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<td>Mathematics Essential</td>
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FROM THE ASSISTANT PRINCIPAL
Cardijn College offers a broad variety of subjects in the Senior School giving all students the opportunity to choose a course of study that caters for their individual interests and talents.

We are proud to be a College delivering the South Australian Certificate of Education (SACE), an internationally recognised qualification, which acts as a passport to employment or tertiary study.

Our aim in the Senior School is to provide a rigorous curriculum that prepares students for employment or tertiary study. We are also proud to provide multiple pathways to students while still at school, making available Vocational and Educational Training opportunities.

We recognise that the future of our students is not found in our past. The world our students will live in is characterised by rapid change. As a community we are committed to learning, understanding and applying, as distinct from simply knowing and reproducing.

We strive to be to a vibrant community of learners with a comprehensive Senior School curriculum that encourages both collaborative and individual learning.

Our students are taught to develop negotiation, problem solving, communication, presentation, planning and researching skills and they are encouraged to participate actively and to stretch themselves.

Our students have so many opportunities available to them; all of which play a part in their personal development.

This Curriculum Handbook details the course offerings at Cardijn College for 2017.

For further information please contact:

Chris Burrows
Assistant Principal
P: 8392 9500
cburrows@cardijn.catholic.edu.au

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2.1 The SACE Defined

The SACE (South Australian Certificate of Education) is a certificate awarded to students who successfully complete their secondary education.

2.2 The Requirements of the SACE

To gain the SACE, students complete about two years of full-time study, which most students spread over three years.

There are two stages:

- Stage 1, which most students undertake in Year 11, apart from the Personal Learning Plan, which most students undertake in Year 10.
- Stage 2, which most students undertake in Year 12.

Each subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

Students will receive a grade from A to E for each Stage 1 subject and A+ to E- at Stage 2. For compulsory subjects they will need to achieve a C grade or better.

The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1)
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board of SA recognised courses (such as VET or community learning) of a student’s choice.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>Year 10</td>
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<tr>
<td>Year 11 (Stage 1)</td>
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<tr>
<td>Literacy (from a range of English subjects and courses) #</td>
<td>20</td>
</tr>
<tr>
<td>Numeracy (from a range of mathematics subjects and courses)#</td>
<td>10</td>
</tr>
<tr>
<td>Year 11 or 12 (Stages 1 or 2 )</td>
<td></td>
</tr>
<tr>
<td>Other subjects and courses of the student’s choice *</td>
<td>up to 90</td>
</tr>
<tr>
<td>Year 12 (Stage 2)</td>
<td></td>
</tr>
<tr>
<td>Research Project ^</td>
<td>10</td>
</tr>
<tr>
<td>Other Stage 2 subjects and courses ^</td>
<td>60 or more</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
</tr>
</tbody>
</table>

# Stage 1 compulsory subjects and courses
^ Stage 2 compulsory subjects and courses
* Other subjects and courses

Note: Most students will complete subjects or courses worth more than 90 credits at Stage 1 and 70 credits at Stage 2.

2.3 Stage 1

Personal Learning Plan

Stage 1 of the SACE begins with the Personal Learning Plan, which Cardijn College offers as a Year 10 subject.

The Personal Learning Plan helps students to plan for their future including:

- the subjects and courses they will study in Year 11 and Year 12
- possible career choices and other goals
- how best to prepare for these aspirations.

Students will also examine their strengths and weaknesses and how to build on these.

The Personal Learning Plan is worth 10 credits. As this is a compulsory subject, each student needs to gain a C grade or better to achieve the SACE.
Literacy and numeracy
The SACE has compulsory literacy and numeracy requirements at Stage 1.

At Stage 1, each student needs to earn 20 credits from a choice of Stage 1 English subjects and achieve a C grade or better.

Likewise, each student must earn 10 credits from a range of Stage 1 Mathematics subjects and achieve a C grade or better.

2.4 Stage 1 Assessment
At Stage 1, schools assess student performance. The SACE Board will approve learning and assessment plans for Stage 1 subjects.

The SACE Board will moderate the Personal Learning Plan and the compulsory English and Mathematics subjects at the C/D borderline. The Board will also monitor student results to support teacher understanding of the consistent application of performance standards.

2.5 Stage 2
The Stage 2 requirements are described below.

Research Project
The Research Project is a compulsory Stage 2 subject, worth 10 credits and students will need to gain a C-grade or better in the Research Project to achieve the SACE.

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

The Research Project can take many forms, for example:

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

Students receive a result in one of two forms:

- Research Project A, with an external assessment that may be undertaken in a range of formats;
- Research Project B, with an external assessment that must be written (students wanting to include this subject in the calculation of their Australian Tertiary Admission Rank must study this form of the subject).

Other Stage 2 requirements
In addition to the Research Project, students must achieve at least 60 credits in their choice of Stage 2 subjects or courses and achieve a C-grade or better in those courses.

2.6 Stage 2 Assessment
At Stage 2, assessment will be 70 per cent school-based, with the remainder assessed externally. SACE Board of SA Central Moderation will confirm that school-based assessment levels are consistent with each subject’s performance standards.
3.1 Higher Education Selection

**University and TAFE entry**

Comprehensive information is available from the South Australian Tertiary Admissions Centre (SATAC) and is detailed in the booklet, *Tertiary Entrance in South Australia and the Northern Territory 2016, 2017, 2018*. Information is also available on the SATAC website by visiting www.satac.edu.au.

3.2 University Entry

In brief, students applying for university entry in 2017 and beyond must:

- complete the SACE
- complete at least 90 credits of SACE Stage 2 subjects of which at least 60 credits must be 20-credit (three full year subjects) Tertiary Admissions Subjects (TAS) - for details of the remaining 30 credits, see the SATAC Tertiary Entrance booklet
- complete any prerequisite subject requirements for their chosen university course
- obtain an Australian Tertiary Admission Rank (ATAR)
- avoid precluded subject combinations.

For further information regarding university courses visit their websites:

- University of Adelaide: www.adelaide.edu.au
- University of South Australia: www.unisa.edu.au
- Flinders University: www.flinders.edu.au

**Note:** Some 10 credit subjects in the same area, when studied in pairs, can substitute for a 20 credit subject. These are called Valid Pairs. Such subjects are identified in the SATAC Guide.

Stage 2 Community Studies cannot be used to gain University entry.

3.3 Assumed Knowledge

Many university courses/programs recommend that commencing students have background knowledge in one or more specified Stage 1 or Stage 2 subjects or have an identified skill which will enhance the student’s understanding of the course/program content. This is known as assumed knowledge. Assumed knowledge is not compulsory and is not used in the selection process for entry to university courses/programs. Statements of assumed knowledge are intended purely to assist students in understanding course/program content and to allow them to make subject choices which may be of benefit to them in their future tertiary studies.

3.4 TAFE Entry

Completion of the SACE can meet the Minimum Entry Requirements for most of TAFE SA courses. TAFE also considers a variety of other qualifications in its entry and selection processes.

Minimum Entry Requirements differ according to the level of the TAFE course.

For Certificate I level courses there are no Minimum Entry Requirements.

For entry to Certificate II level courses students must:

- meet a literacy standard by successfully completing 20 credits of Stage 1 English, or the equivalent
- meet a numeracy standard by successfully completing 10 credits of Stage 1 Mathematics, or the equivalent.

For entry to Certificate III and higher students must achieve the SACE and obtain a TAFE Selection Score. To gain a TAFE Selection Score students must:

- have completed 60 credits of Tertiary Admissions Subjects, or 40 credits of Tertiary Admissions Subjects and 20 credits of Recognised Subjects
- comply with rules regarding precluded combinations (two subjects are considered a precluded combination if they are defined by TAFE SA as having significant overlap in content – check the SATAC tertiary entrance booklet for details).

There are other ways to meet Minimum Entry Requirements for Certificate II and above. For full details go to www.tafe.sa.edu.au/selectionguide.
4.1 Australian Business Week (Year 10)

ABW is an intense learning experience conducted over one week. It gives young people the opportunity to learn about business from the business perspective, through the process of discovery learning, mentors and guest speakers. Participants learn about the business sectors of finance, marketing, company structures, shares and human resourcing.

Participants run their company over a simulated two year period. They are in competition against the other participant companies in that program. During the week companies will manage staff and finances, produce a professional video commercial, write and present a company report and contribute to a trade expo.

ABW is an enterprise education program, giving participants a holistic view of business. It supports the entire set of Key Competencies. This program is run for all Year 10 students. On satisfactory completion participants will also gain 10 credits in the SACE Stage 1 subject ‘Business and Enterprise’.

4.2 Work Experience Week (Year 11)

In Term 2 all students have the opportunity to take part in a week of work experience. Students’ Personal Learning Plans are used to determine where they would like to do their work experience. This is a week of meaningful work where students gain an understanding of potential future career paths.

In preparation for this week students will learn about:

• Occupational Health and Safety requirements in the work place
• how to use networking to obtain a placement
• how to search for a placement using ‘cold calling’
• how to appropriately approach a prospective employer.

Upon completion of their work experience week students will receive an Employer’s Report, which can be used in their Curriculum Vitae for future job applications. Students will also be required to complete a written reflection. On satisfactory completion students will gain 10 credits in the SACE Stage 1 subject ‘Workplace Practices’.

4.3 Vocational Education and Training (Years 10 – 12)

Vocational Education and Training (VET) is a significant curriculum area in the SACE. Cardijn College supports families who want their child to prepare for a trade whilst at the same time being educated in the College environment.

Vocational Education and Training:

• aims to assist in the transition of students from school into the workforce; students are more work ready and have a chance to explore one or more possible future career pathways
• links TAFE colleges, private providers and industry. It achieves this through a process of dual accreditation whereby approved courses or modules are acknowledged by SACE as well as by TAFE and industry. Students who succeed in such courses will receive credit for nationally accredited units of competency as well as gaining SACE credits (depending on the length and level of their VET course).
• provides students with the opportunity to develop skills in a range of vocational areas without restricting future opportunities.

At Cardijn College we are committed to providing students with these opportunities. VET can take a variety of forms and our College is involved in the following ways:

• Some courses are fully school-based.
• Some courses are school-based with an on-the-job training component (eg one day per week or in a week block in the workplace).
• Some courses are delivered exclusively outside the school (one day per week or in a block of time).

Factors your family must consider in deciding if your child should undertake VET:

• If your child is not enrolled in the SACE subject “Workplace Practices”, then a fee sharing agreement of 50% of the course fee will occur.
• Most VET courses are off campus and some are a considerable distance away. Transport arrangement to and from these off campus courses are a family responsibility.
• In some instances a modified academic program will be negotiated for your child and your child will receive VET study room support. This will occur at the direction of the Assistant Principal, Mr Chris Burrows and in consultation with the student’s family.
• All VET courses count towards SACE. Information about VET in SACE can be found at: www.sace.sa.edu.au/the-sace/teachers-schools/vet.
Courses vary in location, length and standard. Below are vocational opportunities on offer:

- Automotive (electrical)
- Automotive (mechanical)
- Building and Construction (multi-trades)
- Building and Construction (bricklaying)
- Business Administration
- Electrotechnology
- Engineering (metal fabrication)
- Community Services (aged care, child care, youth worker)
- Computer Animation
- Fashion Design
- Fitness Trainer
- Graphic Design
- Hospitality (Kitchen Operations)
- Hair and Beauty
- Interior Design
- Justice Studies
- Manufacturing
- Media
- Photography
- Police Studies
- Retail Services

Interested students and families need to make contact with the Flexible Learning Coordinator, Mr Rob Dvorak, the year prior to course commencement.

4.4 School Based Apprenticeships

School Based Apprenticeships are a combination of:

- formal lessons at school, which allow students to complete their SACE
- school lessons which are reduced through negotiation with the Head of Senior School and supplemented with VET study time, in a dedicated study room
- external employment with a guaranteed minimum eight hours employment per week; students usually have one day off a week for employer contact
- external training through TAFE or another Registered Training Organisation; this training is at a Certificate III or higher standard and occurs as block training throughout the academic year.

Students will need to organise a School Based Apprenticeship directly with the employer. Cardijn College can assist with organising an Australian Apprenticeship Centre contact in cases where the employer is unable to do so.

School Based Apprenticeships commence at the beginning of Year 11, however some industries can take students sooner. Successfully completed external training is credited towards the student’s SACE.

5 Community Studies

Community Studies has been developed to meet the diverse learning needs and styles of students. It is based on the assumption that students will benefit from opportunities to be involved in the planning and direction of their learning and that they will be able to successfully use the community as a resource. It is further assumed that there is much to be gained from working with others outside the classroom in a challenging and purposeful way, so that learning is seen to be useful.

Although the process of learning is emphasised, Community Studies provides for involvement in a wide range of possible learning topics and issues. Emphasis is placed on encouraging students to be independent and responsible.

Community Studies students are encouraged to link the development of their knowledge and skills to practical activities in a negotiated learning contract.

In Community Studies it is recognised that the community provides a wide range of resources for students and it is important that they learn what is available and how to gain access to it. A student’s program will consist of a series of related activities structured to ensure that there are meaningful links between knowledge, skills and practice. Teachers are responsible for ensuring that each student is challenged and extended by the requirements of their contract.

Teachers can employ a variety of methods to assist students in their quest for satisfactory completion of their contracts of work. At different times teachers may instruct, demonstrate, facilitate, listen and observe and on many occasions will need to assist students with problem solving. However independent study will continue to be emphasised and allow students to learn through experience and solve problems by themselves.

In this way all students, including those who are gifted and talented or who have special needs, have access to an inherently inclusive method of learning.
### 6.1 Year 10 Subjects

Subjects are organised into semesters and students participate in a program of study which takes into account a balance between the major learning areas such as:

- Religious Education
- Arts
- English
- Health & Physical Education
- Languages
- Mathematics
- Science
- Society & Environment
- Personal Learning Plan (PLP)
- Australian Business Week (ABW)
- Vocational Education & Training (VET)

Choosing subjects for Year 10 is an important process. Each student will also need to read through very carefully, with family and Homeroom Teacher guidance, the course descriptions contained in this publication.

To further help students with this process, they will have the opportunity to be counselled individually regarding their subject choices. In Term 3 students will be expected to make firm subject selections and parents are invited to be part of this important process.

### Core Subjects

The Cardijn College Core Subjects offered for Year 10 students are:

- Religious Education
- English
- Mathematics
- Science
- Society & Environment: History, Geography, Humanities
- Personal Learning Plan (PLP)

### Elective Subjects

The Cardijn College Elective Subjects offered for Year 10 students are:

**Arts:**
- Art
- Design
- Drama
- Music Advanced
- Music Media

**Physical Education:**
- Outdoor Education
- Physical Education
- Soccer Academy
- Football Academy
- Netball Academy

**Language:**
- Indonesian
- Italian

**Technology:**
- System and Control
  - Electronics
  - Robotics

- Manufacturing Technology
  - Wood
  - Metal

- Design and Technology
  - Computer Aided Design
  - Fashion Design
  - Multi Media

- Food Technology

**STEM:**
- Inspire Program
7 SACE CURRICULUM

7.1 SACE Stage 1 Subjects

Students are required to complete compulsory credits as part of the SACE requirements.

Compulsory Requirements:

• 10 credits of Personal Learning Plan (at Year 10)
• 20 credits of English (Literacy requirement)
• 10 credits of Mathematics (Numeracy requirement)
• 10 credits of Studies in Religion (Cardijn requirement)
• 90 credits of Free Choice subjects

Students are free to choose, with the school counselling process, subjects that will support their future pathways.

English Subjects (20 credits required)
• English
• English Essential

Mathematics Subjects (10 credits required)
• Mathematics - General
• Mathematics - Essential
• Mathematics - Methods & Specialist

Religious Education (10 credits required)
• Studies in Religion

Free Choice Subjects (90 credits required)
• Ancient Studies
• Biology
• Business and Enterprise
• Chemistry
• Child Studies
• Community Studies*
• Drama
• Economics
• Food & Hospitality
• Geography
• Integrated Learning (Information Technology focus)
• Italian
• Modern History
• Music Advanced / Music Media
• Nutrition
• Outdoor Education
• Physical Education
• Physics
• Scientific Studies
• Soccer Academy
• Mechatronics
• Manufacturing Technology
• Research
• Tourism
• Visual Arts: Art
• Visual Arts: Design
• Workplace Practices

* This subject does not lead to university but will enable students to attain their SACE

7.2 SACE Stage 2 Subjects

• Religious Education^
• Biology
• Business and Enterprise
• Chemistry
• Child Studies
• Classical Studies
• Community Studies*
• Drama
• Economics
• Electronics
• English
• English Literary Studies
• Food & Hospitality
• Integrated Learning (Information Technology focus)
• Italian
• Manufacturing Technology
• Mathematics - Essential
• Mathematics - General
• Mathematics - Methods
• Mathematics - Specialist
• Modern History
• Music
• Nutrition
• Physical Education
• Physics
• Research Project #
• Scientific Studies
• Sport and Recreation (Integrated Learning)
• Visual Arts: Art
• Visual Arts: Design
• Workplace Practices

^ This subject is compulsory at Cardijn
# This subject is compulsory in the SACE.

* This subject does not lead to university but will enable students to attain their SACE
### 7.3 Stage 1 and Stage 2 Subjects

In selecting Stage 2 subjects, students need to be sure that they have had adequate preparation through their Stage 1 studies. The table below gives an overview of the links between Stage 1 and Stage 2 subjects.

