Christian Brothers College | Early Years – Year 12

CURRICULUM GUIDE 2023

CHRISTIAN BROTHERS COLLEGE

Faith **Excellence** Community **Compassion**

A Message from the Principal

Welcome to the CBC Curriculum Guide from Early Years to Year 12.

The process of selecting subjects for study next year is an exciting one, exposing students to new opportunities to learn, engage and grow.

As a Catholic School in the Edmund Rice tradition, CBC is guided by the touchstones of EREA:

- **Gospel Spirituality** - We invite all people into the story of Jesus and strive to make his message of compassion, justice and peace a living reality within our community.
- **Inclusive Community** - Our Community is accepting and welcoming, fostering right relationships and is committed to the common good.
- **Liberating Education** - We open hearts and minds, through quality teaching and learning experiences, so that through critical reflection and engagement, each person is hope-filled and free to build a better world for all.
- **Justice and Solidarity** - We are committed to justice and peace for all, grounded in spirituality.

In addition, our strategic directions document puts every boys learning at the forefront of what we do through the key pillars of:

1. A Gospel-centred education
2. Educational excellence and equity
3. Educating for a changing world
4. Celebrating the early years of learning
5. People, culture and partnerships,
6. Innovative learning environments, and
7. A journey from boy to man.

The process of selecting subjects should be used to ensure that all boys are exposed to enough new and exciting curriculum offerings, to ensure that as they progress through to the Senior Years, they can best identify their own interests, their own strengths, and ideally, how to reach their desired post-school pathway.

In assisting our boys on this journey, we aim to ensure we are producing young men ready to contribute to our ever changing society, equipped to be game-changers now and into the future, having developed such skills as being:

- Spiritual and respectful to others;
- Innovative thinkers and problem solvers;
- Team players, collaborators and creators;
- Resilient, embracing changes and possessing a growth mindset;
- Good communicators who are solution orientated;
- System thinkers who are confident in the real world context;
- Able to know and record evidence of design thinking;
- Employable.

It is likely that many boys undertaking the process of selecting their subjects are not yet clear on what they hope their future holds for them. To those boys and families, I suggest opening pathways and aiming as high as can be, such that as many options are available in the future. For those who are clear on their pathway; well done, and good luck! Follow that dream!

College staff will be in close conversations with students and families over the coming weeks, as we work to ensure that the subjects selected are the most appropriate with regard to the learning and pathway of every boy in our care. Importantly, we will work to ensure that chosen subjects in Years 10, 11 and 12 meet the required pattern for successful SACE completion, and for many students, an ATAR.

Choosing subjects involves discernment and honesty. As our boys move into Year 11 and 12, they must determine if the work they have already completed will enable them to succeed in the subjects chosen. There are two messages here: Ensure every boy pays attention to the basic habits required to establish the foundation of success in the later years of schooling; attendance, punctuality, work completion, application and arriving to class prepared to learn. Secondly, be aware of the prerequisites necessary to study certain subjects, particularly in Years 11 and 12. Meeting these prerequisites is required to continue studying that subject, meaning all the more reason to focus entirely on your Year 10 and 11 studies in particular.

I reiterate that you are not alone in this subject selection process. Choose wisely and author a destiny which is beyond your wildest dreams.

Mr David Johnston
Principal

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Liberating Education

As a Catholic School in the Edmund Rice tradition, Christian Brothers College is called to provide all students a holistic education that reaches beyond a set curriculum and the walls of a traditional classroom. Two great teachers lay a foundation for a modern liberating education.

Jesus the liberator is seen throughout the Gospels opening the eyes of people of his time to the divisions of society and setting an example of inclusion.

Blessed Edmund Rice, inspired by the Gospels, saw education as a means to liberate the young boys of Waterford, Ireland, from poverty and brought hope to them for a brighter future.

The aim of a liberating education at Christian Brother College is to equip students to be self-aware, skilled critical thinkers, and prepare them to leave our doors to take their place in the world willing and able to build a better world for all.

I see no value in a centre of learning which churns out numberless school leavers each year and is passively part of a society torn apart by division, race and partisan politics… Our schools exist to challenge popular beliefs and dominant cultural values, to ask the difficult questions, to look at life from the stand point the minority, the victim, the outcast and the stranger.– Br Philip Pinto

At CBC this is developed through excellence in teaching, an expansive curriculum, age and boy appropriate pedagogy, innovating teaching spaces, and appropriate information and communication technologies. Each student is provided with a safe, supportive and healthy environment in which they are challenged to experience personal achievement in their chosen educational pathway. Our curriculum reflects the long traditions of Ricean Education, to ensure our young boys become fine young men who are hope-filled agents of change for a better world for all.

Mr Cameron Alexander
Deputy Principal

CBC Early Learning Centre

The CBC Early Learning Centre is a family friendly atmosphere that facilitates life-long learning for all. We provide a safe, happy and nurturing environment for boys and girls from 3 months to their transition to school in a 65 place long day care based facility. We are committed to building a strong partnership with each family as we work together to ensure that this very important step in your child's learning journey is a successful and happy one. We are committed to fostering a love of learning in a supportive and inquiry-play based environment with learning led by the children. Our Centre is a place for children to grow, explore and flourish. We offer all new enrolling children transition visits prior to officially starting with us. This will help the children feel more secure being left in our environment.

A Learning Environment

At the Centre, we believe that each and every child is a unique and competent individual. Our inquiry based program reflects the Centre's philosophy and aims to develop the whole child. Through our open ended environments and experiences, the children are involved in deep learning and exploration. The children are actively involved in their learning and are making connections and developing significant understandings of the world in which they live. We are passionate to follow each child's individual interests and talents and the staff provide developmentally engaging experiences to promote inquiry learners.

The Centre's holistic program guides children in a positive manner and provides experiences in self-discipline, making choices, taking responsibility, achieving independence and socialising with others. Children have opportunities to participate in experiences aimed at developing their physical, emotional, imaginative, social and intellectual self. The Universal Access Program is seamlessly integrated into our long day care service, ensuring preschool children receive the educational preparation they need for school, this is constantly reviewed to make sure that children are given the best preparation for school, while giving parents the flexibility of full day care throughout the year. Children aged three to five are taught by a qualified teacher. Our Centre commits to respectful and collaborative relationships with families and communities, as we work together to create a positive environment for our children to learn and develop.

Educators will support your child to develop pre-literacy and pre-numeracy skills in preparation for school. Working closely with families allows our educators to gain a clear picture of the child and their family background which supports them to plan experiences that are meaningful to the child.

Our curriculum is based on the government-approved *Belonging, Being and Becoming: The Early Years Learning Framework* (EYLF) for Australia to create a program that meets the needs of the children. Our program incorporates a balance of individual and group times, inside and outside experiences together with quiet and noisy experiences. Developing good routines around hygiene, meal times and activity breaks are also used as part of the learning experience. As children learn what to expect at various times in the day, they will experience a sense of independence, control and satisfaction at being able to perform part of or all of the tasks associated with the routine. Our educators view children as strong, capable and competent.

Learning within the Early Learning Centre and Junior Campus is enhanced through a professional partnership and strategic planning, that promotes a community of inquiry and best practice in teaching and learning in the 'Early Years'. Our early years students experience shared play-based learning, pre-literacy and numeracy development. The four-year-olds also visit the Junior School on a regular basis to broaden their learning which includes Library lessons, sports activities and attending major whole-school liturgies. The boys automatically have the option to continue their education at the CBC Junior School.

Our environments are designed to promote learning and our early childhood educators provide opportunities for each child to explore, discover and take risks. We are inspired by the Reggio Emilia principles which support children's learning. Children are seen as capable and competent learners, capable of constructing their own learning. They are driven by their interests to understand and know more. There is a strong focus on social collaboration, working in groups, where each child is an equal participant, having their thoughts, questions and wonderings valued. The adult is not the giver of knowledge. Children search out the knowledge through their own investigations.

Children are encouraged to use language to investigate and explore, to reflect on their experiences. They are listened to with respect, believing that their questions and observations are an opportunity to learn and search together. It is a process; a continual and collaborative process. All children are encouraged to express themselves and ideas by developing their hundred languages of thinking, expressing and understanding themselves and relating to others. This stems from the belief that children use many different ways to show their understanding and express their thoughts and creativity. A hundred different ways of thinking, of discovering, of learning. Through drawing and sculpting, through dance and movement, through painting and pretend play, through modelling and music, and that each one of these hundred languages must be valued and nurtured. These languages, or ways of learning, are all part of the child. Learning and play are not separated.

Each child's progress of development and learning is captured in a personalised portfolio which is a wonderful keepsake at the end of their journey with us. The Centre strives to continuously reflect upon and improve its operation in order to meet and exceed the National Quality Standards.

Mrs Joanne Bird
ELC Director

From the Head of Junior Campus

The Junior Campus strives to encourage its students to become responsible global citizens, resilient, independent and life-long learners. Through the use of pedagogy that promotes academic, spiritual, social, emotional and physical growth and is informed and authenticated by contemporary research, we aim to support all of our students in achieving personal success. Excitement and wonder characterise the Junior School years, and our skilled and passionate staff inspire and develop a deep sense of natural curiosity and inquiry to enable students to build new knowledge and a better understanding of the world they inhabit. Learning experiences are enhanced by our state-of-the-art Junior Campus facilities, which are designed to meet the requirements of primary aged students in a 21st Century context. Classrooms are energetic, colourful and busy, with the boys fully engaged in investigative learning tasks.

Students in Year 6 are considered the leaders of our Junior Campus and are encouraged to be positive role-models. They are given opportunities to be selected as leaders and to be 'big brothers" to our younger students. Through participation in our leadership programs they are presented with opportunities to explore and develop their leadership skills and become advocates for social justice. For some students the transition to Year 7 at the Senior Campus can be a challenging time. Therefore, during Semester 2, all Year 6 students are presented with the opportunity to attend the annual trip to Canberra, which has established itself over the past years as an important part of the Year 6 learning program. This experience also provides the Year 6 boys an invaluable opportunity to further bond as a group and begin to embrace what is for them a natural point of transition.

At the Junior Campus we celebrate the diversity and the achievements of each of our students. Within this supportive and challenging environment, students feel a strong sense of well-being, connection and purpose. Class gatherings, assemblies and our College newsletter provide opportunities for us to publicly acknowledge the wide range of student achievement.

Mrs Alison Ronoastro
Head of Junior Campus

Junior Campus Curriculum

Pedagogy

Teachers at CBC Junior Campus make use of research based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully. They employ high quality resources and/or approaches that have been built around a strong evidence base in response to identified student learning needs.

Teachers implement a variety of teaching methods that have been shown to be effective in promoting successful learning for all students. These include:

Providing clear learning objectives.

- Creating a positive classroom environment where all students are engaged, challenged, feel safe to take risks and are supported to learn, one in which a students' belief in his own capacities to learn successfully is nurtured.
- Understanding of the relationship between effort and success is nurtured.
- Providing opportunities for collaborative work.
- Making links to areas outside the specific lesson.
- Supporting and promoting discussion for deeper understanding.
- Providing sufficient opportunities for children to reflect on their learning.
- Ensuring that a range of strategies is employed in teaching.

