject, students will engage with a variety of genres to hone their craft of the written word. Students will look at poetry, narrative, free verse, flash fiction and script writing.

A key aspect of this course will also be preparing students to apply and enter a number of writing or prose-based competitions, at both State and National level.

This course is applicable to anyone who loves to tell a story, has a creative mindset, is open to feedback, and can work both individually, and with a group.

Students will be assessed in both written and oral capacity, against the standards prescribe in the Australian Curriculum, and against the Literacy, Communication and Critical Thinking Capabilities and Cross-Curriculum priorities.

WOOD/METAL

Leader of Learning Antonine Stagg

Full Year/Semester Semester (Elective)

Preferred Background: Students who are interested in working with wood/metal materials

Subject Outline

- Learning about safety factors and sustainable practices.
- Learning to use the variety of tools and machinery required to work with metal/wood.
- Designed solutions requiring selection and advanced skills.
- Designing, including planning using digital technologies, making and evaluating an individual project.
- Exploring and testing a broader range of skills, processes, materials, emerging technology and the use of machinery.
- Learning to cost their project, developing skills in the variety of finishing processes.
- Building on evaluation skills by learning to write and report on the processes they have experienced.

Future Directions

- Year 10 Material Solutions (Metals Engineering)
- Year 10 Material Solutions (Furniture Construction)



Essential
Reading

Essential Reading

Requirements for progression into Year 10 and the SACE

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 Leader of Learning.

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

Considerations

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

- The results achieved to date
- The relationship between ability, interests and goals
- Commitment to study
- Vocational preferences and any pre-requisites for tertiary studies

Counselling

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

- Deputy Principal of Learning and Teaching
- Director of Learning and Teaching
- Leaders of Learning
- Future Pathways Coordinator
- House Leaders
- School Counsellors

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.

At the commencement of the semester every student receives an outline of assessment tasks via SEQTA. 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 Leader of Learning or nominated teacher before they enrol in any subject.

In the following pages you will find some details about the SACE.

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.

Exams

Learn how to prepare for exams, read up on the rules, and access the timetable.

Results

Get your final SACE results through Students Online.

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.

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)



Welcome to the SACE

The South Australian Certificate of Education (SACE) is a modern, internationally-recognised secondary school qualification designed to equip you with the skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society.

Learning at the pace of change

The SACE has evolved to provide you with **more flexibility** to choose subjects that reflect your interests, skills, and career goals, using a combination of SACE subjects, vocational education and training (VET), community learning, university, and TAFE studies. SACE subjects are made up of investigations, performances, and other assessment tasks to demonstrate your skills, knowledge, and personal capabilities throughout the year. Some subjects will have an end-of-year exam worth a **maximum of 30%** of the overall grade.

Your SACE journey

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

COMPULSORY SUBJECTS	STUDENT SELECTED SUBJECTS
50 credits <ul style="list-style-type: none"> The Personal Learning Plan (PLP) (10 credits) Research requirement (20 credits) demonstrated from a range of English subjects at Stage 1 or Stage 2 Numeracy requirement (10 credits) demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2 The Research Project (10 credits) 	90 credits <ul style="list-style-type: none"> Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning.
	60 credits <ul style="list-style-type: none"> Choose and successfully complete a selection of Stage 2 or VET subjects worth at least 60 credits in total. Stage 2 subjects are externally assessed by the SACE Board of South Australia.

The SACE is flexible and your schools may differ depending on your school. The majority of students in South Australia will start their journey with the **Research requirement** in Year 10, their selection of Stage 1 subjects in Year 11 (including the compulsory Maths and English choices), and their selection of Stage 2 subjects in Year 12 (including the Research Project). To view all subjects offered by SACE visit sace.sa.edu.au

EXAMPLE OF ACHIEVING A MINIMUM OF 200 CREDITS

50 credits - compulsory Personal Learning Plan (10 credits) Stage 1 General Mathematics (10 credits) – one semester Stage 1 General English (20 credits) Stage 2 Research Project (10 credits)	Min. 90 credits Stage 1 Biology (20 credits) Stage 1 Italian continues (20 credits) Stage 1 Food and Hospitality (20 credits) Stage 2 Food and Hospitality (20 credits) Stage 1 VET Certificate in Food Processing (10; 40 credits)	Min. 60 credits Stage 2 Biology (20 credits) Stage 2 Italian continues (20 credits) Stage 2 General English (20 credits)
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You are eligible for an Australian Tertiary Admission Rank (ATAR) if you achieve 100 credits in Stage 2 (see above example). **The South Australian Tertiary Admissions Centre (SATAC) has responsibility for calculating the ATAR.** For more information about the ATAR (including weighting), go to sace.sa.edu.au

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 Boardrecognised courses of a student's choice.

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

NOTE: At Cabra all students will study two 10-credit units of Spiritualities, Religion, and Meaning as part of their studies towards the SACE over Years 10 and 11.

Your SACE Journey

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

Further information - SACE website - [here](http://sace.sa.edu.au)

What kind of learner are you?

The SACE caters for **practical and theory, hands on and active based learning both in and outside school.**

You are encouraged to choose subjects that suit you and will open doors to a range of options within your area of interest.

You will have the opportunity to explore your interests, strengths, subject choices, and style of learning using the **Personal Learning Plan** at the beginning of your SACE journey.

VET options are available at both Stage 1 and Stage 2 and include a wide range of industry areas, including construction, automotive, education, hospitality, community services, health and information technology.

In conjunction with your school, you can choose to combine study and part-time work, a placement, or school-based apprenticeship.

The SACE Board offers **Modified Subjects** at both Stage 1 and 2 for eligible students with identified significant disabilities.

Making sure it's fair

You work is assessed against the performance standards outlined for each subject.

Teachers and assessors use these standards to determine how well you have demonstrated your learning, and assign a grade.

From A to E for Stage 1 (E is higher to pass)

From A to E for Stage 2 (D or higher to pass)

To ensure your work is marked fairly, thousands of samples of student work are reviewed to ensure that assessment decisions are consistent with the performance standards for the subjects across the state. These processes are called **marking and moderation.**

If something happens during your journey

If your learning is significantly disrupted, special provisions may be granted by your school, on a short-term or long-term basis, to allow for adjustments in assessment so you can demonstrate the required knowledge and performance standards to complete the subject.

The SACE Board and schools work in partnership to ensure **special provisions** are available for exceptional circumstances.

You will learn at the pace of change with 7 capabilities that equip you to live and work successfully in the 21st century.

- 1 LITERACY
- 2 NUMERACY
- 3 INFORMATION AND COMMUNICATION TECHNOLOGY
- 4 CRITICAL AND CREATIVE THINKING
- 5 PERSONAL AND SOCIAL
- 6 ETHICAL UNDERSTANDING
- 7 INTERCULTURAL UNDERSTANDING

Need more information?

The SACE Board provides detailed information on subjects, assessment, modified subjects, special provisions, and results. Visit sace.sa.edu.au for more information.

Your school's SACE coordinator and other school leaders can offer advice and information on matters to help you find your way through your SACE journey and your plans for further education and training.



Religious Education in Year 12

In addition to liturgical celebrations and social justice initiatives, Year 12 students will have the opportunity to connect to the Religious life of Cabra in the following ways;

1. OPTIONAL - Through the completion of the SACE Stage 2 Spiritualities, Religion and Meaning course.

This is a wonderful subject that tackles belief systems from sociological, philosophical and theological perspectives. It is an excellent course that enables those who enjoy critical and reflective thinking to develop understanding in a scholarly way. It attracts 10 Stage 2 SACE credits and is often used by students to contribute towards their ATAR.

2. REQUIRED - Through participation in a renewed Retreat Program.

All Year 12 students participate in a 4-day Retreat off-site during Term 1. In mid-Term 3 these same retreat groups will also reform to participate in a “Retreat Reunion” – an offsite day designed to be a continuation of the initial Retreat experience. This will offer students a chance to re-connect with their small groups, extend the bond formed on retreat, gain some nourishment again, and realign themselves for the remainder of the year. Alongside the two retreats, Year 12 students will also participate in a small number of compulsory mini-workshops that the Mission and Identity Team design in consultation with the Deputy Principal for Student Wellbeing and Leadership. These workshops include wellbeing messages and moral formation experiences.

What is the impact for the Yr 12 timetable?

We have thought carefully about how to not impact heavily our timetable with the facilitation of the compulsory Retreat Program. Dates for all of these events will be finalised early each year and shared with staff, students and families.

We hope you too are excited at the prospect Cabra creating more meaningful moments of spiritual nourishment and faith development for our young people. Like Dominic, we are striving to find ways for our students to hear, know and love the Gospel Values in the here and now, and we think our approach in Year 12 is a step towards that.

Liam Parker

Director of Mission and Identity



Year 10



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 Leader of Learning.

All students study the following subjects:

Compulsory Subjects

- Religion Studies (one semester)
- English (full year)
- Mathematics (full year)
- Science (full year)
- History (one semester)
- Health & Physical Education Elective (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

BUSINESS INNOVATION STeS

Leader of Learning Nico Hilleson-Perrett

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester Only

Subject Outline

Business Innovation Shark Tank eSchool (STeS) program designed to immerse students into “the doing” of entrepreneurship and innovation. The knowledge, skill, and application activities within the Shark Tank eSchool program incorporates core concepts of creativity, innovation, critical thinking, teamwork, and entrepreneurial thinking.

Shark Tank eSchool is an action-learning, project-based program. Students start by forming teams, and these teams are required to identify or generate a business idea. These ideas are born in response to existing problems (or anticipated future challenges), and students are given the opportunity to develop a solution (in the form of a product, service, or user experience), which addresses the identified problem or need, and this opportunity is presented via a sales pitch at the end of the program.

The subject provides students with 10 SACE Stage 1 credits and carries elective credits towards a University of Adelaide undergraduate course.

How will I be assessed?

- Business Skills 75%
- Business Pitch 25%

Future Directions

Stage 1 Business Innovation

CODING AND ROBOTICS

Leader of Learning Antonine Stagg

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester Only

Subject Outline

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 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.

Students develop an understanding of the characteristics of robots through investigating a line-following and obstacle avoiding robot. They develop project management skills and design thinking to fabricate an assistive device which involves programming. Students explore the role of electronic sensors and apply this to their own robotic device.

They create a chatbot using Python coding. There is opportunity to design and fabricate wearable electronics. 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

How will I be assessed?

- Digital projects
- Investigation

Future Directions

Stage 1 Design, Technologies and Engineering - Robotic and Electronic Systems



COLLEGE PRODUCTION

Leader of Learning Gemma Heath

Full Year/Semester Semester 1 Only (Elective)

Preferred Background: A passion for singing, dancing, acting or stagecraft.

Subject Outline

This course takes place every second year.

This course is for students who have an interest in Musical Theatre and who are taking part in the 2023 College Musica in an on-stage role or as part of the production team.

Students will explore:

- The origins of Musical Theatre and its evolution throughout history
- Voice, gesture and body language in order to convey character
- Singing in an ensemble and/ or as a soloist
- Dancing in an ensemble and/ or as a soloist
- Collaborating with other cast and team members to bring a favourite scene to life
- Researching a role and preparing for an audition.

As this course is only delivered during Semester 1, while the College production is running, students will have the opportunity to elect another Performing Arts subject in Semester 2. Students can also elect to do a full year (continuers) Performing Arts subject, Dance, Drama or Music alongside of this elective

Future Directions

- Researching a role and preparing for an audition.
- Year 10 Dance (Semester or Continuers)
- Year 10 Drama (Semester or Continuers)
- Year 10 Dance (Semester or Continuers)
- Stage 1 Drama (Semester or Continuers)
- Stage 1 Music (Semester or Continuers)
- Stage 2 Drama
- Stage 2 Music

DANCE (ELECTIVE)

Leader of Learning Gemma Heath

Preferred Background Year 8 or 9 Drama

Ability and willingness to participate and concentrate in group work and to be open to new experiences

Length/Credits Semester Only or Full Year (Elective)

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
- 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?

- Practical tasks
- Written tasks
- Group project work

Future Directions

Stage 1 Drama

Stage 1 Drama (Continuers)

DANCE

Leader of Learning Gemma Heath

Full Year/Semester Semester 1 Only (Elective)

Preferred Background: Some background in Dance an advantage.

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 Skills

- 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

Future Directions

Stage 1 Dance (Offered Externally)



Year 10 Subjects

ENGLISH

(COMPULSORY SUBJECT WITH ENGLISH CHOICES)

Leader of Learning Natalia Veljkovic

Preferred Background Year 9 English

Length/Credits Full Year

Subject Outline

The English curriculum is built around the three interrelated strands of **Language, Literature and Literacy**. 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

Future Directions

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

ESSENTIAL ENGLISH (STAGE 1)

Leader of Learning Natalia Veljkovic

Preferred Background Year 9 English, Language Enrichment Recommendation will be made on an individual needs basis and discussed with the Learning Support team, English Leader of Learning, Subject teacher and Parents

Length/Credits 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.

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.

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

Future Directions

Stage 1 Essential English

FOOD TECHNOLOGY (ELECTIVE)

Leader of Learning Sian Giogio

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

Length/Credits Semester Only (Elective)

Subject Outline

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

Students work independently and collaboratively to identify what constitutes healthy eating through the study of nutrition and preparation of food.

What can I expect to learn in this subject?

- 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.

Students work independently and collaboratively to identify what constitutes healthy eating through the study of nutrition and preparation of food.

How will I be assessed?

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

Future Directions

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

Year 10 Subjects

GEOGRAPHY

Leader of Learning Nico Hilleson-Perrett

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester

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%

Future Directions

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 AND WELLBEING

Leader of Learning Maddison Wheatley-Harris

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester / Stage 1/10 SACE Credits

Subject Outline

Health and Wellbeing consists of the following concepts in social, emotional, physical and sexual health:

- Health literacy
- Health determinants
- Social equity
- Health promotion

Content

In Stage 1 Health and Wellbeing, students develop the knowledge, skills, and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals and global society.

In Health and Wellbeing, student agency is promoted through providing opportunities to make responsible choices and decisions in a rapidly changing world. Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives.

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.

Students complete three assessments over two assessment types.

Assessment Type 1: Practical Action

Assessment Type 2: Inquiry Analysis

Practical Activities include:

Games and sports, fitness activities through EFM

Future Directions

Stage 1 Integrated Learning - Sports Studies

Stage 2 Integrated Learning - Sports Studies

Year 10 Subjects

HEALTH & PHYSICAL EDUCATION PRE STAGE 1 PHYSICAL EDUCATION OR SPORTS STUDIES (COMPULSORY SUBJECT WITHIN HEALTH & PE SUBJECT CHOICES)

Leader of Learning Maddison Wheatley-Harris

Preferred Background Refer to Essential Reading

Length/Credits Full Year

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
- Management of recovery strategies employed after physical activity
- Collaborative projects
- Fitness and technology

Practical activities include:

- Sports, fitness activities

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.

