



KILDARE
COLLEGE

2024 Senior Years Curriculum Handbook



STRENGTH AND GENTLENESS



A KILDARE EDUCATION MINISTRIES CATHOLIC COLLEGE IN THE BRIGIDINE TRADITION.

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The information contained in this publication is correct at the time of printing but may be subject to change without notice.

Welcome



The Senior Years’ Curriculum Handbook is a reference guide to assist students with their subject selection.

Subjects taught at Kildare College provide your daughter with the broadest choice of subjects possible. The teaching and learning programs at Kildare College aim to provide an education that is developmental and meets the individual learning needs of each student.

The foundation frameworks on which the College curriculum is based include the Australian Curriculum, the South Australian Certificate of Education (SACE) policies and guidelines, 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 the General Capabilities including Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social, Ethical Understanding, and Intercultural Understanding.

To ensure the teaching and learning in each Learning Area is structured to meet the needs of the students, the curriculum is sequentially developed and builds upon students’ prior knowledge and skills acquired during the Middle Years. Teachers differentiate their pedagogy to meet the needs of all students through inclusive and best practice.

When students are making choices about areas of study, they are also able to track their subject choice within each Learning Area through the Subject Flow Chart.

Student Information Sessions, the Futures Fair and Subject Counselling Evening are held to assist students and their families in career and subject choices. These sessions acknowledge the crucial role families 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. Families are encouraged to be part of these meetings as together we can help students make informed choices that will ensure they are prepared for post-secondary pathways.

If you have questions please do not hesitate to contact me or any of the Curriculum Coordinators or Key Teachers at Kildare College.

Raymond Kropinski

Director of Teaching and Learning

College Crest

Our College crest is a means of telling and retelling the origins and tradition of our college.

The two crosses on our crest are the Cross of St Brigid, found in the top section of the crest, and a large cross of diamonds taken from the crest of Bishop Daniel Delaney who founded the Brigidine Sisters. The cross of St Brigid is based on the simple cross of reeds which, tradition says, St Brigid used when teaching the truths of the Christian faith.

The small lamp on fire in the centre of the crest, represents the light of the Christian faith and the light of learning. The light of this lamp is a powerful symbol for us as a learning community. It encourages us to see learning as a worthwhile, enjoyable and life-long challenge that links us to the learning community which St Brigid established in Ireland, over 1500 years ago.



The crest features a shield with a red top section containing a yellow cross, a green middle section with a white diamond pattern, and a red bottom section with a yellow cross. A red banner at the top reads 'FORTITER ET SUAVITER' and a red banner at the bottom reads 'KILDARE'.

KILDARE COLLEGE

College History

We take our name from Kildare (Church of the Oak) in Ireland, the site of St Brigid's famous monastery. Inspired by the Gospels from an early age, this fifth century woman responded to the hardship she saw around her. Eventually she founded her abbey as a place of hospitality and learning where she nurtured and educated young women to break the cycle of poverty that entrapped them. It is with this in mind that Kildare College embraces the community of Holden Hill and its surrounding suburbs. As a community we are very proud of our college, our Brigidine identity and the Brigidine ethos which champions women, justice and peace in contemporary Australia.

Kildare College commenced in 1966 when the Brigidine Sisters accepted an invitation from the Archbishop of Adelaide, Dr Matthew Beovich, to open a school for girls in the then newly growing north-eastern suburbs. The Brigidine Sisters lived continuously in the convent until the end of 1990. The Brigidine Congregation has had responsibility for the wellbeing and governance of Kildare College since then. In 2014, Kildare Ministries assume canonical and civil responsibility for Brigidine colleges in Australia, following approval of a new Public Juridic Person, Kildare Ministries, by the Vatican. This will eventually take responsibility for the educational services and community works sponsored by the Brigidine Sisters.

College Motto

As a Kildare Education Ministries college, Kildare College has the motto "Fortiter Et Suaviter, Strength and Gentleness". We believe that it is possible for all members of the school community to develop the qualities of strength and gentleness.

FORTITER ET SUAVITER
STRENGTH AND GENTLENESS

Core Values

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** | Celebrate 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.

Acknowledgement of Country

Today we stand in footsteps millenia old.

We acknowledge the traditional owners, the Kaurna people, whose cultures and customs continue to nurture this land since people have walked this country.

We honour the presence of these ancestors whose irrepressible spirituality flows through all creation.

Kildare Ministries Vision and Mission



The infographic features a central logo for Kildare Ministries, which is a stylized flame inside a circle. The background is a light green with a subtle pattern of leaves and flowers. The text is arranged in a circular fashion around the central logo.

Our Vision

A community where all people are valued, where all creation is recognised as sacred and where hope, justice and courage are our hallmarks.

Our Mission

Responding to the changing needs of our world, we strive to build inclusive communities through the provision of education and community works.

Our Values

- 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

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Senior Years Information

Pastoral Care Program

An integral part of Kildare’s curriculum is our Pastoral Care Program. This program reinforces, through formal and informal sessions, our College’s Core Values and enables teachers and students to engage in activities which we believe help to create the type of environment in which learning is possible.

Our vertically structured Pastoral Care Classes encourage connections with peers and mentors and promotes personal responsibility. The Pastoral Care teacher plays an integral role as the conduit between students and their subject teachers. Students have the same Pastoral Care teacher throughout their time at the College and this helps to build and strengthen relationships with each other.

The Pastoral Care teacher works in collaboration with wellbeing staff and subject teachers to support and mentor the young people in their Pastoral Care class.

Inclusive Education

Learning Enrichment encompasses individualised learning programs for students that may be negotiated in consultation with the Director of Teaching and Learning and the Learning Enrichment Coordinator. These programs provide support designed to help students to learn more effectively, benefit from their learning experiences and attain their South Australian Certificate of Education. All Learning Areas are covered, and the diverse needs of individual students are supported with adjustments to curriculum and the implementation of a Personalised Plan for Learning.

Learning Enrichment Key teachers support student learning and access to curriculum in areas such as gifted and talented, English as an Additional Language and Dialect (EALD). With innovative and flexible learning, the Learning Enrichment team can design and implement individualised curriculum for students who have additional learning needs. Students may be supported within the classroom, or work in small groups to focus on areas that need development. 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. Formative work assists students and staff to conduct assessment for learning. This is sometimes referred to as ‘Assessment for Learning’ and ‘Assessment as Learning’.

This is an essential part of the learning process because it describes how students interact with current learning and what sense they are making of their learning in light of their previous understandings. Throughout Years 10, 11 and 12 student assessment is:

- Continuous – evaluation and assessment is ongoing and is recorded via SEQTA;
- 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 Achievement Standards and Performance Standards that are set by the Australian Curriculum Assessment and Reporting Authority (ACARA) and the South Australian Certificate of Education (SACE). 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.

Year 10: Students receive two reports. One at the end of each semester summarising their achievements.

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.

SACE (South Australian Certificate of Education)

For information on SACE please refer to the Kildare College website: www.kildare.catholic.edu.au

VET (Vocational Education and Training)

For information on VET please refer to the Kildare College website: www.kildare.catholic.edu.au



Curriculum and Subject Overview

Senior Years Subject Listing

LINKS		
Year 10	Stage 1	Stage 2
	Class of Cabaret	Extension Studies - Flinders University Class of Cabaret Headstart Program STEM Academy UniSA Accelerate
RELIGIOUS EDUCATION		
Year 10	Stage 1	Stage 2
Religious Education	Spiritualities, Religion and Meaning Spiritualities, Religion and Meaning - Peer Support	Spiritualities, Religion and Meaning
THE ARTS		
Year 10	Stage 1	Stage 2
Design Drama Music Photography Visual Art Yoga and Mindfulness	Creative Arts Dance Drama Music - Advanced Photography Visual Arts – Art Visual Arts – Design	Creative Arts Dance Drama Music • Music Performance (Ensemble or Solo) • Music Explorations Photography Visual Arts - Art Visual Arts - Design
BUSINESS		
Year 10	Stage 1	Stage 2
Business Innovation	Business Innovation Legal Studies	Business Innovation Legal Studies
ENGLISH		
Year 10	Stage 1	Stage 2
English Creative Writing	English Essential English	English Essential English English Literary Studies
HEALTH AND PHYSICAL EDUCATION		
Year 10	Stage 1	Stage 2
Health and Physical Education Specialist Physical Education Specialist Netball Specialist Soccer	Health and Wellbeing Physical Education Outdoor Education	Health and Wellbeing Physical Education Outdoor Education
HUMANITIES AND SOCIAL SCIENCE		
Year 10	Stage 1	Stage 2
Film Making History	Media Studies Modern History Society and Culture	Media Studies Modern History Society and Culture Women’s Studies

LANGUAGES OTHER THAN ENGLISH (LOTE) - ITALIAN		
Year 10	Stage 1	Stage 2
Italian	Italian	Italian
MATHEMATICS		
Year 10	Stage 1	Stage 2
Essential Mathematics General Mathematics Mathematical Methods	Essential Mathematics General Mathematics Mathematical Methods Numeracy Specialist Mathematics	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
SCIENCE		
Year 10	Stage 1	Stage 2
General Science Psychology	Biology Chemistry Nutrition Physics Psychology	Biology Chemistry Nutrition Physics Psychology
DESIGN, TECHNOLOGY AND ENGINEERING		
Year 10	Stage 1	Stage 2
Information Processing and Publishing - Digital Imaging Material Solutions - Metalsmithing and Jewellery Design Material Solutions - Timber Manufacturing	Digital Communication - Video Gaming and Entertainment Design Digital and Electronic Products - Robotics and Electronic Systems Industry and Entrepreneurial Solutions Material Solutions - Jewellery Manufacturing Material Solutions - Timber Manufacturing	Digital and Electronic Products - Robotics and Electronic Systems Material Solutions - Jewellery Manufacturing Material Solutions - Timber Manufacturing
DESIGN AND TECHNOLOGIES		
Year 10	Stage 1	Stage 2
Café Culture Child Studies Food and Hospitality Fashion and Textiles	Café Culture Child Studies Food and Hospitality Material Solutions - Fashion and Textiles	Child Studies Food and Hospitality Material Solutions - Fashion and Textiles
CROSS DISCIPLINARY STUDIES		
Year 10	Stage 1	Stage 2
Exploring Identities and Futures (Stage 1)	Community Studies Research Project (Stage 2) Workplace Practices	Community Studies A Community Connections Integrated Learning Workplace Practices



Subject Information



Stage 2 LINKS

Learning Innovation at Kildare College is a priority. We recognise that our senior students are preparing to leave high school, feeling career-ready, and being able to link with tertiary providers, industry and other educational agencies is crucial to this development.

HEADSTART PROGRAM

- Working in conjunction with the University of Adelaide, the Headstart Program allows high achieving students to study a university subject as part of their Year 12 subject load.
- An application process, run by the University of Adelaide, determines successful entry into the program (entry is not guaranteed) and a range of different subjects are available to match student interests and strengths.
- Participating students will need to attend onsite lectures and tutorials at the University of Adelaide as timetabled by the university. This may require school lessons to be missed. A study line will be incorporated into the student’s timetable to assist with time management however, students may need to arrange catch up times with their teachers or work independently to keep up to date with school-based subjects.

Further information is available at www.adelaide.edu.au/headstart/

STEM ACADEMY

- Year 12 students undertaking Stage 2 Science and Maths subjects will be actively encouraged to register for the University of Adelaide STEM Academy.
- Registered students will be invited to a range of STEM events at the University of Adelaide throughout the year and will also be eligible for an early university offer to a range of Maths and Science degrees offered by the University of Adelaide.

Those interested in registering for STEM Academy can find more information at www.adelaide.edu.au/stem/academy

CLASS OF CABARET (also available at Stage 1)

- Students interested in Musical Theatre are encouraged to apply to the Adelaide Festival Centre’s Class of Cabaret. Allowing students to undertake Creative Arts at Stage 1 or 2 levels whilst preparing for a performance mid year, the program is a unique theatre experience.
- Entry is via application and audition with information available at the beginning of Term 3. Applications close in Week 9 of Term 3 and auditions occur from Week 10 for entry into the next year’s Class of Cabaret.

UNISA ACCELERATE

- Year 12 students who are interested in pursuing a career path in Business can apply to the University of South Australia Accelerate program. An application process is undertaken by the University of South Australia and entry is based on place availability and academic ability.
- Students can undertake up to two business subjects offered in the program, including accounting, business law, marketing, finance and psychology. Each subject is the equivalent of a 10-credit subject (one semester) and can be utilised as part of Year 12 subject load.

Program details, including possible subjects, are listed at <https://study.unisa.edu.au/accelerate/>

EXTENSION STUDIES (Flinders University)

- Extension Studies at Flinders University allows high achieving Year 12 students to study up to two university subjects as a part of their Year 12 subject load.
- Subjects are delivered either on campus, online, or a combination of both. Extension Studies students will be required to attend lectures, tutorials, and laboratories with groups of diverse students. This includes recent school leavers, adult entry students, international students, and students from a range of diverse backgrounds and experiences.
- Students will be assessed on any combination of assignments, essays, tutorial participation, practical work, short tests, online quizzes, and examinations. Requirements vary between topics and school and family support is essential for participation.
- Students who successfully complete their topic/s will gain credit towards their ATAR, SACE and future university degree (if their degree structure permits).
- Further information is available at <https://www.flinders.edu.au/study/schools-teachers/extension-studies>

Kildare College is committed to providing a range of LINKS to senior students. We look forward to seeing the integration of a range of experience building opportunities for your daughter in her classrooms.

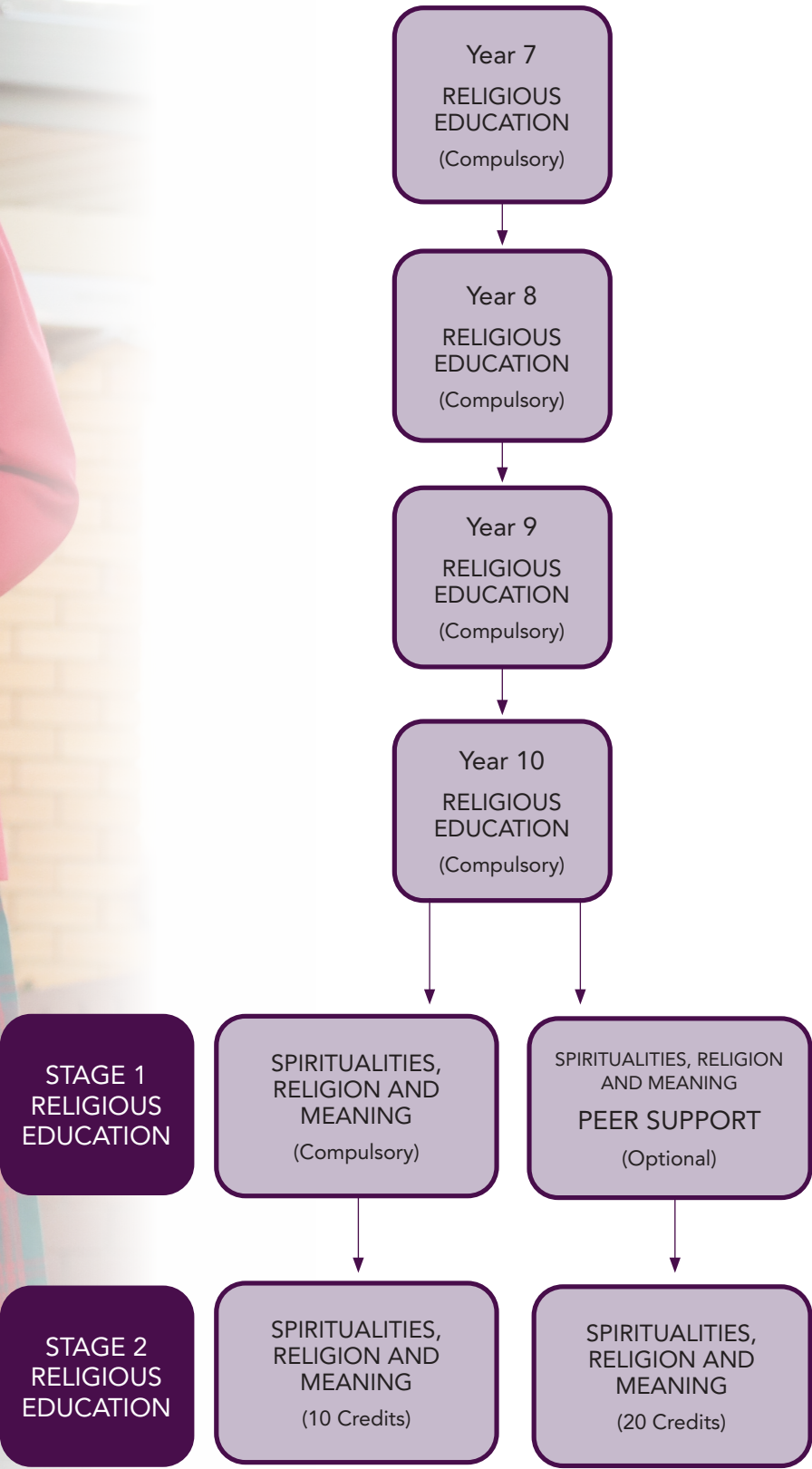
In 2024, students and their families can expect to see a variety of LINKS across a range of senior subjects including:

- University Student Ambassadors-will visit subject classrooms to provide assistance and mentoring
- Tertiary led workshops-designed to offer practical experiences for students to develop transferable skills for future careers and heighten understanding of subject matter
- Industry Connections-we look forward to building our relationships with relevant industry partners and engaging your daughter into a variety of skill building activities.



Religious Education

Subject Flowchart



Year 10

Religious Education

RELIGIOUS EDUCATION - Compulsory

LENGTH OF COURSE One semester
COMPULSORY/OPTIONAL Compulsory
PRE-REQUISITES Nil

COURSE DESCRIPTION

Units undertaken are:

- World Religions
- Embrace
- Christian Ethics

The Retreat, which is a compulsory part of the curriculum, has as its theme “Body, Mind and Soul”.

ASSESSMENT

- Debate
- Research based assignments
- Mapping tasks
- Thinking hats activity
- Report writing
- Role plays
- Creative arts tasks
- Reflective tasks

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

Stage 1

Spiritualities, Religion and Meaning

SPIRITUALITIES, RELIGION AND MEANING

LENGTH OF COURSE One semester / 10 credits
COMPULSORY/OPTIONAL Compulsory
PRE-REQUISITES Nil

COURSE LEADS TO Stage 2 Spiritualities, Religion and Meaning

COURSE DESCRIPTION

Students develop and demonstrate their understanding of the influence of spiritual and/or religious perspectives on a local, national, or global community. Students collaborate with others to develop, apply, and reflect on their understanding of some spiritual and/or religious principles that underpin social-justice actions within the school or broader community.

ASSESSMENT

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

- Assessment Type 1: Representations
- Assessment Type 2: Connections
- Assessment Type 3: Issues Investigation

For all 3 tasks there can be a maximum of 1000 words if written or 6 minutes if oral.

Stage 1

Spiritualities, Religion and Meaning - Peer Support

SPIRITUALITIES, RELIGION AND MEANING - Peer Support

LENGTH OF COURSE One semester / 10 credits
COMPULSORY/OPTIONAL Optional
PRE-REQUISITES Nil

Students need to apply to be part of this course as it incorporates the Peer Support group.

COURSE LEADS TO Stage 2 Spiritualities, Religion and Meaning

COURSE DESCRIPTION

Spiritualities, Religion and Meaning (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.

Spiritualities, Religion and Meaning (Youth Ministry) 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: Representations
 - Narrated media presentation
- Assessment Type 2: Connections
 - Folio accumulated over a series of lessons and a 600 word reflection
- Issues Investigation
 - 1000 words

This subject would suit students who enjoy:

- Working collaboratively with their peers
- Analysing the role of leadership
- Developing and reflecting on personal capabilities.

Stage 2

Spiritualities, Religion and Meaning

SPIRITUALITIES, RELIGION AND MEANING

LENGTH OF COURSE Full year / 10 credits
Full year / 20 credits
COMPULSORY/OPTIONAL Compulsory
PRE-REQUISITES Nil

Students who undertake the 20 credit course will not be required to complete a 10 credit course.

COURSE DESCRIPTION

Students will engage in reflective analysis to various stimuli contextualised by one or more of the six big ideas. They will explore a concept or issues from a spiritual and/or religious perspective and collaborate with others to apply their learning. Students will engage in reflective practices to evaluate their personal and shared actions.

ASSESSMENT

The following assessment types enable students to demonstrate their learning:

School Assessment (70%)

- Assessment Type 1: Reflective Analysis (40%)
 - 2 x 1000 words or 6 minutes if oral (20 credit = 3 x 1000 words)
- Assessment Type 2: Connections (30%)
 - 1 x 1000 words or 6 minutes if oral

External Assessment (30%)

- Assessment Type 3: Transformative Action (30%)
 - 10 Credit | 1 x 1000 words or 6 minutes if oral
 - 20 Credit | 1 x 2000 words or 12 minutes if oral

The assessments above are for the subject when studied for 10 credits.



Top 5 Careers

Religion

Outreach Worker

In this career field, workers are employed by government, religious, and other organisations to provide much needed aid and resource assistance to those in a particular community.

Missionary

The professional missionary is responsible for traveling to target locations and assisting the local population in any way possible, as well as spreading their religious ideas.

Chaplain

Chaplains are people of faith or philosophical beliefs who provide guidance and counselling to those in need in secular organisations. A career in chaplaincy would suit individuals who are interested in helping people, by listening, and have the capacity to deal with a range of challenges presented by individuals seeking pastoral care.

Youth Worker

As a youth worker, you'll set, organise and run community programmes aimed at young people aged between 11 and 25. Through these programmes, you'll help them to explore and understand their ideas, values and beliefs, building their confidence and life skills so that they can make a successful transition to adulthood.

