KILDARE COLLEGE

IN PARTNERSHIP

ST PAUL'S COLLEGE

2018

STAGE 1 & 2

CURRICULUM HANDBOOK

STRENGTH AND GENTLENESS

Kildare EDUCATION MINISTRIES

A KILDARE EDUCATION MINISTRIES CATHOLIC COLLEGE IN THE BRIGIDINE TRADITION.

KILDARE COLLEGE

Kildare College

96 Valiant Road
Holden Hill
P: 08 8369 9999
F: 08 8369 9975
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W: www.kildare.catholic.edu.au

ST PAUL'S COLLEGE

St Paul's College

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P: 08 8266 0622
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E: email@stpauls.sa.edu.au
W: www.stpauls.sa.edu.au

Grand Junction Trade Training Centre

792 Grand Junction Road
Gilles Plains
(located at St Paul's College).
Entry via Lurline Avenue.

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Welcome

This Stage 1 and 2 Curriculum Handbook is for those who are interested in seeking an understanding of curriculum that is offered in the Senior Years at both Kildare College and St Paul's Colleges; for those who are interested in looking forward to future options; and also for those who are working with their sons or daughters to make subject choices for Years 11 or 12.

The teaching and learning programs at Kildare College and St Paul's Colleges aim to provide for students education that is appropriate to the developmental and individual learning needs of each student. Curriculum is designed with an outcomes based approach and builds on learning from year to year.

The foundation frameworks on which the two colleges' curricula are based are the Australian Curriculum, the South Australian Curriculum Standards and Accountability Framework, and "Crossways" the Religious Education Framework, for South Australian Catholic Schools. These frameworks support students in learning about themselves and their world, and assist in the development of literacy and numeracy outcomes and the ability to apply information and communication technologies. The Middle Years curricula leads into the South Australian Certificate of Education (SACE), and encourage students to pursue excellence in their studies.

To ensure the teaching and learning in each area is structured to meet the needs of the students, the curriculum in each learning area is developed carefully and built on from the middle years. This makes certain there is a cohesive curriculum across all learning areas. Teachers construct their individual programs to meet the inclusive needs of the students in their specific learning group.

When students are making choices about areas of study they are able to track their subject choice within each learning area through the Subject Flow Chart (page 6).

Student Information Sessions and Parent Information Nights are held to assist students and their parents in career and subject choices. These sessions acknowledge the crucial role parents play in the education and formation of their children. Students are counselled individually to ensure that the course chosen is the most appropriate to their current and future needs. Parents are encouraged to be part of these interviews.

If, after reading and working through this Handbook, you still have questions please do not hesitate to contact the Head of Teaching and Learning (St Paul's – Mr Michael White), Director of Learning (Kildare – Ms Annette Lamont) or any of the Curriculum Leaders or Coordinators at the Colleges'.

Vision & Mission

Kildare College

VISION STATEMENT

Our motto "strength and gentleness" inspires us to be faithful to our Catholic tradition; to persevere in the face of adversity; to respond creatively to those in need around us; and to be hopeful, resilient and courageous in moving forward in the presence of Jesus. So based and so inspired, our College community seeks to see in each person the image of God and thus to develop excellence in our caring, teaching and learning; to value each of our students as an individual; and to promote her full development, spiritually, intellectually and socially. We desire to awaken each to her dream, her capacities, her freedom and her choices.

MISSION STATEMENT

Kildare College is a student centred learning community seeking to live out the message of Jesus Christ and the Gospels. With the other Kildare Education Ministries schools, we share the core values of a Brigidine education.

Wonder	Celebrating all that is good with joy and gratitude
Courage	Speaking and acting with integrity
Hospitality	Welcoming all
Hope	Bringing a sense of purpose
Compassion	Walking with and having empathy for all
Justice	Making the needs of the vulnerable paramount

St Paul's College

VISION STATEMENT

Where we want to be:

The vision of St Paul's College is to be a place where students receive a quality Catholic Education in the Edmund Rice Tradition. We are committed to Christ, his values and the teachings of the Church. We are challenged to integrate faith, life and culture, so that each person's unique worth and purpose in God's creative plan is recognised, valued and developed.

MISSION STATEMENT

How we want to get there – to realise the vision:

St Paul's College mission is to proclaim and live the Gospel so as to enable the transformation of the whole person by developing authentic relationships in an inclusive environment which provides quality educational experiences and opportunities.

Subject Listing - Stage 1 & 2

RELIGIOUS EDUCATION

Stage 1	Stage 2
Religion Studies (St Paul's) Integrated Learning - Youth Ministry (Kildare) Religion Studies (Kildare)	Religion Studies (St Paul's) Religion Studies (Kildare) Religion Studies B (St Paul's)

LANGUAGES OTHER THAN ENGLISH (LOTE)

Stage 1	Stage 2
Italian	Italian

HEALTH AND PHYSICAL EDUCATION

Stage 1	Stage 2
Physical Education Specialist Netball Food and Hospitality Child Studies Outdoor Education	Physical Education Food and Hospitality Child Studies

MATHEMATICS

Stage 1	Stage 2
Essential Mathematics Essential Mathematics: Numeracy General Mathematics Mathematical Methods Specialist Mathematics	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics

HUMANITIES

Stage 1	Stage 2
Ancient Studies History Geography Society and Culture Media Studies	Women's Studies Modern History Media Studies

TECHNOLOGY

Stage 1	Stage 2
Information Technology Information Processing and Publishing - Website Design & Digital Products Information Processing – Digital Imaging Material Products - Metal Material Products - Wood Cert I Electrotechnology (VET)	Information Technology Information Processing and Publishing Material Products - Furniture Construction Systems & Control Products - Electronics

ARTS

Stage 1	Stage 2
Visual Arts – Art Visual Arts – Design Drama Dance (Kildare) Music	Visual Arts - Art Visual Arts - Design Drama Dance Music ♦ Performance Special Study ♦ Solo Performance ♦ Musicianship ♦ Music in Context ♦ Composing & Arranging ♦ Ensemble Performance ♦ Music Individual Study ♦ Music Technology

ENGLISH

Stage 1	Stage 2
English Essential English EAL (St Paul's)	English Literary Studies English Essential English EAL (St Paul's)

SCIENCE

Stage 1	Stage 2
Physics Chemistry Biology Psychology Nutrition	Physics Chemistry Biology Psychology Nutrition

BUSINESS

Stage 1	Stage 2
Accounting Business and Enterprise Legal Studies Workplace Practice Economics	Accounting Business and Enterprise Legal Studies Workplace Practices Economics

VOCATIONAL AND COMMUNITY EDUCATION / FLEXIBLE LEARNING

Stage 1	Stage 2
See Page 26 of this booklet for the courses available internally through the GJTTC External VET: Through negotiation with VET Coordinator Other Flexible Options: ♦ Community Studies ♦ Community Learning	See Page 26 of this booklet for the courses available internally through the GJTTC External VET : Through negotiation with VET Coordinator Other Flexible Options: ♦ Community Studies ♦ Community Learning

KILDARE COLLEGE

Kildare College Key Staff

LEADERSHIP		EMAIL
Deputy Principal	Tina Neate	tneate@kildare.catholic.edu.au
Director of Learning	Annette Lamont	alamont@kildare.catholic.edu.au
Director of Learning Enrichment	Cherrell Murray	cmurray@kildare.catholic.edu.au
Director of Digital Learning	Jarrod Carter	jcarter@kildare.catholic.edu.au
Assistant Principal Religious Identity and Mission	Enrico Caprioli	ecaprioli@kildare.catholic.edu.au
Senior Years Coordinator	Raymond Kropinski	rkropinski@kildare.catholic.edu.au
HOUSE LEADERS		**EMAIL**
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Delany	Samantha Rusanoff	srusanoff@kildare.catholic.edu.au
Kildare	Emma Ward	eward@kildare.catholic.edu.au
CURRICULUM LEADERS		**EMAIL**
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Flexible Learning	Cherrell Murray	cmurray@kildare.catholic.edu.au
Art	Russell McGlone	rmcglone@kildare.catholic.edu.au
English	Kathy Marusic	kmarusic@kildare.catholic.edu.au
Health and Physical Education	Raymond Kropinski	rkropinski@kildare.catholic.edu.au
Languages other than English (LOTE)	Anna Peek	apeek@kildare.catholic.edu.au
Mathematical Studies	Kim Thomas	kthomas@kildare.catholic.edu.au
Science	Paul Beltrame	pbeltrame@kildare.catholic.edu.au
Humanities	Angie Selga	aselga@kildare.catholic.edu.au
Business and Enterprise Technology STEM	Jarrod Carter	jcarter@kildare.catholic.edu.au
VET & Careers Coordinator	Rebecca Sarvas	rsarvas@kildare.catholic.edu.au

ST PAUL'S COLLEGE

St Pauls College Key Staff

LEADERSHIP		EMAIL
Deputy Principal	Mel Scherwitzel	mscherwitzel@stpauls.sa.edu.au
Head of Student Development	Steven McCulloch	smcculloch@stpauls.sa.edu.au
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HEAD OF HOUSE		**EMAIL**
O'Loughlin	Danny Gloria	dgloria@stpauls.sa.edu.au
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Art Design and Technology English Information Technology Languages other than English (LOTE)	Rachel Lynds	rlynds@stpauls.sa.edu.au
Business/Accounting History & Geography Legal Studies/Economics Physical Education	Walter Chatindiara	wchatindiara@stpauls.sa.edu.au
Integrated Learning Mathematical Studies Personal Learning Plan (PLP) Science	Giannina Hoffman	ghoffman@stpauls.sa.edu.au
Music	Libby Verrall	lverrall@stpauls.sa.edu.au
VET & Careers	Jo-Anne Williams	jwilliams@stpauls.sa.edu.au
Trade Training Centre	Peter Cristarella	pcristarella@stpauls.sa.edu.au

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Senior School Information

The purpose of this section of the booklet is to outline the subject offerings available and to clarify issues relating to the organisation of subjects and daily routines related to the curriculum.

You will notice that we have grouped subjects according to learning areas. This is to ensure that students, parents and teachers can see that the program of studies is balanced.

Relationships.
Resilience.
Results.

KILDARE COLLEGE

Pastoral Core Program

An integral part of Kildare's curriculum is the Pastoral Care Program. This program reinforces, through formal and informal sessions, our school philosophy and enables teachers and students to engage in activities which we believe help create the type of environment in which learning is possible. The formal program includes the following topics: Social Skills Development, Career Education, Study Skills and Problem Solving Skills. There are also inter-class activities, class discussions and liturgical and other celebrations.

An important element of the program is the fact that Pastoral Care teachers are assigned to each class in the belief that student and staff interaction and communication are vital links in the teaching/learning process for all of us. Pastoral Care Groups are vertically grouped within a House Structure. Students remain within the same group for their entire schooling.