Future Directions

Stage 1 Health & Wellbeing
Stage 1 Physical Education
Stage 1 Integrated Learning - Sports Studies
Stage 2 Integrated Learning - Sports Studies
Stage 2 Physical Education

HEALTH & PHYSICAL EDUCATION – EXPERIENTIAL (COMPULSORY SUBJECT WITHIN HEALTH & PE SUBJECT CHOICES)

Leader of Learning Maddison Wheatley-Harris

Preferred Background Refer to Essential Reading

Length/Credits 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

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.

Future Directions

Stage 1 Health & Wellbeing
Stage 1 Integrated Learning - Sports Studies
Stage 2 Integrated Learning - Sports Studies

Year 10 Subjects

HISTORY (COMPULSORY)

Leader of Learning Nico Hilleson-Perrett

Preferred Background Refer to Essential Reading

Length/Credits Semester

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%

Future Directions

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



Year 10 Subjects

ITALIAN (CONTINUERS)

Leader of Learning Elena Guastella

Preferred Background Successfully completing full year of Italian in Year 9

Length/Credits 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 will develop skills in using internet research tools (including a host of online learning activities), Education Perfect, Google Maps, Office 365 One Note and TEAMS.

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:

- Self, school, 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 cultural festivities and film

How will I be assessed?

- Creating Text 40%
- Responding to Text 40%
- Interaction 20%

Future Directions

Stage 1 Italian (Continuers)

JAPANESE (CONTINUERS)

Leader of Learning Elena Guastella

Preferred Background Successfully completing full year of Japanese in Year 9

Length/Credits 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 will develop skills in using internet research tools (including a host of online learning activities), Education Perfect, Google Maps, Office 365 One Note and TEAMS.

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?

- Creating Text 40%
- Responding to Text 40%
- Interaction 20%

Future Directions

Stage 1 Japanese (Continuers)

Year 10 Subjects

LAW AND SOCIETY (ELECTIVE)

Leader of Learning Nico Hilleson-Perrett

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester Only (Elective)

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

Future Directions

Stage 1 Legal Studies

MATHEMATICS 10A (ELECTIVE SUBJECT – MATHEMATICAL METHODS AND SPECIALIST MATHEMATICS)

Leader of Learning Ben Heath

Preferred Background High achievement in Year 9 Mathematics

Length/Credits 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 tools are used to facilitate the expansion of ideas, aid mathematical exploration and invention. Mathematical Methods The curriculum focuses on ensuring students become confident, effective users and communicators of mathematics, who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens. Students will make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines. The subject focuses on the acquisition of specialist mathematical knowledge and skills that will lead to further study in more complex areas of mathematics.

Students studying Mathematical Methods develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems of varying complexity, and reason with **Number, Algebra, Measurement, Space, Statistics and Probability.**

How will I be assessed?

- Topic tests
- Mathematical investigations

Future Directions

Stage 1 Specialist Mathematics

Stage 1 Mathematical Methods

Stage 1 General Mathematics

MEDIA ARTS

Leader of Learning Antonine Staggs

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester Onlyr (Elective)

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%

Future Directions

Stage 1 Media Studies

Year 10 Subjects

ESSENTIAL MATHEMATICS

(COMPULSORY SUBJECT WITHIN MATHEMATICS CHOICES)

Leader of Learning Ben Heath

Preferred Background Satisfactory achievement in Year 9 Essential Mathematics . Teacher recommendation only.

Length/Credits Full Year – Semester 2 Stage One Essential Mathematics

Subject Outline

The Australian Curriculum: Year 10 Essential Mathematics course provides students with an appropriately paced sequence of learning experiences to develop greater understanding of fundamental mathematical concepts used for everyday living. Activities undertaken in this course will engage students in open ended tasks requiring active participation in the exploration of concepts through engaging experiences. Digital tools will be used to facilitate learning and mathematical exploration. The curriculum focuses on ensuring students become more confident, effective users and communicators of mathematics, who can research, represent and interpret situations in their personal and work lives. Through investigations students will make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines.

They will be encouraged to think critically, and make choices as active, engaged, numerate citizens. Students studying Essential Mathematics will develop proficiency with mathematical concepts, skills, procedures and processes in order to demonstrate their mastery of concepts studied in **Number, Algebra, Measurement, Space, Statistics and Probability.**

How will I be assessed?

- 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.

Future Directions

Stage 1 Essential Mathematics

Stage 1 Integrated Learning - Maths for Living

Stage 2 Integrated Learning - Maths in the Workplace

MATHEMATICS - GENERAL MATHEMATICS

(COMPULSORY SUBJECT WITHIN MATHEMATICS CHOICES)

Leader of Learning Ben Heath

Preferred Background Satisfactory achievement in Year 9 General Mathematics

Length/Credits Full Year

Subject Outline

The Australian Curriculum: Year 10 General Mathematics course provides students with a carefully paced, structured, inquiry-based approach to develop an understanding of basic concepts as outlined in the core of the Year 10 ACARA curriculum. Students will be able to apply their knowledge to mostly routine problems through active participation in engaging experiences. Students will be guided in their development of mathematical reasoning and challenged to apply their mathematical understanding creatively and efficiently. Digital tools will be used to support learning and to aid the exploration mathematical concepts. The curriculum focuses on ensuring students become confident, effective users and communicators of mathematics, who can research, model and analyse situations in their personal and work lives. Through investigations connections between the various areas of mathematics will be made and used to study situations in various fields and disciplines. The curriculum enables students to acquire mathematical knowledge that leads to further study in mathematics and other disciplines.

Students studying General Mathematics will develop proficiency with mathematical concepts, skills, procedures and processes in order to demonstrate their mastery and ability to apply concepts studied in **Number, Algebra, Measurement, Space, Statistics and Probability.**

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.

Future Directions

Stage 1 General Mathematics

Stage 1 Essential Mathematics

MATHEMATICS - MATHEMATICAL METHODS

(COMPULSORY SUBJECT WITHIN MATHEMATICS CHOICES)

Leader of Learning Ben Heath

Preferred Background High achievement in Year 9 Mathematical Methods

Length/Credits Full Year

Subject Outline

The Australian Curriculum: Year 10 Mathematical Methods course provides students with the opportunity to be challenged and extended through in-depth inquiry and engaging experiences. The course guides and develops mathematical reasoning so that students can apply their mathematical understanding creatively and efficiently in a variety of contexts. Digital tools are used to facilitate the expansion of ideas and aid exploration and invention. The curriculum focuses on ensuring students become confident, effective users and communicators of mathematics, who can investigate, represent and interpret situations in their personal and work lives, think critically, and make choices as active, engaged, numerate citizens. Students will make connections between areas of mathematics and apply mathematics to model situations in various fields and disciplines. The subject focuses on the acquisition of specialist mathematical knowledge and skills that will lead to further study in more complex areas of mathematics. Students studying Mathematical Methods develop proficiency with mathematical concepts, skills, procedures and processes, and use them to demonstrate mastery in mathematics as they pose and solve problems of varying complexity, and reason with **Number, Algebra, Measurement, Space, Statistics and Probability.**

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.

Future Directions

Stage 1 Mathematical Methods

Stage 1 Specialist Mathematics

Stage 1 General Mathematics

MATERIAL PRODUCTS: FURNITURE CONSTRUCTION

Leader of Learning Antonine Stagg

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester Only (Elective)

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.

Part 1: Product Practical skills associated with furniture construction including:

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

Part 2: Materials application

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

Part 3: Design and Communication

- 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 strengths and weaknesses. 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

Future Directions

Stage 1 Design, Technology and Engineering Materials Solutions- Wood
Stage 1 Design, Technology and Engineering Materials Solutions- Metal

MATERIAL PRODUCTS: METALS ENGINEERING

Leader of Learning Antonine Stagg

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester Only (Elective)

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

Additional fabrication processes include metal lathing and plasma cutting.

Part 1: Product

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.

Part 2: Product Analysis

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

Part 3: Design and Communication

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

Future Directions

Stage 1 Design, Technology and Engineering Materials Solutions- Wood
Stage 1 Design, Technology and Engineering Materials Solutions- Metal

Year 10 Subjects

MUSIC

Leader of Learning Gemma Heath

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'

Length/Credits Semester Only

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

What can I expect to learn in this subject?

- 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

Future Directions

VET options
Stage 1 Music
Stage 1 Music (Continuers)
Stage 2 Music Performance – Ensemble

MUSIC (CONTINUERS)

Leader of Learning Gemma Heath

Preferred Background A satisfactory achievement in Year 9 Music Advanced or equivalent private tuition.
Refer to 'Essential Reading'
Receiving instrumental tuition weekly

Length/Credits 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 Skills

- 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

Future Directions

Stage 1 Music VET options
Stage 1 Music (Continuers)
Stage 2 Music Explorations, Music Performance – Ensemble, Music Performance – Solo



Year 10 Subjects

SPIRITUALITIES, RELIGION, AND MEANING STUDIES (COMPULSORY)

Leader of Learning Liam Parker

Preferred Background None

Length/Credits Semester / Stage 1 / 10 SACE Credits

Subject Outline

In Cabra's Year 10 Stage 1 course for this subject, students focus on people's spiritual and religious stories and how these manifest through various experiences and expressions. The course begins with a special focus on understanding Aboriginal and Torres Strait Islander Spirituality, moves into the realm of Interfaith Connections, and finishes with an investigation into faith expressions in contemporary society.

Content

The subject consists of:

- encountering and reflecting on Aboriginal and Torres Strait Islander Spirituality
- exploring interfaith dialogue
- Studying expressions of faith in contemporary society

What can I expect to learn in this subject?

- How spiritual and/or religious perspectives influence the local, national, and global community
- Discovery of the spiritual and/or religious principles that underpin social-justice actions within the school and broader community
- How religious experience, beliefs, and values contribute to a sense of personal meaning

How will I be assessed?

The following school-based assessments evidence student learning in this subject:

- Assessment Type 1: Practical Inquiry 30%
- Assessment Type 2: Issues Investigation 40%
- Assessment Type 3: Reflection 30%

Future Directions

Stage 1 Spiritualities, Religion and Meaning – Year 11 Course

Stage 2 Spiritualities, Religion and Meaning (for those who meet the prerequisites for this course)

SCIENCE (COMPULSORY)

Leader of Learning Brayden Heyward-Ferors

Preferred Background Refer to 'Essential Reading'

Length/Credits 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:

- The Big Bang
- Stars
- Life
- Species and Evolution
- Agriculture/Chemical Reactions
- Global Systems
- Motion

Focus Skills

- 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

Future Directions

Stage 1 Physics

Stage 1 Chemistry

Stage 1 Biology

Stage 1 Psychology

Stage 1 Scientific Studies

Stage 1 Nutrition

ESSENTIAL SCIENCE

Leader of Learning Brayden Heyward-Ferors

Preferred Background Please note this subject is by **Invitation Only**. Students cannot choose this subject.

Length/Credits 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

Future Directions

Stage 1 Community Studies

Year 10 Subjects

VISUAL ARTS (ART GENERAL 2D)

Leader of Learning Antonine Stagg

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester Only or Full Year (Elective)

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 print-making, 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 Skills

- 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

Future Directions

Stage 1 Visual Arts – Art (2D or 3D)

Stage 1 Visual Arts - Design (Fashion or Visual Communication)

VISUAL ARTS - DESIGN (DIGITAL MEDIA)

Leader of Learning Antonine Stagg

Preferred Background Year 9 Digital Media or Art/Design

Length/Credits Semester Only or Full Year (Elective)

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 Maya

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 Skills

- To be able to use computer applications across a broad range of design genres (Adobe Photoshop and Illustrator, Autodesk Maya 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

Future Directions

Stage 1 Visual Arts – Art (2D or 3D)

Stage 1 Visual Arts - Visual Arts - Design (Fashion or Visual Communication)

Design, Technology & Engineering: Industry and Entrepreneurial Solutions (Architectural Models)

Year 10 Subjects

VISUAL ARTS: CREATIVE ARTS (ART GENERAL 3D)

Leader of Learning Antonine Stagg

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester Only or Full Year (Elective)

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 Skills

- 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

Future Directions

Stage 1 Visual Arts – Art (2D or 3D)

Stage 1 Visual Arts - Design (Fashion or Creative Arts: Digital Media)

CREATIVE ARTS (INTERIOR PRODUCT DESIGN)

Leader of Learning Antonine Stagg

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester Only (Elective)

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: Practical

- 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 Skills

To research and respond to Design issues including contemporary culture

- To draw, compose and model 3-dimensional 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

Future Directions

Stage 1 Visual Arts – Art (2D or 3D)

Design, Technology & Engineering: Industry and Entrepreneurial Solutions (Architectural Models)

VISUAL ARTS: DESIGN (FASHION) (ELECTIVE)

Leader of Learning Antonine Stagg

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester Only (Elective)

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 Skills

- 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

Future Directions

Stage 1 Visual Arts – Art (2D or 3D)

Stage 1 Visual Arts - Design (Fashion)

Stage 1 Creative Arts - (Digital Media)

Stage 1



Stage 1 Subjects

ANCIENT STUDIES

Leader of Learning Nico Hilleson-Perrett

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits

Subject Outline

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

Content

The subject consists of:

- Two historical studies
- Skills of historical inquiry

What can I expect to learn in this subject

Historical studies could include the following:

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

The development of historical skills;

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

How will I be assessed?

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

Future Directions

Stage 2 Modern History
Stage 2 Ancient Studies

BIOLOGY

Leader of Learning Brayden Heyward-Ferors

Preferred Background Refer to 'Essential Reading'

A or B grade in Year 10 Science

Length/Credits Semester/10 SACE Credits

Subject Outline

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

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

Content

Areas of study include:

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

What can I expect to learn in this subject

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

How will I be assessed?

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

- Investigations Folio
- Skills and Applications Tasks

Future Directions

Stage 2 Biology

NB: It is recommended students do two semesters if intending to do Biology at Stage 2 but if only doing one semester to also complete at least one semester of Chemistry or Physics at Stage 1.



Stage 1 Subjects

BUSINESS INNOVATION

Leader of Learning Nico Hilleson-Perrett

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits or Full Year/20 SACE Credits

Subject Outline

In Stage 1 Business Innovation students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. Students work collaboratively in building up ideas in proposing and testing hypotheses relating to the customer problem and solution. They are encouraged to take risks when proposing, developing, testing and refining solutions.