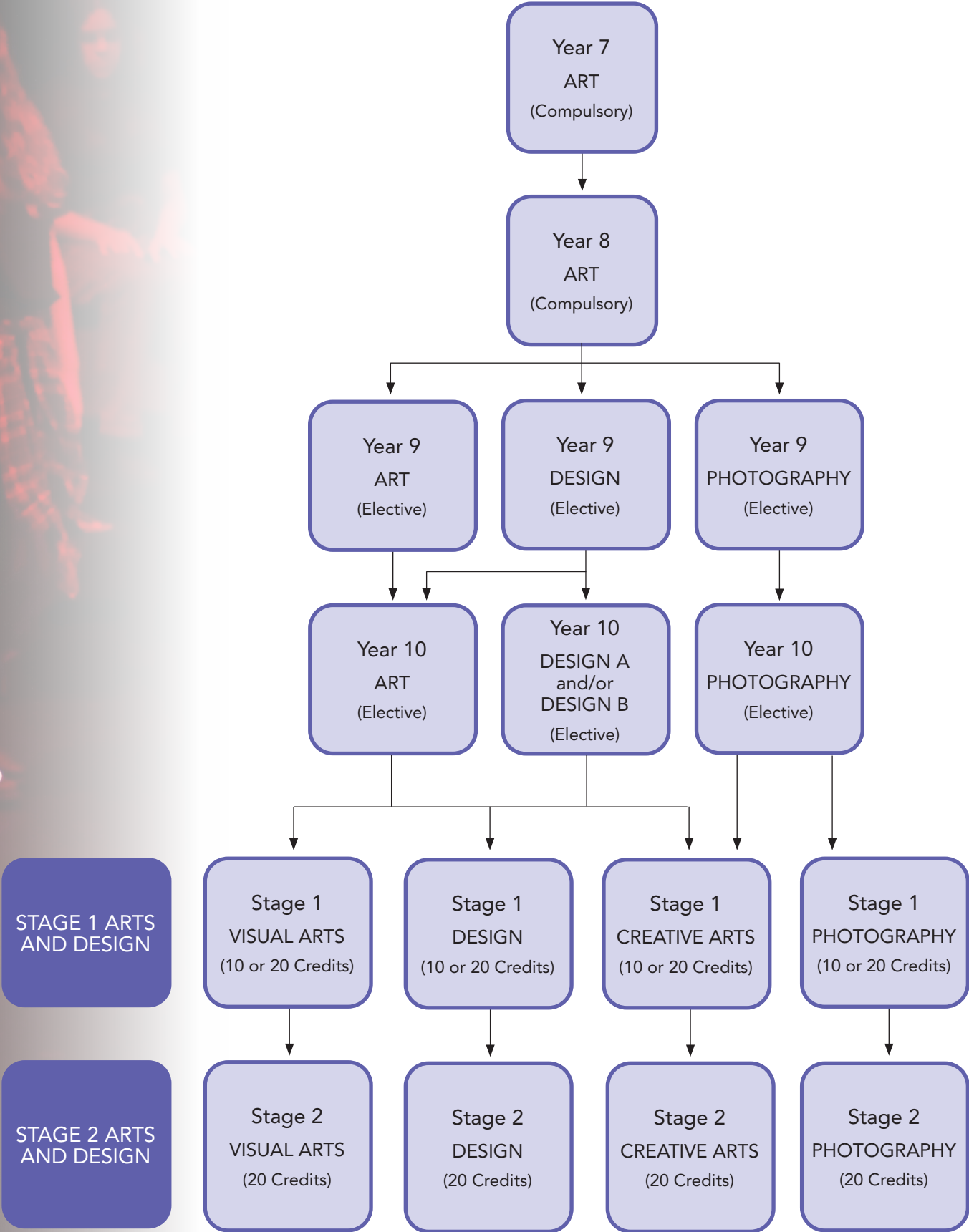
Research

For religion majors who are interested in continuing along an academic path, a research-focused career can be another satisfying option. This includes research conducted for not-for-profit and government agencies as well as academic research related to an advanced degree.



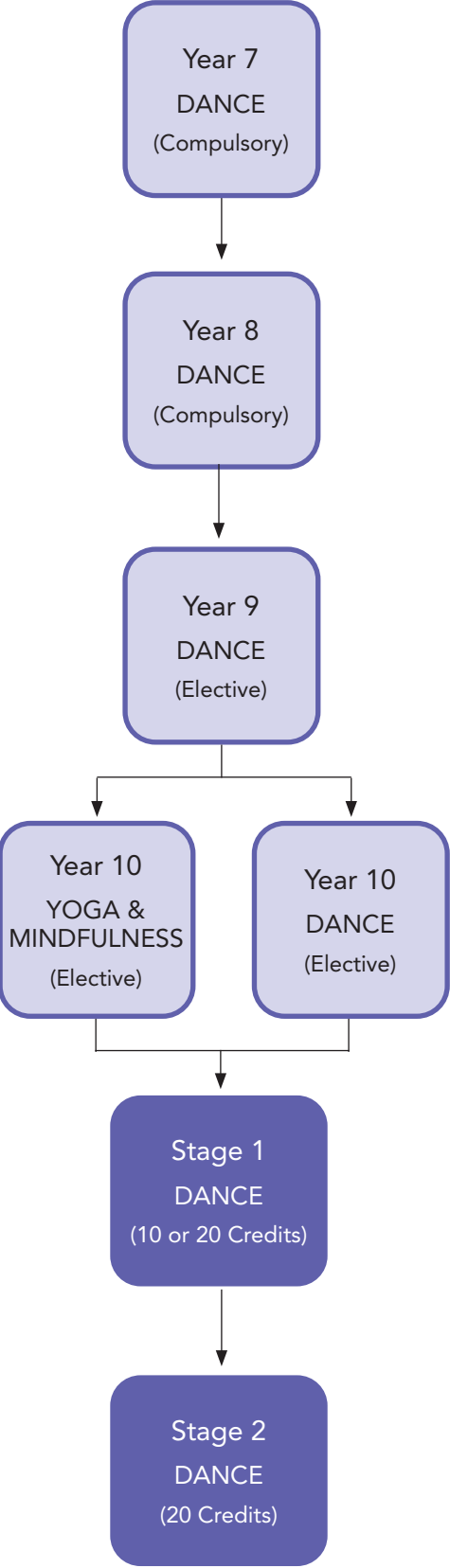
Arts and Design

Subject Flowchart



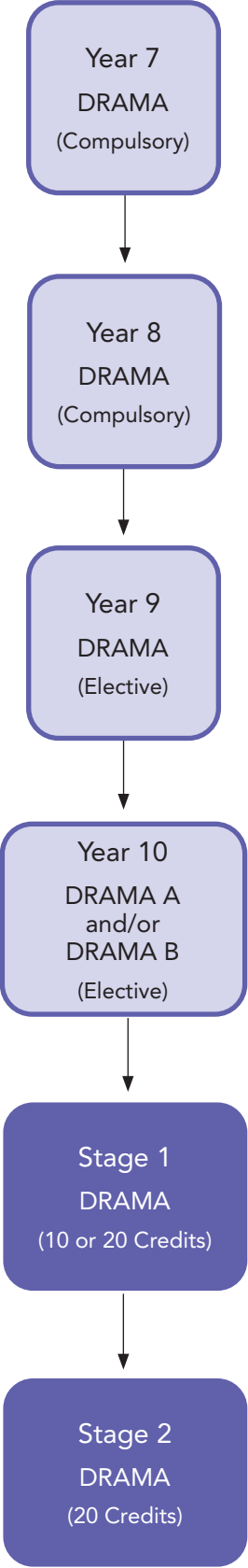
Dance

Subject Flowchart



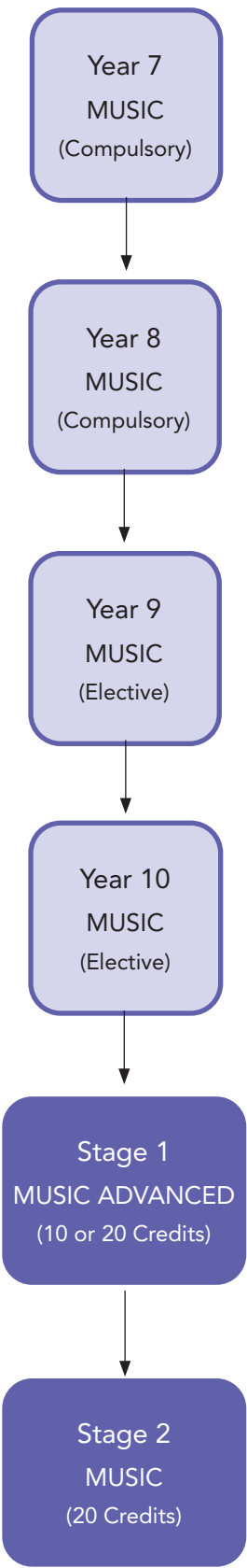
Drama

Subject Flowchart



Music

Subject Flowchart



Year 10 Arts and Design

VISUAL ART - Elective

LENGTH OF COURSE One semester
PRE-REQUISITES Nil

COURSE DESCRIPTION

This course focuses on the essential skills of visual literacy and creative problem solving. Students explore and experiment with a range of media, ideas and themes, whilst developing a variety of artistic skills and techniques. All practical work is supported by developmental work and research into relevant practitioners and their work.

Each semester course includes three components:

- 2D component (drawing, painting or mixed media)
- 3D component (clay, modroc design)
- Theoretical Understanding (Research and Analysis).

ASSESSMENT

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

DESIGN A / DESIGN B - Elective

LENGTH OF COURSE One semester
PRE-REQUISITES Nil

COURSE DESCRIPTION

This course focuses on the essential skills of visual literacy and creative problem solving, where students produce works of Design that are informed by the Design Process which includes Design Brief, idea generation, problem solving, and refinement. Students expand upon, explore and experiment with a range of media, ideas and themes, while developing a variety of design skills and techniques. Students produce a folio of work where they must identify and create examples of the Elements and Principles of Design. Students are introduced to the 3 Disciplines of Design and throughout the semester, produce works of design and a folio of developmental work that qualify as each of the 3 Disciplines of Design. Students explore the concept of sustainability within their works of design and how they can become environmentally conscious designers. All practical work is supported by developmental work and research into relevant designers and their work. This will be recorded in a Visual Diary (Folio).

The semester course focuses on three of the General Capabilities and one of the Cross Curricula Priorities

- Visual Literacy (The Elements & Principles of Design)
- ICT (information communication technology)
- Sustainability
- Critical and Creative Thinking

ASSESSMENT

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

DRAMA - Elective

LENGTH OF COURSE One semester
PRE-REQUISITES Nil

COURSE DESCRIPTION

Drama uses skills and techniques which build group dynamics as well as develop personal confidence. It is a lively subject that gets students out of the classroom and onto the stage. It enhances powers of observation, motor coordination and increases concentration. It is an important subject for personal development and is fun for all involved.

A selection of scripts will be used as the starting point for creating some high quality short plays for young performers. These scripts, written especially for high school drama students are explored, edited, rehearsed and finally produced.

The Drama course consists of:

- Improvisation skills – thinking on your feet
- Creating a character from scripts and from students' own original ideas
- Take a part onstage (or backstage) in a short play at a public performance
- Writing reports on your involvement in the play.

Depending on the nature of the Year 10 Performance negotiated, rehearsals after school and at weekends may be required.

If students chose to complete 2 semesters of Drama, the course structure and assessments will be the same, however the content will change for each semester.

ASSESSMENT

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

DANCE

LENGTH OF COURSE One semester
PRE-REQUISITE Year 9 Dance
COURSE LEADS TO Stage 1 Dance
COURSE DESCRIPTION

Students develop creative, technical, and physical understanding, and an appreciation of dance as an art form. Dance offers opportunities for the development of students’ creativity, self-discipline, self-esteem, personal identity, and confidence. Throughout this semester, students will prepare for the annual Dance Production to showcase their skills.

ASSESSMENT

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

YOGA & MINDFULNESS - Elective

LENGTH OF COURSE One semester
PRE-REQUISITES Nil

COURSE DESCRIPTION

Yoga and Mindfulness focuses on the practices of yoga and the place a healthy mind has for holistic well-being. Teaching techniques for coping with emotional, mental, and physical conditions while improving behavioural health, students will consider the physical, emotional, social, cognitive and spiritual dimensions of wellbeing. In Yoga and Mindfulness, students examine the inter-relationship of lifestyle, physical activity, social behaviour, health care, and the challenges of maintaining and promoting healthy environments and healthy living. Students learn to be proactive in promoting lifelong skills to improve outcomes and quality of life for themselves and their communities. Through Yoga and Mindfulness, students will learn how to bring calmness, movement and self-awareness into their lives to create a mindful space for them to be able to apply themselves.

ASSESSMENT

Practical Application / Action

- Yoga practice; journey and application of physical postures/ asanas (25%)
- Meditation practice and reflection (25%)
- Intro to Yoga Assignment (10%)
- Stress Management and Anxiety Reduction (40%)

PHOTOGRAPHY - Elective

LENGTH OF COURSE One semester
PRE-REQUISITES Nil

COURSE DESCRIPTION

Students explore knowledge and skills associated with digital photography and manipulation of digital media. Skills such exposure, aperture and the rule of thirds are investigated. Other skills may include Photoshop manipulation, contemporary trends in photo media as well as general photo composition. Students self-assess their own skills to then review and apply these for a final solutions and outcomes. All tasks involve written elements that can also be completed in a multimodal format.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Year 10 Photography. Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

- Assessment: Knowledge and skills
 - Two specialised skills tasks
- Assessment: Design Process and Solution/outcome
 - One design process and solution/outcome task

MUSIC - Elective

LENGTH OF COURSE Full year
PRE-REQUISITES Previous instrument / voice study

COURSE DESCRIPTION

In Year 10 Music, students develop skills and aural sensitivity through a wide range of experience with musical instruments and voice. They listen critically to their own music and that of others, and develop analytical skills to evaluate and reflect upon music of different styles and from differing times and contexts.

This course is more intensive and there is an expectation that all students undertaking Music will study and perform on their chosen instrument/voice. Students continue to develop their theoretical knowledge and aural acuity. Performing in groups and individually develops further practical skills as does composition. Students studying Year 10 Music are expected to take instrument/voice lessons from private instructors either at school or outside of school and to cover the cost of these lessons themselves. It is also expected that students hire or buy their own instrument.

The Music course consists of:

- Musicianship – third grade fundamental theory – scales, syncopation, ties, slurs, intervals, chords and their extensions and key signatures
- Aural guided listening skills
- Solo Performance
- Ensemble performance
- Arranging
- Music Analysis.

In Year 10 Music, individual instrumental lessons are compulsory. It is also expected that students perform in an ensemble and make themselves available for performances at various events outside of lesson time. These may include Music Nights, liturgies, assemblies, festivals and community calendar events.

Students intending to take Stage 1 Music must complete a year of Music in Year 10.

ASSESSMENT

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

Stage 1 Arts and Design

VISUAL ARTS – ART OR DESIGN

LENGTH OF COURSE	One semester or full year / 10 or 20 credits
PRE-REQUISITES	Year 10 Visual Arts or Design 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 Arts 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:

- **Assessment Type 1: Folio**
 - 1 x Folio - 15 A3 sheets or equivalent oral evidence to support practical
- **Assessment Type 2: Practical including a practitioners statement on the assessed work**
 - 1/2 Practicals - Practical Work
 - 1 x statement - 250 words
- **Assessment Type 3: Visual Study**
 - 1 x Visual Study - 8-12 A3 pages, supporting material 750 words or 5 minutes multi-modal

ART

This subject would suit students who enjoy:

- Being creative
- Experimenting with techniques
- Exploring artists and their work.

DESIGN

This subject would suit students who enjoy:

- Working towards a design goal
- Employing the design process
- Researching successful design

DRAMA

LENGTH OF COURSE	One semester or full year / 10 or 20 credits
PRE-REQUISITES	Year 10 Drama preferred
COURSE LEADS TO	Stage 2 Drama

COURSE DESCRIPTION

In Drama, students develop their creativity, collaboration, critical thinking and communication skills. They refine their literacy, numeracy, ethical understanding and intercultural understanding, and develop self-belief and self-confidence. Students learn as artists and as creative entrepreneurs through their exploration of shared human experience, which is at the heart of the study of Drama. Students learn to engage meaningfully with others through the creation of original relationships between presenter, audience, idea and story. They learn that shared narratives underpin our understanding of everything we think and do in the world around us, and that our cultural narratives are created collaboratively.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessments:

- **Assessment Type 1: Performance** - Students will take an active part in the chosen Group Production performance piece
 - 1 x performance task - 1000 words or 6 minutes multi-modal
 - Multimodal presentation – up to 6 minutes or written form – up to 1000 words (including) images
- **Assessment Type 2: Responding to Drama**
 - 1 x task - 800 words or 5 minutes multi-modal
- **Assessment Type 3: Creative Synthesis**
 - 1 x creative task - 1000 words or 6 minutes multi-modal

This subject would suit students who enjoy:

- Performing and being creative
- Creating and responding to live theatre
- Working as an individual and in teams.

DANCE

LENGTH OF COURSE	One semester or full year / 10 or 20 credits
PRE-REQUISITE	Year 9 Dance
COURSE LEADS TO	Stage 2 Dance

EXTRA REQUIREMENTS

Course runs offline Monday and Tuesday 3.20pm - 5.20pm

COURSE DESCRIPTION

Students develop creative, technical, and physical understanding, and an appreciation of dance as an art form. Dance has its own specific language and processes that students learn in theory and practice through the study of technique, composition, choreography, performance, and critical analysis. Dance offers opportunities for the development of students’ creativity, self-discipline, self-esteem, personal identity, and confidence. This is achieved through experiences that encourage collaboration and creative problem-solving, the acquisition of skills, knowledge, and understanding, and the development of aesthetic awareness.

The Dance course:

- Encourages students to communicate effectively through dance
- Encourages the pursuit of excellence in all aspects of dance involvement
- Fosters awareness of the interaction between dance and other art forms and of the contribution of dance to the values of Australian and other cultures
- Enables students to develop skills and knowledge that they may be able to use in the further pursuit of dance
- Gives students the opportunity to develop their critical awareness of the concepts and principles of dance

ASSESSMENT

Students demonstrate evidence of their learning through the following assessments:

School Assessment (100%)

- **Assessment Type 1: Skills Development (20%)**
 - Choreographic Analysis - 1 x Report 800 words or maximum of 5 mins oral/multi-modal.
- **Assessment Type 2: Creative Explorations (60%)**
 - Performance (Dance Production) - Meeting the Stage 1 requirements of 5 mins on-stage in performance (30%)
 - Composition/Choreography (30%)
- **Assessment Type 3: Dance Contexts (20%)**
 - Students present their findings in a report of 800 words or 5 mins oral/multi-modal.

This subject would suit students who enjoy:

- Performing a range of dance styles
- Investigating techniques
- Working collaboratively to create a final piece.

MUSIC ADVANCED

LENGTH OF COURSE	Full year / 20 credits
PRE-REQUISITE	Year 10 Music
COURSE LEADS TO	Stage 2 Music

EXTRA REQUIREMENTS

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

COURSE DESCRIPTION

This program prepares 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 key features of this subject, as well as extending students’ knowledge and application of notation and analysis. 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 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: Creative Works and Musical Literacy.

- **Assessment Type 1: Creative Works**

Students develop, refine and present a performance of a creative work, as a member of an ensemble and as a solo performer. Students may perform using instruments (including technology and found sounds) and/or voice.

Students demonstrate their knowledge and understanding of arranging techniques through the harmonisation and arrangement of a simple melody including a rhythm section.

- **Assessment Type 2: Musical Literacy**

Students demonstrate their knowledge and understanding of theoretical and aural concepts related to melody, rhythm, scales, intervals, chords, transposition and analysis. Students also reflect on their learning with reference to the ways in which they have used musical elements and compositional techniques in any of their creative works.

This subject would suit students who enjoy:

- Live performances - solo and ensemble
- Aesthetic appreciation and analysis of music
- Composing musical pieces
- Studio production.