Independent Education

These programs provide support designed to help students to learn more effectively and benefit from their school experiences and attain their South Australian Certificate of Education. All curriculum areas are covered and the needs of a diverse range of students are catered for. In Individual Learning Programs the diversity of the school population is celebrated.

Recognition is given to all manner of disabilities, learning difficulties, English as an Additional Language (EAL), as well as acknowledgement of the needs of the gifted and talented students.

Educational needs vary considerably from child to child. As a result, the Individual Learning Programs provide flexible and often innovative programming for students with special needs. This is done in a number of ways. There are Professional Development sessions for staff, so that they are able to differentiate the curriculum. Classroom teachers are supported in their programming and lesson planning, so that they better suit individual needs. Support is also provided for students within the classroom and the Learning Centre, including explicit teaching of identified skills one on one or in small groups. A range of Flexible Learning subjects in the SACE also cater for students with specific learning needs.

Assessment and Reporting

This refers to the on-going nature of assessment in which assessment tasks and tests all contribute to a student's overall achievement. Preparatory, or formative work assists students and staff to assess learning and support improvement.

This is an essential part of the learning process because it describes how your child interacts with current experiences and what sense she is making of them in light of her previous understandings. Throughout Years 11 and 12 student assessment is:

- Continuous – evaluation and assessment is ongoing;
- Criteria-based – the work required from the student, and the conditions under which the work will be completed are clearly specified at the beginning of the task through criteria based on Performance Standards that are set by the SACE Board. These Standards ensure consistency of assessment across the state;
- Descriptive – the student's skills, concept development and completion of tasks are identified by the teacher and described with the emphasis on clarifying areas of strength and weakness and communicating these to the student.

Stage 1 (Year 11) students receive four reports: two mid semester reports to guide their learning and two end of semester reports summarising their achievements. Stage 2 (Year 12) students receive three reports: Terms 1, 2 and 3, with a criteria summary and progress grade. Year 12 students and parents attend a Learning Review in Term 1, with additional Learning Reviews in Terms 2 and 3.

Faith.
Relationships.
Excellence.
Diversity.

Personal Development Program

An integral part of St Paul's College curriculum is the Personal Development Program from Years 10-12.

The Personal Development Program reinforces, through formal and informal sessions, our school philosophy and enables teachers and students to engage in activities that help create the type of environment in which learning is possible. The formal program includes the following topics: Social Skills Development, Conflict Resolution, Career Education, Study Skills and Problem Solving Skills. There are also inter-class activities, class discussions, liturgical and other celebrations. In the Senior Years risk minimalisation and driver's education are also focus areas.

An important element of the program is the fact that Home Class teachers are assigned to each class in the belief that parent, student and staff interaction and communication are vital links in the teaching and learning process. Home Class Groups are vertically grouped within a House Structure. Students remain within the same House throughout their senior schooling.

Independent Education

These programs provide support designed to help students learn more effectively, benefit from their school experiences and attain their South Australian Certificate of Education. All curriculum areas are covered and the needs of a diverse range of students are catered for. In Independent Education Programs the diversity of the school population is celebrated.

Recognition is given to all manner of learning difficulties, as well as acknowledgement of the needs of gifted and talented students.

Educational needs vary considerably from child to child. As a result, the Inclusive Education faculty is required to provide flexible and often innovative programming for students with special needs. This is done in a number of ways. There are Professional Development sessions for staff, so that they are able to differentiate the curriculum. Classroom teachers are supported in their programming and lesson planning, so that they better suit individual needs. Support is also provided for students within the classroom, including explicit teaching of identified skills one on one or in small groups.

Assessment and Reporting

This refers to the on-going nature of assessment in which all summative tasks contribute to the student's overall achievement.

This is an essential part of the learning process because it describes how your child is interacting with current experiences and what sense he is making of them in light of his previous understandings. Throughout Years 10-12 student assessment is:

- Continuous - evaluation and assessment is ongoing;
- Criteria-based - the work required from the student, and the conditions under which the work will be completed are clearly specified at the beginning of the task through criteria based on Performance Standards that are set by the SACE Board. These Standards ensure consistency of assessment across the state;
- Descriptive - the student's skills, concept development and completion of tasks are identified by the teacher and described with the emphasis on clarifying areas of strength and weakness and communicating these to the student.

Subject reports are written and distributed at the end of each term. Year 11 (Stage 1) students receive four reports and Stage 2 (Year 12) students receive 3 reports. Year 11 students receive mid-semester reports in Term 1 and 3; these contain individual subject comments and progressive grades for each subject. At the end of Semester 1 and 2, Year 11 students will receive semester reports; these contain a subject descriptor and achievement grade. All Year 12 reports will contain individual subject comments and progressive grades.

Reports also indicate whether a parent interview is required to discuss the progress of your child. Parent/Teacher interviews are held at the beginning of Term 2, 3 and 4 for Year 11 students and at the beginning of Term 2, 3 and at the end of Term 3 for Year 12 students.

SACE (South Australian Certificate of Education)

What is the SACE?

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (usually Years 11 and 12). The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). Students will be able to study a wide range of 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 communication, citizenship, personal development, work and learning.
- Have 30 per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including exams, practical performances and presentations.
- Have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the state.
- Students can gain recognition for up to 180 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

SACE (South Australian Certificate of Education)

The requirements to achieve the SACE

To be awarded the SACE, students must:

- Gain 200 credits from the subjects that they have completed (semester of work = 10 credits).
- Complete the Personal Learning Plan (with a grade of C or higher).
- Complete the Literacy Requirement (20 credits from a range of English options with a grade of C or higher).
- Complete the Numeracy Requirement (10 credits from a range of Mathematics options with a grade of C or higher).
- Complete the Research Project (with a grade of C or higher).
- Attain a C grade or higher in an additional 60 credits (3 full year subjects) of Stage 2 study.

The SACE is the basic requirement for entry to higher education. Higher education institutions use the Australian Tertiary Admission Rank (ATAR), derived from SACE studies, to rank students for selection to particular courses. To be eligible for an ATAR students must complete 90 Stage 2 credits - the equivalent of four full year Stage 2 (Year 12) subjects, plus the Research Project. Of these subjects three must be Tertiary Admission Subjects.

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A graphical representation of the SACE completion

Requirements	Credits
Year 10	
Personal Learning Plan	10
Year 11 (Stage 1)	
Literacy (select from a range of English subjects and courses)	20
Numeracy (select from a range of Mathematics subjects and courses)	10
Year 11 or 12 (Stage 1 or 2)	
Subjects and courses of students choice	up to 90
Year 12 (Stage 2)	
Research Project	10
Other Stage 2 subjects and courses*	60 or more
TOTAL	200

Compulsory Stage 1 Completion

Compulsory Stage 2 Completion

Students select subjects for completion

*most students will complete subjects or courses worth more that 70 credits at Stage 2

Kildare College and St Paul's and offer a variety of subjects to enable our students to meet the requirements of the SACE. The South Australian Certificate of Education (SACE) exists to encourage students to successfully complete secondary education and to attest to their readines for entry into post-school studies and employment.

The SACE is an internationally recognised qualification that opens pathways leading to vocations and careers, further studies and employment. The SACE also ensures that students leave school with a strong general education.

To meet the requirements of the certificate, students need to take a balanced range of studies, generally over two years, although no particular time limit is specified. Stage 1 of the SACE is usually studied in Year 11 and Stage 2 of the SACE is usually studied in Year 12. Students may negotiate alterations to this schedule. The studies include English or English as a Second Language, and Mathematics at Stage 1 (Year 11), as well as a selection from other subject groups.

SACE Planner

Government of South Australia

SACE Board of SA

Personal Learning Plan = 10 credits

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

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

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

Research Project = 10 credits

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

Credits	
	10
Subtotal	10
Subtotal	30
	10
Subtotal	70
Subtotal	90
Total	200

To gain the SACE, you must earn 200 credits

Compulsory Stage 1 Compulsory Stage 1 and/or Stage 2 Compulsory Stage 2	Students must achieve a C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete the SACE
Choice of subjects and/or courses (Stage 1 and/or 2)	Students must achieve a grade or equivalent for subjects and/or courses selected

SACE (South Australian Certificate of Education)

What is the Personal Learning Plan?

The Personal Learning Plan is a compulsory SACE subject, normally undertaken in Year 10. Students will consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students will work towards goals they need to achieve as they progress through school towards work, training or further study.

The Personal Learning Plan will help students:

- Identify and research career paths and options (including further education, training and work).
- Choose appropriate SACE subjects and courses based on plans for future work and study.
- Consider and access subjects and courses available in and beyond school.
- Review their strengths and areas they need to work on, including literacy, numeracy and information and communication technology (ICT) skills.
- Gain skills for future employment.
- Identify goals and plans for improvement.
- Review and adjust plans to achieve goals.

The Personal Learning Plan will contribute 10 credits towards the SACE.

What is the Research Project?

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

NOTE: This will be undertaken in the second semester of Year 11.

Within the Research Project students will:

- Choose a topic of interest—it may be linked to a SACE subject or course, or to a workplace or community context.
- Learn and apply research processes and the knowledge and skills specific to their research topic.
- Record their research and evaluate what they have learnt.

The term 'research' is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.

Reporting Achievement In SACE Studies

Within the SACE students will receive A-E grades in all subjects. The grade that a student is awarded is based entirely on the performance standards contained within the subject outline published by the SACE Board for any particular subject. Internally, students at St Paul's will also receive a subject achievement score out of 20. Students at Kildare College will receive a grade only on their reports.

Subject Achievement Score	Grade	Description
17 – 20	A	Excellent Achievement
14 – 16	B	Good Achievement
10– 13	C	Satisfactory Achievement
8 – 9	D	Partial Achievement
0-7	E	Minimal Achievement

Kildare College and St Paul's College prepare reports which include the Australian Government requirements specified in the School Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2008.

For full details about the SACE refer to the SACE Board website. The SACE Board website can be accessed using the following link: www.sace.sa.edu.au/home

SACE Requirements at Kildare & St Paul's College

St Paul's offer the Research Project to Year 11 students in Semester one and in Semester two. However, Kildare College offer Research Project in Semester Two. This is undertaken alternatively with Religion. Half the Year 11 complete the Research Project while the other half do Religion.

STAGE 1 (Year 10)
Over the course of Year 10 students will complete Personal Learning Plan.

