Seaton High School
2019 Curriculum Handbook

Years 8 – 12
Please Note:- While every effort has been made to provide accurate information changes may be necessary to content and assessment tasks.
INTRODUCTION

This Curriculum Handbook describes the curriculum structure and provides detailed information about subject choices at Seaton High School for 2019.

This information, together with the individual counselling process in Term 3, helps students and parents choose subjects for next year. Home Group Teachers, Subject Teachers, Student Counsellors and Year Level Coordinators are also available to discuss subject selections, and to assist students and parents to consider courses and future options for further study and employment.

Seaton encourages all students to keep their options open, as much as possible, at Year 9 and Year 10 level, so that they retain maximum choices for courses and careers. In the Senior School, the subjects that students choose can have a significant influence on post-school options, tertiary education or employment prospects. Appropriate choice of subjects makes it much easier to achieve personal goals. Students should choose wisely by thinking carefully about what they hope to gain from their studies. They should ask themselves:

- What am I interested in?
- What am I good at?
- What kind of job, or types of work, will allow me to pursue my interests? (Remember that there are often many careers available in a particular area of employment, so try not to be too narrow in your career choice at the beginning.)
- What kind of subjects do I need to achieve my career choice? (Try to select subjects which will open doors to a range of careers within your area of interest, rather than aiming for specialisation at the start. This will provide flexibility and greater choice later.)

Students should discuss their hopes and aspirations with parents or other trusted people. They should research the implications of subject choices from the information in publications such as the Job Guide, the South Australian Tertiary Admissions Centre (SATAC) Guide, TAFE and University Handbooks, and seek help and advice from Teachers or Student Counsellors. There are several informative websites that provide information about career pathways and areas of skills shortages. These will be given to students during the course counselling process.

The school will approve courses provisionally by the end of Term 3, but these will need to be confirmed in December. Final assessment grades and the numbers choosing particular subjects will determine which subjects will be available and whether students need additional counselling to consider changes to their subject choices.

Seaton has introduced new programs and maintained important priorities to enrich the curriculum and support success for every student. Seaton is a leading school in the state in the incorporation of specific priorities in all subjects:

- Literacy skills are taught in all subjects.
- The use development of critical and creative thinking is a focus across the curriculum.
- A range of interdisciplinary programs link teaching and learning across curriculum areas, focussing on real-world problems.
- The development of personal and social qualities, as defined in the school's Graduate Qualities in particular persistence, organisation, collaboration and self-confidence, is also incorporated into subjects.
- Emerging technologies are used in special programs and across subjects to support high quality contemporary teaching and learning.
- ICT used across curriculum areas and a 1:1 Laptop Program is in place across the school (year 8 from 2019).

Seaton offers two Vocational Education and Training (VET) Certificate courses; ElectroComms, in partnership with ATEC (the industry training body) and Plumbing, in partnership with Master Plumbers Association (the industry training body). These courses are designed for students interested in an apprenticeship, or practical experience before going on to tertiary study, in the areas of electrical, refrigeration, air conditioning, data and communication and security /alarm installation (Electrotechnology), or plumbing and general construction (Plumbing).

I hope that the information in this handbook is helpful, and invite students and parents to utilise Seaton's counselling and other support services.

Richard Abell
Principal
2018
WHO CAN HELP YOU?
Throughout the year you may require specific information about subjects. For many enquiries your first contact will be your Home Group Teacher. For additional information we recommend that you contact the following staff members.

<table>
<thead>
<tr>
<th>Subjects / Departments</th>
<th>Names</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Technologies / STEAM</td>
<td>Mr T Griffith</td>
</tr>
<tr>
<td>Art</td>
<td>Mr T Jeffrey</td>
</tr>
<tr>
<td>Business and Enterprise</td>
<td>Mr J Wenham</td>
</tr>
<tr>
<td>Biology</td>
<td>Mr S Stavropoulos / Mr M Crump</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Mr E Bourlotus / Mr C Spyrou</td>
</tr>
<tr>
<td>Dance</td>
<td>Ms S Westwood</td>
</tr>
<tr>
<td>Design</td>
<td>Mr T Jeffrey</td>
</tr>
<tr>
<td>Digital Technologies</td>
<td>Mr T Griffith / Mr T Nash</td>
</tr>
<tr>
<td>Drama</td>
<td>Ms M Woodmore</td>
</tr>
<tr>
<td>English</td>
<td>Mr D Henderson</td>
</tr>
<tr>
<td>Geography</td>
<td>Mr P Lenartowicz / Mr D Henderson</td>
</tr>
<tr>
<td>Home Economics / Textiles</td>
<td>Ms R Trevorah / Ms F Caire</td>
</tr>
<tr>
<td>Information, Processing &amp; Publishing</td>
<td>Ms M Evans</td>
</tr>
<tr>
<td>Japanese</td>
<td>Ms K Sivewright</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>Ms J Plantadosi</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mr M Crump</td>
</tr>
<tr>
<td>Modern History</td>
<td>Mr D Henderson</td>
</tr>
<tr>
<td>Music</td>
<td>Ms L Lankenau / Mr T Nicholson</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Mr S Cavanagh</td>
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<tr>
<td>Physics</td>
<td>Mr J Hooper / Mr Crump</td>
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<tr>
<td>Spanish</td>
<td>Ms K Lonergan</td>
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<tr>
<td>Technology Studies</td>
<td>Mr T Nash</td>
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<tr>
<td>Tourism</td>
<td>Ms J Plantadosi</td>
</tr>
<tr>
<td>Student Learning Program</td>
<td>Ms V Germanos</td>
</tr>
<tr>
<td>UAV</td>
<td>Mr T Griffith</td>
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<tr>
<td>Vocational Education &amp; Training</td>
<td>Mr M Huggett</td>
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<tr>
<td>Principal</td>
<td>Mr R Abell</td>
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<tr>
<td>Deputy Principal</td>
<td>Ms J Hernandez</td>
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<tr>
<td>Assistant Principals</td>
<td>Ms S Smith / Mr M Huggett / Mr T Nash</td>
</tr>
<tr>
<td>Student Counsellors</td>
<td>Mr M Huggett / Ms L Branford / Mr S Cutri</td>
</tr>
<tr>
<td>AP Middle School / Yr 8 Coordinator</td>
<td>Mr P Lenartowicz</td>
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<tr>
<td>Year 9 Coordinator</td>
<td>Mr J Wenham</td>
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<tr>
<td>Year 10 Coordinator</td>
<td>Ms M Jeffrey</td>
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<tr>
<td>Year 11 Coordinator</td>
<td>Mr C Spyrou</td>
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<tr>
<td>Year 12 / SACE Coordinator</td>
<td>Mr A Stockley</td>
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</tbody>
</table>
Seaton’s Middle School curriculum enables all students to study a comprehensive and balanced curriculum. Learning Programs are developed in line with the Australian Curriculum.

Learning in the Middle School is structured so that students will have greater opportunity to:
- Develop positive relationships with a small range of people within the school community
- Develop a stronger sense of ownership of the curriculum and the learning environment
- Experience a wide range of learning experiences that are relevant to their needs and enable a range of pathways and choice in their senior school years.

To support these aims Year 8 and 9 students study many of their subjects in stable class groups. Home group teachers build close relationships with their classes, which they generally teach for two or three subjects. Class sizes generally average between 26 - 28 students. Teachers can provide prompt support to meet students’ individual needs. Students learn to co-operate, and to support each other's learning. Teachers work together in teams to ensure coherent, effective, high quality teaching. Assessment in the Middle School includes a range of authentic practices including student presentations to a panel.

Year 8 students participate in a Year Level camp, where relationships and curriculum are further developed. The Year 8 camp costs approximately $95.

**YEAR 8 PROGRAM**
- English, Japanese and History
- Maths and Science
- Health and Physical Activity Subject: Students must select one of Physical Education, Dance or Baseball
- Technology Studies and Food & Nutrition
- The Arts: Students must select one of either Visual Art or Performing Arts (Drama & Music)
- Geography
- English as an Additional Language or Dialect (EALD) and other special assistance is provided as necessary
- Intensive Literacy and Numeracy classes are provided as necessary
- All Year 8 students are taught digital technology skills as part of their courses

| FULL YEAR | English / History / Japanese |
| FULL YEAR | Maths / Science; Yr 8 GAS (Gifted Art) |
| 1 TERM | Geography |
| SEMESTER | Health and Physical Activity: Students select one of Physical Education, Dance or Baseball |
| SEMESTER | Technology (includes Woodwork, Metalwork, Plastics, Electronics, CAD and Robotics) |
| 1 TERM | Food and Nutrition |
| SEMESTER | Arts: Students select one of either Visual Art or Performing Arts |

**YEAR 9 PROGRAM**
- Maths and Science
- English and History
- One semester of a Health and Physical Activity Subject is compulsory. Students must select between Physical Education, Dance or Baseball
- A wide range of choice subjects are offered to meet individual student needs and pathways. These include:
  - The Arts: Drama, Dance, Music, Visual Arts
  - Design and Technology: Electronics & Control Technologies
  - Design and Technology: Timber & Metal Materials
  - Home Economics (a term of foods & a term of textiles)
  - LOTE: Japanese (full year)
  - Baseball
  - Health & PE
  - Geography
- English as an Additional Language or Dialect (EALD) and other special assistance is provided as necessary
- Intensive Literacy and Numeracy classes are provided as necessary
- All Year 9 students are taught digital technology skills as part of their courses

| FULL YEAR | English / History |
| FULL YEAR | Maths / Science |
| SEMESTER | Health and Physical Activity: Students select one of Physical Education, Dance or Baseball |
| SEMESTER | Choice |
| SEMESTER | Choice |
| SEMESTER | Choice |
ART (VISUAL)
Semester

SUBJECT OUTLINE
This course will provide opportunities for students to develop their skills and applications in Art and Design, including areas such as painting, drawing, printmaking and clay.

Knowledge/Content
- Practical areas undertaken are supported by visual research giving a more meaningful understanding
- Students maintain a folio of their experimentations and discoveries as evidence for the assessment process

Skill Development
- Provides opportunities for further development of skills and understandings in a range media, both practical and theoretical

ASSESSMENT
- Visual study: Study of visual art techniques and artists
- Folio: Idea development through higher order thinking
- Practical work

REQUIREMENTS FOR SUCCESS
Designed for those students who were enrolled and were successful in the Year 8 GAS course.

FUTURE STUDY PATHWAYS
Year 10 Art and/or Year 10 Print Media.
The possibility of some students being extended into a Stage 1 Art course in Semester two of Year 10.

BASEBALL – ADVANCED
Full Year

SUBJECT OUTLINE
This course is for students with above average athletic potential.

Knowledge/Content
- Provides students with the opportunity to develop skills and knowledge in baseball, including throwing, pitching, catching, fielding, hitting, running, team offence and defence situations and injury prevention
- Alcohol and Drugs – harm minimisation
- SHineSA - relationships and sexual health

Skill Development
- A light weights program is incorporated into the training. Students gain a level 1 accreditation in scoring and a level 0 accreditation in umpiring

ASSESSMENT
- Practical
- Theory

REQUIREMENTS FOR SUCCESS
Year 8 Baseball is a prerequisite, or a successful tryout.
Participation in Australian Baseball Focus Schools Tournament (cost is dependent on where it is held), and the Year 8/9 State Knockout.

FUTURE STUDY PATHWAYS
Year 10 Baseball

BASEBALL - STANDARD
Semester

SUBJECT OUTLINE
This course is for students with average athletic potential.
Knowledge /Content
- Students have the opportunity to develop skills and knowledge in baseball, including throwing, pitching, catching, fielding, hitting, running, team offence and defence situations and injury prevention
- Alcohol and Drugs – harm minimisation
- SHineSA - relationships and sexual health

Skill Development
- A light weights program is incorporated into the training

ASSESSMENT
- Practical
- Theory

REQUIREMENTS FOR SUCCESS
Participation in Australian Baseball Focus Schools Tournament (cost is dependent on where it is held), and the Year 8/9 State Knockout.

FUTURE STUDY PATHWAYS
Year 10 HPE or Year 10 Fitness

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DRAMA
Semester

SUBJECT OUTLINE
This course is designed for students with an interest in performance and the world of theatre. Students develop skills in voice and movement. There is a focus on Improvisation and Physical Theatre. Students will also develop skills in review writing. In this course students will work individually, in pairs, and in small groups.

Knowledge/Content
- Improvisation
- Realism
- Commedia Dell’ Arte

Skill Development
- Creating improvised works
- Developing characters from improvised and scripted drama
- Analysis and exploration of theatre styles, texts and performances

ASSESSMENT
- Performance
- Folio: review and report
- Acting and ensemble skills

REQUIREMENTS FOR SUCCESS
Interest in drama and attendance at majority of lessons. Some out of hours performance.

FUTURE STUDY PATHWAYS
Provides strong foundation for success in Year 10 Drama.

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ELECTRONICS & COMPUTER CONTROL TECHNOLOGY
(Design & Technology)
Semester

SUBJECT OUTLINE
This course will assist students in developing their Design and Technology skills in the materials area of study. It will provide students with the opportunity to gain confidence with software, tools and machines used in electronics, robotics and 3D printing.

Knowledge/Content
- By applying the design process students will see the required relationship between investigations, drawing and written presentations, construction and evaluation
- Projects planned aim to demonstrate the learned skills and the design process
- A safe working ethic in this learning area is required and essential for progress

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YEAR 9 SUBJECT DESCRIPTORS

Skill Development
- Electronic circuits design and construction
- Programming and robotics control technology
- Computer aided design

ASSESSMENT
- Ongoing assessment which includes all written, drawing and practical work based on the design cycle

REQUIREMENTS FOR SUCCESS
Completion of a folio of work that meets the ACARA standards.