Stage 1 Arts and Design

CREATIVE ARTS		DIGITAL COMMUNICATIONS - Photography	
LENGTH OF COURSE	One semester / 10 credits	LENGTH OF COURSE	One semester / 10 credits
PRE-REQUISITES	Nil	PRE-REQUISITES	Year 10 Photography or Film Making
COURSE LEADS TO	Stage 2 Creative Arts	COURSE LEADS TO	Stage 2 Photography
COURSE DESCRIPTION In Creative Arts, students have opportunities to study within the performing, visual, screen or literary arts, which can be shown in specialised areas such as Dance, Drama, Music, Visual Arts and Mixed Media. Students actively develop and participate in the development and presentation of creative arts products within their chosen focus area. By appraising, analysing, creating and evaluating creative arts' products from different contexts, students gain an understanding and knowledge of their focus area.		COURSE DESCRIPTION Students demonstrate knowledge and skills associated with digital photography and manipulation of digital media. Skills such as long and short depth of field, long exposure and frozen motion will be explored. Other skills may include Photoshop manipulation and digital photo correcting. Students evaluate and assess their skills, to then review and apply these for a final solution. All tasks involve written elements that can also be completed in a multimodal format.	
ASSESSMENT Students demonstrate evidence of their learning through following assessment types: <ul style="list-style-type: none">• Assessment Type 1: Product<ul style="list-style-type: none">• One Creative Arts product including a record of support materials used (750 words or 5 minutes multi-modal).• Assessment Type 2: Folio<ul style="list-style-type: none">• One inquiry (750 words or 5 minutes multi-modal)• One Skills assessment (4 pieces of evidence and 750 words or 5 mins multi-modal). <div>This subject would suit students who enjoy:<ul style="list-style-type: none">• Exploring and creating different types of art work• Evaluating and analysing art products• Communicating to the wider community about art</div>		ASSESSMENT The following assessment types enable students to demonstrate their learning in Stage 1 Design, Technology and Engineering: <ul style="list-style-type: none">• Assessment Type 1: Specialised Skills Task<ul style="list-style-type: none">• Two specialised skills tasks in multi-modal format.• Assessment Type 2: Design Process and Solution<ul style="list-style-type: none">• One design process and solution task. <div>This subject would suit students who enjoy:<ul style="list-style-type: none">• Being creative and exploring new techniques• Communicating to the wider community through images• Digital editing images.</div>	

Stage 2 Arts and Design

VISUAL ARTS – ART OR DESIGN		DRAMA	
LENGTH OF COURSE	Full year / 20 credits	LENGTH OF COURSE	Full year / 20 credits
PRE-REQUISITES	Stage 1 Visual Arts - Art or Design	PRE-REQUISITES	Stage 1 Drama
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.		COURSE DESCRIPTION In Drama, students develop their creativity, collaboration, critical thinking and communication skills. They refine their literacy, numeracy, ethical understanding, and intercultural understanding, and develop self-belief and confidence. In Drama, students engage in learning as practising dramatic artists. They learn to think and act as artists, and to develop as cultural leaders and creative entrepreneurs. They develop their leadership of public discussion by communicating a range of meaningful viewpoints, by refining their aesthetic understanding, and by learning the skills and processes required to present these in innovative and engaging ways.	
ASSESSMENT The following assessment types enable students to demonstrate their learning: School Assessment (70%) <ul style="list-style-type: none">• Assessment Type 1: Group Production - Students will take an active part in the chosen Group Production performance piece (40%)<ul style="list-style-type: none">• 1 x task - 15 minute multi-modal or oral presentation that demonstrates evidence of their progress and development through the Group Production.• Assessment Type 2: Evaluation and Creativity (30%)<ul style="list-style-type: none">• 2 x tasks combined 2000 words or 12 minutes multi-modal. External Assessment (30%) <ul style="list-style-type: none">• Assessment Type 3: Creative Presentation and Portfolio of evidence of up to 9 minutes (30%). <div>This subject would suit students who enjoy:<ul style="list-style-type: none">• Performing or the technical aspect of theatre• Investigating different types of theatre and production elements• Working as a crucial part of a group</div>		ASSESSMENT The following assessment types enable students to demonstrate their learning: School Assessment (70%) <ul style="list-style-type: none">• Assessment Type 1: Folio (40%)<ul style="list-style-type: none">• 1 x folio - 40 A3 pages.• Assessment Type 2: 2 x Practical Works (30%)<ul style="list-style-type: none">• 2 x Practicals - Practical work• 2 x statements - 500 words each. External Assessment (30%) <ul style="list-style-type: none">• Assessment Type 3: Visual Study (30%)<ul style="list-style-type: none">• 1 x visual study - 20 A3 pages integrated with 2000 words or 12 minutes multi-modal. <div>This subject would suit students who enjoy:<ul style="list-style-type: none">• Independent art projects• Employing individual's technique strengths• Implementing design theory.</div>	
ART This subject would suit students who enjoy: <ul style="list-style-type: none">• Independent art projects• Employing individual's technique strengths• Implementing design theory.			
DESIGN This subject would suit students who enjoy: <ul style="list-style-type: none">• Independent design projects• Collating folios of the design process• Understanding design influences			

Stage 2 Arts and Design

DANCE

LENGTH OF COURSE Full year / 20 credits
PRE-REQUISITES Stage 1 Dance

EXTRA REQUIREMENTS

Course runs offline Monday and Tuesday 3.20pm - 5.20pm

COURSE DESCRIPTION

In Stage 2 Dance students develop aesthetic and kinaesthetic intelligence, using the body as an instrument for the expression and communication of ideas. Dance develops individuals to be reflective thinkers who can pose and solve problems and work both independently and collaboratively. Through the development of practical movement skills and choreographic and performance skills as an artist and experiencing performance as part of an audience, students explore and celebrate the human condition. As students engage with dance practice and practitioners in diverse global contexts, they develop imaginative and innovative ways to make meaning of the world. Dance establishes a basis for further education and employment across many fields, including the arts and culture industries. It also provides opportunities to pursue lifelong social and recreational activities.

ASSESSMENT

The following assessment types enable students to demonstrate their learning:

School Assessment (70%)

- **Assessment Type 1: Performance Portfolio (40%)**
 - Solo, small group and ensemble performance pieces that are filmed for assessment.
- **Assessment Type 2: Dance Contexts (30%)**
 - Choreographic work with Analysis –One or two choreographic works with 1,000-word analysis.

External Assessment (30%)

- **Assessment Type 3: Skills Development Portfolio (30%)**
 - An area of personal development exploration of 2000 words or 12 minutes multi-modal.

This subject would suit students who enjoy:

- Undertaking a range of solo and ensemble dances
- Understanding a range of techniques
- Applying theory in practical applications.

MUSIC

LENGTH OF COURSE Full year / 20 credits
PRE-REQUISITES Stage 1 Music

EXTRA REQUIREMENTS

It is necessary for all participants to take instrumental or vocal lessons.

COURSE DESCRIPTION

The flexible structure of the Stage 2 Music courses allows students to study music appropriate to their needs, interests, and experiences. Each subject consists of three strands; Understanding, Creating and Responding to Music.

Music Performance - Solo (10 Credits)

Students develop and extend their musical skills and techniques in creating their own solo performances. This includes discussion of their chosen repertoire and evaluation of their own performances.

Music Performance - Ensemble (10 Credits)

Students develop and extend their musical skills and techniques in creating ensemble performances. This includes discussion of their chosen repertoire and evaluation of their own ensemble performances.

Music Explorations (20 Credits)

Students explore and experiment with musical styles, influences, techniques, and/or music production, as they develop their understanding of music. This includes the study of music creation, presentation and/or production and experimentation with the students own creations. Students respond to and discuss their own and others’ works and connect their findings to their own creative works.

ASSESSMENT

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

SOLO

This subject would suit students who enjoy:

- Performing solo instrumental/vocal
- Analysing musical pieces, styles and techniques
- Evaluating solo performance and techniques.

ENSEMBLE

This subject would suit students who enjoy:

- Performing in ensemble
- Analysing musical pieces, styles and techniques
- Evaluating ensemble performance and techniques.

EXPLORATIONS

This subject would suit students who enjoy:

- Performance
- Analysing and evaluating music pieces
- Composing of original music pieces
- Music production / Studio Engineer / Live Engineer

CREATIVE ARTS

LENGTH OF COURSE Full year / 20 credits
PRE-REQUISITES Stage 1 Arts course

COURSE DESCRIPTION

In Creative Arts students have opportunities to study within the performing, visual, screen or literary arts, this can be shown in specialised areas such as Dance, Drama, Music, Visual Arts, Mixed Media etc. Students actively develop and participate in the development and presentation of Creative Arts products within their chosen focus area. By appraising, analysing, creating and evaluating Creative Arts products from different contexts, students gain an understanding and knowledge of their focus area.

ASSESSMENT

Students demonstrate evidence of their learning through following assessment types:

School Assessment (70%)

- **Assessment Type 1: Product (50%)**
 - Two Creative Arts products including a folio (2000 words or 12 minutes multi-modal including a 20 page folio).
- **Assessment Type 2: Inquiry (20%)**
 - Two inquiries (2x 1000 words or 6 minutes multi-modal).

External Assessment (30%)

- **Assessment Type 3: Practical Skills**
 - One Practical Skills Task (2000 words including a maximum of 12 pieces of evidence).

This subject would suit students who enjoy:

- Exploring and creating different types of art work in a specific form
- Evaluating and analysing art products from various perspectives
- Communicating about how art contributes to the wider community

PHOTOGRAPHY

LENGTH OF COURSE Full year / 20 credits
PRE-REQUISITES Nil

COURSE DESCRIPTION

Students demonstrate knowledge and skills associated with digital photography and manipulation of digital media. Investigation in tasks involve investigating camera settings as well as lighting settings. Skills such as long and short depth of field, long exposure, blurred motion, panning and flash are developed. Other skills may include Photoshop manipulation and digital photo correcting. Students create their own design briefs to create outcomes such as a poster design. Students evaluate and assess their skills, to then review and apply these for a final solution. All tasks involve written elements that can also be completed in a multimodal format.

ASSESSMENT

Students demonstrate evidence of their learning through following assessment types:

School Assessment (70%)

- **Assessment Type 1: Design Process and Product (50%)**
 - Showcase and evaluate an outcome product, photo/folio evidence and 3000 word maximum
- **Assessment Type 2: Specialised Skills Task (20%)**
 - Photography skills, learning new skills to be used in product/ final outcome, photo evidence/ folio, 1000 words

External Assessment (30%)

- **Assessment Type 3: Resources Study**
 - 1 or 2 research tasks into areas to do with the Photography industry such as equipment needs, 2000 word maximum

This subject would suit students who enjoy:

- Being creative and exploring new techniques and skills
- Communicating to the wider community through images
- Digital editing images and using Adobe Photoshop
- Interest in graphic design and or making art

Top 5 Careers

Visual Art

Interior Designers

Interior Designers plan, design, detail and supervise the construction of commercial, industrial, retail and residential building interiors to produce an environment tailored to a purpose, with particular emphasis on space creation, space planning, and factors that enhance living and working environments.

Illustrator

An illustrator is a creative professional who specialises in creating visual representations of ideas, concepts, and stories. Their main role is to use their artistic skills to produce illustrations that complement and enhance various forms of media, such as books, magazines, websites, advertisements, animations, and more.

Costume Designer

Fashion, industrial and jewellery designers plan, design, develop and document products for manufacture and prepare designs and specifications of products for mass, batch and one-off production.

Jeweller

Jewellers make and repair jewellery such as rings, brooches, chains and bracelets, craft objects out of precious metals, and cut, shape and polish rough gemstones to produce fashion and industrial jewels.

Graphic and Web Designer

Graphic and Web Designers, and Illustrators design information for visual and audio communication, publication and display using print, film, electronic, digital and other forms of visual and audio media.

Actor, Dancer and Entertainer

Actors, dancers and entertainers entertain by portraying roles in productions, performing and composing dances, and performing a variety of other acts.

Theatre Technician

Performing Arts Technicians provide technical and other assistance for the production, recording and broadcasting of artistic performances.

Costume Designer

A Costume Designer is the individual in charge of designing the clothing elements worn by actors in a film or stage production. Costume Designers possess a similar skill set to that of traditional fashion designers but must also satisfy the unique demands of designing clothes for theatre or film.

Director

A Director controls a film’s and theatre’s artistic and dramatic aspects and visualises the screenplay (or script) while guiding the technical crew and actors in the fulfilment of that vision. Some film directors started as screenwriters, cinematographers, producers, film editors or actors.

Stage Manager

A Stage Manager organises the day to day running of a theatre company from rehearsals right through to performances and then post-show. They liaise and communicate with the full company and organise each team to ensure the smooth running of a production.

Top 5 Careers

Drama



Top 5 Careers

Dance

Dancer

Dancers entertain by portraying roles in productions, performing and composing dances, and performing a variety of other acts. Some of their tasks include learning choreography and cues, rehearsing parts and applying movement skills to the development of characterisation or role.

Choreographer/Dance Teacher

Private Tutors and dance teachers teach students in the practice, theory, technique and performance of dance in private training establishments. Some of their tasks include planning programs of study for individual students and groups and preparing material for theory and demonstrating practical aspects of the subject area.

Costume Designer

Costume Designers plan, design, develop and document products for manufacture and prepare designs and specifications of products specifically for performing arts' areas such as dance and drama. They may be required to design in mass, batch and one-off productions.

Entertainer

Usually an artist who can act, dance and sing. Entertainers entertain by portraying roles in productions, performing and composing dances, and performing a variety of other acts.

Performing Arts' Technician

Performing Arts' Technicians provide technical and other assistance for the production, recording and broadcasting of artistic performances. Some of their tasks include positioning and usage of equipment, applying and retouching makeup and designing musical instruments.

Musician

A Musician could be a performer, composer, arranger, producer, teacher, live sound engineer, studio engineer.

Music Producer

A Music Producer oversees and manages the sound recording and production of a band or performer's music, which may range from recording one song to recording a lengthy concept album. A producer has many, varying roles during the recording process. They may gather musical ideas for the project, collaborate with the artists to select cover tunes or original songs by the artist/group, work with artists and help them to improve their songs, lyrics or arrangements.

Music Arranger

The primary role of a Music Arranger is to arrange a piece of music based on the needs or requirements of a performer, a group of performers, a conductor, producer or music director.

Music Educator

A Music Educator could be an Instrumental music teacher, a classroom music teacher, a University/TAFE lecturer, an ensemble director etc.

Music Therapist

Music Therapists assess emotional well-being, physical health, social functioning, communication abilities, and cognitive skills through musical responses; design music sessions for individuals and groups based on client needs.



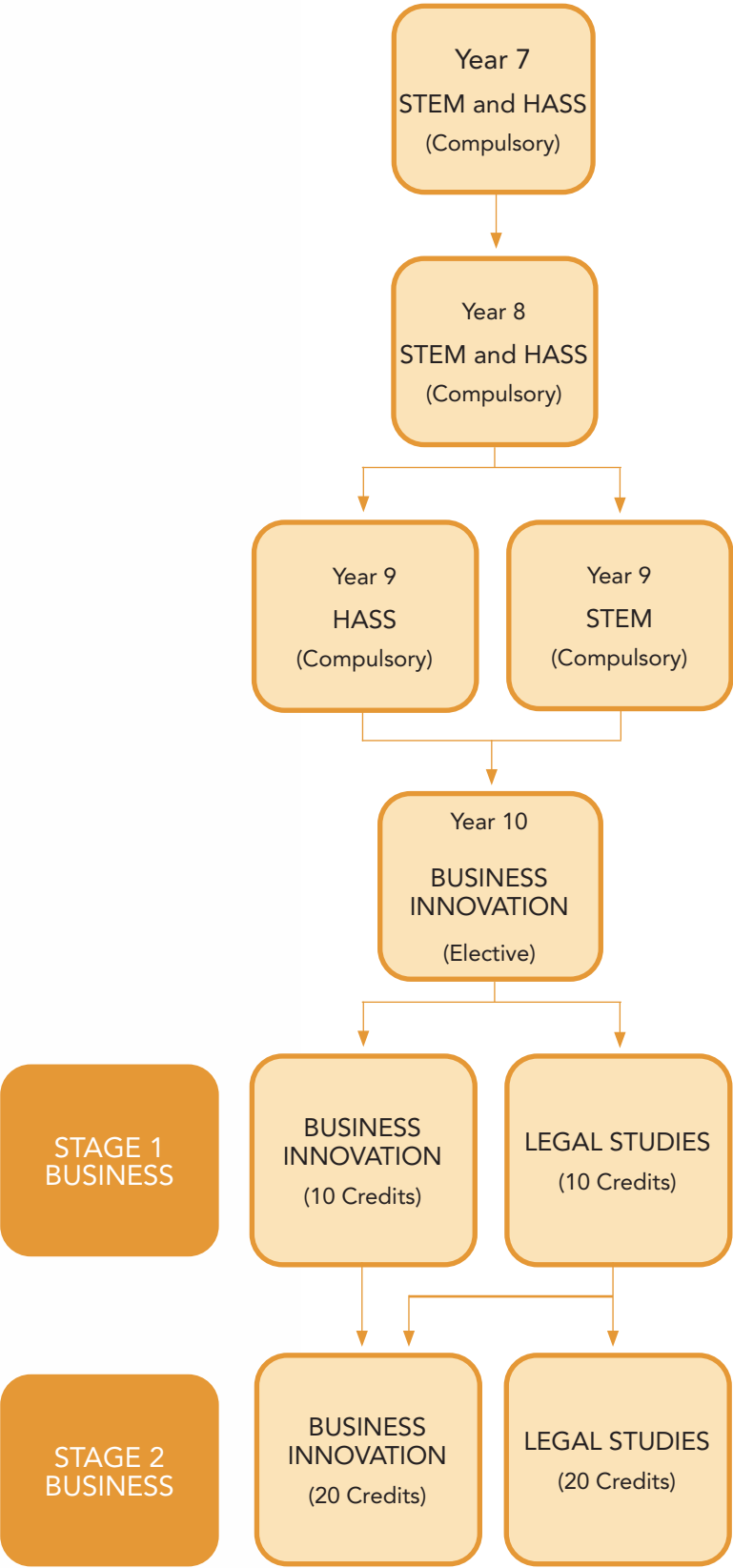
Top 5 Careers

Music



Business

Subject Flowchart



Year 10 & Stage 1 Business

BUSINESS INNOVATION (Year 10) - Elective

LENGTH OF COURSE One semester
PRE-REQUISITES Nil

COURSE DESCRIPTION
Business offers students the opportunity to undertake a semester of study, comprised of a unit in each of Business Studies, Legal Studies, Accounting and Economics. The specific skills that may be developed in this course include the ability to investigate, analyse, evaluate, communicate and use technology. Through their studies, students are encouraged to be enterprising, and to engage in interaction with business and the community.

LEARNING ACTIVITIES
Year 10 Business Innovation is a semester subject, comprising of 4 units of study with a variety of assessment tasks and methods.
Each unit of study is 4 - 5 weeks in length.

ASSESSMENT
Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

LEGAL STUDIES

LENGTH OF COURSE One semester / 10 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. 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.

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

- Assessment Type 1: Analytical Response
 - 1 task - 1 x 1200 word task.
- Assessment Type 2: Enquiry
 - 1 task - 1 x 1200 word task.
- Assessment Type 3: Presentation
 - 1 task - 1 x 1200 word task.

This subject would suit students who enjoy:

- Writing and critical thinking
- Group collaboration and Teamwork
- News and politics.

BUSINESS INNOVATION

LENGTH OF COURSE One semester or full year / 10 or 20 credits
COMPULSORY/OPTIONAL Optional

PRE-REQUISITES Nil
COURSE LEADS TO Stage 2 Business Innovation

COURSE DESCRIPTION
In Stage 1 Business Innovation, students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. Students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. The customer is at the centre of the innovation process and the generation of viable business products, services, and processes.

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

- Assessment Type 1: Business Skills
 - 3 tasks - 1 x group presentation + 500 word evaluation, 2 x 800 word or multi-modal tasks.
- Assessment Type 2: Business Pitch
 - 1 x 2 min business pitch, 800 word evaluation.

This subject would suit students who enjoy:

- Group collaboration
- Creativity and entrepreneurship
- Solving problems associated with business.

Stage 2 Business

LEGAL STUDIES

LENGTH OF COURSE Full year / 20 credits
PRE-REQUISITES Stage 1 Legal Studies preferred

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.
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 judgements about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

ASSESSMENT
The following assessment types enable students to demonstrate their learning:

School Assessment (70%)

- Assessment Type 1: Folio (40%)
 - 4 tasks - 1 x supervised task, 3 x 1000 word/multi-modal tasks.
- Assessment Type 2: Inquiry (30%)
 - 1 task - 1 x 2000 word/multi-modal inquiry.

External Assessment (30%)

- Assessment Type 3: Examination (30%)
 - 1 task - 1 x 130 min external e-exam.

This subject would suit students who enjoy:

- Writing and critical thinking
- Group collaboration and teamwork
- News and politics.

BUSINESS INNOVATION

LENGTH OF COURSE Full year / 20 credits
PRE-REQUISITES Stage 1 Business Innovation preferred

COURSE DESCRIPTION
In Stage 2 Business Innovation, students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. In a time when design-driven companies consistently outperform other stock market companies, Business Innovation foregrounds design thinking and assumption-based business planning tools to promote an iterative, human-centred approach to innovation and the transformation of business products, services, and processes.

ASSESSMENT
The following assessment types enable students to demonstrate their learning:

School Assessment (70%)

- Assessment Type 1: Business Skills (40%)
 - 3 tasks - 3 x 1000 words (includes oral presentation).
- Assessment Type 2: Business Model (30%)
 - 1 task - 1 x 2000 word report.

External Assessment (30%)

- Assessment Type 3: Business Plan and Pitch (30%)
 - 1 Business Plan - 1700 word written report
 - 1 Business Pitch - 2 minute multi-modal.

This subject would suit students who enjoy:

- Group collaboration
- Creativity and entrepreneurship
- Solving problems associated with business.



Top 5 Careers

Legal Studies

Lawyer

A lawyer conducts research on legal issues and is qualified to interpret laws, regulations, and rulings. They draw up legal documents like wills, deeds, contracts, lawsuits, and appeals. They may also oversee legal assistants or paralegals. A lawyer can specialise in many different areas of this profession.

Police Officer

Police protect and preserve property, public order and safety through the enforcement of laws.

Solicitor

Solicitors provide legal advice, prepare and draft legal documents, and conduct negotiations on behalf of clients on matters associated with the law.

Judicial and other Legal Professionals

Judicial and other legal professionals hear legal and other matters in courts and tribunals; interpret, analyse, administer and provide advice on the law; and draft legislation.

Court and Legal Clerks

Court and Legal Clerks provide administrative and operational support to legal professionals by performing clerical work associated with the functions of courts, legal practices and the administration of trusts and estates.

Entrepreneur

Entrepreneurs set up businesses, often to promote and sell their own product or service. Entrepreneurs may have small, local or national businesses and can develop their ideas to form larger companies on a global market.

Business Adviser

Business advisers offer companies specialised advice to help the company be as successful as possible. They may focus on financial or banking advice, human resources, sales and marketing, IT or management.

Marketing and Communications Officer

Marketing and Communications Officers promote the products and services of the company or client they are working for. This job may include developing and implementing strategies to market new and existing products and services, identifying customer markets, overseeing the distribution of stock and the development and implementation of advertising and marketing strategies to promote the company or client.

Foreign Policy Adviser

Foreign policy advisers tend to work for a government agency or for a political party, offering advice and strategy to help development and implement policies and agreements between Australia and other foreign countries.

Financial Risk Analyst

Financial Risk Analysts require an understanding of finances in business. The role of financial risk analysts is to offer advice to companies that help them minimise their financial risks and help them be as financially successful as possible.