STAGE 1 (Year 11)						
Semester one	Religion Studies/ Research Project	Maths (at least 10 credits – 1 semester)	English or ESL	Free Choice	Free Choice	Free Choice
Semester two	Religion Studies/ Research Project	Maths / Free Choice (St Paul's)	English or ESL	Free Choice	Free Choice	Free Choice
Credit	20 credits	20 credits	20 credits	20 credits	20 credits	20 credits

STAGE 2 (Year 12)						
Semester one Semester two	Religion Studies	Research Project (if not completed in Yr 11) OR Free Choice	Free Choice	Free Choice	Free Choice	Free Choice OR Free Line
Credit	10 credits / 20 credits	10 or 20 credits	20 credits	20 credits	20 credits	20 credits

Higher Education Entrance

Terminology

The entry requirements for TAFE SA and the universities refer to the following terms:

(TAS) Tertiary Admissions Subjects

These are SACE Stage 2 subjects which have been approved by TAFE SA and the universities as providing appropriate preparation for tertiary studies. Both TAFE SA and the universities require students to study a minimum number of credits of TAS to be eligible to receive a selection score or rank.

Recognised Subjects

Recognised Subjects are those International Baccalaureate, interstate Year 12, higher education studies or VET awards deemed by the SACE Board and the universities and TAFE SA as being eligible to be included in the calculation of the ATAR and TAFE SA Selection Score. For Recognised Subjects, scores approved by the Scaling and Tertiary Monitoring Committee will be used in calculations. Information on Recognised Subjects will be made available to schools and students on the SATAC website.

Precluded Combinations

Two subjects are a Precluded Combination if they are defined by TAFE SA and the universities as having significant overlap in terms of content. They cannot both count towards your Australian Tertiary Admission Rank or TAFE SA Selection Score.

Counting Restrictions

Counting Restrictions are used where it is deemed desirable to limit the number of credits that can be counted towards a university aggregate and the ATAR in a specific subject area. This is to ensure students study a broad range of subjects. For example, a subject area might have eight 10 credit subjects available but the universities might set a Counting Restriction of 40 credits meaning only four can ever count towards the calculation of the Australian Tertiary Admission Rank.

Completion and Successful Completion of Subjects

In the terminology of the SACE, Subject Completion means achieving a grade of E or better, while Successful Completion of a subject means achieving a grade of C or better.

Higher Education Entrance

University Entrance 2017 - 2018

To enter university students must qualify for the SACE and in doing so, must:

- Complete 200 credits of subjects.
- Achieve a grade of C or better in the PLP, 20 credits of Literacy (English) based subjects, 10 credits of Numeracy (Mathematics) based subjects, and the Research Project at Stage 2.
- Achieve a grade of C or better in an additional 60 credits (three full year subjects) at Stage 2.
- Complete at least 90 credits at Stage 2 (Year 12), including 60 credits of TAS subjects. This equates to four full year subjects and a 10 credit subject, which could include the Research Project.
- Complete prerequisite requirements for some university courses.
- Obtain an ATAR (Australian Tertiary Admission Rank).

The ATAR will be calculated:

- Using results from three full-year TAS subjects (60 credits), PLUS;
- Results from 30 additional credits from other studies recognised as equivalent by the SACE Board and universities.
- Full details on university and TAFE entry requirements will be provided in the Tertiary Entrance Booklet 2017, 2018, 2019.
- This booklet will be published by the South Australian Tertiary Admissions Centre (SATAC) and distributed to schools in July each year.

SA Universities Bonus Schemes - 2019 entry

Any bonuses applied by the universities will continue to be added to the university aggregate from which Selection Ranks are calculated (for SA/NT students, and using a complementary methodology for students from other Year 12 systems). The SA Universities Equity Scheme awards 5 bonus points for eligible students, and the SA Language, Literacy and Mathematics Bonus Scheme awards 2 or 4 points for eligible students. An individual student can receive a maximum of 9 bonus points under both schemes. Both bonus schemes are available to students, Australian and international who are studying the SACE, NTCET, International Baccalaureate, or interstate senior secondary certificate in Australia (i.e. not offshore).

http://www.satac.edu.au/documents/factsheet_sacentcet_saunisbonuspoints.pdf

Special Tertiary Admissions Test (STAT)

SATAC administers the Special Tertiary Admissions Test (STAT) for applicants applying to university under a special entry program and the International Student Admissions Test (ISAT) for international applicants to university. For more information on these tests go to www.acer.edu.au/tests/university.html

TAFE SA Entry

TAFE SA courses offered through SATAC have Minimum Entry Requirements (MER) which all applicants must meet in order to be eligible for selection. MER differ according to the level of the TAFE SA course concerned. Full details concerning MER can be obtained in the TAFESA website www.tafesa.edu.au

Tertiary Education Institutions

THE UNIVERSITY OF ADELAIDE

Course Admissions
University of Adelaide
GPO Box 498 Adelaide SA 5001
Telephone (08) 8303 4455
Website: www.adelaide.edu.au

FLINDERS UNIVERSITY

Admissions Office
Flinders University
GPO Box 2100 Adelaide SA 5001
Telephone (08) 8201 3074
Website: www.flinders.edu.au

THE UNIVERSITY OF SOUTH AUSTRALIA

Course Admissions
University of South Australia
North Terrace Adelaide SA 5000
Telephone (08) 8302 2376
Website: www.unisa.edu.au

CHARLES DARWIN UNIVERSITY

Course Admissions
Charles Darwin University
Darwin, Northern Territory 0909
Telephone 1800 061 963
Website: www.cdu.edu.au

TAFE SA

TAFE SA Information Centre
31 Flinders Street Adelaide SA 5000
Telephone (08) 8226 3409
Email: tafeinfo@tafe.sa.edu.au
Website: www.tafesa.edu.au

SOUTH AUSTRALIAN TERTIARY ADMISSIONS CENTRE (SATAC)

SATAC is responsible for processing applications for courses at University and TAFE Colleges in South Australia

1st Floor 230 North Terrace Adelaide SA 5000
Infoline: 1900 987 400
Fax (08) 8223 6447
Website: www.satac.edu.au

Vocational Education & Training

Vocational Education and Training (VET) is education and training that provides students skills and knowledge for work. VET operates through a national training system, and is delivered, assessed and certified by Registered Training Organisations either within the College or at an external training facility.

The SACE is designed to give students increased flexibility, including greater opportunities to have diverse forms of learning and achievement recognised. These directions are in line with the SACE Board legislation and State and national policies aimed at facilitating the transition of young people from school to further education, training and employment.

The recognition arrangements for VET in the SACE will enable students to include more vocational education and training (VET) in their SACE studies. These recognition arrangements help students to build coherent pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

Structured VET programs:

- Are integrated with the general curriculum.
- Include structured learning opportunities in the workplace.
- Lead to nationally recognised qualifications.
- Are based on nationally endorsed industry competency standards.
- Assess skills and knowledge to the standards that employers expect in real workplaces.
- Provide a range of flexible education and training pathways.

Students can gain recognition for up to 180 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

SACE Credits

Students can gain SACE credits for the successful completion of VET qualifications or units of competency that make up a qualification. A student will earn 10 SACE credits for the successful completion of 70 nominal hours of VET, up to the maximum number of credits allocated to each qualification. A student will earn 5 SACE credits for the successful completion of 35 nominal hours of VET. The VET Recognition Register lists the maximum and minimum number of SACE credits allocated to each qualification.

Vocational Education & Training

Recognition at SACE Stage 1 and/or Stage 2

All VET qualifications or units of competency that make up a qualification, in the Australian Qualifications Framework (AQF) can contribute to the completion requirements of the SACE. The SACE Board determines the SACE stage at which qualifications will be granted recognition in the SACE. In most cases a Certificate I or II VET qualification (i.e. all the units of competency that make up the qualification) will be recognised at Stage 1 level. Units of competency from Certificate III qualifications will be recognised at Stage 2 level. There are some variations to this but your school's VET Coordinator will liase with students in regards to this, alternatively, you can email them for details.

VET Recognition Register

The VET Recognition Register shows, for each qualification, the:

- Maximum and minimum number of SACE credits that students can earn by completing the qualification.
- SACE stage(s) at which SACE credits earned for the qualification will be recognised for SACE purposes.

The SACE VET recognition register: www.sace.sa.edu.au/subjects/recognised-learning/recognition-register/vet-recognition-register

Vocational Education Options

There are a wide range of VET options available in consultation with your VET coordinator.

Industries include:

- Animal Care
- Automotive
- Business & Finance
- Community Services & Health (including Child Care, Aged Care)
- Construction
- Electrotechnology
- Engineering
- Fashion Design
- Fitness
- Furnishing
- Hairdressing & Beauty
- Hospitality
- Information Technology (including 3D Game Art)
- Media & Design
- Music, Art & Culture
- Retail
- Tourism
- Transport

Vocational Education & Training

School Based Apprenticeship/Traineeship (SBAT)

School Based Apprenticeships/Traineeships enable the student to gain a vocational and technical qualification while completing their school studies.

School Based Apprenticeships/Traineeships are a great career option for students in Year 11 and Year 12. They have a number of features:

- You can finish Years 11 and 12 while you start your apprenticeship.
- You are paid a training wage or apprentice wage for the time you spend 'on-the-job' with your employer.
- You are covered by a training contract, which links to an industrial award or agreement.

School Based Apprenticeships/Traineeships provide nationally recognised qualifications and competencies and are offered at all certificate levels up to Advanced Diploma. Once completed the qualification can lead to continued employment, self employment, further training or education.

Students are paid while training, which is structured, and can take the place of casual work. The rate of pay varies depending upon the industry, the year level, the qualification and whether industry or national awards are used. Your School Based Apprenticeship Centre or Industry Association should be able to provide more detail.

School Based Apprenticeships/Traineeships are traditionally 2 days of work or training and 3 days of school. The student will receive SACE credits for the VET units they cover as part of their School Based Apprenticeship and can select flexible subjects to study at the College which ensure they receive their SACE certificate.

In most cases students find their own School Based Apprenticeship/Traineeship. There are a number of ways to find a School Based Apprenticeship/Traineeship:

- Contact your local Job Services Australia provider.
- Contact your local Group Training Organisation on the NTIS website or Group Training Australia.
- If you are studying at school or a college, talk with your careers adviser.
- Visit an Australian Apprenticeships Centre to obtain further information.
- The Youth Connections program provides a holistic approach to servicing young people at risk including support for individual young peoples and the broader community.

If this is something you are interested in please visit www.australianapprenticeships.gov.au and speak to your VET & Careers Coordinator.

Please note that some vocational courses will incur some additional fees.

If you are considering options in VET for Stage 1 or 2 please speak to your VET Co-ordinator.

Trade Training Centre

The Grand Junction Trade Training Centre (GJTTC) is a joint venture between cluster school partners (St Paul's College, Blackfriars Priory School, Kildare College and Rostrevor College) with capital funding for the establishment of the facility at 792 Grand Junction Road, Gilles Plains being made available through the Australian Government - Trade Training Centres in Schools program.