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

Content

- Start-up business
- Existing Business

What can I expect to learn in this subject

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

How will I be assessed?

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

- Business Skills 75%
- Business Pitch 25%

Future Directions

Stage 2 Business Innovation

Stage 1 Subjects

CHEMISTRY

Leader of Learning Brayden Heyward-Ferors

Preferred Background Refer to 'Essential Reading'

A or B grade in Year 10 Science

Students must complete a full year of Stage 1 Chemistry to do Stage 2 Chemistry

Length/Credits Semester/10 SACE Credits or Full Year/20 SACE Credits

Subject Outline

The study of Chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Students consider how human beings make use of the earth's resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

Content

Semester 1: Areas of study include:

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

Semester 2: Areas of study include:

- Acids and Bases
- Gases and the Atmosphere
- Electrochemistry

What can I expect to learn in this subject

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

How will I be assessed?

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

- Investigations Folio
- Skills and Applications Tasks

Future Directions

Please note: Successful completion of Stage 1 Semester 1 Chemistry is a prerequisite for Stage 1 Semester 2 Chemistry

Stage 2 Chemistry

Stage 2 Biology

CHILD STUDIES

Leader of Learning Maddison Wheatley-Harris

Preferred Background An interest in education and Health Sciences Food and Hospitality

Length/Credits Semester/10 SACE Credits or Full Year/20 SACE Credits

Subject Outline

Stage 1 Child Studies may be undertaken as a 10-credit subject or a 20-credit subject.

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

Content

Students study topics within the following areas of study:

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

How will I be assessed?

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

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

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

For this subject the assessment design criteria are:

- Investigation
- Problem-solving
- Practical application
- Collaboration
- Reflection

Future Directions

Stage 2 Child Studies

Stage 2 Food & Hospitality

Stage 2 Integrated Learning I (Food Studies)

Stage 2 Integrated Learning II (Sport Studies)

Stage 2 Health

Stage 1 Subjects

CREATIVE ARTS: DIGITAL MEDIA

Leader of Learning Antonine Stagg

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits

Subject Outline

In Creative Arts, students have opportunities for specialised study within and across those arts disciplines that are offered as subjects within the SACE — that is, Dance, Drama, Music, and Visual Arts. In their study of Creative Arts, students have opportunities to make connections with vocational education and training (VET) courses. This course has a Visual Arts focus expressed in Digital Media: digital photography using DSLR cameras, digital drawing using graphics tablets, digital painting and photo manipulation, digital 3D modelling and animating.

What can I expect to learn in this subject

- Creative Arts Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice.

How will I be assessed?

Assessment at Stage 1 is school based, with the following assessment types, each with 20% minimum weighting.

The following assessment types enable students to demonstrate their learning in Stage 1 Creative Arts:

- Assessment Type 1: Product
- Assessment Type 2: Folio.

Future Directions

Stage 2 Visual Arts: Design

Stage 2 Creative Arts: Visual Arts

Stage 2 Digital Communication Solutions (Digital Photography)

COLLEGE PRODUCTION

Leader of Learning Gemma Heath

Full Year/Semester Semester 1 Only /10 SACE Credits

Preferred Background: A passion for singing, dancing, acting or stagecraft.

Subject Outline

This course takes place every second year.

This course is for students who have an interest in Musical Theatre and who are taking part in the 2023 College Musica in an on-stage role or as part of the production team.

Students will explore:

- The origins of Musical Theatre and its evolution throughout history
- Voice, gesture and body language in order to convey character
- Singing in an ensemble and/ or as a soloist
- Dancing in an ensemble and/ or as a soloist
- Collaborating with other cast and team members to bring a favourite scene to life
- Researching a role and preparing for an audition.

As this course is only delivered during Semester 1, while the College production is running, students will have the opportunity to elect another Performing Arts subject in Semester 2. Students can also elect to do a full year (continuers) Performing Arts subject, Dance, Drama or Music alongside of this elective

Future Directions

- Researching a role and preparing for an audition.
- Year 10 Dance (Semester or Continuers)
- Year 10 Drama (Semester or Continuers)
- Year 10 Dance (Semester or Continuers)
- Stage 1 Drama (Semester or Continuers)
- Stage 1 Music (Semester or Continuers)
- Stage 2 Drama
- Stage 2 Music

Stage 1 Subjects

COMMUNITY STUDIES

Leader of Learning Maria Zuni

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits or Full Year/20 SACE Credits

Subject Outline

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment.

Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

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

- Arts and the Community
- Communication and the Community
- Environment and the Community
- Science, Technology and the Community
- Health, Recreation, and the Community
- Work and the Community

How will I be assessed?

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

- Contract of Work
- Folio
- Community Activity
- Reflection

Future Directions

Stage 2 Community Studies

Stage 2 Workplace Practices

Stage 2 Integrated Learning

Stage 2 Research Project A or B

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

DESIGN, TECHNOLOGY & ENGINEERING – INDUSTRY AND ENTREPRENEURIAL SOLUTIONS (ARCHITECTURAL MODELS)

Leader of Learning Antonine Stagg

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits

Subject Outline

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

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

What can I expect to learn in this subject?

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

How will I be assessed?

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

- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Process and Solution

Future Directions

Stage 2 Design, Technology and Engineering - Industry and Entrepreneurial Solutions (Architectural Models)

Stage 2 Visual Arts: Design

DESIGN, TECHNOLOGY & ENGINEERING – DIGITAL COMMUNICATION SOLUTIONS (DIGITAL PHOTOGRAPHY)

Leader of Learning Antonine Stagg

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits

Subject Outline

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

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

What can I expect to learn in this subject?

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

How will I be assessed?

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

- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Process and Solution

Future Directions

Stage 2 Design, Technology and Engineering- Digital Communication Solutions

Stage 2 Visual Arts: Design

Stage 1 Subjects

DESIGN, TECHNOLOGY & ENGINEERING MATERIAL SOLUTIONS (METAL)

Leader of Learning Antonine Stagg

Preferred Background Year 10 Material Products
(Metal)

Length/Credits Semester/10 SACE Credits

Subject Outline

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

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

What can I expect to learn in this subject?

- Computer aided drawing skills
- Safe and appropriate use of a range of portable and fixed power tools associated with metalwork
- Design and problem solving skills
- Use of a range of metal joining techniques
- Assembly and finishing techniques associated with metal
- How to analyse the usefulness of mass produced furniture

How will I be assessed?

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

- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Process and Solution

Future Directions

Stage 2 Design, Technology and Engineering - Material Solutions
(Metal)

DESIGN, TECHNOLOGY & ENGINEERING MATERIAL SOLUTIONS (WOOD)

Leader of Learning Antonine Stagg

Preferred Background Year 10 Material Products
(Wood)

Length/Credits Semester/10 SACE Credits

Subject Outline

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

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

What can I expect to learn in this subject?

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

How will I be assessed?

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

- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Process and Solution

Future Directions

Stage 2 Design, Technology and Engineering - Material Solutions
(Metal)

DESIGN, TECHNOLOGY & ENGINEERING ROBOTIC AND ELECTRONIC SYSTEMS

Leader of Learning Antonine Stagg

Preferred Background Refer to 'Essential Reading'
Strong problem-solving skills and competent level of Mathematics is preferable

Length/Credits Semester/10 SACE Credits

Subject Outline

Through the study of Robotics and Electronic Systems, students can use a variety of hardware (components) that may be combined with software to design and realise a solution such as a device or system. Students produce outcomes that demonstrate the knowledge and skills associated with using electronic, mechatronic, electrical, or pneumatic systems.

These can include electronic components, circuit design and assembly, robotic components, programming, wiring, gears, simulation, or systems integration.

What can I expect to learn in this subject?

- To develop and apply programming skills
- How to fabricate robotic and electronic components
- To develop and apply program design skills
- To research and discuss ethical considerations
- To work collaboratively and individually
- To evaluate design solutions

How will I be assessed?

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

- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Process and Solution

Future Directions

Stage 1 Subjects

DRAMA

Leader of Learning Gemma Heath

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits or Full Year/20 SACE Credits

Subject Outline

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

Stage 1 Drama consists of the following two areas of dramatic study:

- Company and Performance
- Understanding and responding to drama
- Drama and technology

What can I expect to learn in this subject

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

How will I be assessed?

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

- Performance
- Responding to drama
- Creative Synthesis

Future Directions

Stage 2 Drama



Stage 1 Subjects

ENGLISH

Leader of Learning Natalia Veljkovic

Preferred Background Refer to 'Essential Reading'

Length/Credits Full Year / 10 SACE Credits per Semester

Subject Outline

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

Content

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

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

INTERTEXTUAL STUDY (One per semester)

Connected Text Study (Semester 1): Poetry intertextual study, where students study a range of poets and poetry, choose one poem and then analyse how the ideas and message of the poem are reflected in our world (both past and present) through a variety of mediums.

Connected Text Study (Semester 2):

- **Pre-Lit Studies English:** Critical Reading study: Students study a range of text types in order to understand how different conventions and stylistic features used by authors are able to explore a range of ideas.
- **Pre-English:** Students study a shared class text and then choose an independent text that has similar ideas and analyse the techniques utilised by the authors in both text types to share their perspectives and/or voices that provide different points of view for different audiences.

How will I be assessed?

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

Semester 1:

- Responding to Texts: Drama 25%
- Creating Texts: Transformation and free-choice 50%
- Connected text study: Intertextual study 25%

Semester 2:

Pre-Lit English Studies (Stage 1)

- Responding to Texts: 50%
- Comparative shared study: film and prose
- Critical perspectives
- Creating Texts: persuasive task: 25%
- Connected text study: Critical reading: 25%

Pre-English Studies (Stage 1)

- Responding to Texts: 50%
- Mass-media study: advertising campaign
- Prose study (novel or novella)
- Creating Texts: free-choice: 25%
- Connected text study: comparative study 25%

Future Directions

Pre-Lit English: Stage 2 English Literary Studies or Stage 2 English

Pre-English: Stage 2 English

ESSENTIAL ENGLISH

Leader of Learning Natalia Veljkovic

Preferred Background Refer to 'Essential Reading'

Length/Credits 10 SACE Credits per Semester

Subject Outline

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

This subject is designed for:

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

Students who achieve a C grade or better in 20 credits (two semesters) of this subject meet the literacy requirement. NB: Some students may already have achieved 10 credits at Year 10. Requirements include a Satisfactory achievement in the areas of Communication, Comprehension, Analysis and Application.

Content

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

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

How will I be assessed?

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

- Responding to texts: film, drama, mass-media, prose
- Creating texts: persuasive, entertaining and for different contexts

Future Directions

Stage 2 Essential English if a grade of B or higher is achieved in Stage 1 across 2 semesters.

Please speak to the contact teacher for further information

Stage 1 Subjects

FOOD AND HOSPITALITY

Leader of Learning Sian Giorgio

Preferred Background Year 10 Level Home Economics

An interest in food

Length/Credits Semester/10 SACE Credits

Subject Outline

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

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

Students study topics within one or more of the following three areas of study:

- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Careers

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

What can I expect to learn in this subject?

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

How will I be assessed?

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

- Practical Activity
- Group Activity

Future Directions

Stage 2 Food and Hospitality

Stage 2 Child Studies

GEOGRAPHY

Leader of Learning Nico Hilleison-Perrett

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits

Subject Outline

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

Geography develops an appreciation that place matters in explanations of economic, social, and environmental phenomena and processes. Through a humanities lens, students investigate spatial aspects of society using inquiry methods that are analytical, critical, and speculative. Through a science lens, students develop an appreciation of the interdependence between the biophysical environment and human activities. Students pose and seek answers to geographical questions and evaluate responses, using a range of inquiry skills.

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

Content

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

Theme 2 Contemporary Issues

Theme 1 Sustainable Places

- Topic 1-Rural and/or remote places
- Topic 2 -Urban Places
- Topic 3-Megacities
- Topic 4-Natural Hazards
- Topic 5-Biological and Human Induced Hazards
- Topic 6-Local Issues
- Topic 7-Global Issues

What can I expect to learn in this subject?

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

How will I be assessed?

Assessment at Stage 1 is school based.

There are two assessment types in Stage 1 Geography:

- Geographical Skills and Applications
- Fieldwork

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

Future Directions

Stage 2 Geography



HEALTH AND WELLBEING

Leader of Learning Maddison Wheatley-Harris

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester / Stage 1/10 SACE Credits

Subject Outline

Health and Wellbeing consists of the following concepts in social, emotional, physical and sexual health:

- Health literacy
- Health determinants
- Social equity
- Health promotion

Content

In Stage 1 Health and Wellbeing, students develop the knowledge, skills, and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals and global society.

In Health and Wellbeing, student agency is promoted through providing opportunities to make responsible choices and decisions in a rapidly changing world. Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives.

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.

Students complete three assessments over two assessment types.

Assessment Type 1: Practical Action

Assessment Type 2: Inquiry Analysis

Practical Activities include:

Games and sports, fitness activities through EFM

Future Directions

Stage 2 Integrated Learning - Sports Studies

Stage 1 Subjects

INTEGRATED LEARNING FOOD STUDIES (HOSPITALITY & CATERING)

Leader of Learning Sian Giorgio

Preferred Background Year 10

Length/Credits Semester/10 SACE Credits

Subject Outline

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

What can I expect to learn in this subject?

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

How will I be assessed?

Assessment Type 1: Practical Exploration 50%

- Bulk catering practices for meetings 20%
- Sandwiches, Salads, Appetisers 15%
- Soups, Stocks, Sauces 15%

Assessment Type 2: Connections

Parent Teacher Interviews 30%

Assessment Type 3: Personal Venture 20%

Explore a job role within the Food and Hospitality Industry

Future Directions

Stage 2 Integrated Learning - Food Studies

Stage 2 Cross Disciplinary Studies

INTEGRATED LEARNING –MATHS FOR LIVING

Leaders of Learning Ben Heath

Preferred Background Teacher Recommendation

Length/Credits Semester / 10 SACE Credits

Subject Outline

Integrated Learning is a subject enables students to make links between aspects of their lives and their learning with a focus on Mathematics for living.

Key Areas of Study:

- Developing the Capability for Communication
- Developing the Capability for Work
- Developing the Capability for Learning

What can I expect to learn in this subject?