Teachers at CBC Junior Campus link learning to prior knowledge and build effective connections by combining their knowledge of the specific subject matter and their knowledge of the cognitive, social and cultural backgrounds of the students. They combine strong professional teaching skills with reflective teaching practice, they take responsibility for their students' learning and look to themselves and what they can control to help their students to develop and learn.

Reggio Emilia Approach

Our Early Years classes embrace the principles of Reggio Emilia as the bridge in connecting the Early Years Learning Framework (EYLF) with the Australian Curriculum. With a large focus on inquiry based learning, the project of Reggio Emilia is a pedagogy which encourages the child to truly experience and encounter the world surrounding them and share that experience through story and wisdom. Each child is seen as a citizen of the World being an agency of rights, full of life, power and confidence, rather than full of need.

Principles of Reggio Emilia:

- Children are competent in constructing their own learning.
- Children are capable of understanding their own situations by their own interaction with other people.
- Children know how to communicate.
- The environment is a teacher.
- The adult is a mentor and guide.

The Australian Curriculum

The Australian Curriculum is designed to teach students the skills and knowledge necessary to be confident and creative individuals and become active and informed citizens for a 21st Century environment. In the early years, priority is given to literacy and numeracy development as the critical foundations for future learning. As our students progress through the primary years, an increasing focus is placed on developing the knowledge, understanding and skills of all eight learning areas. In addition, Christian Brothers College utilises the CESA Frameworks of 'Crossways' and 'Made in The Image of God' for developing teacher programs in the subject of Religious Education.

Within the Australian Curriculum there are three dimensions:

- **Learning Areas** – English, Mathematics, Science, Health and Physical Education, Humanities, The Arts (Dance, Drama Media Arts, Visual Arts, Music), Technologies (Digital and Design) and Languages. Each of the learning areas contain content descriptions that detail knowledge, understanding and skills that are to be taught each year or across a band of years. These content descriptions are accompanied by achievement standards that describe what students will know and will be able to do as a result of the teaching and learning in their classroom.

- **General Capabilities** – The Australian Curriculum has seven general capabilities: Literacy, Numeracy, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding, Intercultural Understanding and Information and Communication Technology Capacity. These are skills and abilities intended to prepare young Australians to learn, live and successfully work in a 21st Century environment.

- **Cross-curriculum priorities** – There are three priorities: Aboriginal and Torres Strait Islanders Histories and Culture, Asia and Australia's Engagement with Asia and Sustainability and are considered critical to Australia's future.

At Christian Brothers College (Junior Campus) we use the Australian Curriculum to provide an engaging and contemporary curriculum for all learning areas. Accordingly, a student's achievement in these areas is assessed and reported on against the Australian Curriculum Standards. However, every one of our students is considered unique, with different needs, interests and aspirations. Our staff employ all three of the dimensions of the curriculum to plan and implement in ways that respond to the student's individual needs, interests and aspirations.

Assessment

Teachers at CBC Junior Campus, use the achievement standards contained within the Australian Curriculum to make balanced judgements about the quality of learning demonstrated by students. Assessment of student learning takes place at different levels and for different purposes and the data collected is both quantitative and qualitative.

Active participation in class activities is expected both individually and as a member of a group. Assessment of student learning and growth may include the following:

- Diagnostic Testing
- Oral presentations
- Classroom Observation and anecdotal evidence
- Written reflection on personal learning
- Interviews
- Performance tasks
- Exhibitions and demonstrations
- Portfolios
- On-line assessment of learning achievement – NAPLAN and Progressive Achievement Test (PAT)
- Teacher-created tests
- Rubrics
- Self- and peer-evaluation
- Completion of a Student Engagement Matrix
- Presentations using digital technology

Reports are sent home twice yearly and contain a summary of students' achievements, commitment to learning and strategies to enhance his learning. Reporting plays a key role in developing effective school/family partnerships to support student learning. Parents also have the opportunity to discuss their child learning and progress throughout the year, and attend Parent Teacher Interviews twice a year.

Junior Campus Learning Areas

English

The English curriculum is built around the three integrated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The English curriculum expands student's understanding of the conventions of spoken and written language use at home, at school, socially and in other contexts. We aim to promote in students the skills necessary for them to become confident communicators, imaginative thinkers and informed citizens. At CBC Junior Campus, students are also taught to engage imaginatively and critically with literature to expand the scope of their vocabulary and experience.

Chinese

The Languages curriculum is organised through the two interrelated strands of Communicating and Understanding. Through these students acquire essential communication skills, an intercultural capability, and an understanding of the role of language and culture in communication. At CBC Junior Campus, Chinese is offered to all students, with a focus on Chinese culture and includes a conversational approach to language learning. Comprehension and communication skills both oral and written are developed; students are encouraged to explore and use the language creatively through dialogue which in turn further develops their cross-cultural understanding.

Health and Physical Education

Health and Physical Education has two interrelated strands of Personal, Social and Community Health, and Movement and Physical Activity. At CBC Junior Campus students are taught how to enhance their own and others' health, safety and wellbeing. They also participate in physical activities in varied and changing contexts. A Specialist PE teacher provides a comprehensive program of participation in a variety of Physical Education activities and games during weekly lessons, that focuses explicitly on developing movement skills and concepts students need to participate in physical activities with competence and confidence.

Humanities

Humanities includes a study of: History, Geography, Civic and Citizenship and Economics and Business. It is a study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. Through studying Humanities, students at CBC Junior Campus, develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. The Humanities subjects in the Australian Curriculum provide a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st Century.

Mathematics

At CBC Junior Campus, students are encouraged to develop a positive attitude, curiosity in and enjoyment of Mathematics and its application in everyday situations. The Mathematics curriculum provides students with essential mathematical skills and knowledge through the strands of Statistics and Probability, Measurement and Geometry and Number and Algebra; whilst developing the proficiencies of Understanding, Fluency, Problem Solving and Reasoning. The use of relevant active and concert experiences form vital stages in the development of key mathematical understandings and lead to the increasing use of models, pictures and symbols to represent and communicate ideas.

Music

Every student at the Junior Campus attends a weekly music lesson in the Performing Arts Centre. Here they have the opportunity to develop an understanding of composing and performing music on a variety of different instruments. All students also have the opportunity to learn a musical instrument from a variety of private tutors that use the tutor rooms at the Junior Campus. We also invite all Year 6 students to be part of the Catholic Schools Music Festival Choir that perform with other students from Catholic Schools from around South Australia, at the Festival Theatre at the end of Term 3.

Religious Education

The Religious Dimension is the core element in everything we do and is founded on the teachings of Jesus through the Gospels, as reflected in the Edmund Rice tradition. The Religious Education curriculum is organised around three conceptual interrelated strands of: Believing, Living, and Celebrating. A fourth strand, Praying, is integrated across the three strands. The Religious Education curriculum aims to ensure that students acquire knowledge, understanding and appreciation of the Catholic faith and develop the skills and knowledge to become strong advocates of social justice. The Religious Education curriculum encourages students to explore their own faith journey. CBC Junior Campus supports families in the preparation for the Sacraments of Reconciliation, Confirmation and First Communion. Another aspect of the Religious Education Curriculum is embedded across all learning areas is 'Made in the Image of God' Curriculum. This is divided into four strands; *Being Connected, Being Moral, Being Sexual* and *Being Human.* It is based on the fundamental belief that humans are made in God's image and are deserved of the utmost dignity and respect, and that sexuality, integral to the human person, is a gift from God through which we can live out our vocation to love. The only strand that is taught on its own is the "Being Sexual' strand. Parents will be notified before this area of the curriculum is taught, giving them the option to withdraw their child from these lessons.

STEAM at CBC

CBC's discussions into its role in STEM education has been evolving over the past three years. In 2016 the College Board Chair and Principal attended a seminal STEAM Conference in Melbourne and discussions began simultaneously with staff. In 2017 STEM education was added to the newly written *CBC Strategic Plan* with an emphasis on STEM (and the inclusion of Entrepreneurial Education and Arts ESTEAM). A number of student businesses on both the Senior and Junior campuses began in 2016 and 2017 and the introduction of robotics and electronics and alternative energy systems in our Technical Studies/Trade Training Centre.

Amongst the Touchstones about which CBC centres its education is 'community' and 'compassion'; the idea that the skills and strategies developed in STEM ought to be utilised for the benefit of the community is a very real and important principle which underpins all of our thinking. Consequently, in 2018 CBC introduced the theme of STEM as 'STEM for humanity'; our projects and developments were centred around research and the progress of humanitarian endeavours. We have worked closely with the University of South Australia and the Catholic Education Office, South Australia on developing an inquiry-based approach to STEAM. Through the involvement in the CESA STEM school-based project and coached in the Design-based research suggested by UniSA it is envisaged that key staff will develop and engage in cutting-edge pedagogical practices. Practices that will be shared and promoted within its educational community.

CBC has immersed itself in a variety of partnerships with local businesses and experts so that students can draw from wider experiences that are tangible. Such experiences can lead to

mentoring relationships and through the CESA STEM initiative it is hoped that an added depth can be applied to the learning by focusing on the STEM strategic skills; such skills as problem solving, analytical rigour, naïve conceptual challenging, and the transfer of skills between disciplines (within the mentoring relationship). These strategies are lost without explicitly linking STEM to the current efforts of building and sustaining community partnership. The CESA STEM school-based projects provides an over-arching umbrella which helps to legitimise the value-adding of these STEM skills to the partnerships that the school builds. The involvement of UniSA will also enable the key teachers to reflect and evaluate that the consequences of the pedagogies are true to their intent.

CBC re-organised its Year 7 timetable in 2018 and clustered its Mathematics, Science, and HASS subjects so that all its lessons are now seen as 'STEM for Humanity'. Within this structure CBC is planning to implement – through a collaborative inquiry pedagogy approach – two main programs, one per semester.

Semester 1: 'Food for the Soul' linking HASS, Mathematics and Science.

Aim: To plan and deliver a series of meals to people that are homeless within the Central Business District (CBD).

Semester 2: 'City Sustainability'

Aim: The students to research local issues and decide on a 'solvable' problem within the CBD.

Science

The Science curriculum has three interrelated strands of Science Understanding, Science as Human Endeavour and Science Inquiry Skills. These provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. At CBC Junior Campus students engage in a range of hands on experiences and research tasks that lead them to observe and appreciate the physical world, pose problems, conduct tests, make investigations, draw conclusions and communicate their findings. Students explore biological, chemical, physical, Earth and Space sciences.

Technologies

Technologies describes two distinct but related subjects: Design and Technologies and Digital Technologies.

Design and Technologies involves the purposeful application of knowledge, experience and resources to create products and processes that meet human needs. The process of designing, making and appraising drives this learning area. Technology education aims to improve students' ability to achieve successful outcomes by applying knowledge and appropriate resources to meet particular needs and purposes.