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient Studies</td>
<td>Classical Studies</td>
</tr>
<tr>
<td></td>
<td>Modern History</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>Business and Enterprise</td>
<td>Business and Enterprise</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Community Studies</td>
<td>Community Studies</td>
</tr>
<tr>
<td></td>
<td>(not acceptable for university entrance)</td>
</tr>
<tr>
<td>Drama</td>
<td>Drama</td>
</tr>
<tr>
<td>Economics</td>
<td>Economics</td>
</tr>
<tr>
<td>Mechatronics</td>
<td>Electronics</td>
</tr>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>English Literary Studies</td>
</tr>
<tr>
<td>English Essential</td>
<td>N/A</td>
</tr>
<tr>
<td>Fashion Design</td>
<td>Fashion Design</td>
</tr>
<tr>
<td>Child Studies Food &amp; Hospitality</td>
<td>Child Studies Food &amp; Hospitality</td>
</tr>
<tr>
<td>Geography</td>
<td>N/A</td>
</tr>
<tr>
<td>Workplace Practices</td>
<td>Workplace Practices</td>
</tr>
<tr>
<td>Integrated Learning (IT Focus)</td>
<td>Integrated Learning (IT Focus)</td>
</tr>
<tr>
<td>Italian</td>
<td>Italian</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manufacturing Technology</td>
<td>Manufacturing Technology</td>
</tr>
<tr>
<td>Mathematics - Essential</td>
<td>Mathematics - Essential</td>
</tr>
<tr>
<td>Mathematics - General</td>
<td>Mathematics - General</td>
</tr>
<tr>
<td>Mathematics - Methods &amp; Specialist</td>
<td>Mathematics - Methods &amp; Specialist</td>
</tr>
<tr>
<td>Modern History</td>
<td>Modern History</td>
</tr>
<tr>
<td>Music Advanced/Music Media</td>
<td>Music</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Football Academy</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Netball Academy</td>
<td>Sports and Recreation</td>
</tr>
<tr>
<td>Soccer Academy</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>Religious Education</td>
<td>Religious Education</td>
</tr>
<tr>
<td>Scientific Studies</td>
<td>Scientific Studies</td>
</tr>
<tr>
<td>Nutrition</td>
<td>Nutrition</td>
</tr>
<tr>
<td>Tourism</td>
<td>N/A</td>
</tr>
<tr>
<td>Visual Arts: Art</td>
<td>Visual Arts: Art</td>
</tr>
<tr>
<td>Visual Arts: Design</td>
<td>Visual Arts: Design</td>
</tr>
</tbody>
</table>
8.1 General Comments

There are a number of factors to consider in making subject choices:

Ideas about your future directions
Students need to consider their future aspirations in broad areas such as:

- their aim for further education
- completing the SACE and entering the work force
- their interest in humanities, sciences or possibly both.

Preparation for life
A balanced course should not only provide the pre-requisites for career paths beyond school, but also prepare students to be better-informed citizens and provide opportunities to follow and build on personal interests.

Being realistic, knowing yourself
Students should consider their past strengths and weaknesses in:

- particular subjects
- particular learning situations eg: theoretical, practical
- particular assessments eg: research assignments, tests and examinations.

Know yourself: what interests are you drawn to; what interests do you have outside school; what topics in the media do you listen to?

They should also explore their level of commitment to further study. Past reports, assessment results, teachers and family members can help students in these considerations.

Know the requirements of particular higher education courses or occupations
Students should carefully research pre-requisites or preferred subjects now, to ensure they can choose a Stage 1 and Stage 2 course, which will provide the opportunity to meet all requirements.

Link Stage 1 and Stage 2 together
When choosing Stage 1 subjects, have in mind possible choices at Stage 2. Read the preferred background of Stage 2 courses when deciding on Stage 1 subjects.

Finally, the course of subjects that students choose should be the one that suits their abilities, interests and aspirations. The senior secondary years should be a positive learning experience in which students can reach their potential and be successful.

8.2 Selection For Stage 1

As outlined in Section 2.2, students must satisfy the SACE curriculum pattern.

The table below will assist students in identifying their initial subject choices.

<table>
<thead>
<tr>
<th>Stage 1 Subject Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 credits Personal Learning Plan (Year 10) Compulsory</td>
</tr>
<tr>
<td>10 credits Religious Education Compulsory at Cardijn (enrolled over the full year)</td>
</tr>
<tr>
<td>20 credits English/ Essential English Compulsory</td>
</tr>
<tr>
<td>10 credits Mathematics Compulsory</td>
</tr>
<tr>
<td>90 credits Free Choice</td>
</tr>
</tbody>
</table>

Note: While it is not compulsory, it is recommended that students undertake a whole year (20 credits) of Mathematics.

8.3 Selection For Stage 2

Students must satisfy the SACE curriculum pattern. The following table will assist students in identifying their initial subject choices.

<table>
<thead>
<tr>
<th>Stage 2 Subject Pattern</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 credits Religious Education</td>
</tr>
<tr>
<td>80 credits Free Choice</td>
</tr>
<tr>
<td>10 credits Research Project</td>
</tr>
</tbody>
</table>

Note: Religious Education is undertaken over three terms. Please note this is considered an important subject in the overall education of students at Cardijn College.

SACE unit at another school or institution
Some students may undertake to study a SACE unit at another institution, Open Access College or the SA Secondary School of Languages.

The cost involved in this enrolment will need to be covered by the student.
9 SUBJECT OUTLINES

9.1 Introduction

The subjects offered at Cardijn College are presented in three separate sections, Year 10, Stage 1 and Stage 2. They are listed in alphabetical order.

Each subject is presented in a similar format:

Duration of course
Length of course to be taught, i.e., semester and/or full year.

Entry point (Stage 1)
Indicates when a student can start their study of a subject.

Recommendations (Stage 2)
Preferred previous study or particular skills or interests which prepare the student for a subject.

Subject Description
The aims or objectives, which guide learning and assessment in the subject.

Content
The topics, themes or types of learning that should occur in the subject.

Evidence of learning
The types or categories of assessment for the subject.

Other information
Any further information that may assist in choosing the subject.

Note: This handbook identifies subjects which are initially offered to students. Some subjects may have to be cancelled due to insufficient numbers of students. If subjects are cancelled, students will be counselled in a subsequent selection.
YEAR 10 CURRICULUM

Religious Education*
Art^
Computer Aided Design^
Design^
Drama^
Electronics^
English*
Fashion Design^
Food Technology^
Football Academy ^
Geography^
History*
Humanities^
Inspire Program - STEM^
Languages: Indonesian^
Languages: Italian^
Mathematics*
Metal^
Multimedia^
Music Advanced^
Music Media^
Netball Academy ^
Outdoor Education^
Personal Learning Plan (PLP)*
Physical Education^
Robotics^
Science*
Soccer Academy^
Wood^
Flexible Learning Options
Vocational Education & Training^
Australian Business Week*

* Represents Core Subjects that Year 10 students must undertake.
^ Represents Elective Subjects from which students may choose to make up the remainder of their subjects.
ART

Duration of Course - 1 or 2 Semesters

Subject Description
Art provides students with the opportunity to develop their personal aesthetic, exploring concepts in a practical and theoretical way. They learn to express their world-views and engage with the visual thinking and working practices of others through the exploration of histories, cultures and societies in Visual Arts. Students have the opportunity to explore a variety of media, materials and processes in the refinement of their practical work.

Content
Students develop a folio of work, both practical and theoretical, leading to the production of a range of negotiated end products which are project based. Each project will explore and demonstrate experimentation in a variety of styles, forms, methods and materials, and will be linked to an artist or movement.

Evidence of Learning
Evidence based learning, research based learning, practical activities, oral and group presentations, multimodal texts, work folios, integrated learning.

RELIGIOUS EDUCATION

Duration of Course - Full Year
The Religious Education Program 8 – 12 at Cardijn College is a compulsory subject for all year levels.

Subject Description
Religious Education fosters the integration of faith, culture and life. We embrace and apply Joseph Cardijn’s ‘See, Judge, Act’ methodology to our local, national and global communities and we support and encourage our students to become active contributors to our world. This is achieved by seeking to create environments that enhance learning, nurture young people and empower them to actively live strive to serve others and be responsible for themselves, others and the environment. Students are invited to be engaged in the exploration and celebration of the Catholic story in all its richness and diversity through reflection, prayer and action for the good of others and their world.

The Religious Education curriculum is effectively derived from the interaction between the Crossways RE Curriculum, Made In The Image Of God: Human Sexuality Program, Keeping Safe Child Protection Curriculum, the learning environment, the range of teaching methods, the resources provided for learning, the nature of assessment and the relational networks within the school community.

Through Religious Education, students are guided to study, research and learn what the Catholic Church teaches about the distinctive vision of how Christian people live. Students are also directed to a systematic and critical reflection of what it means to be Catholic. Students investigate diverse religious and spiritual beliefs and values from a national and global perspective and through this exploration students discover a greater personal, social and cultural understanding and appreciation of and respect for all people.

The goal of this process is a deepened relationship with God, right relationships with others, a greater love of the Church, and empowerment to work to create a just world. It is a dance, as it were, an active interplay between life, culture and religion within the environment of a classroom.

Content
• Who is God for us?
• The parables of Jesus
• Reforming the Church we have now (1500 – 2016)
• Second Vatican Council (Vatican II)
• Australian Indigenous Spirituality
• Made In the Image Of God – Being Human, Being Connected, Being Sexual, Being Moral

Evidence of Learning
Evidence based learning, research based learning, practical activities, oral and group presentations, multimodal texts, work folios, integrated learning.
COMPUTER AIDED DESIGN

Duration of Course - 1 or 2 Semesters

Subject Description
Visual communication of ideas is now widely computer based in a broad variety of industries. In this course students will be introduced to and develop practical skills in the use of computer aided design. This subject gives students exposure to the whole process from creation to product realization. This a valuable tool for students wishing to undertake Design & Technology and Visual Arts Design subjects at Stage 1 and 2.

Content
Students will realize virtual products from sketches through the use of Autodesk Inventor Professional in a process of designing, producing and evaluating their design ideas.
- Freehand sketching
- Creating shapes
- Part evolution from shapes
- Product construction from parts
- Engineering drawing – Inventor software
- Architectural drawing – Revit software
- Production of fully dimensioned two dimensional, orthographic drawings from three dimensionally created models
- Prototyping of virtual objects using a 3D printer.
Advanced students will be invited to participate in interschool technology challenges.

Evidence of Learning
- Assessment Type 1: Practical work
- Assessment Type 2: Assignments
- Assessment Type 3: Project

DESIGN

Duration of Course - 1 or 2 Semesters

Subject Description
Design provides opportunities for students to investigate a field of visual arts in a complex and rich way. Opportunities to investigate practices in Design contribute to a student’s creative and interpretive achievements and the design works they produce. Students develop inquiry processes and innovative thinking skills to shape ideas and apply design techniques, languages, materials, processes and technologies to their own work.

Content
Students will develop a folio based on a design brief. They will produce both practical and theoretical work, with an emphasis on the design process leading to a negotiated end product being developed through a project based approach to learning. Each project will explore and demonstrate experimentation in a variety of techniques, linked to the specific design project’s needs.

Students will study the following areas of Design: graphic and visual communication, product design and environmental design.

Evidence of Learning
Students produce evidence of learning in the form of:
- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Practitioner’s statement
DRAMA

Duration of Course - 1 or 2 Semesters

Subject Description
Drama is expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others’ stories and points of view. Like all art forms drama has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Content
A number of topics are covered throughout the course including but not limited to:

• Performing skills
• Audience skills
• Expressive movement
• Body language
• Improvisation
• Journal and Review writing
• Formal performance

Evidence of Learning
- Assessment Type 1: Performance
- Assessment Type 2: Folio
- Assessment Type 3: Investigation

ELECTRONICS

Duration of Course - 1 or 2 Semesters

Subject Description
Students develop their understanding of electronic components and their function in electronic circuits. Testing equipment, computer simulation programs and mathematical formula are used investigate and problem solve these circuits. A major focus is on the safe use of equipment and developing skills in manufacturing.

Content
Students will focus on:

- NBB08 Electrical Fundamentals
- Safety with electricity (all work will be done with 12 volt or less)
- The theory associated with the function and use of batteries, resistors, LED, capacitors, diodes and transistors
- Ohm’s law
- Use of multimeter
- Producing a printed circuit board
- Soldering components to a circuit board
- Use of computer simulation software
- Design and construction of a cabinet or container for the circuits built

Advanced students will have the opportunity to compete in the Uninhabited Aerial Vehicles (UAV) competition supported by the Royal Australian Air Force.

Evidence of Learning
- Assessment Type 1: Practical work
- Assessment Type 2: Assignments & Tests
- Assessment Type 3: Practical Skills & Application Exam
FASHION DESIGN

Duration of Course - 1 or 2 Semesters

Subject Description
Students develop their understanding of fashion design concepts and technologies. Illustrations and technical drawings are used to generate ideas which lead to the manufacture of garments and accessories using suitable materials. A major focus is on developing skills in the use of sewing machinery and the safe use of equipment.

Content
- Fashion illustration and rendering techniques
- Technical drawings
- Use of sewing machinery and equipment
- Garment manufacture and evaluation

Evidence of Learning
- Assessment Type 1: Practical work
- Assessment Type 2: Folio
- Assessment Type 3: Practical Skills & Application

ENGLISH

Duration of Course - 2 Semesters

Subject Description
The English teaching and learning program balances and integrates all three key strands of Language, Literature and Literacy. Students are supported in becoming independent readers drawing on a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, discussions, literary analyses, transformations of texts and reviews.

Content
The Year 10 English Course develops the student’s ability to complete a range of productive tasks in oral and written forms.
- Narrative
- Single and Paired Text Study
- Independent Reading Oral
- Media Study
- Critical Reading
- Persuasive Writing
- Drama Interpretive Response

Students are exposed to a number of receptive tasks and genres including:
- Active listening activities
- Prose
- Poetry
- Drama
- Feature films and short visual forms
- Media texts (print and web based)

Evidence of Learning
- Assessment Type 1: Responding to texts
- Assessment Type 2: Creating texts
FOOTBALL ACADEMY  
STAGE 1 (Available at Year 10 & 11)

Duration of Course - 1 or 2 Semesters

Subject Description
Cardijn College provides students with the opportunity to be part of a specialist football academy. The Cardijn Football Academy aims to develop the student’s football skills, decision making, tactical understanding and their ability to work co-operatively in a team. Students are involved in a range of skill development activities and competitive small sided games. Skills and understandings will also be developed in coaching, umpiring and injury management and prevention. All academy students are required to participate in Saturday morning school games in the Independent School Sports Association. This is an invitation only course. Students can gain entry through a nomination process and trialling process conducted in Year 9 and 10.

Content
Practical session content includes:
• Strength and conditioning
• Skill development (kicking, handballing, marking, tackling)
• Defensive actions
• Attacking patterns
• Set plays and structures
• Decision making under pressure
• Game sense
• Umpiring

Theory topics covered over the two semesters will be drawn from:
• Fitness assessment and goal setting
• Competition Management
• Biomechanics
• Exercise Physiology
• Coaching, Principles and Actions
• Reflective practice and game analysis
• Skill Acquisition
• Nutrition
• Injury Management

Evidence of Learning
• Assessment Type 1: Folio (incorporating all theory assessment pieces)
• Assessment Type 2: Practical
• Assessment Type 3: Evaluating practical work

Additional Information
Students are required to purchase a full Cardijn College football uniform including socks, shorts, guernsey and training singlet.

FOOD TECHNOLOGY  
STAGE 1 (Available at Year 10 & 11)

Duration of Course - 1 or 2 Semesters

Subject Description
Food Technology incorporates skills that are applicable in everyday life. Students gain a valuable awareness of safety and hygiene practices when utilising kitchen facilities, as well as examining healthy meal patterns for a variety of dietary issues within the Australian culture. A key component of the course involves students developing competencies in the kitchen by creating their own meals for assessment. Students will also develop and practise management skills in planning, preparing and presenting food for a variety of occasions.

Content
Subject content will be drawn from the following:
• Kitchen safety and hygiene procedures
• Bakers and cookery techniques
• Family and the Australian Guide to Healthy Eating
• Dietary-related illness
• Breakfast menus
• Labelling, packaging and nutritional value of foods
• Coffee and tea production and service
• Exploring the Dairy industry with the Cow Create Careers program
• Food presentation

Evidence of Learning
• Assessment Type 1: Folio (incorporating all theory assessment pieces)
• Assessment Type 2: Practical
• Assessment Type 3: Evaluating practical work
HISTORY

Students will complete one compulsory semester of History, and a second, elective Studies of Society and Environment subject of; Geography or Humanities.

Duration of Course - 1 semester

Subject Description
The Year 10 curriculum investigates wartime experiences through a study of World War II. This includes an investigation of the causes, events, outcome and broader impact of the conflict as an episode in world history and the nature of Australia’s involvement. Students will also investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in a broader global context. Students will explore the changing make up of Australia during the rapid period of change during the post-World War II period in Australia.

Content
Students will investigate the following topics:
- Overview: Development of the modern world and Australia from 1918 to the present
- World War II: A study of significant events
- Rights and Freedoms: Civil Rights of Aboriginal and Torres Strait Islanders
- Migration Experiences: Change of Government Policy in the creation of multicultural Australia.

Evidence of Learning
Assessment Type 1: Folio
Assessment Type 2: Source Analysis
Assessment Type 3: Investigation

GEOGRAPHY

Students will complete one compulsory semester of History, and a second, elective Studies of Society and Environment subject of; Geography or Humanities.

Duration of Course - 1 Semester

Subject Description
Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places and environments. Students pose and seek answers to questions of what, where, who, why, how and when and evaluate responses. Geographers are concerned with describing place, identifying variations and similarities over the Earth’s surface and explaining spatial associations. The discipline of Geography deals with diverse environmental phenomena and human activities, including natural hazards, landforms and urban planning.

Content
Students will investigate the following topics:
- The biophysical environment
- Rivers and Human Impacts
- Case Study: Brazil

Evidence of Learning
Assessment Type 1: Skills and Application Tasks
Assessment Type 2: Inquiry
Assessment Type 3: Fieldwork
Students will complete one compulsory semester of History, and a second, elective Studies of Society and Environment subject of; Geography or Humanities.

Duration of Course - 1 semester

Subject Description
Year 10 Humanities is an inquiry based approach to the study of to Australia’s most significant current political, social and economic issues. This course focuses around the question, ‘Is Advance Australia Fair a true reflection of the values and ideals Australia holds most sacred?’. The purpose of national anthems is to represent the principles that a particular society holds in high regard, so can we say this is reflective of contemporary Australian society? Students will take a thematic; research based approach to various contemporary issues, and using critical thinking and creativity, form logical opinions and arguments, with a particular focus on the political and economic implications of these issues.