In this subject the broad area of focus is Mathematics for Living. Students will be expected to develop and apply mathematical knowledge, concepts, and/or skills for everyday living. The key concepts will be identified and explored through a practical study. Students will work collaboratively, either in a group or as an individual student with access to opportunities to collaborate with others, either face to face or in a digital environment. They will communicate their ideas and informed opinions whilst developing self-awareness and reflecting on their learning.

How will I be assessed?

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

- Assessment Type 1: Practical Exploration
- Assessment Type 2: Connections
- Assessment Type 3: Personal Venture.

Future Directions

Stage 1 Integrated Learning – Maths in the Workplace

Stage 2 Integrated Learning - Financial Literacy

INTEGRATED LEARNING –MATHS IN THE WORKPLACE

Leaders of Learning Ben Heath

Preferred Background Year 11 - Semester 1 - Maths for Living

Length/Credits Semester / 10 SACE Credits

Subject Outline

Integrated Learning is a subject enables students to make links between aspects of their lives and their learning with a focus on Mathematics in the Workplace.

Key Areas of Study:

- Developing the Capability for Communication
- Developing the Capability for Work
- Developing the Capability for Learning

What can I expect to learn in this subject?

In this subject the broad area of focus is Mathematics in the Workplace. Students will be expected to develop and apply mathematical knowledge, concepts, and/or skills used in the workplace. The key concepts will be identified and explored through a practical study. Students will work collaboratively, either in a group or as an individual student with access to opportunities to collaborate with others, either face to face or in a digital environment. They will communicate their ideas and informed opinions whilst developing self-awareness and reflecting on their learning.

How will I be assessed?

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

- Assessment Type 1: Practical Exploration
- Assessment Type 2: Connections
- Assessment Type 3: Personal Venture.

Future Directions

Stage 2 Integrated Learning - Financial Literacy

Stage 1 Subjects

INTEGRATED LEARNING – NETBALL STUDIES

Leader of Learning Maddison Wheatley-Harris

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits or Full Year/20 SACE Credits

Subject Outline

Students undertake two or more key areas of study. The capabilities form the content of the key areas of study for Integrated Learning.

Key Areas of Study:

- Developing the Capability for Communication
- Developing the Personal and Social Capability
- Developing the Capability for Learning

At Cabra, the broad area of focus is Specialist Netball Studies as part of the netball program. The key areas are developed and applied through practical and theoretical study. The practical will be Netball skills, strategy, and game sense.

Students will use their training and development from the practical lessons to develop an understanding of performance and their capabilities. A minimum level of Netball skill and strong interest in the game as well as participation in a competitive and/or recreational team is required to achieve success in this subject.

Students will be required to demonstrate a broad range of skills including coaching, group collaboration and communication. Students are required to be independent learners in this subject. Students will apply their knowledge to undertake a group activity with the other class members such as organising workshops and clinics for the wider netball community at Cabra.

What can I expect to learn in this subject?

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

How will I be assessed?

School-based Assessment

- Practical Inquiry 50%
- Personal venture 25%
- Connections 25%

This may include a study of netball in action. It includes feedback from peers/self/coach teacher. Students reflect on their performance through the personal and social capability, through game analysis and personal detect and correct techniques.

Connections task 30%

Students connect with other members of the Cabra netball community such as Saturday morning representative teams to create and implement specialist training sessions and clinics. They may need to create risk assessments, develop event management skills including advertising and promotion.

Coaching: students may engage in coaching a specific group e.g. grade 7 class or girls only class.

Personal Venture

Students could also select an aspect of the study for this project from their personal interest. This could directly relate to the Gold Coast netball trip. Any inquiry project based around Netball such as the nutrition and recovery for a week-long tournament, pathways for elite players or injury prevention. The project can be presented in the form of an exhibition, video of a dramatic presentation model, written report or review, website, film, multimodal presentation, or photographic essay.

Future Directions

Stage 2 Physical Education

Stage 2 Integrated Learning - Sports Studies





INTEGRATED LEARNING – SPORT STUDIES

Leader of Learning Maddison Wheatley-Harris

Preferred Background Year 10 Health & Physical Education

Length/Credits Semester/10 SACE Credits

Subject Outline

Students undertake two or more key areas of study. The capabilities form the content of the key areas of study for Integrated Learning.

Key Areas of Study:

- Developing the Capability for Communication
- Developing the Capability for Work
- Developing the Capability for Learning

What can I expect to learn in this subject?

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

How will I be assessed?

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

- Practical exploration
- Connections
- Personal venture

Future Directions

Stage 2 Integrated Learning

Stage 2 Health

Stage 2 Cross Disciplinary Studies

Stage 2 Physical Education

Stage 1 Subjects

ITALIAN (CONTINUERS)

Leader of Learning Elena Guastella

Preferred Background 3 previous years of study in Italian
High achievement in Year 10 Italian is desirable

Length/Credits Full Year/20 SACE Credits

Subject Outline

Based on Latin roots, there are many cognates making the study of Italian(Continuers) beneficial and relatable to the English language and also to the terminology used in a range of students' other subjects.. Learning in Stage 1 Italian develops students' cognitive skills through analytical, critical, creative, and reflective thinking. These skills help students to become effective and organised communicators, analysers, and researchers. Students develop their skills to communicate meaningfully with people across cultures.and are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Stage 1 Italian at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The Italian-speaking Communities
- The Changing World

What can I expect to learn in this subject?

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

- Interact with others to exchange information, ideas, opinions, and experiences in Italian
- Create texts in Italian to express information, feelings, ideas, and opinions
- Analyse texts that are in Italian to interpret meaning
- Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication

How will I be assessed?

The following assessment types enable students to demonstrate their learning in Stage 1 locally assessed Italian at continuers level:

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation.

Future Directions

Stage 2 Italian(Continuers)

JAPANESE (CONTINUERS)

Leader of Learning Elena Guastella

Preferred Background 3 previous years of study in Japanese A high achievement in Year 10 Japanese is desirable

Length/Credits Full Year/20 SACE Credits

Subject Outline

The Stage 1 Japanese (Continuers) course promotes meaningful communication and enables students to extend their understanding of the interdependence of language, culture, and identity. Learning in Stage 1 Japanese develops students' cognitive skills through analytical, critical, creative, and reflective thinking. These skills help students to become effective and organised communicators, analysers, and researchers.

Stage 1 Japanese at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The Japanese-speaking Communities
- The Changing World

What can I expect to learn in this subject?

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

- Interact with others to exchange information, ideas, opinions, and experiences in Japanese
- Create texts in Japanese to express information, feelings, ideas, and opinions
- Analyse texts that are in Japanese to interpret meaning
- Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication

How will I be assessed?

The following assessment types enable students to demonstrate their learning in Stage 1 locally assessed Japanese at continuers level:

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation.

Future Directions

Stage 2 Japanese (Continuers)

Stage 2 Geography

LEGAL STUDIES

Leader of Learning Nico Hilleson-Perrett

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester 10 SACE Credits/Full Year 20 SACE Credits

Subject Outline

The SACE Legal Studies Subject Outline is currently being reviewed. The following description is yet to be endorsed for 2021.

Stage 1 Legal Studies focusses on the use of laws and legal systems to create harmony within dynamic and evolving communities.

Through an inquiry-based process, students explore and develop their understanding of the concepts of **rights, fairness and justice, power and change**. Legal Studies is to be explored through 'big questions' so students can develop an appreciation and awareness of their role as a citizen in the Australian legal system, the skills to communicate their ideas and the confidence to make informed and effective decisions regarding legal issues.

This subject consists of **Focus Area 1: Law and Communities** and then complete at least two additional focus areas which could include but not limited to:

- Government
- Justice and Society
- Victims and the Law
- Sport and the Law
- Law-making
- Young Workers and the Law
- Motorists and the Law
- Environment and the Law

What can I expect to learn in this subject?

- The different types of legal rights afforded to Australians under domestic and international law and the responsibilities accompanying these rights
- The challenges faced by the Australian legal system in achieving fairness and justice
- The relationships between the branches of government and the power held by each branch
- The elements of our legal system required for it to function effectively while being able to progress to reflect changing beliefs and values

How will I be assessed?

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

- Assessment Type 1: Analytical Response – for example essay, test, extended response, source analysis
- Assessment Type 2: Inquiry – in depth inquiry of current legal issue
- Assessment Type 3: Presentation - collaborative presentation with individual reflection such as mock trial, debate, oral presentation

Future Directions

Stage 2 Legal Studies

Stage 2 Tourism

Stage 1 Subjects

MATHEMATICS - GENERAL MATHEMATICS (UNIT 1)

Leader of Learning Ben Heath

Preferred Background Competent level of mastery in Year 10 General Mathematics
Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits

Subject Outline

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

General Mathematics Unit 1 may consist of the following topics:

- Investing and Borrowing
- Measurement
- Statistical Investigation

What can I expect to learn in this subject?

- Understand mathematical concepts and relationships
- Select and apply mathematical techniques and algorithms to analyse and solve problems, including forming and testing predictions
- Investigate and analyse mathematical information in a variety of contexts
- Interpret results, draw conclusions, and consider the reasonableness of solutions in context
- Make discerning use of electronic technology
- Communicate mathematically and present mathematical information in a variety of ways

How will I be assessed?

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

- Skills and Applications Tasks
- Mathematical Investigation

Future Directions

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

MATHEMATICS - GENERAL MATHEMATICS (UNIT 2)

Leader of Learning Ben Heath

Preferred Background Competent level of mastery in Year 10 General Mathematics
Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits

Subject Outline

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

General Mathematics Unit 2 may consist of the following topics:

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

What can I expect to learn in this subject?

- Understand mathematical concepts and relationships
- Select and apply mathematical techniques and algorithms to analyse and solve problems, including forming and testing predictions
- Investigate and analyse mathematical information in a variety of contexts
- Interpret results, draw conclusions, and consider the reasonableness of solutions in context
- Make discerning use of electronic technology
- Communicate mathematically and present mathematical information in a variety of ways.

How will I be assessed?

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

- Skills and Applications Tasks
- Mathematical Investigation

Future Directions

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

MATHEMATICS - MATHEMATICAL METHODS (UNIT 1)

Leader of Learning Ben Heath

Preferred Background Competent level of mastery in Year 10 General Mathematics
Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits

Subject Outline

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

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

- Functions and Graphs
- Trigonometry
- Polynomials

What can I expect to learn in this subject?

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

How will I be assessed?

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

- Skills and Applications Tasks
- Mathematical Investigation

Future Directions

Stage 2 Mathematical Methods Units 1 & 2
Competent level of mastery in Stage 1 Mathematical Methods Units 1 & 2 (Teacher recommendation required)

Stage 1 Subjects

MATHEMATICS - MATHEMATICAL METHODS (UNIT 2)

Leader of Learning Ben Heath

Preferred Background Competent level of mastery in Year 10 Mathematical Methods
Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits

Subject Outline

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

Mathematical Methods Unit 2 may consist of the following topics:

- Growth and Decay
- Calculus
- Counting and Statistics

What can I expect to learn in this subject?

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

How will I be assessed?

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

- Skills and Applications Tasks
- Mathematical Investigation

Future Directions

Stage 2 Mathematical Methods Units 1 & 2
Competent level of mastery in Stage 1 Mathematical Methods Units 1 & 2 (Teacher recommendation required)

MATHEMATICS - SPECIALIST MATHEMATICS (UNIT 3)

Leader of Learning Ben Heath

Preferred Background High level of mastery in Year 10 Mathematical Methods
Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits

Subject Outline

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

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

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

What can I expect to learn in this subject?

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

How will I be assessed?

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

- Skills and Applications Tasks
- Mathematical Investigation

Future Directions

Stage 2 Specialist Mathematics
A high level of mastery in Stage 1 Specialist Mathematics, in conjunction with Stage 2 Mathematical Methods (Teacher recommendation required)

MATHEMATICS - ESSENTIAL MATHEMATICS (UNIT 1)

Leader of Learning Ben Heath

Preferred Background Year 10 Essential Mathematics
Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits

Subject Outline

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

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

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

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

What can I expect to learn in this subject?

- Understand mathematical information and concepts
- Apply mathematical skills and techniques to solve practical problems in everyday contexts
- Develop skills in gathering, representing, and interpreting data relevant to everyday contexts
- Interpret results and use mathematical reasoning to draw conclusions and consider the appropriateness of solutions
- Make discerning use of electronic technology
- Communicate mathematically and present mathematical information in a variety of ways

How will I be assessed?

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

- Skills and Applications Tasks
- Mathematical Investigations

Future Directions

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

Stage 1 Subjects

MATHEMATICS - ESSENTIAL MATHEMATICS (UNIT 2)

Leader of Learning Ben Heath

Preferred Background Year 10 General Mathematics
Teacher recommendation only - Year 10 Essential Mathematics
Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits

Subject Outline

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

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

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

- Measurement
- Data in Context
- Investing

What can I expect to learn in this subject?

- Understand mathematical information and concepts
- Apply mathematical skills and techniques to solve practical problems in everyday contexts
- Develop skills in gathering, representing, and interpreting data relevant to everyday contexts
- Interpret results and use mathematical reasoning to draw conclusions and consider the appropriateness of solutions
- Make discerning use of electronic technology
- Communicate mathematically and present mathematical information in a variety of ways

How will I be assessed?

- Skills and Applications Tasks
- Mathematical Investigation

Future Directions

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

MEDIA STUDIES

Leader of Learning Nico Hilleson-Perrett

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester/10 Credits or Full Year/20 SACE Credits

Subject Outline

Media Studies develops students' media literacy and production skills. Students discuss and analyse media issues, and interact with, and create media products. The analytical elements of Media Studies support students to develop research and analysis skills that may lead to future study or employment pathways. The subject focuses on exploring the role of media in Australian and global contexts. Students consider how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.

Students study one of the two following topics per semester:

- Making of the News
- Cinema History and Genre

What can I expect to learn in this subject?

- To understand the ways in which societies are represented by media
- How to research and analyse the form, content, context, and audiences of media texts
- To creatively use media technologies in individual and collaborative production activities
- To explore the dynamics of the media industry
- How to critically reflect on interaction with media

How will I be assessed?

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

- Folio
- Interaction Study
- Product

Future Directions

Stage 2 Media Studies
(Skills may be used in all Stage 2 subjects)

MODERN HISTORY

Leader of Learning Nico Hilleson-Perrett

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester 10 SACE Credits/Full Year 20 SACE Credits

Subject Outline

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

This subject consists of:

- Two historical studies
- Skills of historical inquiry

What can I expect to learn in this subject?

Historical studies could include the following:

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

The development of historical skills including:

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

How will I be assessed?