Digital Technologies involves the use of computational thinking and information systems to define, design and implement digital solutions. At CBC Junior Campus, we focus on developing foundational skills in computational thinking and an awareness of personal experiences using digital systems. Students develop explicit knowledge, understanding and skills relating to operating and managing ICT and applying social and ethical protocols while investigating, creating and communicating.

The Arts

The Arts Curriculum includes five subjects. These are: dance, drama, media arts, music and visual arts. At CBC Junior Campus both dance and drama are integrated in the PE and English curriculums. Our students' natural abilities are nurtured and encouraged through participation in visual arts and music lessons. The Visual Arts curriculum is structured around the three main strands of: Art in Context, Art Practice, and Art Analysis and Response. Through involvement in visual art experiences, our students develop creative and powerful ways of expressing themselves. They also learn to understand the various concepts, conventions, skills and techniques. Through responding to, reflecting upon and analysing art, our students develop a critical appreciation of their own works and those of others. Both artistic creativity and self-expression is fostered.

Welcome to the 2023 Curriculum Handbook at Christian Brothers College (CBC). This booklet has been designed to provide you with a complete overview of the curriculum offerings from the Early Learning Centre to Junior School, Middle and Senior. Due to its strong enrolments, CBC can continue to offer a broad and diverse curriculum to provide for the needs of all its students. Our curriculum offerings in the Early Years are based on the Reggio Emilia principles and followed by the Australian Curriculum in Junior and Middle School, and in the Senior School, the local South Australian Certificate of Education (SACE) incorporating a wide range of Vocational Education certificate courses.

A section of this handbook is dedicated to Flexible Learning which incorporates Vocational Education & Training (VET) and community learning opportunities. Apprenticeships, traineeships and trades form an important and essential part of our economies work skills force. Please see the VET Coordinator if you require further information on this.

An important aspect to our curriculum has been the introduction of STEAM (Science, Technology, Engineering, Arts and Mathematics) initiatives and projects. We have been pleased to collaborate with Catholic Education South Australia and the University of South Australia to provide dynamic and innovative STEAM projects and initiatives.

We know that in a rapidly changing society, 21st Century learners need to be confident with technology, global in their thinking, problems solvers, work collaboratively and ready to adapt to any situation. These are reflected in the Australian Curriculum and SACE capabilities embedded throughout the curriculum which include:

- Literacy and Numeracy
- Information and communications technology
- Critical and creative thinking
- Personal and social
- Ethical understanding
- Intercultural understanding.

CBC's ongoing work with the cross-curricular priorities are highlighted for example with strong partnerships in China and immersion programs to the Philippines and Vietnam. Clear opportunities are provided to Aboriginal and Torres Strait Islander histories and cultures through the curriculum and support for individual students.

The role the CBC architecture plays in learning spaces can also be designed to accommodate boys, which involve, light, bright and spacious, technologically enriched with breakout spaces and furniture, which promote both collaborative and individual learning. We are eagerly awaiting the opening of our exciting new three storey Centre of Innovation and Learning comprising Music, the Arts and Science, along with multipurpose flexible classrooms. This building will also provide exciting new learning spaces for our senior students.

We know that the safety and wellbeing of your child is your highest priority. The Keeping Safe Child Protection Curriculum provides the framework to teach children and young people from age 3 to Year 12, in an age appropriate way, to recognise abuse, talk to trusted adults and understand ways to keep themselves safe. The curriculum is embedded through areas such as Health and Physical Education and Religious Education, along with pastoral care initiatives that focus on building resilience in children and young people.

To help students and their families with their subject selection we will:

- Hold subject information sessions for students,
- Provide information evenings for parents and students to carefully help our secondary students select the most appropriate areas of study that relate to their areas of interest and proposed career pathways,
- Allow students to enter their subject preferences with the Edval online facility,
- Provide each student and their family an opportunity to meet with a course counsellor to help them map out their course pathway,
- Allow your son to check his subjects with his Tutor and seek any advice from current subject teachers, SACE Coordinator, VET Coordinator or Curriculum leaders.

It is important that SACE students are aware of:

- Their subject interests and how these will lead to a further studies and/or a career pathway,
- The SACE requirements and associated patterns with the compulsory requirements (Numeracy, Literacy, *Exploring Identities and Futures*, and *Activating Identities and Futures*, 200 credit points),
- SATAC information in relation to courses beyond Year 12,
- Tertiary scores and tafeSA requirements in terms of future courses.

This handbook also provides students with our policy on co-curricular opportunities and the many sports and activities on offer throughout the school year. It is important for boys to engage in activities and sporting pursuits beyond the classroom which promote a healthy, active and team orientated lifestyle. Each year we review our offerings to ensure we are meeting the expectations of our students.

Dr Lee Del Col
Head of Senior Campus

Middle and Senior School Curriculum

The Australian Curriculum Framework

The rationale for the Australian Curriculum centres on improving the quality, equity and transparency of Australia's education system. The Australian curriculum sets the expectations for what all Australians should be taught, regardless of where they live or their background. For F-10, it means that students now have access to the same content, and their achievement can be judges against consistent national standards.

The Australian Curriculum for each subject specifies **content** and **achievement standards**. The content describes the knowledge, understanding and skills that are to be taught and learned within a given subject.

The **achievement standards** describe the quality of learning (the depth of understanding, extent of knowledge and sophistication of skill) expected of students who have studied the content for the subject.

ACARA has developed **Foundation - Year 10** Australian Curriculum in the following:

- English, Mathematics, Science, Humanities, The Arts, Technologies and Health and Physical Education.
- Arabic, **Chinese**, French, German, Indonesian, **Italian**, Japanese, Korean, Modern Greek, Spanish and Vietnamese.*
- Work Studies Years 9–10 (an optional subject designed to ready young people for work).

ACARA is continuing to develop F-10 curriculum for AUSLAN and classical languages.

* At Christian Brothers College, the languages offered are Italian and Chinese.

The Middle School (Years 7–9) subjects of English, Geography, History, Mathematics and Science are utilising the new Australian Curriculum as the framework for planning the learning program.

Subjects at Year 11 and 12 are developed in line with the Curriculum Outlines provided by the South Australian Certificate of Education (SACE) Board. English, Mathematics, Science and History subjects are now in line with ACARA senior secondary subjects. Specific Learning and Assessment Plans are written by teachers for each subject and approved by the SACE Board. A number of subjects across Stage 1 and Stage 2 are moderated by the SACE Board in order to ensure consistency of standards across the state.

A major focus at Christian Brothers College will be the implementation of STEAM subjects – Science, Technology, Engineering, Arts and Mathematics. You can read more about these under the Science section.

Cross Curricular Priorities

Asia and Australia's engagement with Asia

Christian Brothers College works collaboratively with local, national and international partners and organisations, to develop our community's knowledge, skills and understandings of Asia's culturally and linguistically diverse environments.

Through the curriculum and visits / exchanges to Asian countries, particularly China, Vietnam and the Philippines, we aim to develop an appreciation of Australia's Asian heritage through economic, social and cultural perspectives.

Aboriginal and Torres Strait Islander Histories and Cultures

This cross curricular priority is highlighted through many curriculum areas particularly in Human and Social Sciences. Our college recognises the traditional owners and custodial traditions of the Kaurna people. We recognise significant events throughout the school year with assemblies and ceremonies.

Sustainability

This cross curricular priority is highlighted through many curriculum areas particularly in Human and Social Sciences. As a college we are fully aware of our global responsibilities to ensure our environment is sustained and improved for future generations. We are conscious of the Holy Father's encyclical *Laudato Si* on the environment and human ecology as well as CESA's *On Holy Ground – An Ecological Vision for Catholic Education.*
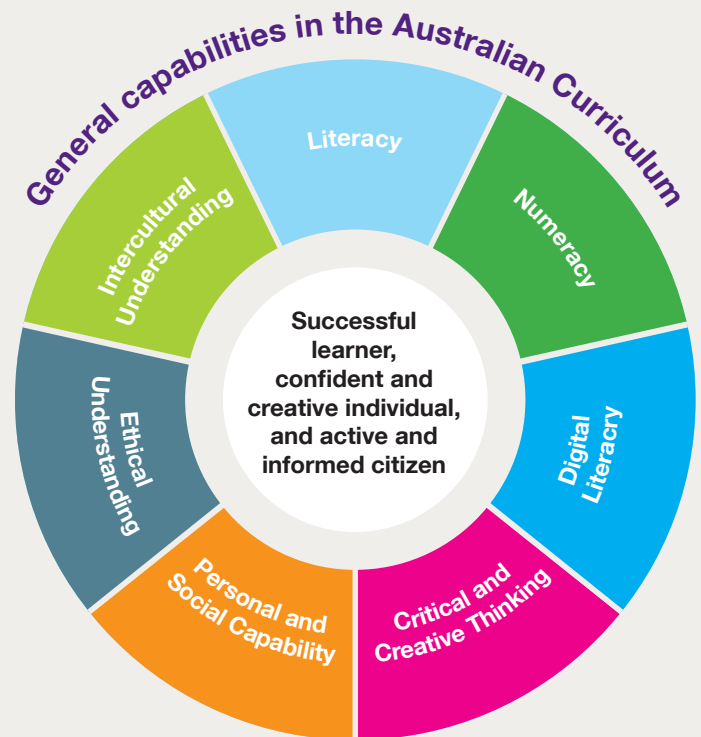
General Capabilities

(From ACARA)

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the 21st Century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The Australian Curriculum includes seven general capabilities, as shown in the accompanying figure.

Through its subjects, CBC fosters the development of a common set of capabilities to ensure that all students, whatever their learning pathways, are able to develop and demonstrate the knowledge, skills, and understandings for success in the SACE and beyond.

General capabilities in the Australian Curriculum

Literacy
Numeracy
Digital Literacy
Critical and Creative Thinking
Personal and Social Capability
Ethical Understanding
Intercultural Understanding

Successful learner, confident and creative individual, and active and informed citizen

The following seven general capabilities underpin the SACE

Literacy

You will extend your literacy capability by, for example, choosing and using language, engaging with a variety of texts, and communicating with a range of people in different situations.

Numeracy

You will extend your numeracy capability by, for example, interpreting information in diagrams, maps, graphs, and tables

Digital Literacy

You will further extend this capability by using current and emerging technologies and understanding their impact on society and the workplace.

Critical and Creative Thinking

Identifying and exploring different topics, posing and investigating questions, and organising information are some of the skills you will use to improve your critical and creative thinking capability.

Personal and Social Capability

Developing confidence, self-discipline, independence, resilience, initiative, and adaptability while working in teams and dealing with challenging situations in a constructive way are some of the skills to be developed through the personal and social capability.

Ethical Understanding

Through this capability you will gain a deeper understanding of how ethical issues are managed successfully.

Intercultural Understanding

Learning about and developing respect for other people's social and cultural backgrounds, to work and live together, is a key aspect of intercultural understanding. You will also explore global citizenship, and learn about the social, cultural, linguistic, and religious diversity of a nation.

Please note: These seven capabilities are gradually replacing the five SACE capabilities of communication, citizenship, personal development, work, and learning.