Students from Years 10, 11 and 12 participate in training in the following industry areas:

- Pre-Construction Pathways (Year 10)
- General Construction
- Carpentry
- Cabinet Making
- Furniture Making
- Electrotechnology
- Electronics
- Automotive Mechanical

Students attend the GJTTC for one full day a week for Year 10 Pre-Construction courses and Certificate II and III courses.

GJTTC programs, with their strong vocational orientation, contribute to the development of a work force able to meet the changing skill requirements of an economy undergoing significant structural and technological change. Emphasis is placed on innovative approaches to training delivery and on the access and participation of students in skills creation programs in areas of employment growth and need.

Training is conducted over the course of the school year, with Structured Workplace Learning forming a significant part of the integrated learning approach. Students must be committed to completion of the SWL during programmed training days or term breaks.

Training guides and work books are completed during non-contact time and also form a compulsory part of the competency assessment. Provision is made for students with special learning needs through oral assessment and practical demonstration of required outcomes.

All courses provide dual accreditation through the Australian Qualifications Framework (AQF) National Training Packages and VET in SACE arrangements. Refer to specific course sheets for SACE credits.

Course outlines are available. Please speak with either Mr Peter Cristarella (Trade Centre Manager) or Ms Jo-Anne Williams (VET and Careers Co-ordinator) if you would like further information on the courses available through the GJTTC.

Grand Junction Trade Training Centre Education Package

While students undertaking courses through the GJTTC are able to combine vocational training with subjects that will allow for an Australian Tertiary Admission Rank to be calculated, the College also offers a training package that allows for SACE completion while students complete vocational training.

- Year 10 Pre-Construction, Automotive Training 1 Day per week (Term 3)
- At Stage 1 (Year 11) this training package is inclusive of one day of vocational training, one day of structured workplace learning and 3 days of lesson based study. The SACE Board subjects completed within this package include: Essential English, Essential Mathematics, Workplace Practices, Communication Products and Religion Studies.
- At Stage 2 (Year 12) this training package is inclusive of one day of vocational training, one day of structured workplace learning and 3 days of lesson based study. The SACE Board subjects completed within this package include: Research Project, Workplace Practices, Communication Products and Integrated Learning – Religion B.

Promotion Procedures - St Paul's

The below guidelines reflect the minimum requirements a student need to achieve to move on the to the subject in the following year.

Learning Areas	Subject	Required in Year 10 to do Stage 1	Required in Year 11 to do Stage 2
Art	Visual Arts	13 or C	14 or B
	Music	13 or C	14 or B
	Dance	Through negotiation	14 or B
	Drama	Through negotiation	13 or C
LOTE	Italian	14 or B	14 or B
English	English	14 or B	12 or C
	English Literary Studies	N/A	14 or B
	Essential English	12 or C	12 or C
	EAL	Completion or Year 10	Completion of Year 11
	EAL Studies	N/A	14 or C (Stage 1 ESL)
Health & PE	Physical Education	12 or C (Extentsion PE) 14 or B (Health & PE)	12 or C
	Food & Hospitality	12 or C (Home Economics)	12 or C
	Child Studies	12 or C (Home Economics)	12 or C
Mathematics	Essential Mathematics	12 or C (Essential Mathematics or General Mathematics)	14 + exam >60% Essential Mathematics 12 + exam >50% General Mathematics 10 + exam >50% Mathematical Methods
	General Mathematics	14 or B (General Mathematics or Pure Mathematics)	14 + exam >60% General Mathematics 12 + exam >50% Mathematical Methods
	Mathematical Methods	14 or B (Pure Mathematics)	14 + exam >60% Mathematical Methods
	Specialist Mathematics	14 or B (Pure Mathematics)	14 + exam >60% Mathematical Methods 14 + exam >60% Specialist Mathematics
Science	Biology	14 or B (Science 1)	14 or B 12 or C (Chemistry or Physics)
	Chemistry	14 or B (Science 1)	14 or B
	Nutrition	12 or C (Science 2 or 3)	14 or B
	Physics	12 or C (Science 2 or 3)	14 or B
	Psychology	12 or C (Science 2 or 3)	14 or B
Humanities	Ancient Studies	13 or C (Year 10 History/Geography/ HASS)	14 or B
	Geography		14 or (Stage 1 Geography or Society & Culture)
	History		14 or B
	Society & Culture		NA
	Media Studies		14 or B (Stage 1 Media Studies)
	Women's Studies	N/A	14 or B (Stage 1 English)
	Entry into Stage1 is dependent on students completing the Major Research Project in Semester two of Year 10 SOSE to a satisfactory level.		A score of 14 (B) or above would allow students to complete most Humanities subjects (must be negotiated).
Technology	Material Products	11 or C (Wood/Metal)	12 or C
	Information Technology	12 or C	12 or C (Stage 1 ICT)
	Digital Imaging	12 or C (Year 10 ICT)	14 or B (stage 1 ICT)
Business	Accounting	13 or C (avg Year 10)	14 or B
	Business & Enterprise	13 or C (avg Year 10)	13 or C
	Legal Studies	13 or C (Year 10 HASS/SOSE)	14 or B
	Workplace Practices	Through negotiation	

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SACE Stage 1

Please Note: For further information on the following subjects please refer to page 7-8 for the relevant coordinator.

Where subjects are likely to be based is indicated in brackets after the subject name – this may change based on demand.

Length of Course: A semester length course is referred to as a 20 week course and is allocated 10 credits by the SACE Board. A year long course is referred to as a 40 week course and is allocated 20 credits by the SACE Board.

Stage 1 - Subject Overview

St Paul's 2018	Credits	Kildare 2018	Credits
Religious Education			
Religion Studies	20	Religion Studies Integrated Learning – Youth Ministry	10 10
The Arts			
Visual Arts - Art /Design Music	10/20 20	Visual Arts - Art /Design Drama Dance Music	10/20 10/20 10/20 20
Business			
Accounting Business & Enterprise Economics Legal Studies	20 10/20 10 20	Business & Enterprise Legal Studies	10 10/20 10/20
English			
English Essential English ESL	20 20 20	English Essential English	20 20
Health & Physical Education			
Physical Education	10/20	Physical Education Specialist Netball (new) Child Studies Food & Hospitality Outdoor Education	10 10 10 10 10
Humanities/Languages			
Ancient Studies History Italian Continuers	10/20 10/20 20	Ancient Studies History Italian Continuers Media Studies Society & Culture	10/20 10 20 10 10
Mathematics			
Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics Essential Mathematics: Numeracy	20 20 20 20 20	Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics	20 20 20 20
Science			
Biology Chemistry Physics Psychology	10/20 20 20 10/20	Biology Chemistry Physics Psychology Nutrition	10/20 20 20 10/20 10
Technology			
Material Products - Wood Material Products - Metal Electrotechnology (VET) Information Technology Information Processing - Digital Imaging	10/20 10/20 Cert 1 10 10	Information Processing & Publishing – Website Design Digital Products	10
Vocational & Community Education			
Workplace Practices	10/20	Community Studies Workplace Practices	10/20 10/20

Stage 1 - Religion

Religion Studies (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Religion Studies

COURSE DESCRIPTION

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

ASSESSMENT

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

- Assessment Type 1: Practical Activity
- Assessment Type 2: Issues Investigation
- Assessment Type 3: Reflection

Religion Studies (St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Religion Studies

COURSE DESCRIPTION

In Religion Studies students have the opportunity to focus on two areas: Social Justice and Christian Art. Through these two modules students gain an appreciation of morality, human rights, Christian symbolism and reflective skills and social values.

ASSESSMENT

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

- Assessment Type 1: Practical Activity
- Assessment Type 2: Issues Investigation
- Assessment Type 3: Reflection

Integrated Learning - Youth Ministry (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Optional

PRE-REQUISITES
Students need to apply to the Peer Support Coordinators to be part of this course as this course incorporates the Peer Support group.

COURSE LEADS TO	Stage 2 Religion Studies

COURSE DESCRIPTION

Integrated Learning (Youth Ministry) enables students to apply their knowledge and skills to a real-world task, event, learning opportunity, or context, which leads to a specific purpose, product, or outcome. The subject draws links between aspects of students' lives and their learning and is undertaken by a group of students, or a student or students involved in a community group.

Integrated Learning facilitates collaboration and teamwork. Students learn to plan and organise activities, and to develop their understanding of, and empathy with, others.

ASSESSMENT

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

- Assessment Type 1: Practical Activity
- Assessment Type 2: Issues Investigation
- Assessment Type 3: Reflection

Stage 1 - The Arts

Dance (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
COURSE LEADS TO	Stage 2 Dance

COURSE DESCRIPTION

Through the study of Dance students develop a creative, technical, and physical understanding and appreciation of dance as an art form. They develop self-discipline, self-esteem, and confidence. Through dance training, students improve their technical and physical skills, and develop a diverse range of movement. Students study technique, composition, choreography, performance, and critical analysis. Through the analysis of dance theatre performance students learn about the choreography of local and international dance artists. They have the opportunity to explore a range of global dance traditions, influences, and perspectives.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessments:

- Assessment Type 1: Technique
- Assessment Type 2: Composition
- Assessment Type 3: Performance
- Assessment Type 4: Analytical Response

Drama (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
PRE-REQUISITES	Year 10 Drama preferred
COURSE LEADS TO	Stage 2 Drama

COURSE DESCRIPTION

In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence. Students review one professional piece of theatre. Students do not have to perform onstage to do this subject. Many backstage roles are available such as: Publicity, Make-up & Hair Design, Assistant Directing, Stage Managing, etc. After school rehearsals are required for major performance, and it is an expectation students will rehearse outside of school hours.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessments:

- Assessment Type 1: Folio
- Assessment Type 2: Investigation
- Assessment Type 3: Performance
- Assessment Type 4: Presentation

Stage 1 - The Arts

Visual Arts – Art or Design (Kildare /St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
PRE-REQUISITES	Year 10 Visual Arts preferred
COURSE LEADS TO	Stage 2 Visual Arts – Art/or Design

COURSE DESCRIPTION

The Art / Design course involves students developing specific skills through the study of Art/Design and the processes involved in the creation of art/ design works. The Visual Art course involves exploration and investigation with particular emphasis being placed on extending and refining Visual Art qualities involved in creating artworks. The Visual Design course involves students developing specific skills through the study of Design and the production of visual works that show the process and final resolution involved in creating solutions for Communication Design, Environmental Design and Product Design.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Folio, Practical and Visual Study including a practitioners statement on the assessed work.

- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Visual Study including a practitioners statement on the assessed work.

Music (St Paul's / Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 weeks / 20 credits
COURSE LEADS TO	Stage 2 Music

EXTRA REQUIREMENTS

It is necessary for all participants to take instrumental or vocal lessons. It is necessary for all participants to be actively involved in at least one school-based ensemble.