FUTURE STUDY PATHWAYS
Enables students to do timber and/or metal and/or Digital Technology subjects in Year 10.

GEOGRAPHY
Semester

SUBJECT OUTLINE
This course extends concepts covered in Year 8 Geography through a study of two units – Biomes & Food Security and Geographies of Interconnection. There will be an emphasis on practical geography skills and excursions.

Knowledge/Content
- Geographical method of enquiry
- Biomes and their connection to food & fibre production
- Environmental challenges to food and fibre production
- Connections between people and places

Skill Development
- Reading maps and GPS devices
- Field research

ASSESSMENT
- Field report
- Model
- Learning journal
- Academic poster

REQUIREMENTS FOR SUCCESS
Sound interest and grades in Year 8 Geography and a strong interest in the environment.

FUTURE STUDY PATHWAYS
Year 10 Geography and UAV

HOME ECONOMICS – FOODS & TEXTILES
Semester

SUBJECT OUTLINE
This course consists of 1 term of cookery and 1 term of textiles. It is designed to further develop students’ skills in design and technology. It will provide students with the opportunity to gain confidence with foods, materials, tools and equipment.

Knowledge/Content
- An understanding of food safety and hygiene, and safe and correct equipment use
- An introduction to and the development of different cookery methods and their uses in food production
- An understanding of safe work practices when working with sewing equipment
- An introduction to how hand and machine skills can be used in the construction of a simple textile article(s)
- By applying the design process, students will use the procedures of investigating, designing,

importance of having a positive attitude to physical activity and a healthy lifestyle.

Knowledge/Content
Students will participate in the following sports:
- SASI talent search
- Invasion games
- Net/wall games
- Outdoor education – which includes a 2 day overnight camp to Kupito Forest
In addition, students will study the following theory topics:
- Alcohol and drugs – harm minimisation
- Shine SA - relationships and sexual health

Skill Development
- Specific skill/game development
- Cooperation and group work

ASSESSMENT
- Practical: Performance of skill and tactical understanding. Participation in physical activity and ability to work with others
- Theory: Completion of assignments aligned to Australian Curriculum achievement standards

REQUIREMENTS FOR SUCCESS
Appropriate clothes to change into for practical lessons. Participation in the overnight camp is compulsory.
Please note there is a course cost of $30, to cover transport and camping fees for the bushwalk.

FUTURE STUDY PATHWAYS
Year 10 Applied Environmental Studies, HPE or Fitness
YEAR 9 SUBJECT DESCRIPTORS

making and appraising a food product and textile article

Skill Development
- Reading and interpreting recipes
- Time management
- Pastry making
- Meat and meat alternative cookery
- Egg cookery
- Baking
- Measuring
- How to use a both a sewing machine and needle felting machine
- Fabric embellishment technique
- Simple hand sewing techniques

ASSESSMENT
- Ongoing assessment which includes both practical and written tasks
- Demonstration of skills and knowledge through a “Design, investigate, produce and evaluate assignment” for each terms work

REQUIREMENTS FOR SUCCESS
All students are expected to participate in all areas of study to learn and practice the necessary skills for successful outcomes.

FUTURE STUDY PATHWAYS
Both areas of study lead into a semester of Textiles in Year 10 and Stage 1 and a semester of Food Management in Year 10 and Stage 1 with a full year of Food and Hospitality offered in Stage 2.

JAPANESE
Full Year

SUBJECT OUTLINE
An interactive course in which students will increase their understanding of Japanese language and culture and develop their communication skills.

Knowledge/Content
- Japanese culture
- Katakana script
- Everyday topics eg family & friends, weather, going to the restaurant, school life

Skill Development
- Understanding of Japanese culture
- Speaking, listening, reading, writing in Japanese

ASSESSMENT
- Reading and writing in Japanese
- Speaking and listening in Japanese
- Oral presentations
- Vocabulary and grammar tests

REQUIREMENTS FOR SUCCESS
If you were successful in Year 8 Japanese and you love the challenge of learning a language, this is the subject for you! To be successful in this subject you also need to be interested in other cultures and looking at the world from a different perspective. Additionally, only students who are studying Japanese will be considered for the 2018 Japan Trip.

FUTURE STUDY PATHWAYS
Success in Year 9 Japanese will help ensure success in Year 10 Japanese.

MUSIC
Semester

SUBJECT OUTLINE
This course is designed for students who have demonstrated ability, understanding and interest in the music course during Year 8 OR can play a musical instrument OR have vocal ability and performance experience.

Knowledge/Content
- Further develop ensemble/solo practical skills
- Listen to perform, and arrange music
- Maintain a FOLIO of musical appreciation and evaluation

Skill Development
- Further development of practical skills
- Understanding the elements of music

ASSESSMENT
- Ensemble practical tests
- Solo practical tests
- Music theory tests
- Folio - research, analysis, reflection

REQUIREMENTS FOR SUCCESS
Interest in music.
Lesson attendance and participation in out of hours performance.

FUTURE STUDY PATHWAYS
Year 10 Music

TIMBER & METAL Construction:
(Design & Technology)
Semester

SUBJECT OUTLINE
This course will assist students in developing their design and technology skills in the materials area of study. It will provide students with the opportunity to gain confidence with software, tools and machines used in timber and metal construction.

Knowledge/Content
- By applying the design process students will see the required relationship between investigations, drawing and written presentations, construction and evaluation
Projects planned aim to demonstrate the learned skills and the design process
A safe working ethic in this learning area is required and essential for progress

Skill Development
- Timber and metal design and construction methods using a range of machines and tools
- Understanding the safe operation of complex machines such as metal lathes
- Computer aided design

ASSESSMENT
- Ongoing assessment which includes all written, drawing and practical work based on the design cycle

REQUIREMENTS FOR SUCCESS
Completion of a folio of work that meets the ACARA standards.

FUTURE STUDY PATHWAYS
Enables students to do Timber and/or Metal and/or Digital Technology subjects in Year 10.
THE SACE

What is the SACE?
The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (years 11 & 12).

The SACE is currently under review to ensure it meets the needs of students, families, higher and further education providers, employers and the community. In working towards their SACE students will develop skills and knowledge needed to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (usually in Year 12). Students will be able to study a wide range of subjects and courses as part of the SACE.

What are some of the features of the SACE?
As part of the SACE students will:

- Receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE board.
- Be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken.
- Receive A - E grades in every Stage 1 and Stage 2 SACE subject.
- Be expected to gain and demonstrate essential skills and knowledge for their future, focusing on 6 capabilities.
- Have 30% of their work in every Stage 2 subject externally assessed. This will be done in various ways, including exams, practical performances, presentations and investigations.
- Have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State.
- Have a moderation process for Stage 1 Mathematics, English and the Personal Learning Plan (PLP).

The requirements to achieve the SACE
To gain their SACE certificate students must earn 200 credits. Ten credits are equivalent to one semester or six months of study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

- A Personal Learning Plan (PLP) at Stage 1 (usually undertaken in Year 10), worth 10 credits
- At least 20 credits towards literacy from a range of English subjects at Stage 1
- At least 10 credits towards numeracy from a range of Mathematical subjects at Stage 1
- A major project of extended studies called the Research Project at Stage 2, worth 10 credits
- Completion of at least 60 additional credits in Stage 2 subjects and courses.
- Students must achieve either an A, B or C in the compulsory subjects to successfully complete SACE.
- Completion of remaining 90 credits from subjects and courses from Stage 1 or 2.
### SACE PATTERN

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 10</strong></td>
<td></td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>10</td>
</tr>
<tr>
<td><strong>Year 11 (Stage 1)</strong></td>
<td></td>
</tr>
<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><strong>Year 11 or 12 (Stages 1 or 2)</strong></td>
<td></td>
</tr>
<tr>
<td>Other subjects and courses of the student's choice</td>
<td>up to 90</td>
</tr>
<tr>
<td><strong>Year 12 (Stage 2)</strong></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><strong>Total</strong></td>
<td>200</td>
</tr>
</tbody>
</table>

- Other subjects and courses
- Stage 1 compulsory subjects and courses
- Stage 2 compulsory subjects and courses

*Most students will complete subjects or courses worth more than 70 credits at Stage 2.*

### Subjects

#### Stage 1 - Years 10 & 11
- **Personal Learning Plan** (compulsory)
- **Numeracy** (compulsory) from a range of mathematics subjects
- **Literacy** (compulsory) from a range of English subjects

#### Stage 2 - Year 12
- **Research Project** (compulsory)

SACE = 200 Credits

- Compulsory Stage 1 = 40 Credits
- Compulsory Stage 2 = 70 Credits
- Free choice = 90 Credits
Students entering Year 10 are young adults who are continuing their education into the Senior School. The Seaton High School community understands the unique challenges that adolescents face at this stage in their lives. Our Year 10 Program will actively support students by assisting them to develop skills and understandings which will equip them to face these challenges.

Students are made aware of and practise meeting the requirements of SACE in Year 10 through the Personal Learning Plan (PLP), a compulsory SACE subject.

All students will ultimately enter the workforce and need to develop skills associated with searching for and applying for employment. These skills are developed through work experience and a job interview which are part of the PLP.

<table>
<thead>
<tr>
<th>COMPULSORY FULL YEAR</th>
<th>COMPULSORY SEMESTER COURSES</th>
<th>COMPULSORY SEMESTER</th>
<th>SEMESTER CHOICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>PLP</td>
<td>Modern History</td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PLP (10 credit SACE unit)</td>
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<tr>
<td>Subjects with a physical activity component (Dance, Baseball, Physical Education, Applied Environmental Studies or Fitness)</td>
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</tbody>
</table>

### YEAR 10 SUBJECTS

**REQUIRED**
- English
- Maths – Essential General 10A
- Science
- PLP (10 credit SACE unit)
- Subjects with a physical activity component (Dance, Baseball, Physical Education, Applied Environmental Studies or Fitness)
- Modern History

**CHOICE**
- Applied Technology - STEAM
- Art (Visual)
- Creating with Textiles
- Introduction to Aviation
- Timber
- Metal
- Drama
- Economics and Business
- Food Management
- International Studies - Australians' role in a global world
- Japanese (2 units)
- Music (Sem 1)
- Creative Music (Sem 2)
- Print Media (Printmaking and photography)
Throughout the year a range of programs and activities will be offered as part of Yr 10 and Senior School:-

**Health and Safety**

Students will participate in various seminars about road safety and personal health issues. Units from the CPC and SHineSA Relationships & Sexual Health curriculum will be delivered on special program days and forums. Students will also undertake a “CBD Passport” where they need to find various locations within the city centre, with the aim of introducing map reading skills, team building and developing knowledge of resources within the city.

**Literacy assessment**

Students will be required to submit pieces of writing (minimum 250 words), from a range of subjects which are assessed against 6 criteria. Students receive feedback and, if necessary, resubmit in preparation for SACE Stage 1. Students who do not meet the 6 criteria may not be able to progress into Year 11 the following year.

**SACE**

Students will also study under SACE Stage 1 conditions, as all Year 10 subjects will be run along SACE guidelines.

**PLP**

Every student will undertake the PLP (Personal Learning Plan) which is a compulsory part of the SACE, worth 10 credits. Students will have the opportunity to undertake Work Experience and participate in a Round Table Presentation. The course will also encourage students to look at their own strengths and areas for improvement in the capabilities, thus preparing them for Stage 1 and Stage 2.

**TAFE accreditation**

Year 10 is the minimum entry requirement for a limited number of courses. Students will have the opportunity to undertake courses, which attract TAFE accreditation. Further information can be accessed through Mr Huggett or Mr Spyrou.
APPLIED ENVIRONMENTAL STUDIES

Semester

SUBJECT OUTLINE
Applied Environmental Studies will give the students the opportunity to learn, practice and apply the knowledge, skills and understanding that is introduced in the classroom in an authentic (outdoor) environment. The program allows students to build on their knowledge and understanding from Geography and Health and Physical Education from year 7 – 9 and provides authentic real world platforms for students to engage with their environment in a meaningful way. Learning is sequential with defined school and career pathways.

Knowledge/Content
• Environmental Change and Management
• Coastal Change and Management
• Inequities in Human Wellbeing
• Improving Human Wellbeing

Skill Development
• Kayaking
• Bike education
• Map reading
• Menu planning
• Camp Preparation
• Observing, questioning and planning

ASSESSMENT
• Environmental Study tasks
• Wellbeing Folio
• Fieldwork Study

OUTDOOR ACTIVITIES
Outdoor Activities will be manipulated to provide opportunities to study environmental change and management as well as the geographies of human wellbeing. Students will be involved in a 2-day/1 night camp to Adelaide Shores Caravan Park. Approximate Cost: $40

REQUIREMENTS FOR SUCCESS
Basic Level of swimming ability is recommended and a willingness to attend all camps and excursions. All camping equipment is provided, except sleeping bags and walking shoes.

FUTURE STUDY PATHWAYS
Applied Environmental Studies – Both Stage 1 Geography & Stage 1 Outdoor Education

APPLIED TECHNOLOGY – (STEAM)

Semester

SUBJECT OUTLINE
The course provides students with the opportunity to use a range of advanced technology manufacturing skills and processes to develop a final product. These will include 3D CAD modelling software, 3D printing and laser cutting, microcontrollers and programming, as well as a range of multimedia software. They will work with a range of materials including timber, metal, manufactured boards and plastics.

Students, upon gaining safe working skills, will follow the design process to construct solutions to given problems. The design process includes investigation, graphic and written presentation, construction and evaluation.

Knowledge/Content
• Students develop their knowledge of the design process.
• Students develop their understanding of materials and how it is processed through hands on experience and testing
• Strong focus on practical skills and application

Skill Development
• Students develop advance manufacturing skills
• Develop appropriate workshop behaviours

ASSESSMENT
• Assessment is ongoing and includes all written, drawing and practical work

REQUIREMENTS FOR SUCCESS
Completion of all assessment tasks to a competent level.