This means that some subjects still have five capabilities, while others already include the seven general capabilities. Both sets of capabilities are similar. What's important is that they help to build skills that are useful now and for the future.

In the Australian Curriculum, the general capabilities are addressed through the content of the learning areas. General capabilities are identified where they are developed or applied in the content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning via the content elaborations, which are provided to give teachers ideas about how they might teach the content. Icons are used to indicate where general capabilities have been identified in learning area content descriptions and elaborations.

Teachers teach and assess general capabilities to the extent that they are incorporated within learning area content.

Assessment and Reporting

For Reception to Year 10, Subject Achievement levels in each KLA (subject) are shown as Grades (A-E) in the report. The grade indicates the extent to which the student has achieved the subject learning outcomes.

The student's approach to learning in each subject is shown term reports. This includes application, homework, behaviour, organisation and punctuality. Teachers have also provided feedback on learning indicators specific to each subject and learning area.

As a tool for interpretation for parents and students, the following table shows the connection between the grade and the description provided for each grade band (Reception – Year 10).

Grade	15-Point Scale	Descriptor
A	14	A student has demonstrated excellent achievement of what is expected.
B	11	A student has demonstrated high achievement of what is expected.
C	8	A student has demonstrated satisfactory achievement of what is expected.
D	5	A student has demonstrated partial achievement of what is expected.
E	2	A student has demonstrated limited achievement of what is expected.

All subjects from Years 7–11 were assessed on a 15-point scale. For example, an 'A+' is 15, an 'A' is 14 and a 'B+' is considered 12 points.

Reference Table for Key Learning Areas and Strands

Key Learning Area	Strand
Religious Studies	▪ Celebrating ▪ Living ▪ Believing ▪ Praying
Arts	▪ Arts Making ▪ Arts Responding
Design and Technology	▪ Critiquing ▪ Designing ▪ Making
English	▪ Language ▪ Literature ▪ Literacy
Health and Physical Education	▪ Personal, Social and Community Health ▪ Movement and Physical Activity
Humanities	▪ Knowledge & Understanding ▪ Inquiry & Skills
Languages	▪ Communicating ▪ Understanding
Mathematics	▪ Number and Algebra ▪ Measurement and Geometry ▪ Statistics and Probability
Science	▪ Science Understanding ▪ Science as a Human Endeavour ▪ Science Inquiry Skills

The curriculum has been designed to be accessible to as many students as possible. Christian Brothers College has arrangements in place as part of their curriculum, assessment and certification practices and policies to address the needs of all students.

Understanding the SACE Performance Standards

▪ **How does your teacher assess your work?**
▪ **How do they decide between award students an A and/or a B?**

Students work in every subject needs to meet a certain standard to achieve a particular grade. These are known as 'Performance Standards'. Each Stage 1 and Stage 2 SACE subject has performance standards that describe five levels of achievement from A to E.

The standards describe how well students have demonstrated what they know, understand, and can do. They can also help students set goals for improvement.

Performance standards for each subject can be found in the 'Learning' section on the SACE website.

SACE Information

(From the SACE Board – www.sace.sa.edu.au)

What is the SACE?

The South Australian Certificate of Education is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

The SACE has been designed to meet the needs of students, families, higher and further education providers, employers and the community. The SACE helps students develop the skills and knowledge they need to succeed – whether they are headed for further education, training, an apprenticeship, or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (usually completed in Year 11) and Stage 2 (usually completed in Year 12). Students who successfully complete the requirements are awarded the SACE certificate.

How do students get the SACE?

Students can gain their SACE in the equivalent of two years of full-time study; however, most students spread this over three years. There are two stages:

- Stage 1, which most students do in Year 11, apart from the *Exploring Identifies and Futures* subject, which most will do in Year 10.
- Stage 2, which most students do in Year 12.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Students will receive a grade from A to E for each subject (A+ to E- at Stage 2). For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

- Exploring Identities and Futures (10 credits at Stage 1)
- Activating Identities and Futures (10 credits at Stage 2)
- Literacy – 20 credits from a range of English subjects or courses
- Numeracy – 10 credits from a range of Mathematics subjects or courses
- Other Stage 2 subjects totalling at least 60 credits

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board recognised courses of a student's choice.

Stage 1 Exploring Identities and Futures
compulsory subject at a C grade or better

Numeracy
from a range of Mathematics subjects
and courses at a C grade or better

Literacy
from a range of English subjects
and courses at a C grade or better

Other
Stage 1 or Stage 2
subjects and courses

Stage 2 Activating Identities and Futures
compulsory subject at a C grade or better

Stage 2
from a range of subjects and
courses at C grade or better

Plan
10 Credits

Numeracy
10 Credits

Literacy
20 Credits

Project
10 Credits

Stage 2
subjects and courses
60 Credits

Other subjects and courses
of a student's choice from
either Stage 1 or Stage 2
90 Credits

SACE = 200 Credits
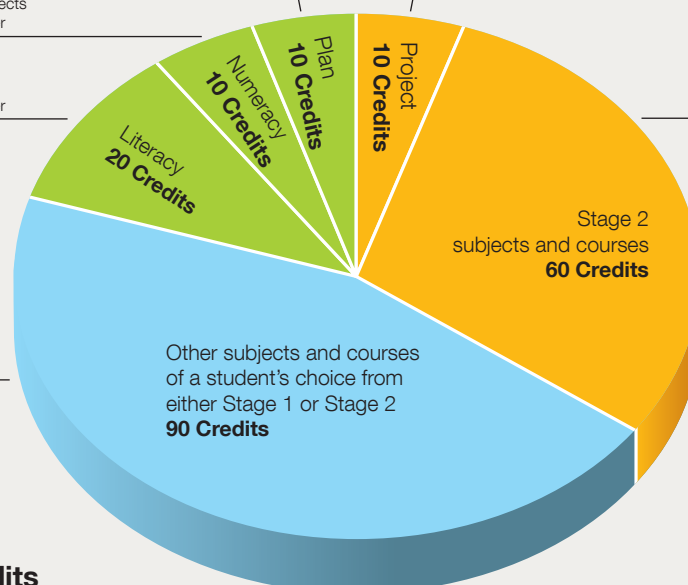
Stage 1 = 40 Credits
Stage 2 = 70 Credits
Stage 1 or 2 = 90 Credits

SATAC Information

SATAC (South Australian Tertiary Admissions Centre) processes applications for courses offered by the following post-secondary institutions:

- Charles Darwin University
- Flinders University
- The University of Adelaide
- University of South Australia
- CQUniversity Australia (Adelaide campus)
- SAIBT
- Tabor
- TAFE SA
- Torrens University Australia

SATAC processes applications; assesses the academic and non-academic qualifications of applicants and ranks eligible applicants in merit order for each course according to the rules and guidelines provided by the above institutions.

SATAC generates offers based on the number of applicants required to fill each course, as set by the institutions, and act as a 'one-stop-shop' for enquiries about the outcomes of applications.

SATAC also administers the Special Tertiary Admissions Test (STAT) for applicants applying for undergraduate courses under a special entry program, and processes applications for selected equity scholarships at the University of South Australia.

The selection rules for courses are the responsibility of the institution offering each course. SATAC doesn't make decisions on how qualifications are assessed or how eligible applicants are ranked, nor decide on the relative merits of different types of qualifications.

Tertiary Entrance Booklet

The Tertiary Entrance booklet provides information about tertiary entrance requirements for South Australian Certificate of Education (SACE) and Northern Territory Certificate of Education and Training (NTCET) students. It is designed to assist years 10, 11 and 12 students to make subject choices which will maximise their opportunities for tertiary study.

Each edition provides detailed course-by-course information for the coming year and highlights changes to entrance requirements planned for the following two years. It includes an explanation of the calculation of the university aggregate and Australian Tertiary Admission Rank (ATAR).

This booklet is only available by downloading a copy from: www.satac.edu.au

SATAC Guide

The SATAC Guide is published by SATAC on behalf of participating institutions. It contains information on entry requirements to undergraduate courses; how to make an application, and includes descriptions of all undergraduate courses offered through SATAC.

Transitioning CBC Year 12 students will receive a copy of the Guide.

Post-secondary Education Entrance Requirements

Selection into university courses is based on both eligibility and rank. Eligibility allows you to be considered for selection; rank determines whether you are competitive enough to be selected.

To be eligible for selection into a university course you must:

- Qualify for the SACE.
- Obtain an Australian Tertiary Admissions Rank (ATAR).
- Meet any prerequisite subject requirements for the course.

The university aggregate and the Australian Tertiary Admission Rank (ATAR)

- Your competitiveness in relation to other applicants for a given university course is based on your selection rank, which is made up of your ATAR plus any bonuses for which the university deems you eligible. The ATAR is a rank given to students on a range from 0 to 99.95 and is calculated from your university aggregate.
- To obtain a university aggregate and an Australian Tertiary Admission Rank (ATAR) you must:
- Qualify for the SACE/NTCET.
- Comply with the rules regarding precluded combinations.
- Comply with the rules regarding counting restrictions.
- Complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2 in a maximum of three attempts which need not be in consecutive years.
- Of the 90 credits of study a minimum of 60 credits of study must be from 20 credit TAS.*

(* Normally 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same area, when studied in pairs, can substitute for a 20 credit subject. These are called valid pairs. Such subjects are identified in the SATAC Tertiary Entrance Booklet)

Precluded Combination

- Two subjects are a precluded combination if they are defined by the universities and tafeSA as having significant overlap in content. They cannot both count towards your ATAR or tafeSA Selection Score.

Scaling

- The mathematical process which provides a basis for comparing performance in different SACE Stage 2 subjects which have different objectives, content and assessment processes. The 'raw scores' are scaled to ensure they are comparable before they are totalled to produce the university aggregate. For further information about scaling, refer to the SATAC website: http://www.satac.edu.au/pages/scaling

Calculating the University Aggregate

- The university aggregate is calculated from scaled scores. These are the numeric measures of your performance in Tertiary Admissions Subjects (TAS) which are derived from your grades, and are reported to you out of 20.0 for 20 credit subjects and out of 10.0 for 10 credit subjects. Please note that if you do not attempt the publicly assessed component of a TAS (e.g. an examination or final recital), you will be given a scaled score of 0.0.

The university aggregate is calculated from your best scaled scores from three 20 credit TAS plus the best outcome from the flexible option, which is the best 30 credits of scaled scores or scaled score equivalents from:

- The scaled score of a 20 credit TAS.
- Half the scaled score of one or more 20 credit TAS.
- The scaled score of one or more 10 credit TAS.
- Scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits.

Subject to precluded combination and counting restriction rules. Subjects with scaled scores of 0.0 can be used in the calculation of the university aggregate. The subjects used in the calculation can only come from a maximum of three attempts which need not be in consecutive years.

How your university aggregate is calculated

60 Three 20 credit scores	Your scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used. Normally, 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same subject area, when studied in pairs, can substitute for a 20 credit subject. These are called valid pairs.
+	
30 Final 30 credits – flexible option	Your score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from: - The scaled score of a 20 credit TAS - Half the scaled score of one or more 20 credit TAS - The scaled score of one or more 10 credit TAS - Scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits

Your university aggregate is the best possible score calculated from the above options, subject to counting restrictions and precluded combinations.