Content
Topic 1: Australians all let us rejoice, for we are young and free
Australia’s demographics, the philosophy of freedom, and the importance of active citizenship in 21st century society.

Topic 2: With golden soil and wealth for toil, our home is girt by sea
The changing nature of trade and globalization in the Asia-Pacific region.

Topic 3: Our land abounds in nature’s gifts of beauty rich and rare
A case study on a current environmental issue which has political and economic implications for Australia.

Topic 4: For those who’ve come across the seas, we’ve boundless plains to share
The Refugee Debate.

Evidence of Learning
Assessment Type 1: Folio
Assessment Type 2: Case Study
Assessment Type 3: Investigation

HUMANITIES

INSPIRE PROGRAM

STEM
(SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS)

Duration of Course - 1 semester ONLY

Subject Description
The Inspire Program combines the disciplines of science, technology and mathematics with an emphasis on project based and problem solving learning.

Content
• Environmental issues of water in the local and national context in collaboration with the City of Onkaparinga
• Creation of remote operated amphibious platform using
  o Computer Aided Design and Computer Aided Manufacturing
  o Electronic circuits and Arduino Microprocessor
• Testing of water quality using an amphibious vehicle
• Chemistry and Biology of aquatic environments including deep sea environments
• Creation of a submersible remote operated vehicle(ROV)
• Using a submersible ROV in a rescue scenario
• Navigation mathematics in air and water
• Introduction to the Subs in Schools
• Human physiology of movement
• Creation and programming of a robotic arm to support human movement
• University visits and workshops to inform and prepare students for their high school certificate and careers beyond school

Evidence of Learning
Students have the opportunity to demonstrate evidence of learning in Year 10 Inspire Program (STEM) through individual and collaborative assessment types including:
Assessment type 1: Teamwork and collaboration
Assessment type 2: Innovation and creativity
Assessment type 3: Communication
Assessment type 4: Critical and creative thinking
Assessment type 5: Knowledge and understanding
**INDONESIAN**

**Duration of Course - 2 Semesters**

**Subject Description:**
In Indonesian students interact with others to share information, ideas, opinions and experiences. They create texts 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**
Grammatical structures and language skills introduced in previous years will be revised and consolidated. Students will be able to converse at a base level and write using unaffixed and affixed verbs, active, passive and imperative forms, markers and modifiers, negators and accompanying prepositions.

Year 10 focuses on developing skills in the students so that they are able to converse and use language to:

- converse about themselves and topics of interest in simple, standard Indonesian
- produce their own text, creating informal letters, emails, messages, invitations, brochures, articles, posters and oral presentations
- analyse texts for meaning and create own responses
- investigate cultural, historical and current topics within this subject.

**Evidence of Learning**
Assessment Type 1: Interaction - conversation, aural comprehension
Assessment Type 2: Text production - letter writing, recount, report
Assessment Type 3: Text analysis - written comprehension, film and song study
Assessment Type 4: Investigation - oral presentation and written report on a topic of interest within a given list of topics

**ITALIAN**

**Duration of Course - 2 Semesters**

**Subject Description:**
In Italian 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**
Grammatical structures and language skills introduced in previous years will be revised and consolidated. Students will be able to converse and write in the present, future and past tense. New grammatical structures will be introduced.

Year 10 Italian focuses on developing skills in the students so that they are able to use language to:

- converse about themselves and topics of interest in simple, standard Italian
- produce their own text, creating informal letters, emails, messages, invitations, brochures, articles, posters and oral presentations
- analyse texts for meaning and create their own responses
- investigate cultural, historical and geographical and current topics within this subject.

**Evidence of Learning**
Assessment Type 1: Interaction – conversation, aural comprehension
Assessment Type 2: Text production – letter writing, recount, report
Assessment Type 3: Text analysis – written comprehension, film and song study
Assessment Type 4: Investigation – oral presentation and written report on a topic of interest within a given list of topics
MATHEMATICS A & MATHEMATICS B

Duration of Course - 2 Semesters

Subject Description
The Year 10 Mathematics course focuses on continuing development of the numeracy capabilities which all students require in their own personal, work and civic lives. This includes further developing knowledge and skills for future mathematics specialties and professional applications of mathematics.

Our course aims to reinforce the skills already possessed and provide students the knowledge and understanding to undertake appropriate Mathematics courses in Stage 1 of SACE.

Students are provided the opportunity to gain essential skills and knowledge in the strands Number & Algebra, Measurements and Geometry, and Statistics & Probability, as outlined in Year 10 Australian Curriculum.

Mathematics courses in the Senior School have been designed to take advantage of a range of digital tools to explore and deepen students’ mathematical understanding. These include the use of graphics calculators, geometry and algebra software and online resources.

Content
- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-Linear Relationships
- Measurement
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance
- Data Representation and Interpretation

Evidence of Learning
Students are assessed against the Year 10 Achievement Standard, based on the evidence of their learning provided in a portfolio which includes:
- Skills and applications tasks, and
- Mathematical investigations

MATHEMATICS - ESSENTIAL

Duration of Course - 1 Semester

Subject Description
Essential Mathematics is a SACE credited subject, assessed as Stage 1. It is a subject designed for students who do not wish to pursue further study of Mathematics.

This course supports students who want to develop their understanding of mathematical concepts as they are used in the real world. As an example, students who study Essential Mathematics may also be studying Vocational Education and Training (VET) subjects that lead to apprenticeships or the work force.

Evidence of Learning
Students will provide evidence of their learning through:
- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Folio

Other Information
Students who complete a semester of this subject with a C grade or better will meet the Stage 1 numeracy requirement of the SACE.

Students who study this course will be placed in this subject based on the recommendations of the College and the evidence of learning and academic endeavour they have shown in Semester 1.
MULTIMEDIA

Duration of Course - 1 or 2 Semesters

Subject Description
Year 10 Multimedia enables students to further develop computational thinking, higher-order thinking and problem-solving skills through the use of a variety of software applications in the multimedia. This course facilitates the students to learn about multimedia principles and concepts in practical situations and assist the students to become confident digital creators in real-world contexts. Various multimedia-related social and ethical issues will also be covered to encourage the students to use ICT in a responsible and safe manner.

Content
A selection of the following topics to be covered in each Semester:

- Computer Aided Design (CAD) using softwares such as Bryce 3D and Blender
- Digital media creation and image manipulation using software such as Adobe Photoshop and Illustrator
- Multimedia animation / programming introduction using software such as Adobe Flash and Action Script
- Multimedia-related issues, future study paths and career options

Evidence of Learning
Assessment Type 1: Practical work
Assessment Type 2: Assignments
Assessment Type 3: Practical Skills and Applications

METAL

Duration of Course - 1 or 2 Semesters

Subject Description
Students develop practical skills through performing a range of welding and metal fabricating exercises. A major focus is the safe use of workshop facilities. In addition to a major project students use the design process to manufacture a minor project of their choice.

Content
Students will perform exercises to develop skills in using oxy-acetylene equipment and MIG welding.

The machining component will include:
- an introduction to computer aided design
- the accurate use of the metal lathe
- the use of accurate marking and measuring tools
- the use of the milling machine
- types of threads and manual thread cutting
- the use of various metal cutting and fabricating equipment
- sheet metal development and fabrication
- using the design process

Evidence of Learning
Assessment Type 1: Practical work
Assessment Type 2: Assignments
Assessment Type 3: Practical Skills and Applications
MUSIC ADVANCED

Duration of Course - 1 or 2 Semesters

Recommendations
The following is recommended for this course:
● Achieved a passing grade in Year 9 Music Advanced
● Instrumental tuition for at least one year prior to Year 10
● Performance at AMEB Grade 3 level or equivalent
● 2 semesters of study are recommended to pursue further Music Advanced study.

Subject Description
Music at Year 10 draws the student deeper into musical expression and broadens their understanding of cultural and stylistic interpretations. Creating, Presenting and Skills Development are important themes and students are encouraged to develop these areas to the best of their abilities. Opportunities exist through practical experiences in solo and ensemble performances, theoretical and aural development and arranging and composing. Music Technology is embedded within learning opportunities where possible.

Semester 1 Content:
• Solo Performance
• Ensemble Performance
• Theory and Aural work
• Jazz History

Evidence of Learning:
Assessment Type 1: Skills Presentation
Assessment Type 2: Skills Development
Assessment Type 3: Folio

Semester 2 Content:
• Solo Performance
• Ensemble Performance
• Theory and Aural work
• Arranging and composing

Evidence of Learning
Assessment Type 1: Skills Presentation
Assessment Type 2: Skills Development
Assessment Type 3: Folio

MUSIC MEDIA

Duration of Course - 1 Semester or 2 Semesters

Subject Description
This course is designed for students with a keen interest in music who do not desire to perform on an instrument or study music theory. In Music Media, students will study music technology, music in society and music in different forms of media.

Students will have the opportunity to work independently and as part of a team setting up and operating a public address system. Students will work creatively when using music software to create remixes, produce a radio show or podcast and when creating Foley and soundtracks for films. In Music Media students will continue to develop literacy and numeracy skills and the ability to communicate with others in a verbal and visual form.

Content
The following topics are covered in Music Media:
● PA set up and operation
● Recording studio design
● Digital composition - remixing
● Sound in film and television
● Radio shows and podcasting
● Music in marketing
● Music in cultural settings

Evidence of Learning
Assessment Type 1: Skills presentation
Assessment Type 2: Skills development
Assessment Type 3: Folio
OUTDOOR EDUCATION

Duration of Course - 1 Semester ONLY

Subject Description
Outdoor Education is the study of the human connection to natural environments through outdoor activities. Students develop their sense of self-reliance and build relationships with people and natural environments. Outdoor Education engages students in developing self-reliant expedition skills in activities including surfing, rock-climbing, bushwalking and mountain biking. By participating in outdoor activities, students develop knowledge and skills and reflect on their personal, group and social development. The course encourages students in developing a positive relationship with the outdoor environment and appreciating the need to develop and implement sustainable management practices to minimize our environmental impact. Outdoor Education equips students with lifelong time management, decision-making and teamwork skills that translate to students’ later studies and careers.

Content
Year 10 Outdoor Education consists of the following five topics:
• Group Dynamics and effective group functioning
• Environmental management and minimal impact practices
• Skills in planning and implementing outdoor activities and lightweight journeys
• Outdoor Activities (Surfing, rock-climbing)
• Outdoor Journey (three day bushwalking expedition - Heysen Trail)

Evidence of Learning
Students have the opportunity to demonstrate evidence of their learning in Year 10 Outdoor Education through the following assessment types:

Assessment Type 1: Practical
This will include demonstration of a student’s participation and skills in the outdoor activities and journeys.

Assessment Type 2: Folio:
This will be an assessment of a student’s evidence of learning with regard to a group dynamics case study and outdoor equipment investigation.

Assessment Type 3: Report:
This will be a record of a student’s preparation and planning for a three-day bushwalking expedition, covering route planning and navigation, equipment and nutrition for outdoor journey’s.

NETBALL ACADEMY
STAGE 1 (Available at Year 10 & 11)

Duration of Course - 1 Semester or 2 Semesters

Subject Description
The Year 10 / 11 Netball Academy aims to consolidate and advance current attacking and defensive skills, decision making, space awareness, tactical understanding and on-court roles. Additionally, students are prepared for the fitness demands of the sport through strength and conditioning training, as well as developing positive working relationships with their peers. Students are involved in a range of activities and simulations in a skilled environment. Knowledge and understanding will also be developed through coaching and umpiring, as well as injury prevention and management. All academy students are required to participate in Saturday morning competition, as part of the South Australian Catholic School Girls Secondary Sports Association (SACSGSSA).

This is an invitation only course. Students can gain entry through a nomination process and testing process conducted during Year 9 and Year 10.

Content
Practical session content involves the consolidation and advancement of the following skills:
• Footwork and Movement
• Ball Handling
• Attacking strategies
• Defensive plays
• Shooting and rebounding
• Structure and systems
• Decision making
• Tactics
• Teamwork

(As per Netball Australia’s Netball Skills Curriculum)

Theory session content is drawn from the following topics:
• Goal setting and fitness
• Biomechanics Techniques and Analysis
• Body Systems
• Training Principles
• Fitness Applications
• Competition Management
• Game and Performance analysis
• Reflective practices
• Nutrition
• Injury Management
• Skill Acquisition

Evidence of Learning
Assessment Type 1: Practical Skills and Application
Assessment Type 2: Folio Tasks

Additional Information
Students are required to purchase Cardijn College Netball uniforms for Saturday competition. Training singlets are available for purchase as an alternative option to wear during lesson time only.

* This same course is also offered to Year 11 students.
PHYSICAL EDUCATION

Duration of Course - 1 or 2 Semesters

Subject Description
Physical Education at Year 10 aims to develop greater skills in various activities as well as incorporating a significant theory component, covering a variety of themes.

Content
In each semester practical topics will depend on the use of the gymnasium, but include:

- Softball
- Korfball
- Touch Football
- Badminton
- Basketball
- Lawn Bowls

Theory topics covered over the two semesters will be drawn from:

- Basic Anatomy and Physiology
- History of Australian Sport
- Nutrition and Lifestyle
- Contemporary Issues in Sport

Evidence of Learning
Assessment Type 1: Folio
Assessment Type 2: Practical (Skills and Application)

Other Information
Students are required to wear correct PE uniform (including hats) for all practical lessons.

PERSONAL LEARNING PLAN

Duration of Course - 2 Semesters

Subject Description
The Personal Learning Plan (PLP) is a compulsory 10-credit SACE subject which is designed to help students to plan their personal and learning goals for the future, as well as making informed decisions about their personal development, education, and training. The course is focused around developing an understanding of the seven capabilities; of literacy, numeracy, information and communication technology, critical and creative thinking, personal and social, ethical understanding, and intercultural understanding.

Content
Students are expected to:

- Identify, explore, and develop personal and learning goals, and strategies to achieve them
- Select, understand, and explain the relevant capabilities relevant to achieving their goals
- Develop an understanding of the seven capabilities
- Review their learning

Evidence of Learning
Assessment Type 1: Folio
Assessment Type 2: Review
ROBOTICS

Duration of Course - 1 or 2 Semesters

Subject Description
At the heart of every robot is a robotics engineer whose job is to design, develop and maintain an intelligent system. In this subject, the students take on the roles of engineers, software developers and computer scientists as they create, build and program a fully autonomous robot. The students are introduced to computer programming and coding and learn how to program both physical and virtual robots using a C based programming language. Robotics uses a technical, hands-on approach where the students are exposed to a wide range of topics including motion planning and obstacle avoidance, velocity and acceleration, communication using senses and concept to creation.

Content
Students will study:
- The design and construction of a functional robot to be used in a practical application. The robots use LEGO Mindstorms technology
- The components of a robot including a number of input sensors, output sensors and motors to interface with the physical environment
- Computer programming and coding using a C based programming language. This incorporates a step by step progression from beginner to advanced
- Boolean logic and programming with variables, algorithms and sequence structures
- The engineering process and the software development life cycle
- The design and construction of a functional robot using LEGO Mindstorms technology
- Time management, resource allocation, teamwork and hands-on problem solving.

Evidence of Learning
Assessment Type 1: Practical Work
Assessment Type 2: Assignments

SCIENCE

Duration of Course - 2 Semesters

Subject Description
The Science curriculum continues to build on the three interrelated strands of Science Understanding, Science Inquiry Skills and Science as a Human Endeavour. In the Year 10 curriculum students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang. Atomic theory is developed to understand relationships within the periodic table. Understanding motion and forces are related by applying physical laws. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems.

Content
The Year 10 Science Course consists of five main areas of study, each with their own areas of investigation and understanding, which have been broken into the following domains.

General Science:
- Scientific Method

Chemistry:
- Periodic Table
- Chemical reactions

Biology:
- Genetics
- Evolution

Physics:
- Energy transfer & Transformation
- Motion

Earth and Space Science
- Structure of the Universe
- Big Bang Theory
- Global Cycles

Evidence of Learning
Assessment Type 1: Practical Investigations
Assessment Type 2: Folio Investigations
Assessment Type 3: Skills and Applications Tasks
SOCCER ACADEMY

Duration of Course - 1 or 2 Semesters

Subject Description
Soccer Academy at Year 10 aims to develop greater skills in tactics and game sense as well as incorporating a significant theory component, covering a variety of themes.

Content
In each semester practical topics will depend on the use of the gymnasium, but include both Indoor and Outdoor Soccer.

Theory topics covered over the two semesters will be drawn from:
- Fitness Principles - The importance of pre-season training and warm-ups
- The theory of specific attacking and defending strategies
- What makes a good coach
- Referee & Officiating Course

Evidence of Learning
Assessment Type 1: Folio (including all theory assessment pieces)
Assessment Type 2: Practical

Other Information
Students who are selected for this program through application and trial, are required to represent the College in soccer in the after school sports program and or Saturday morning competition.

WOOD

Duration of Course - 1 or 2 Semesters

Entry Point - Semester 1

Subject Description
Cabinet construction allows the students to construct a small bedside cabinet to their own particular requirements. Various construction methods are used in line with those found in the wider community. Students will use a range of construction methods in the assembly of their project.

Content
From a design brief students will produce drawings and a cutting list for a particular project. The process involves:
- an introduction to computer aided design
- construction of a small cupboard using carcase joints, use of appropriate edge striping and surface finishing
- construction of a small drawer and/or door
- study of the manufacture of man-made boards
- a study of portable power tools and wood working machinery
- the maintenance of hand tools
- wood turning
- construction of a bedside cabinet.

Evidence of Learning
Assessment Type 1: Practical
Assessment Type 2: Folio

Other Information
Students need to supply their own hearing protection.
STAGE 1
CURRICULUM

Religious Education
Ancient Studies
Biology
Business and Enterprise
Chemistry
Child Studies
Community Studies
Drama
Economics
English
English Essential
Fashion Design
Food & Hospitality
Geography
Integrated Learning
(Information Technology Focus)
Italian
Manufacturing Technology
Mathematics - Essential
Mathematics - General
Mathematics - Methods & Specialist
Mechatronics
Modern History
Music
Nutrition
Outdoor Education
Physical Education
Physics
Research
Scientific Studies
Soccer Academy
Tourism
Visual Arts: Art
Visual Arts: Design
Workplace Practices
RELIGIOUS EDUCATION

Duration of Course - Full Year (10 credits)

Compulsory Cardijn College subject.