FUTURE STUDY PATHWAYS
This is an excellent course for students who are particularly interested in developing their practical skills further and who may be considering a career in any of the trades or engineering pathways.

ART (VISUAL)

Semester

SUBJECT OUTLINE
Students explore to a higher level the skills and techniques they have developed in previous years through their art making process. They record processes they have undertaken and make creative decisions using higher order thinking and problem solving skills.

Knowledge/Content
• Practical areas such as painting, drawing, and 3D, predominantly clay are supported by visual research
• Students maintain a folio of their work as evidence for the assessment process

Skill Development
• Practical areas undertaken are supported by a rigorous approach to visual research giving a more meaningful understanding to this area of the curriculum

ASSESSMENT
• Visual study: Study of visual art techniques and artists
YEAR 10 SUBJECT DESCRIPTORS

- Folio: Idea development through higher order thinking
- Practical work

REQUIREMENTS FOR SUCCESS
This course is designed for students who have demonstrated ability, understanding and interest in the Arts during the previous year.

FUTURE STUDY PATHWAYS
Stage 1 Art, Stage 1 Design and / or Stage 1 Print Media.

BASEBALL - ADVANCED
Full Year

SUBJECT OUTLINE
This course is for students with above average athletic potential. The course provides the opportunity to develop skills, knowledge, coaching and umpiring experience in baseball.

Knowledge/Content
- Students will also gain a level 0 accreditation in coaching, and compete in the State Open Knockout competition and the Australian Baseball Focus School Championship (costs will be dependent on location)

Skill Development
- Students will develop skills and procedures in throwing, hitting, fielding, running, team offence and defence and injury prevention
- A weights program, a health component and a sports psychology unit is incorporated into the course

ASSESSMENT
- Practical
- Theory

REQUIREMENTS FOR SUCCESS
Pass in Year 9 Baseball is a prerequisite.

FUTURE STUDY PATHWAYS
Stage 1 Creating with Fabric. There are many courses in VET and University that are connected to many areas of Textile Industries.

CREATING WITH TEXTILES
Semester

SUBJECT OUTLINE
This course is designed to introduce students to designing and making textile products by hand and machine.

Knowledge/Content
- Fabric weaves
- Reading and understanding written instructions
- Fabric fibres and their properties
- Body measurement taking
- Up cycling textile products

Skill Development
- Preparing and cutting out patterns
- Hand sewing skills including embroidery
- Needle felting
- Applique
- Quilting
- Free motion machining
- Inserting a zip
- Making buttonholes
- Using a sewing machine

ASSESSMENT
- Practical applications of skills
- Folio of design process, investigation and evaluation
- Major construction project

REQUIREMENTS FOR SUCCESS
All students are expected to participate in all areas of study to learn and practice the necessary skills for successful outcomes. This subject will have a cost to it depending on articles made.

FUTURE STUDY PATHWAYS
Stage 1 Creating with Fabric. There are many courses in VET and University that are connected to many areas of Textile Industries.

DANCE
Semester

SUBJECT OUTLINE
Designed for those students who have successfully completed Year 9 Dance and wish to build on existing skills with a view to specialising at Stage 1. It is a requirement of the course to perform in a live performance. Students are expected to perform at the school showcases and awards ceremony.

Knowledge/Content
- Further increase knowledge and skills of the elements of dance
- Self-disciplined and the ability to work in a group situation

Skill Development
- A range of dance technique, composition and performance
- The ability to work independently and in groups
- Technique
- Composition
- Performance
- Appreciation

ASSESSMENT
- Technique
- Composition
- Performance
- **Response**

**REQUIREMENTS FOR SUCCESS**
C grade or better in Year 9 Dance, or equivalent community experience. Out of hours rehearsals may be required and attendance is expected. As a requirement for OHS, students need to purchase black jazz shoes and or half soles/foot undies to practice in for rehearsals and performance. Appropriate change of clothes.

**FUTURE STUDY PATHWAYS**
Stage 1 Dance.

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**DRAMA**
Semester

**SUBJECT OUTLINE**
This course is for students who have an interest in performing onstage or have an active interest in participating in an offstage role. Students will develop their understanding of theatrical movements, of drama and analytical skills.

**Knowledge/Content**
- Students will gain a wider understanding of the business of the theatre and the elements required in developing a production
- Students will explore the technical aspects of theatre and the Arts

**Skill Development**
- Students will develop skills in voice and movement, building on physical theatre skills
- Students will develop characterisation skills and explore different approach to Drama

**ASSESSMENT**
- Participation in a group performance
- Review of a live piece of theatre
- Journals and individual study
- Individual monologue

**REQUIREMENTS FOR SUCCESS**
Students will need to attend the majority of classes and actively engage in learning. Out of hours rehearsals may be required and attendance is expected.

**FUTURE STUDY PATHWAYS**
Stage 1 Drama.

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**FOOD MANAGEMENT**
Semester

**SUBJECT OUTLINE**
This course is designed to extend students’ cookery skills and knowledge from Year 9. Many of the practicals are individual based enabling students to become independent and responsible for their own outcomes.

**Knowledge/Content**
- Causes and prevention of food borne illnesses
- Food preservation and labelling
- Recipe adaptation
- Menu planning
- Time planning and resource management

**Skill Development**
- Preparing and cooking preserved foods
- Making food labels and nutrition panels
- Yeast, vegetable & meat cookery
- Soups, entrees & desserts
- Presentation and service
- Garnishing and decoration

**ASSESSMENT**
- Demonstration of skills and knowledge through practicals and theory tasks

**REQUIREMENTS FOR SUCCESS**
All students are expected to participate in all areas of study to learn and practice the necessary skills for successful outcomes.

**FUTURE STUDY PATHWAYS**
Successful completion will enable the student to study Food and Hospitality in Stage 1 and Stage 2.
Study can also lead to a career in many areas of food related Industries.

FITNESS
Semester

SUBJECT OUTLINE
This course comprises both practical and theory components and is designed for students who are interested in general fitness and sport and recreation activities, but not necessarily in specific sports.

Knowledge/Content
- Circuit training
- Yoga
- Fitness & recreational games
In addition, students will study the following theory topics:
- SHineSA - relationships and sexual health
- Diet and nutrition

Skill Development
This course allows students to increase their understanding of:
- The benefits of a healthy, active lifestyle
- Positive, healthy behaviour

ASSESSMENT
- Practical aspects of the course and their ability to work with others
- Theory assignments aligned to the Australian Curriculum standards

REQUIREMENTS FOR SUCCESS
There is a course cost of $60, to cover transport and activities off school grounds. Participation in all activities is expected.

FUTURE PATHWAYS
Stage 1 Fitness.

INTERNATIONAL STUDIES
Semester

SUBJECT OUTLINE
This subject aims to develop student understanding of a variety of national and international issues. Students research, compare and explore systems of government, global issues, noteworthy people and events in a variety of contexts.

Knowledge/Content
- Australia’s role and responsibility in a global world
- Legal and political system
- Global issues
- Investigation and presentation on noteworthy contributors on the global stage

Skill Development
- Development of an understanding of the role of government and the different forms it takes
- Analytical skills
- An understanding of Australia’s place in a global world
- Develop questioning and research
- Preparation to be informed and active citizens

ASSESSMENT
- Media monitoring
- Comparative study
- Critical analysis essay
- Investigation and oral presentation

REQUIREMENTS FOR SUCCESS
Engagement with and interest in current global issues. Able to work independently and within set deadlines. Able to think with an open mind.
FUTURE STUDY PATHWAYS
Year 10 International Studies provides an excellent foundation for Stage 1 Society and Culture.

INTRODUCTION TO AVIATION
Semester
SUBJECT OUTLINE
This course is for students with an interest in learning how computers and microcontrollers are used in the control of devices.

Knowledge/Content
- Understanding the word, “Robot”
- Investigating computer control of robotic vehicles and household devices
- Using graphics-based computer languages
- Building and flying a radio-controlled model aircraft, investigating aerodynamics, motors, radio equipment and battery technology

Skill Development
- Coding (programming) will improve
- Construction with lightweight materials/building a remote control model

ASSESSMENT
- Mainly practical
- Related written tasks must be completed
- Use of ICT demonstrated
- Good understanding will result in sound, working models

REQUIREMENTS FOR SUCCESS
Interest, self-motivation, good understanding of concepts, working models.

FUTURE STUDY PATHWAYS
Stage 1 Digital Technologies, Stage 1 Applied Technology.

JAPANESE
Full Year
SUBJECT OUTLINE
An interactive course in which students will further increase their understanding of Japanese language and culture and continue to develop their communication skills.

Knowledge/Content
- Japanese culture
- Hiragana, Katakana and Kanji scripts
- Everyday topics eg, home, directions, job interview, media

Skill Development
- Understanding of Japanese culture
- Speaking, listening, reading, writing in Japanese

ASSESSMENT
- Short talks
- Identifying main ideas in spoken and written texts
- Writing tasks using all three scripts
- Vocabulary and grammar tests

REQUIREMENTS FOR SUCCESS
If you were successful in Year 8 and Year 9 Japanese and you love the challenge of learning a language this is the subject for you! To be successful in this subject you also need to be interested in other cultures and looking at the world from a different perspective. Additionally, only students who are studying Japanese will be considered for the 2019 Japan Trip.

FUTURE STUDY PATHWAYS
Success in Year 10 Japanese will help ensure success in Stage 1 Japanese.

ESSENTIAL MATHEMATICS
Full Year
SUBJECT OUTLINE
This full year course is designed for students who have struggled with their understanding of Year 9 Maths and do not wish to pursue careers that specifically require General Mathematics, Mathematical Methods or Specialist Mathematics from their Senior School years.

Knowledge/Content
- Consumer arithmetic
- Algebra & linear equations, index laws
- Statistics, chance, data & probability
- Geometry, trigonometry & mensuration

Skill Development
- ICT, computers & calculators
- Literacy

ASSESSMENT
- Skills assessment tasks
- Directed investigations
- Application of knowledge/project work
- Exam

REQUIREMENTS FOR SUCCESS
Completion of homework, regular attendance, completion of classroom activities and exam.

FUTURE STUDY PATHWAYS
Stage 1 Essential Mathematics A & B.
GENERAL MATHEMATICS
Full Year

SUBJECT OUTLINE
This full year course is designed for students who have demonstrated a sound understanding of Year 9 Maths and do not wish to pursue careers that specifically require Mathematical Methods or Specialist Mathematics from their Senior School years.

Knowledge/Content
- Consumer arithmetic
- Algebra & linear equations, index laws
- Statistics, chance, data & probability
- Geometry, trigonometry & mensuration

Skill Development
- ICT, computers & calculators
- Literacy

ASSESSMENT
- Skills Assessment Tasks
- Directed Investigations
- Application of Knowledge/Project Work
- Exam

REQUIREMENTS FOR SUCCESS
Completion of homework, regular attendance, completion of classroom activities and exam.

FUTURE STUDY PATHWAYS
Stage 1 Mathematics Specialist &/or Stage 1 Mathematical Methods, Stage 1 General Mathematics or Stage 1 Essential Mathematics.

METAL (Design & Technology)
Semester

SUBJECT OUTLINE
This course provides students with the opportunity to focus on metal as a main material study. It allows students to develop a high skill level in the areas of gas welding and metal machining. Electronic welding will be introduced. Students, upon gaining safe working skills, will follow the design process to construct solutions to given problems. The design process includes investigation, graphic and written presentation, construction and evaluation.

Knowledge/Content
- Students develop their knowledge of the design process
- Students develop their understanding of metal and how it is processed through an investigation essay
- Strong focus on practical skills and application

Skill Development
- Students develop relative hand and machining skills
- Develop appropriate workshop behaviours

ASSESSMENT
- Assessment is ongoing and includes all written, drawing and practical work

REQUIREMENTS FOR SUCCESS
A safe working ethic in this area is required. A high level of workshop management and attention to detail is essential for progress. Completion of all assessment tasks to a competent level.

FUTURE STUDY PATHWAYS
This course provides a pathway to Stage 1 Design and Technology subjects including the Plumbing VET program. This is an excellent course for students who are particularly interested in developing their practical skills further and who may be considering a career in any of the trades or engineering pathways.
MODERN HISTORY
Semester

SUBJECT OUTLINE
Knowledge/Content
- World War 2
- Rights and freedoms – with a focus on Aboriginal rights, but a reference to the US civil rights movement
- Migration experiences - 1945 to the present

Skill Development
- Analysis and use of sources, identifying origin, context and usefulness, as well as its role as evidence
- Explanation and communication, with a focus on the genres most used in history
- Understanding and use of historical terms and concepts, and chronology
- Develop historical questioning and research
- Development of an understanding of perspectives and interpretation in history

ASSESSMENT
- Sources analysis
- Historical essay
- Research and report
- Oral presentation
- Exam

REQUIREMENTS FOR SUCCESS
Year 10 History is a compulsory subject for one semester in Year 10. There will be opportunities for success at all academic levels.

FUTURE STUDY PATHWAYS
Year 10 History is an excellent preparation for any senior humanities subjects such as Stage 1 History A & B, Stage 1 Society and Culture, Stage 1 Legal Studies and Stage 1 Business and Enterprise.

CREATIVE MUSIC
Semester 2

SUBJECT OUTLINE
This course is designed for continuers from Music A, establishing a solid foundation for success in Stage 1 Creative Music. Alternative entry may be provided via an audition process (held in term 2) for students not enrolled in Music A.