Converting the university aggregate to an Australian Tertiary Admission Rank (ATAR)

- The university aggregate is converted to an ATAR. The ATAR is an indicator of how well a particular student has performed relative to other students. It is important to remember that the ATAR is a rank, not a score, and that it cannot be calculated arithmetically from a university aggregate.

Reporting the University Aggregate and ATAR

- The university aggregate is reported to students on a score range of 0–90.0 with intervals of 0.1. The ATAR is reported to students on a percentile scale, i.e. on a range 0–99.95 with intervals of 0.05. The university aggregate and ATAR are reported only to students who qualify for the SACE.

Prerequisites

Some university courses/programs require students to have studied one or more specific Stage 2 subjects to a minimum standard in order to be eligible for selection into the course/ program. These subjects are known as prerequisites. In order to fulfil a prerequisite subject requirement, you must obtain a minimum grade of C- or better.

Assumed knowledge

Many university courses recommend that commencing students have background knowledge in one or more specified Stage 1 or Stage 2 subjects or have an identified skill which will enhance the student's understanding of the course content. Assumed knowledge is not compulsory and is not used in the selection process for entry to university courses.

Adjustment Factors

SATAC's participating institutions may add adjustment factors to a student's university aggregate to calculate a selection rank for entry to their courses (see TEC for more information).

There are two schemes which provide adjustment factors to applicants - *the Universities Equity Scheme and the Universities Language, Literacy and Mathematics Scheme.*

SATAC administers these schemes on behalf of its participating institutions. Applicants who are eligible for adjustments under the Universities Equity Scheme will have their university aggregate adjusted by 5 points, and applicants who are eligible for adjustments under the Universities Language, Literacy and Mathematics Scheme will have their university aggregate adjusted by either 2 or 4 points. An individuals' aggregate can be adjusted by a maximum of 9 points. (Please refer to the *SATAC Tertiary Entrance Booklet* for eligibility criteria and a list of excluded courses)

TAFE SA Entry Requirements

Many TAFE SA courses offered through SATAC have course admission requirements which all applicants must meet in order to be eligible for selection. Course admission requirements differ according to the level and type of course.

Course Admission Requirements

Courses may be considered competitive if there are limited places available, or non-competitive if all interested and qualified students will be accepted.

Admission requirements for competitive courses are either:

- Satisfactory demonstration of reading, writing and numeracy skills by undertaking the Core Skills Profile for Adults (CSPA), or
- Satisfactory demonstration of reading, writing and numeracy skills by undertaking the Core Skills Profile for Adults (CSPA) and satisfactory performance in an audition/written assessment/portfolio

Most Certificate IV, Diploma and Advanced Diploma courses do not have any course admission requirements, but some courses may require a lower level Certificate. SACE completion is a requirement for some courses.

There are no course admission requirements for non-competitive Certificate I, II and III level courses at TAFE SA. Students are required to demonstrate satisfactory reading, writing and numeracy skills as part of course counselling before enrolling in a TAFE SA course. (Information about the CSPA and admission requirements for individual courses is available from the TAFE SA website.

Post-school Information Links

The following websites may be useful when exploring post school options within the Tertiary, Vocational Education and Training (VET) and employment sectors.

South Australian Tertiary Admissions Centre

- www.satac.edu.au

Tertiary Institutions

- Charles Darwin University | www.cdu.edu.au
- Flinders University | www.flinders.edu.au
- The University of Adelaide | www.adelaide.edu.au
- University of South Australia | www.unisa.edu.au
- CQUniversity Australia (Adelaide campus) | www.cqu.edu.au
- SAIBT | www.saibt.sa.edu.au
- Tabor | www.tabor.edu.au
- TAFE SA | www.tafesa.edu.au
- Torrens University Australia | www.torrens.edu.aiu

Tertiary Admission Centres

- SATAC SA & NT | www.satac.edu.au
- QTAC Queensland | www.qtac.edu.au/home
- TISC Western Australia | www.tisc.edu.au/static/home.tisc
- UAC NSW & ACT | www.uac.edu.au
- UTAS Tasmania | www.utas.edu.au
- VTAC Victoria | vtac.edu.au

Inclusive Education

The Inclusive Education Program is underpinned by Christian Brothers College and the Catholic Education Strategic Plans, the *Charter for Catholic Schools in the Edmund Rice Tradition*, and Legislative and policy frameworks: *Disability Discrimination Act (DDA, 1992)*, *Disability Standards for Education (2005)* and Catholic Education South Australia (CESA) *Students with Disabilities Policy (2010)*.

In keeping with The Edmund Rice Tradition, current legislation and the Melbourne Declaration; Christian Brothers College has a strong commitment to all students so that they are provided with opportunities to access and participate in a broad, balanced and relevant curriculum.

The College acknowledges and recognises that some students may have additional learning needs related to their academic progress, intellectual, social/emotional difficulties, sensory impairments or physical difficulties. Student learning needs are supported through a differentiated curriculum. Teaching is adapted to take into account the individual needs of students. This comprises 'reasonable adjustments' to the curriculum, environment, pedagogical practices and assessment methods to ensure that instruction is relevant, flexible and responsive, leading to successful achievement and the development of students as self-regulated learners.)

The aims of the program are:

- Every student is encouraged, valued and accepted equally, regardless of ability.
- Students are provided with opportunities to demonstrate their individual strengths and aspirations.
- Every student will have access to the curriculum to which he is entitled.
- Students with additional learning needs will be identified at the earliest opportunity.
- Students identified under the Catholic Education South Australia (CESA) policy, Students with Disabilities (2010) will be provided with an Individual Education Plan (IEP) and those with learning difficulties and complex profiles, a Nationally Consistent Collection of Data form.
- A collaborative process with parents, carers and agencies will be encouraged for meeting student needs.
- Where appropriate student voice is encouraged by the student attending and contributing to meetings held in relation to him.

Identification of Student's needs may be sought through:

- Relevant reports or assessments made available (with written parent consent) by outside professionals and agencies.
- Teacher and school assessments including NAPLAN.
- Anecdotal information and observations.
- Student work samples.
- College and previous school reports.

Responsibilities of the College

- Staff will engage in appropriate Professional Learning as required to meet the additional needs of individual students.
- College staff will liaise and work collaboratively with parents, carers and agencies in the planning of support for students with additional needs and focus on building a collaborative school and home partnership.
- Teachers will provide a curriculum in which students can access and participate successfully.
- Case management will be provided for students considered 'at risk'.
- Teachers will provide learning approaches that recognise and build on student strengths.
- Staff, in collaboration with the Inclusive Education Coordinator, will assist in monitoring the educational progress of students in the Inclusive Education Program. The Coordinator will assist in the identification and coordinate the mechanisms required to meet student's educational, pastoral care, safety and health needs and in negotiation with teachers, coordinate the planning and review process.
- The Inclusive Education Coordinator will, as appropriate, maintain communication with the CESA personnel, in particular Special Education, Behaviour Education and Indigenous Education to assist in the support of students with additional needs.

Responsibilities of Parents/Carers

- Inform the relevant College staff of any significant changes in their son's life, e.g. health, relevant family issues/changes, that may impact on their son's wellbeing and/or learning.
- Share updated professional reports relevant to their son's education.
- Share observations and insights into their son's strengths, interests, friendships and daily living skills within a range of contexts.
- Participate in planning or review meetings and the development of, or progress toward the educational goals or objectives.
- In the first instance raise any concerns with their son's Tutor Group teacher on the Senior campus or class teacher on the Junior campus.

Responsibilities of Students

- Participate in the planning and review of goals as appropriate.
- Share relevant information in relation to their educational program, e.g. success, areas of concern, including support received through the Inclusive Education program.
- Act in a respectful and responsible manner as a participant of the Inclusive Education program.

Guidelines for Implementation of the Policy

The Inclusive Education program provides support by:

- Specialist intervention programs
- In class support
- Withdrawal situation
- Homework club

Identification of students within the College Inclusive Education policy:

Students may be identified by:

- The CESA policy, Students With Disabilities (2010) verified as eligible by current professional reports.
- Teachers, substantiated by relevant assessments, professional reports or work samples that demonstrate the student is achieving **significantly** below or above the expectation for their chronological age.
- Parents, substantiated by relevant assessments, professional reports that demonstrate the student is achieving **significantly** below or above the expectation for their chronological age.
- The transition process at the time of enrolment or Interview.

Applications for students for inclusion in the Inclusive Education Program will be made through the Inclusive Education Coordinator.

The student needs and appropriate course(s) of action or intervention will be determined to support the student's access and participation in the educational program.

Advanced Learners at Christian Brothers College

At Christian Brothers College we have long moved away from the notion that giftedness is solely based on IQ or is indeed an innate quality that one is born with and is imbued with for life.

'Gifted and talented students vary in terms of the nature and level of their abilities; there is no single homogeneous group of gifted and talented students' (*The Australian Curriculum*, 2018).

At Christian Brothers College, in line with current research, we recognise that giftedness, whatever it is defined as, resides in all groups of people, that is, in both genders, minorities, the disabled, English as an Additional Language students, migrants, and the general population. We recognise that 'giftedness' is about the student and not about the definition and therefore have defined giftedness as a fluid characteristic which will eventually be expressed as a student's talents. We believe that giftedness can exist across many domains and can be of various levels.

Advanced learners need to be supported and challenged, failure to do so can increase the risk of the onset of social and emotional problems, as well as the failure to fully develop the potential talent. In any kind of teaching the starting point of learning must be the context that the students bring into the classroom; this includes skills and knowledge, abilities, talents, their deficits, their learning styles, and their interests. At Christian Brothers College the student is at the heart of our teaching and we very much acknowledge the wisdom of the Australian Curriculum, Assessment and Reporting Authority (ACARA) when it writes, '*Students who are gifted and talented have a right to rigorous, relevant and engaging learning activities drawn from a challenging curriculum that addresses their individual learning needs.*'

Countless papers have reported that advance learners need many things to optimise their progress. Research has shown that the greater the giftedness the greater the asynchronicity of development, therefore these students need acceleration so that they can be guided through the curriculum at their own pace, (which in many cases is significantly faster than their chronological group). They require creative experiences so they can learn through enquiry, inventing and applying. Most also need sensitive handling as their strengths also set them apart, coupled with poor understanding of the nature of 'giftedness' by society at large (Smutny & Fremd, 2011). At Christian Brothers College we understand this. Teachers enrich student learning by providing students with opportunities to work with learning area content in more depth or breadth; encompassing specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers also accelerate student learning by drawing on content from later levels in the Australian Curriculum and/or from local state and territory teaching and learning materials.