Assessment Type 1: Historical Skills
Assessment Type 2: Historical Study

Students undertake:

- Three historical skills assessments
- One historical study

Future Directions

Stage 2 Modern History
Stage 2 Legal Studies

Stage 1 Subjects

MUSIC (CONTINUERS)

Leader of Learning Gemma Heath

Preferred Background A satisfactory achievement in Year 10 Music Advanced (or the equivalent musical background) and teacher recommendation Refer to 'Essential Reading'

Length/Credits Full Year/20 SACE Credits

Subject Outline

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

This subject is based on:

- Creative Works
- Musical Literacy

What can I expect to learn in this subject?

- develop and apply knowledge and understanding of musical elements
- explore and apply musical skills and techniques in developing, refining, and presenting creative works
- develop musical literacy skills
- analyse, discuss, and interpret musical works and styles
- communicate musical ideas
- reflect on own learning in music

How will I be assessed?

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

- Arranging/composing
- Solo Performance
- Reflection on Creative works
- Score annotation
- Musicianship

Assessment includes tasks such as written theory and aural tests, essay and oral presentation, solo performances, ensemble performance in band/choir/orchestra/string ensemble/other ensemble and composing arranging.

Future Directions

Music Explorations
Music Performance – Ensemble
Music Performance - Solo

MUSIC

Leader of Learning Gemma Heath

Preferred Background Ability to play guitar, keyboard, bass guitar or sing or ability to mix, play in an ensemble or to create electronic music. Willingness and ability to play as an ensemble member in the class or to create and present music

Length/Credits Full Year/20 SACE Credits

Subject Outline

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

This subject is based on:

- Creative Works
- Musical Literacy

What can I expect to learn in this subject?

- develop and apply knowledge and understanding of musical elements
- explore and apply musical skills and techniques in developing, refining, and presenting creative works
- develop musical literacy skills
- analyse, discuss, and interpret musical works and styles
- communicate musical ideas
- reflect on own learning in music

How will I be assessed?

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

- Arranging/composing
- Ensemble/Solo Performance
- Responding to musical works
- Describing style, context and the Elements of Music – Radio Show

Future Directions

Music Explorations
Music Performance - Ensemble



Stage 1 Subjects

NUTRITION

Leader of Learning Brayden Heyward-Ferors

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits or Full Year/20 SACE Credits

Subject Outline

Nutrition is a contemporary science which immerses students in the fundamentals of human nutrition, physiology and health and promotes investigation of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health and disease. Students will apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Students use technologies, scientific evidence and research to critically analyse information and make informed decisions or recommendations.

What can I expect to learn in this subject?

Students study two or three nutrition understandings from different interrelated concepts in Stage 1 Nutrition -

- Principles of nutrition, physiology, and health
- Health promotion and emerging trends
- Sustainable food systems
- Nutrition literacy and numeracy
- Nutrition and technology

The three strands of science to be integrated throughout the student learning are:

- Science inquiry skills
- Science as a human endeavour
- Nutrition science understanding

Together with science as a human endeavour, the science inquiry skills and science understanding form the basis of teaching, learning, and assessment in this subject.

How will I be assessed?

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

- Investigations Folio
- Skills and Applications Tasks

Future Directions

Stage 2 Nutrition
Stage 2 Scientific Studies

PHYSICAL EDUCATION

Leader of Learning Maddison Wheatley-Harris

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits or Full Year/20 SACE Credits

Subject Outline

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

Stage 1 Physical Education consists of three focus:

- In movement
- Through movement
- About movement

What can I expect to learn in this subject?

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

How will I be assessed?

Assessment at Stage 1 is school based

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

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

Future Directions

This course is suitable to any student interested in physical activity and health issues. It offers an introduction to:

Stage 2 Physical Education (prerequisite: full year of Stage 1 PE)

Stage 2 Integrated Learning II (Sport Studies)

Stage 2 Health

Stage 2 Cross Disciplinary Studies

Stage 1 Subjects

PHYSICS

Leader of Learning Brayden Heyward-Ferors

Preferred Background Refer 'Essential Reading'

A or B grade in Year 10 Science and Mathematical Methods or General Mathematics
Concurrent study of at least 2 units of General Mathematics/Mathematical Methods or Specialist Mathematics required for Stage 2 Physics (General Mathematics only by negotiation)

Length/Credits Semester/10 SACE Credits

**Students must do a full year (2 semesters) if intending to do Physics in Stage 2.

Subject Outline

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

Content

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

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

What can I expect to learn in this subject?

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

How will I be assessed?

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

- Investigations Folio
- Skills and Applications Tasks

Future Directions

Please note: Successful completion of Stage 1 Semester 1 Physics is a prerequisite for Stage 1 Semester 2 Physics

Stage 2 Physics

Stage 2 Scientific Studies

PSYCHOLOGY

Leader of Learning Brayden Heyward-Ferors

Preferred Background Refer to 'Essential Reading'

A, B or high C grade in Year 10 English

Length/Credits Semester/10 SACE Credits or Full Year/20 SACE Credits

Subject Outline

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the wellbeing of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

Content

The topics in Stage 1 Psychology provide the framework for developing integrated programs of learning through which students extend their knowledge, skills, and understanding of the three strands of science. The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding

The topics for Stage 1 Psychology are:

- Topic 1: Cognitive Psychology
- Topic 2: Neuropsychology
- Topic 3: Lifespan Psychology
- Topic 4: Emotion
- Topic 5: Psychological Wellbeing
- Topic 6: Psychology in Context
- Topic 7: Negotiated Topic

What can I expect to learn in this subject?

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Psychology.

In this subject, students are expected to:

1. develop and apply knowledge and understanding of psychological concepts in diverse contexts
2. apply science inquiry skills to deconstruct a problem and design and conduct psychological investigations, using appropriate procedures and safe, ethical working practices
3. obtain, record, represent, analyse, and interpret the results of psychological investigations
4. evaluate ethical and unethical practices, procedures, and results, and analyse evidence to formulate and justify conclusions
5. explore and understand psychological science as a human endeavour
6. communicate knowledge and understanding of psychological concepts, using appropriate terms, conventions, and representations.

How will I be assessed?

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

- Investigations Folio
- Skills and Applications Tasks

Future Directions

Stage 2 Psychology

Stage 2 Scientific Studies

Stage 1 Subjects

SPIRITUALITIES, RELIGION, AND MEANING (COMPULSORY)

Leader of Learning Liam Parker

Preferred Background Year 10 Religion Studies Course

Length/Credits Semester/10 SACE Credits

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

Subject Outline

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

The subject engages with 3 “Big Ideas”:

- growth, belonging, and flourishing
- community, justice, and diversity
- spiritualities, religions, and ultimate questions

What can I expect to learn in this subject?

- How to build knowledge and understanding of diverse religious beliefs, perspectives, rituals and experiences within and across religions
- How to investigate the social significance of religion and spirituality
- How religion can provide a basis for personal and ethical decision-making
- How contemporary ethical or social justice issues can be analysed on a religious basis
- How to demonstrate and apply an understanding of religion and spirituality through different forms of communication
- How religious experience, beliefs, and values contribute to a sense of personal meaning

How will I be assessed?

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

- Issues Investigation (40%)
- Reflection (40%)
- Practical Inquiry (20%)

Future Directions

Stage 2 Religion Studies.

Please note: Students at Year 11 must achieve a B grade or higher in both Religion Studies and English to be recommended to undertake Stage 2 Religion Studies.

It is a requirement for all Year 12 students to participate in the Retreat & Reflection program.

ACTIVATING IDENTITIES AND FUTURES (AIF)

Leader of Learning Tracey Dorian

Preferred Background Competency in Stage 1 subjects
Refer to ‘Essential Reading’

Length/Credits Semester /10 SACE Credits

At Cabra, Stage 1 students may choose to complete the Stage 2 AIF in the second semester of Year 11. It is also offered in Semester 1 at Year 12.

This is a compulsory Stage 2 subject in the SACE

Stage 1 Subjects

SCIENTIFIC STUDIES (STEM IN THE COMMUNITY)

Leader of Learning Brayden Heyward-Ferors

Preferred Background Refer to 'Essential Reading' High C grade or better in Year 10 Science

Length/Credits Semester/10 SACE Credits

Subject Outline

Through Scientific Studies students develop knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology.

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

What can I expect to learn in this subject?

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

How will I be assessed?

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

Inquiry Folio 75%

- Two Science Investigation Skills Tasks
- One Science as a Human Endeavour Task

Collaborative Investigation (Design Practical) 25%

Future Directions

n/a

TOURISM

Leader of Learning Nico Hilleson-Perrett

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits or Full Year/20 SACE Credits

Subject Outline

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism; and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject.

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

Themes

Understanding the Tourism Industry
Creating Sustainable Tourism

Identifying Visitors and Hosts
Working in the Tourism Industry

Topics

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

What can I expect to learn in this subject?

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

How will I be assessed?

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

- Case Study
- Source Analysis
- Practical Activity
- Investigation

Future Directions

Stage 2 Geography
Stage 2 Tourism

Stage 1 Subjects

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

Leader of Learning Antonine Stagg

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits

Subject Outline

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

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

The subject is based on three areas of study:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

What can I expect to learn in this subject?

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

How will I be assessed?

Assessment at Stage 1 is school based, with the following assessment types, each with 20% minimum weighting.

- Folio
- Practical
- Visual Study

Future Directions

Stage 2 Visual Arts

VISUAL ARTS – ART (3D SCULPTURE)

Leader of Learning Antonine Stagg

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits

Subject Outline

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

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

The subject is based on three areas of study:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

What can I expect to learn in this subject?

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

How will I be assessed?

Assessment at Stage 1 is school based, with the following assessment types, each with 20% minimum weighting.

- Folio
- Practical
- Visual Study

Future Directions

Stage 2 Visual Arts: Art

Stage 1 Subjects

VISUAL ARTS – DESIGN (FASHION)

Leader of Learning Antonine Stagg

Preferred Background Refer to 'Essential Reading'

Length/Credits Semester/10 SACE Credits

Subject Outline

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

The subject is based on three areas of study:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

What can I expect to learn in this subject?

- To develop a design brief and understand its application
- To understand design in the workplace - and its application
- To undertake designs in both 2D fashion illustration and 3D garment construction
- To understand and apply various materials and methods appropriate to fashion design
- Theoretical aspects of the design process, and an understanding of design history

How will I be assessed?

Assessment at Stage 1 is school based, with the following assessment types, each with 20% minimum weighting.

- Folio
- Practical
- Visual Study

Future Directions

Stage 2 Visual Arts

WORKPLACE PRACTICES

Leader of Learning Sally Ivens

Preferred Background Refer to 'Essential Reading'

Length/Credits Full Year/20 SACE Credits (**Stage 2 Subject**)

Subject Outline

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

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

Content

There are three focus areas of study of this subject:

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

For the Industry and Work Knowledge component, students undertaking:

- Workplace Practices A (10 credits) and/or Workplace Practices B (10 credits), study two or more negotiated topics in each subject; and/or
- Workplace Practices C (20 credits), study three or more topics from the list below:
 - Topic 1: Work in Australian Society
 - Topic 2: The Changing Nature of Work
 - Topic 3: Industrial Relations
 - Topic 4: Finding Employment
 - Topic 5: Negotiated Topic

How will I be assessed?

School-based Assessment

Folio 25%
Workplace Performance 25%
Reflection 20%

External Assessment

Research Investigation 30%

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



Stage 2

Stage 2 Subjects

ANCIENT STUDIES

Leader of Learning Nico Hilleson-Perrett

Preferred Background Competency in Stage 1 English/Modern History and or Ancient Studies

Length/Credits Full Year/20 SACE Credits

Subject Outline

- Students learn about the history, literature, society, and culture of ancient civilisations, which may include those of Asia–Australia, the Americas, Europe, and Western Asia/North Africa, and the classical civilisations of Greece and Rome.
- Students draw on many other fields of study. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. Students also explore the ideas and innovations that shape and are shaped by societies.
- Students critically engage with texts, including literary texts, and analyse archaeological sources, and primary and secondary historical sources.
- Students develop the inquiry skills that enable them to challenge or confirm beliefs, attitudes, and values in the ancient world.

What can I expect to learn in this subject

Students study three topics from the list of seven topics:

- Topic 1: Daily Life
- Topic 2: Military Conflict
- Topic 3: Political Power and Authority
- Topic 4: Material Culture
- Topic 5: Religion
- Topic 6: Literature — Prose, Narrative, or Epic
- Topic 7: Literature — Drama and Poetry

How will I be assessed?

School Assessment 70%

Assessment Type 1: Skills and Applications 50%

Assessment Type 2: Connections 20%

External Assessment 30%

Assessment Type 3: Inquiry 30%

Students provide evidence of their learning through seven or eight assessments, including the external assessment component. Students produce:

- At least four skills and applications tasks
- At least two connections tasks
- One inquiry

BIOLOGY

Leader of Learning Brayden Heyward-Ferors

Preferred Background Stage 1 Biology / Chemistry
Preferably an A or B at Stage 1 Biology, Chemistry

Length/Credits Full Year/20 SACE Credits

Subject Outline

In Biology, students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

Students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations into biology-related issues, developments and innovations. They explore how biologists work with other scientists to develop new understanding and insights, and produce innovative solutions to problems and challenges in local, national and global contexts, and apply their learning from these approaches to their own scientific thinking.

Content

The three strands of Science are integrated throughout student learning:

- Science inquiry skills
- Science as a human endeavor
- Science understanding

The topics of Stage 2 Biology are:

- Topic 1: DNA and Proteins
- Topic 2: Cells as the Basis of Life
- Topic 3: Homeostasis
- Topic 4: Evolution

How will I be assessed?

School-based Assessment 70%

Investigations Folio 30%

Skills and Applications Tasks 40%

External Assessment 30%

Examination (2 hours) 30%

Including at least 2 practical investigations, 3-4 topic tests, and one investigation with a focus on science as a human endeavour.

The examination will consist of different question types that assess science inquiry skills, science understandings and science as a human endeavor from all topics taught. The examination will be marked by external assessors with reference to performance standards.

Stage 2 Subjects

BUSINESS INNOVATION

Leader of Learning Nico Hilleison-Perrett

Preferred Background Stage 1 Business Innovation
Refer to 'Essential Reading'

Length/Credits Full Year/20 SACE Credits

Subject Outline

In Stage 2 Business Innovation students are equipped with the knowledge, skills and understandings to engage in designing, sustaining and transforming business in the modern world. Students 'learn through doing', using design-thinking and assumption-based planning processes to anticipate, find and solve problems. Learning through risk-taking and group work is encouraged, whereby students work to identify problems or customer needs, generate and explore ideas and solutions, and make decisions.