Subject Description
Students study diverse religious and spiritual beliefs and values systems from a national and global perspective. Students explore how such a study can contribute to a greater personal, social and cultural understanding. Students will develop an understanding of people of different religious positions and an appreciation of, and respect for, the different ways in which people think, feel and act. Students explore different perspectives within and across religious traditions as well as different religious perspectives for judging values.

Content
Stage 1 Religious Education is designed to be undertaken as a 10 credit subject over the course of the full year. The course encompasses:

- Modern Day Ministry
- World Religions
- Ethics and Values
- Spirituality and Faith

Evidence of Learning
At Stage 1 assessment is school-based. During a teaching, learning and assessment program the teacher makes decisions about the quality of the evidence of student learning against the performance standards, demonstrated through assessments. At the end of the program the teacher uses the performance standards to make an on-balance decision about the quality and standard of a student’s set of evidence of learning. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Religious Education through the following assessment types:

- Assessment Type 1: Practical Activity
- Assessment Type 2: Issues Investigation
- Assessment Type 3: Reflection
- Assessment Type 4: Group work and participation
BIOLOGY

Duration of Course - Semester (10 credits)  
- Full Year (20 credits)

Entry point - Semester 1 or 2

Subject Description
Biology is the study of the diversity of life as it has evolved and as it interacts and functions. This course investigates biological systems and their interactions, from cellular processes to ecosystem dynamics. The biological knowledge presented enables students to explore and explain everyday observations, find solutions to biological issues and understand the processes of biological continuity and change over time.

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

Content
For a 10-credit program students will study topics from two of the Areas of Study listed below. For a 20-credit program students are required to study topics from all four areas of study:
- Area of Study 1: Biodiversity & Ecosystem dynamics
- Area of Study 2: Cells & Micro-organisms
- Area of Study 3: Infectious diseases
- Area of Study 4: Multicular organisms

Evidence of Learning
At Stage 1, assessment is school-based. Teachers make decisions about the extent and quality of the evidence of student learning with reference to the performance standards.

Students have the opportunity to demonstrate evidence of their learning in Stage 1 Biology through the following assessment types:
- Assessment Type 1: Practical Investigations
- Assessment Type 2: Inquiry

Other Information
It is recommended that students interested in Stage 2 Biology complete a 10 credit Stage 1 Biology program or alternatively have completed a 10 credit course of study in Stage 1 Physics or Chemistry. Students studying Stage 1 Biology may like to consider Stage 2 Scientific Studies or Stage 2 Nutrition.

ANCIENT STUDIES

Duration of Course - Semester (10 credits)  
- Full Year (20 credits)

Entry point - Semester 1 or 2

Subject Description
In Ancient Studies, 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, 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, and explore the ideas and innovations that shape and are shaped by societies.

Content
Topics covered are taken from the following areas:
- Ancient influence on current laws, social customs, culture and ideals
- Ancient Greece
- Ancient Rome
- Persia
- Egypt
- Ancient China

Evidence of Learning
At Stage 1, assessment is school-based. Teachers make decisions about the extent and quality of the evidence of student learning with reference to the performance standards.

Students have the opportunity to demonstrate evidence of their learning in Stage 1 Ancient Studies through the following assessment types:
- Assessment Type 1: Skills and Applications
- Assessment Type 2: Inquiry

Other Information
Students who undertake study in Stage 1 Ancient Studies may like to progress on to Stage 2 Classical Studies.
BUSINESS & ENTERPRISE

Duration of Course - Semester (10 credits)
- Full Year (20 credits)

Entry Point - Semester 1 or 2

Subject Description
Engaging in the world of business involves studying individuals, communities and organisations, assessing their needs and problems and generating solutions. Students have the opportunity to apply what they learn in other subject areas to their study of Business and Enterprise, as well as transferring the knowledge and skills they acquire in the subject to their learning in other areas. Students develop skills and knowledge that enable them to identify, initiate, create and successfully implement personal, business, work and community enterprise opportunities.

Content
Core Topics:
• Topic 1 – Introduction to Business and Enterprise
• Topic 2 – Business and Enterprise in Practice

Option Topics:
• Establishing a business
• Business plans
• Business management and communication
• Financial planning and management
• Technology for business
• Marketing
• Employment relations
• Entrepreneurship: The enterprising person
• Global business

Evidence of Learning
At Stage 1 assessment is school-based. During a teaching, learning and assessment program the teacher makes decisions about the quality of evidence of student learning against the performance standards, demonstrated through assessments. At the end of the program the teacher uses the performance standards to make an on-balance decision about the quality and standard of a student’s set of evidence of learning. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Business and Enterprise through the following assessment types:
• Assessment Type 1: Folio
• Assessment Type 2: Practical
• Assessment Type 3: Issues Study.

Other Information
The study of Business and Enterprise at Stage 1 provides good grounding for Stage 2 Business and Enterprise. It can also lead to Stage 2 Economics.

CHEMISTRY

Duration of Course - Semester (10 credits)
- Full Year (20 credits)

Entry Point - Semester 1 - ONLY

Subject Description
Stage 1 Chemistry develops students’ understanding of the key chemical concepts and models of structure, bonding and chemical change, including the role of chemical, electrical and thermal energy. Students learn how models of structure and bonding enable chemists to predict properties and reactions and to adapt these for particular purposes.

Students explore key concepts and models through active inquiry into phenomena and through contexts that exemplify the role of chemistry and chemists in society. Students design and conduct qualitative and quantitative investigations both individually and collaboratively. Students investigate aspects that focuses on the social, ethical, or environmental impact of Chemistry.

Content
 Semester 1:
• Materials and there Atoms
• Combining Atoms
• Molecules
 Semester 2:
• Mixtures and Solutions
• Acids and Bases
• Redox Reactions

Evidence of Learning
At Stage 1 assessment is school based. During a teaching, learning and assessment program, the teacher makes decisions about the quality of evidence of student learning against the performance standards, demonstrated through assessments. At the end of the program, the teacher uses the performance standards to make an on-balance decision about the quality and standard of a student’s set of evidence of learning. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Chemistry through the following assessment types:
• Assessment Type 1: Practical Investigations
• Assessment Type 2: Skills and Application Tasks
• Assessment Type 3: Science as a Human Endeavour.

Other Information
It is recommended that before studying Stage 2 Chemistry students should have achieved a satisfactory result in Stage 1 Chemistry. Stage 1 Chemistry can also lead to Stage 2 Biology, Stage 2 Nutrition and Stage 2 Scientific Studies.
COMMUNITY STUDIES

Duration of Course - Semester (10 credits)
- Full Year (20 credits)

Entry Point - Semester 1 or 2

Subject Description
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 understanding 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.

Content
In Community Studies, students have the opportunity to develop and demonstrate the five capabilities of communication, citizenship, personal development, work and learning. These capabilities are fundamental to the planning and completion of a contract of work set out by each individual student in the class. There are six areas of study which are used to provide the framework within which students can base their activity.

There are:
- Arts
- Communication
- Foods
- Health and Recreation
- Science and Technology
- Work

Evidence of Learning
At Stage 1 assessment is school-based. During a teaching, learning and assessment program the teacher makes decisions about the quality of evidence of student learning against the performance standards, demonstrated through assessments. At the end of the program the teacher uses the performance standards to assess the quality and standard of a student’s set of evidence of learning. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Community Studies through the following assessment types:

- Assessment Type 1: Contract of Work
- Assessment Type 2: Folio
- Assessment Type 3: Community Activity
- Assessment Type 4: Reflection.

Other Information
The study of Community Studies at Stage 1 provides a solid foundation for Community Studies at Stage 2 and is undertaken by students wishing to follow a pathway other than university. At Stage 2 this subject cannot be used to contribute to an ATAR.

CHILD STUDIES

Duration of Course - Semester (10 credits)
- Full Year (20 credits)

Entry Point - Semester 1 or 2

Subject Description
Students examine the period of childhood from conception to 8 years, and issues related to the growth, health, and well-being of children. Students explore the areas of development and the impact this has on later life. They examine the role of the nutrition on the development of the child, along with the opportunity to engage in learning resources.

Content
Topics are drawn from the following areas of study:
- Area of Study 1: The Nature of Childhood and the Socialisation and Development of Children
- Area of Study 2: Children in Wider Society
- Area of Study 3: Children, Rights, and Safety

Evidence of Learning
At Stage 1 assessment is school-based. During a teaching, learning and assessment program the teacher makes decisions about the quality of evidence of student learning against the performance standards, demonstrated through assessments. At the end of the program the teacher uses the performance standards to make an on-balance decision about the quality and standard of a student’s set of evidence of learning. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Child Studies through the following assessment types:

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

Other Information
The study of Stage 1 Child Studies provides a solid foundation for Stage 2 Child Studies or Stage 2 Food & Hospitality.
**DRAMA**

Duration of Course - Semester (10 credits)  
- Full Year (20 credits)

Entry Point - Semester 1 or 2

Subject Description  
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  
Stage 1 Drama may be taken as a 10-credit subject or a 20-credit subject. For a 10-credit subject or a 20-credit subject teachers develop a teaching and learning program based on the following three areas:

- Presentation of Dramatic Works  
- Dramatic Theory and Practice  
- Individual Investigation and Presentation.

Evidence of Learning  
At Stage 1 assessment is school-based. During a teaching, learning and assessment program, the teacher makes decisions about the quality of evidence of student learning against the performance standards. At the end of the program, the teacher uses the performance standards to make an on-balance decision about the quality and standard of a student’s set of evidence of learning. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Drama through the following assessment types:

- Assessment Type 1: Performance  
- Assessment Type 2: Folio  
- Assessment Type 3: Investigation and Presentation.

Other Information  
The study of Drama at Stage 1 provides a solid foundation for Drama at Stage 2.

**ECONOMICS**

Duration of Course - Semester (10 credits)  
- Full Year (20 credits)

Entry Point - Semester 1 or 2

Subject Description  
Economics puts the pieces together. It studies the interaction of the decision making of households, businesses and the whole of society. It examines how we respond to incentives (the things that influence decision-making) and how our conflicting choices are reconciled. Economics provides the ‘big picture’, allowing you to understand just how the economy works, while providing you with tools that will help you shape your future.

Economists often describe economics as a ‘way of thinking’ that will develop your capacity to break down issues into questions which can be resolved, guide you in the collection of data and information, and introduce you to techniques for managing thought provoking analysis and evaluation of decisions. These are skills critical to many careers, and very important to good decision making government and in business. The program also stresses the value of working in teams and developing your skills in communication, both oral and written.

Content  
The topics covered are taken from the following areas:

- The Economic Problem and the Market Economy  
- Emerging Economic Powers in Asia  
- Government Involvement in the Market Economy  
- The Circular Flow of Income  
- Economic Thinkers  
- Trade in a Global Economy  
- Employment and Unemployment.

Evidence of Learning  
At Stage 1 assessment is school-based. During a teaching, learning and assessment program, the teacher makes decisions about the quality of evidence of student learning against the performance standards. At the end of the program the teacher uses the performance standards to make an on-balance decision about the quality and standard of a student’s set of evidence of learning. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Economics through the following assessment types:

- Assessment Type 1: Folio  
- Assessment Type 2: Skills and Applications Tasks  
- Assessment Type 3: Issues Study.

Other Information  
The study of Stage 1 Economics provides a solid foundation for the study of Stage 2 Economics. Students would also be well prepared for the study of other humanities subjects at Stage 2.
ENGLISH

Duration of Course - Full Year (20 credits)

Entry Point - Semester 1

Subject Description
Through the study of English, students develop skills and knowledge in the use of appropriate language for a wide variety of purposes. Students learn that language is both a vehicle of communication and a means by which social connection with other people is established. Through reading and viewing, listening and speaking, composing and using information and communication technologies, students develop skills and establish a framework of understanding that links texts to contexts. The skills of critical thinking developed through the study of English enable students to be effective and organised thinkers and communicators. The practical skills of clear, accurate speaking, writing and using technology are valuable tools for gaining access to participation in economic, social and political spheres.

Content
The content includes:

Responding to Texts
Students explore the human experience and the world through reading and examining a range of texts, including Australian texts, and making intertextual connections.

Students consider the impact and influence of language features (e.g. sentence structure, punctuation, figurative language) and stylistic features (e.g. tone, imagery, layout, nominalisation, analogies, juxtaposition).

Students analyse the ideas, perspectives, and influences expressed in texts and how these shape their own and others’ ideas and perspectives.

Creating Texts
Students create imaginative, interpretive, and/or persuasive texts for different purposes, contexts, and audiences in written, oral, and/or multimodal forms. The text type and mode chosen for creating a text should be appropriate for the intended purpose, context, and audience, either real or implied.

Intertextual Study
Students reflect on their understanding of intertextuality by analysing the relationships between texts, or demonstrating how their knowledge of other texts has influenced the creation of their own texts.

Assessment
At Stage 1 assessment is school based. Teachers make decisions about the extent and quality of the evidence of student learning with reference to the performance standards.

Students have the opportunity to demonstrate evidence of their learning in Stage 1 English through the following assessment types:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study

Other Information
The study of English at Stage 1 provides a solid foundation for Stage 2 English or English Literary Studies.
**ENGLISH ESSENTIAL**

**Duration of Course - Full Year (20 credits)**

**Entry Point - Semester 1**

**Subject Description**
In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

Literacy is critical in the development of the skills and strategies needed to express, interpret, and communicate information, ideas, and perspectives.

In Essential English literacy skills are developed through a focus on comprehending and creating written, spoken, visual, and digital texts, and using and modifying language for different purposes in a range of social and cultural contexts, including study, work, and community life. Essential English develops an awareness of the sociocultural aspects of language in social, community, workplace, and/or imagined contexts.

**Content**
This subject focuses on the development of students’ skills in communication, comprehension, language and text analysis, and creating texts, through:

- **Responding to Texts** where students consider a variety of ways in which texts communicate information, ideas, and perspectives. They explore the relationship between structures and features and the context, purpose, and audience of texts.

- **Creating Texts** where 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.

**Assessment**
At stage 1 assessment is school-based. Teachers make decisions about the extent and quality of the evidence of student learning with reference to the performance standards. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Essential English through the following assessment types:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts

**Other Information**
Students who complete Essential English at Stage 1 will not have developed the skills to enable them to study a Stage 2 English course.

This course is not intended for those students who wish to continue with the study of English at Stage 2.

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**FASHION DESIGN**

**Duration of Course - Semester (10 credits)**
- Full Year (20 credits)

**Entry Point - Semester 1 or 2**

**Subject Description**
Students who study Fashion Design will use a range of technologies such as sewing machines, overlockers, design techniques and equipment to convert textiles and fabrics into products. The course is designed to equip students with the skills and knowledge required when considering career opportunities in fashion design and related occupations.

**Content**
- Fashion illustration and rendering techniques
- Technical drawings
- Computer aided design
- Commercial patterns and pattern drafting
- Use of sewing machinery and equipment
- Garment manufacture and evaluation

**Evidence of Learning**
At Stage 1 assessment is school-based. During a teaching and learning program the teacher makes decisions about the quality of evidence of student learning against the performance standards. At the end of the program the teacher uses the performance standards to make an on-balance decision about the quality and standard of a student’s set of evidence of learning. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Fashion Design through the following assessment types:

- Assessment Type 1: Folio
- Assessment Type 2: Product
- Assessment Type 3: Skills and Application Tasks

In each 10-credit subject students provide evidence of their learning through four to five assessments, with at least one assessment from each assessment type.

**Other Information**
The study of Stage 1 Fashion Design provides a solid foundation for the study of Stage 2 Fashion Design.
FOOD AND HOSPITALITY

Duration of Course - Semester (10 credits)
- Full Year (20 credits)

Subject Description
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, debate and replicate contemporary food and hospitality issues and current management practices.

Content
The Stage 1 Food and Hospitality program uses topics to explore the following key areas of study:

- Area of Study 1: Food, the Individual and the Family
- Area of Study 2: Local and Global Issues in Food and Hospitality
- Area of Study 3: Trends in Food and Culture
- Area of Study 4: Food and Safety
- Area of Study 5: Food and Hospitality Industry.

Evidence of Learning
At Stage 1 assessment is school-based. Teachers make decisions about the extent and quality of the evidence of student learning with reference to the performance standards. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Food and Hospitality through the following assessment task types:

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

Other Information
The study of Food and Hospitality at Stage 1 provides a solid foundation for Stage 2 Subjects: Food and Hospitality and Child Studies.

GEOGRAPHY

Duration of Course - Semester (10 credits)
- Full Year (20 credits)

Entry Point - Semester 1 or 2

Subject Description
Students develop understanding and application of key geographical concepts, and of the interdependence of human and physical environments. They explore contemporary geographical issues, use local fieldwork opportunities, and examine geographical features, concepts, and issues through the use of a range of skills and techniques, including spatial technologies.

Students think creatively about ways to tackle social, environmental and economic challenges in built environments and make recommendations to ensure sustainable outcomes in the future. They develop their intercultural understanding and empathy for communities and environments in locations that are vulnerable to hazards. Students develop ethical understanding as they investigate contemporary geographical issues at local and global scales.

Content
Students study topics within three key themes:

- Key Theme 1: Sustainable Places
- Key Theme 2: Hazards
- Key Theme 3: Contemporary Issues.

Evidence of Learning
At Stage 1 assessment is school-based. During a teaching, learning and assessment program, the teacher makes decisions about the quality of evidence of student learning against the performance standards. At the end of the program the teacher uses the performance standards to make an on-balance decision about the quality and standard of a student’s set of evidence of learning. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Geography through the following assessment types:

- Assessment Type 1: Geogrophied Skills and Applications
- Assessment Type 2: Fieldwork.