Christian Brothers College as part of its support of advanced learners offers the following, depending on the area and degree of giftedness:

- Enrichment programs in Mathematics, Science, English and Humanities.
- Affective support through mentorship and counselling.
- Skill and talent development in sport.
- Interest and high-skill programs within courses, (Astronomy in Year 11 Physics).
- Classes with pedagogical styles especially adapted for the inclusion of the Gifted and Talented; differentiated curriculum, flexible groupings, tier-based class resourcing.
- Co-curricular activities that sit alongside of the academic such as Robotics, Programming, Chess and a variety of competitions, such as, Computational & Algorithmic Thinking, Australian Mathematics Competition, Oliphant Science Awards, G&T Conferences for students, Youth forums from Amnesty International and United Nations, to name a few.

Process of identifying Advance Learners:

- Raven testing for students identified with particular talents (tests are being priced and the timing decided on).
- Identification of students that might benefit from a year acceleration in a variety of subjects (this has already been done for Year 10 and Year 11 students in consultation with our Head of Teaching and Learning and the parents of the students).
- Planned Australian Council for Educational Research (ACER) Progressive Achievement Testing (PAT) for all new students to CBC as part of the identification process for future Gifted and Talented discussion.
- Parent identification kit is available for dissemination to new students.

Courses and experiences implemented and made available for Gifted and Talented Students:

- Monthly Adelaide University lecture by a variety of lecturers for the Gifted and Talented Physics/Astronomy + Year 10 Accelerated HAP group – starting on Wednesday 1 February at the Physics Lecture room, Adelaide University.
- In communication with Adelaide University and Pedare College to begin a six-weeks robotics course using the new CBC Technical Training facilities.
- Andrew Cool (Astronomer) and ASSA working in conjunction with Physics and Chemistry students in Astro-photography and Stellar-Spectroscopy (Once a month, over six months).

One-off Student Experiences

- Academy Conferences for the gifted and talented
- Ingenuity Engineering
- Year 7 Gifted and Talented students entered into SA Da Vinci Decathlon
- UNSW Mathematics competition for gifted or talented mathematicians in Years 7–10
- The Australian Science Olympiads in Chemistry, Physics, Biology, Earth Science Years 7–10
- World Education Games for Year 7 and 8 gifted and talented (ICT based competition).

Parent Education

- A information evening for parents of Gifted and Talented students will be provided.

'The greatest gift of all is the person's desire to create and produce. It is what we as teachers do to help stimulate and fulfil this desire that ultimately will determine if we are worthy of being called teachers of the gifted.' Renzulli (1982) in (Ireland, 2006, p 35).

Learning Area Overview

	Compulsory Subjects		Non-Core / Elective Subjects		
Junior School	Chinese English Health and Physical Education Humanities Mathematics	Music Religious Education Science Technologies The Arts			
Year 7	Chinese (Mandarin) Design Technology & Engineering Digital Technologies English Food Technology Geography Health and Physical Education	History: The Ancient World Italian Mathematics Religious Education Science The Arts (Drama, Music and Visual Arts)	English Enrichment Humanities Enrichment Mathematics Enrichment Science Enrichment		
Year 8	Design Technology & Engineering Digital Technologies English Food Technology Geography Health and Physical Education	History: The Ancient to the Modern World Italian or Chinese (Mandarin) Mathematics Religious Education Science	Drama English Enrichment Humanities Enrichment Mathematics Enrichment Music - Performance and Technology	Music Technology Science Enrichment Visual Arts and Design	
Year 9	English Geography Health and Physical Education History: The Making of the Modern World	Mathematics Religious Education Science	Design Technology & Engineering Digital Technologies Drama A Drama B English Enrichment Food Technology	Humanities Enrichment Italian or Chinese (Mandarin) Mathematics Enrichment Music – Performance and Technology Music Technology	Science Enrichment Visual Arts – Art Visual Arts – Design Visual Arts – Digital Art
Year 10	English Exploring Identities and Futures (Stage 1) Health and Physical Education History: The Modern World and Australia General Mathematics Spiritualities, Religion and Meaning (Stage 1) Science Society and Culture - Business in the Global Economy		Certificate III Sport Coaching Chinese (Mandarin) Community Developed Programs Design Technology & Engineering: Material Solutions - Metal Design Technology & Engineering: Material Solutions - Timber Design Technology & Engineering: Robotic and Electronic Systems Digital Technologies	Drama: Theatre Drama: The Stage Food Technology: Food and Lifestyle Food Technology: Food with Flair Geography Italian Mathematics 10A Essential Mathematics (Stage 1) Pre-Methods Mathematics	Music – Certificate III in the Music Industry Music Technology Pre-Trades (Off Campus) Self-directed Community Learning Sport and Recreation Visual Arts – Art Visual Arts – Design Visual Arts – Digital Art
Year 11	Activating Identities and Futures (Stage 2) English* Essential English* Pre-Literary Studies* Essential Mathematics* General Mathematics* Mathematical Methods* Specialist Mathematics* Spiritualities, Religion and Meaning (Stage 2) * Students must choose two semesters of English and one semester of Mathematics.		Accounting Biology Business Innovation Certificate III Business (On Campus) Certificate III Fitness (On Campus) Certificate III Music (Sound Production) (On Campus) Certificate III Sport and Recreation (On Campus) Chemistry - Biological and Environmental Child Studies Chinese (Mandarin) Community Developed Programs Community Studies Design Technology & Engineering: Material Solutions - Metal	Design Technology & Engineering: Material Solutions - Timber Design Technology & Engineering: Robotic and Electronic Systems Digital Technologies – Data Science (Python) Digital Technologies – Game Development (Python) Drama Economics Food and Hospitality Geography Information Processing and Publishing Integrated Learning (Sport Studies) Italian Legal Studies Media Studies	Modern History Music Explorations Music Studies Nutrition Outdoor Education Physical Education Physics Physics (Astronomy + Medicine) Physics for Trades Psychology Scientific Studies: Sports Science Self-directed Community Learning VET (Off Campus) Visual Arts – Art Visual Arts – Design Workplace Practices
Year 12	CBC Advantage * Students must choose one option from the CBC Advantage line. (Refer to page 113)		Accounting Biology Business Innovation Certificate III Business (On Campus) Certificate III Fitness (On Campus) Certificate III Music (Sound Production) (On Campus) Certificate III Sport and Recreation (On Campus) Chemistry Child Studies Chinese (Continuers) Community Developed Programs Community Studies Design Technology & Engineering: Material Solutions - Composite Design Technology & Engineering: Robotic and Electronic Systems	Digital Technologies Drama Economics English English Literary Studies Essential English Food and Hospitality Information Processing and Publishing Italian Legal Studies Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics Media Studies Modern History	Music Explorations Music Performance Music Studies Nutrition Outdoor Education Physical Education Physics Psychology Scientific Studies: Sports Science Self-directed Community Learning Society and Culture VET (Off Campus) Visual Arts – Art Visual Arts – Design Workplace Practices

Arts

'Arts' is a collective term for the wide variety of subjects offered within this Learning Area. Artists such as actors, dancers, film-makers, painters, designers and singers entice us to reflect on their arts works-symbolic representations of life experiences and imagined worlds. Artists play a major role in every day communications and can be called upon to symbolise moments of great importance to cultural groups. Arts forms are based on traditions and evolve according to changing social, cultural and technological practices.

Learning in arts engages students in satisfying, lifelong involvement and enjoyment. The richness of meaning expressed in arts works provides both intellectual rigour and a sense of self-worth in individuals and communities. The arts provide a means by which learners can explain, reflect, understand and critique society and imagine better worlds. Students develop non-literal languages and discover other ways of communicating through metaphor and innuendo. Such learning engages student's intellect and creativity; enables them to become imaginative problem-solvers; and offers opportunities for students to access alternative methods of thinking and feeling specific to each arts form.

Arts Courses

Courses at Year 10 level are designed to meet the requirements of the Australian Curriculum for The Arts and are built upon the interrelated strands of Making and Responding.

Making includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.

Responding includes exploring, responding to, analysing and interpreting artworks.

Stage 1 and 2 courses are designed to meet the requirements of the SACE Board and provide opportunity for students to earn credits towards the SACE. Learning and Assessment plans are developed by the teacher, based on specific Assessment Design Criteria as directed by the SACE Board. Stage 1 courses are constructed in order to prepare students for study in the corresponding Stage 2 subject.

Subjects within this Learning Area are divided into three categories – Drama, Music and Visual Arts.
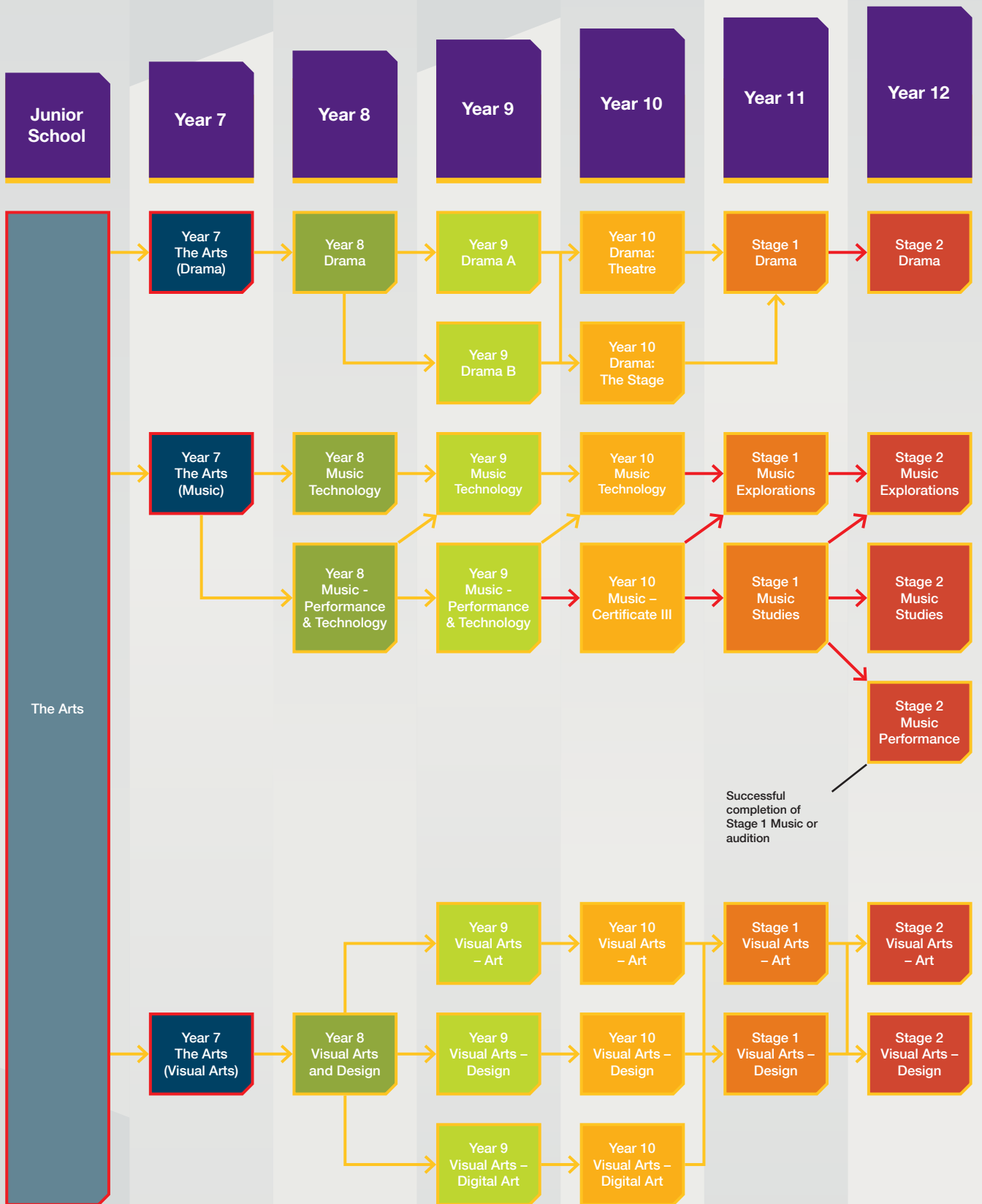
Further Information