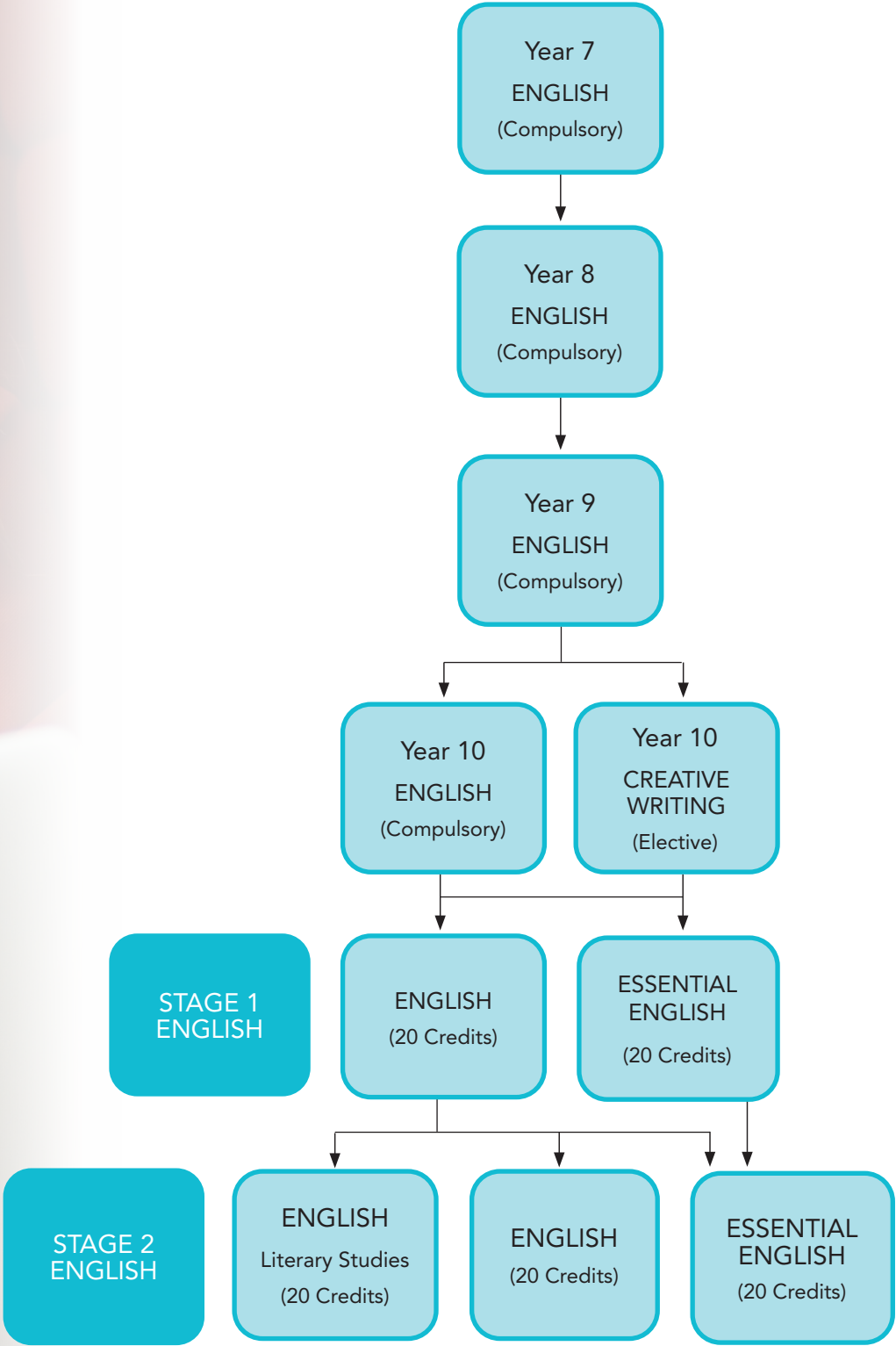
Top 5 Careers

Business



English

Subject Flowchart



Year 10 English

ENGLISH - CORE SUBJECT

LENGTH OF COURSE	Full year
PRE-REQUISITES	Nil

COURSE DESCRIPTION

The study of English in Year 10 builds on the language skills taught in Year 8 and Year 9 and aims to prepare students for further study and application of English at Stage 1 and 2.

An important feature of English is the study of texts. Students are required to challenge, question and analyse texts in order to explore historical and cultural views and values. They become familiar with the way language, texts and meaning vary according to the writer’s purpose, audience and form. Thus, students are encouraged to explore ideas, and to think imaginatively and critically about themselves, their world and their global community.

Students learn how different ways of using language reflect and shape the values, attitudes and beliefs of their social and cultural group, and that all texts, even those which have been self-composed, transmit particular cultural perspectives. As such, language can be manipulated in powerful ways to influence others.

AREAS OF STUDY

- Prose Texts
- Verse Texts
- Shared Novel
- Independent Reading
- Reading Comprehension
- Critical Reading
- Exposition/descriptive writing
- Poetry
- Film
- Drama: Shakespeare
- Text Production
- Oral Language (Listening and Speaking)

A key difference between Year 10 English and English in the Middle Years is the completion of 10 credit Stage 1 Essential English which is merged with the Australian Curriculum in Year 10 at Kildare College. This allows students to gain SACE credits early and experience SACE English prior to Years 11 and 12.

ASSESSMENT

Assessment will occur in line with the Achievement Standards of the Australian Curriculum and SACE Stage 1 Essential English.

CREATIVE WRITING (Elective)

LENGTH OF COURSE	Semester
PRE-REQUISITES	Nil

COURSE DESCRIPTION

In Year 10 Creative Writing, students develop their skills and craft as writers. The course will engage students in critical and creative thinking, and literacy by promoting a love of texts and literature. Students will learn the necessary skills required to create unique, engaging texts, with many of skills preparing students for future writing careers in fields such as social media management, marketing, content development, and creation, fiction and non-fiction writing, and television and film. Students also engage in areas of personal interest within the course, such as journalism, novel and narrative writing, and screen and script writing.

Students will predominatly focus on the creation of their own texts, often with agency in how these are constructed. Students will also have opportunities to collaborate with teachers and peers in the construction of their own texts, or in the deconstruction of mentor texts, to further refine their writing craft. The development of the skills, collaboration, and assessments culminate in an extended creative piece, which will provide students with an exciting opportunity in narrative writing that they have not yet received in general English classes.

ASSESSMENT

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

- School Assessment (100%)
- **Text study (20%)** - students explore a text of their own choice to explore personal writing goals through deconstruction
 - **Character study (20%)** - Develop a multimodel presentation of a character from any text type or genre.
 - **Folio (30%)** - Students select 3-5 pieces of work from the semester as evidence of their skill in creating texts. Evidence may include quick writes, dialogue constructions, descriptive writing, and more depending on the student's interests.
 - **Flash Fiction with Writer’s Statement (30%)**
A. Creative writing of 2000 word fictional narrative text or equivalent (25%)
B. Writer’s Statement of approximately 200 words (5%)

Stage 1 English

ESSENTIAL ENGLISH

LENGTH OF COURSE	Full year / 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**
 - 2 tasks – 1 x 800 word response and 1 x 3 to 5 minute multi modal presentation.
- **Assessment Type 2: Creating Texts**
 - 3 tasks – 1 x 800 word creative piece and 1 x 3 to 5 minute multi modal presentation.
- **Assessment Type 3: Intertexted Study**
 - 2 tasks - 1 x 1000 word comparative response
 - 1 x creative piece with writers statement.

This subject would suit students who enjoy:

- Responding to texts
- Creating texts
- Interpreting information, ideas and perspectives

ENGLISH

LENGTH OF COURSE	Full year / 20 credits
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	Year 10 English
COURSE LEADS TO	Stage 2 English Stage 2 English Literary Studies Stage 2 Essential 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 experiences 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**
 - 3 x tasks - 2 x 800 words, 1 x 800 words/5 minutes (oral presentation).
- **Assessment Type 2: Creating Texts**
 - 3 x tasks - 2 x 800 words, 1 x 800 words/5 minutes (oral presentation).
- **Assessment Type 3: Intertextual Study (connect two or more texts)**
 - 2 x tasks - 1000 words.

This subject would suit students who enjoy:

- The analysis of texts and ideas
- Creating texts
- Collaboration and communication.

Stage 2 English

ESSENTIAL ENGLISH

LENGTH OF COURSE Full year / 20 credits
PRE-REQUISITES Stage 1 English/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

- The following assessment types enable students to demonstrate their learning:
- School Assessment (70%)
- **Assessment Type 1: Responding to Texts (40%)**
 - 3 x responses - 800 words or 5 minutes multi-modal.
 - **Assessment Type 2: Creating Texts (30%)**
 - 1 x Advocacy text, 2 x Texts - 800 words or 5 minutes multi-modal.
- External Assessment (30%)
- **Assessment Type 3: Language Study (30%)**
 - 1 x Language Study - 1500 words or 9 minutes multi-modal.

This subject would suit students who enjoy:

- Responding to texts
- Creating texts
- Interpreting information, ideas and perspectives
- Require functional English skills for life and the workplace

ENGLISH

LENGTH OF COURSE Full year / 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

- The following assessment types enable students to demonstrate their learning:
- School Assessment (70%)
- **Assessment Type 1: Responding to Texts (40%)**
 - 3 tasks - 1000 words each: Novel study, Film study, Other (may include poetry, mass media and may be comparative). One task must be presented orally.
 - **Assessment Type 2: Creating Texts (30%)**
 - 4 tasks - 3 x different text types 1000 words each. 1 Writer’s Statement analysing student’s own work - student chooses from one of the 3 texts they have created within this assessment type.
- External Assessment (30%)
- **Assessment Type 3: Comparative Analysis (30%)**
 - 1 x 2000 word response
 - students independently select and study two texts that are connected in some way
 - connection may be themes/ideas, contexts and/or creators.

This subject would suit students who enjoy:

- The exploration of features, audience and purpose
- Studying novels, poetry and film
- Engaging with ideas.

Stage 2 English

ENGLISH LITERARY STUDIES

LENGTH OF COURSE Full year / 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 personal views, 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

- The following assessment types enable students to demonstrate their learning:
- School Assessment (70%)
- **Assessment Type 1: Responding to Texts (50%)**
 - 2 x 1250 words - Film study and poetry paragraphs
 - 1 x 1500 words - novel study
 - 1 x 750 words - Drama study
 - or overall multi-modal equivalent of approximately 29 minutes.
 - **Assessment Type 2: Creating Texts (20%)**
 - 1 x 1000 creating piece (narrative, descriptive or persuasive)
 - 1 x 1000 transformative piece with 500 word writer’s statement.
- External Assessment (30%)
- **Assessment Type 3: Text Study (30%)**
 - Part A: 1500 words Comparative Text Study - 15%
 - Part B: 100 min examination).

This subject would suit students who have:

- The ability to analyse ideas and texts
- An aptitude for writing and verbal communication
- An interest in engaging with literary texts.



Top 5 Careers

English

Creative Writer

Creative writers are published in a variety of formats and write in a variety of forms such as poetry, blogs, and novels. They use their artistic knowledge of language to inspire and engage the audience.

Journalist

Journalists are relied upon to seek and communicate the truth and have the potential to influence social views and opinions. They gather information and write for all forms of media. Journalists experiment with multimedia, classic writing and print production.

Educator

Educators teach in tertiary institutions, secondary schools, primary schools and early childhood settings. They can also branch into other areas of education, such as: adult educator, curriculum writer, education coordinator, education officer, policy writer, professional development officer, tutor or researcher.

Publicist

Publicists have an awareness of the application of concepts regarding audience, purpose and context when analysing and creating texts for media and marketing. They create texts for purpose and to meet the needs of their audiences.

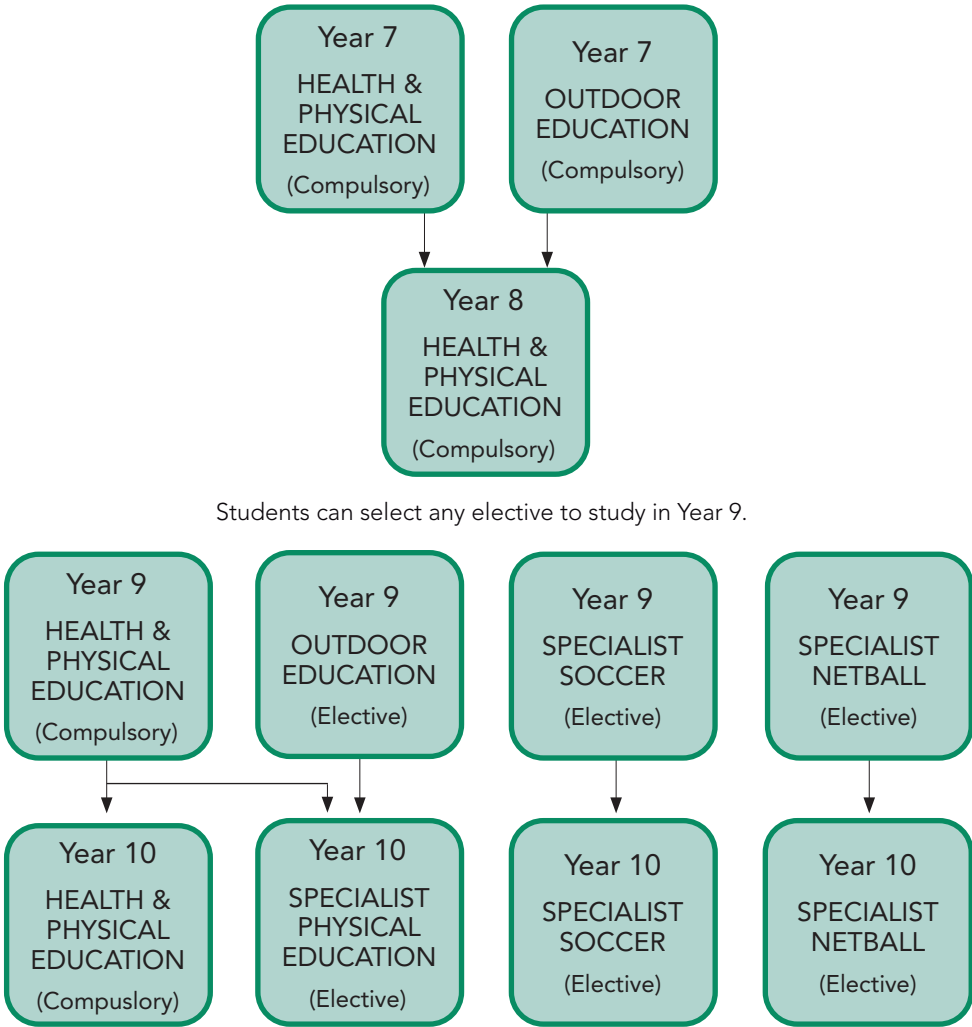
Lawyer

Lawyers, also known as attorneys or solicitors counsel clients, perform legal research, prepare legal documents and represent clients in the criminal and civil court proceedings.

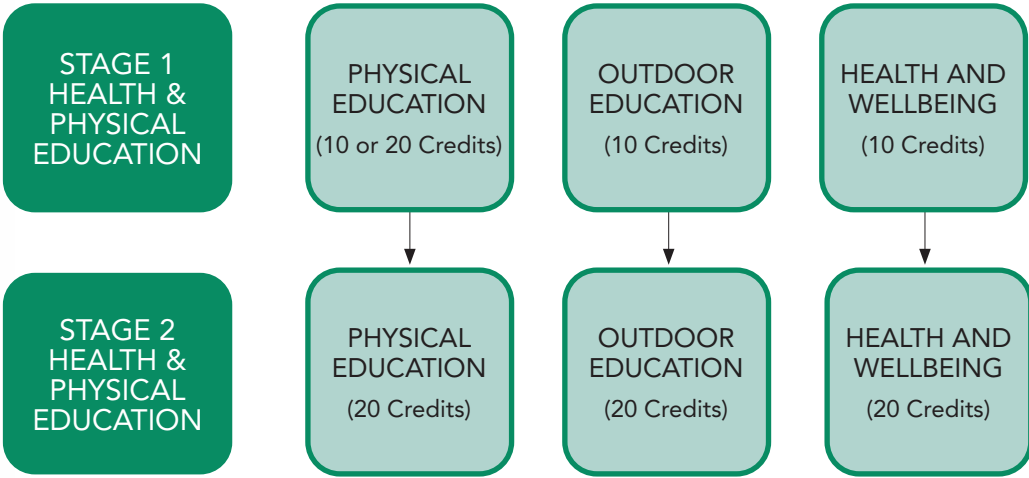


Health & Physical Education

Subject Flowchart



Studying any Health and Physical Education subject in Year 10 allows students to choose any Stage 1 subject to study in Year 11.



Stage 1 Health & PE

HEALTH AND WELLBEING

LENGTH OF COURSE	One semester / 10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 1 and 2 Specialist Netball / Sports Studies (IL)

COURSE DESCRIPTION

Students develop the knowledge, skills, and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals and global society. Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities, and global society.

- ## ASSESSMENT

The following assessment types enable students to demonstrate their learning:

School Assessment

- Assessment Type 1: Practical and Application (60%)
- Assessment Type 2: Physical Activity Investigations (40%)

This subject would suit students who enjoy:

- Exploring how health and wellbeing can assist the community
- Analysing influences around health and wellbeing
- Being an agent for change or advocates for health and wellbeing

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

Stage 1 & 2 Health & PE

PHYSICAL EDUCATION - Stage 1

LENGTH OF COURSE One semester or full year / 10 or 20 credits

COMPULSORY/OPTIONAL Optional

PRE-REQUISITES Year 10 Physical Education or Year 10 Specialist Physical Education

COURSE LEADS TO Stage 2 Physical Education

COURSE DESCRIPTION

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning in Physical Education promotes deep learning ‘in, through, and about’ physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity.

ASSESSMENT

The following assessment types enable students to demonstrate their learning:

School Assessment

- **Assessment Type 1: Performance Improvement**
 - 1 x task - 1 x 1500 words, or 9 minutes oral / multi-modal presentation.
- **Assessment Type 2: Physical Activity Investigation**
 - 1 x task - 1 x 1500 words, or 9 minutes oral / multi-modal presentation.

This subject would suit students who enjoy:

- Being active
- Investigating factors that influence human movement
- Communicating and collaborating within physical activity contexts.

PHYSICAL EDUCATION - Stage 2

LENGTH OF COURSE Full year / 20 credits

PRE-REQUISITES Stage 1 Physical Education

COURSE DESCRIPTION

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning in Physical Education supports an Arnoldian1 educational framework that promotes deep learning ‘in, through, and about’ physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity.

ASSESSMENT

The following assessment types enable students to demonstrate their learning:

School Assessment (70%)

- **Assessment Type 1: Diagnostics (30%)**
 - 2 tasks - 1 x 2000 words, 1 x 1000 words.
- **Assessment Type 2: Improvement Analysis (40%)**
 - 1 task - 1 x 4000 report or a 24 minute multi-modal video.

External Assessment (30%)

- **Assessment Type 3: Group Dynamics (30%)**
 - 1 task - 1 x 12 minute video with voice overlay.

This subject would suit students who enjoy:

- Group collaboration
- Being active
- Evaluating human movement.

Stage 2 Health & PE

OUTDOOR EDUCATION - Stage 2

LENGTH OF COURSE Full year / 20 credits

PRE-REQUISITES Stage 1 Outdoor Education

COURSE DESCRIPTION

Through experiential learning and the study of three focus areas conservation and sustainability; human connections with nature; and personal and social growth and development students develop skills, knowledge, and understanding of safe and sustainable outdoor experiences in the key areas of preparation and planning, managing risk, leadership and decision-making, and self-reliance skills.

The development of their relationship with natural environments impacts positively on students’ health and well-being and fosters a lifelong connection with nature and a commitment to responsible activity when interacting with natural environments.

ASSESSMENT

The following assessment types enable students to demonstrate their learning:

School Assessment (70%)

- **Assessment Type 1: About Natural Environments (20%)**
 - 2 x 800 words or 2 x 5 minute multi-modal
- **Assessment Type 2: Experiences in Natural Environments (50%)**
 - 1 x 1000 word or 6 minute multi-modal
 - 1 x 1500 word or 9 minute multi-modal

External Assessment (30%)

- **Assessment Type 3: Connections with Natural Environments (30%)**
 - 1 x 2000 word or 12 minutes multi-modal

This subject would suit students who enjoy:

- Outdoor experiences
- Group collaboration
- Analysing the environment and reflecting on its uses

HEALTH AND WELLBEING - Stage 2

LENGTH OF COURSE Full year / 20 credits

PRE-REQUISITES Stage 1 Health and Wellbeing

COURSE DESCRIPTION

Students develop the knowledge, skills, and understandings required to explore and analyse influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals and global society. Student agency is promoted throughout by providing opportunities to make responsible choices in a rapidly changing world. Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities, and global society.

ASSESSMENT

The following assessment types enable students to demonstrate their learning:

School Assessment (70%)

- **Assessment Type 1: Initiative**
 - 2 x practical actions, one which is collaborative (2 x 1500 words or 9 mins multi-modal)
- **Assessment Type 2: Folio**
 - 2 x folio tasks (2 x 1000 words or 6 mins multi-modal)

External Assessment (30%)

- **Assessment Type 3: Inquiry**
 - 1 x research inquiry on a contemporary health issue (2000 words or 12 mins multi-modal)

This subject would suit students who enjoy:

- Using empathetic and ethical understanding about the health and wellbeing of others
- Analysing and evaluating health and wellbeing trends
- Creating and evaluating social action to improve wellbeing both individually and collaboratively



Top 5 Careers

Health and PE

Sports Coach

Sports coaches help people participating in sports to work towards achieving their full potential. They may support professional sportspeople, sports teams, community teams or school groups, working closely with them to improve performance. They may have a role in encouraging under-represented groups or young people to participate in sporting activities.

Sports Development Officer

Sports development officers make sure that everybody has the chance to take part in sport by ensuring that all sections of the community are aware of available activities and where they can go to get involved. They distribute information and organise sport-related projects, classes, programmes, coaching, club development and training.

Sports Trainer/Physiotherapist

Sports therapists use a range of techniques and modalities to make sure people involved in sport and exercise are training and competing safely. They provide an immediate response when sport and exercise-related injuries occur and will rehabilitate the patient back to full fitness.

Exercise Physiologist

Exercise physiologists investigate how people respond and adapt to muscular activity and use their skills and knowledge to improve performance and fitness levels or to help prevent or treat illness.