Knowledge/Content
Students extend musicianship skills and understandings developed in Music A. Leadership in ensemble work and stagecraft skills are featured in the course.
- Folio – ensemble development
- Skills – musicianship
- Performance product – music showcase

Skill Development
- Further development of practical skills

ASSESSMENT
- Folio / skills
- Major performance

REQUIREMENTS FOR SUCCESS
Successful completion of Music A, or a successful audition. Continued commitment to weekly voice and/or instrumental lessons. Regular attendance at out-of-hours rehearsals/performances.

FUTURE STUDY PATHWAYS
Stage 1 Creative Music (Full Year).

PRINT MEDIA
Semester

SUBJECT OUTLINE
This is a semester course and is designed for students who have an interest in the use of a camera and printmaking. Students will specialise in photography for a term and printmaking for a term.
YEAR 10 SUBJECT DESCRIPTORS

Knowledge/Content
• Interest in cameras, exploring photographic techniques and skills, some of which will be used in the printmaking process

Skill Development
• Developing high quality photographs
• Develop skills in lino printing and printmaking

ASSESSMENT
• Visual study: Study of visual art techniques and artists
• Folio: idea development through higher order thinking
• Practical work

REQUIREMENTS FOR SUCCESS
Completion of all practical and theoretical tasks.

FUTURE STUDY PATHWAYS
Stage 1 Art, Stage 1 Design, Stage 1 Print Media and Stage 1 IPP.

TIMBER
Design & Technology
Semester

SUBJECT OUTLINE
This course provides students with the opportunity to develop a high skill level in the areas of timber preparation and joining techniques. The use of power tools will be introduced. Students, upon gaining safe working skills, will follow the design process to construct solutions to given problems. The design cycle includes investigation, graphic and written presentation, construction and evaluation. Related topics in computer aided design are planned.

Knowledge/Content
• Students develop their knowledge of the design process
• Students develop their understanding of where timber comes from and how it is processed through an investigation essay
• Strong focus on practical skills and application

Skill Development
• Students develop relative hand skills
• Develop appropriate workshop behaviours

ASSESSMENT
• Assessment is ongoing and includes all written, drawing and practical work

REQUIREMENTS FOR SUCCESS
A safe working ethic in this area is required. A high level of workshop management and attention to detail is essential for progress. Completion of all assessment tasks to a competent level.

FUTURE STUDY PATHWAYS
Certificate 1 in Construction, Stage 1 Timber.
Students at Year 11, officially SACE Stage 1, are challenged by the need to meet the requirements and pattern of study at SACE Stage 1. Students may choose to do courses, which meet these requirements in the usual manner or may opt for Vocational Education and Training (VET) courses, which mix traditional school work with work based education and training.

Students wishing to find out about VET courses could visit the following website www.wats.sa.edu.au. Alternatively students could speak to either Mr Huggett or Mr Spyrou for further information. The Regional VET Programs brochure also contains relevant information. Copies are available from the HUB or the Senior School office.

Seaton High School follows SACE Board guidelines to ensure that all subjects at Stage 1 offer students the maximum chance for success. Students receive assessment plans for each subject so they know the topics, work expectations, due dates, etc. for these subjects. In addition to a range of traditional and contemporary subjects, Year 11 students can choose to become involved in innovative programs with outside agencies, TAFE courses, Traineeships, VET, etc.

When selecting Stage 1 subjects students need to keep in mind their Year 10 results. **Students must successfully pass the majority of their Year 10 subjects, and literacy, to be able to progress into Year 11, ie achieve a grade of “C” or better.** If successful grades are not being achieved by course counselling time, subject selection for the following year will be delayed until term 4 grades are available.

Throughout the year a number of specific activities are run for Year 11 students at various times. These include Road Safety and Driver Education programs, career counselling and tertiary information sessions.

### COMPLETION OF SACE

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<td>10 credits</td>
<td><strong>English</strong> 10 credits</td>
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**Must pass with A, B or C**

2019 Curriculum Handbook
**SUMMARY OF SUBJECTS: SACE STAGE 1**

*NB: If PLP has not been passed at Year 10, it must be completed during Year 11.*

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<td>UAV Project</td>
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</table>
APPLIED ENVIRONMENTAL STUDIES

SUBJECT Overview
Applied Environmental Studies will give the students the opportunity to learn, practice and apply the knowledge, skills and understanding that is introduced in the classroom in an authentic (outdoor) environment. The program allows students to build on their knowledge and understanding from Geography and Health and Physical Education from year 7 – 9 and Applied Environmental Studies from year 10. Through immersion at stage 1, students will be proficient and experienced in exploring the genres and subject specific language required for both Outdoor Education and Geography. Respectful relationships are fostered with each other, the wider community and the environment through planning and preparation of outdoor experience and fieldwork. Students will have the depth of knowledge required for the folio in Outdoor Education with the opportunity to develop geographical inquiry and skills.

GEOGRAPHY
Semester

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

Knowledge/Content
- Understanding and application of key geographical concepts
- Understanding of the interdependence of human and physical environments
- Contemporary geographical issues
- Skills in fieldwork using opportunities in the local area
- Geographical features, concepts, and issues through the use of a range of skills and techniques, including spatial technologies

Skill Development
- Collect and record fieldwork data, using techniques such as observation, measuring, counting, testing, sketching, photography, interviewing, mapping, and surveying
- Use maps and spatial technologies (latitudes, longitudes, grid references, legends or keys, directions, and contours)
- Interpret images, including aerial, oblique, and ground photographs, and satellite images
- Understand scale (enlargement, reduction, area, and distance)
- Analyse and interpret statistics, fieldwork data, maps, profiles, cross-sections, and transects
- Identify and analyse patterns and trends, infer relationships, and make predictions
- Communicate geographical information, using visual representations such as tables, graphs, diagrams, sketches, photographs, and maps

ASSESSMENT
- Geographical Skills and Applications
- Fieldwork
- Fieldwork study

REQUIREMENTS FOR SUCCESS
Basic Level of swimming ability is recommended and a willingness to attend all camps and excursions. All camping equipment is provided, except sleeping bags and walking shoes.

FUTURE STUDY PATHWAYS
Stage 2 Subjects.

OUTDOOR EDUCATION
Semester

SUBJECT OUTLINE
This semester is an extension of Year 10 Outdoor Education.

Knowledge/Content
In addition, students will study the following theory topics:
- Fundamental of outdoor living
- Orienteering
- Kayaking
- Bushwalking

Skill Development

ASSESSMENT
- Practical: Skill performance checklists
- Theory: Journals, logbooks, research assignments

REQUIREMENTS FOR SUCCESS
Basic level of swimming ability is essential. Willingness to attend an overnight camp as well as a number of full day excursions to Adelaide and Morialta Falls Conservation Park. All camping equipment provided except sleeping bags and sturdy walking shoes. An ability to demonstrate semi self-reliance is necessary.

Students will need to manage their time to keep up to date with school work that is missed due to training and camps.

FUTURE STUDY PATHWAYS
Stage 2 Subjects.

Please note: There is a cost of $120 for this course
APPLIED TECHNOLOGY – (STEAM)
Semester

SUBJECT OUTLINE
The course provides students with the opportunity to use a range of advanced technology manufacturing skills and processes to develop a final product. These will include 3D CAD modelling software, 3D printing and laser cutting, microcontrollers and programming, as well as a range of multimedia software. They will work with a range of materials including timber, metal, manufactured boards and plastics.

Knowledge/Content
- Understanding of CAD software
- Construction techniques: rebate joints, dowel joints, plastics, electronics, programming
- Integration techniques: wiring, soldering
- Planning: Developing and keeping to a schedule

Skill Development
- Following a design process
- Integrating science and technology

ASSESSMENT
- Skills and application tasks (CAD)
- Skills and application tasks (Programming)
- Materials investigation task
- Minor project
- Major project
- Journal / reflection

REQUIREMENTS FOR SUCCESS
Self-motivation and an inquiring mind, manual dexterity, production of written reports, working to a schedule.

FUTURE STUDY PATHWAYS
Leads to Stage 2 Material Products and Stage 2 Digital Technologies.

ART A - VISUAL
Semester

SUBJECT OUTLINE
Students explore to a higher level the skills and techniques they have developed in previous years. Through their folios they record skills and processes they have learnt, some tasks are teacher directed some are self-directed.

Knowledge/Content
- Students making creative decisions using higher order thinking and problem solving skills, leading to a final resolved work
- Both the folio and resolved work are supported by the visual study, a rigorous approach to visual research

ASSESSMENT
- Visual Study: Study of visual art techniques and artists. (8-12 pages 750 words)
- Folio: Idea development through higher order thinking (15, A3 pages)
- One resolved practical work
- Practitioners statement (250 words)

REQUIREMENTS FOR SUCCESS
Completion of all practical and theory tasks.

FUTURE STUDY PATHWAYS
Stage 2 Visual Arts, Stage 2 Information Publishing and Processing.
BASEBALL
PHYSICAL EDUCATION
Full Year

SUBJECT OUTLINE
The course provides students with the opportunity to develop skills in baseball whilst at the same time exploring more of the theory side of the sport through history and research. A coaching and umpiring component is compulsory.

Knowledge/Content
- Psychology
- Coaching - level 1 certificate
- Umpiring - level 1 certificate
- Historical perspective in baseball
- Physiology

Skill Development
- Throwing, pitching, catching and running techniques
- Offensive and defensive strategies

ASSESSMENT
- Practical
- Theory

REQUIREMENTS FOR SUCCESS
This course is for students with above average athletic potential. Year 10 Baseball is a prerequisite. Students participate in the State Open Knockout competition and the Australian Baseball Focus Schools Championship (costs will be dependent on location)

FUTURE STUDY PATHWAYS
Stage 2 Physical Education and Stage 2 Sports Studies

BIOLOGY A
Semester

SUBJECT OUTLINE
A stand alone unit. The study of biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Knowledge/Content
The course offers two areas of study:
- Infectious Disease - Students examine the various agents that can cause infectious diseases, how infectious disease agents spread, enter hosts, and cause immune responses. The structure and function of the main components of the immune system, the contribution of biotechnology, and the global impacts of infectious diseases is also examined
- Multicellular Organisms - Students examine the structure and function of various multicellular organisms, the hierarchical structure of cells, tissues, organs, and organ systems. The specific attributes of the circulatory, respiratory, excretory, and digestive systems in animals are examined
- Plants are also important multicellular organisms that provide a source of food for many animal species. By investigating the effects of lifestyle choices, new medical treatments, and organ donation, students extend their ethical understanding and personal and social capability

ASSESSMENT
- Practical work and reports
- Research folio tasks
- Designing investigations
- Topic tests
- Exam

REQUIREMENTS FOR SUCCESS

FUTURE STUDY PATHWAYS
Students may elect to take Biology A or Biology B or choose to take both. Either will provide students with the necessary skills to undertake Stage 2 Biology.

BIOLOGY B
Semester

SUBJECT OUTLINE
A stand alone unit. Cells are the basic unit of life, and this course examines this concept and also examines the world we live in and the interaction of both the living and non-living components.

Knowledge/Content
The course offers two areas of study:
- Cells and Microorganisms - The study of cell structures and their functions, the development of the cell theory, the exchange of materials, and processes required for cell survival. Students use the microscope and digital modeling and examine the importance of microorganisms. By recognising the impacts of innovations and new technologies on individuals and society, students extend their personal and social capability.
- Biodiversity and Ecosystem Dynamics - Students investigate diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity, and underlying unity of these systems. Students use classification keys to identify organisms, describe the biodiversity in ecosystems, and investigate patterns and changes in relationships between species.

ASSESSMENT
- Practical work and reports
- Research folio tasks
- Designing investigations
- Topic tests
- Exam
REQUIREMENTS FOR SUCCESS

FUTURE STUDY PATHWAYS
Students may elect to take Biology A or Biology B or choose to take both. Either will provide students with the necessary skills to undertake Stage 2 Biology.

BUSINESS AND ENTERPRISE
Semester

SUBJECT OUTLINE
A major component of this course requires students to work in small groups to plan, market, establish, manage and liquidate a small business. Their knowledge of the core topics is enhanced by this practical component.

Knowledge/Content
Students undertake the following core topics:
- Introduction to business and enterprise
- Business and enterprise in practice

Skill Development
- Understand the nature, role, and structure of business and enterprise, locally and/or nationally
- Demonstrate knowledge of the functions, processes, and operations of business and enterprise
- Communicate in ways that are suitable for the business environment and for the purpose and audience
- Apply relevant business ideas, practices, and concepts such as business planning, product development, financial management, and marketing
- Understand current trends and changes, opportunities, and issues that have an impact on business and enterprise locally, nationally, or globally
- Analyse the economic, ethical, social, and environmental implications and consequences of business and enterprise practices in different contexts

Various aspects of this course are subject to change in 2019. More information will be made available when it is released from the SACE Board.

ASSESSMENT
- Folio
- Practical
- Issues study

REQUIREMENTS FOR SUCCESS
This course requires students to work independently and produce written work to support practical activities.

FUTURE STUDY PATHWAYS
Stage 1 Business and Enterprise prepares students for success in Stage 2 Business and Enterprise, although students should be aware that Stage 2 is less practical in nature and requires a higher level of written communication.

CHEMISTRY A
Semester

SUBJECT OUTLINE
This course will cover topics such as materials and their atoms, combinations of atoms and molecules.

Knowledge/Content
- Integration of science inquiry skills
- Science as a human endeavour
- Science understanding

Skill Development
- Apply knowledge and understanding of concepts in new and familiar contexts
- Explore and understand science as a human endeavour

ASSESSMENT
- Summative assessment tasks
- Practical investigation reports
- Issues investigation
- End of semester exam

REQUIREMENTS FOR SUCCESS
Need to have successfully completed Year 10 Science. A keen interest may also be an advantage.

FUTURE STUDY PATHWAYS
This course leads to Stage 1 Chemistry B and then study of Chemistry in Stage 2 (with teacher recommendation).