Other Information
The study of Geography at Stage 1 provides a solid foundation for Geography at Stage 2.
ITALIAN

Duration of Course - Semester (10 credits)
- Full Year (20 credits)

Entry Point - Semester 1

Subject Description
Students develop an understanding of how Italian is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts. Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the Italian-speaking communities and in their own community.

Content
Stage 1 Italian is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of, and empathy for, others. This collaboration supports goals such as active learning, conflict resolution and the discovery of new ideas.

Evidence of Learning
At Stage 1 assessment is school-based. During a teaching, learning and assessment program, the teacher makes decisions about the quality of the evidence of student learning against the performance standards. At the end of the program the teacher uses the performance standards to make an on-balance decision about the quality and standard of a student’s set of evidence of learning. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Italian at a continuers level through the following assessment types:
- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: In-depth Study.

Other Information
The study of Italian at Stage 1 provides a solid foundation for Italian at Stage 2. Students who intend to study Stage 2 Italian should undertake 20 Credits at Stage 1.

INTEGRATED LEARNING
(Information Technology Focus)

Duration of Course - Semester (10 credits)
- 2 Semesters (20 credits)

Entry Point - Semester 1 or 2

Subject Description
Integrated Learning draws links between aspects of students’ lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity or context, for a specific purpose, product or outcome. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities. They have opportunities to explore the ways in which they demonstrate the capabilities in different contexts. Integrated Learning is undertaken as a class or group and may involve a community-based project. Integrated Learning is designed to facilitate collaborative learning. Through collaboration and teamwork, students learn to plan and organise activities and to develop their understanding of, and empathy for, others. This collaboration supports goals such as active learning, conflict resolution and the discovery of new ideas.

Content
Students undertake key areas of study, chosen to support and guide the exploration and development of a program focus through guiding questions. Teachers, in consultation with students, choose from the following five key areas of study:
- Key Area 1: Developing the Capability for Communication
- Key Area 2: Developing the Capability for Citizenship
- Key Area 3: Developing the Capability for Personal Development
- Key Area 4: Developing the Capability for Work
- Key Area 5: Developing the Capability for Learning.

Possible software products used (projects in brackets), incorporating one or more Key Areas, to be determined by the teacher, taking into consideration the student’s interests, past ICT skill set and capabilities:
- Adobe Illustrator (Vector image creation, business/organisation logo creation)
- Adobe InDesign/MS Publisher (Desktop publishing products such as business cards, advertising brochures, flyers, posters, newsletters, magazines)
- Adobe Dreamweaver/HTML/CSS/JavaScript (Website creation, dynamic web pages for clubs/businesses/organisations) HTMLS Game Programming
- Adobe Flash/ActionScript (Flash-based websites).

Evidence of Learning
Assessment at Stage 1 is school based.
- Assessment Type 1: Practical
- Assessment Type 2: Group Activity
- Assessment Type 3: Folio and Discussion

This subject is recommended to any student who is interested in learning about Information Technology. It is also highly recommended for those wishing to study Information Technology at Stage 2 level through Integrated Learning (IT Focus).
MANUFACTURING TECHNOLOGY

Duration of Course - Semester (10 credits)
- Full Year (20 credits)

Entry Point - Semester 1 or 2

Subject Description
Students who study Manufacturing Technology will use a diverse range of manufacturing technologies such as tools, machines, equipment and/or systems to convert materials into products. It is about designing and making products with resistant materials such as plastics and wood. The course is designed to equip students with the skills and knowledge required when considering career opportunities in trade, paraprofessional and professional engineering related occupations.

Content
- Computer aided design
- Computer aided virtual testing
- Computer aided manufacturing
- Mathematical estimation
- Percentage and proportion calculations
- Ratios and averages
- Geometry and trigonometry
- Use of measuring devices
- Product manufacture and evolution.

Evidence of Learning
At Stage 1 assessment is school-based. During a teaching and learning program the teacher makes decisions about the quality of evidence of student learning against the performance standards. At the end of the program the teacher uses the performance standards to make an on-balance decision about the quality and standard of a student’s set of evidence of learning. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Manufacturing Technology through the following assessment types:

- Assessment Type 1: Folio
- Assessment Type 2: Product
- Assessment Type 3: Skills and Application Tasks.

In each 10-credit subject students provide evidence of their learning through four to five assessments, with at least one assessment from each assessment type.

Other Information
The study of Stage 1 Manufacturing Technology provides a solid foundation for the study of Stage 2 Manufacturing Technology.

Recommended for students wishing to study Design, Engineering or Architecture at post secondary level.

MATHEMATICS - ESSENTIAL

Duration of Course - Semester (10 credits)
- Full Year (20 credits)

Entry Point:
For students who have studied Mathematics 10B in 2016

Subject Description
This course is intended for students intending to pursue a career in a range of trades or vocations or those students who see the need to develop their ability to apply mathematics to their everyday life beyond school. Essential Mathematics provides opportunities for students to develop their computational skills and apply mathematical skills in flexible and resourceful ways.

The content emphasises the application of mathematics in personal financial management, business applications, measurement, statistics and social contexts.

Assessment
At Stage 1 assessment is school based. Teachers make decisions about the extent and quality of the evidence of student learning with reference to the Performance Standards.

Students have the opportunity to demonstrate evidence of their learning in Mathematical Methods and Specialist Mathematics through the following assessment types:
- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Folio

Progression to Stage 2
Students who complete two semesters of any Mathematics at Stage 1 will be prepared for Stage 2 Essential Mathematics.
**MATHEMATICS - METHODS & SPECIALIST**

**Duration of Course - Semester (10 credits)**
- Full Year (20 credits)

**Entry Point:**
For students who have studied Mathematics 10A or 10B in 2016

**Subject Description**
Study in Mathematical Methods and Specialist Mathematics subjects provides a foundation for students considering the option of studying Mathematics and Science subjects at Stage 2.

Students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. They use statistics to analyse phenomena involving uncertainty and variation.

Mathematical Methods provides the foundation for further study in mathematics, economics, science, computer sciences, health and social sciences. When studied with Specialist Mathematics, this subject can be a pathway to engineering, space science and laser Physics.

**Assessment**
At Stage 1 assessment is school based. Teachers make decisions about the extent and quality of the evidence of student learning with reference to the Performance Standards.

Students have the opportunity to demonstrate evidence of their learning in Mathematical Methods and Specialist Mathematics through the following assessment types.
- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigation

**Progression to Stage 2**
Students who complete two semesters of Mathematical Methods or Specialist Mathematics will be prepared for Stage 2 Mathematical Methods.

**Other Information**
Students may choose to study either Methods A, B & C or Methods A, B, C & Specialist Mathematics.

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**MATHEMATICS - GENERAL**

**Duration of Course - Semester (10 credits)**
- Full Year (20 credits)

**Entry Point:**
For students who have studied Mathematics 10A or 10B in 2016

**Subject Description**
Study in General Mathematics subjects provides a foundation for students considering the option of studying General Mathematics at Stage 2.

Students develop their mathematical skills in ways that apply to practical problem solving.

General Mathematics covers a range of application of mathematics including personal financial management, measurement, the statistical investigation process and modelling using functions and matrices.

**Assessment**
At Stage 1 assessment is school based. Teachers make decisions about the extent and quality of the evidence of student learning with reference to the Performance Standards.

Students have the opportunity to demonstrate evidence of their learning in Mathematical Methods and Specialist Mathematics through the following assessment types.
- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigation

**Progression to Stage 2**
Students who complete two semesters of General Mathematics or Mathematical Methods will be prepared for Stage 2 General Mathematics or Stage 2 Essential Mathematics.

**Other Information**
Students may choose to study either Methods A, B & C or Methods A, B, C & Specialist Mathematics.
MECHATRONICS

Duration of Course - Semester (10 credits)  
- Full Year (20 credits)

Entry Point - Semester 1 or 2

Subject Description
Mechatronics combines the principles of design, electronics, mechanics and computing. Students will learn computer aided design, 3D printing, electronics circuit design and programmable chips through various activities and projects.

Content
• Design Principles and Process
• Computer Aided Design using Inventor
• 3D Printing
• Electronics design, components and assembly techniques
• Programmable chip - Arduino

Projects include design and produce a robotic hands and build a drone.
Advanced students will have the opportunity to compete in the SA Power Networks Drone Challenge.

Evidence of Learning
At Stage 1 assessment is school-based. During a teaching and learning program the teacher makes decisions about the quality of evidence of student learning against the performance standards. At the end of the program the teacher uses the performance standards to make an on-balance decision about the quality and standard of a student’s set of evidence of learning.

Students have the opportunity to demonstrate evidence of their learning in Stage 1 Mechatronics through the following assessment types:
• Assessment Type 1: Skills and Application Tasks
• Assessment Type 2: Folio
• Assessment Type 3: Product.

In each 10-credit subject students provide evidence of their learning through four to five assessments, with at least one assessment from each assessment type.

Other Information
This course will interest students that are undertaking Stage 1 Mathematical Methods, Physics, Chemistry or Manufacturing Technology.

This course is an extension and follow on from the Year 10 subjects Computer Aided Design, Robotics and Electronics.

MODERN HISTORY

Duration of Course - Semester (10 credits)  
- Full Year (20 credits)

Entry Point - Semester 1 or 2

Subject Description
In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals. They explore the impacts that these developments and movements had 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.

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

Content
Stage 1 Modern History can be undertaken as a 10-credit subject or 20-credit subject and consists of:
• Skills of historical inquiry
• A minimum of two historical studies (10 credits)
• A minimum of four historical studies (20 credits).

Historical studies could include the following topics:
• Imperialism c. 1750
• Decolonisation
• Indigenous Peoples
• Social Movements
• Revolutions.

Evidence of Learning
At Stage 1 assessment is school-based. During a teaching, learning and assessment program the teacher makes decisions about the quality of evidence of student learning against the performance standards. At the end of the program the teacher uses the performance standards to make an on-balance decision about the quality and standard of a student’s set of evidence of learning.

Students have the opportunity to demonstrate evidence of their learning in Stage 1 Modern History through the following assessment types:
• Assessment Type 1: Historical Skills
• Assessment Type 2: Historical Study.

Other Information
The study of Modern History at Stage 1 provides a solid foundation for Modern History at Stage 2.
MUSIC

Duration of Course - Semester (10 credits)
- Full Year (20 credits)

Entry Point - Semester 1

Recommendations:
It is recommended that students enrolling in Stage 1 Music:
• have achieved a passing grade in Year 10 Music Advanced
• have had instrumental tuition for 2 - 3 years prior to Year 11
• are currently having private instrumental tuition.

Subject Description
At Stage 1 level, students must choose to enrol in Music Advanced or Music Experience. This choice is highly dependent on the student’s strength and passion as well as their intended subject selections at Stage 2 level.

Both courses have a strong emphasis on performance as a soloist and both encourage analysis and review of the student’s own performances and that of others.

Content – Music Advanced
Students who enrol in Music Advanced have a substantial background in music theory and performance and will engage in activities from the following list:
• Solo Performance
• Performance Reviews
• Individual Research Task
• Theoretical concepts
• Aural development
• Arranging and Composing

Evidence of Assessment
• Assessment Type 1: Skills Presentation
• Assessment Type 2: Skills Development
• Assessment Type 3: Folio

Content – Music Experience
Students who enrol in Music Experience have a substantial background in music performance, however do not wish to continue with music theory. Music Experience students will engage in activities from the following list:
• Solo or Ensemble Performance
• Performance Reviews
• Composing and/or remixing
• Individual research task
• Recording, editing and mastering

Evidence of Learning
• Assessment Type 1: Skills Presentation
• Assessment Type 2: Skills Development
• Assessment Type 3: Folio

Other Information
The study of Music Advanced leads to Stage 2 Solo Performance, Ensemble Performance, Performance Special Study, Individual Study and Musicianship.

The study of Music Experience leads to Stage 2 Solo Performance, Ensemble Performance, Individual Study and Music Technology.

MUSIC MEDIA

(CREATIVE ARTS)

Entry Point - Semester 1 or 2

Subject Description
This course is designed for students with a keen interest in music and do not desire to perform on an instrument or study music theory. Music Media has a core focus on music technology and the combination of music with other forms of media. Stage 1 Music Media follows from Year 10 Music Media; however this is not a prerequisite for entry at Stage 1 level.

Students will undertake major projects that require teamwork and communication and will also work independently where self-motivation and perseverance is essential. Students have the opportunity to work creatively and produce their own compact disc or music film clip over the course of a semester.

Content
The following topics are covered in Music Media:
• Recording process investigation
• Rationale and planning for major projects
• Compact Disc creation including music and album cover design
• Live recording, mixing and mastering
• Industry investigation
• Music film clip recording, editing and mastering

Evidence of Learning
• Assessment Type 1: Folio-Skills investigation
• Assessment Type 2: Folio-Skills assessment
• Assessment Type 3: Product
**NUTRITION**

**Duration of Course** - Semester (10 credits)  
- Full Year (20 credits)

**Entry Point** - Semester 1 or 2

**Subject Description**
Students investigate the role of nutrients in the body as well as methods of food production and distribution that affect the quantity and quality of food and consider the ways in which these methods and associated technologies influence the health of individuals and communities. They explore the links between food, health and diet-related diseases, examining factors that influence food culture and choices. The study of Nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their own health outcomes.

**Content**
For a 10-credit subject, students undertake the study of two or three topics. For a 20-credit subject, students undertake the study of five or six topics.

The following list is presented as a guide to the scope of topics which may be considered.

- Macronutrients and micronutrients
- Fresh versus processed food
- Dietary related diseases
- Food labelling
- Australian dietary guidelines and nutrition in the life cycle
- The psychology of food marketing
- Indigenous Australians: food changes from the traditional to the contemporary
- Contaminated food
- Safe food handling
- Organic food versus genetically modified food
- Sustainable food futures
- Water

**Evidence of Learning**
At Stage 1 assessment is school-based. Teachers make decisions about the extent and quality of the evidence of student learning with reference to the performance standards. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Nutrition through the following assessment types:

- Assessment Type 1:  Investigations Folio
- Assessment Type 2:  Skills and Applications Tasks.

**Other Information**
The study of Stage 1 Nutrition provides good grounding for Stage 2 Nutrition. It should be noted that this is a science based subject.

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**OUTDOOR EDUCATION**

**Duration of Course** - Semester ONLY (10 credits)

**Entry Point** - Semester 1 or 2

**Subject Description**
Outdoor Education engages students in developing self-reliant expedition skills in activities including kayaking, mountain biking and rogaining. Outdoor education also develops a greater awareness of risk management procedures and sensible risk taking behaviour. Through outdoor journeys, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety and minimising environmental impacts for sustainable futures. Cardijn’s outdoor education program equips students with lifelong time management, decision-making and teamwork skills that translate to students’ later studies and careers.

**Content**
Stage 1 Outdoor Education consists of the following five topics:

- Group Dynamics and Leadership
- Environmental Management and Conservation
- Skills in planning and implementing outdoor activities and lightweight journeys
- Outdoor Activities (mountain biking, kayaking, orienteering)
- Outdoor Journey (three day kayaking expedition - Murray River)

**Evidence of Learning**
At Stage 1 assessment is school-based. Teachers make decisions about the extent and quality of the evidence of student learning with reference to the performance standards. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Outdoor Education through the following assessment types:

- Assessment Type 1: Practical
  This will include demonstration of a student’s participation and skills in the outdoor activities and journeys.
- Assessment Type 2: Folio
  This will be an assessment of a student’s evidence of learning with regard to a leadership case study and environmental issues investigation
- Assessment Type 3: Report
  This will be a record of a student’s reflections and evaluations of their experiences during the outdoor journeys.
PHYSICS

Duration of course - Semester (10 credits)
- Full Year (20 credits)

Entry point - Semester 1

Subject description
The study of Physics offers opportunities for students to understand and appreciate the natural world. As well as applying knowledge to solve problems, students develop experimental, investigation, design and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

The three strands of science inquiry skills, science as a human endeavour, and science understanding are integrated throughout student learning in this subject.

In Physics students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

The study of Physics supports students wishing to pursue scientific pathways, for example in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

Content
The following topics provide the framework for learning in Stage 1 Physics, aspects from 3 topics will be studied in each Semester:

- Linear Motion and Forces
- Electric Circuits
- Heat
- Energy and Momentum
- Waves
- Nuclear Models and Radioactivity

Evidence of learning
At Stage 1 assessment is school-based. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Physics through the following assessment types:

- Assessment Type 1: Investigations Folio
- Assessment Type 2: Skills and Applications Tasks.

Other information
It is recommended that before studying Stage 2 Physics students should have achieved a satisfactory result in Stage 1 Physics.

PHYSICAL EDUCATION

Duration of Course - Semester (10 credits)
- Full Year (20 credits)

Entry Point - Semester 1 or 2

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

Content
Practical Skills and Application:
- Volleyball
- Badminton
- Touch Football
- Golf
- Team Handball
- Softball

Principles and Issues studied:
- Skill acquisition and development
- Biomechanics
- Fitness components
- Energy systems
- Issues analysis

Evidence of Learning
At Stage 1, assessment is school-based. Teachers make decisions about the extent and quality of the evidence of student learning with reference to the performance standards. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Physical Education through the following assessment types:

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

Other Information
It is recommended that students interested in Stage 2 Physical Education enrol in both semesters of Stage 1 Physical Education. Correct Physical Education uniform with the school hat is to be worn for all practical lessons.
**SCIENTIFIC STUDIES**

Duration of Course - Semester (10 credits)
- Full Year (20 credits)

Entry Point - Semester 1 or 2

Subject Description
Through Scientific Studies students develop a 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.

Content
A student-centred inquiry approach is used to investigate the topics listed below. This enables students to define the scope of their learning through identification of investigable questions, design their research using scientific approaches, collect data and evidence and analyse and critique their findings. The scientific topics that are chosen or issues that arise during investigations are informed by the application of key scientific ideas, skills, concepts and understandings.