COURSE DESCRIPTION

This program is geared towards preparing students for the various options available in Stage 2 Music. Opportunities exist for students to develop their performance skills, participating in both the solo performance setting and ensemble performance setting. Aural recognition and understanding are a key feature of this subject, as well as extending students' knowledge and application of notation. This is done through regular practice and use of these skills. Students have frequent access to music within the technological setting through use of music computing programs and through learning to effectively use a PA system within the performance setting. Students will also have the opportunity to express their imagination and creativity through the study and understanding of music composition and arrangement. While the students will develop knowledge and skills pertaining to each individual area of study, it is the integration of these experiences that acts as a tool toward developing well rounded musicians.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types: Skills Presentation, Skills Development and Folio.

- Assessment Type 1: Skills Presentation
- Assessment Type 2: Skills Development
- Assessment Type 3: Folio

Stage 1 - Business

Accounting (St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Accounting

COURSE DESCRIPTION

The study of Accounting gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making. They develop an understanding of the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes for organisational and business applications. Students also learn how to interpret financial information and how to convey this information to interested users. The focus capabilities for this subject are communication, work, and learning.

ASSESSMENT

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

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Investigation.

Economics (St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks /10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Economics

COURSE DESCRIPTION

Students learn how an economy operates, the structure of economic systems and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants. They become aware that economic decisions are not value-free and have outcomes that may be inconsistent with social, moral, and ethical values. Students research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings.

ASSESSMENT:

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

- Assessment Type 1: Folio
- Assessment Type 2: Issues Study
- Assessment Type 3: Skills and Application Test.
- Assessment Type 4: Examination

Business and Enterprise (Kildare/St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks / 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Business and Enterprise

COURSE DESCRIPTION

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

ASSESSMENT

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

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

Legal Studies (Kildare/St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Legal Studies

COURSE DESCRIPTION

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition. The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system.

ASSESSMENT

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

- Assessment Type 1: Folio
- Assessment Type 2: Issues Study
- Assessment Type 3: Presentation.
- Assessment Type 4: Examination

Stage 1 - English

English (Kildare/St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	Year 10 English
COURSE LEADS TO	Stage 2 English Stage 2 English Literary Studies

COURSE DESCRIPTION

Students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

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

ASSESSMENT

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

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study (connect two or more texts)

Essential English (Kildare/St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	Year 10 English
COURSE LEADS TO	Stage 2 Essential English

COURSE DESCRIPTION

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

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

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

English as an Additional Language (St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	ESL Eligibility Requirement
COURSE LEADS TO	Stage 2 Essential English Stage 2 English as an Additional Language

COURSE DESCRIPTION

English as an Additional Language is designed for students from whom English is a second language or and additional language or dialect. These students have had different experiences in English and one or more other language. Students who study this subject come from diverse personal, educational, and cultural backgrounds.

ASSESSMENT

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

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Interactive Study
- Assessment Type 3: Language Study

Stage 1 - Health & PE

Child Studies (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Child Studies

COURSE DESCRIPTION

The Stage 1 subject examines the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

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

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

ASSESSMENT

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

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

Outdoor Education (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Outdoor Education

COURSE DESCRIPTION

In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. Students reflect on environmental practices and are introduced to employment options in outdoor and environmental fields. The core topics cover the following areas: Environment and conservation; Planning and management; 2 x Outdoor Activities (choice of activities including Kayaking, Rock-climbing, Mountain Biking, Surfing, Fishing); Outdoor journey (3 day bush walking camp).

ASSESSMENT

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

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

Stage 1 - Health & PE

Food and Hospitality (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Food and Hospitality

COURSE DESCRIPTION

In Food and Hospitality, students examine some of the factors that influence people's food choices and the health implications of those choices. They also gain an understanding of the diversity and implications of trends of the food and hospitality industry in meeting the needs of local people and visitors. Students may be required to participate in activities outside school hours, both within the school and in the wider community.

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

- Food, the individual, and the family
- Local and Global issues in Food & Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Industry.

ASSESSMENT

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

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

Physical Education (Kildare/St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Physical Education or Extension Physical Education
COURSE LEADS TO	Stage 2 Physical Education

COURSE DESCRIPTION

Students study both theory and practical units. The theoretical component of this subject is structured to prepare students for Stage 2 Physical Education by providing them with a foundation of relevant knowledge and concepts. Topics of study include Exercise Physiology, Skill Learning, Biomechanics and Issues Analysis. The application of theory in all practical tasks is highlighted. Practical units are chosen based on the skills required for Stage 2 and the interest in the class.

ASSESSMENT

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

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

Specialist Netball (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Physical Education

COURSE DESCRIPTION

The Stage 1 Specialist Netball course aims to develop more advanced skills and strategies, improve game sense and further develop understanding of Netball specific fitness. Students are involved in a range of activities and game sense situations in a skilled environment that allow for the development of netball specific skills. Their knowledge and understanding of coaching and umpiring will also be developed as well as injury prevention and management.

All specialist netball students are required to participate in Saturday morning competitions as part of the South Australian Catholic School Girls Secondary Sports Association (SACSGSSA). Students are required to purchase Kildare College netball uniforms for Saturday Competitions

ASSESSMENT

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

- Assessment Type 1:Practical Skills and Application (Netball and Netball Umpiring)
- Assesment Type 2: Folio Tasks.

Stage 1 - Humanities

Ancient Studies (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Humanities courses
COURSE LEADS TO	Stage 2 Modern History

COURSE DESCRIPTION

In Ancient Studies and Classical Studies students learn about the history, literature, society and culture of ancient civilisations, which may include those of Asia–Australia, the Americas, Europe and Western Asia, and the classical civilisations of Greece and Rome. Students draw on many other fields of study. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies, and explore the ideas and innovations that shape and are shaped by societies. For a 10-credit subject, students study at least two ancient societies or cultures.

ASSESSMENT

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

- Assessment Type 1: Source Analysis
- Assessment Type 2: Folio
- Assessment Type 3: Special Study

Geography (St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks / 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Humanities courses

COURSE DESCRIPTION

Students develop understanding and application of key geographical concepts, and of the interdependence of human and physical environments. They explore contemporary geographical issues, use local field work opportunities, and examine geographical features, concepts, and issues through the use of a range of skills and techniques, including spatial technologies. Students think creatively about ways to tackle social, environmental and economic challenges in built environments and make recommendations to ensure sustainable outcomes in the future. They develop their inter-cultural understanding and empathy for communities and environments in locations that are vulnerable to hazards. Students develop ethical understanding as they investigate contemporary geographical issues at local and global scales.

ASSESSMENT

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

- Assessment Type 1: Skills and Applications Task
- Assessment Type 2: Fieldwork
- Assessment Type 3: Investigation
- Assessment Type 4: Examination

Modern History (St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Humanities/SOSE Grade C or higher
COURSE LEADS TO	Stage 2 Modern History

COURSE DESCRIPTION

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals. They explore the impacts that these developments and movements had on people's ideas, perspectives and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

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

A 10-credit subject consists of:

- Skills of historical inquiry
- A minimum of two historical studies

A 20-credit subject consists of:

- Skills of historical inquiry
- A minimum of four historical studies.

ASSESSMENT

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

- Assessment Type 1: Source Analysis
- Assessment Type 2: Folio
- Assessment Type 3: Investigation
- Assessment Type 4: Examination

Stage 1 - Humanities

Society and Culture (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks /10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Humanities/Grade C min.
COURSE LEADS TO	Stage 2 Modern History / Stage 2 Women's Studies

COURSE DESCRIPTION

In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures. Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. They investigate the ways in which people function in groups and communicate within and across cultural groups.

ASSESSMENT

Assessments are designed to enable students to demonstrate the knowledge, skills and understanding they have developed to meet the learning requirements of the subject. These assessments provide evidence of students' learning.

The following assessment types enable students to demonstrate their learning in Society and Culture:

- Assessment Type 1: Source Analysis
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

Media Studies (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks /10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	A range of Stage 2 subjects

COURSE DESCRIPTION

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

Students study a range of topics which may include:

- Images of Youth in Media
- Making of the News
- Advertising
- Careers in Media
- Creating Multimedia Texts
- Representations in Media
- Media Audiences
- Media and Leisure
- Media and the Global Community.

ASSESSMENT

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

- Assessment Type 1: Interaction Study
- Assessment Type 2: Folio
- Assessment Type 3: Product

All Humanities assessment at Stage 1 is school based.

Stage 1 - Languages

Italian (Continuers) (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Italian
COURSE LEADS TO	Stage 2 Italian

COURSE DESCRIPTION

The course aims to promote students' ability to communicate in both written and spoken Italian. Students can acquire transferable cognitive, social and learning skills as well as extend their general literacy. The use of the language will be categorised into 4 broad domains:

- Oral - focusing on acquiring and processing information and expressing it in the target language
- Written - focusing on creative works and interpersonal relationships and exchanges
- Text Analysis - focusing on the analysis of a text or texts in Italian with responses in English and Italian;
- Investigative Task – demonstrating research and personal reflection on cultural aspect.

ASSESSMENT

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

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

Stage 1 - Community Education

Workplace Practices (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Workplace Practices

COURSE DESCRIPTION

Students will expand their industry and work knowledge and develop an understanding of the nature, type and structure of the workplace. Students will also carry out vocational learning which includes and formal learning in a work related context.

This may include the undertaking of vocational and educational training (VET) as provided under the AQF, part-time or casual employment, work experience, volunteering or formal high-level training/performance programs (i.e. dance).

ASSESSMENT

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

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Performance at Work Experience and/or VET
- Assessment Type 3: Reflection (30%).

Community Studies (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Community Studies

COURSE DESCRIPTION

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students negotiate a contract of learning related to a community activity in an area of personal interest.

ASSESSMENT

Assessment is based on the student's personal contract. It can include assessment types such as;

- Assessment Type 1: Folio
- Assessment Type 2: Community Activity
- Assessment Type 3: Reflection.

Stage 1 - Mathematics

Essential Mathematics (Kildare/St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 Weeks / 20 credits
COMPULSORY/OPTIONAL	10 Credits Compulsory
PRE-REQUISITES	Year 10 Essential Maths or General Mathematics
COURSE LEADS TO	Stage 2 Essential Mathematics

COURSE DESCRIPTION

This course gives students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts.