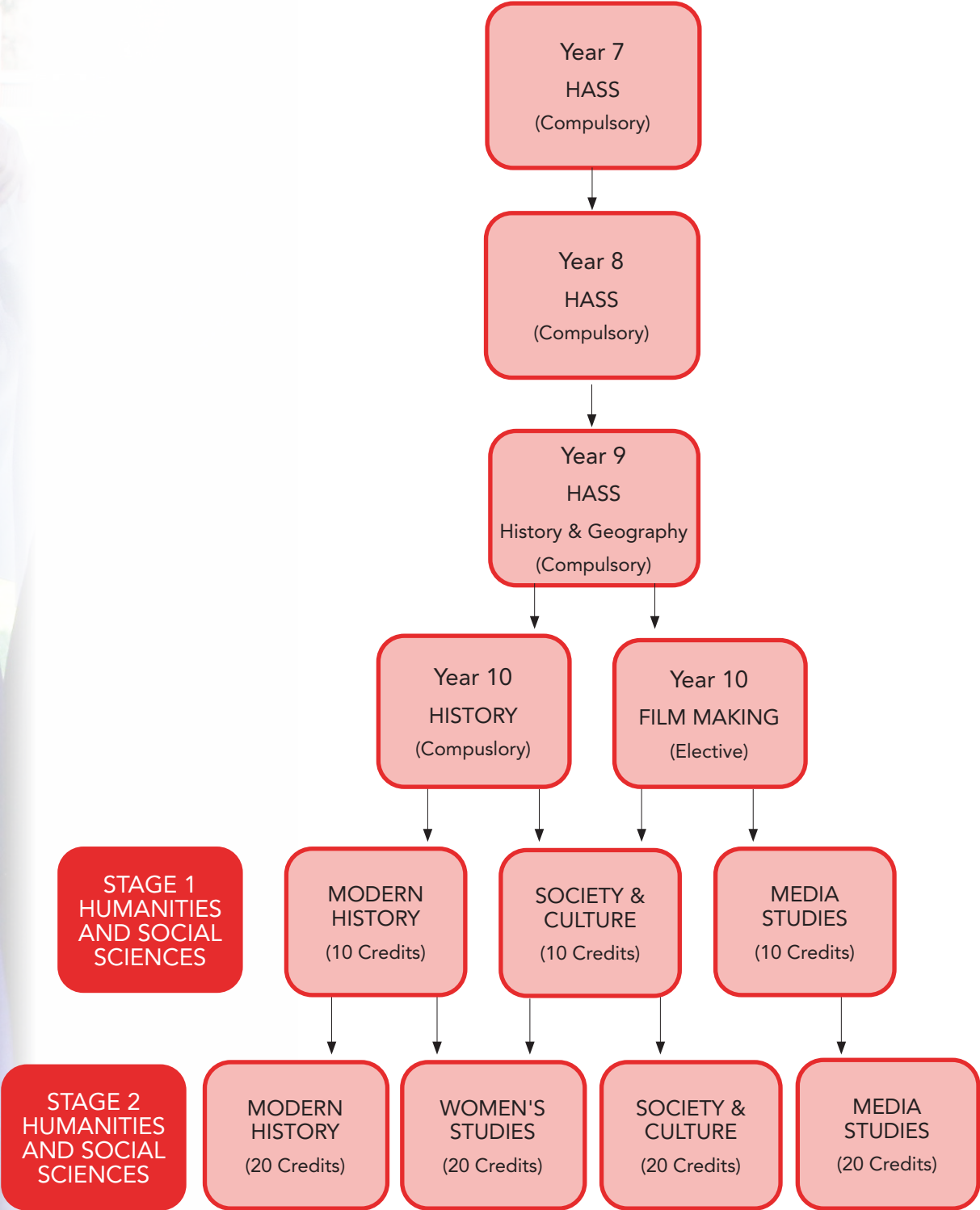
Personal Trainer/ Fitness Centre Manager

Personal trainers create one-on-one fitness programmes for their clients, motivating and guiding them to achieve their goals. Fitness centre managers generally work in centres or clubs that contain a fitness suite or gym and sometimes at a swimming pool, sports halls or courts, spa, sauna or therapy area, catering and other recreational facilities.



Humanities & Social Science

Subject Flowchart





Year 10

Humanities & Social Science

HISTORY - CORE SUBJECT

LENGTH OF COURSE One semester
PRE-REQUISITES Nil

COURSE DESCRIPTION

In History students investigate 'Rights and Freedoms' to compare struggles experienced in America and Australia. Students study Australia's involvement in conflicts over time and examine the causes, effects and significance of events such as the Holocaust, Kokoda, and Vietnam. Post-war migration is studied in the context of Australia's changing migration patterns, the 'White Australia Policy', 'Populate or Perish', assimilation and multiculturalism. The course focuses on developing understanding, research skills and analysis of source materials.

Learning and assessment activities may include:

- Historical Source Analysis
- Persuasive Essay
- Oral Reports
- Class Debates
- Research Project

ASSESSMENT

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

FILM MAKING - ELECTIVE

LENGTH OF COURSE One semester
PRE-REQUISITES Nil

COURSE DESCRIPTION

Students, through their exploration, experimentation, analysis and creation of media products develop their knowledge and understanding of key media concepts. A key focus will be on film – with students developing their filming techniques and creating short filmed products.

ASSESSMENT

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

Stage 1

Humanities & Social Science

MODERN HISTORY

LENGTH OF COURSE One semester or full year / 10 or 20 credits
COMPULSORY/OPTIONAL Optional
PRE-REQUISITES Year 10 History
COURSE LEADS TO A range of Stage 2 subjects

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 methods 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.

10-credit Modern History consists of:

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

20-credit Modern History consists of:

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

ASSESSMENT

School Assessment (100%)

- Assessment Type 1 - Historical Skills
 - 3 tasks - 3 x 800 words or 3 x 5 minutes multi-modal presentation.
- Assessment Type 2 – Interaction Study
 - 1 task - 1 x 1000 report or a 6 minute multi-modal presentation.
- Assessment Type 3 – Examination.

This subject would suit students who enjoy:

- Exploring critical events in history
- Analysing periods of history
- Discussing modern historical concepts

MEDIA STUDIES

LENGTH OF COURSE One semester /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

School Assessment (100%)

- Assessment Type 1 - Folio
 - 2 tasks – 2 x 800 words.
- Assessment Type 2 – Interaction Study
 - 1 task - 5 minute multi-modal presentation and 500 word reflection.
- Assessment Type 3 – Product Task
 - 1 task - 5 minute multi-modal presentation and 500 word reflection.

This subject would suit students who enjoy:

- Using technology
- Creating and making visual products
- Viewing and discussing media

Stage 1 & 2

Humanities and Social Science

SOCIETY AND CULTURE

LENGTH OF COURSE One semester /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

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

- **Assessment Type 1: Source Analysis**
 - 2 tasks – 2 x 800 word Source Analysis Response.
- **Assessment Type 2: Group Activity**
 - 1 task- 1 x 800 word reflection and 1 x 3 to 5 minute group presentation.
- **Assessment Type 3: Investigation**
 - 1 task x 1000 word report.

This subject would suit students who have an interest in:

- Group collaboration
- Our society
- Social justice.

WOMEN'S STUDIES - Stage 2

LENGTH OF COURSE Full year / 20 credits
PRE-REQUISITES Stage 1 Humanities subject

COURSE DESCRIPTION

In Women's Studies, students look at the world from the perspectives of women. They examine the diversity of women's experiences and their relationships to others, in particular the diversity in gender representation of women in cultural texts such as advertising, film and in recent years social media platforms. Through the study of women's diverse experiences, students develop a broader understanding of historical struggles and achievements feminist movements have fought against and for in overcoming gender discrimination and oppression in society. Students draw conclusions around gender identity and how this is recognised as a key characteristic of all societies.

This is a language rich subject, and students should feel confident in their ability to research and analyse relevant information from primary and secondary sources that enables them to express proficient knowledge and understanding of gender related issues.

ASSESSMENT

The following assessment types enable students to demonstrate their learning:

School Assessment (70%)

- **Assessment Type 1: Text Analysis (20%)**
 - 2 x tasks - 1 x Film Response, 1 x multi-modal.
- **Assessment Type 2: Essay (20%)**
 - 1 x task - 1 x essay.
- **Assessment Type 3: Folio (30%)**
 - 3 x tasks - 1 x campaign speech, 1 x Written Response, 1 x Magazine Article.

External Assessment (30%)

- **Assessment Type 4: Issues Analysis (30%).**
 - Students investigate an issue of their choice to prepare a piece of analytical and evaluative writing that focuses on how social, cultural practices or ways of thinking disempower women.

This subject would suit students who enjoy:

- Engaging with the perspectives of women
- Promoting an inclusive and just society
- Analysing ideas around femininity and masculinity.

Stage 2

Humanities and Social Science

SOCIETY AND CULTURE

LENGTH OF COURSE Full year / 20 credits
COMPULSORY/OPTIONAL Optional
PRE-REQUISITES Nil

COURSE DESCRIPTION

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. Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups.

They develop the skills to critically analyse a range of viewpoints about peoples, societies, and issues; understand diversity within and across societies; and extend their awareness of the connections between, and the interdependence of, societies and cultures.

ASSESSMENT

Students demonstrate evidence of their learning through following assessment types:

School Assessment (70%)

- **Assessment Type 1: Folio (50%)**
 - 3 x assessments (1500 words each or 7 minutes multi-modal)
- **Assessment Type 2: Interaction (20%)**
 - 1x Group activity (600 words or 4 minutes multi-modal)
 - 1x Oral activity (5 min maximum)

External Assessment (30%)

- **Assessment Type 3: Investigation**
 - 1 x investigation (2000 words)

This subject would suit students who enjoy:

- Learning and are curious about culture
- Research skills
- Independent learning

MODERN HISTORY

LENGTH OF COURSE Full year / 20 credits
PRE-REQUISITES Nil

COURSE DESCRIPTION

In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations.

In their study of one nation, students investigate the social, political, and economic changes that shaped the development of that nation. They develop insights into the characteristics of a modern nation, and the crises and challenges that have confronted it. Students also consider the ways in which the nation has dealt with internal divisions and external challenges, and the paths that it has taken.

At Stage 2, students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world.

Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

ASSESSMENT

The following assessment types enable students to demonstrate their learning:

School Assessment (70%)

- **Assessment Type 1 - Historical Skills**
 - 5 tasks - 5 x 1000 words or 5 x 6 minute multi-modal presentations.
- **Assessment Type 2 – Historical Study**
 - 1 task - 1 x 2000 word report or a 12 minute multi-modal presentation.

External Assessment (30%)

- **Assessment Type 3 – 130 minute Examination.**

This subject would suit students who enjoy:

- Exploring critical events in history
- Analysing periods of history
- Discussing modern historical concepts

Stage 2

Humanities and Social Science

MEDIA STUDIES

LENGTH OF COURSE	Full year / 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

The following assessment types enable students to demonstrate their learning:

School Assessment (70%)

- Assessment Type 1: Folio (30%)
 - 3 tasks - 2 x 750 words, 1 x 800 words.
- Assessment Type 2: Product (40%)
 - 2 tasks - 2 x 5 minute multi-modal presentations, 500 word reflection.

External Assessment (30%)

- Assessment Type 3: Investigation (30%)
 - 1 task - 1 x 2000 words.

This subject would suit students who enjoy:

- Using technology
- Creating and making visual products
- Viewing and discussing media





Top 5 Careers

Society and Culture

Historian

Historians collect and evaluate information from many primary sources to answer questions about historical events. They may analyse written records, physical artifacts, and other types of evidence during the course of their investigations. These professionals work in universities and other educational settings, as well as for the various public, private and nonprofit organisations.

Archaeologist

Archaeologists study the origin, development, and behaviour of human beings and their societies, both past and present. They examine cultures, languages, behaviours, archaeological remains, and physical characteristics of people in many parts of the world.

Museum Curator

Museum Curators are responsible for overseeing museum collections by supporting the acquisition, display, preservation and development of objects for exhibition. They typically work in museums and art galleries but may be required to travel to inspect or acquire new collections or items.

Researcher

Researchers use critical and analytical skills to research, not only the field of Classics, but philosophy and the connection between historical and contemporary societies. They may investigate the history of reading, writing and the book and contribute to the field of research.

Education

Educators use their content knowledge and skills to engage students in the area of Ancient Studies and Classics. They may work in tertiary institutions, schools, and museums to impart their deep knowledge and love of this area.

Anthropologist

Anthropologists are interested in the origins, cultures, customs, and connections humans have with one another. They may investigate and study human remains to determine their origins and way of life or learn about current languages in a particular culture and how languages changed over time. All anthropologists collect, analyse and draw conclusions these findings.

Archivist

Archivists analyse and document records, plan and perform procedures for the safekeeping of records and historically valuable documents. This may include working closely with written records, files, maps, plans, letters, books, certificates, diaries and registers. Records also include other media such as photographs, films, sound recordings, microfilms and electronic or computer records.

Museum Technician

Museum technicians restore, maintain, or prepare objects in museum collections for storage, research, or exhibition. They may also construct and arrange museum exhibits. Museum technicians may also be known as museum officers or conservators.

Conservationist

Conservationists preserve and handle historical artifacts to ensure their condition is not altered and is maintained to its original state as much as possible. They usually work behind the scenes and collaborate closely with a curator and a variety of historical organizations. Historical conservationists also record, identify, and/or install pieces for showcasing in museums or at historical sites.

Parliamentary Research Officer

Parliamentary Research Officers conduct research using a variety of sources, including journals, publications and other relevant literature. They also perform administrative, record keeping or statistical tasks related to research.



Top 5 Careers

Modern History



Top 5 Careers

Women's Studies

Politician

Politicians are elected and hold a seat in parliament. They may hold a position in the government. Politicians propose, support, and create laws that govern the land and, by extension, its people.

Lawyer

Lawyers, also known as attorneys or solicitors counsel clients, perform legal research, prepare legal documents and represent clients in the criminal and civil court proceedings.

Journalist

Journalists are relied upon to seek and communicate the truth and have the potential to influence social views and opinions. They gather information and write for all forms of media. Journalists experiment with multimedia, classic writing and print production.

Psychologist

Psychologists study human behaviour by observing, interpreting and recording how people relate to one another and the environment. Some psychologists work independently or work with patients or clients to improve their wellbeing.

Social Worker

Social Workers support people to make change in their lives to improve their personal and social well-being. This happens by identifying issues that require change and connecting people with support such as secure housing or family therapy.

Photographer

Photographers focus on the art of taking photographs with a digital or film camera. They use a variety of photographic equipment to capture people, objects, events and work in studios or outside with natural light to complete their work.

Graphic Designer

Graphic designers create visual concepts, using computer software or by hand, to communicate ideas that inspire, inform, and captivate consumers. They develop the overall layout and production design for applications such as advertisements, brochures, magazines, and reports.

Game Designer

Video game designers turn the concept of a game into a playable product. The designers are responsible for the games' story lines and plots, user interfaces, in-game objectives, map, scenarios, the degree of difficulty, and character development.

Film Producer

Film producers oversee film production. Either employed by a production company or working independently, producers plan and coordinate various aspects of film production, such as selecting the script; coordinating writing, directing, editing; and arranging financing.

Advertiser

Advertisers conduct market research, collaborate with the sales and design teams to create targeted ad campaigns, review multimedia ads to ensure consistent brand voice. They also monitor the performance of ad campaigns to measure return on investment and to inform future marketing.



Top 5 Careers

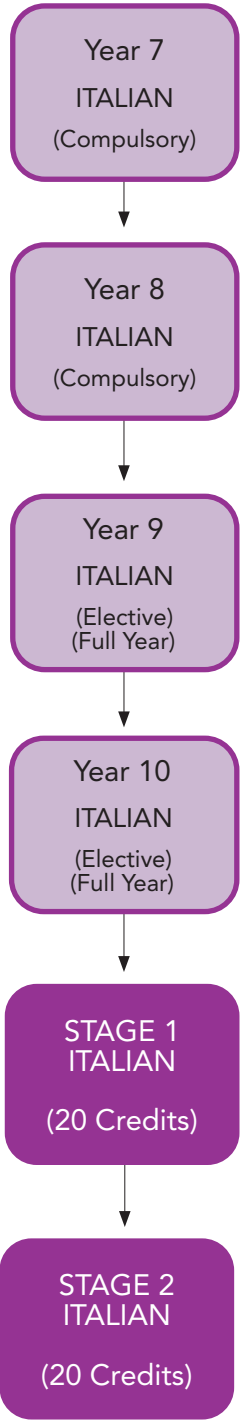
Media Studies



Languages Other Than English (LOTE)

Italian

Subject Flowchart





Year 10 Italian

ITALIAN - Elective

LENGTH OF COURSE: Full year
PRE-REQUISITES: Year 9 Italian

COURSE DESCRIPTION

Language learning allows students to gain knowledge and skills so that they can communicate and make comparisons across languages and cultures. In doing so, students extend their understanding of their own language, widen their network of interactions and strengthen their own literacy and numeracy skills.

In the study of Italian, students develop their communication skills of listening, speaking, reading and writing. They learn how to interpret and express their thoughts, emotions and experiences through a variety of spoken and written texts. Students develop skills in understanding how languages work. Learners also broaden their understanding of the inter-relationships of language and culture, exploring the values, traditions and every day life of people in Italy.

Topics include:

- The environment and recycling
- Health and fitness
- Youth and leisure
- Italian arts
- Technology and computers
- Holiday and tourism

Learning activities include:

- Italian Films
- Cooking and eating Italian food
- Traditional Italian folk dancing
- Presentation of role plays
- Singing Italian songs
- Activities using a variety of text types: letters, questionnaires, magazine articles, cartoons, television programs

Additional Information:

In order to study Stage 1 and Stage 2 Italian, students must study the language at Year 10 in both semesters.

ASSESSMENT

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

Stage 1 Italian

ITALIAN - Continuers

LENGTH OF COURSE Full year / 20 credits
PRE-REQUISITES Year 10 Italian
COURSE LEADS TO Stage 2 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. Students interact with others to share information, ideas, opinions and experiences. They create texts in Italian 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

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

- Assessment Type 1: Interaction x2
- Assessment Type 2: Text Production x 2
- Assessment Type 3: Text Analysis x 2
- Assessment Type 4: Investigation x 2 (2 x Italian response, 2 x English response)

This subject would suit students who enjoy:

- Developing their language skills
- Using oral, aural and written language skills
- Understanding culture.

Stage 2 Italian

ITALIAN - Continuers

LENGTH OF COURSE Full year / 20 credits
COMPULSORY/OPTIONAL Optional
PRE-REQUISITES Stage 1 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

The following assessment types enable students to demonstrate their learning:

School Assessment (70%)

- Assessment Type 1: Folio (50%)
 - 3-5 assessments for the folio: Interaction, Reading and Responding to text, Writing Task, Creative Writing.
- Assessment Type 2: In-depth Study (20%)
 - One oral presentation in Italian, one written response to the topic in Italian, and one reflective response in English for the in-depth study.

External Assessment (30%)

- Assessment Type 3: Examination (30%)
 - One oral examination
 - One 2 hour written examination.

This subject would suit students who enjoy:

- Independent conversation
- Using oral, aural and written understanding of language
- Analysing grammar and language construction.



Students cooking Italian dessert ‘salame al cioccolato’, known as chocolate salami during Italian Week

Top 5 Careers

Italian

Interpreter

An interpreter is a qualified professional who enables communication between people who speak or sign a different language. Interpreters take a spoken or sign language and convert it accurately and objectively into another language to enable communication between two parties who do not share a common language.

Translators

Translators are people who are specially trained to convert written text from one language to another. Translators are agents in creating understanding between people. They reflect the cultural terms, expressions, and idioms that provide meaning to the content and context.

LOTE Teacher

Languages other than English (LOTE) teachers work with students in the early years, primary and secondary school through to tertiary education. They provide instruction for students to gain knowledge and skills in other languages.

Diplomat

Diplomatic service officers work for the Federal Department of Foreign Affairs & Trade (DFAT), either in Australia or abroad. They promote and protect Australia’s interests and citizens overseas, and provide advice and support to ministers developing foreign policy.

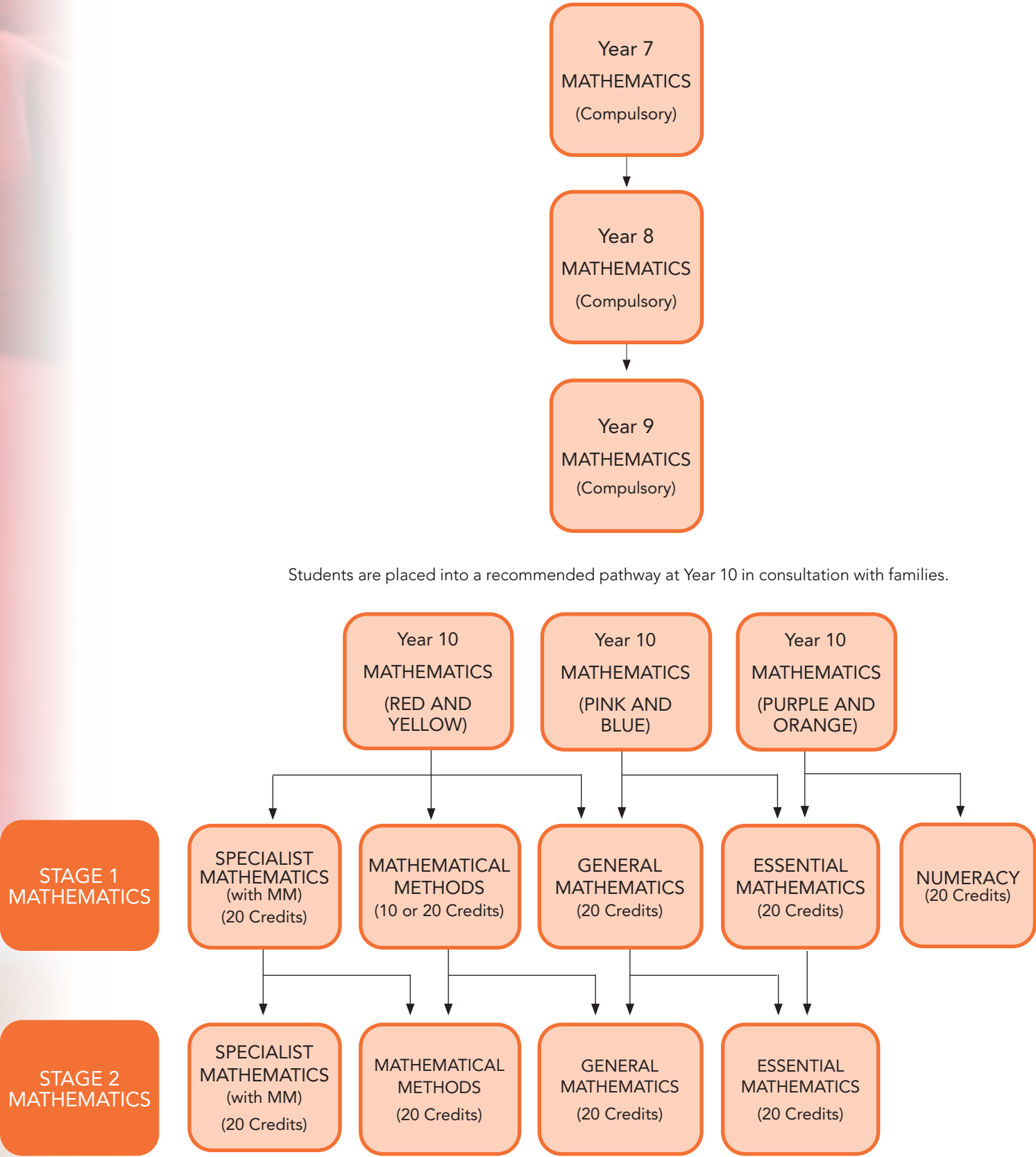
Tour Guide

Tour guides bridge the language and cultural divide for tourists and value add to tourists’ experiences. Tour guides who speak the language of their clients are highly sought after.