In Business Innovation students engage with complex, dynamic real world problems, to identify and design, test, iterate and communicate viable business solutions. Through design-thinking and direct involvement in innovation, students develop and apply their critical and creative thinking skills.

Content

Stage 2 Business Innovation is structured around three key contexts:

- Designing businesses
- Sustaining businesses
- Transforming businesses

What can I expect to learn in this subject

- Innovation
- Decision-making and project management
- Financial literacy and information management
- Global, local and digital perspectives

How will I be assessed?

School-based Assessment 70%

Business Skills 40%

Business Model 30%

External Assessment 30%

Business Plan and Pitch 30%

CHEMISTRY

Leader of Learning Brayden Heyward-Ferors

Preferred Background 2 Semesters of Stage 1 Chemistry
Refer to 'Essential Reading'

A or B at Stage 1 Chemistry is preferable. The minimum requirement is a C grade for both folios (investigations and skills & applications)

Students are required to pass the Semester 2 exam at Stage 1

Length/Credits Full Year/20 SACE Credits

Subject Outline

In Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment and the use of human beings make of the planet's resources.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Content

The three strands of science are integrated throughout student learning:

- Science inquiry skills
- Science as a human endeavor
- Science understanding

The topics for Stage 2 Chemistry are:

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical Processes
- Topic 3: Organic and Biological Chemistry
- Topic 4: Managing Resources

How will I be assessed?

School-based Assessment 70%

Investigations Folio 30%

Skills and Applications Tasks 40%

External Assessment 30%

Examination (2 hours)* 30%

Including at least 2 practical investigations, 3-4 topic tests, and one investigation with a focus on science as a human endeavour.

The examination will consist of different question types that assess science inquiry skills, science understandings and science as a human endeavor from all topics taught.

The examination will be marked by external assessors with reference to performance standards.

Stage 2 Subjects

CHILD STUDIES

Leader of Learning Sian Giorgio

Preferred Background Refer to 'Essential Reading'
Year 10 and/or Stage 1 Home Economics.
An interest in children

Length/Credits Full Year/20 SACE Credits

Subject Outline

This subject focuses on children's growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children. Through the study of Stage 2 Child Studies students develop a variety of research, management, and practical skills.

Content

Students study topics within the following five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Practical and Legal Influences
- Socio-cultural Influences
- Technological Influences

How will I be assessed?

School-based Assessment 70%

- Practical Activity 50%
- Group Activity 20%

External Assessment 30%

- Investigation* 30%

*The Investigation is a piece of writing of up to a maximum of 2000 words. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question or hypothesis.

The Investigation is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.

COMMUNITY STUDIES

Leader of Learning Maria Zuni

Preferred Background Refer to 'Essential Reading'

Length/Credits Full Year/20 SACE Credits

Subject Outline

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment.

Students decide the focus of their Community Activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a Community Activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

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

- Arts and the Community
- Communication and the Community
- Environment and the Community
- Science, Technology and the Community
- Health, Recreation, and the Community
- Work and the Community

How will I be assessed?

School-based Assessment 70%

- Contract of Work
- Folio of Research
- Community Activity & Presentation
-

External Assessment 30%

- Reflection

Community Studies B can be taken as a variation of any mainstream subject. It consists of 5 relevant tasks (fitting the chosen subject's assessment types) and a specific Community-focus major task. The 30% external component is a Report and Reflection about the Community Activity.

(Note: Stage 2 Community Studies A & B are NOT Tertiary Admission Subjects)

Stage 2 Subjects

DESIGN, TECHNOLOGY & ENGINEERING - MATERIAL SOLUTIONS

Leader of Learning Antonine Stagg

Preferred Background Stage 1 Design & Technology (Wood)

Length/Credits Full Year/20 SACE Credits

Subject Outline

Students use a range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products. Students demonstrate knowledge and skills associated with using systems, and processes and resistant materials such as, metals, plastics, wood, composites, ceramics, textiles, and foods.

How will I be assessed?

School-based Assessment

Assessment Type 1: Specialised Skills Task 20%

Assessment Type 2: Design Process and Solution 50%

External Assessment

Assessment Type 3: Resource Study 30%

*Students complete a Folio that contains documentation of their investigation and planning for their product, process, or system.

The Folio consists of two parts:

Part 1: Product Design (Documentation of investigation and planning skills and analysis, including a report on the impact of technological practices related to their product, on individuals, society and/or the environment.)

Part 2: Product Evaluation

Students provide a maximum of twelve pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluation. The evidence should include a maximum of 2000 words or 12 minutes of recorded oral explanation, analysis, and evaluation.

Evidence of development, with supporting written or oral summaries that explain, analyse, and evaluate the process and product could be presented in the form of photographic or electronic or digitally generated materials, audio visual evidence, materials, products, models, sketches, diagrams or annotations.

Students should submit their evidence either in an A4 folder, or on CD or DVD, or by any other electronic means conducive to external assessment.

The Folio is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Folio with reference to performance standards.

A copy of all student assessments must be kept at the school for moderation purposes.

DRAMA

Leader of Learning Gemma Heath

Preferred Background Stage 1 Drama

Length/Credits Full Year/20 SACE Credits

Subject Outline

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

Content

A learning program based on the four following areas of study:

- Group Analysis and Creative Interpretation
- Review and Reflection
- Interpretative Study
- Presentation of Dramatic Works

How will I be assessed?

Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment

Folio 30%

Interpretative Study 20%

Group presentation 20%

External assessment

Group Performance 30%

Students undertake:

- One group presentation
- One report and at least two reviews for the folio
- One interpretative study
- One performance or one presentation

Information on the External Assessment (NEXT PAGE)

Stage 2 Subjects

DRAMA – EXTERNAL ASSESSMENT INFORMATION

Students are involved in either:

A group performance or presentation OR An individual performance or presentation

GROUP PERFORMANCE OR RELATED OFF-STAGE PRESENTATION

Each student is assessed on either a focused performance (on-stage role) or a presentation (off-stage role). On-stage performers should present a focused performance of between 10 and 15 minutes. Students who work off-stage should spend a maximum of 15 minutes presenting evidence relevant to their specific off-stage role.

INDIVIDUAL PERFORMANCE OR PRESENTATION

Students present a performance or presentation of a maximum of 15 minutes, in whatever practitioner role they have chosen, which demonstrates their application of the knowledge and skills they have acquired through their area of study.

The focus of performance or presentation could take inspiration from a range of influences such as a poem, novel, song, piece of music, ritual, play text, genre, or style of theatre or from dramatic practitioner(s). The performance or presentation can take many forms including audio, songs, music, pod casts, film/video, live performance, Power Point presentation, photographs, sketches, diagrams, displays, staged readings, collages, DVDs, CD-ROMS, written formats or a combination of these formats. The presentation will include an analysis and discussion of the process the student has undergone to reach the outcome.

ENGLISH LITERARY STUDIES

Leader of Learning Natalia Veljkovic

Preferred Background Stage 1 Pre-Literary Studies English
20 SACE Credits B Grade or higher
Recommendation from teachers in Stage 1*

Length/Credits Full Year/20 SACE Credits

***Students who have not met their literacy requirement at Stage 1 may not be recommended for this Stage 2 course (At the discretion of the Leader of Learning: English)**

Subject Outline

Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. This subject focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

Content

- Responding to Texts (includes a Shared Study and Comparative Text Study)
- Creating Texts
- External Exam (Critical Reading: 100 minutes/electronic)

Text Study

Shared Studies consist of a:

- Study of three texts (film, drama, prose)
- Study of poetry (3 poets)
- Study of a range of short texts

How will I be assessed?

School-based Assessment

Assessment type 1: Responding to Texts 50%

Students complete:

- Critical perspectives task
- Critical responses to literature: single, paired text and poetry response

Assessment type 2: Creating Texts 20%

Students create:

- Transformative text and writer's statement
- Free-choice task

External Assessment

Assessment type 3: Text Study

Examination: 100 minutes / electronic 15%

The examination contains questions based on the critical reading of one or more unseen short texts; it is marked by external assessors with reference to the performance standards.

Comparative Text Study: critical essay 15%

This 1500 word study compares one of the texts studied in the shared study with another individually chosen by the student. The response is a comparative essay which is student directed.

Stage 2 Subjects

ENGLISH

Leader of Learning Natalia Veljkovic

Preferred Background Stage 1 Pre-Literary Studies English or Pre-English/20 SACE Credits
Recommendation from teachers in Stage 1*

Length/Credits Full Year/20 SACE Credits

***Students who have not met their literacy requirement at Stage 1 are not recommended for this Stage 2 course.**

Subject Outline

In English students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Text Study

Texts studied will be from a variety of the following types best suited to the student cohort: poetry, extended prose, drama, film, as well as other print media ie: advertisements, cartoons, political media etc. One study will be comparative in nature.

How will I be assessed?

Students must successfully complete Oral and Written responses to complete this course.

School-based Assessment

Assessment type 1: Responding to Texts 30%

Students complete:

- Three responses to texts (based on film, extended prose, drama or mass-media)

Assessment type 2: Creating Texts 40%

Students create:

- Three texts
- One writer's statement

External Assessment

Assessment type 3: Comparative Analysis 30%

Students complete a 2000 word comparative analysis of two independently chosen texts and evaluate how the themes, conventions, language and stylistic features in these texts are used to represent ideas, perspectives, and/or aspects of culture.

ESSENTIAL ENGLISH

Leader of Learning Natalia Veljkovic

Preferred Background Stage 1 Essential English (B grade or higher) and/or recommendations from Leader of Learning, Diverse Learning Team and parents
***Recommendation from teachers in Stage 1**

Length/Credits Full Year/20 SACE Credits

Subject Outline

Stage 2 Essential English focuses on the study of the English language in vocational, school, social and cultural settings and or personal contexts. Students connect with other people in many ways, using a variety of forms for different purposes.

Text Study

Students **respond** to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts.

Texts for this study will have a direct connection with the chosen context. Students could, for example, be involved in, or be a member of:

- A volunteer organisation, a workplace
- A group from a culturally and linguistically diverse background
- A social networking community
- A school-based special-interest group
- A group of students for whom English is a second or additional language

How will I be assessed?

School-based Assessment

Assessment type 1: Responding to Texts 30%

Students complete: 3 responses to texts (based on: film, mass-media, prose)

Assessment type 2: Creating Texts 40%

Students create:

- 3 responses (e.g. advocacy text, writing for contexts, ...)

External Assessment

Assessment type 3: Language Study 30%

Students complete a 1500 word language study on an independently chosen topic, focusing on the use of spoken, non-verbal, visual and/or written language, by people in a chosen context beyond the classroom. Although the language report is an independent study, it is appropriate for teachers to advise and support students in choosing a focus for study as well as to provide a structure for the completion of the report.

Stage 2 Subjects

FOOD AND HOSPITALITY

Leader of Learning Sian Giorgio

Preferred Background Stage 1 Food and Hospitality

Length/Credits Full Year/20 SACE Credits

Subject Outline

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

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

Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers.

Content

Students study topics within the following five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences.

How will I be assessed?

Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment

Practical Activity 50%

Group Activity 20%

External Assessment

FOOD SKILLS (COMMUNITY STUDIES B)

Leader of Learning Sian Giorgio

Preferred Background An interest in developing essential cooking skills as well as key hygiene and safety requirements in the kitchen.

Length/Credits Full Year/20 SACE Credits

Subject Outline

This course is designed to support students who want to develop essential skills for working in a kitchen. This is a workable subject which will assist students that are practical based learners.

Drawing core principles from introductory Food and Hospitality courses, Food Skills will teach students kitchen fundamentals such as hygienically cleaning, essential knife techniques, cross-contamination, basic food preparation, food presentation and cooking for a crowd.

Topics

- Food hygiene and safety
- Developing Knife Skills
- Work effectively with others
- Use food preparation skills
- Prepare and serve food and beverages
- Prepare and present simple dishes

How will I be assessed?

- Community Application Activity (30%) Externally Assessed
- School Assessment (70%)

Please note: This subject does not contribute to the calculation of the ATAR



Stage 2 Subjects

GEOGRAPHY

Leader of Learning Nico Hilleson-Perrett

Preferred Background Stage 1 Geography or related Humanities subject

Length/Credits Full Year/20 SACE Credits

Subject Outline

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

Geography provides a systematic, integrative way of exploring, analysing, and applying the concepts of place, space, environment, interconnection, sustainability, scale, and change.

Through a humanities lens, students investigate spatial aspects of society using inquiry methods that are analytical, critical, and speculative. Through a science lens, students develop an appreciation of the interdependence between the biophysical environment and human activities.

Fieldwork, in all its various forms, is central to the study of Geography, as it enables students to develop their understanding of the world through direct experience.

Content

- The Transforming World

The transforming world introduces students to changes taking place in human and physical environments.

Theme 1: Environmental Change

- Topic 1: Ecosystems and People
- Topic 2: Climate Change

Theme 2: Social and Economic Change

- Topic 3: Population Change
- Topic 4: Globalisation
- Topic 5: Transforming Global Inequality.

Topic 1 and Topic 3 are the focus of Part B of the external examination.

- Fieldwork
- Students undertake independent fieldwork on a local topic or issue of personal interest.

How will I be assessed?

School-based Assessment

- Geographical Skills and Applications 40%
- Fieldwork Report 30%

External Assessment

- Examination 30%

INTEGRATED LEARNING – FINANCIAL LITERACY

Leaders of Learning Ben Heath

Preferred Background Year 11 – Semester 1 – Maths for Living
Semester 2 – Maths in the Workplace

Length/Credits 20 SACE Credits

Subject Outline

Integrated Learning is a subject enables students to make links between aspects of their lives and their learning with a focus on Financial Literacy.

Key Areas of Study:

- Developing the Capability for Communication
- Developing the Capability for Work
- Developing the Capability for Learning

What can I expect to learn in this subject?

In this subject the broad area of focus is Financial Literacy. Students will be expected to develop and apply mathematical knowledge, concepts, and/or skills used in finances. The key concepts will be identified and explored through a practical study. Students will work collaboratively, either in a group or as an individual student with access to opportunities to collaborate with others, either face to face or in a digital environment. They will communicate their ideas and informed opinions whilst developing self-awareness and reflecting on their learning.

How will I be assessed?

School-based Assessment

- Practical Inquiry 40%
- Connections 30%

External Assessment

- Personal Endeavour* 30%

Students select an aspect of personal interest from the Integrated Learning program for their focused development.

The project can be presented in the form of an exhibition, video of a dramatic presentation, model, written report or review, website, film, multimodal presentation, or photographic essay.