Stage 1 Essential Mathematics comprises if the following topics;

- Topic 1. Calculations, Time and Ratio
- Topic 2. Earning and Spending
- Topic 3. Data in Context
- Topic 4: Measurement
- Topic 5: Investing

ASSESSMENT

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

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

Essential Mathematics: Numeracy (Kildare/St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 Weeks / 20 credits
COMPULSORY/OPTIONAL	10 Credits Compulsory
PRE-REQUISITES	Year 10 Essential Maths or General Mathematics
COURSE LEADS TO	Stage 2 Essential Mathematics

COURSE DESCRIPTION

This course is designed to support students who have difficulties in mathematics. It provides students the time and support they need to achieve the SACE numeracy requirements.

Stage 1 Essential Mathematics:Numeracy comprises if the following topics;

- Topic 1. Calculations, Time and Ratio
- Topic 2. Earning and Spending
- Topic 3. Data in Context

ASSESSMENT

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

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

General Mathematics (Kildare/St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 Weeks / 20 credits
COMPULSORY/OPTIONAL	10 credits Compulsory
PRE-REQUISITES	Year 10 General Mathematics or Mathematical Methods
COURSE LEADS TO	Stage 2 General Mathematics or Essential Mathematics

COURSE DESCRIPTION

Students will have the opportunity to develop their mathematic knowledge and understanding by investigating a broad range of applications of mathematics.

Stage 1 General Mathematics comprises of the following topics;

- Topic 1. Investing and Borrowing
- Topic 2. Measurement
- Topic 3. Statistical Investigation
- Topic 4: Applications of Trigonometry
- Topic 5: Linear Exponential Functions and their graphs
- Topic 6: Matrices and Networks

ASSESSMENT

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

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

Stage 1 - Mathematics

Mathematical Methods (Kildare/St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 weeks / 20 Credits
COMPULSORY/OPTIONAL	10 credits Compulsory
PRE-REQUISITES	Year 10 Mathematical Methods
COURSE LEADS TO	Stage 2 Mathematical Methods

COURSE DESCRIPTION

In this course students will have the opportunity to develop a complex and sophisticated understanding of calculus and statistics.

Stage 1 Mathematical Methods comprises of the following topics;

- Topic 1. Functions and Graphs
- Topic 2. Polynomials
- Topic 3. Trigonometry
- Topic 4: Counting and Statistics
- Topic 5: Growth and Decay

This course provides the foundations for future study in mathematics, economics, science, engineering if studied with Specialist Mathematics

ASSESSMENT

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

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

Specialist Mathematics (Kildare/St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 Weeks / 20 credits
COMPULSORY/OPTIONAL	10 credits Compulsory
PRE-REQUISITES	Year 10 Mathematical Methods
COURSE LEADS TO	Stage 2 Mathematical Methods or Specialist Mathematics

COURSE DESCRIPTION

This course must be taken in conjunction with Stage 1 mathematics (Pre-Methods) for students intending to study Stage 2 Specialist Mathematics in Year 12. Students will study functions and calculus and develop their skills in rigorous mathematical arguments and proofs.

Stage 1Specialist Mathematics comprises of the following topics;

- Topic 1. Arithmetic and Geometric Sequences and Series
- Topic 2. Geometry
- Topic 3. Vectors in the Plane
- Topic 4: Further Trigonometry
- Topic 5: Matrices
- Topic 6: Real and Complex Numbers

This course will prepare students for future study in mathematics, sciences and engineering.

ASSESSMENT

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

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

Stage 1 - Science

Biology (Kildare/St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Science
COURSE LEADS TO	Stage 2 Biology

COURSE DESCRIPTION

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

ASSESSMENT

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

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

Chemistry (Kildare/St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Science
COURSE LEADS TO	Stage 2 Chemistry and Biology

COURSE DESCRIPTION

Students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

ASSESSMENT

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

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

Stage 1 - Science

Nutrition (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE:	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Science
COURSE LEADS TO	Stage 2 Nutrition

COURSE DESCRIPTION

Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.

Students investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

ASSESSMENT

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

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

Physics (Kildare/St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE:	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Science
COURSE LEADS TO	Stage 2 Physics

COURSE DESCRIPTION

The study of Physics is constructed around using qualitative and quantitative models, laws and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predications about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

ASSESSMENT

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

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

Psychology (Kildare/St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Science (Kildare) Either Science 1 or 2 (St Paul's)
COURSE LEADS TO	Stage 2 Psychology

COURSE DESCRIPTION

Students study three topics each semester. In each semester the compulsory topic 'Introduction to Psychology' will be covered. The remaining two topics will be chosen from Social Influence and Social Interaction, Intelligence, Cognition, Brain and Behaviour, Human Psychological Development, Emotion or a negotiated topic. Student understanding will be related to their knowledge, application to social issues, methods of assessing psychological responses, investigation designs and ethical issues.

ASSESSMENT

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

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

Scientific Studies (St Pauls)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Science
COURSE LEADS TO	Stage 2 Scientific Studies

COURSE DESCRIPTION

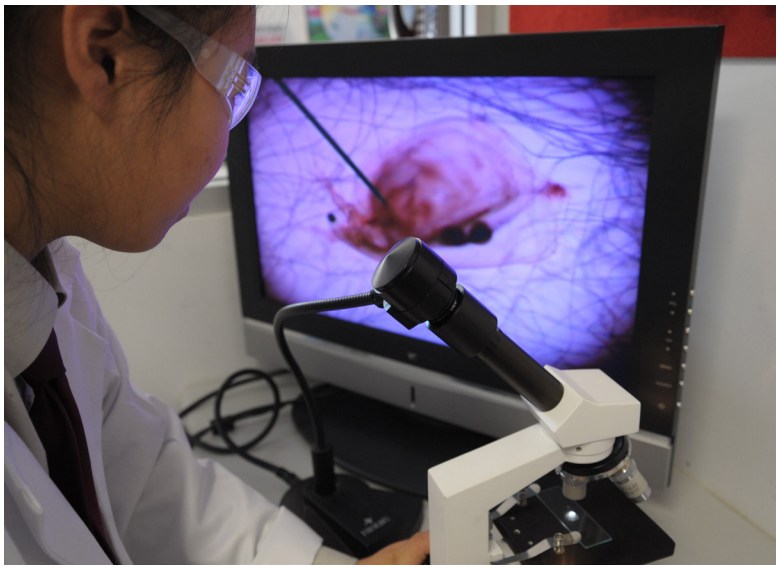
Students develop their knowledge of scientific principles and concepts, the ability to use that knowledge to identify questions, issues, opportunities and challenges, and the capacity to acquire new knowledge through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from the investigation of science-related issues.

ASSESSMENT

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

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

Stage 1 - Technology



Material Products – Wood (St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Design & Technology
COURSE LEADS TO	Stage 2 Woodwork

COURSE DESCRIPTION

The course covers traditional methods of furniture construction; skills development with hand and power tools; selection and fitting of furniture hardware and assembly systems; a consideration of the design process associated with project development. Computer Aided Design processes will be used as part of the drawing component of the course. A study of the impact and implications of technology and material use in our society, including social, environmental and economic factors will be included. Occupational Health and Safety is an important aspect.

ASSESSMENT

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

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

Materials Products – Metal (St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
COURSE LEADS TO	Stage 2 Design & Technology

COURSE DESCRIPTION

The course aims to involve students in designing and manufacturing metal products using a broad range of workshop skills. The activities will involve sheet metal, metal machining, welding and fabricating will be used. Students will utilise a specified design process to create a major project. They will carry out a number of activities that involve analysing problems, investigating and collecting information (using new technology). Students will machine and manipulate material safely, competently and within a specified tolerance using a range of workshop machines and equipment including: metal cutting machinery, drill-press, spray gun, oxy-welding equipment, bending machinery, MIG welding, measuring equipment and CAD drawing.

ASSESSMENT

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

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

Stage 1 - Technology

Information Technology (St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	None
COURSE LEADS TO	Stage 2 Information Processing and Publishing Stage Information Technology (External)

COURSE DESCRIPTION

Stage 1 Information Technology is designed to be undertaken as a 10 credit program (in conjunction with Digital Imaging in the following semester). It is organised into the following topics:

- Computer Systems
- Website Programming

ASSESSMENT

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

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

Information Processing and Publishing - Website Design and Digital Products (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	N/A
COURSE LEADS TO	Stage 2 Information Processing and Publishing

COURSE DESCRIPTION

In this course students develop their website design skills and creativity. They are provided with the opportunity to study website design and learn how to produce websites using Adobe Dreamweaver. They create a website for a business of their choice which may incorporate Adobe Flash animations. They also produce a digital product to promote a business or event using software such as Photo Story, Premier Pro, Photoshop and Windows Live Movie Maker.

ASSESSMENT:

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

- Assessment Type 1: Practical Skills
- Assessment Type 2: Product and Documentation
- Assessment Type 3: Issues Analysis

Information Processing – Digital Imaging (St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Design & Technology
COURSE LEADS TO	Stage 2 Information Processing and Publishing

COURSE DESCRIPTION

This subject provides students with opportunities to develop knowledge, skills and understanding, through the making of digital images that lead to and demonstrate conceptual and technical accomplishment. Students examine software (Photoshop CS4) capabilities such as filter effects, layers, masking, distortion, overlaying, colour adjusting, as well as image juxtaposition, morphing, and the effect of transposing imagery from the original analogue source to digital forms

ASSESSMENT

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

- Assessment Type 1: Practical Skills
- Assessment Type 2: Product and Documentation
- Assessment Type 3: Issues Analysis

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SACE Stage 2

Please Note

For further information on the following subjects please refer to page 7-8 for the relevant coordinator. Where subjects are likely to be based is indicated in brackets after the subject name – this may change based on demand.

Length of Course

A semester length course is referred to as a 20 week course and is allocated 10 credits by the SACE Board. A year long course is referred to as a 40 week course and is allocated 20 credits by the SACE Board. Most Stage 2 courses are year long courses.

Stage 2 - Subject Overview

St Paul's 2018	Credits	Kildare 2018	Credits
Religious Education			
Religion Studies	10/20	Religion Studies	10/20
The Arts			
Visual Arts - Art /Design	20	Visual Arts - Art/Design Drama Dance Music	10/20 10/20 10/20 20
Business			
Accounting Business & Enterprise Economics Legal Studies Workplace Practices	20 20 20 20 20	Business & Enterprise	20
English			
English Essential English EAL English Literary Studies	20 20 20 20	English Literary Studies English Essential English	20 20 20
Health & Physical Education			
Physical Education	20	Physical Education Child Studies Food & Hospitality	20 20 20
Humanities/Languages			
Modern History	20	Media Studies Italian Continuers Womens Studies	20 20 20
Mathematics			
Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics	20 20 20 20	Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics	20 20 20 20
Science			
Biology Chemistry Physics Psychology Scientific Studies	20 20 20 20 20	Biology Chemistry Physics Psychology Nutrition	20 20 20 20 20
Technology			
Material Products - Furniture Construction Material Products - Metal	20 20		
Vocational & Community Education			
		Workplace Practices Community Studies	20 20

Stage 2 - Religion

Religion Studies (St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil

COURSE DESCRIPTION

Students gain an overview of religion and the study of religions and spiritualities. Students will explore: What is Religion?; the key phenomena that make up religion; and the connections between secular culture and religious cultures. Students will explore the core topic of Christianity, its beginnings, expansion, historical developments, personalities, various denominations and beliefs and rituals. Students gain an appreciation of the influence of Christianity upon Western culture and develop a broader understanding of the relationship between religion and spirituality.