The topics covered are:
- Semester 1
  - Forensic Science
  - Environmental Science
- Semester 2
  - Psychology
  - Race to Space

Evidence of Learning
At Stage 1 assessment is school-based. Teachers make decisions about the extent and quality of the evidence of student learning with reference to the performance standards. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Scientific Studies through the following assessment types:
- Assessment Type 1: Practical Skills and Application tasks
- Assessment Type 2: Investigation Folio
- Assessment Type 3: Timed Assessment

Other Information
The study of Scientific Studies at Stage 1 provides a solid foundation for Scientific Studies at Stage 2.

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**RESEARCH**

Duration of Course - 1 Semester (10 credits)

Entry Point - Semester 2

This subject is an optional precursor to undertaking the Research Project at Stage 2 and will develop student capabilities for that subject.

Subject Description
Research draws links between aspects of students' lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity or context, for a specific purpose, product or outcome. Through the key areas of study in Research, students develop and demonstrate their capabilities. They have opportunities to explore the ways in which they demonstrate the capabilities in different contexts.

Content
Research has a program focus and key areas of study (each key area is based on one of the capabilities) that are chosen to support and guide the exploration and development of the program through guiding questions. Students develop and apply skills and knowledge through their program focus, which is linked to the study of one or more key areas, organised around the capabilities.

The program is based around choices from the following four key areas of study:
- Key Area 1: Developing the Capability for Communication
- Key Area 2: Developing the Capability for Citizenship
- Key Area 3: Developing the Capability for Personal Development
- Key Area 4: Developing the Capability for Work

Evidence of Learning
The following assessment types enable students to demonstrate their learning in Stage 1 Integrated Learning:
- Assessment Type 1: Practical
- Assessment Type 2: Group Activity
- Assessment Type 3: Folio and Discussion.

Students provide evidence of their learning through three or four assessments, with at least one assessment from each assessment type.

Other Information
This subject leads to the Research Project at Stage 2, a compulsory subject in the SACE for all students.
**SOCCER ACADEMY**

Duration of Course - Semester (10 credits)  
- Full Year (20 credits)

Entry Point - Semester 1

Subject Description
Soccer Academy at Year 11 aims to develop greater skills in tactics and game sense as well as incorporating a significant theory component, covering a variety of units.

Content
In each semester practical topics will depend on the use of the gymnasium and will also include Futsal and Outdoor Soccer. The practical component of the course will be comprised of three lessons per week.

Theory topics covered over the two semesters will be drawn from:
- Nutrition in Soccer
- Constructing a coaching unit
- Coordinating a Soccer tournament
- Sporting Injuries

Evidence of Learning
- Assessment Type 1: Folio (including all theory assessment pieces)
- Assessment Type 2: Practical

Other Information
Students who are selected for this program through application and trial are required to represent the College in soccer in the after school sports program.

**TOURISM**

Duration of Course - Semester (10 credits)  
- Full Year (20 credits)

Entry Point - Semester 1 or 2

Subject Description
In Stage 1 Tourism students develop an understanding of the nature of tourists, tourism and the tourism industry and the complex economic, social, cultural and environmental impacts and interactions of tourism activity. Students also develop an understanding of tourism from the perspectives of host, tourism operator and traveller. They investigate tourism locally, nationally and globally and learn that tourism, as the world’s largest industry, is more than an economic phenomenon.

Content
Stage 1 Tourism is a 10-credit subject or a 20-credit subject. A 10-credit subject consists of three topics chosen from the list below. A 20-credit subject consists of six topics from the following list:
- Investigating the History of Tourism
- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism
- Preparing for International Travel
- Understanding the Role of Organisations and Government in Tourism
- Examining Tourism and Technological Change
- Appreciating Tourism in Australia
- Investigating Tourism Markets
- Understanding Tourism and Natural Environments
- Tourism Industry Skills
- Negotiated Topic

Evidence of Learning
At Stage 1, assessment is school-based. Teachers make decisions about the extent and quality of the evidence of student learning with reference to the performance standards. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Tourism through the following assessment types:
- Assessment Type 1: Case Study
- Assessment Type 2: Source Analysis
- Assessment Type 3: Practical Activity
- Assessment Type 4: Investigation.

Other Information
The study of Tourism at Stage 1 provides a solid foundation for Tourism at Stage 2.
VISUAL ARTS: ART

Duration of Course - Semester (10 credits)
- Full Year (20 credits)

Entry Point - Semester 1 or 2

Subject Description
Visual Arts: Art engages students in the conceptual, practical, analytical and contextual aspects of creative human endeavour. It emphasises innovative visual thinking and investigation and the ability to develop ideas and concepts, refine skills and produce imaginative solutions. Students learn to communicate personal ideas, beliefs, values, thoughts and feelings, concepts and opinions, provide observations of their lived or imagined experiences and represent these in visual form. The processes of creation for both art and craft approaches include the initiation and development of ideas, research, analysis, exploration and experimentation with media and technique, resolution and production.

Content
For both the 10-credit and 20-credit programs with a focus on Art, the following three areas of study must be covered:

- **Visual Thinking** - developing the skills to think visually and recording this thinking through practical and written forms
- **Practical Resolution** - experimentation with media, methods and materials in the development of personally relevant concepts
- **Visual Arts in Context** - analysis and response to a variety of artworks from different social, cultural and historical contexts.

For Art, visual thinking is about developing the skills to think visually and record this thinking. This means using drawings, sketches, diagrams, graphical representations, mind or mud maps, charts, media or materials studies and experiments, concept representations, modelling, maquettes, prototypes, photographs, photocopies of images, use of digital graphics and/or audiovisual digital recording techniques, accompanied with written or recorded annotations to fully explain the thinking.

Individual practical works will be fully resolved and demonstrate thorough development of personally relevant concepts. Students will analyse and respond to a variety of artworks from different social, cultural and historical contexts.

Evidence of Learning
At Stage 1 assessment is school-based. During a teaching, learning and assessment program the teacher makes decisions about the quality of evidence of student learning against the performance standards demonstrated through assessments. At the end of the program the teacher uses the performance standards to make an on-balance decision about the quality and standard of a student’s set of evidence of learning. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Visual Arts: Art, through the following assessment types:

- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Visual Study.

Other Information
Visual Arts: Art enables students to develop the skills required to continue their study in Stage 2 Visual Arts: Art.
VISUAL ARTS: DESIGN

Duration of Course - Semester (10 credits) - Full Year (20 credits)

Entry Point - Semester 1 or 2

Subject Description
Visual Arts: Design engages students in the conceptual, practical, analytical and contextual aspects of creative human endeavour. It emphasises innovative visual thinking and investigation and the ability to develop ideas and concepts, refine skills and produce imaginative solutions. Students learn to communicate personal ideas, beliefs, values, thoughts and feelings, concepts and opinions, provide observations of their lived or imagined experiences and represent these in visual form. The broad area of design encompasses communication and graphic design, environmental design and product design. It emphasises a problem-solving approach to initiation and generation of ideas (or ‘concepts’) and the development of visual representation skills to clearly communicate resolutions.

Content
For both the 10-credit and 20-credit programs with a focus on design, the following three areas of study must be covered:

- **Visual Thinking** - developing the skills to think visually and recording this thinking through practical and written forms
- **Practical Resolution** - experimentation with media, methods and materials in the development of personally relevant concepts
- **Visual Arts in Context** - analysis and response to a variety of artworks from different social, cultural and historical contexts.

For Design, visual thinking is about developing the skills to think visually and record this thinking. This means using drawings, sketches, diagrams, graphical representations, mind or mud maps, charts, media or materials studies and experiments, concept representations, modelling, maquettes, prototypes, photographs, photocopies of images, use of digital graphics and/or audiovisual digital recording techniques, accompanied with written or recorded annotations to fully explain the thinking.

Individual practical works will be fully resolved and demonstrate thorough development of personally relevant concepts. Students will analyse and respond to a variety of design works from different social, cultural and historical contexts.

Evidence of Learning
At Stage 1 assessment is school-based. During a teaching, learning and assessment program the teacher makes decisions about the quality of evidence of student learning against the performance standards. At the end of the program the teacher uses the performance standards to make an on-balance decision about the quality and standard of a student’s set of evidence of learning. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Visual Arts: Design through the following assessment types:

- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Visual Study.

Other Information
Visual Arts: Design enables students to develop the skills required to continue their study in Stage 2 Visual Arts: Design.

WORKPLACE PRACTICES

Duration of Course - Semester (10 credits) - Full Year (20 credits)

Entry Point - Semester 1 or 2

Subject Description
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. This subject may include the undertaking of Vocational Education and Training (VET) as provided under the Australian Qualifications Framework (AQF).

Content
Students who enrol in this subject will study the following:

- Future Trends in the World of Work
- The Value of Unpaid Work to Society
- Workers' Rights and Responsibilities
- Career Planning
- Negotiated Topics
- External Work Placement
- External Vocational Training.

Evidence of Learning
At Stage 1 assessment is school-based. During a teaching, learning and assessment program the teacher makes decisions about the quality of evidence of student learning against the performance standards. At the end of the program the teacher uses the performance standards to make an on-balance decision about the quality and standard of a student’s set of evidence of learning. Provided they are mapped against the assessment design criteria and performance standards, any evidence used to identify attainment of VET units of competency may also be used as evidence of learning for the SACE. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Workplace Practices through the following three assessment types:

- Assessment Type 1: Folio
- Assessment Type 2: Performance
- Assessment Type 3: Reflection.

Other Information
The study of Stage 1 Workplace Practices provides a solid foundation for the study of Stage 2 Workplace Practices. This subject compliments students who intend to pursue Stage 2 Community Studies and students wishing to take on trades.
VOCATIONAL EDUCATIONAL PROGRAMS FOR STAGE 1
Delivering workplace-specific skills and knowledge, Vocational Education and Training (VET) covers a wide range of careers and industries.

Cardijn College in alignment with Marcellin Technical College offers the following Certificate II courses at no additional cost to Cardijn families. Other courses external to the two Colleges and listed on pages 9 - 10 in this Curriculum Handbook may be brokered through the Cardijn Careers and VET Office. These brokered courses will incur a fee sharing arrangement.

**CERTIFICATE II IN ELECTROTECHNOLOGY**

**CONTENT**
Includes both theoretical understandings and practical tasks. Theoretical knowledge includes electrical principles, cable and component identification and Practical tasks such as house wiring, light fabrication and circuit construction.

**CAREER OUTCOME AND PATHWAYS**
Electrician, Refrigeration Mechanic, Voice and Data, Electronics.

**CERTIFICATE II IN AUTOMOTIVE**

**CONTENT**
This qualification covers the skills and knowledge required to perform a range of servicing operations on light vehicles, heavy vehicles and/or motorcycles within an automotive service or repair business. The course includes such aspects as identifying basic faults, inspecting brakes and cooling systems, and inspecting and servicing engines.

**CAREER OUTCOME AND PATHWAYS**
Automotive Serviceperson.

**CERTIFICATE II IN CONSTRUCTION PATHWAYS**

**CONTENT**
Learn about the processes, materials, tools and equipment used and develop specialised skills and knowledge associated with the industry. Gain your industry White Card, develop your skills in measurement and calculations, interpreting plans and specifications, and construction industry procedures.

**CAREER OUTCOME AND PATHWAYS**
Provides a pathway to the primary trades in the construction industry with the exception of plumbing.

**CERTIFICATE II IN ENGINEERING (FABRICATION & WELDING)**

**CONTENT**
Equips students with selected practical, technical and theoretical skills in production engineering as well as basic skills and an overview into engineering vocations including metal fabrication and Arc, MIG and TIG welding.

**CAREER OUTCOME AND PATHWAYS**
Provides a pathway to become a boilermaker, welder, mechanical production and plant engineer or metal fabricator.
STAGE 2 CURRICULUM

Religious Education
Biology
Business and Enterprise
Chemistry
Child Studies
Classical Studies
Community Studies
Drama
Economics
Electronics
English
English Literary Studies
Fashion Design
Food & Hospitality
Integrated Learning - (Information Technology Focus)
Italian
Manufacturing Technology
Mathematics Essential
Mathematics General
Mathematics Methods
Mathematics Specialist
Modern History
Music: Ensemble Performance
Music: Individual Study
Music: Musicianship
Music: Performance Special Study
Music: Solo Performance
Music: Technology
Nutrition
Physical Education
Physics
Research Project
Scientific Studies
Sport and Recreation (Integrated Learning)
Visual Arts: Art
Visual Arts: Design
Workplace Practices
**BIOLOGY**

**Duration of Course - 2 Semesters (20 credits)**

**Recommendations**
It is recommended that students wishing to undertake this course have achieved a C grade or higher in Stage 1 Biology, Chemistry or Physics.

**Subject Description**
Biology is the study of the diversity of life as it has evolved and as it interacts and functions. This course investigates biological systems and their interactions, from cellular processes to ecosystem dynamics. The biological knowledge presented enables students to explore and explain everyday observations, find solutions to biological issues, and understand the processes of biological continuity and change over time. Students develop the skills and abilities to explain biological phenomena and to draw evidence-based conclusions from investigations of biology-related issues. In this way students develop biological literacy skills that will assist them in the pursuit of various career pathways.

**Content**
The Stage 2 Biology subject outline is organised around the following four themes:

- Macromolecules
- Cells
- Organisms
- Ecosystems
- Perpetuation
- Evolution
- Human Awareness

The themes are arranged as a hierarchy. Each theme is divided into the following six threads:

- Organisation
- Selectivity
- Energy Flow
- Perpetuation
- Evolution
- Human Awareness

**Evidence of Learning**
The following assessment types enable students to demonstrate their learning in Stage 2 Biology:

- School-based Assessment (70%)
  - Assessment Type 1: Investigations Folio (40%)
  - Assessment Type 2: Skills and Applications Tasks (30%)
- External Assessment (30%)
  - Assessment Type 4: Ethical Issue Analysis - Investigation

Students provide evidence of their learning through eight to ten assessments, including the external assessment component.

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**RELIGIOUS EDUCATION**

**Duration of the Course - 2 Semesters (10 Credits)**

**Compulsory Cardijn College Subject**

**Subject Description**
Students undertake a study of Joseph Cardijn and the ‘See, Judge, Act’ movement at a local, national and global level.

Students research and explore the theology of Catholic Social Teaching and their commitment to social justice. Students further develop their social and ethical knowledge, skills and understanding through participation in and contribution to, the life of the College and wider community.

**Content**
- Joseph Cardijn and the YCW Movement
- ‘See, Judge, Act’ Methodology and Theology
- Catholic Social and Ethical Teaching

**Evidence of Learning**
The following assessment types enable students to demonstrate their learning in Stage 2 Integrated Learning: Religious Education.

- School Based Assessment (70%)
  - Assessment Type 1: Practical Activity
  - Assessment Type 2: Group Activity
  - Assessment Type 3: Folio and Discussion

- External Assessment (30%)
  - Assessment Type 4: Ethical Issue Analysis - Investigation

Students provide evidence of their learning through four assessment pieces, including the external assessment component.
BUSINESS AND ENTERPRISE

**Duration of Course - 2 Semesters (20 credits)**

**Recommendations**
It is recommended that students wishing to undertake this course have achieved a C grade or higher in Stage 1 Business and Enterprise or other related Humanities subject.

**Subject Description**
Business and Enterprise focuses on the successful management of business and enterprise issues in personal, business and social contexts. Students learn about the interrelationship between business, enterprise and technology. They take a holistic approach to business, enterprise and technology and their impacts locally, nationally and globally.

The study of Business and Enterprise enables students to develop an understanding of business and enterprise cultures and technological systems as they operate in and affect the global environment. Students have the opportunity to engage with innovations and ideas, as well as to reflect on current issues in business and enterprise and to make informed decisions. They also make and evaluate decisions about the allocation and management of resources to develop solutions that meet the needs of individuals, organisations and communities. Students evaluate the impacts and effects of business, enterprises and technology on the economy and the environment and on the well-being and lifestyles of individuals and communities.

**Content**
Stage 2 Business and Enterprise provides students with the opportunity to undertake a theoretical and/or practical application of business practice. It consists of one core topic and a choice of two option topics.

The core topic provides knowledge and understanding of business concepts and techniques and of the functions and processes of business organisations.

**Core Topic:** The Business Environment

**Option Topics:**
- People, Business and Work
- Business and the Global Environment
- Business and Finance
- Business, Law and Government
- Business and Technology
- Business and Marketing
- Business Research Task/Practical Application

**Evidence of Learning**
The following assessment types enable students to demonstrate their learning in Stage 2 Business and Enterprise:

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Practical (20%)
- Assessment Type 3: Issues Study (20%)

**External Assessment (30%)**
- Assessment Type 4: Report (30%)

Students provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- four to six assessments for the folio
- two practicals
- one issues study
- one report.
CHEMISTRY

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a C grade or higher in a full year of Stage 1 Chemistry.

Subject Description
The study of Chemistry offers students opportunities to consider the use that human beings make of the planet’s resources and the impact of human activities on the environment. An understanding of chemistry and the application of this understanding helps students to appreciate the factors that influence the pursuit of science and to make informed decisions about modifying and interacting with nature. Through the study of chemistry students develop an understanding of the physical world that enables them to be questioning, reflective and critical thinkers. As a way of knowing, students can use chemistry to explore and explain their experiences of phenomena around them.

Content
Chemistry is organised so that each intended student learning is related to a key idea or concept. Within the study of these chemical ideas and concepts students develop their chemistry investigation skills through practical investigations and other learning activities.

Topic 1: Elemental and Environmental Chemistry
Topic 2: Analytical Techniques
Topic 3: Using and Controlling Reactions
Topic 4: Organic and Biological Chemistry
Topic 5: Materials

Evidence of Learning
The following assessment types enable students to demonstrate their learning in Stage 2 Chemistry:

School-based Assessment (70%)
- Assessment Type 1: Investigations Folio (40%)
- Assessment Type 2: Skills and Applications Tasks (30%)

External Assessment (30%)
- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:
- at least three practical investigations and at least one issues investigation for the investigations folio
- at least three skills and applications tasks
- one examination.

CHILD STUDIES

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a C grade or higher in Stage 1 Child Studies &/or Stage 1 Food and Hospitality.