Mathematics

Subject Flowchart



Stage 1 Mathematics

ESSENTIAL MATHEMATICS

LENGTH OF COURSE	One semester or full year 10 / 20 credits
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	Year 10 Essential Maths or

Stage 1 Mathematics

GENERAL MATHEMATICS

LENGTH OF COURSE	Full year / 20 credits
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	Year 10 General Mathematics or Mathematical Methods
COURSE LEADS TO	Stage 2 General Mathematics or Essential Mathematics

COURSE DESCRIPTION

Students develop their mathematical 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 Task (65%)**
 - At least four 50 minute Skills and Assessment Tasks.
 - One out of the four is a no calculator no notes task.
 - Mathematical problems may be routine, analytical and/or interpretative. It could be a variety of familiar and unfamiliar contexts and require the use of electronic technology.
- **Assessment Type 2: Mathematical Investigations (35%)**
 - At least two Mathematical Investigations consisting of 8 A4 pages. This includes tables, graphs, mathematical calculations and analysis of information.
 - Investigation involves mathematical relationships, concepts, or problems, which may be set in an applied context. Students will need to interpret and justify results, summarise and draw conclusions; they are also required to give appropriate explanations and arguments and may provide an opportunity to form and test predictions.

This subject would suit students who enjoy:

- Practical problem solving
- Mathematical modelling in everyday contexts
- Reasoning and analysing mathematically.

MATHEMATICAL METHODS

LENGTH OF COURSE	Full year / 20 Credits
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	Year 10 Mathematical Methods
COURSE LEADS TO	Stage 2 Mathematical Methods

COURSE DESCRIPTION

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

- 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
 - Topic 6: Differential Calculus

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 per semester:

- **Assessment Type 1: Skills and Applications Tasks**
 - 3 tasks – supervised written assessments, 60 minutes in length
- **Assessment Type 2: Folio**
 - 1 task – Maximum of 8 single-sided A4 pages

This subject would suit students who enjoy:

- Drawing logical conclusions
- Developing problem solving strategies
- Mathematically modelling practical solutions.

Stage 1 Mathematics

SPECIALIST MATHEMATICS

LENGTH OF COURSE	Full year / 20 credits
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	Year 10 Mathematical Methods - Elective
COURSE LEADS TO	Stage 2 Mathematical Methods or Specialist Mathematics

COURSE DESCRIPTION

This course must be taken in conjunction with Stage 1 Mathematics 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 1 Specialist 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**
 - 3 x 60 minute tests per semester, 1 each semester without the use of notes or calculator
- **Assessment Type 2: Folio**
 - 1 investigation of max 8 pages per semester

This subject would suit students who would like to:

- Develop reasoning, problem solving and abstract thinking
- Communicate mathematical ideas
- Develop proof and logical reasoning skills.

Stage 2 Mathematics

ESSENTIAL MATHEMATICS

LENGTH OF COURSE Full year / 20 credits
COMPULSORY/OPTIONAL Optional
PRE-REQUISITES Stage 1 Mathematics (any)

COURSE DESCRIPTION

Essential Mathematics offers Senior Years 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

The following assessment types enable students to demonstrate their learning:

- School Assessment (70%)
- **Assessment Type 1: Skills and Application Tasks (30%)**
 - 5 tasks – 1 Test on each of the 5 topics studied.
 - **Assessment Type 2: Folio (40%)**
 - 2 tasks - 1 Investigation (written or multi-modal) on 2 of the topics studied.
- External Assessment (30%)
- **Assessment Type 3: Examination (30%)**
 - 1 task – 1 x 2 hour examination on the 3 compulsory topics studied.

- This subject would suit students who enjoy:
- Applying mathematics to diverse settings
 - Applying practical problem-solving
 - Problem based approaches to learning.

GENERAL MATHEMATICS

LENGTH OF COURSE Full year / 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: Modelling 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-specialised background in Mathematics.

ASSESSMENT

The following assessment types enable students to demonstrate their learning:

- School Assessment (70%)
- **Assessment Type 1: Skills and Application Tasks (40%)**
 - 5 x 50 minute tests, 1 without the use of notes or calculator.
 - **Assessment Type 2: Folio (30%)**
 - 2 x investigations - maximum 12 pages each.
- External Assessment (30%)
- **Assessment Type 3: Examination (30%)**
 - 2 hour examination covering Topics 3, 4 and 5.

- This subject would suit students who enjoy:
- Mathematical modelling in everyday contexts
 - Problem based approaches to learning
 - Reasoning and analysing mathematically.

Stage 2 Mathematics

MATHEMATICAL METHODS

LENGTH OF COURSE Full year / 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. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Stage 2 Mathematical Methods 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 or laser physics.

ASSESSMENT

The following assessment types enable students to demonstrate their learning:

- School Assessment (70%)
- **Assessment Type 1: Skills and Application Tasks (50%)**
 - 6 tasks – supervised written assessments, 70 minutes in length.
 - **Assessment Type 2: Mathematical Investigation (20%)**
 - 1 task – Maximum of 15 single-sided A4 pages.

- External Assessment (30%)
- **Assessment Type 3: Examination (30%)**
 - 1 task – 2 hour external examination.

- This subject would suit students who enjoy:
- Critically and creatively solving problems
 - Constructing logical arguments
 - Developing and using mathematical reasoning.

SPECIALIST MATHEMATICS

LENGTH OF COURSE Full year / 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 Mathematics 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

The following assessment types enable students to demonstrate their learning:

- School Assessment (70%)
- **Assessment Type 1: Skills and Application Tasks (50%)**
 - 6 x 60-70 minute tests, 1 without the use of notes or calculator.
 - **Assessment Type 2: Mathematical Investigation (20%)**
 - 1 x investigation of max 15 pages.
- External Assessment (30%)
- **Assessment Type 3: Investigation (30%)**
 - 2 hour examination covering all topics.

- This subject would suit students who would like to:
- Develop skills in using rigorous mathematical arguments and proofs
 - Use mathematical models to problem solve
 - Analyse the consequences of more complex laws of interaction.

Top 5 Careers

Mathematics

Financial Advisor

Financial advisors constantly work with numbers. They determine how much money to invest, how that amount grows or shrinks over time, and how a finance portfolio is distributed among different investments. Strong analytical skills and some background in algebra, calculus and statistics are required to obtain a career in finance.

Defence Programmer

Defence Programmers play a pivotal role in the development of high-tech military technologies. These technologies include radars, drones, robotics, artificial intelligence, automated flight controllers and the development of countermeasures in electronic warfare. Strong skills in problem solving, linear algebra, probability and calculus are required for this role. Employment opportunities exist in Adelaide!

Engineer

One of the great attractions of engineering work is the huge variety of tasks and environments in which engineers find themselves working. Historically, engineering has been divided into four broad disciplines of chemical, civil, electrical and mechanical engineering. There are now many specialised engineers working in fields as varied as the environment, medicine, food and drink, mining, software and telecommunications.

Sports Scientist

Sports Scientists are highly trained professionals who conduct research relating to sport in an elite environment such as the Australian Institute of Sport, state academy or professional sports clubs. They help individual athletes and teams to improve their sporting performance through the use of scientific knowledge.

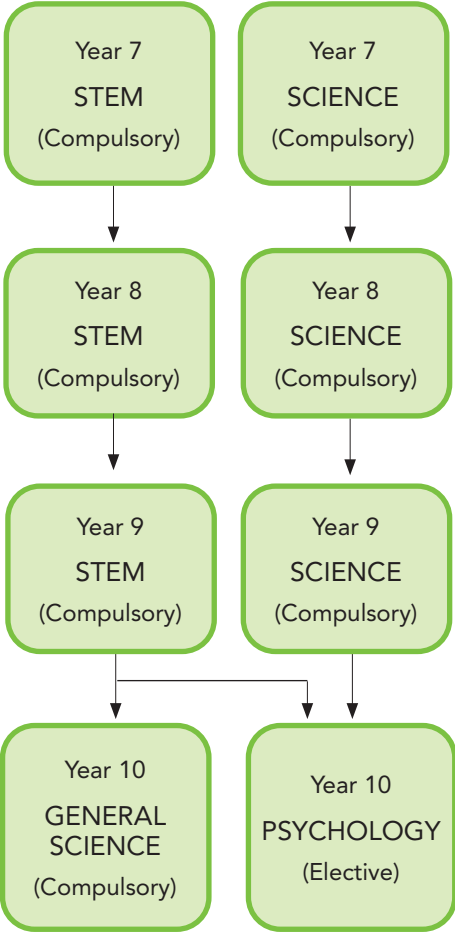
Careers in Business and Marketing

Careers in Business and Marketing include Business, Marketing or Quantitative Analyst, Data Scientist and Marketing Researcher. These careers involve mathematics such as linear algebra, calculus, probability and statistics.

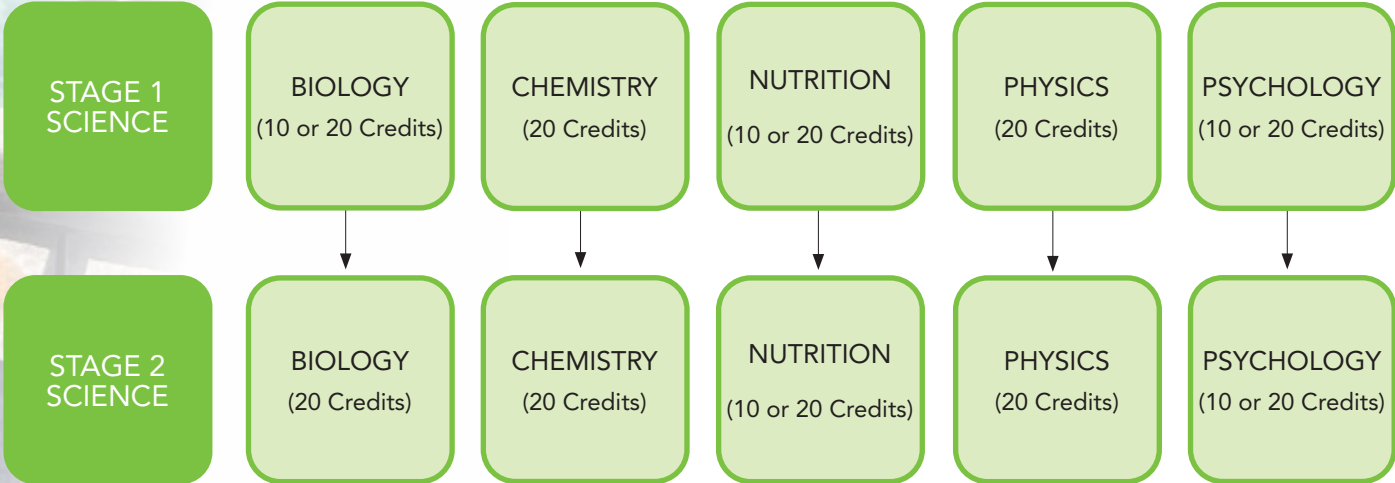


Science

Subject Flowchart



Students are able to choose any Stage 1 subject to study in Year 11.



Stage 1 Science

PSYCHOLOGY - Elective

LENGTH OF COURSE One semester

COMPULSORY / OPTIONAL

PRE-REQUISITES Year 9 Science and Year 9 English

COURSE LEADS TO

Stage 1 Psychology and
Stage 2 Psychology

COURSE DESCRIPTION

In Year 10 Psychology, students analyse a range of psychological concepts that can be used to examine, analyse and interpret behaviour of individuals and groups of people in different contexts. They investigate psychology as a science, analysing and evaluating psychological evidence to formulate conclusions. Students also focus on ethical practices in research. Students learn about how performance is impacted by motivation and psychological arousal. Through the analysis and evaluation of evidence, students acquire an understanding of a broad range of scientific concepts as part of the Forensic Science topic. Students are introduced to development, through the topic Lifespan Psychology, and will use their knowledge of psychology perceptively and logically to explain behaviours.

- ## ASSESSMENT

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

- Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

Assessment will occur in line with the Achievement Standards of the Australian Curriculum.

CHEMISTRY

LENGTH OF COURSE Full year / 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: Investigations Folio
 - 2 x tasks - 1000 words.
- Assessment Type 2: Skills and Applications Tasks
 - Minimum 1 test

This subject would suit students who enjoy:

- Using technologies to create new ways of thinking about science
- Deconstructing a problem to determine the most appropriate method for investigation
- Obtaining, recording, representing, analysing, and interpreting the results of chemical investigations.

Stage 1 Science

NUTRITION

LENGTH OF COURSE	One semester or full year / 10 or 20 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: Investigations Folio**
 - 1 x 1000 word Science as a Human Endeavour (SHE) Investigation, 1 x 1000 word Design Practical Investigation.
- **Assessment Type 2: Skills and Applications Tasks**
 - 1 task - 1 x 90 minute end of topic test or 1000 word Case Study.
- **Assessment Type 3: Examination**
 - 1 task - 1 x 90 minute end of topic test.

This subject would suit students who enjoy:

- Deconstructiing and designing nutritional investigations
- Exploring various nutritional concepts, including human nutrition
- Critically analysing various scenarios and formulating recommendations.

PHYSICS

LENGTH OF COURSE	Full year / 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: Investigations Folio**
 - 2 x tasks - 2 x 1000 words
- **Assessment Type 2: Skills and Applications Tasks**
 - 1 x test (minimum)

This subject would suit students who enjoy:

- Problem solving puzzles and challenges
- Understanding the ‘why’ of the universe
- Obtaining, recording, representing, analysing, and interpereting the results of investigations.

Stage 2 Science

PSYCHOLOGY

LENGTH OF COURSE	One semester or full year / 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Science
COURSE LEADS TO	Stage 2 Psychology

COURSE DESCRIPTION

Psychology aims to describe and explain human’s experiences of thoughts, feelings and behaviours. Psychology is based on evidence gathered as a result of planned investigations following the principles of scientific inquiry. By emphasising evidence-based procedures including observation, experimentation, and experience. The skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator. Students complete a range of topics including, Emotion, Sport and Exercise Psychology, Psychological Wellbeing and Neuropsychology.

ASSESSMENT

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

- **Assessment Type 1: Investigations Folio**
 - 1 x 1000 word Group Investigation
 - 1 x 700-800 word Science as a Human Endeavour Investigation.
- **Assessment Type 2: Skills and Applications Tasks**
 - 1 hour topic test
 - 1000 x word assignment.
- **Assessment Type 3: Examination**

This subject would suit students who enjoy:

- Exploring thoughts, feelings and behaviours
- Using scientific methods to explore human behaviour
- Group collaboration.

BIOLOGY

LENGTH OF COURSE	Full year / 20 credits
PRE-REQUISITES	Nil
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:

School Assessment (70%)

- **Assessment Type 1: Folio Tasks (30%)**
 - 3 x tasks
 - 2 x SHE tasks + Practical Investigation 2 x 1500 words.
 - 1 x task Deconstruct and Design 4 x A4 deconstruction + 1500 word report.
- **Assessment Type 2: Skills and Applications Tasks (40%)**
 - 4 x tests - 80 minutes long.

External Assessment (30%)

- **Assessment Type 3: Examination (30%)**
 - 1 x E-Exam - 130 minutes.

This subject would suit students who enjoy:

- Using technologies to create new ways of thinking about science
- Deconstructing a problem to determine the most appropriate method for investigation
- Obtaining, recording, representing, analysing, and interpereting the results of biological investigations.

Stage 2 Science

CHEMISTRY

LENGTH OF COURSE Full year / 20 credits
PRE-REQUISITES Stage 1 Chemistry

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:

School Assessment (70%)

- **Assessment Type 1: Investigations Folio (30%)**
 - 2 x tasks - 1500 words.
- **Assessment Type 2: Skills and Applications Tasks (40%)**
 - Minimum 3 tests.

External Assessment (30%)

- **Assessment Type 3: Examination (30%)**
 - 1 x Exam - 130 minutes

This subject would suit students who enjoy:

- Using technologies to create new ways of thinking about science
- Deconstructing a problem to determine the most appropriate method for investigation
- Obtaining, recording, representing, analysing, and interpereting the results of chemical investigations.

PHYSICS

LENGTH OF COURSE Full year / 20 credits
PRE-REQUISITES Stage 1 Physics

COURSE DESCRIPTION

Stage 2 Physics provides students the opportunity 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:

School Assessment (70%)

- **Assessment Type 1: Folio Tasks (30%)**
 - 3 x tasks
 - 2 x SHE tasks + Practical Investigation 2 x 1500 words
 - 1 x task Deconstruct and Design 4 x A4 deconstruction + 1500 word report.
- **Assessment Type 2: Skills and Applications Tasks (40%)**
 - 4 x tests - 80 minutes long.

External Assessment (30%)

- **Assessment Type 3: Examination (30%)**
 - 1 x Exam - 130 minutes.

This subject would suit students who enjoy:

- Problem solving puzzles and challenges
- Understanding the ‘why’ of the universe
- Obtaining, recording, representing, analysing, and interpereting the results of investigations.

NUTRITION

LENGTH OF COURSE Full year / 20 credits
PRE-REQUISITES Nil

COURSE DESCRIPTION

Stage 2 Nutrition extends students’ skills, knowledge, and understanding through the following core topics:

- Topic 1: Principals of Nutrition, Physiology, and Health
- Topic 2: Health Promotion and Emerging Trends
- Topic 3: The Food System and Sustainability

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

ASSESSMENT

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

School Assessment (70%)

- **Assessment Type 1: Investigations Folio**
 - 1 x 1500 word Science as a Human Endeavour (SHE) Investigation
 - 1 x 1500 word Design Practical Investigation.
- **Assessment Type 2: Skills and Applications Tasks**
 - 1 x 1500 word Case Study.
 - 2 x 90 minute supervised tests

External Assessment (30%)

- **Assessment Type 3: Examination**
 - 1 x E-Exam - 120 minutes

This subject would suit students who enjoy:

- Deconstructing and designing nutritional investigations
- Exploring various nutritional concepts, including human nutrition
- Critically analysing various scenarios and formulating recommendations.

PSYCHOLOGY

LENGTH OF COURSE Full year / 20 credits
PRE-REQUISITES Nil

COURSE DESCRIPTION

Psychology is based on evidence gathered as a result of planned investigations following the principles of the scientific inquiry. Students are encouraged to use evidence-based procedures including observation, experimentation, and experience. It offers ways of intervening to advance the well-being of individuals, groups, and societies. An inquiry approach enables students to define the scope of their learning by identifying investigable questions, designing their research using scientific approaches, using data, and analysing and critiquing their findings. The application of key scientific ideas, skills, concepts, and understanding are applied to students investigations.

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

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

The following topics will be studied during Stage 2 Psychology:

- Topic 1: Psychology of the Individual
- Topic 2: Psychological Health and Wellbeing
- Topic 3: Organisational Psychology
- Topic 4: Social Influence
- Topic 5: The Psychology of Learning

ASSESSMENT

The following assessment types enable students to demonstrate their learning:

School Assessment (70%)

- **Assessment Type 1: Investigations Folio (30%)**
 - 2 x tasks - 1500 words total
- **Assessment Type 2: Skills and Application Tasks (40%)**
 - 3 x tests

External Assessment (30%)

- **Assessment Type 3: Examination (30%)**
 - 1 x E-Exam 130 minutes

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

This subject would suit students who enjoy:

- Exploring thoughts, feelings and behaviours
- Using scientific methods to explore human behaviour
- Group collaboration.



Top 5 Careers

Chemistry

Climate Change Analyst

Climate Change Analysts create mathematical models of what will happen to ocean and land temperatures in the next 50 years. They create graphics and presentations to educate the public about climate change and its impacts and help avoid famines by projecting how climate change will affect worldwide farming and food distribution.

Forensic Science Technician

Forensic science technicians collect evidence from crime scenes to help understand the chain of events. They also match DNA samples to reunite a long-lost child with their family.

Analytical Chemist

Analytical chemists use their skills and expertise to analyse substances, identify what components are present and in what quantities, as well as how these components may behave and react with one another. This can include the analysis of drugs, food and other products to determine effectiveness, quality and to ensure they are safe for human consumption or use.

Chemical Engineer

Chemical engineers are involved in the design and development of new products from raw materials. They use their knowledge of chemical properties and reactions to transform materials from one state to another, for example making plastic from oil. Chemical engineers may work in almost any industry, assisting in the production of innovative, high-end products such as ultra-strong fabrics or biocompatible implants.