Mr Chris Dolan
Head of Learning - Visual Arts and Design

Mr Hamish Buckley
Head of Learning - Performing Arts

Junior School

Year 7 · **Year 8** · **Year 9** · **Year 10** · **Year 11** · **Year 12**

The Arts

Drama pathway

Year 7 The Arts (Drama) → Year 8 Drama → Year 9 Drama A → Year 10 Drama: Theatre → Stage 1 Drama → Stage 2 Drama

Year 8 Drama → Year 9 Drama B → Year 10 Drama: The Stage → Stage 1 Drama

Music pathway

Year 7 The Arts (Music) → Year 8 Music Technology → Year 9 Music Technology → Year 10 Music Technology → Stage 1 Music Explorations → Stage 2 Music Explorations

Year 7 The Arts (Music) → Year 8 Music - Performance & Technology → Year 9 Music - Performance & Technology → Year 10 Music – Certificate III → Stage 1 Music Studies → Stage 2 Music Studies

Stage 1 Music Studies → Stage 2 Music Performance

Successful completion of Stage 1 Music or audition

Visual Arts pathway

Year 9 Visual Arts – Art → Year 10 Visual Arts – Art → Stage 1 Visual Arts – Art → Stage 2 Visual Arts – Art

Year 7 The Arts (Visual Arts) → Year 8 Visual Arts and Design → Year 9 Visual Arts – Design → Year 10 Visual Arts – Design → Stage 1 Visual Arts – Design → Stage 2 Visual Arts – Design

Year 9 Visual Arts – Digital Art → Year 10 Visual Arts – Digital Art

Legend

Compulsory Subject

Elective Subject

Successful completion of the preceding subject is **compulsory**

Successful completion of the preceding subject is **recommended**

Cross Disciplinary

The Cross Disciplinary Learning Area at Christian Brothers College encompasses the following subjects: *Exploring Identities and Futures* at Year 10 (Stage 1 compulsory subject), Community Studies at Year 11 (Stage 1), Community Studies at Year 12 (Stage 2), and *Activating Identities and Futures* at Year 11 (Stage 2). In addition, vocational learning is offered across Years 9, 10, 11 and 12. Each of these subjects provides opportunities for student learning in different ways.

Exploring Identities and Futures

Exploring Identities and Futures is a compulsory SACE subject, normally undertaken in Year 10 and replaces the Personal Learning Plan subject.

This subject will allow students to develop a pathway to thrive by exploring who they are and who they want to be. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity and connections to the world around them.

Exploring Identities and Futures contributes 10 credits towards the SACE. Because it is compulsory, students need to achieve a C grade or above.

Activating Identities and Futures

Activating Identities and Futures replaces the Research Project A/B and is a Stage 2 subject that all SACE students undertake. The subject is worth 10 credits, and students need to achieve a C grade or higher to achieve their SACE.

The purpose of Activating Identities and Futures 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.

Integrated Learning

Integrated Learning draws links between aspects of students' lives and their learning. Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, for a specific purpose, product, or outcome. Through the key areas of study in Integrated Learning, students develop and demonstrate their capabilities. They have opportunities to explore the ways in which to demonstrate the capabilities in different contexts. Integrated Learning is undertaken as a class or group and may involve a community-based project.

Students develop communication and independent lifelong learning skills. The study of Integrated Learning encourages students to build their confidence and self-esteem. Where possible, students actively participate in the community to develop understanding and skills in citizenship, and an understanding of ways to develop specific work skills and competencies. Communities may vary from school communities to a local community, or civic groups, worksites, or global online communities.

Integrated Learning is designed to facilitate collaborative learning. Through collaboration and teamwork, students learn to plan and organise activities and to develop their understanding of, and empathy for, others. This collaboration supports goals such as active learning, conflict resolution, and the discovery of new ideas.

Integrated Learning builds community capacity by connecting students' learning to meaningful participation in the community. The study of Integrated Learning can lead to courses in the vocational education and training (VET) and university sectors.

Cross Disciplinary Courses

Courses at Year 10, Stage 1 and Stage 2 are designed to meet the requirements of the SACE Board and provide opportunity for students to earn credits towards the SACE. Learning and Assessment plans are developed by the teacher, based on specific Assessment Design Criteria as directed by the SACE Board. Stage 1 courses are constructed in order to prepare students for study in the corresponding Stage 2 subject.

Further Information

Mr Noel Karcher
Cross Disciplinary

Junior School	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
				Exploring Identities and Futures (Stage 1)	Activating Identities and Futures (Stage 2)	
					Community Studies	Community Studies

Design Technology and Engineering

Design Technology and Engineering education creates technologically literate individuals who critique, design and make products, processes and systems. It involves cross curriculum links and embraces procedural knowledge. There are many valuable techniques to be learned through critiquing, designing and making. It is a dynamic and diverse learning area, the content of which can be determined by local contexts and the needs of students and the community. This procedural knowledge can be used in leisure pursuits, lifelong learning, work, and participation in democratic processes and decision-making. Design Technology and Engineering offers learners knowledge, skills, strategies, dispositions, to develop their own identities as individuals, and to help them design shared, sustainable futures.

Subject offerings within the Design Technology and Engineering Learning Area provide students with the opportunity to develop their capacities to critique the technological and designed worlds around them. In Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of products or systems. Design, Technology and Engineering has four contexts: digital communication solutions, industry and entrepreneurial solutions, material solutions and robotic and electronic systems.

 As a result of this, students learn to question those worlds in new ways and construct new meanings of the worlds. Students are enabled to challenge the 'status quo' of acceptance of the built and created world. Ultimately students can identify and deconstruct dominant power structures which create injustice in our world. As students design, they are empowered to effect change by developing a range of thinking skills. They learn that a number of answers may be possible when critiquing, designing or making technology. As students make, they examine their ideas and thinking against reality by applying skills and knowledge. They take practical action to bring into being ethically desirable products, processes and systems. The notion of a technologically literate learner calls for a deep understanding of technology, developed through richly woven subject offerings.

Design Technology and Engineering Courses

Courses at Year 7 to 10 level are designed to meet the current requirements of the Australian Curriculum. The broad range of subject offerings within the Design Technology and Engineering area are built on the two strands from the Technologies learning area and the two strands from the Human and Social Sciences learning area.

Design and Technologies Knowledge and Understanding – the use, development and impact of technologies and design ideas across a range of technologies contexts.