Subject Description
Child Studies focuses on children and their development from conception to eight years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative and practical learning. They explore concepts such as the development, needs and rights of children, the value of play, concepts of childhood and families and the roles of parents and caregivers. They also consider the importance of childhood nutrition and the health and well-being of children. Students explore and critically evaluate the role of government legislation and social structures and the ways in which these influence the growth and development of children. They understand and apply occupational health and safety requirements for working with children. Students investigate contemporary issues that are relevant to children and their development. Students analyse current trends in relation to children and critique Australian initiatives and strategies for the well-being and protection of children.

Content
There are five areas of study in Stage 2 Child Studies:
- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences

Evidence of Learning
School-based Assessment (70%)
- Assessment Type 1: Practical Activity (50%)
- Assessment Type 2: Group Activity (20%)

External Assessment (30%)
- Assessment Type 3: Investigation (30%)

Students provide evidence of their learning through seven or eight assessments, including the external assessment component. Students undertake:
- at least four practical activities
- at least one group activity
- one investigation.
CLASSICAL STUDIES

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a C grade or higher in Stage 1 Ancient Studies or other related Humanities subject area.

Subject Description
In Classical Studies students learn about the history, literature, society and culture of ancient civilisations, which may include Asia–Australia, the Americas, Europe and Western Asia and the classical civilisations of Greece and Rome. Students draw on many other fields of study, such as architecture, politics, religion and geography. They consider the environmental, social, economic, religious, cultural and aesthetic factors that shape and are shaped by societies and that provide personal and shared identity. Students critically engage with texts and analyse archaeological and historical sources, both primary and secondary. Students develop skills of historical literacy that enable them to challenge or confirm their beliefs, attitudes and values.

Content
Students will study:
- Section A: Literature
  - Greek Epic
  - Greek Drama
- Section B: Society, Culture and History
  - Greek History, 500-479 BC
- Section C: Special Study (an externally assessed individual research essay developed by the student in consultation with the teacher).

Evidence of Learning
The following assessment types enable students to demonstrate their learning in Stage 2 Classical Studies:

School-based Assessment (70%)
- Assessment Type 1: Folio (40%)
- Assessment Type 2: Essays (30%)

External Assessment (30%)
- Assessment Type 3: Special Study (30%)

Students provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:
- four to six folio assessments
- three timed essays
- one special study.

COMMUNITY STUDIES

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a C Grade in Stage 1 Community Studies.

Subject Description
Community Studies provides students with insights into the ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities. An identifying feature of this subject is the autonomy it provides students in deciding the focus and direction of their community activity. Students develop their ability to work independently and to apply their knowledge and skills in practical ways in their communities.

Content
Students develop an individual program of learning around their interests, knowledge and skills, preparing a contract of work to undertake a community activity in one of the following six areas of study:
- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation and the Community
- Science, Technology and the Community
- Work and the Community.

As part of their program of learning students may undertake a community activity that applies to more than one area of study. The area of study chosen should reflect the primary focus or emphasis of the activity.

Evidence of Learning
School-based Assessment (70%)
- Assessment Type 1: Contract of Work
- Assessment Type 2: Folio
- Assessment Type 3: Presentation

External Assessment (30%)
- Assessment Type 4: Reflection

Students provide evidence of their learning through the completion of a contract of work which involves each of the four assessment types, including the external assessment component.

Other Information
This subject cannot be used in calculating an ATAR for University entry.
DRAMA

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a C grade or higher in Stage 1 Drama.

Subject Description
Telling stories and representing our humanity to each other are basic human activities. They are the essence of drama. Students learn by participating in creative problem-solving; generating, analysing and evaluating ideas; developing personal interpretations of texts; learning to set goals and working collaboratively to achieve them; rehearsing, workshopping and improvising solutions; as well as presenting their product or performance. Drama is a dynamic, collaborative process stemming from experimentation that involves intuition and analysis. Students analyse texts and other materials, performances and their own learning. Drama enables students to acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in the validity of their own ideas.

Content
Teachers develop a teaching and learning program based on the following four areas of study:

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

Evidence of Learning
School-based Assessment (70%)
- Assessment Type 1: Group Presentation (20%)
- Assessment Type 2: Folio (30%)
- Assessment Type 3: Interpretative Study (20%)

External Assessment (30%)
- Assessment Type 4: Performance (30%)

Students provide evidence of their learning through six to eight assessments, including the external assessment component. Students undertake:

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

ECONOMICS

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a C Grade at Stage 1 Economics or other related Humanities subject.

Subject Description
The study of Economics enables students to understand how an economy operates, the structure of economic systems and the way in which economic systems function. Students of Economics define, research, analyse, evaluate and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national and global settings.

Knowledge of Economics helps students assess when markets are best able to serve the public interest and when collective or government action is necessary. The study of Economics helps students make better choices as consumers of goods and services, as contributors to the economy and as well-informed citizens and is highly sought after by employers.

Content
Key Area 1: The Economic Problem
Key Area 2: Microeconomics
Key Area 3: Macroeconomics
Key Area 4: Globalisation
Key Area 5: Poverty and Inequality

Evidence of Learning
The following assessment types enable students to demonstrate their learning in Stage 2 Economics:

School-based Assessment (70%)
- Assessment Type 1: Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)

External Assessment (30%)
- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- at least two directed assessments for the folio
- at least two skills and applications tasks
- one examination.
ENGLISH

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to take this course have achieved a C grade or higher in Stage 1 English for the full year.

Subject Description
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. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Content
Teachers develop a teaching and learning program based on the following areas of study:

- Responding to Texts
- Creating Texts.

Assessment
School Assessment (70%)
- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

External Assessment (30%)
- Assessment Type 3: Comparative Analysis (30%).

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

Students complete:
- three responses to texts
- four created texts (one of which is a writer’s statement)
- one comparative analysis.

ELECTRONICS

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a C grade or higher in Stage 1 Mechatronics.

Subject Description
Students develop design briefs, demonstrating their design and technological ability through activities in contexts that have a practical outcome. They work with a range of tools, materials, equipment and components to a high degree of precision, while implementing safe working practices. They demonstrate an understanding of the needs and values of a range of users to design and create products or systems that fit an identified design brief. They develop their ability to evaluate outcomes against the design brief.

Content
Systems and Control Products involves the use of devices such as electronic, mechanical and interface components, including programmable control devices, to design and make systems and control products. Students produce outcomes that demonstrate the knowledge and skills associated with using materials, control systems and processes.

Examples of contexts for Systems and Control Products include:
- Computer systems
- Electronic systems.

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

Evidence of Learning
The following assessment types enable students to demonstrate their learning in Stage 2 Design and Technology:

School-based Assessment (70%)
- Assessment Type 1: Skills and Applications Tasks (20%)
- Assessment Type 2: Product (50%)

External Assessment (30%)
- Assessment Type 3: Folio (30%)

Students provide evidence of their learning through seven or eight assessments, including the external assessment component. Students undertake:
- three or four skills and applications tasks
- two products
- two assessments for the folio.
ENGLISH LITERARY STUDIES

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to take this course have achieved a B grade or higher in Stage 1 English for the full year.

Subject Description
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. English Literary Studies 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
Teachers develop a teaching and learning program based on the following areas of study:

• Responding to Texts
• Creating Texts.

Assessment
School-based Assessment (70%)
• Assessment Type 1: Responding to Texts (50%)
• Assessment Type 2: Creating Texts (20%)

External Assessment (30%)
• Assessment Type 3: Text Study:
  – Part A: Comparative Text Study (15%)
  – Part B: Critical Reading (15%)

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

• up to five responses to texts
• two created texts
• two tasks for the text study (one comparative text study and one critical reading).

FASHION DESIGN

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a C grade or higher in Stage 1 Fashion Design.

Subject Description
Students who study Fashion Design will use a range of technologies such as sewing machines, overlockers, design techniques and equipment to convert textiles and fabrics into products. The course is designed to equip students with the skills and knowledge required when considering career opportunities in fashion design and related occupations.

Content
• Fashion illustration and rendering techniques
• Technical drawings
• Computer aided design
• Commercial patterns and pattern drafting
• Use of sewing machinery and equipment
• Garment manufacture and evaluation

Evidence of Learning
The following assessment types enable students to demonstrate their learning in Stage 2 Fashion Design:

School-based Assessment (70%)
• Assessment Type 1: Skills & Applications Tasks (20%)
• Assessment Type 2: Product (50%)

External Assessment (30%)
• Assessment Type 3: Folio (30%)

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

• three or four skills and applications tasks
• two products
• two assessments for the folio.
FOOD AND HOSPITALITY

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a C grade or higher in Stage 1 Food and Hospitality.

Subject Description
Students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in the preparation, handling of food, complying with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices and explore concepts such as; the legal and environmental aspects of food production, trends in food and hospitality and consumer protection.

Content
There are five areas of study in Stage 2 Food and Hospitality:
- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences.

Evidence of Learning
School-based Assessment (70%)
- Assessment Type 1: Practical Activity (50%)
- Assessment Type 2: Group Activity (20%)

External Assessment (30%)
- Assessment Type 3: Investigation (30%)

Students provide evidence of their learning through seven or eight assessments, including the external assessment component. Students undertake:
- at least four practical activities
- at least one group activity
- one investigation.

Other Information:
- Students may need to contribute to the practical’s costs if they require specialty items
- Some practical and group activities may require out of class commitment. Students will be notified in advanced.

INTEGRATED LEARNING

(INFORMATION TECHNOLOGY FOCUS)

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a C Grade at Stage 1 Integrated Learning.

Subject Description
Integrated Learning draws links between aspects of students’ lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity or context, for a specific purpose, product or outcome. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities. They have opportunities to explore the ways in which they demonstrate the capabilities in different contexts. Integrated Learning is undertaken as a class or group and may involve a community-based project. Integrated Learning is designed to facilitate collaborative learning. Through collaboration and teamwork, students learn to plan and organise activities and to develop their understanding of, and empathy for, others. This collaboration supports goals such as active learning, conflict resolution and the discovery of new ideas. Students can choose their own software products after negotiation with the teacher in regards to suitability.

Content
One or more key areas of study are chosen to support and guide the exploration and development of a program focus through guiding questions. Teachers, in consultation with students, choose from the following five key areas of study:
- Key Area 1: Developing the Capability for Communication
- Key Area 2: Developing the Capability for Citizenship
- Key Area 3: Developing the Capability for Personal Development
- Key Area 4: Developing the Capability for Work
- Key Area 5: Developing the Capability for Learning

Evidence of Learning
School-based Assessment (70%)
- Assessment Type 1: Practical (30%)
- Assessment Type 2: Group Activity (20%)
- Assessment Type 3: Folio and Discussion (20%)

External Assessment (30%)
- Assessment Type 4: Project (30%)

Students provide evidence of their learning through seven to nine assessments, including the external assessment component. Students undertake:
- at least one practical
- at least one group activity
- at least one assessment for the folio and discussion
- one project.
ITALIAN

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a C grade or higher in Stage 1 Italian for the full year.

Subject Description
Students develop their skills to communicate meaningfully with people across cultures. Students develop and apply linguistic and intercultural knowledge, understanding and skills by:
- interacting with others to exchange information, ideas, opinions and experiences in Italian
- creating texts in Italian for specific audiences, purposes and contexts to express information, feelings, ideas and opinions
- analysing a range of texts in Italian to interpret meaning
- examining relationships between language, culture and identity and reflecting on the ways in which culture influences communication.

Students develop an understanding of how Italian is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts. Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the Italian-speaking communities and in their own community.

Content
There are three prescribed themes:
- The Individual
- The Italian-speaking Communities
- The Changing World.

Assessment
School-based Assessment (70%)
- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)

External Assessment (30%)
- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:
- three to five assessments for the folio
- one oral presentation in Italian, one written response to the topic in Italian and one reflective response in English for the in-depth study
- one oral examination
- one written examination.
MANUFACTURING TECHNOLOGY

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a C grade or higher in Stage 1 Manufacturing Technology.

Subject Description
Students develop design briefs, demonstrating their design and technological ability through activities in contexts that have a practical outcome. They work with a range of tools, materials, equipment and components to a high degree of precision, while implementing safe working practices. They demonstrate an understanding of the needs and values of a range of users to design and create products or systems that fit an identified design brief. They develop their ability to evaluate outcomes against the design brief.

Content
Material Products involves the use of a diverse range of manufacturing technologies such as tools, machines and/or systems to convert resistant materials into useful products. Students produce outcomes that demonstrate the knowledge and skills.

Examples of contexts for Material Products include:
- Building and construction
- Timber and timber products
- Metals
- Polymers

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

Evidence of Learning
The following assessment types enable students to demonstrate their learning in Stage 2 Manufacturing Technology:

School-based Assessment (70%)
- Assessment Type 1: Skills and Applications Tasks (20%)
- Assessment Type 2: Product (50%)

External Assessment (30%)
- Assessment Type 3: Folio (30%)

Students provide evidence of their learning through seven or eight assessments, including the external assessment component. Students undertake:
- three or four skills and applications tasks
- two products
- two assessments for the folio.

MATHEMATICS - ESSENTIAL

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a B Grade or higher at Stage 1 Essential Mathematics for 2 semesters or a C grade in Stage 1 General Mathematics.

Subject Description
Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. They 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.

Content
Stage 2 Essential Mathematics consists of the following five topics:
- Scales, Plans, and Models
- Measurement
- Business Applications
- Statistics
- Investments and Loans

Assessment
School-based Assessment (70%)
- Assessment Type 1: Skills and Applications Tasks (30%)
- Assessment Type 2: Folio (40%)

External Assessment (30%)
- Assessment Type 3: Examination (30%)

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

Students undertake:
- four skills and applications tasks,
- three folio tasks,
- one trial examination, and
- one external examination at the end of the year.
MATHEMATICS - GENERAL

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a B Grade or higher at Stage 1 General Mathematics for 2 semesters, or a C grade or higher in 2 Semesters of Mathematical Methods.

Subject Description
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.

This subject covers 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.

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Content
Stage 2 General Mathematics consists of the following five topics:
- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models
- Financial Models
- Discrete Models

Assessment
School-based Assessment (70%)
- Assessment Type 1: Skills and Applications Tasks (40%)
- Assessment Type 2: Mathematical Investigations (30%)

External Assessment (30%)
- Assessment Type 3: Examination (30%)

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

Students undertake:
- five skills and applications tasks,
- two mathematical investigations,
- one trial examination, and
- one external examination at the end of the year.

MATHEMATICS - METHODS

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a B Grade or higher at Stage 1 Mathematical Methods A, B and C.

Subject Description
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. Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences.

It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

Content
Stage 2 Mathematical Methods consists of the following six topics:
- Further Differentiation and Applications
- Discrete Random Variables
- Integral Calculus
- Logarithmic Functions
- Continuous Random Variables and the Normal Distribution
- Sampling and Confidence Intervals

Assessment
School-based Assessment (70%)
- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Folio (20%)

External Assessment (30%)
- Assessment Type 3: Examination (30%)

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

Students undertake:
- six skills and applications tasks,
- one mathematical investigation,
- one trial examination, and
- one external examination at the end of the year.
Modern History

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that any student wishing to undertake this course have achieved a C Grade at Stage 1 Modern History, Ancient Studies or other related Humanities subject.

Subject Description
The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events students gain knowledge and understanding of people, places, events and ideas in History. They learn to apply the skills of historical inquiry, including critical analysis and to reflect on the short and long term impact of individuals, events and phenomena. They will acquire the ability to evaluate why individuals and groups have acted in certain ways at particular times and to construct reasoned historical arguments based on their understanding of evidence gained from a variety of sources.

Through the examination of social relationships and political ideologies, students have the opportunity to explore the achievements and failures of past societies, particularly those of the 20th century and to understand the impact of these on the present day. They learn to understand the relationship between the rulers and the ruled and the control of governments over individuals. Students also have the opportunity to develop their own understanding of a chosen topic in History through individual research.

Content
Stage 2 Modern History consists of:
- A Thematic Study: Revolutions and Turmoil
- A Depth Study: An Age of Catastrophes: Depression, Dictators and the Second World War, c. 1929–45
- An Independent Essay.

The topic for enquiry for the essay may be developed from any of the 11 topics available for study in the subject or from any other area of interest relevant to modern history since c. 1500.

Evidence of Learning
School-based Assessment (70%)
- Assessment Type 1: Folio (50%)
- Assessment Type 2: Essay (20%)

External Assessment (30%)
- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:
- six to eight assessments for the folio (50%)
- one essay of 2000 words (20%)
- one examination (30%)
**STAGE 2 MUSIC**

**MUSIC:** In Year 12 Music, students need to choose 2 (10 credit) units from the following:
**MUSIC: ENSEMBLE PERFORMANCE**

**Duration of Course**
Spread over 2 Semesters (10 credits)

**Recommendations**
It is recommended that students wishing to undertake this course have achieved a C Grade or higher at Stage 1 Music Advanced or Music Experience.

**Subject Description**
Students develop skills on a chosen instrument or their voice and apply these skills and other musical knowledge in an ensemble. Students develop ensemble performance skills as well as aural perception, musical sensitivity and an awareness of style, structure and historical conventions in ensemble performance. Ensemble Performance gives students the opportunity to extend their practical music-making skills and musical appreciation in an ensemble performance setting. It is recommended that students participate in a school ensemble. If, however, there is not a suitable school ensemble, students may, at the teacher’s discretion, participate in a community/student ensemble. In general, students are required to perform on only one instrument or the voice and in only one ensemble.

**Content**
Students prepare and present three public performances, comprising two school-assessed performances and one final, externally assessed performance. When preparing for performance, teachers and students must ensure that the program includes:
- either works of contrasting character or an extended work with a number of contrasting sections
- works that allow students to extend their performance techniques on their instrument or voice
- a minimum of 20 minutes of repertoire.

Students are encouraged to include a range of works that allows them to demonstrate their standard of musicianship and technical proficiency.

**Evidence of Learning**

**School-based Assessment (70%)**
- Assessment Type 1: First Performance (30%)
- Assessment Type 2: Second Performance (40%)

**External Assessment (30%)**
- Assessment Type 3: Final Performance (30%)

Students provide evidence of their learning through three assessments, including the external assessment component.