Pharmacologist

Pharmacologists undertake the development and testing of drugs, analysing how they interact with biological systems. This is essential for ensuring that drugs are effective and safe for human use, and may involve the testing of drugs on animals or on human volunteers. Pharmacology roles are often lab-based and may involve non-standard hours in order to monitor ongoing experiments.

Microbiologist

Microbiologists study the microscopic organisms that cause infections, including viruses, bacteria, fungi and algae. They focus on the identification and growth of these organisms in order to understand their characteristics, with the overall aim to prevent, diagnose and treat infectious diseases.

Biochemical Engineer

Biochemical engineers create fertilizers that will improve farmers' crop yields. They figure out how to grow large batches of mammalian cells for use in cancer-drug testing and design the manufacturing equipment needed to convert raw materials into everyday products.

Biochemists and Biophysicists

Biochemists analyse enzymes, DNA, and other molecules to research the effects of drugs and food on biological processes. They use electron microscopes, lasers and other laboratory instruments as well as computer modelling software to determine the structures of molecules.

Biophysicists look at the patterns in life (biology) and analyse them (maths and physics) to find solutions that can be tested and applied to health and environmental areas.

Biomedical Engineers

From prosthetic limbs to artificial internal organs, biomedical engineers design devices that are used to help patients who have suffered from illnesses and injuries, as well as the equipment used by doctors to diagnose medical issues.

Zoologists and Wildlife Biologists

Zoologists investigate the interrelationships between animals and their environment by studying animals in their natural surroundings, as well as in captivity and laboratories. They study and perform experiments to identify species and gather data on growth, nutrition, reproduction, prey and predators.



Top 5 Careers

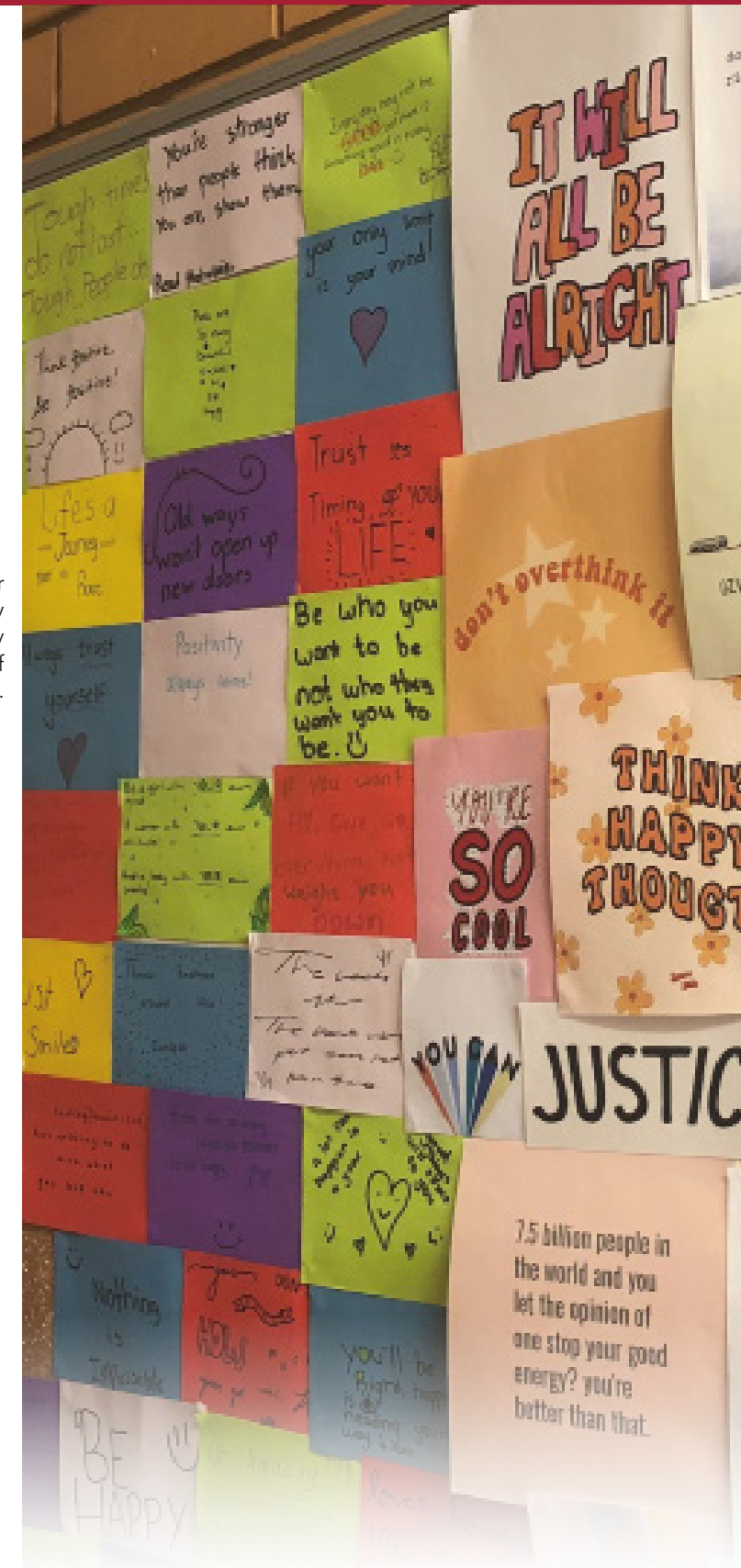
Biology

Physics

Physicists work alongside others specialists to develop new ideas and products. Fields with high demand are robotics, nanoscience and nanotechnology.

Educational and developmental psychologists have specialised expertise in the stages of life (early childhood, school years, adolescence, adulthood, and later adulthood) and the specific challenges that people typically experience during those years.

Psychology





Top 5 Careers

Nutrition

Nutritionists

Nutritionists are qualified to provide evidence-based advice on matters relating to food and its impact on human health. Nutritionists mostly work in group or community settings and often have a focus on community and population health. They're able to provide expert advice and services across a range of sectors such as the food industry, public and community health, media, government and education.

Dietitians

Dietitians may work in any of the same settings and roles as nutritionists, however, they have additional accredited qualifications that allow them to work one-on-one with patients in a clinical context, including in hospitals, private clinics and residential care centres. Dietitians are able to provide individuals with medical advice and medical nutrition therapy, and are able to prescribe treatments for many conditions such as diabetes, allergies, cancer and obesity.

Media and Marketing Nutritionists

Media and marketing Nutritionists may work as a media liaison or as a food commentator for radio and television, or may write and edit nutrition-related content for social media, websites, books and magazines.

Public Health Nutrition

Public health nutritionists aim to prevent disease and illnesses in communities by encouraging people to live healthier lifestyles and promote equal access to health care and health systems.

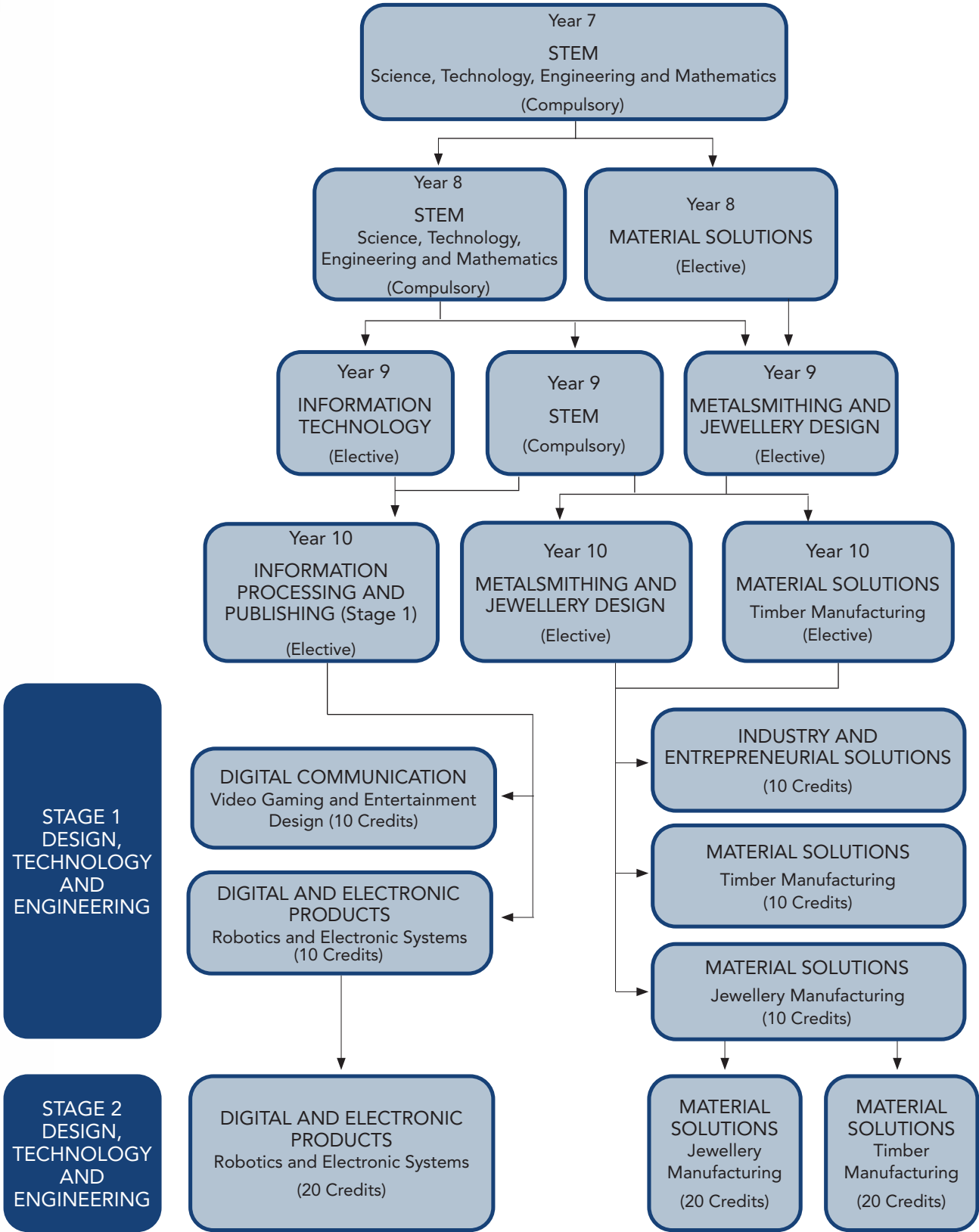
Nutrition Education and Research

Nutrition researchers work with government bodies, education facilities and nutrition/health councils to provide nutrition education and wellness programs to businesses. They also work in research settings, overseeing clinical trials and interventions.



Design, Technology and Engineering

Subject Flowchart



Year 10 Design, Technology & Engineering

INFORMATION PROCESSING AND PUBLISHING - Digital Imaging (Stage 1)

LENGTH OF COURSE One semester
COMPULSORY/OPTIONAL Optional
PRE-REQUISITES N/A
COURSE LEADS TO Stage 1 Design, Technology and Engineering

COURSE DESCRIPTION

In this course students develop their website design skills and creativity. 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, Adobe Premiere Pro, Adobe 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

MATERIAL SOLUTIONS - Timber Manufacturing

LENGTH OF COURSE One semester or full year
COMPULSORY/OPTIONAL Optional
PRE-REQUISITES Year 9 STEM
COURSE LEADS TO Stage 1 and 2 Design, Technology and Engineering

COURSE DESCRIPTION

In Year 10 Timber Manufacturing, students use the design and realisation process to engineer solutions for the development of a timber product which expands on the skills acquired in Year 8. Students will work with a wider range of tools in the workshop to advance their timber techniques and skills. They apply critical thinking, problem-solving skills and incorporate technologies to address design problems and challenges. They learn to create a design brief that provides the basis for the development of potential solutions; with an outcome relating to timber manufacturing.

ASSESSMENT

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

- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design and Solution
- Assessment Type 3: Industry Investigation

MATERIAL SOLUTIONS - Metalsmithing and Jewellery Design

LENGTH OF COURSE One semester or full year
COMPULSORY/OPTIONAL Optional
PRE-REQUISITES Year 9 STEM
COURSE LEADS TO Stage 1 and 2 Design, Technology and Engineering

COURSE DESCRIPTION

In Year 10 Metalsmithing and Jewellery Design, students use the design and realisation process to engineer solutions for the development of a jewellery product incorporating a semi-precious stone. Students apply critical thinking, problem-solving skills and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Students learn to create a design brief that provides the basis for the development of potential solutions to design problems and challenges, and review design features, processes, materials, and production techniques to assist with the realisation of the solution. In this subject, a 'solution' is an outcome of the design and realisation process in relation to metalsmithing & jewellery manufacturing.

ASSESSMENT

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

- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design and Solution
- Assessment Type 3: Industry Investigation

Stage 1 Design, Technology & Engineering

DIGITAL AND ELECTRONIC PRODUCTS - Robotics and Electronic Systems

LENGTH OF COURSE One semester / 10 credits
COMPULSORY/OPTIONAL Optional
PRE-REQUISITES Year 9 STEM
COURSE LEADS TO Stage 2 Design, Technology and Engineering

COURSE DESCRIPTION

In Design, Technology, and Engineering, students use the design and realisation process to engineer solutions for the development of products or systems.

This context for this subject involves the use of a diverse range of manufacturing technologies such as tools, machines, digital, and/or electronic systems to create an electronic or digital product or products that are solution to specific problems. Students produce outcomes that demonstrate the knowledge and skills associated with using digital and electronic processes.

ASSESSMENT

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

- Assessment Type 1: Specialised Skills Task
 - 2 x Specialised Skills - 3 minutes multi-modal each.
- Assessment Type 2: Design Process and Solution
 - 1 x Design Process - 1000 words or 6 minutes multi-modal
 - 1 x Solution - 500 words or 3 minutes multi-modal.

This subject would suit students who enjoy:

- Working collaboratively (face-to-face or online) to develop imaginative, innovative, and enterprising outcomes
- Designing, innovative, creative, and appropriate solutions using technology, electronics, and engineered solutions
- Presenting findings or solutions using multimodal approaches.

INDUSTRY AND ENTREPRENEURIAL SOLUTIONS

LENGTH OF COURSE One semester or full year / 10 or 20 credits
COMPULSORY/OPTIONAL Optional
COURSE LEADS TO Stage 2 Material Solutions

COURSE DESCRIPTION

In Design, Technology, and Engineering, students use the design and realisation process to engineer solutions for the development of products or systems.

The context for this subject involves designing solutions to meet industry requirements, or the invention of an entrepreneurial product that meets a need or solves a problem. This could be achieved using design programs such as computer-aided design to develop prototypes or products. Students demonstrate knowledge and skills associated with systems, processes, and materials appropriate for the prototype and final solution.

Examples of contexts for industry or entrepreneurial design solutions include: aerospace, agricultural equipment, architecture, construction, food industry, health and aged care equipment, media, entertainment, music, and game industries, and software programming.

Students analyse influences on a product or system including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or on design solutions.

Students apply appropriate skills, processes, procedures, and techniques whilst implementing safe work practices when creating the solution.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1 Design, Technology, and Engineering:

- Assessment Type 1: Specialised Skills Task
 - Two specialised skills tasks in multi-modal format
- Assessment Type 2: Design Process and Solution
 - One design process and solution task

This subject would suit students who enjoy:

- Working collaboratively (face to face or online) to develop imaginative, innovative, and enterprising outcomes
- Designing innovative, creative and appropriate solutions using materials
- Presenting findings or solutions using multi-modal approaches.

Stage 1 Design, Technology & Engineering

MATERIAL SOLUTIONS - Timber Manufacturing

LENGTH OF COURSE One semester or full year / 10 or 20 credits

COMPULSORY/OPTIONAL Optional

COURSE LEADS TO Stage 2 Material Solutions

COURSE DESCRIPTION

Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as timber, resins, and polymer clay.

The subject provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. They apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1 Design, Technology, and Engineering:

- Assessment Type 1: Specialised Skills Task
 - Two specialised skills tasks in multi-modal format
- Assessment Type 2: Design Process and Solution
 - One design process and solution task

This subject would suit students who enjoy:

- Working collaboratively (face to face or online) to develop imaginative, innovative, and enterprising outcomes
- Designing innovative, creative and appropriate solutions using wood products
- Presenting findings or solutions using multi-modal approaches.

MATERIAL SOLUTIONS - Jewellery Manufacturing

LENGTH OF COURSE One semester or full year / 10 or 20 credits

COMPULSORY/OPTIONAL Optional

COURSE LEADS TO Stage 2 Material Solutions

COURSE DESCRIPTION

Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as metals and semi-precious stones.

The subject provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. They apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1 Design, Technology, and Engineering:

- Assessment Type 1: Specialised Skills Task
 - Two specialised skills tasks in multi-modal format.
- Assessment Type 2: Design Process and Solution
 - One design process and solution task.

This subject would suit students who enjoy:

- Working collaboratively (face to face or online) to develop imaginative, innovative, and enterprising outcomes
- Designing innovative, creative and appropriate solutions using metal products
- Presenting findings or solutions using multi-modal approaches.

Stage 1 & 2 Design, Technology & Engineering

DIGITAL COMMUNICATION - Videogaming and Entertainment Design

LENGTH OF COURSE One semester / 10 credits

COMPULSORY/OPTIONAL Optional

COURSE LEADS TO Stage 2 Video Gaming and Entertainment Solutions

COURSE DESCRIPTION

In Design, Technology and Engineering, students use the design and realisation process to engineer solutions for the development of products or systems.

The context of this subject involves designing solutions to meet the industry requirement or the invention of an entrepreneurial product that meets a need or solves a problem. The focus for this course will be on video gaming and entertainment solutions including virtual or augmented reality.

Students analyse influences on a product or system including ethical, legal, economic and/ sustainability issues. They consider the practical implications of these issues on society or on design solutions.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1 Design, Technology and Engineering:

- Assessment Type 1: Specialised Skills Task
 - Two specialised skills tasks in multi-modal format.
- Assessment Type 2: Design Process and Solution
 - One design process and solution task.

This subject would suit students who enjoy:

- Being creative and have an interest in digital technologies
- Telling stories in different formats
- Working with code and storyboarding

DIGITAL AND ELECTRONIC PRODUCTS - Robotics and Electronic Systems (Stage 2)

LENGTH OF COURSE One semester or full year / 10 or 20 credits

COMPULSORY/OPTIONAL Optional

PRE-REQUISITES Stage 1 Design, Technology and Engineering

COURSE DESCRIPTION

In Design, Technology, and Engineering students use design and realisation process to engineer solutions for the development of products or systems.

This context for this subject involves the use of a diverse range of manufacturing technologies such as tools, machines, digital, and/ or electronic systems to create an electronic or digital product or products that are solution to specific problems. Students produce outcomes that demonstrate the knowledge and skills associated with using digital and electronic processes.

ASSESSMENT

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

School Assessment (70%)

- Assessment Type 1: Specialised Skills Task
 - 2 x Specialised Skills - 1000 words or 6 minutes multi-modal each.
- Assessment Type 2: Design Process and Solution
 - 1 -3 Tasks - 2000 words or 12 minutes multi-modal.

External Assessment (30%)

- Assessment Type 3: Resource Study

This subject would suit students who enjoy:

- Working collaboratively (face-to-face or online) to develop imaginative, innovative, and enterprising outcomes
- Designing, innovative, creative, and appropriate solutions using technology, electronics, and engineered solutions
- Presenting findings or solutions using multimodal approaches.

Stage 2 Design, Technology & Engineering

MATERIAL SOLUTIONS - Timber Manufacturing

LENGTH OF COURSE Full year / 20 credits
PRE-REQUISITES Stage 1 Material Solutions

COURSE DESCRIPTION

The context for this subject is material solutions, with a focus on jewellery manufacturing. This subject involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a jewellery product or products using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as timber, resins, polymer clay and other resources.

The subject provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. They apply critical thinking and problem-solving skills, and incorporate technologies to address design problems and challenges. Design, Technology, and Engineering provides opportunities for students to apply engineering processes and use new and evolving technologies.

Students analyse influences on a solution including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or on design solutions.

Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices when creating the solution.

ASSESSMENT

The following assessment types enable students to demonstrate their learning:

School Assessment (70%)

- **Assessment Type 1: Specialised Skills Task (20%)**
 - 2 x specialised skills task, 500 words or 3 minute multi-modal.
- **Assessment Type 2: Design Process and Solution (50%)**
 - 1 x design process and solution task, 2000 words or 12 minute multi-modal.

External Assessment (30%)

- **Assessment Type 3: Resource Study (30%)**
 - 1 x design process and solution task, 2000 words or 12 minute multi-modal.

This subject would suit students who enjoy:

- Working collaboratively (face to face or online) to develop imaginative, innovative, and enterprising outcomes
- Designing innovative, creative and appropriate solutions using materials
- Presenting findings or solutions using multi-modal approaches.

MATERIAL SOLUTIONS - Jewellery Manufacturing

LENGTH OF COURSE Full year / 20 credits
PRE-REQUISITES Stage 1 Material Solutions

COURSE DESCRIPTION

The context for this subject is material solutions, with a focus on jewellery manufacturing. This subject involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a jewellery product or products using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as metals, semi-precious stones etc.

The subject provides a flexible framework that encourages students to be creative, innovative, and enterprising. Design, Technology, and Engineering provides opportunities for students to apply engineering processes and use new and evolving technologies.

Students analyse influences on a solution including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or on design solutions.

Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices when creating the solution.

ASSESSMENT

The following assessment types enable students to demonstrate their learning:

School Assessment (70%)

- **Assessment Type 1: Specialised Skills Task (20%)**
 - 2 x specialised skills task, 500 words or 3 minute multi-modal.
- **Assessment Type 2: Design Process and Solution (50%)**
 - 1 x design process and solution task, 2000 words or 12 minute multi-modal.

External Assessment (30%)

- **Assessment Type 3: Resource Study (30%)**
 - 1 x design process and solution task, 2000 words or 12 minute multi-modal.