ASSESSMENT

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

- Practical – 30%
- Groups Activity – 20%
- Folio and Discussion (– 20%
- Project (External assessment) – 30%

Stage 2 - Religion

Religion Studies (Kildare/St Paul's)

YEAR LEVEL Stage 2

LENGTH OF COURSE 40 weeks / 20 credits

COMPULSORY/OPTIONAL Optional

PRE-REQUISITES Nil

If you undertake this religion studies you will not be required to complete a 10 credit course.

COURSE DESCRIPTION

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

ASSESSMENT

The following assessment types enable students to demonstrate their learning:

- Sources Analysis (School assessed) – 30%
- Folio – 40%
- Investigation (Externally assessed) – 30%

Religion Studies (Kildare)

YEAR LEVEL Stage 2

LENGTH OF COURSE 20 weeks / 10 credits

COMPULSORY/OPTIONAL

Compulsory for those students who have not chosen to undertake the 20 Credit Religion Studies course.

PRE-REQUISITES Nil

COURSE DESCRIPTION

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

ASSESSMENT

The following assessment types enable students to demonstrate their learning:

- Sources Analysis – 30%
- Folio – 40%
- Investigation – 30%

Stage 2 -The Arts

Dance (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Dance

COURSE DESCRIPTION

Through the study of Dance students develop a creative, technical, and physical understanding and appreciation of dance as an art form. They develop self-discipline, self-esteem, and confidence. Through dance training, students improve their technical and physical skills, and develop a diverse range of movement. Students study technique, composition, choreography, performance, and critical analysis. Through the analysis of dance theatre performance students learn about the choreography of local and international dance artists. They have the opportunity to explore a range of global dance traditions, influences, and perspectives.

ASSESSMENT

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

- Skills Development – 50%
- Written Response – 20%
- Performance (Externally assessed) – 30%

Drama (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Drama

COURSE DESCRIPTION

In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence. Out of school rehearsals for the production are compulsory. Students do not need to take on an acting role as a variety of off stage roles are available for assessment.

ASSESSMENT

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

- Group Presentation – 20%
- Folio – 30%
- Interpretative Study – 20%
- Performance (Externally assessed) – 30%

Stage 2 -The Arts

Music (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Music

COURSE DESCRIPTION

The flexible structure of the Stage 2 Music courses allows students to study music appropriate to their needs, interests, and experiences. Students choose two of the following to gain 20 credits:

Music Individual Study:
Students choose to pursue an area of interest directly applicable to their intended vocation, career, further study or leisure. Students develop skills in documenting the processes used in negotiating, planning, structuring, developing and evaluating their learning.

Ensemble Performance:
Ensemble Performance gives students the opportunity to extend their practical music-making skills, aural perception and musical appreciation.

Performance Special Study:
Performance Special Study gives instrumentalists and vocalists the opportunity to address the technical and musical demands of the public performance of an extended work.

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

Composing and Arranging:
Composing and Arranging develops students' musical imagination and creativity through the composition and/ arrangement of musical works.

Musicianship:
Students develop skills and knowledge in the areas of aural awareness, musical notation and analysis, harmonic language and arranging techniques.

Music in Context:
This section will develop students' knowledge of music in its historical and cultural context. Three topics are studied, with each topic covering a different era in music history. Topics include: The Blues, The Beatles and other school chosen topics.

ASSESSMENT

Forms of both practical and theoretical assessments, external and school assessed, dependent on course selected.

Visual Arts – Art or Design (Kildare/St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Visual Arts- Art or Design

COURSE DESCRIPTION

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

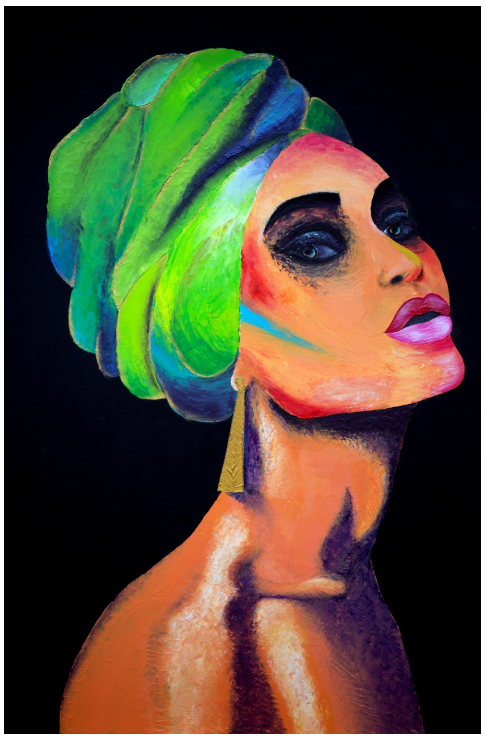
The broad area of Art includes artistic methods and outcomes, including the development of ideas, research, experimentation, and analysis with media and techniques to create resolution through visual works.

The broad area of Design includes, but is not limited to, Graphic and Communication Design, Environmental Design and Product Design. It emphasises defining a problem, problem solving, the generation of experiments and development of concepts and skills to effectively communicate resolutions through visual works.

ASSESSMENT

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

- Folio – 40%
- 2 x Practical works – 30%
- Visual Study (Externally assessed) – 30%



Stage 2 - Business

Accounting (St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Accounting (Full year)

COURSE DESCRIPTION

The study of Accounting gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making. They develop an understanding of the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes for organisational and business applications. Students also learn how to interpret financial information and how to convey this information to interested users.

ASSESSMENT

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

- Skills and Applications Tasks – 50%
- Report – 20%
- Examination (Externally Assessed) – 30%

Economics (St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Economics

COURSE DESCRIPTION

Students learn how an economy operates, the structure of economic systems and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants. They become aware that economic decisions are not value-free and have outcomes that may be inconsistent with social, moral, and ethical values. Students research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings.

ASSESSMENT:

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

- Skills and Application Tasks – 30%
- Folio – 40%
- Examination (Externally Assessed) – 30%

Stage 2 - Business

Business and Enterprise (Kildare/St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Business Studies preferred

COURSE DESCRIPTION

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

ASSESSMENT

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

- Folio - 30%
- Practical – 20%
- Issues Study – 20%
- Report (Externally Assessed) – 30%

Legal Studies (St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Legal Studies (Full Year)

COURSE DESCRIPTION

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

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

ASSESSMENT

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

- Folio – 50%
- Inquiry – 20%
- Examination (Externally Assessed) – 30%

Stage 2 - English

English Literary Studies (Kildare/St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 English

COURSE DESCRIPTION

Students focus on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

Students focus on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

Students produce responses that show the depth and clarity of their understanding. They extend their ability to sustain a reasoned critical argument by developing strategies that allow them to weigh alternative opinions against each other. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed.

ASSESSMENT

Students should complete up to nine assessments, including the external assessment component.

- Responding to Texts - 50%
- Creating Texts - 20%
- Text Study (externally assessed)
  - Part A: Comparative Text Study - 15%
  - Part B: Critical Reading - 15% (90 min exam)

Stage 2 - English

English (Kildare/St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 English

COURSE DESCRIPTION

Students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

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

ASSESSMENT

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

- Responding to Texts 30%
- Creating Texts 40%
- Comparative Analysis 30%

Essential English (Kildare/St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	20 or 40 weeks / 10 or 20 credits
PRE-REQUISITES	Stage 1 English/EAL

COURSE DESCRIPTION

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

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

- Responding to Texts - 30%
- Creating Texts - 40%
- Language Study (externally assessed) 30%

Essential English (EAL) (St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	20 or 40 weeks / 10 or 20 credits
PRE-REQUISITES	EAL Eligibility Criteria

COURSE DESCRIPTION

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

ASSESSMENT

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

- Responding to Texts - 30%
- Creating Texts - 40%
- Language Study (externally assessed) - 30%

English as an Additional Language (St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks/ 20 credits
PRE-REQUISITES	EAL Eligibility Criteria

COURSE DESCRIPTION

English as an Additional Language (EAL) is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages. Students who study this subject come from diverse personal, educational, and cultural backgrounds.

ASSESSMENT

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

- Academic Literary Study 30%
- Response to Texts 40%
- Examination 30%

Stage 2 - Health & PE

Physical Education (St Paul's / Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Physical Education

COURSE DESCRIPTION

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

ASSESSMENT

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

- Practical – 50%
- Folio – 20%
- Examination (Externally Assessed) – 30%

Child Studies (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Child Studies

COURSE DESCRIPTION

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

ASSESSMENT

Students demonstrate evidence of their learning through:

- Practical Activity – 50%
- Group Activity – 20%
- Investigation (Externally Assessed) – 30%

Food & Hospitality (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Food and Hospitality

COURSE DESCRIPTION

In Food and Hospitality students focus on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national, and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers. Students may be required to participate in activities outside school hours, both within the school and in the wider community.

ASSESSMENT

Students demonstrate evidence of their learning through:

- Practical – 50%
- Folio – 20%
- Examination (Externally Assessed) – 30%

Stage 2 - Humanities

Media Studies (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Nil

COURSE DESCRIPTION

Students develop media literacy and production skills by critically observing media practice, critically analysing media texts and creating media products. By developing sensitivity to trends in media content, students learn about their own culture and that of others, and the effect of media on individual and group identity. Students are involved in discussing and analysing media issues. The analytical elements of Media Studies support students to develop critical research and analysis skills that may lead to future study or employment pathways.

Students, in negotiation with their teacher, choose three of the following topics:

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

ASSESSMENT

Students demonstrate evidence of their learning through:

- Folio – 30%
- Product – 40%
- Investigation (Externally Assessed) – 30%

Modern History (St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Modern History recommended

COURSE DESCRIPTION

The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

ASSESSMENT

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

- Folio – 50%
- Essay – 20%
- Examination (Externally Assessed) – 30%

Women's Studies (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Humanities subject

COURSE DESCRIPTION

In Women's Studies, students look at the world from the perspectives of women. Students examine the diversity of women's experiences and their relationships to others, and the diversity in gender representation of women in cultural texts. Through the study of women's diverse experiences, gender identity can be recognised as a key characteristic of all societies.

This is a language rich subject and students should feel confident in their ability to seek out and analyse quality information from primary and secondary sources.