The project should be a maximum of 2000 words if written or a maximum of 12 minutes if presented in spoken or multimodal form.

Each student's project is assessed individually, and is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.



INTEGRATED LEARNING I – FOOD STUDIES

Leader of Learning Sian Giorgio

Preferred Background Stage 1 Food and Hospitality

Length/Credits Full Year/20 SACE Credits

Subject Outline

Students undertake two or more key areas of study. The capabilities form the content of the key areas of study for Integrated Learning.

Key Areas of Study:

- Developing the Capability for Citizenship
- Developing the Capability for Personal Development
- Developing the Capability for Learning

Integrated Learning (Food Studies) requires students to apply their knowledge and skills to engage in simulated hospitality experiences. The students will develop their understanding and practical skills to demonstrate their understanding and develop their learning in essential life/industry skills. Integrated Learning (Food Studies) requires collaboration, team work and individual input to plan and organise activities/events/products that develop their organisational skills, inquiry learning and applying their new knowledge to meet their set goals.

Examples of assessment task include:

- Completion of barista course
- Organise, plan and catering for Year 12 Breakfast for 6 mornings once per week

How will I be assessed?

School-based Assessment

Practical 30%

Group Activity 20%

Folio and Discussion 20%

External Assessment

Project* 30%

Students select an aspect of personal interest from the Integrated Learning program for their focused development.

The project can be presented in the form of an exhibition, video of a dramatic presentation, model, written report or review, website, film, multimodal presentation, or photographic essay.

The project should be a maximum of 2000 words if written or a maximum of 12 minutes if presented in spoken or multimodal form.

Each student's project is assessed individually, and is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.

Stage 2 Subjects

INTEGRATED LEARNING II – SPORT STUDIES

Leader of Learning Maddison Wheatley-Harris

Preferred Background Stage 1 Physical Education

Length/Credits Full Year/20 SACE Credits

Subject Outline

Students undertake two or more key areas of study. The capabilities form the content of the key areas of study for Integrated Learning.

Key Areas of Study:

- Developing the Capability for Communication
- Developing the Capability for Work
- Developing the Capability for Learning

At Cabra, the broad area of focus is Sport Studies. The key areas are developed and applied through a practical study. Students will develop an understanding of three different sporting activities. No prior sporting experience is required to achieve success in this subject. Students will be required to demonstrate a broad range of skills including coaching, group collaboration communication. Students are required to be independent learners in this subject.

Students will apply their knowledge to undertake a group activity with the other class members such as organising a sports day or managing the handball carnival.

How will I be assessed?

School-based Assessment

Practical Inquiry	40%
Connections	30%

External Assessment

Personal Endeavour*	30%
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Students select an aspect of personal interest from the Integrated Learning program for their focused development.

The project can be presented in the form of an exhibition, video of a dramatic presentation, model, written report or review, website, film, multimodal presentation, or photographic essay.

The project should be a maximum of 2000 words if written or a maximum of 12 minutes if presented in spoken or multimodal form.

Each student's project is assessed individually, and is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.

ITALIAN (CONTINUERS)

Leader of Learning Elena Guastella

Preferred Background 4 previous years of study - high achievement in Stage 1 Italian

Length/Credits Full Year/20 SACE Credits

Subject Outline

Continuers level Italian is designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

Stage 2 Italian (Continuers) promotes meaningful communication and enables students to extend their understanding of the interdependence of language, culture, and identity. Students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Content

Stage 2 Italian at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The Italian speaking Communities
- The Changing World

How will I be assessed?

School-based Assessment

Assessment Type 1: Folio	50%
Assessment type 2: In-depth Study	20%

External Assessment

Assessment type 3: Examination	30%
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Information on the external assessment

The examination consists of:

- Oral examination
- Written examination

Oral Examination (10-15 minutes)

The oral examination consists of two sections:

- Section 1: Conversation
- Section 2: Discussion

Written Examination (130 minutes)

The written examination consists of three sections:

- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in Italian

Stage 2 Subjects

JAPANESE (CONTINUERS)

Leader of Learning Elena Guastella

Preferred Background 4 previous years of study - high achievement in Stage 1 Japanese

Length/Credits Full Year/20 SACE Credits

Subject Outline

Continuers level Japanese is designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

Stage 2 Japanese (Continuers) promotes meaningful communication and enables students to extend their understanding of the interdependence of language, culture, and identity. Students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Content

Stage 2 Japanese at continuers' level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The Japanese-speaking Communities
- The Changing World

How will I be assessed?

School-based Assessment

- Assessment Type 1: Folio 50%
- Assessment Type 2: In-depth Study 20%

External Assessment

- Assessment Type 3: Examination 30%

Information on the external assessment

Oral Examination (10-15 minutes)

The oral examination consists of two sections:

- Section 1: Conversation
- Section 2: Discussion

Written Examination (130 minutes)

The written examination consists of three sections:

- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in Japanese

LEGAL STUDIES

Leader of Learning Nico Hilleson-Perrett

Preferred Background Stage 1 Legal Studies or other HASS related subject

Length/Credits Full Year/20 SACE Credits

Subject Outline

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

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

Content

Students explore the Australian legal system from the local level to its global connections. They examine the key concepts of parliamentary democracy, constitutional government, and participation.

At Stage 2 students study the following four topics:

- Topic 1: The Australian Legal System
- Topic 2: Constitutional Government
- Topic 3: Law-making
- Topic 4: Justice Systems

How will I be assessed?

School-based Assessment

Folio 50%
Inquiry 20%

External Assessment

Examination* (3 hours) 30%

*The examination is divided into two parts:

Part A: Short Answer Questions

Part A consists of some compulsory questions. Students may also be required to respond to short-answer questions, analyse a media article, respond to a stimulus, or analyse a legal process. All topics are examined in this part.

Part B: Extended Responses & Questions

Students answer two questions, in this section.

Stage 2 Subjects

MATHEMATICS - ESSENTIAL MATHEMATICS

Leader of Learning Ben Heath

Preferred Background An overall score of C or better in any two units of SACE
Stage 1 Mathematics - preferably General Mathematics Units 1 & 2

Length/Credits Full Year/20 SACE Credits

Subject Outline

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

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

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

Students study five of the six topics listed below. All students study Topics 2, 4, and 5.

- Topic 1: Scales, Plans, and Models
- Topic 2: Measurement
- Topic 3: Business Applications
- Topic 4: Statistics
- Topic 5: Investment and Loans
- Topic 6: Open Topic

Each topic consists of a number of subtopics, which are presented as key questions and ideas.

Content

- Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
- Develop skills in gathering, representing, analysing, and interpreting data relevant to everyday situations in a variety of contexts
- Use numeracy skills to investigate and solve practical problems in familiar and some unfamiliar everyday contexts
- Interpret results, draw conclusions, and reflect on the reasonableness of solutions in context
- Make discerning use of technology
- Communicate mathematically and present mathematical information in a variety of ways

How will I be assessed?

School-based Assessment

Five (5) Skills and Applications Tasks 40%
Two (2) Mathematical Investigations 30%

External Assessment

Based on Topic 2- Measurement, Topic 4 –
Statistics, and Topic 5 – Investment and Loans
Examination (2 hours) 30%

MATHEMATICS - GENERAL MATHEMATICS

Leader of Learning Ben Heath

Preferred Background An overall score of C+ or better in any two units of SACE
Stage 1 Mathematics - preferably General Mathematics Units 1 & 2

Length/Credits Full Year/20 SACE Credits

Subject Outline

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

Students study five of the six topics listed below. All students study Topics 1, 3, 4, and 5.

- Topic 1: Modelling with Linear Relationships
- Topic 2: Modelling with Matrices
- Topic 3: Statistical Models
- Topic 4: Financial Models
- Topic 5: Discrete Models
- Topic 6: Open Topic

Each topic consists of a number of subtopics, which are presented as key questions and ideas.

Content

- Understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques.
- Investigate and analyse mathematical information in a variety of contexts
- Recognize and apply the mathematical techniques needed when analysing and finding a solution to a problem, including the forming and testing of conjectures.
- Interpret results, draw conclusions, and determine the reasonableness of solutions in context
- Make discerning use of technology
- Communicate mathematically and present mathematical information in a variety of ways

How will I be assessed?

School-based Assessment

Five (5) Skills and Applications Tasks 40%
Two (2) Mathematical Investigations 30%

External Assessment

Based on Topic 3 – Statistical Models, Topic 4 –
Financial Models, and Topic 5 – Discrete Models.
Examination (2 hours) 30%

Stage 2 Subjects

MATHEMATICS - SPECIALIST MATHEMATICS

Leader of Learning Ben Heath

Preferred Background An overall grade of B or better in Stage 1 Mathematical Methods Units 1, and 2 plus Specialist Mathematics Unit 3
To be studied in conjunction with Stage 2 Mathematical Methods

Length/Credits Full Year/20 SACE Credits

Subject Outline

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

Stage 2 Specialist Mathematics is a 20-credit subject that consists of the following five topics:

- Topic 1: Mathematical Induction
- Topic 2: Complex Numbers
- Topic 3: Functions and Sketching Graphs.
- Topic 4: Vectors in Three Dimensions
- Topic 5: Integration Techniques and Applications.
- Topic 6: Rates of Change and Differential Equations

Each topic consists of a number of subtopics, which are presented as key questions and ideas.

Content

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

How will I be assessed?

School-based Assessment

Skills and Applications Tasks 50%
Mathematical Investigation 20%

External Assessment

Examination (2 hours) 30%

MATHEMATICS - MATHEMATICAL METHODS

Leader of Learning Ben Heath

Preferred Background An overall grade of C+ or better in Stage 1 Mathematical Methods Units 1 & 2
Refer to 'Essential Reading'

Length/Credits Full Year/20 SACE Credits

Subject Outline

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

Stage 2 Mathematical Methods is a 20-credit subject that consists of the following six topics:

- Topic 1: Further Differentiation and Applications
- Topic 2: Discrete Random Variables
- Topic 3: Integral Calculus
- Topic 4: Logarithmic Functions
- Topic 5: Continuous Random Variables and the Normal Distribution
- Topic 5: Sampling and Confidence Intervals

Content

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

Each topic consists of a number of subtopics, which are presented as key questions and ideas.

How will I be assessed?

Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment

- Skills and Applications Tasks 50%
- Mathematical Investigation 20%

External Assessment

- Examination (2 hours) 30%

Stage 2 Subjects

MEDIA STUDIES

Leader of Learning Nico Hilleson-Perrett

Preferred Background “B” Level English and/or previous study in Year 10 or Stage 1 Media

Length/Credits Full Year/20 SACE Credits

Subject Outline

Media Studies develops students’ media literacy and production skills.

Students discuss and analyse media issues, and interact with, and create media products. The analytical elements of Media Studies support students to develop research and analysis skills that may lead to future study or employment pathways. The subject focuses on exploring the role of media in Australian and global contexts. Students consider how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.

Content

The following key media concepts underpin the study of media and provide an investigative framework to support students’ assessments in critical analysis and production:

- Media conventions
- Media audiences
- Media organisations
- Media representations

Students choose three of the following topics:

- Photojournalism
- Youth and Media
- Short Films
- Cult Television/Film
- Media Ethics and Regulation
- Globalisation and Media
- The Internet
- Documentaries
- Children and Media
- Community Media
- Music and Media
- Cultural Diversity in Media
- Advertising and Audiences
- Television Genres

How will I be assessed?

School-based Assessment

- Folio 30%
- Product 40%

External Assessment

- Investigation 30%

Information on the external assessment

Investigation

The investigation should be a maximum of 2000 words if written or the equivalent if in multimedia format. Students select a topic that has been the subject of public debate or coverage within the previous 12 months, and formulate a question to be addressed in the investigation.

The investigation is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to performance standards.

MODERN HISTORY

Leader of Learning Nico Hilleson-Perrett

Preferred Background Competent level of achievement in Stage 1 Social and Cultural Studies

Length/Credits Full Year/20 SACE Credits

Subject Outline

Students will investigate the growth of modern nations at a time of rapid global change. They engage in a study of **one nation**, and of **interactions between or among nations**. In their study of one nation, students investigate the social, political, and economic changes that shaped the development of that nation. Students also explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact of the contemporary world.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. This includes who wrote or recorded them, whose history they tell, whose stories are not included and why and how technology is creating new ways in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

Content

Students study:

- One topic from a choice of six different modern nations
- One topic from a choice of six possible topics on “the world since 1945”
- An individual history essay

Modern Nations

- Topic 1: Australia (1901-56)
- Topic 2: United States of America (1914-1945)
- Topic 3: Germany (1918-1948)
- Topic 4: The Soviet Union and Russia (1945-c.2004)
- Topic 5: Indonesia (1942-2005)
- Topic 6: China (1949-c.2012)

Students complete two historical skills assessments based on the topic they have studied from ‘Modern nations’, for the school assessment.

The world since 1945

- Topic 7: The changing world order (1946-)
- Topic 8: Australia’s relationship with Asia and the South Pacific Region (1945-)
- Topic 9: National self-determination in South-East Asia (1945-)
- Topic 10: The struggle for peace in the Middle East (1945-)
- Topic 11: Challenges to peace and security (1945-)
- Topic 12: The United Nations and the establishment of a global perspective (1945-)

Students complete three historical skills assessments based on the topic they have studied for ‘The world since 1945’, for the school assessment.

Individual History Essay

Students also complete an individual historical study based on an aspect of the world since c.1750.

How will I be assessed?

School-based Assessment

Assessment Task 1: Historical Skills 50%
Assessment Type 2: Historical Study (individual study) 20%

External Assessment

Examination 30%
1 Essay on Modern Worlds
1 Sources Analysis

Stage 2 Subjects

MODIFIED SUBJECTS

Leader of Learning Ruth Evans

Modified subjects facilitate the development of students' capabilities and personal learning goals. Students learn how to identify, develop, and achieve their personal learning goals in the context of the subject undertaken. To be able to do this, students need the support of teachers, parents/carers, and other significant people in their lives.

The modified subjects are intended for students who have:

- Severe multiple disabilities (also referred to as students with severe intellectual and physical disabilities)
- Moderate to profound intellectual disability;
- Mild intellectual disability (i.e. students who cannot meet the performance standards of a mainstream subject because of their intellectual and functional disability). These students may be considered eligible to undertake modified subjects and sites will need to consider the student's suitability for modified subjects on a case-by-case basis.

Eligibility criteria apply to modified subjects. Eligibility guidelines are available from the SACE Board website www.sace.sa.edu.au

Teachers, together with the students and their families/carers, prepare teaching programs based on content descriptions that meet the student's specific needs, interests, and aspirations. The content includes the development of particular capability(ies) and key areas of learning.