This subject would suit students who enjoy:

- Working collaboratively (face to face or online) to develop imaginative, innovative, and enterprising outcomes
- Designing innovative, creative and appropriate solutions using materials
- Presenting findings or solutions using multi-modal approaches.



Top 5 Careers

Design, Technology and Engineering

Web Designer

A Web designer plans, designs, develops and prepares information for internet publication with emphasis on the user interface, ease of navigation and location of information using text, pictures, animation, sound, colours, layout and data sources to deliver information tailored to an intended audience and purpose.

IT Software Careers

Careers in software design and development fall into two categories: programmers and analysts. Programmers work in one or many programming languages each of which has specific software applications.

Office Worker

Office workers apply practical skills and design principles to provide creative solutions to text-based communication tasks. They create both hard copy and electronic text-based publications, and evaluate the development process. Office workers use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Carpenters and Joiners

Carpenters and Joiners construct, erect, install, renovate and repair structures and fixtures made of wood, plywood, wallboard and other materials, and cut, shape and fit timber parts to form structures and fittings.

Craft Woodworking Artists

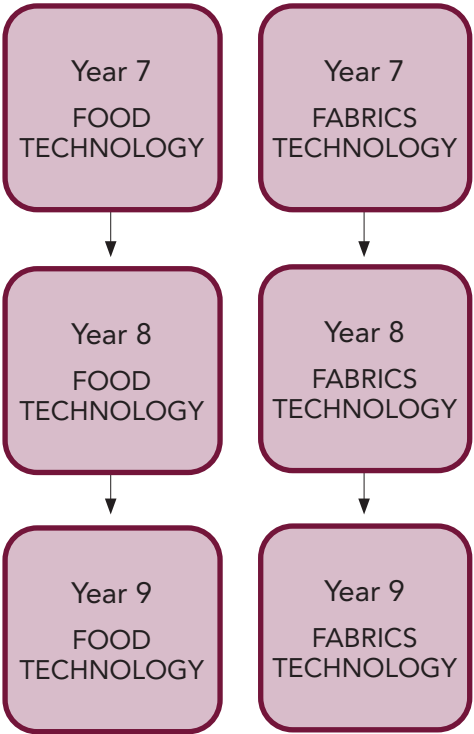
Craft woodworking artists create individual pieces of functional art with wood. By turning pieces of wood, they design and complete bowls and plates. Crafts people take small pieces of wood and create useful items, relying on the grain and shape of the wood to define its outcome. Craft artists also may make custom pieces of furniture.



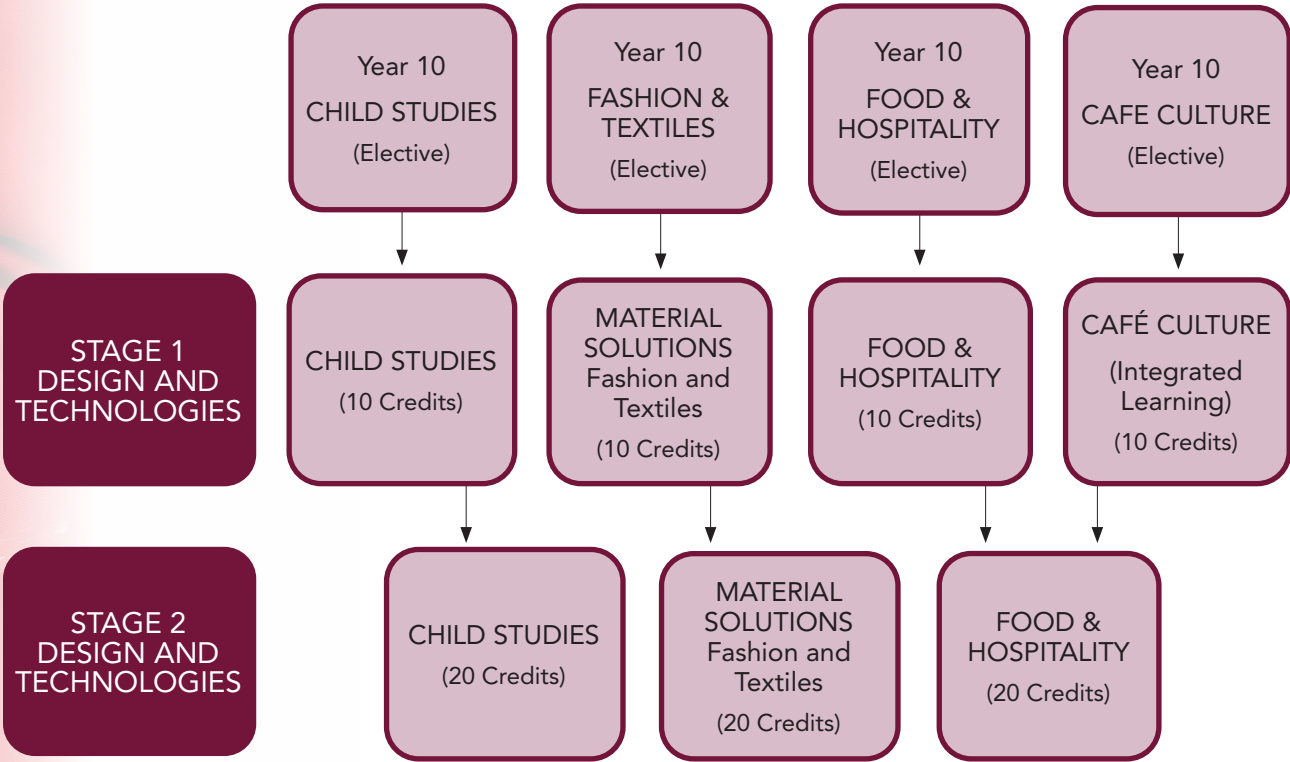


Design & Technologies

Subject Flowchart



Students are able to choose any Design and Technologies pathway in Year 10.



Year 10 Design & Technologies

CHILD STUDIES - Elective		FOOD AND HOSPITALITY - Elective	
LENGTH OF COURSE	One semester	LENGTH OF COURSE	One semester
PRE-REQUISITES	Nil	PRE-REQUISITES	Nil
COURSE DESCRIPTION Child Studies focuses on the health and well-being of children, with an emphasis on food intolerances and catering for children with different dietary requirements. Students learn about the different stages of children’s development. Students also learn about young children engaging in play and complete a task that includes making a toy for a child in certain age range.		COURSE DESCRIPTION Food and Hospitality focuses on developing an understanding of how the food industry influences consumer choices. Students enhance their cookery skills through planning, preparation and presentation of a range of foods to fit various contexts. Students also have the opportunity to redesign current products to fit an audiences needs and will develop problem-solving, communication and collaboration skills in this course.	
LEARNING ACTIVITIES <ul style="list-style-type: none">Child development, wellbeing and safetyCatering for children with different dietary requirementsDesigning and constructing a toy for a childReflection and evaluation of learning.		LEARNING ACTIVITIES <ul style="list-style-type: none">Food presentation techniques for various contextsAnalysis of trends in the Hospitality IndustryReflection and evaluation of learning.	
ASSESSMENT <ul style="list-style-type: none">Practical tasks – cooking, textile, baby simulator relatedResearch tasksPlanning and designingReflection		ASSESSMENT <ul style="list-style-type: none">Some tasks are theory onlyInvestigation tasksPractical tasksResearch tasksPlanning and designingReflection	

FASHION & TEXTILES - Elective		CAFÉ CULTURE - Elective	
LENGTH OF COURSE	One semester	LENGTH OF COURSE	One semester
PRE-REQUISITES	Nil	PRE-REQUISITES	Nil
COURSE DESCRIPTION This course focuses on students using simple and commercial style patterns to create a bag and a garment. Students develop sewing techniques to create these pieces while following patterns, and have the opportunity to design and create a mood board for a fashion range. Students also focus on fashion sketching and have the opportunity to design and draw their own garment following current trends.		COURSE DESCRIPTION Café Culture focuses on developing an understanding of practical skills needed for a café environment. Students enhance their cookery skills through planning, preparation and presentation of a range of foods and drinks to fit a contemporary café setting. Students also have the opportunity to redesign current products to fit an audiences needs and will develop problem-solving, communication and collaboration skills in this course.	
LEARNING INCLUDES <ul style="list-style-type: none">Sewing techniquesAppropriate use of sewing equipment and skillsAppropriate use of patternsProject design, construction and techniqueReflection and evaluation of learning.		LEARNING ACTIVITIES <ul style="list-style-type: none">Food presentation techniques for a café contextAnalysis of trends in the Hospitality Industry – specifically café stylesDesigning and making a range of café food and drinksReflection and evaluation of learning	
ASSESSMENT <ul style="list-style-type: none">Practical skills tasksPractical construction tasksPlanning and designingReflection		ASSESSMENT <ul style="list-style-type: none">All tasks involve a practical elementPractical tasksResearch tasksPlanning and designingReflection	

Stage 1 Design & Technologies

CHILD STUDIES

LENGTH OF COURSE

One semester / 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

School Assessment (70%)

- Assessment Type 1: Practical Activity
 - 2 tasks - 1600 words total
- Assessment Type 2: Group Activity
 - 1 task - 800 words

External Assessment (30%)

- Assessment Type 3: Investigation (30%)
 - 1 task - 1 x 600 word Investigation.

This subject would suit students who enjoy:

- Analysing factors that influence the health and wellbeing of children aged 0-7 years
- Group collaboration and teamwork
- Applying practical skills and reflection about decisions made that influence a final outcome.

MATERIAL SOLUTIONS - Fashion and Textiles

LENGTH OF COURSE

One semester / 10 credits

COMPULSORY/OPTIONAL

Optional

PRE-REQUISITES

Year 10 Fashion and Textiles

COURSE LEADS TO

Stage 2 Fashion and Textiles

COURSE DESCRIPTION

Students develop a range of knowledge and skills that can be applied to a fashion design solution. They are able to create a brief that provides potential solutions; review design features, processes, materials and production techniques to produce a final fashion piece. All tasks involve written elements that can also be completed in a folio/multimodal format.

ASSESSMENT

- Assessment Type 1: Specialised Skills Task (40%)
 - Two specialised skills tasks
- Assessment Type 2: Design Process and Solution (60%)
 - One design process - 1200 words (max)
 - One solution - product and 500 word oral

This subject would suit students who enjoy:

- Using manufacturing technologies to create a product using appropriate materials

CAFÉ CULTURE

LENGTH OF COURSE

One semester / 10 credits

COMPULSORY/OPTIONAL

Optional

PRE-REQUISITES

Nil

COURSE LEADS TO

Stage 2 Food and Hospitality

COURSE DESCRIPTION

Students build on their cookery skills through planning, preparation and presentation of a range of foods and drinks to fit a contemporary café setting and could cater several small events in a class project. There is a focus on practical based learning with written tasks being panning, reflective and photo evidence based.

ASSESSMENT

- Practical Exploration (50%)
 - Portfolio with photos and 200 word reflection
- Connections (25%)
 - Class project with reflection (max 800 words)
- Personal Venture (25%)
 - Food creation for an event with statement (max 200 words)

This subject would suit students who enjoy:

- Group collaboration through planning and teamwork
- Applying practical skills and reflection about decisions made that influence a final outcome

Stage 1 and 2 Design & Technologies

Stage 2 Design & Technologies

FOOD AND HOSPITALITY (Stage 1)

LENGTH OF COURSE One semester / 10 credits
COMPULSORY/OPTIONAL Optional
PRE-REQUISITES Nil
COURSE LEADS TO Stage 2 Food and Hospitality

COURSE DESCRIPTION

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 five 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

School Assessment (70%)

- **Assessment Type 1: Practical Activity**
 - 2 tasks - 1600 words total
- **Assessment Type 2: Group Activity**
 - 1 task - 800 words

External Assessment (30%)

- **Assessment Type 3: Investigation (30%)**
 - 1 task - 1 x 600 word Investigation

This subject would suit students who enjoy:

- Analysing contemporary techniques and current trends that influence the food and hospitality industry
- Group collaboration and teamwork
- Applying practical skills and reflection about decisions made that influence a final outcome.

FOOD AND HOSPITALITY (Stage 2)

LENGTH OF COURSE Full year / 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. They 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 College and in the wider community.

ASSESSMENT

School Assessment (70%)

- **Assessment Type 1: Practical Activity**
 - Minimum of 4 tasks - 3000 words total
- **Assessment Type 2: Group Activity (20%)**
 - Minimum of 1 task - 1000 words

External Assessment (30%)

- **Assessment Type 3: Investigation (30%)**
 - 1 task - 1 x 2000 word Investigation.

This subject would suit students who enjoy:

- Analysing contemporary techniques and current trends that influence the food and hospitality industry
- Group collaboration and teamwork
- Applying practical skills and reflection about decisions made that influence a final outcome.

FASHION AND TEXTILES

LENGTH OF COURSE Full year / 20 credits
PRE-REQUISITES Nil

COURSE DESCRIPTION

Students develop a range of knowledge and specialised skills that can be applied to a fashion design solution. By following the design and realisation process students create a design brief that provides a basis for development of potential solutions. Students review design features, processes and materials as well as production techniques to produce a final fashion piece. All tasks involve written components that are presented in a folio or multimodal format.

ASSESSMENT

- **Design Process and Product (50%)**
 - Showcase and evaluate a textiles product, photo evidence and 3000 word maximum
- **Specialised Skills Task (20%)**
 - Textiles skills, learning new skills to be used in product, photo evidence, 500 words

CHILD STUDIES

LENGTH OF COURSE Full year / 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

School Assessment (70%)

- **Assessment Type 1: Practical Activity**
 - Minimum of 4 tasks - 3000 words (min) total
- **Assessment Type 2: Group Activity**
 - Minimum of 1 task - 1000 words (min)

External Assessment (30%)

- **Assessment Type 3: Investigation (30%)**
 - 1 task - 1 x 2000 word Investigation

This subject would suit students who enjoy:

- Analysing factors that influence the health and wellbeing of children aged 0-7 years
- Group collaboration and teamwork
- Applying practical skills and reflection about decisions made that influence a final outcome.



Top 5 Careers

Child Studies

Child Life Specialist

A child life specialist works with children in a medical setting to help them cope with illnesses. They apply the knowledge of child development, psychology and counselling to explain the medical jargon to children and prepare them for procedures.

Parent Educator

A parent educator works with parents to help them develop the skills necessary to raise physically, emotionally and psychologically healthy children. They also schedule and conduct regular home visitations to participating parents to monitor the progress and development of their children.

Childcare Centre Director

A childcare centre director is responsible for the daily operations of a daycare or preschool. They personally train and supervise the people responsible for teaching and monitoring the children at the centre.

Child Welfare Worker

A child welfare worker ensures that the rights and overall well-being of children and their families are respected. Duties include coordinating protective programs involving neglected, abused and disadvantaged children, monitoring ongoing cases related to children and liaising with other agencies to support children and their families.

Preschool Teacher

A preschool teacher works with children to help them learn and grow. They work with children aged between three and five years and teach them things related to intellectual, social and physical growth.

Food Technologist

Food Technologists research, develop and oversee the production of food stuffs. They study the physical, chemical and biological properties of food and help to improve the products in any way, from the nutritional value to the shelf-life.

Chef

A Chef is a professional cook, trained in all aspects of food preparation. They generally work in commercial kitchens; these can take on a wide variety of forms, from fine dining restaurants, to cafés, to food trucks

Food Service Manager

Food service managers are responsible for the daily operation of restaurants or other establishments that prepare and serve food and beverages. They direct staff to ensure that customers are satisfied with their dining experience, and they manage the business to ensure that it is profitable.

Waiters and Waitresses

Waiters and Waitresses are responsible for taking orders and serving food and beverages to guests. They play an important role in guest satisfaction as they are also responsible for checking on customers to ensure that they are enjoying their meals and take action to correct any problems.

Bartender

Bartenders prepare and serve food and drinks, (both alcoholic and non-alcoholic) to customers in licensed bars. They can work in pubs, cafes, restaurants, nightclubs, hotels, resorts, casinos and offices. Bartenders are responsible officers for the service of alcohol.



Top 5 Careers

Food and Hospitality



Stage 1 Cross Disciplinary

RESEARCH PROJECT
(Stage 2)

One semester / 10 credits
Compulsory
Nil

COURSE DESCRIPTION

The purpose of the Research Project is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output.

COURSE CONTENT

Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on relevant knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution.

The focus of the exploration aims to develop capabilities and support students in their chosen pathways.

ASSESSMENT

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

- School Assessment (70%)

- Assessment Type 1: Portfolio (35%)
- Assessment Type 2: Progress Checks (35%)

External Assessment (30%)

- Assessment Type 3: Appraisal (30%)

Stage 1 & 2 Cross Disciplinary

COMMUNITY STUDIES - Stage 1

LENGTH OF COURSE	One semester or full year / 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Community Studies

COURSE DESCRIPTION

Community Studies provides students with insights into the ways in which diverse communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities. In interacting with teachers, peers, and community members, students use their experiences as a means of achieving personal growth and gaining an awareness of social identity.

By reflecting on their learning and their success in achieving their goals, students gain insights into how they can be active and responsible participants in their communities, and how they can make valuable contributions to them.

At Stage 1, in Community Studies A, students complete a contract of work, including a community activity, and a reflection on their learning experiences.

ASSESSMENT

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

- **Assessment Type 1**
 - 1 x Contract of work
 - 1 x Folio and Community Activity.
- **Assessment Type 2**
 - 1 x Reflection - 500 words of 3 minutes multi-modal.

This subject would suit students who would like to develop an:

- Individual project
- Understanding of processes to achieve a final outcome.

COMMUNITY STUDIES A - Stage 2

LENGTH OF COURSE	Full year / 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil

COURSE DESCRIPTION

Community Studies provides students with insights into the ways in which diverse communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment. The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities. In interacting with teachers, peers, and community members, students use their experiences as a means of achieving personal growth and gaining an awareness of social identity.

By reflecting on their learning and their success in achieving their goals, students gain insights into how they can be active and responsible participants in their communities, and how they can make valuable contributions to them.

At Stage 2, in Community Studies A, students complete a contract of work, including a community activity, and a reflection on their learning experiences.

ASSESSMENT

The following assessment types enable students to demonstrate their learning:

- School Assessment (70%)
- **Assessment Type 1**
 - 1 x Contract of Work
 - 1 x Folio and Community Activity.
- External Assessment (30%)
- **Assessment Type 2**
 - 1 x Summary - 200 words or 1 minute multi-modal
 - 1 x Reflection - 1000 words or 6 minutes multi-modal.

This subject would suit students who would like to develop an:

- Individual project
- Understanding of processes to achieve a final outcome.

Stage 2 Cross Disciplinary

COMMUNITY CONNECTIONS - Stage 2

LENGTH OF COURSE	One semester or full year /10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil

COURSE DESCRIPTION

Community Connections provides opportunities for success for students who have an interest in a particular SACE Stage 2 subject, but who choose to demonstrate their learning in alternate ways or through a personal connection with the subject area. The subject values the students’ interests and strengths, enables curiosity, empowers them to become independent self-directed learners who are willing to try different approaches in different contexts, and discover new ways of thinking and learning. Community Connections fosters many elements of a thriving learner. An identifying feature of this subject is the autonomy and empowerment it gives students.

ASSESSMENT

The following assessment types enable students to demonstrate their learning:

- School Assessment (70%)
- **Assessment Type 1: Folio (50%)**
 - 4 x Tasks - depending on subject content.
 - **Assessment Type 2: Reflection (20%)**
 - 1 x reflection - 1500 words or 9 minutes multi-modal.
- External Assessment (30%)
- **Assessment Type 3: Community Application Activity (30%)**
 - 1 x activity - 1500 words or 9 minutes multi-modal, 20 hours of community activity.

This subject would suit students who would like to develop:

- An individual project
- A practical exploration in community
- The creation of community resources.

Stage 1 & 2 Cross Disciplinary

WORKPLACE PRACTICES - Stage 1

LENGTH OF COURSE One semester / 10 credits
COMPULSORY/OPTIONAL Optional
PRE-REQUISITES Nil
COURSE LEADS TO Stage 2 Workplace Practices

COURSE DESCRIPTION

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

This may include the undertaking of Vocational Education and 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

The following assessment types enable students to demonstrate their learning:

School Assessment

- Assessment Type 1: Folio
- Assessment Type 2: Performance at Work Experience and/or VET
- Assessment Type 3: Reflection

This subject would suit students who are interested in:

- Practical explorations of workplace or VET
- Understanding of the world of work
- Researching into career fields of interest.

WORKPLACE PRACTICES - Stage 2

LENGTH OF COURSE Full year / 20 credits
PRE-REQUISITES Nil
COURSE DESCRIPTION

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

Students carry out vocational learning or 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 in accordance with the VET AQF.

ASSESSMENT

The following assessment types enable students to demonstrate their learning:

School Assessment (70%)

- Assessment Type 1: Folio (25%)
- Assessment Type 2: Performance (25%)
- Assessment Type 3: Reflection (20%)

External Assessment (30%)

- Assessment Type 4: Investigation (30%)

This subject would suit students who enjoy the:

- Understanding of workplace process and policy
- Analysis of career pathways of interest
- Practical exploration of workplace or VET.

Stage 2 Cross Disciplinary

INTEGRATED LEARNING (Offline)

LENGTH OF COURSE One semester or full year /10 or 20 credits
COMPULSORY/OPTIONAL Optional
PRE-REQUISITES Nil

COURSE DESCRIPTION

Integrated Learning is a subject framework that enables students to make links between aspects of their lives and their learning. Schools design Integrated Learning programs for a specific purpose, product, or outcome according to the interests and needs of students in their local context.

Through the lens of the program focus students develop their learning about a real-world situation, task, event, or other learning opportunity, while also increasing their knowledge about themselves as learners, and their capabilities.

ASSESSMENT

The following assessment types enable students to demonstrate their learning:

School Assessment (70%)

- Assessment Type 1: Practical Inquiry (40%)
- Assessment Type 2: Connections (30%)

External Assessment (30%)

- Assessment Type 3: Personal Endeavour (30%)

This subject would suit students who enjoy:

- Developing and applying knowledge, concepts and skills to a specific focus
- Developing and applying a variety of capabilities
- Collaborating with communities.



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