CHEMISTRY B
Semester

SUBJECT OUTLINE
This course will cover topics such as mixtures and solutions, acids and bases and redox reactions.

Knowledge/Content
- Integration of science inquiry skills
- Science as a human endeavour
- Science understanding

Skill Development
- Apply knowledge and understanding of concepts in new and familiar contexts
- Explore and understand science as a human endeavour

ASSESSMENT
- Summative assessment tasks
- Practical investigation reports
- Issues investigation
- End of semester exam
CREATING WITH FABRIC
Semester

SUBJECT OUTLINE
This course is designed for students who wish to focus on working with textile fabrics to create articles suited to their interests and needs. Students will use the design process to develop and make projects and document the process. They will develop skills in using hand and machine tools and equipment to decorate and construct their articles.

Knowledge/Content
- Knowledge of the design process
- Understanding of fibre and fabric and its origin and uses
- Knowledge of construction process

Skill Development
- Strong focus on developing practical skills and their application
- Fabric embellishment
- Sewing machine skills including Computerised Digital embroidery
- Pattern development/reading and use

ASSESSMENT
- Skills and application samplers
- Folio creation for major construction project
- Major construction project

REQUIREMENTS FOR SUCCESS
Previous dance training and specific technique and knowledge of terminology are assumed. As a requirement for OHS, students need to purchase black jazz shoes and or half soles/foot undies to practice in for rehearsals and performance. After hours and holiday rehearsals will be scheduled outside of normal school hours. C grade or better in Year 10 Dance is required.

It is encouraged that students take dance lessons outside of school hours.

FUTURE STUDY PATHWAYS
Stage 2 Dance

DESIGN PRODUCT
Semester

SUBJECT OUTLINE
This course is designed for students who have an interest in fashion and the creation of jewellery and would like to further their skills and knowledge in the design process.

Knowledge/Content
- Study of design, designers and techniques used by designers through visual research
- Understanding the design process
- Develop 3D practical skills to effectively communicate ideas and concepts

Skill Development
- Developing skills in the use of a range of materials
- Extending skills in creative problem solving and visual literacy using higher order thinking demonstrated through student folio with both teacher directed and self-directed tasks
- Use the design process to develop resolved practical work to set briefs
YEAR 11 SUBJECT DESCRIPTOR

ASSESSMENT
• Visual Study: Study of visual art, techniques and artists (8-12 pages 750 words)
• Folio: Idea development through higher order thinking (15, A3 pages)
• One resolved practical work
• Practitioners statement (250 words)

REQUIREMENTS FOR SUCCESS
Previous successful experience at Year 10 Art or Print Media would be advantageous.

FUTURE STUDY PATHWAYS
Stage 2 Visual Arts & Stage 2 Information Processing and Publishing.

DIGITAL TECHNOLOGIES
Semester

SUBJECT OUTLINE
Students develop and apply their critical and creative thinking in Digital Technologies through visualising possibilities, exploring innovations and creating digital solutions.

Knowledge/Content
• Students develop and extend understanding of the building blocks of a general-purpose programming language (GPL)
• Students use simple techniques to analyse, tabulate and display data
• Students investigate storage and management of data

Skill Development
• Following a Design Process
• Integrating Science, Technology, Engineering and Mathematics

ASSESSMENT
• Skills and application tasks
• Folio
• Minor project
• Major project

REQUIREMENTS FOR SUCCESS
Self-motivation and an inquiring mind, manual dexterity, production of written reports, working to a schedule.

FUTURE STUDY PATHWAYS
Leads on to Stage 2 Digital Technologies

DRAMA A &/or B
Semester or Full Year

SUBJECT OUTLINE
Designed for students who have a well-developed interest and proven ability in the performing arts.

Knowledge/Content
• Students will work independently, in small groups, and as part of an ensemble
• Perform to an audience of peers, family and community members
• Individual research and investigation
• After school hours rehearsals are an expectation at this level

Skill Development
• Students build on knowledge of the production process, from ‘page to stage’ of a performance
• Students study theatrical movements and styles, and consider the purpose and impact of these things for an audience
• Students given opportunity to further explore the technical aspects of theatre and the arts

ASSESSMENT
Participation in a group performance, either in an onstage or offstage role
• Development of a folio, including rehearsal journals and review of live theatre
• Presentation of individual study, with accompanying notes

REQUIREMENTS FOR SUCCESS
Success in Year 10 Drama is advantageous. Students are required to take responsibility for attending classes and rehearsals, and spending time out of school preparing for performance and completing individual study.

FUTURE STUDY PATHWAYS
Stage 2 Drama.

ELECTRONICS
Semester

SUBJECT OUTLINE
This program would be highly desirable for students considering entering the construction and manufacturing and employment areas and related TAFE courses. This subject complements the Plumbing Course.

Knowledge/Content
• Students will be utilising software that allows them to investigate and experiment with the control capabilities of a range of electronic circuits
• Projects planned aim to demonstrate the learned skills and the design process
• A safe working ethic in this learning area is required and essential for progress
• A safe working ethic in this learning area is required and essential for progress

Skill Development
• Electronic circuits design and construction
• In this course students will undertake a range of projects that will enable them to develop a range
of hand skills and practical techniques used in the electronics industry
- Students will use the design cycle to demonstrate their ability to create designed solutions for real world problems
- CAD and 3D printing

ASSESSMENT
- Ongoing assessment which includes all written, drawing and practical work based on the design cycle
- Standard of work completed must meet the SACE standards
- Students must produce a folio of work that can be used for external moderation

REQUIREMENTS FOR SUCCESS
Completion of a folio of work that meets the SACE standards.

FUTURE STUDY PATHWAYS
Enables the student to do Stage 2 Design & Technology and provides pathways to VET programs.

ESSENTIAL ENGLISH
Full Year

SUBJECT OUTLINE
In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Skill Development
- Develop communication skills through reading, viewing, writing, listening, and speaking
- Practise working with and analysing a range of texts from more everyday situations
- Express information, ideas, and perspectives using a range of textual conventions
- Create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts

ASSESSMENT
- Responding to texts
- Creating texts

REQUIREMENTS FOR SUCCESS
Students undertaking this course should be prepared to read independently and respond positively to feedback during the drafting process.

FUTURE STUDY PATHWAYS
This course leads to English or Essential English at Stage 2.

ENGLISH (Standard)
Full Year

SUBJECT OUTLINE
Students will study a range of text types. They will respond to texts, developing their analytical skills. Students will also produce texts, based on their understanding of the way different texts are constructed. In addition, students will be required to study the interconnections between texts.

Skill Development
- Analyse relationships between purpose, context, and audience and how these influence texts and their meaning
- Identify ways in which ideas and perspectives are represented in texts
- Analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
- Create oral, written, and/or multimodal texts for particular purposes, contexts and audiences
- Identify and analyse intertextual connections
- Apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions

ASSESSMENT
- Responding to texts
- Creating texts
- Intertextual study
- Exam / writing under supervision

REQUIREMENTS FOR SUCCESS
Students undertaking this course will be supported to succeed in a more practically oriented English subject. Students will be required to meet deadlines in order to pass this subject, which is a requirement of their SACE.

FUTURE STUDY PATHWAYS
This course leads to Stage 2 Essential English. While the results of this subject at Stage 2 will contribute to an ATAR score, this course is more suitable for students looking to study at TAFE or enter the workforce.

ENGLISH (Advanced)
Full Year

SUBJECT OUTLINE
Students will study a range of text types. They will respond to texts, developing their analytical skills. Students will also produce texts, based on their understanding of the way different texts are constructed. In addition, students will be required to study the connections between texts.

Skill Development
- Analyse relationships between purpose, context, and audience and how these influence texts and their meaning
- Identify ways in which ideas and perspectives are represented in texts
- Analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
FOOD AND HOSPITALITY A
Semester

SUBJECT OUTLINE
The food and hospitality industry is dynamic and changing. Students will examine some of the factors that influence people’s food choices and the health implications of these choices. They will gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors.

Knowledge/Content
• Students will examine some of the factors that influence people’s food choices and the health implications of these choices
• Cafe style food preparation, presentation and service
• Using the espresso machine to make a variety of coffees
• Preparing and presenting cafe style menus and food
• Working collaboratively as a team

Skill Development
• Students will develop skills in using technology and safe work practices in the preparation, storage and handling of food
• Students will develop their interpersonal and communication skills, by working with a range of people
• Students will develop their cooperative working relationships as well as independence when responding to instructions and/or directions

ASSESSMENT
Students demonstrate evidence of their learning through the following assessment types:
• Practical activity
• Group activity
• Investigation

REQUIREMENTS FOR SUCCESS
It is highly recommended that students select both Food and Hospitality A & B if they wish to study Food and Hospitality at Stage 2. Completion of all assessment tasks to a competent level.

FUTURE STUDY PATHWAYS
Stage 2 Food and Hospitality.

FOOD AND HOSPITALITY B
Semester

SUBJECT OUTLINE
The food and hospitality industry is dynamic and changing. Students will examine some of the factors that influence people’s food choices and the health implications of these choices. They will also gain an understanding of the diversity of the food and
hospitality industry in meeting the needs of local people and visitors.

Knowledge/Content
- Students will examine some of the factors that influence people’s food choices and the health implications of those choices
- Gain an understanding of safe food practices
- Research current trends that influence food preparation, presentation and service
- Examine careers/jobs within the hospitality industry
- Investigate a contemporary hospitality issue

Skill Development
- Students will develop skills in using technology and safe work practices in the preparation, storage, and handling of food
- Students will develop their interpersonal communication skills, by working with a range of people
- Students will develop their cooperative working relationships as well as independence when responding to instructions and/or directions

ASSESSMENT
Students demonstrate evidence of their learning through the following assessment types:
- Practical activity
- Group activity
- Investigation

REQUIREMENTS FOR SUCCESS
All students are expected to participate in all areas of study to learn and practice the necessary skills for successful outcomes.

FUTURE STUDY PATHWAYS
As this subject is designed under the banner of “Integrated Study” it does not lead into Stage 2 Food and Hospitality.

INFORMATION PUBLISHING AND PROCESSING
Semester

SUBJECT OUTLINE
This course is designed for students who have an interest in Graphic Design/Art/Desktop publishing and would like to further their skills and knowledge in the design process and the Adobe programs.

Knowledge/Content
Students will have the opportunity to:
- Learn how to select and use appropriate hardware and software in the completion of communication tasks
- Apply manipulative skills appropriate to the use of hardware and software
- Apply acquired skills to produced text based information accurately
- Understand and apply the design process and layout principles to text-based tasks
- Evaluate a text-based product and the design process used
- Understand, analyse and evaluate the impact of social and or ethical issues related to desktop publishing

Skill Development
- In the use of the design process, design principles and creative problem solving
- In the use of Adobe Creative Suite of programs including InDesign, Photoshop and Illustrator through teaching and use of programs
ASSESSMENT
- Practical skills: 2 Practical tasks (tba)
- Product and Documentation: 2 designs with supporting materials including, Investigation, Devising and Evaluation of 800 words
- Issues analysis: report of 800 words

REQUIREMENTS FOR SUCCESS
Students will need an A4 display folder, plus a USB of 4GB or greater for this course. Students will need to have access to the Adobe programs at home via their school laptop. This course requires students to research assignments on the Internet and to print each assignment and developmental work in colour. This will incur extra printing costs. No previous knowledge is assumed however previous experience in Art and/or Print Media would be an advantage.

FUTURE STUDY PATHWAYS
Stage 2 Information Publishing and Processing.

JAPANESE
Full Year
This unit may run off line, ie. not during normal school hours. This could include before or after school or at another school site through School of Languages; one evening per week.

SUBJECT OUTLINE
Students will further increase their understanding of Japanese language and culture and become more proficient communicators of Japanese.

Knowledge/Content
- The individual
- The Japanese speaking communities
- The changing world
- Japanese scripts

Skill Development
- Understanding of Japanese culture
- Speaking, listening, reading, writing in Japanese

ESSENTIAL MATHEMATICS – NUMERACY
Semester

SUBJECT OUTLINE
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.

Knowledge/Content
Stage 1 Essential Mathematics consists of 3 of the following:
- Topic 1: Calculations, time and ratio
- Topic 2: Earning and spending
- Topic 3: Geometry
- Topic 4: Data in context
- Topic 5: Measurement
- Topic 6: Investing
Skill Development
- Extend mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts
- Apply mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement, geometry and statistics in social contexts

ASSESSMENT
- Two skills and application tasks
- Two folio tasks

REQUIREMENTS FOR SUCCESS
Consistent effort and regular revision.

FUTURE STUDY PATHWAYS
Does not lead to any Stage 2 Maths.

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ESSENTIAL MATHEMATICS A & B
Full year

SUBJECT OUTLINE
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. Students practise solving problems with and without a calculator.

Knowledge/Content
Stage 1 Essential Mathematics consists of the following six topics:
- Topic 1: Calculations, time and ratio
- Topic 2: Earning and spending
- Topic 3: Geometry
- Topic 4: Data in context
- Topic 5: Measurement
- Topic 6: Investing

Skill Development
- Extend mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts
- Apply mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement, geometry and statistics in social contexts

ASSESSMENT
- Two skills and application tasks (each semester)
- Two folio tasks (each semester)
- Exam (each semester)

REQUIREMENTS FOR SUCCESS
Consistent effort and regular revision.

FUTURE STUDY PATHWAYS
This course provides a pathway to Stage 2 Essential Mathematics if a grade of "A" or above is consistently achieved in both semesters of Essentials (with teacher recommendation).