Teachers select from/adapt the suggested key areas of learning that are described for each of the modified subjects. Teachers adapt the general descriptions of the capabilities as they pertain to the student and the modified subject.

Assessment of individual achievement

For modified subjects, assessment is school-based.

The assessment of individual achievement is based on the features of knowledge, skills, and understanding that can be observed in the student's evidence of learning in:

- An assessment
- The set of assessments as a whole

At the end of the teaching and learning program, the teacher makes a judgment about the student's learning by considering whether achievement can be registered against:

- One or more capabilities selected for development in the subject
- Personal learning goals

The teacher assigns a result of 'completed' or 'not completed' for the modified subject, based on the student's evidence of learning. For a result of 'completed', the student's evidence of learning will demonstrate achievement against:

- The selected capabilities for development in the subject
- His or her personal learning goals

For more information on modified subjects available at Cabra, contact the St Mary's Unit.

NOTE: Modified subjects cannot be used for tertiary admission.

MUSIC PERFORMANCE - ENSEMBLE

Leader of Learning Gemma Heath

Preferred Background Stage 1 Music Advanced, Stage 1 Music Experience or equivalent. Solo and/or Ensemble Performance with skills at a senior standard.

Length/Credits Music Performance - Ensemble is a 10 credit subject. It may be studied in conjunction with Music Performance - Solo and Music Explorations (up to 4 units of Stage 2 Music).

Subject Outline

Music Performance develops students' skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble.

Content

Music Performance - Ensemble consists of the following strands:

- Understanding music
- Creating music (performance)
- Responding to music

These strands are interconnected and provide for the development and extension of students' musical skills and techniques in creating performances as part of an ensemble. Students will interpret musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to the repertoire. Students extend their musical literacy through discussing key musical elements of the repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their own performances.

How will I be assessed?

School-based Assessment 70%

Performance 30%

Performance and Discussion 40%

External Assessment 30%

Performance Portfolio 30%

Information of the external assessment: Performance portfolio

Students present an ensemble performance portfolio consisting of:

- An ensemble performance of a musical work or works, and individual evidence of each student's contribution to the ensemble through individual part-testing
- An individual evaluation of their learning journey

The performance should be presented to a live audience. All performances must be recorded for assessment and moderation. A performance should be a maximum of 6 to 8 minutes, with approximately 2 minutes of part-testing. The evaluation should be to a maximum of 3 minutes if oral, 500 words if written, or the equivalent in multimodal form.

Stage 2 Subjects

MUSIC PERFORMANCE - SOLO

Leader of Learning Gemma Heath

Preferred Background Stage 1 Music Advanced, Stage 1 Music Experience or equivalent. Solo and/or Ensemble Performance with skills at a senior standard.

Length/Credits Music Performance - Solo is a 10 credit subject. It may be studied in conjunction with Music Performance - Ensemble and Music Explorations (up to 4 units of Stage 2 Music).

Subject Outline

Music Performance - Solo develops students' skills on a chosen instrument or the voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance.

Content

Music Performance – Solo consists of the following strands:

- Understanding music
- Creating music (performance)
- Responding to music

These strands are interconnected and provide for the development and extension of students' musical skills and techniques in creating their own solo performances. Students will interpret musical works, and apply to their performances an understanding of the style, structure, and conventions appropriate to their repertoire. Students extend their musical literacy through discussing key musical elements of their chosen repertoire, and interpreting creative works. Students express their musical ideas through performing, critiquing, and evaluating their performances.

How will I be assessed?

School-based Assessment 70%

- Performance 30%
- Performance and Discussion 40%

External Assessment 30%

- Performance Portfolio 30%

Students provide evidence of their learning through four assessments, including the external assessment component. Students complete:

- One performance or set of performances
- One performance or set of performances and a discussion
- One performance portfolio

Information of the external assessment: Performance portfolio

Students present a solo performance portfolio consisting of:

- A solo performance of a musical work or works
- An individual evaluation of their learning journey

The performance should be presented to a live audience. All performances must be recorded for assessment and moderation. A performance should be a maximum of 6 to 8 minutes. The evaluation should be to a maximum of 3 minutes if oral, 500 words if written, or the equivalent in multimodal form.

MUSIC EXPLORATIONS

Leader of Learning Gemma Heath

Preferred Background Stage 1 Music Advanced, Stage 1 Music Experience or equivalent. Solo and/or Ensemble Performance with skills at a senior standard.

Length/Credits Music Explorations is a 20 credit subject. It may be studied in conjunction with Music Performance - Solo and Music Performance - Ensemble (up to 4 units of Stage 2 Music).

Subject Outline

Music Explorations allows students to develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions.

Content

Music Explorations consists of the following strands:

- Understanding music
- Creating music
- Responding to music

These strands are interconnected and provide for the exploration and experimentation of musical styles, influences, techniques, and/or music production, as students develop their understanding of music. Students will develop and apply their musical understanding as they explore how others create, present, and/or produce music, and experiment with their own creations. Contexts for study may include aspects of the music industry, such as recording studios, performance rehearsal spaces, or instrument crafting workshops. Students respond to and discuss their own and others' works, synthesise their findings to make connections between the music they study and their own creative works.

How will I be assessed?

School-based Assessment 70%

Musical Literacy 30%
Explorations 40%

External Assessment 30%

Creative Connections 30%

Students provide evidence of their learning through five assessments, including the external assessment component. Students complete:

- Three musical literacy tasks
- One portfolio of explorations
- One creative connections task

Information of the external assessment: Creative connections

Students provide evidence of their learning in a portfolio that comprises:

- A presentation of a set of short performances, compositions, and/or other musical products (for example, digital uploads; DJ set recording; the features of an original, handcrafted musical instrument)
- A commentary on the processes of exploration and experimentation that they have used, and their key findings.

Stage 2 Subjects

NUTRITION

Leader of Learning Brayden Heyward-Ferors

Preferred Background A or B grade in Stage 1 Nutrition is desirable or a Stage 1 Science subject with a minimum of a high C grade is recommended.

Length/Credits Full Year/20 SACE Credits

Subject Outline

Nutrition is a contemporary science which immerses students in the fundamentals of human nutrition, physiology and health and promotes investigation of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health and disease.

Content

Stage 2 Nutrition is a 20-credit subject that consists of the following interrelated concepts areas:

- Nutrition literacy and numeracy
- Principles of nutrition, physiology, and health
- Health promotion and emerging trends
- Sustainable food systems
- Nutrition and technology

How will I be assessed?

School-based Assessment

Investigations Folio 30%

Skills and Applications Tasks 40%

External Assessment

Examination- using case studies 30%

Information on external assessment: Examination (2hours and 10 minutes)

Students undertake a 130 minutes external examination, assessed from the following concepts:

- Principals of nutrition, physiology and health
- Health promotion and emerging trends

Questions

- Will include case studies/ or scenarios
- Application of knowledge and skills in different contexts
- Analysis and interpretation of data or information

PHYSICAL EDUCATION

Leader of Learning Maddison Wheatley-Harris

Preferred Background Stage 1 Physical Education

Length/Credits Full Year/20 SACE Credits

Subject Outline

Stage 2 Physical Education in 2020 is a new course. It consists of has three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

Content

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, physical activities.

Students are not assessed on their performance in practical activities.

- Students investigate improvements in human physical activity from a participation and/or performance perspective.

Students apply their understanding of movement concepts to evaluate aspects of their own or others' physical activity and implement strategies to improve their participation and/or performance.

How will I be assessed?

Students should provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake:

- Two or three diagnostics tasks
- One improvement analysis task
- One group dynamics task

School-based Assessment

- Assessment Type 1: Diagnostics 30%
- Assessment Type 2: Improvement Analysis 40%

External Assessment

- Assessment Type 3: Group Dynamics 30%

Stage 2 Subjects

PHYSICS

Leader of Learning Brayden Heyward-Ferors

Preferred Background 2 Semesters of Stage 1 Physics

A or B at Stage 1 Physics. Students are required to pass the Semester 2 exam at Stage 1

Students should have at least Stage 1 General Mathematics

It is recommended that students study Stage 2 Maths for tertiary courses involving Physics.

Essay writing skills are required.

Length/Credits Full Year/20 SACE Credits

Subject Outline

In Physics, students use qualitative and quantitative models, laws and theories to better understand matter, forces, energy and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macro cosmos, and to make predictions about them. The models, laws and theories in physics are based on evidence obtained from observations, measurements and active experimentation over thousands of years.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies and innovations. Through further developing skills in gathering, analysing and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life.

Content

The three strands of science are integrated through student learning:

- Science inquiry skills
- Science as a human endeavour
- Science understanding

The topics for Stage 2 Physics are:

- Topic 1: Motion and Relativity
- Topic 2: Electricity and Magnetism
- Topic 3: Light and Atoms

How will I be assessed?

School-based Assessment

Investigations Folio 30%

Skills and Applications Tasks 40%

Including at least 2 practical investigations, 3-4 topic tests, and one investigation with a focus on science as a human endeavour.

External Assessment

Examination (2 hours) 30%

The examination will consist of different questions types that assess science inquiry skills, science understandings and science as a human endeavor from all topics taught.

The examination will be marked by external assessors with reference to performance standards.

PSYCHOLOGY

Leader of Learning Brayden Heyward-Ferors

Preferred Background Preferably an A or B at Stage 1 Psychology, Biology, English

Length/Credits Full Year/20 SACE Credits

Subject Outline

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

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

Content

Topics

- Introduction to Psychology (compulsory)
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds

How will I be assessed?

School-based Assessment

Investigations Folio 30%

Skills and Applications Tasks 40%

External Assessment

Examination (2 hours)* 30%

*The examination is completed online and will be marked by external assessors with reference to performance standards.



SPIRITUALITIES, RELIGION, AND MEANING

Leader of Learning Liam Parker

Preferred Background “B” level in English and Stage 1 Spiritualities, Religion, and Meaning

Length/Credits Semester/10 SACE Credits (Stage 2)

Subject Outline

At Stage 2, students utilise one or more of the six “Big ideas” to frame inquiry questions; to explore issues, concepts, and ideas; and to reflect on personal and shared meaning with spiritualities and religions.

The six “Big Ideas” are:

- Growth, belonging, and flourishing
- Community, justice, and diversity
- Story, visions, and futures
- Spiritualities, religions and ultimate questions
- Life, the universe, and integral ecology
- Evil and apathy

In this subject, students engage in two reflective analyses in response to stimuli, contextualised by one of six “Big Ideas”. They also explore a concept or an issue from a spiritual and/or religious perspective, and collaborate with others to apply their learning. They engage with reflective practice to evaluate their personal and shared actions.

How will I be assessed?

The following assessment types enable students to demonstrate their learning in this subject:

School Assessment 70%

- Assessment Type 1: Reflective Analysis 40%
- Assessment Type 2: Connections 30%

External Assessment 30%

- Assessment Type 3: Transformative Action 30%

Stage 2 Subjects

TOURISM

Leader of Learning Nico Hilleson-Perrett

Preferred Background Competent level of achievement in Stage 1 Tourism, or competent level of achievement in Stage 1 Social and Cultural Studies subjects.

Length/Credits Full Year/20 SACE Credits

Subject Outline

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry. They investigate local, national, and global tourism; and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural and environmental impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject.

Content

Themes

- Operations and Structures of the Tourism Industry
- Travellers' Perceptions, and the Interaction of Host Community and Visitor
- Planning for and Managing Sustainable Tourism
- Evaluating the Nature of Work in the Tourism Industry

Topics

- Applications of Technology in Tourism
- The Economics of Tourism
- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Responsible Travel
- Special Interest Tourism
- The Role of Governments and Organisations in Tourism
- Tourism Industry Skills
- Negotiated Topic

How will I be assessed?

School-based Assessment

Folio 20%

Practical Activity 25%

Investigation 25%

External Assessment

Examination* 30%

*The examination (2 hours) consists of a range of questions on a number of sources based on the four themes. Sources could be in many different forms including written materials, media items (e.g. news report, radio interview and newspaper article), quotations, cartoons, graphical information (e.g. maps, photographs, diagrams) and statistical data.

VISUAL ARTS – ART

Leader of Learning Antonine Stagg

Preferred Background Stage 1 Art or Design

Length/Credits Full Year/20 SACE Credits

Subject Outline

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

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

Content

The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

How will I be assessed?

School-based Assessment

- Practical 70%

External Assessment

- Visual Study 30%

A copy of the student's school-based assessments must be kept at the school for moderation purposes.

Information on the external assessment: Visual study

A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s).

Students are to provide an A3 folio or CD or DVD with photographs of their visual explorations. Audiovisual electronic format may be necessary if the study idea is a practical application in three dimensions, for example, model making, sculpture, installation, performance, or body art. The A3 folio, CD or DVD should contain written or verbal material that should include introductory information, annotated comments, analysis, response, synthesis, and conclusions.

For 20-credit subjects, students submit no more than twenty A3 pages (or equivalent) of visual study, integrated with no more than 2000 words or 12 minutes of recorded oral explanation.

The visual study is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the visual study with reference to performance standards.

Stage 2 Subjects

VISUAL ARTS – DESIGN

Leader of Learning Antonine Staggs

Preferred Background Stage 1 Art or Design
Refer to 'Essential Reading'

Length/Credits Full Year/20 SACE Credits

Subject Outline

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

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

Content

The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

How will I be assessed?

School-based Assessment

Practical 70%

External Assessment

Visual Study 30%

A copy of the student's school-based assessments must be kept at the school for moderation purposes

Information on the external assessments: Visual study

A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s).

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WORKPLACE PRACTICES

Leader of Learning Sally Ivens

Preferred Background Refer to 'Essential Reading'

Length/Credits Full Year/20 SACE Credits

Subject Outline

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

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

At Stage 2 there are three enrolment options:

- Workplace Practices A (10 credits)
- Workplace Practices B (10 credits)
- Workplace Practices C / 20 SACE Credits

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

Content

There are three focus areas of study of this subject:

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

For the Industry and Work Knowledge component, students undertaking:

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

Topic 1: Work in Australian Society

Topic 4: Finding Employment

Topic 2: The Changing Nature of Work

Topic 5: Negotiated Topic

Topic 3: Industrial Relations

How will I be assessed?

School-based Assessment

Folio 25%

Workplace Performance 25%

Reflection 20%

External Assessment

Research Investigation 30%

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

Useful Links

LearningAndTeaching@cabra.catholic.edu.au

[Future Pathways 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](#)

[Terminology for the SACE](#)





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