**Additional Information**
Students who study Ensemble Performance and/or Performance Special Study and/or Solo Performance may perform on the same instrument in all subjects.

**MUSIC: INDIVIDUAL STUDY**

**Duration of Course**
Spread over 2 Semesters (10 credits)

**Recommendations**
It is recommended that students wishing to undertake this course have a keen interest and experience in music.

**Subject Description**
Students undertake an individually negotiated topic in an area of interest that is not covered in any other Stage 2 Music subject. They develop skills in documenting the processes of negotiating, planning, structuring, developing and evaluating their learning. Music Individual Study is recommended for students who have a great deal of personal motivation and initiative and who are self-directed learners. The ability to work independently is essential.

**Content**
Students negotiate and plan with their teacher the topic they have chosen for their individual study. A proposal that includes a brief outline of the scope of the topic and the proposed format of the final product must be submitted to the SACE Board for approval.

**Evidence of Learning**

**School-based Assessment (70%)**
- Assessment Type 1: Folio (30%)
- Assessment Type 2: Product (40%)

**External Assessment (30%)**
- Assessment Type 3: Report (30%)

Students provide evidence of their learning through three assessments, including the external assessment component.

**Suggested topics**
- Tutoring a student on an instrument
- Community: social, cultural, media, therapy
- Musical instrument: building or restoring
  - students must have equipment at home for building or restoring instruments
  - students must purchase a block of wood for body plus parts as required
- Music and Cultures
- Music Industry: recording, management, retail, production, radio, conducting, musical theatre role.
MUSIC: MUSICIANSHP

Duration of Course
Spread over 2 Semesters (10 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a C Grade or higher at Stage 1 Music Advanced, or completed a Grade 3 AMEB exam.

Subject Description
Students develop their aural acuity and ability to acquire fundamental, functional musical knowledge and associated aural, theoretical and notational skills. Students learn theory, aural recognition and musical techniques in different contexts through a variety of learning activities. Students develop their understanding of the relationship between theoretical notation and sound, using aural and visual recognition and notation.

Content
The following three areas of study are covered:
- Theory, Aural Recognition and Musical Techniques
- Harmony
- Arrangement.

Evidence of Learning
School-based Assessment (70%)
- Assessment Type 1: Skills Development - Two Assessments (30%)
- Assessment Type 2: Arrangement and Statement (40%)

External Assessment (30%)
- Assessment Type 3: Examination (30%)

MUSIC: PERFORMANCE SPECIAL STUDY

Duration of Course
Spread over 2 Semesters (10 credits)

Recommendations
Students who undertake this subject are assumed to have attained a high enough standard of technique and performance to enable them to meet the technical and musical demands of approved work(s) and the analytical skills to enable them to undertake an in-depth study of the work(s).

Subject Description
Students develop and extend skills on a chosen instrument or the voice and apply these skills, musical understanding and aesthetic awareness in a performance as an instrumental or vocal soloist or as a member of a chamber ensemble. Students develop skills in preparing and presenting approved work(s) for performance. They extend their interpretative skills, aural perception, musical sensitivity and awareness of style, structure and historical conventions.

In addition students develop analytical skills and the application of these skills, through analysis of the approved work(s). Students submit a written analysis at the second public performance.

Content
Stage 2 Performance Special Study consists of two areas of study:
- Part 1: Performance of Approved Work(s)
- Part 2: Commentary

Evidence of Learning
School-based Assessment (70%)
- Assessment Type 1: First Performance (20%)
- Assessment Type 2: Second Performance (30%)
- Assessment Type 3: Commentary (20%)

External Assessment (30%)
- Assessment Type 4: Final Performance (30%)

Additional Information
Students who study Performance Special Study and/or Solo Performance and/or Ensemble Performance may perform on the same instrument in all subjects. Movements of work(s) chosen for Performance Special Study may not, under any circumstances, be performed as part of a Solo Performance program, nor may they form the basis of the investigation for Musical styles.
**MUSIC: SOLO PERFORMANCE**

**Duration of Course**
Spread over 2 Semesters (10 credits)

**Recommendations**
It is recommended that students wishing to undertake this course have achieved a C Grade or higher at Stage 1 Music. Students who undertake this subject are assumed to have attained a performance standard that reflects at least three years of development on their instrument. Students without this background may have difficulty in successfully meeting the performance standards for this subject. However, this may not necessarily apply to voice students.

**Subject Description**
Students develop skills on a chosen instrument or their voice and apply these skills, musical understanding and aesthetic awareness in a solo performance. Students also develop skills in preparing and presenting public performances, aural perception and musical sensitivity and awareness of style, structure and historical conventions in solo performance.

**Content**
Students prepare and present public performances. When preparing for performance, students must ensure that the program includes:

- works of contrasting character
- works that allow students to develop their performance techniques on their instrument or voice
- a minimum of 18 minutes of repertoire.

The performance program may include works in a single style or in a variety of styles. In preparing the program, students should give attention to the practical application of their knowledge about, and skills in, accuracy, technique and musicianship.

**Evidence of Learning**

- **School-based Assessment (70%)**
  - Assessment Type 1: First Performance (30%)
  - Assessment Type 2: Second Performance (40%)

- **External Assessment (30%)**
  - Assessment Type 3: Final Performance (30%)

**Additional Information**
Students who study Solo Performance and/or Performance Special Study and/or Ensemble Performance may perform on the same instrument in all subjects. However, movements of works chosen for Performance Special Study may not, under any circumstances, be performed as part of a Solo Performance program.

**MUSIC: TECHNOLOGY**

**Duration of Course**
Spread over 2 Semesters (10 credits)

**Recommendations**
It is recommended that students wishing to undertake this course have achieved a C Grade or higher at Stage 1 Music Media.

**Subject Description**
Students develop skills in, and knowledge of, music technology. Students study a selection of topics, including at least one core topic and at least one optional topic. Students demonstrate the application of the skills and knowledge they gain by completing a series of projects and commentaries on the projects.

**Content**
Core Topics:
- Acoustics
- The Mixing Console
- Microphones
- Digital Audio Basics
- Signal Processing
- Aural Analysis

Optional Topics:
- MIDI
- The Recording Process
- Loops and Waves
- Unlisted process

**Evidence of Learning**

- **School-based Assessment (70%)**
  - Assessment Type 1: Folio of Minor Projects and commentary

- **External Assessment (30%)**
  - Assessment Type 2: Major Project and commentary.

**Additional Information**
Students who study Solo Performance and/or Performance Special Study and/or Ensemble Performance may perform on the same instrument in all subjects. However, movements of works chosen for Performance Special Study may not, under any circumstances, be performed as part of a Solo Performance program.
NUTRITION

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a C Grade in Stage 1 Nutrition.

Subject Description
Students integrate scientific knowledge and skills gained in their study of nutrition and apply them to designing and carrying out investigations that explore the links between food, health and diet-related diseases. In practical investigations, students formulate and test hypotheses by collecting, presenting, analysing and evaluating empirical data in order to describe trends and clarify theoretical concepts related to nutrition.

Using the literature on nutrition, students critically examine factors that influence food choices and reflect on local, national, Indigenous and/or global issues related to the study of nutrition.

Content
Students undertake the study of all four core topics and one option topic.

Core Topics
- Core Topic 1: The Fundamentals of Human Nutrition
- Core Topic 2: Diet, Lifestyle and Health
- Core Topic 3: Food Selection and Dietary Evaluation
- Core Topic 4: Food, Nutrition and the Consumer

Option Topics
Teachers choose one of the following option topics in consultation with students:
- Option Topic 1: Global Nutrition and Ecological Sustainability
- Option Topic 2: Global Hunger.

Evidence of Learning
School-based assessment (70%)
- Assessment Type 1: Investigations Folio (40%)
- Assessment Type 2: Skills and Applications Tasks (30%)

External Assessment (30%)
- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:
- one issues investigation and at least three practical investigations for the investigations folio
- at least two skills and applications tasks
- one examination.

Students provide evidence of their learning in different forms, including written, oral or multimodal. At least one assessment involves collaborative work.

PHYSICAL EDUCATION

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a C Grade in Stage 1 Physical Education.

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

Content
Stage 2 Physical Education consists of the following two key areas of study and related key concepts.

Practical Skills and Applications
- Centrally developed practical 1
- Centrally developed practical 2
- Centrally developed practical 3 or negotiated practical

Principles and Issues
- Exercise Physiology and Physical Activity
- The Acquisition of Skills and the Biomechanics of Movement
- Issues Analysis

Evidence of Learning
School-based Assessment (70%)
- Assessment Type 1: Practical (50%)
- Assessment Type 2: Folio (20%)

External Assessment (30%)
- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through seven to ten assessments, including the external assessment component. Students undertake:
- three practicals
- three to six assessments for the folio
- one examination.
PHYSICS

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a C Grade at Stage 1 Physics for the full year and Mathematical Methods A, B, & C.

Subject Description
Physics gives people an understanding of the processes that direct the universe and the world, so that they may appreciate and respect them. Students develop their knowledge of the principles and concepts of Physics and the ability to use that knowledge to formulate questions and hypotheses and identify opportunities and challenges. They also acquire new knowledge through their investigations. Students develop the skills and abilities to observe, record and explain the phenomena of Physics and to draw evidence-based interpretations from investigations of issues related to Physics.

Content
Physics is organised into four sections. Each section is divided into four topics. Each topic includes one application, which is an integral part of the subject outline.

Section 1: Motion in Two Dimensions
Section 2: Electricity and Magnetism
Section 3: Light and Matter
Section 4: Atoms and Nuclei

Evidence of Learning
The following assessment types enable students to demonstrate their learning in Stage 2 Physics:

School-based Assessment (70%)
- Assessment Type 1: Investigations Folio (40%)
- Assessment Type 2: Skills and Applications Tasks (30%)

External Assessment (30%)
- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:
- at least three practical investigations and at least one issues investigation for the folio
- at least three skills and applications tasks
- one examination.

RESEARCH PROJECT

Duration of Course - 1 Semester (10 credits)
Entry Point - Semester 1

Compulsory subject
The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE). Students must complete the 10-credit Research Project at Stage 2 of the SACE with a C grade or better.

Subject Description
Students choose a research question based on an area of interest. They learn and apply research processes, knowledge and skills specific to their research topic, record their research and evaluate what they have learnt. They choose one or more capabilities, explore the concept of the capability or capabilities and how it / they can be developed in the context of their research.

Students enrol in either Research Project A or Research Project B. For Research Project A, students can choose to present their external assessment in written, oral or multimodal form. The external assessment for Research Project B must be written.

Research Project A is not a Tertiary Admission Subject. Research Project B may contribute to a student’s Australian Tertiary Admissions Rank (ATAR).

The term ‘research’ is used broadly and may include practical or technical investigations, formal research or exploratory inquiries.

Students are expected to:
- formulate and refine a question that helps focus their research
- generate ideas to plan and develop their research
- consider the relevance of a chosen capability/ies (literacy, numeracy, ICT, critical & creative thinking, personal & social, ethical understanding & intercultural understanding) to their research
- analyse information and explore ideas to develop their research
- develop and apply specific knowledge and skills
- produce a research outcome
- evaluate their research.

Assessment
The following assessment types enable students to demonstrate their learning in Stage 2 Research Project A:

School Assessment (70%)
- Assessment Type 1: Folio (30%)
- Assessment Type 2: Research Outcome (40%)

External Assessment (30%)
- Assessment Type 3: Evaluation (30%).

The following assessment types enable students to demonstrate their learning in Stage 2 Research Project B:

School Assessment (70%)
- Assessment Type 1: Folio (30%)
- Assessment Type 2: Research Outcome (40%)

External Assessment (30%)
- Assessment Type 3: Evaluation (30%).
SCIENTIFIC STUDIES

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a C Grade at any of the Stage 1 Sciences.

Subject Description
Through Scientific Studies, students develop their knowledge of scientific principles and concepts, the ability to use that knowledge to identify questions, issues, opportunities and challenges and the capacity to acquire new knowledge through their own investigations. Students develop the skills and abilities to explain scientific phenomena and to draw evidence-based conclusions from the investigation of science-related issues. In this way students improve their own scientific literacy to support future career pathways, including those that are science-related and develop the ability to live and work as informed and reflective citizens in a world shaped increasingly by science and technology. Students have the opportunity to engage with the work of classical and modern scientists and to initiate and participate in discussions on how science impacts on their own lives and on society and the environment.

Content
The major emphasis of the course is on the use and application of science in society. The issues explored relate to human anatomy and physiology, particularly in reference to health and disease. By providing an emphasis on the human body, the program seeks to help the students develop an awareness and appreciation of how their bodies function and what they can do in order to maintain a healthy lifestyle throughout their lives.

Topics:
- The Scientific Method
- Nature of Science
- Body Systems
- Vaccines and Immunisation
- Smoking and Human Health

A student-centred enquiry approach to investigating chosen topics is undertaken. This enables students to define the scope of their learning by gathering information, evaluating evidence, synthesising new knowledge and applying their learning to related ideas and issues. The scientific topics chosen, or issues that arise during investigations, are informed by the application of key scientific ideas, skills, concepts and understanding.

Assessment
The following assessment types enable students to demonstrate their learning in Stage 2 Scientific Studies:

School-based Assessment (70%)
- Assessment Type 1: Investigations Folio (40%)
- Assessment Type 2: Skills and Applications Tasks (30%)

External Assessment (30%)
- Assessment Type 3: Practical Investigation (30%)

Students provide evidence of their learning through nine assessments, including the external assessment component.

Students undertake:
- two practical investigations and at least one issues investigation for the folio
- at least two skills and applications tasks
- one externally assessed practical investigation.
**SPORT AND RECREATION**
(Integrated Learning)

Duration of course – 2 semesters (20 credits)

Recommendations
It is recommended that students who wish to undertake this course have successfully completed at least one semester of Stage 1 Physical Education.

Subject Description
Integrated Learning draws links between students’ learning in Sport and Recreation to other aspects of their lives. Students apply their knowledge and skills from Sport and Recreation to real-world tasks. This course is aimed at those students who do not wish to undertake the traditional Stage 2 Physical Education course, but still wish to pursue studies in Sport and Recreation.

Content
Stage 2 Sport and Recreation consists of the following four key areas of study and related key concepts.

Practical Skills and Application
- Touch Football
- Team Handball
- Table Tennis

Group Project
In small groups (3) students plan and implement a three lesson Table Tennis coaching unit to be undertaken with a group of middle school students.

Folio and Discussion
Students are to develop a written and digital folio of their progress throughout the three practical units of the program.

Report
Students investigate an aspect of personal interest in Fitness and Training and undertake research, planning and development of a program they feel passionate about in relation to their own personal or community health and fitness needs.

Assessment
School-based Assessment (70%)
- Assessment Type 1: Practical (30%)
- Assessment Type 2: Group Project (20%)
- Assessment Type 3: Folio and Discussion (20%)

External Assessment (30%)
- Assessment Type 4: Report (30%)

Students provide evidence of their learning through six to ten assessments, including the external assessment component.

Students undertake:
- three practicals
- three to six assessments for the folio
- one external assessment

**VISUAL ARTS: ART**

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a C grade or higher in Stage 1 Visual Arts: Art.

Subject Description
Visual Arts engages students in conceptual, practical, analytical and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, provide observations of their lived or imagined experiences and represent these in visual form. Of particular interest in this subject are past and present influences that impact on the visual arts: local and global events, social and political values, different perspectives provided by the diversity of cultural groups and the styles, aesthetic values and philosophies of individuals and groups of practitioners of particular times and places.

Content
The following three areas of study are covered:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Evidence of Learning
The following assessment types enable students to demonstrate their learning in Stage 2 Visual Arts:

School-based Assessment (70%)
- Assessment Type 1: Folio (30%)
- Assessment Type 2: Practical (40%)

External Assessment (30%)
- Assessment Type 3: Visual Study (30%)

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

Students produce:
- 40 pages of folio work
- a body of practical work, or two smaller practicals with a practitioner’s statement for each
- a 2000-word Visual Study.
VISUAL ARTS: DESIGN

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a C grade or higher in Stage 1 Visual Arts: Design.

Subject Description
Visual Arts engages students in conceptual, practical, analytical and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, provide observations of their lived or imagined experiences and represent these in visual form. The broad area of Design encompasses communication and graphic design, environmental design and product design. It emphasises a problem-solving approach to the generation of ideas or concepts and the development of visual representation skills to communicate resolutions.

Content
The following three areas of study are covered:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Evidence of Learning
The following assessment types enable students to demonstrate their learning in Stage 2 Visual Arts - Design:

School-based Assessment (70%)
- Assessment Type 1: Folio (30%)
- Assessment Type 2: Practical (40%)

External Assessment (30%)
- Assessment Type 3: Visual Study (30%).

Students provide evidence of their learning through four to six assessments, including the external assessment component. Students produce:
- 40 pages of folio work
- a body of practical work, or two smaller practicals with a practitioner’s statement for each
- a 2000-word Visual Study.

WORKPLACE PRACTICES

Duration of Course - 2 Semesters (20 credits)

Recommendations
It is recommended that students wishing to undertake this course have achieved a C Grade in Stage 1 Workplace Practices.

Subject Description
In Workplace Practices students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They learn about the relationships between work-related issues and practices, the changing nature of work, industrial relations influences and workplace issues that may be local, national or global or industry specific. Students can undertake learning in the workplace and reflect on and evaluate their experiences in relation to 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
For the purpose of this subject, ‘work’ is considered in its broadest sense and is defined as all fields of paid and unpaid activity. ‘Workplace’ or ‘work-related context’ is defined as any environment in which an individual operates to produce a service and/or product.

Students undertake:
- Industry and Work Knowledge
- Vocational Learning and/or VET.

Evidence of Learning
School-based Assessment (70%)
- Assessment Type 1: Folio (25%)
- Assessment Type 2: Performance (25%)
- Assessment Type 3: Reflection (20%)

External Assessment (30%)
- Assessment Type 4: Investigation (30%)

Students provide evidence of their learning through nine assessments, including the external assessment component. Students undertake:
- Three assessments for the folio
- two assessments for the performance in either work experience or VET
- two assessments for the reflection
- one investigation.