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GENERAL MATHEMATICS A & B
Full year

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

Knowledge/Content
Stage 1 General Mathematics consists of the following seven topics:
- Topic 1: Investing and borrowing
- Topic 2: Measurement
- Topic 3: Statistical investigation
- Topic 4: Applications of trigonometry
- Topic 5: Linear and exponential functions and their graphs
- Topic 6: Matrices and networks
- Topic 7: Open topic

Skill Development
- Extension of mathematical skills in ways that apply to practical problem-solving and mathematical modeling in everyday contexts
- A problem-based approach is integral to the development of mathematical skills and the associated key ideas in this subject

ASSESSMENT
- At least 2 skill assessment tasks (each semester)
- At least 1 mathematical investigation task (each semester)
- Maximum of 4 assessment tasks (each semester)
- At least 1 SAT will be without notes & calculator
- Exam (each semester)

REQUIREMENTS FOR SUCCESS
Consistent effort and regular revision.

FUTURE STUDY PATHWAYS
This course provides a pathway to Stage 2 General Mathematics if a grade of “B” or above is consistently achieved in both semesters. Stage 2 General Mathematics may also be chosen if General Mathematics was successfully passed at Stage 1 (with teacher recommendation). Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.
MATHEMATICAL METHODS A & B
Full Year

SUBJECT OUTLINE
Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Knowledge/Content
Stage 1 Mathematics consists of twelve topics. As a guide, topics 1 to 6 prepare students for the study of Stage 2 Mathematical Methods, while topics 7 to 12 prepare students for the study of Stage 2 Specialist Mathematics:
- Topic 1: Functions and graphs
- Topic 2: Polynomials
- Topic 3: Trigonometry
- Topic 4: Counting and statistics
- Topic 5: Growth and decay
- Topic 6: Introduction to differential calculus

Skill Development
- Students use electronic technology, where appropriate, to enable complex problems to be solved efficiently
- A problem-based approach is integral to the development of the mathematical models and associated key concepts in each topic
- Through key questions, students deepen their understanding of concepts and processes that relate to the mathematical models required to address the problems posed

ASSESSMENT
- At least 2 skill assessment tasks (each semester)
- At least 1 mathematical investigation (each semester)
- Maximum of 4 assessment tasks (each semester)
- At least 1 SAT will be without notes & calculator
- Exam

REQUIREMENTS FOR SUCCESS
Consistent effort and regular revision.

FUTURE STUDY PATHWAYS
This course provides a pathway to Stage 2 Mathematical Methods if a grade of “B” or above is achieved in both semesters. Stage 2 Maths General or Stage 2 Essential Mathematics may also be chosen if Mathematical Methods was successfully passed at Stage 1 both semesters (with teacher recommendation).

SPECIALIST MATHEMATICS
Semester 2

SUBJECT OUTLINE
This subject is designed for students with a good understanding of Year 10 Maths Methods and is studied in conjunction with Year 11 Mathematical Methods. It is required for students who wish to study Specialist Mathematics at Stage 2.

Knowledge/Content
Stage 1 Specialist Mathematics consists of Topics 7 to 12 from the Stage 1 Mathematics subject outline, with the aim of preparing students to study Stage 2 Specialist Mathematics:
- Topic 7: Arithmetic and geometric sequences and series
- Topic 8: Geometry
- Topic 9: Vectors in the plane
- Topic 10: Further trigonometry
- Topic 11: Matrices
- Topic 12: Real and complex numbers

Skill Development
- Problem solving and routine calculations with & without the use of technology
- Application of knowledge to develop algorithms & mathematical models to investigate solutions to complex problems

ASSESSMENT
- At least 2 skill assessment tasks
- At least 1 mathematical investigation
- Maximum of 4 assessment tasks
- At least 1 SAT will be without notes & calculator
- Exam

REQUIREMENTS FOR SUCCESS
Consistent effort and regular revision. Genuine interest and enthusiasm for maths.

FUTURE STUDY PATHWAYS
This course provides a pathway to Stage 2 Specialist Mathematics if a grade of “B” or above is achieved (with teacher recommendation).

METAL
(Material Products)
Semester

SUBJECT OUTLINE
This subject complements the Plumbing course. It is designed for students to focus on metalworking to a greater depth so to develop a greater understanding of the pathways to related industries and vocations. Students will develop and display the skills in different welding techniques, metal fabrication and machining. Projects planned aim to demonstrate the learned skills and the design process.

Knowledge/Content
- Students develop their knowledge of the design process
- Students develop their understanding of metal
- How it is processed through an investigation essay
- Strong focus on practical skills and application
Skil Development
- Develop appropriate workshop behaviours
- Students develop their knowledge of the design process
- Students develop their understanding of metal and how it is processed through an investigation essay
- Strong focus on practical skills and application

ASSESSMENT
- Ongoing assessment which includes all theory, drawing and practical work
- A portfolio of work will be produced and provide evidence of task completion

REQUIREMENTS FOR SUCCESS
A safe working ethic in this area is required. A high level of workshop management and attention to detail is essential for progress. Completion of all assessment tasks to a competent level.

FUTURE STUDY PATHWAYS
This course provides a pathway to the Plumbing VET program. This is an excellent course for students who are particularly interested in developing their practical skills further and who may be considering a career in any of the trades or engineering pathways, including Certificate 1 in Construction, Stage 2 Material Products.

MODERN HISTORY A
Semester

SUBJECT OUTLINE

Knowledge / Content
- The Russian revolution
- Imperialism – Britain post 1750

Skill Development
- Analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges
- Identify and explain historical concepts
- Apply hypotheses and/or focusing questions to guide historical inquiry
- Analyse and evaluate sources
- Understand and appreciate the role of particular individuals, groups and events in history
- Draw conclusions and develop reasoned historical arguments

ASSESSMENT
- Sources analysis
- Historical essay
- Empathy task
- Historical study
- Exam

REQUIREMENTS FOR SUCCESS
Students who undertake Stage 1 History should have experienced a good level of success in Year 10 History.

FUTURE STUDY PATHWAYS
Students may elect to take either Modern History A or Modern History B; or they may choose both semesters. Either will provide students with the necessary skills to undertake Stage 2 Modern History. It is highly recommended that students select at least a semester of this subject at Stage 1 if they wish to study Modern History at Stage 2. This subject is also a good preparation for other HASS subjects such as Business Studies and Society and Culture.

MODERN HISTORY B
Semester

SUBJECT OUTLINE

Knowledge / Content
- Social movements – Civil Rights (US slavery)
- Indigenous peoples – Aboriginal Australia

Skill Development
- Analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges
- Identify and explain historical concepts
- Apply hypotheses and/or focusing questions to guide historical inquiry
- Analyse and evaluate sources
- Understand and appreciate the role of particular individuals, groups and events in history
- Draw conclusions and develop reasoned historical arguments

ASSESSMENT
- Sources analysis
- Historical essay
- Empathy task
- Historical study
- Exam

REQUIREMENTS FOR SUCCESS
Students who undertake Stage 1 History should have experienced a good level of success in Year 10 History.

FUTURE STUDY PATHWAYS
Students may elect to take either modern history A or modern history B; or they may choose both semesters. Either will provide students with the necessary skills to undertake Stage 2 Modern History. It is highly recommended that students select at least a semester of this subject at Stage 1 if they wish to study modern history at Stage 2. This subject is also a good preparation for other HASS subjects such as business studies and society and culture. There may be some costs involved in excursions to local Aboriginal sites.
MUSIC - CREATIVE ARTS A & B
Semester or Full Year

SUBJECT OUTLINE
This course is designed for students who have been successful in Year 10 Music or an entry audition process. Students extend musicianship through musical production and performance.

Knowledge/Content
- Creative arts process
- Development and production
- Concepts in creative arts
- Creative arts practice

Skill Development
- Musicianship
- Performance

ASSESSMENT
- Creative arts product
- Folio

REQUIREMENTS FOR SUCCESS
Students are required to attend weekly music instrumental lessons (No Cost). Out of hours rehearsals and performances are an integral part of this course. Students are encouraged to purchase specialist equipment where necessary.

FUTURE STUDY PATHWAYS
Stage 2 Creative Arts – Music.

PHYSICAL EDUCATION A
Semester

SUBJECT OUTLINE
This course provides preparation for students wishing to study Stage 2 Physical Education.

Knowledge/Content
Students will study the following theory topics:
- Basic anatomy
- Fitness components and training principles
- Skill acquisition
- The effects of feedback on performance
- Issues analysis

Skill Development
Students will participate in the following practical topics:
- Basketball
- Volleyball

ASSESSMENT
- Performance Improvement
- Physical Activity Investigation

PHYSICAL EDUCATION B
Semester

SUBJECT OUTLINE
This course provides preparation for students wishing to study Stage 2 Physical Education.

Knowledge/Content
Students will study the following theory topics:
- Anatomy exercise physiology
- Applied exercise physiology
- Issues analysis

Skill Development
Students will participate in the following practical topics:
- Badminton
- Indoor soccer
- Aquatics (cost involved)

ASSESSMENT
- Performance Improvement
- Physical Activity Investigation

REQUIREMENTS FOR SUCCESS
Aquatics will comprise skill development in kayaking, windsurfing and sailing at the West Lakes Aquatics Centre (Approximate cost $30)

FUTURE STUDY PATHWAYS
Stage 2 Physical Education or Stage 2 Sports Studies

PHYSICS A
Semester

SUBJECT OUTLINE
The course is designed to present physics in such a way as to encourage interest and enjoyment through an emphasis on the understanding of physics concepts and their application. Physics is studied predominantly through the use of language, observations and explanations. Some use of formulae, scientific method and mathematical manipulations are required. Students are provided with the opportunity to address all three core SACE strands;
- Science as a human endeavour (SHE)
- Science inquiry skills (SIS)
- Science understanding (SU)

Knowledge/Content
Topics studied are:
- Electrical physics (circuits)
- Forces and motion
- Energy, work & momentum

Skill Development
In the course of their studies, students will further develop logical thinking skills, numerical problem solving skills, experimental and investigation design skills, information skills, communication skills,
mathematical skills (including using formulae and algebraic manipulations), creativity and imagination.

**ASSESSMENT**
- Practical work and reports
- Designing investigations
- Critical analysis of scientific articles and their implications for society
- Tests and an end of semester exam

**REQUIREMENTS FOR SUCCESS**

**FUTURE STUDY PATHWAYS**
Stage 1 Physics B, then Stage 2 Physics (with teacher recommendation).

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**PRINT MEDIA**

**Semester**

**SUBJECT OUTLINE**
Students in Stage 1 Print Media explore to a higher level the skills and techniques they have developed in previous years, in particular printmaking and photography. Their folios record skills and processes learned, both teacher and student directed. Making creative decisions using higher order thinking and problem solving skills, leading to a final resolved work. Both the folio and resolved work are support by a rigorous approach to a visual study research.

**Knowledge/Content**
- Demonstrated ability, interest and skill in Art/Print Media at Year 10
- Provides further opportunities to extend their skills and understandings in photography and printing

**Skill Development**
- Allows students to make links with their own photography and printmaking processes
- Theoretical tasks will enable students to work as critical thinkers providing evidence through the assessment process

**ASSESSMENT**
- Visual Study: Study of visual art, techniques and artists. (8-12 pages 750 words)
- Folio: Idea development through higher order thinking (15, A3 pages)
- One resolved practical work
- Practitioners statement (250 words)

**REQUIREMENTS FOR SUCCESS**
C grade or better in Year 10 Art and or Year 10 Print Media.

**FUTURE STUDY PATHWAYS**
Stage 2 Visual Arts or Stage 2 Information Publishing and Processing.

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**PHYSICS B**

**Semester**

**SUBJECT OUTLINE**
The course continues to build on the understanding of physics concepts and their application, which began in first semester. The level of complexity of the work increases, but there is still an emphasis on conceptual understanding through language rather than mathematics.

**Knowledge/Content**
Topics studied are:
- Waves (wave equations, light, reflection & refractions)
- Nuclear physics (nuclear structure and decay)
- Thermal physics (heat transfer, latent heat)

**Skill Development**
In the course of their studies, students will further develop logical thinking skills, numerical problem solving skills, experimental and investigation design skills, information skills, communication skills, mathematical skills (including using formulae and algebraic manipulations), creativity and imagination.

**ASSESSMENT**
- Practical work and reports
- Designing investigations
- Critical analysis of scientific articles and their implications for society
- Tests and an end of semester exam

**REQUIREMENTS FOR SUCCESS**

**FUTURE STUDY PATHWAYS**
Stage 2 Physics (with teacher recommendation).

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**SOCIETY & CULTURE**

**Semester**

**SUBJECT OUTLINE**
Students choosing this subject will investigate and analyse contemporary social issues. They will investigate issues using a social inquiry method.

**Knowledge/Content**
Each year students have the opportunity to negotiate the focus of the two topics chosen. Examples of topics include:
- The media
- World-shaping phenomena
- Peace and conflict
- Popular culture
- Refugee and migrant experiences
Skill Development
- Investigate and analyse current issues
- Evaluation and use of a range of sources
- Identify and evaluation social changes in society and power structures in society
- Plan and take part in a group social action

ASSESSMENT
- Source analysis
- Group activities
- Investigation

REQUIREMENTS FOR SUCCESS
Students need to be able to work cooperatively and responsibly in a group setting. They also need to be able to work independently, especially in the investigation part of the course.

FUTURE STUDY PATHWAYS
This course prepares students for Stage 2 Society and Culture, and other subjects that require students to investigate and consider issues.

SPANISH - FOR BEGINNERS
Full Year

SUBJECT OUTLINE
Spanish at beginners’ level is designed for senior students who have little or no previous knowledge of Spanish. Eligibility criteria apply. This is a fun and interactive course for students who are looking for an interesting challenge. Spanish is the second most widely spoken language in the world and as such is a very useful language for travel.