ASSESSMENT

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

- Text Analysis – 20%
- Essay – 20%
- Folio – 30%
- Issues Analysis (Externally Assessed) - 30%

Stage 2 - Languages

Italian (continuers) (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Italian

COURSE DESCRIPTION

The continuer's level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. In these languages subjects, students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

ASSESSMENT

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

- Folio (School Assessed) – 50%
- In-depth Study (School Assessed) – 20%
- Examination (Externally Assessed) – 30%

Stage 2 - Community Education

Community Studies (NT) (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil

COURSE DESCRIPTION

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students negotiate a contract of learning related to a community activity in an area of personal interest.

ASSESSMENT

Assessment in Stage 2 Community Studies is based on the students;

- Folio
- Personal Contract
- Community activity
- Reflection

Workplace Practices (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Nil

COURSE DESCRIPTION

Students will develop industry and work knowledge, skills and understanding of the nature, type and structure of the workplace.

Students will also carry out vocational learning that has a vocational perspective. It may include any formal learning in a work related context outside (AQF) qualification. Students undertake learning in the workplace to develop their capabilities and interests and reflect on their knowledge, skills and attributes in the workplace.

It may also include training and development delivered by an RTO an in accordance with the VET AQF.

ASSESSMENT

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

- Folio (School Assessed) – 25%
- Performance (School Assessed) – 25%
- Reflection (School Assessed) – 20%
- Investigation (Externally Assessed) – 30%

Stage 2 - Mathematics

Essential Mathematics (Kildare/St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Stage 1 Mathematics (any)

COURSE DESCRIPTION

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. In Essential Mathematics there is an emphasis on developing the students computational skills and expanding their ability to apply mathematical skills in flexible and resourceful ways.

Stage 2 Essential Mathematics comprises 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

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

- Skills and Applications Tasks – 30%
- Folio – 40%
- Examination (Externally Assessed) – 30%

General Mathematics (Kildare/St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Stage 1 General Mathematics or Stage 1 Mathematics Methods

COURSE DESCRIPTION

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts.

Stage 2 General Mathematics comprises of the following topics:

- Topic 1. Modelling with Linear Relationships
- Topic 2. Modeling with Matrices
- Topic 3. Statistical Models
- Topic 4. Financial Models
- Topic 5. Discrete Models

Successful completion of Stage 2 General Mathematics prepares students for entry to tertiary courses requiring a non-specalised background in Mathematics.

ASSESSMENT

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

- Skills and Applications Tasks – 40%
- Mathematical Investigation – 30%
- Examination (Externally Assessed) – 30%

Stage 2 - Mathematics

Mathematical Methods (Kildare/St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Stage 1 Mathematical Methods

COURSE DESCRIPTION

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics.

Stage 2 Mathematical Methods comprises of the following topics:

- Topic 1. Further Differentiation and Applications
- Topic 2. Discrete Random Variables
- Topic 3. Integral Calculus
- Topic 4. Logarithmic Functions
- Topic 5. Continuous Random Variables and the Normal Distribution
- Topic 6. Sampling and Confidence Intervals

Successful completion of Stage 2 Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

ASSESSMENT

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

- Skills and Applications Tasks – 50%
- Mathematical Investigation – 40%
- Examination (Externally Assessed) – 30%

Specialist Mathematics (Kildare/St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Stage 1 Specialist Mathematics and Stage 1 Mathematics Methods

COURSE DESCRIPTION

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Stage 2 Specialist Mathematics comprises of the following topics:

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

Successful completion of Stage 2 Specialist Mathematicss can lead to a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

ASSESSMENT

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

- Skills and Applications Tasks – 50%
- Mathematical Investigation – 20%
- Investigation (Externally Assessed) – 30%

Stage 2 - Science

Biology (Kildare/St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Nil

Subjects in Stage 2 Sciences 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 inquiry skills
- Science as a human endeavour
- Science understanding.

COURSE DESCRIPTION

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.

The topics for Stage 2 Biology are:

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

Students study all four topics. The topics can be sequenced and structured to suit individual groups of students.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 Science*:

- Investigations Folio (School Assessed) – 30%
- Skills and Applications Tasks (School Assessed) – 40%
- Examination (Externally Assessed) – 30%

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

- At least two practical investigations
- One investigation with a focus on science as a human endeavour
- At least three skills and applications tasks
- One examination.

At least one investigation or skills and applications task should involve collaborative work.

Chemistry (Kildare/St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Chemistry

Subjects in Stage 2 Sciences 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 inquiry skills
- Science as a human endeavour
- Science understanding.

COURSE DESCRIPTION

Stage 2 Chemistry explores key concepts and models through active inquiry into phenomena and through contexts that exemplify the role of chemistry in society.

The topics for Stage 2 Chemistry are:

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

Students study all four topics. The topics can be sequenced and structured to suit individual groups of students.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 Science*:

- Investigations Folio (School Assessed) – 30%
- Skills and Applications Tasks (School Assessed) – 40%
- Examination (Externally Assessed) – 30%

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

- At least two practical investigations
- One investigation with a focus on science as a human endeavour
- At least three skills and applications tasks
- One examination.

At least one investigation or skills and applications task should involve collaborative work.

Stage 2 - Science

Nutrition (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Nil

Subjects in Stage 2 Sciences 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 inquiry skills
- Science as a human endeavour
- Science understanding.

COURSE DESCRIPTION

The topics in Stage 2 Nutrition provide students to extend their skills, knowledge, and understanding of the following core topics:

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

The topics can be sequenced and structured to suit individual groups of students.

Students also have the opportunity to explore one of the following choice topics: Global Nutrition and Ecological Sustainability or Global Hunger.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 Science*:

- Investigations Folio (School Assessed) – 30%
- Skills and Applications Tasks (School Assessed) – 40%
- Examination (Externally Assessed) – 30%

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

- At least two practical investigations
- One investigation with a focus on science as a human endeavour
- At least three skills and applications tasks
- One examination.

At least one investigation or skills and applications task should involve collaborative work.

Physics (Kildare/St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Physics

Subjects in Stage 2 Sciences 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 inquiry skills
- Science as a human endeavour
- Science understanding.

COURSE DESCRIPTION

The study of Stage 2 Physics aids the students to develop an understanding of how physics contributes to diverse areas in contemporary life.

The topics for Stage 2 Physics are:

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

Students study all three topics. The topics can be sequenced and structured to suit individual groups of students.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 Science*:

- Investigations Folio (School Assessed) – 30%
- Skills and Applications Tasks (School Assessed) – 40%
- Examination (Externally Assessed) – 30%

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

- At least two practical investigations
- One investigation with a focus on science as a human endeavour
- At least three skills and applications tasks
- One examination.

At least one investigation or skills and applications task should involve collaborative work.

Stage 2 - Science

Scientific Studies (St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Nil

Subjects in Stage 2 Sciences 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 inquiry skills
- Science as a human endeavour
- Science understanding.

COURSE DESCRIPTION

Through Scientific Studies, students develop their knowledge of scientific principles and concepts, the ability to use that knowledge to identify questions, issues, opportunities, and challenges, and the capacity to acquire new knowledge through their own investigations. Students develop the skills and abilities to explain scientific phenomena and to draw evidence-based conclusions from the investigation of science-related issues. Scientists take an inquiry-based approach to their work, gathering information, evaluating evidence, synthesising new knowledge, and applying their learning to related ideas and issues. Students undertaking Scientific Studies take the same approach in developing their scientific knowledge, skills, and understanding.

ASSESSMENT

Stage 2 subjects have a school assessment component and an external assessment component.

The following assessment types enable students to demonstrate their learning in Stage 2 Science:

- Investigations Folio – 30%
- Skills and Applications Tasks – 40%
- Practical Investigation (Externally Assessed) – 30%

Students are provided with assessment opportunities in a range of supervised settings (e.g. classroom, laboratory, and field).

Psychology (Kildare/St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Nil

Subjects in Stage 2 Sciences 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 inquiry skills
- Science as a human endeavour
- Science understanding.

COURSE DESCRIPTION

Conceptual knowledge and understanding in Psychology are supported by inquiry into and the communication of psychological phenomena. Students undertake investigations based on psychological practices and principles and develop their knowledge and understanding in an organised, structured, and purposeful way.

The following six topics are offered in Stage 2 Psychology:

- Topic 1: Introduction to Psychology (compulsory)
- Topic 2: Social Cognition
- Topic 3: Learning
- Topic 4: Personality
- Topic 5: Psychobiology of Altered States of Awareness
- Topic 6: Healthy Minds.

Stage 2 Psychology is an evidence-based subject in which ethical issues have a central place and is designed around four levels of explanation of behaviour, developing from Stage 1 Psychology.

ASSESSMENT

All Stage 2 subjects have a school assessment component and an external assessment component.

The following assessment types enable students to demonstrate their learning in Stage 2 Science:

- Investigations Folio – 30%
- Skills and Applications Tasks – 40%
- Examination (Externally Assessed) – 30%

Students are provided with assessment opportunities in a range of supervised settings (e.g. classroom, laboratory, and field).

For a 20 credit subject, students provide evidence of their learning through eight to ten assessments, including the external assessment component.

Students undertake:

- One individual investigation
- At least one group investigation for the folio
- At least four skills and applications tasks
- One examination.

Stage 1 - Technology

Materials Products – Furniture Construction (St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Materials Products

COURSE DESCRIPTION

The course will be scaffolded around the designing and manufacturing of a quality piece of furniture. The students will commence the subject by engaging in the manufacture of a flat pack piece of furniture. This introductory project will successfully satisfy the skills task.

Students will then be introduced to the design process through the designing and manufacturing of an entertainment unit or display/storage cabinet. Quality time will be devoted to documenting the design process associated with both the time piece and the major project in a digital format.

A clear focus will be made on developing the student's range of hand and machining skills to a safe and competent standard.

ASSESSMENT

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

- Skills and Applications Tasks – 20%
- Product – 50%
- Folio (Externally Assessed) – 30%

Materials Products – Metal (St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks/ 20 credits
PRE-REQUISITES	Stage 1 Material Products

COURSE DESCRIPTION

The course aims to involve students in designing and manufacturing metal products using a broad range of workshop skills. The activities will involve sheet metal, metal machining, welding and fabricating will be used.

Students will utilise a specified design process to create a major project. They will carry out a number of activities that involve analysing problems, investigating and collecting information (using new technology).

Students will machine and manipulate material safely, competently and within a specified tolerance using a range of workshop machines and equipment including: metal cutting machinery, drill-press, spray gun, oxy-welding equipment, bending machinery, MIG welding, measuring equipment and CAD drawing.

ASSESSMENT

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

- Skills and Applications Tasks – 20%
- Product – 50%
- Folio – 30%

Notes

Notes