Knowledge/Content
- Relationships (eg introducing yourself, family)
- Lifestyles (eg daily routine, food & restaurants, house and neighbourhood)
- Experiences
- Spanish grammar

Skill Development
- Understanding of Spanish speaking cultures
- Speaking, listening, reading, writing in Spanish

ASSESSMENT
- Oral tasks
- Text production
- Text analysis

REQUIREMENTS FOR SUCCESS
If you enjoyed learning Japanese or want to try language learning again or enjoy a challenge, you will be successful in Spanish. You also need to be interested in other cultures and looking at the world from a different perspective.

FUTURE STUDY PATHWAYS
This course prepares students for Stage 2 Spanish for Beginners.

TIMBER
(Material Products)
Semester

SUBJECT OUTLINE
This course is designed for students to focus on working with timber to develop a greater understanding of the pathways to related industries and vocations. Students will develop skills with portable power tools and some fixed machinery. They will construct set products and also use the design process to develop and make a major product and document the process.

Knowledge/Content
- Students develop their knowledge of the design process
- Students develop their understanding of timber and its origin through an investigation essay
- Strong focus on practical skills and application

Skill Development
- Students develop relative hand skills
- Develop appropriate workshop behaviours

ASSESSMENT
- Ongoing assessments which includes all theory, drawing and practical work
- A portfolio of work will be produced and provide evidence of task completion

REQUIREMENTS FOR SUCCESS
A safe working ethic in this area is required. A high level of workshop management and attention to detail is essential for success.

FUTURE STUDY PATHWAYS
This program would be highly desirable for students considering entering the construction and manufacturing and employment areas and related TAFE courses. This course complements VET construction courses, Certificate 1 in Construction and Stage 2 Material Products.

TOURISM
Semester

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

Knowledge Content
The subject consists of three topics that are informed by the four themes:
YEAR 11 SUBJECT DESCRIPTOR

- Understanding the tourism industry
- Identifying visitors and hosts
- Creating sustainable tourism
- Working in the tourism industry

ASSESSMENT
- Case study
- Sources analysis
- Practical activity
- Exam

REQUIREMENTS FOR SUCCESS

FUTURE STUDY PATHWAYS
Stage 2 Tourism.

WORKPLACE PRACTICES
Semester

SUBJECT OUTLINE
Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers’ rights and responsibilities and career planning.

Knowledge/Content
Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations.

Skill Development
Each assessment task relates to the students’ areas of interest or chosen career field. In this way, students remain motivated and they can see the relevance and importance of the work. Students are taught in a flexible manner as each VET course or work placement takes place at a different time.

ASSESSMENT
Students demonstrate evidence of their learning through the following assessment types:
- Folio
- Performance (VET or Workplace)
- Reflection

REQUIREMENTS FOR SUCCESS
Students who undertake this subject are required to participate in a vocational education and training (VET) program such as a School Based Traineeship, in school VET program or training program provided by a registered training provider.

FUTURE STUDY PATHWAYS
Stage 2 Workplace Practices.

SEATON UAV PROJECT
An Unmanned Aerial Vehicle (UAV) is an aircraft piloted by remote control or onboard computers, also known as a ‘drone’.

The Seaton High School UAV Project is offered in collaboration with The University of Adelaide’s centre of Applied Conservation Science and Unmanned Research Aircraft Facility. The program will be offered one day per week during 2019 as a SACE Integrated Program, combining Stage 1 Geography (10 credits), Stage 1 Scientific Studies (10 credits) and Stage 2 Design and Technology: Systems and Control Products (Stage 2). Students will also graduate with the following CASA-approved industry qualifications:
- Remote Pilots Licence (RePL)
- Aeronautical Radio Operators Certificate (AROC)

The program is open to year 11 students from WASSN (Western Adelaide Secondary Schools Network) schools. The program will prepare students for a wide range of tertiary pathways in areas such as Aerospace, Engineering, Conservation and Earth Sciences.
Seaton UAV Project

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RePL and AROC curriculum content includes:

- Meteorology
- Navigation and Terminology
- Air Legislation
- Systems and Components
- Aerodynamics and Motion
- Human Factor and Consideration
- Flight Training
- Flight Testing

Day: Wednesdays for full year
Location: Seaton High School
Course cost: to be determined
Teacher: Tom Griffith – phone 8445 2944 or email tom.griffith647@schools.sa.edu.au
Students studying at SACE Stage 2 level, also have a pattern of study and requirements to meet, which are similar, but distinctly different to Stage 1. There is less flexibility in curriculum requirements and the rules set by SACE Board are more rigid. On top of this the academic year is shorter, resulting in a need for students to be focussed and organised.

Students, parents and teachers often find this year of schooling an intense and stressful time. There are many externally imposed demands and requirements, which need to be met to ensure students’ achieve satisfaction and success by the time the year draws to a close. At Year 12, we see study as a partnership between teachers, students and parents who are working together to achieve success. Assistance is provided to students and parents through a diverse variety of avenues and activities throughout the year.

Students are supported in their pursuits through a series of information and skills seminars, plus close supervision and support from mentors and subject teachers. Most students will have 1 study line or 2 if they are doing a subject off line in semester 1, and if they successfully complete their Research Project in semester 1 they have an additional study line in semester 2. A Senior Study Room is located in the Eastern building for students to use during this time. Students may also use other rooms and resources in the school including the Library. Home study is also an option for Year 12 students. A study program is offered to students during the holidays and students are encouraged to seek the specialist support they require at this time. Revision guides for many subjects can be purchased from the Student Services Area to assist students in preparation for exams.

Subject Selection

As part of a Year 12 course students choose 4 lines of subjects plus the Research Project. The subject’s chosen are dependent on the pathway that students are choosing post school. When selecting Stage 2 subjects students need to keep in mind their Stage 1 results. **Students must successfully pass a subject in Stage 1 to be able to continue with it in Stage 2, ie achieve a grade of “C” or better.** If successful grades are not being achieved by course counselling time, subject selection for the following year will be either delayed until term 4 grades are available, or a selection will be made to repeat the current year. All subject selections are reviewed at the end of the year, based on final results.

University and TAFE entry

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

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 90 credits in TAS subjects at Stage 2, including four 20-credit Stage 2 subjects plus the 10 credit Research Project subject. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses. (All Year 12 subjects at Seaton High School are TAS with the exception of Stage 2 Community Studies.)

## COMPLETION OF SACE

<table>
<thead>
<tr>
<th>Yr10 PLP</th>
<th>Compulsory Subject</th>
<th>Compulsory Subject</th>
<th>Choice Subject</th>
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<th>Compulsory Subject For ATAR</th>
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<th>Compulsory Subject</th>
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<tbody>
<tr>
<td>10 credits</td>
<td>English 10 credits</td>
<td>Maths 10 credits</td>
<td>20 credits</td>
<td>20 credits</td>
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<td>20 credits</td>
<td>Research Project 10 credits</td>
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</tbody>
</table>

### Must pass with A, B or C

### SUMMARY OF SUBJECTS: SACE STAGE 2

<table>
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<tr>
<th>TAS SUBJECTS: ARTS/HUMANITIES/SOCIAL &amp; CULTURAL</th>
<th>TAS SUBJECTS: MATHS/SCIENCE/TECHNOLOGY</th>
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<tr>
<td>Business and Enterprise</td>
<td>Modern History</td>
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<tr>
<td>Dance</td>
<td>Music - Creative Arts</td>
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<td>Drama</td>
<td>Spanish for Beginners</td>
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<tr>
<td>English Literary Studies</td>
<td>Studies of Societies &amp; Culture</td>
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<td>English</td>
<td>Tourism</td>
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<td>Essential English</td>
<td>Visual Art - Art / Design</td>
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<td>Food and Hospitality</td>
<td>Workplace Practices</td>
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<td>Japanese (Languages)</td>
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2019 Curriculum Handbook
BIOLOGY
Full Year

SUBJECT OUTLINE
The topics in Stage 2 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge and understanding of the three strands of science.

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

Topics covered:
- DNA and proteins
- Cells as the Basis for Life
- Homeostasis
- Evolution

ASSESSMENT
School based assessment
- Investigations folio 30%
- Skills & Applications tasks 40%
External assessment
- Exam 2 hours 30%

BUSINESS AND ENTERPRISE
Full Year

SUBJECT OUTLINE
This subject consists of a core topic
- The business environment
Two option topics
- People, business and work
- Business and marketing
An issues study of 1,500 words; Practical task of 1,500 words. Situation Analysis of a small business 2,000 words. Students will need to undertake research and communicate with a range of business organisations. Knowledge of current events is expected.

ASSESSMENT
School based assessment
- Folio 30%
- Practical 20%
- Issues study 20%
External assessment
- Report 30%

CHEMISTRY
Full Year

SUBJECT OUTLINE
The topics in Stage 2 Chemistry provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:
- Science understanding
- Science inquiry skills
- Science as a human endeavour

Topics covered:
- Monitoring the environment
- Managing chemical processes
- Organic and biological chemistry
- Managing resources

ASSESSMENT
School based assessment
- Investigations folio 30%
- Skills and applications tasks 40%
External assessment
- Exam 2 hours 30%

DANCE
Full Year

Students undertaking this course must have completed a minimum of one semester of study at Stage 1 and have actively participated in at least one performance.

Out of hours rehearsals at lunch and after school is a non-negotiable expectation. Students are expected to perform at school showcases and awards ceremony.

SUBJECT OUTLINE
Through the study of dance, students develop a creative, technical and physical understanding and appreciation of dance as an art form.

- Choreography – Students choreograph one four minute dance or two minute pieces in selected dance style
- Technique – Participate in dance techniques of a selected style
- Folio – A process based evaluation of either choreography or technique
- Response – Students study historical and contemporary perspectives and complete two written responses

ASSESSMENT
School based assessment
- Skills development 50%
- Response 20%
External assessment
- Performance 30%

As a requirement for OHS, students need to purchase black jazz shoes and or half soles/foot undies to practice in for rehearsals and performance.

Approx cost of $30 to cover excursions and performance costs.
**DIGITAL TECHNOLOGIES**  
Full Year

**SUBJECT OUTLINE**  
Students should provide evidence of their learning through 6 assessments, including the external assessment component.  
Students undertake:  
- Four project skills tasks  
- One collaborative project  
- One individual digital project

Students use computational thinking skills to design a solution prior to coding. In at least one of the tasks, students research and discuss the ethical implications of data use and/or digital solutions for individuals, groups, societies, and/or the environment.  
Some previous experience in Digital Technology would definitely be an advantage to students choosing this course.

**ASSESSMENT**  
School based assessment  
- Project Skills 50%  
- Collaborative Project 20%  
External assessment  
- Individual Digital Solution 30%

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**ENGLISH LITERARY STUDIES**  
Full Year

It is highly recommended that students have been successful in Stage 1 Advanced English.

**SUBJECT OUTLINE**  
Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. It also focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students produce responses that show the depth and clarity of their understanding. This involves them in developing convincing and logical arguments, using evidence to support their position, exchanging and developing ideas and producing creative texts.

**ASSESSMENT**  
School based assessment  
- Responding to texts 50%  
- Creating texts 20%  
External assessment  
- Text study  
  Part A: Comparative Text study - 1500 word essay 15%  
  Part B: Critical Reading 15%  
- Exam 1 hour & 40 mins

*Please note students will view live theatre as part of their studies at a cost of approx. $20-$30

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**DRAMA**  
Full Year

Students undertaking this course must have completed a minimum of one semester of study at Stage 1 and have actively participated in at least one performance, either in an onstage or offstage capacity.

**Out of hours rehearsals on weekends and holidays is a non-negotiable expectation.**

**SUBJECT OUTLINE**  
This course allows students to further develop their understanding of theatre and film styles and genres. Students will develop skills in academic writing and presentation. This course will improve performance and design skills through involvement in a class production as well as individual research and presentations.

**ASSESSMENT**  
School based assessment  
- Group presentation 20%  
- Folio 30%  
- Interpretive study 20%  
External assessment  
- Performance 30%

**ENGLISH**  
Full Year

Students undertaking this course must have successfully completed Stage 1 English or Advanced English.

**SUBJECT OUTLINE**  
English focuses on the development of English skills with an emphasis on communication. 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. Students explore how the purpose of a text is achieved by the use of particular language features and styles, and how these can be used to position a reader. Students have opportunities to consider personal values and respond to aspects of a wide variety of texts. Students who choose this subject should be prepared to read extended texts.

**ASSESSMENT**  
School based assessment  
- Responding to texts 30%  
- Creating texts 40%  
External assessment  
- Comparative analysis 30%

Approx cost of $50 to cover excursions and performance costs.
*Please note students will view live theatre as part of their studies at a cost of $20-$30

ESSENTIAL ENGLISH
Full Year

SUBJECT OUTLINE
Essential English is a good choice for students less interested in pursuing university studies, but more likely to study at TAFE or enter the workforce directly from Stage 2.

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.

ASSESSMENT
School based assessment
• Responding to Texts 30%
• Creating Texts 40%
External assessment
• Language Study 30%

FOOD AND HOSPITALITY
Full Year

It is highly recommended that students have successfully completed at least one semester of Food and Hospitality at Stage 1.

SUBJECT OUTLINE
This course focuses on the dynamic nature of the food and hospitality industry in Australian society. It integrates active, problem-solving approaches where students are required to think critically to solve problems related to food and hospitality in individual, family and community contexts.

Students work both independently and collaboratively to establish an understanding of contemporary issues related to food and hospitality.

They will develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation for a variety of hospitality situations.

By working with a range of people within the school and wider community, students also develop their interpersonal skills. They establish and develop cooperative working relationships and learn the value of working independently, while also being able to respond to instructions or directions.

Students may be required to participate in activities outside school hours, both within the school and in the wider community.

ASSESSMENT
School based assessment
• Practical activity 50%
• Group activity 20%
External assessment
• Investigation 30%

INFORMATION PUBLISHING AND PROCESSING
Full Year

SUBJECT OUTLINE
Students will learn how to effectively communicate using digital media and desktop publishing programs. The practical component of the course will involve the teaching and use of a range of programs including Photoshop, Illustrator, Word, and InDesign.

Students will learn how to use the design process to create their own publications. For example articles, menus and pamphlets. The theoretical component of the course involves research into the issues related to computerised processing and publishing of tasks.

No previous knowledge is assumed however previous experience in Information Technology, Design Graphic and/or Print Media at Stage 1 or some experience in the use of Photoshop in Art will be an advantage for students choosing this course.

ASSESSMENT
School based assessment
• Practical skills 40%
• Issues analysis 30%
External assessment
• Product and documentation 30%

MATERIALS REQUIRED
Students will need 2, A4 display folders, plus a USB of 4 GB or greater for this course. Students will need to have access to a computer and the programmes at home via the school laptop.
This course requires students to research assignments on the Internet and to print each assignment and developmental work in colour.
The cost of printing work at school will be over $50.

JAPANESE
Full Year

This unit may run off line, ie. not during normal school hours. This could include before or after school or at another school site through School of Languages.

SUBJECT OUTLINE
This course is for students who have successfully met the work demands for Stage 1 Japanese.
This course is designed to develop students:
YEAR 12 SUBJECT DESCRIPTORS

- Ability to use Japanese to communicate with others
- Understanding and appreciation of the cultural contexts in which Japanese is used
- Ability to reflect on their own culture(s) through the study of other cultures
- Understanding of language as a system
- Ability to make connections between Japanese and English and/or other languages
- Cognitive, learning and social skills

Japanese at Stage 2 is organised around three themes:
- The individual
- The Japanese - speaking communities
- The changing world

ASSESSMENT
School based assessment 70%
- Folio: Interaction, text production, Text analysis
- Indepth study
External assessment 30%
- Oral exam
- Written exam
Exam 3 hours

MATERIAL PRODUCTS
Full year

This course will have some cost associated with it due to materials used.
This course leads on from Technology Studies courses at Stage 1 in Construction Technology.

SUBJECT OUTLINE
This course has been developed for students who are seriously considering a career path in the wood or metal trades' area. The aim of the course is to enable students to acquire competencies that will allow them as school leavers to be aware of the standards required by employers in the trades.
Students are given the opportunity to:
- Participate in the planning of units of work in the area of technology studies in timber and metal
- Use the technology studies workshops, the local community and the wider community as primary resources for their learning
- Develop skills in the practical area of technology studies
- Plan for themselves and take the responsibility organising their time to achieve their goals
- Work with other people and as a part of a team to achieve their goals
- Document their planning, progress and learning in a folder for assessment

ASSESSMENT
School based assessment 70%
- Contract of work
- Folio
- Presentation
External assessment 30%
- Reflection

ESSENTIAL MATHEMATICS
Full Year

It is recommended that students get a “A” grade or better in Stage 1 Essential Mathematics to select this subject.
Stage 2 Essential Mathematics may also be chosen if General Mathematics was successfully passed at Stage 1 (with teacher recommendation).

SUBJECT OUTLINE
Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.
There is an emphasis on developing students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.
This subject is intended for students planning to pursue a career in a range of trades or vocations.
Stage 2 Essential Mathematics consists of the following topics:
Topic 1: Scales, plans, and models
Topic 2: Measurement
Topic 3: Business applications
Topic 4: Statistics
Topic 5: Investments and loans

ASSESSMENT
School based assessment
- Skills and applications tasks 30%
- Folio 40%
External assessment
- Exam 2 hours 30%

GENERAL MATHEMATICS
Full Year

It is recommended that students get a “B” grade or better in Stage 1 Mathematics General to select this subject.

SUBJECT OUTLINE
This course is designed for students who want to learn mathematics within a framework which places an emphasis on practical applications. Students will study all five topics below:
Topic 1: Modelling with linear relationships
Topic 2: Modelling with matrices
Top of:

Subject:

The unifying idea behind this subject is 'motion' and students will undertake studies in the areas of:
- Trigonometric preliminaries
- Polynomials and complex numbers
- Vectors and geometry

ASSESSMENT

School based assessment:
- Skills and application tasks 40%
- Portfolio of directed investigations and/or projects 30%

External assessment:
- Exam 2 hours 30%

MATHEMATICAL METHODS

Full Year

It is strongly recommended that students get a "B" grade or better in Stage 1 Mathematics Methods to select this subject.

SUBJECT OUTLINE

The unifying idea behind this subject is ‘utility’ and students will undertake studies in the areas of:
- Working with statistics – utilising observation and deciding from data
- Working with functions and graphs using calculus – utilising functions and calculus for describing change and analysing graphs of functions
- Working with linear equations and matrices – utilising linearity and matrices to solve problems

ASSESSMENT

School based assessment
- Skills and application tasks 50%
- A portfolio of directed investigations and/or projects 20%

External assessment
- Exam 3 hours 30%

SPECIALIST MATHEMATICS

Full Year

It is strongly recommended that students get a “B” grade or better in Stage 1 Specialist Mathematics to select this subject.

This subject must be taken in conjunction with Stage 2 Mathematical Methods.

This unit may run off line, ie. not during normal school hours. This could include before or after school at another school site such as Thebarton Senior College.

SUBJECT OUTLINE

The unifying idea behind this subject is ‘motion’ and students will undertake studies in the areas of:
- Calculus
- Differential equations

The course is designed for the future creators of scientific research and technology. Developing the theme of motion, students will explore a number of mathematical models which describe change in relation to time. The course will have a geometrical focus and will make use of electronic technology. Therefore the purposeful interplay of numerical, graphical and algebraic modes is an emphasis of this course.

This course leads to engineering / physics and mathematical courses at university.

ASSESSMENT

School based assessment
- Skills and application tasks 45%
- Folio 25%
- Exam 3 hours 30%

MODERN HISTORY

Full Year

SUBJECT OUTLINE

Students study:
- Modern Nations – Germany (1918-1945)
  In this topic students undertake a study of the aftermath of Germany's defeat in WW1, the Weimar Republic, the rise of Hitler and the Nazi Party, and the Nazi state in peace and war.
- The World Since 1945 – The Changing World Order (1945-)
  In this topic students undertake a study of the Cold War, which involves them examining the origins of superpower rivalry, the nature of the Cold War, the end of the Cold War and the consequences of the Cold War.
- An individual history essay - Students choose their own area of inquiry from 1750 onwards.

ASSESSMENT

School based assessment
- Folio 50%
- Essay historical study 20%
- Exam 2 hours 30%

MUSIC - CREATIVE ARTS

Full Year

SUBJECT OUTLINE

This course is designed for students who possess a high level of musicianship and ensemble skills.

This course provides an opportunity to extend and refine skills in the development of one or more of the following:
- Performing(solo and ensemble)
- Producing
• Staging/sound technician
• Song writing
Students design, plan, practise, rehearse, create, perform and/or present Creative Arts products (Music). Arts products can include recorded works, public performances and sound engineering.

ASSESSMENT
School based assessment
• Product 50%
• Investigation 20%
External assessment
• Practical skills 30%

Note: Out of hours rehearsals and performances are an integral part of this course. Students are encouraged to purchase specialist equipment where necessary.

OUTDOOR RECREATION STUDIES - INTEGRATED LEARNING
Full Year

SUBJECT OUTLINE
This course is designed for students who are interested in outdoor recreation and the environment.
Students develop communication and independent lifelong learning skills. The study of integrated learning encourages students to build their confidence and self-esteem. To be successful students need to be willing to attend 2 overnight camps and excursions as well as a number of full day excursions. All camping equipment is provided except sleeping bags and sturdy walking shoes.
Students will undertake 4 assessment components, including:
• Practical inquiry tasks – bushwalking, orienteering, aquatics, recreational activities
• Connections task – student directed camp
• Personal endeavour – students report on an environmental issue
• They will then complete a round table discussion to reflect on their learning experience

ASSESSMENT
School based assessment
• Practical inquiry 40%
• Connections 30%
External assessment
• Personal Endeavour 30%

*Please note: the approx. cost for this course is $150.00.
Students will need to manage their time to keep up to date with school work that is missed due to excursions and camp.

PHYSICAL EDUCATION
Full Year

SUBJECT OUTLINE
This course is designed for students who have passed Stage 1 Physical Education or can indicate their suitability for this program. It provides opportunities for students to develop their practical skills in a number of sports with a high degree of competence.
Students undertake aquatics and two additional practicals from the list below,
• Basketball
• Badminton
• Volleyball
• Table tennis
• Touch football
Physical Education is the study of physical performance, including the key concepts of:
• Exercise physiology and physical activity
• Acquisition of skills and the biomechanics of movement
Students must also complete an issues analysis that will require them to analyse, interpret and discuss a negotiated topic with reference to sport in our society.

ASSESSMENT
School based assessment
• Practical work (three practical’s of equal importance) 50%
• Folio 20%
Students undertake three to six assessments.
External assessment
• Exam 2 hours 30%

*Please note, the cost for the Aquatics component of this course is $30.

PHYSICS
Full Year

It is recommended that students get a ‘B’ grade or better in Stage 1 Physics and Stage 1 Mathematical Studies to select this subject.

SUBJECT OUTLINE
Topics of study are grouped into three main sections. Within each topic there is an application, which shows one example of how the physics of that topic is used. The main sections and their subtopics are:
• Motion and relativity - projectile motion, forces and momentum, circular motion and gravitation, Einstein’s relativity
• Electricity and magnetism - electric (E) fields, magnetic (B) fields, motion of charged particles in E & B Fields, electromagnetic induction
• Light and atoms - wave behaviour of light, wave-particle duality, structure of the atom and the standard model
### ASSESSMENT
Assessment is in three parts:

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<thead>
<tr>
<th>School based assessment</th>
<th>External assessment</th>
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<tr>
<td>Investigations folio</td>
<td>Written and oral exam 30%</td>
</tr>
<tr>
<td>Skills &amp; applications tasks</td>
<td>40%</td>
</tr>
</tbody>
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**ASSESSMENT**

School based assessment
- Folio (various assessment items) 50%
- Interaction: oral activity & group task 20%

External assessment
- Investigation 30%

**SOCIETY & CULTURE**

**Full Year**

**SUBJECT OUTLINE**
This course is designed around three topics which delve into aspects of society and culture in an Australian and global context. These topics are negotiated with students, some examples may include:
- People and power
- Cultural diversity
- Social ethics
- The material world

Students investigate aspects of the chosen topics using an inquiry method, gaining understanding of the influence of power structures within different cultures and social change.

**ASSESSMENT**

School based assessment
- Folio (various assessment items) 50%
- Interaction: oral activity & group task 20%

External assessment
- Investigation 30%

**SPANISH - FOR BEGINNERS**

**Full Year**

This unit may run off-line, ie. not during normal school hours. This could include before or after school or at another school site through School of Languages.

**SUBJECT OUTLINE**
This course is designed for students who have successfully completed Stage 1 Spanish for Beginners. Eligibility criteria apply.

Through the perspectives of "The Personal World" and "The Spanish-speaking communities", students continue to develop their skills in speaking, reading, writing and listening to Spanish through the following themes:
- Relationships (eg family and friends)
- Lifestyles (eg culture and tourism)
- Experiences

**ASSESSMENT**

School based assessment
- Interaction 30%
- Text production 20%
- Text analysis 20%

**SPORTS STUDIES - INTEGRATED LEARNING**

**Full Year**

**SUBJECT OUTLINE**
This course is designed for students who have a keen interest in sport and physical activity. Sports studies 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 with others.

Students will undertake 4 assessment components, including:
- Practical inquiry tasks - aquatics, and 2 additional practical activities to be negotiated with the teacher
- Connectional task collaborative activity and decision making - students coach a sport of their choice to primary aged students
- Personal endeavour - students report on one aspect that affects an athlete’s performance, ie. fitness programs, nutritional plans

**ASSESSMENT**

School based assessment
- Practical inquiry 40%
- Connectional task 30%

External assessment
- Project 30%

*Please note, the cost for the Aquatics component of this course is $40.*

**TOURISM**

**Full Year**

**SUBJECT OUTLINE**
In 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. They investigate tourism locally, nationally, and globally and learn that tourism, as the world’s largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of people’s lives and on the environment.

Students’ understanding of the sustainable management of tourism is central to this subject.

**ASSESSMENT**

School based assessment
- Folio 20%
- Practical activity 25%
- Investigation 25%

External assessment
- Exam 2 hours 30%
VISUAL ARTS - ART
Full Year

SUBJECT OUTLINE
This course is designed for students who have demonstrated ability in Visual Art at Stage 1. This course provides opportunities for students to undertake a full year subject which reflects their visual art strengths, areas of interest and ability. This course allows students to increase their understanding in their chosen practical area in art or print media while developing knowledge and understanding of selected theoretical topics through research and investigation.

ASSESSMENT
The following assessment types enable students to demonstrate evidence of learning in Stage 2 Visual Art:
School based assessment
- Folio 40%
- Practical 30%

External assessment
- Visual study 30%

There may be materials costs incurred in this subject.

WORKPLACE PRACTICES
Full Year

SUBJECT OUTLINE
In this course students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They undertake negotiated topics designed for their needs, interests, and aspirations to gain knowledge of issues particularly relevant to their working environment or aspirations.
Each assessment task relates to the students’ areas of interest or chosen career field. In this way, students remain motivated and they can see the relevance and importance of the work.
Students are taught in a flexible manner as each VET course or Work Placement takes place at a different time.

ASSESSMENT
School based assessment
- Folio 25%
- Performance 25%
- Reflection 20%

External assessment
- Investigation 30%

There may be a cost incurred in this subject.