- **Design and Technologies Processes and Production Skills** – the skills needed to create designed solutions.
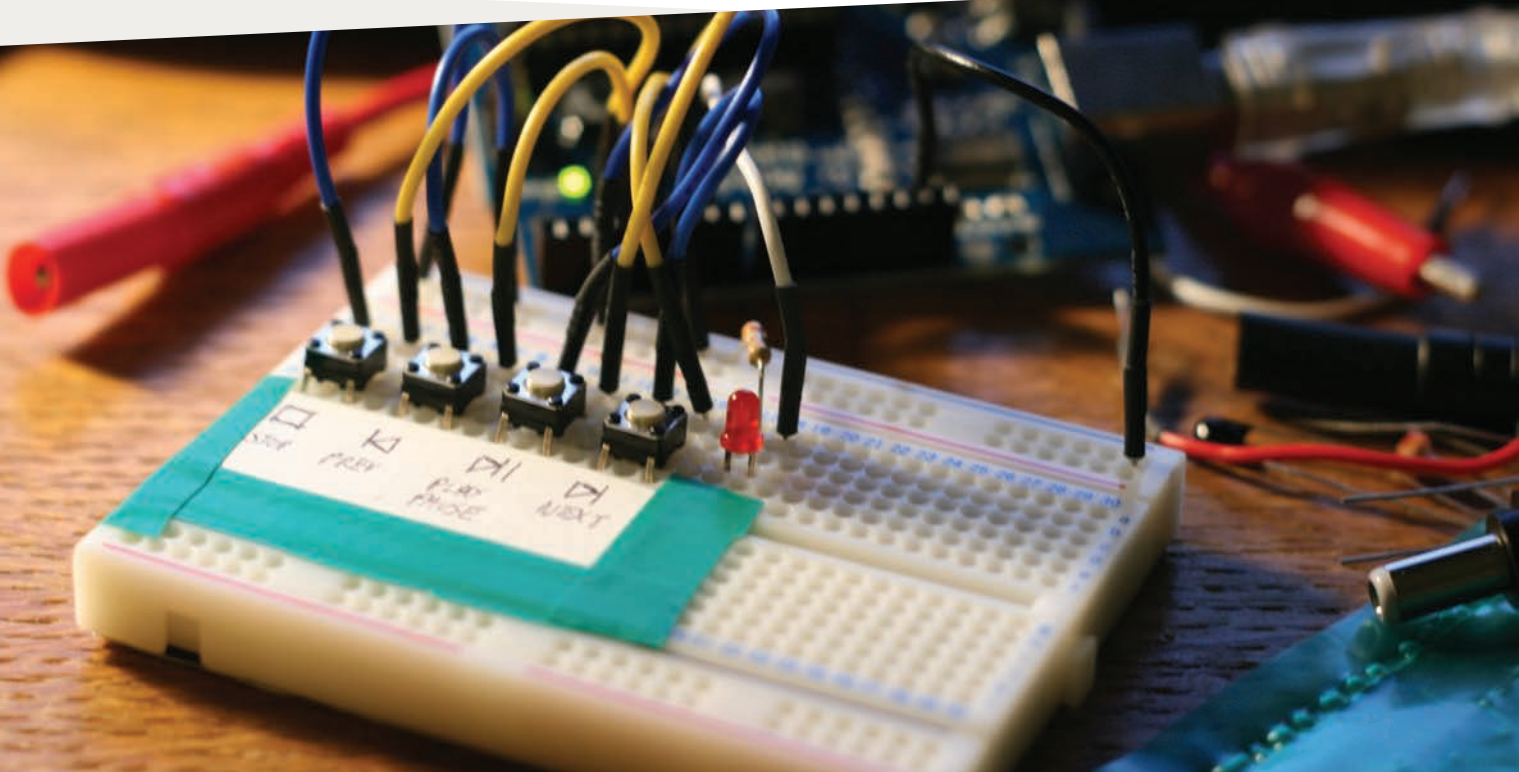
Stage 1 and 2 courses are designed to meet the requirements of the SACE Board and provide opportunity for students to earn credits towards the SACE. Learning and Assessment plans are developed by the teacher, based on specific Assessment Design Criteria as directed by the SACE Board. Stage 1 courses are constructed in order to prepare students for study in the corresponding Stage 2 subject.
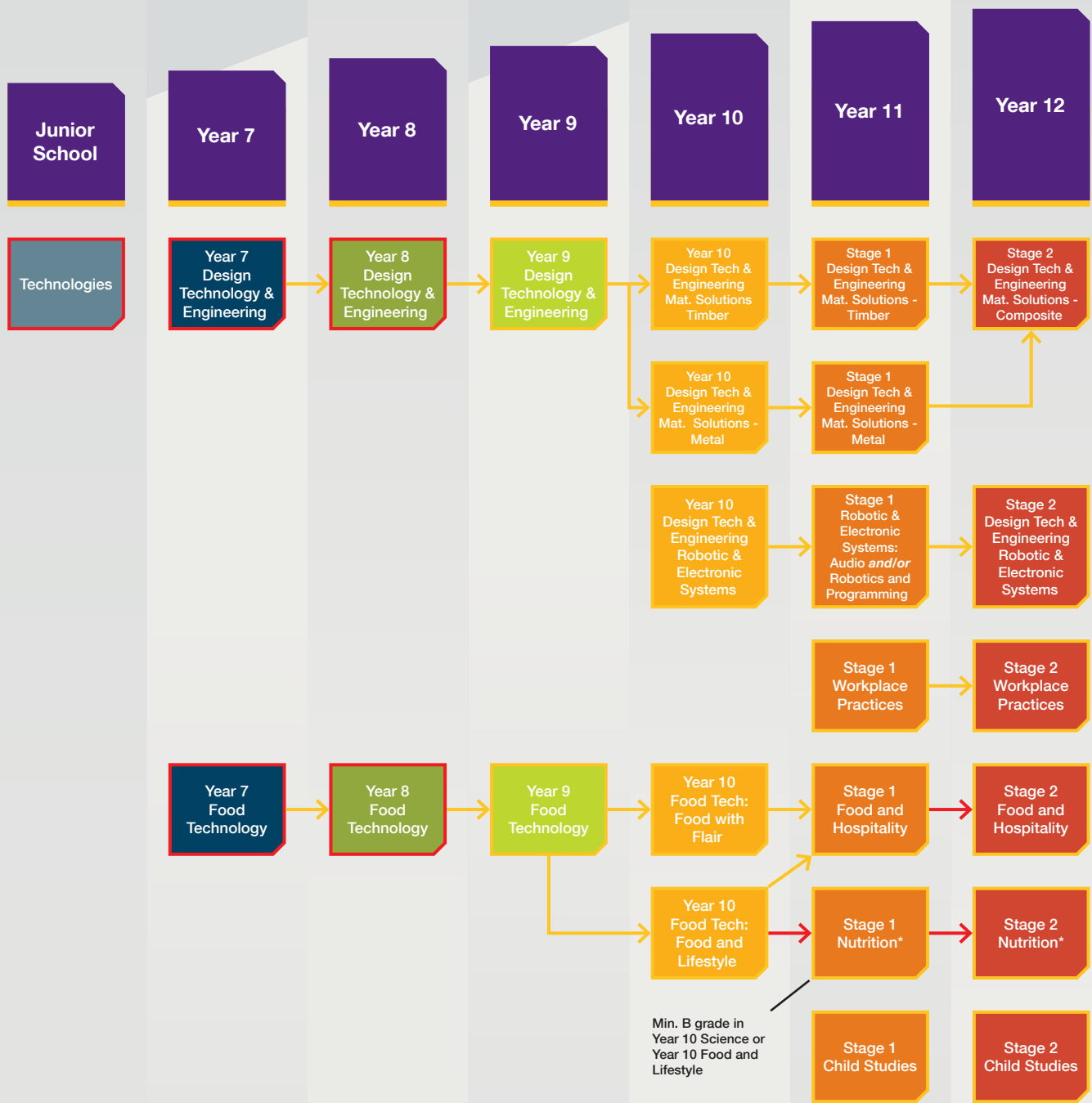
Subjects within this Learning Area are divided into two general categories – those relating to Business and those relating to Technologies.

Further Information

Mr Emmanuel Gaitaneris
Head of Learning - Design and Technologies

Technologies Subject Pathways

Junior School	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Technologies	Year 7 Design Technology & Engineering	Year 8 Design Technology & Engineering	Year 9 Design Technology & Engineering	Year 10 Design Tech & Engineering Mat. Solutions Timber	Stage 1 Design Tech & Engineering Mat. Solutions - Timber	Stage 2 Design Tech & Engineering Mat. Solutions - Composite
				Year 10 Design Tech & Engineering Mat. Solutions - Metal	Stage 1 Design Tech & Engineering Mat. Solutions - Metal	
				Year 10 Design Tech & Engineering Robotic & Electronic Systems	Stage 1 Robotic & Electronic Systems: Audio *and/or* Robotics and Programming	Stage 2 Design Tech & Engineering Robotic & Electronic Systems
					Stage 1 Workplace Practices	Stage 2 Workplace Practices
	Year 7 Food Technology	Year 8 Food Technology	Year 9 Food Technology	Year 10 Food Tech: Food with Flair	Stage 1 Food and Hospitality	Stage 2 Food and Hospitality
				Year 10 Food Tech: Food and Lifestyle	Stage 1 Nutrition*	Stage 2 Nutrition*
					Stage 1 Child Studies	Stage 2 Child Studies

Min. B grade in Year 10 Science or Year 10 Food and Lifestyle

* Science Learning Area Subject

Compulsory Subject

Elective Subject

Successful completion of the preceding subject is **compulsory**

Successful completion of the preceding subject is **recommended**

Digital Technologies

The study of Digital Technologies provides students with knowledge and understanding of digital systems and how they work. This enables students to be creative and discerning decision-makers when they select, use and manage data, information and processes to meet needs and develop for the future.

The curriculum content and assessment in Digital Technologies is based on authentic, present day challenges. These are intended to foster problem solving skills, resilience, independent and team work in students. The themes covered in Digital Technologies include: Artificial Intelligence/Machine Learning, Networks, Data Science, Game Development. Students learn to program and author code and design user interfaces for display of information.

Engaging students in Digital Technologies is intended to provide pathways for the next generation of computer scientists or software developers but it is also intended to upskill students for a wide range of careers. Statistics show that talented IT graduates are in high demand and will remain so for the foreseeable future. At the same time, many service jobs are under threat from automation. Thus, high level digital skills and knowledge provides foundations for better employment opportunities.

Digital Technologies Courses

Within the compulsory components of Digital Technologies in Year 7 and 8, the electives in Year 9 and 10 and in SACE Digital Technologies pathways, students will be provided with practical opportunities to use design and systems thinking. They will develop skills to become innovative developers of digital solutions as well as creative designers of interfaces.

Courses in Year 7 to 10 are designed to meet the requirements of the Australian Curriculum for Digital Technologies. These can be broken down as follows:

Knowledge and Understanding:

Digital systems – the components of digital systems (hardware, software and networks and their use).

Representation of data – how data are represented and structured symbolically.

Collecting, managing and analysing data:

Creating digital solutions by – investigating and defining; generating and designing; producing and implementing; evaluating; collaborating and managing.

Stage 1

There are two courses available at Stage 1, Data Science and Game Development. These both meet the requirements of the SACE Board and provide opportunities to earn 10 Stage 1 credits towards the SACE. Each of these courses will be based on the same theoretical knowledge but will focus on application of knowledge using different programming languages and approaches. Both Stage 1 courses will prepare students for study of Digital Technologies at Stage 2 level. Students can study one or both courses.
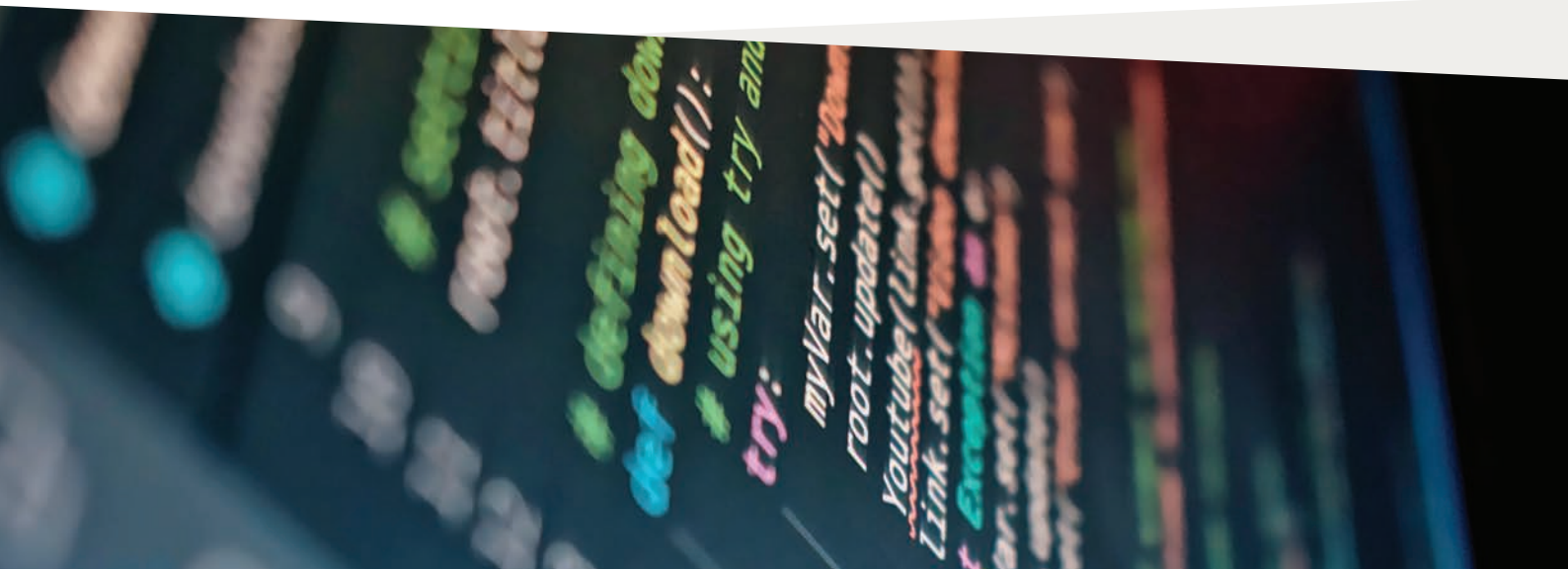
Stage 2

Stage 2 Digital Technologies is designed to meet the requirements of the SACE Board. Students will further develop their skills in programming learned at Stage 1 and apply theoretical knowledge. They will have to choose authentic projects in which they can demonstrate programming and develop skills individually and in teams.
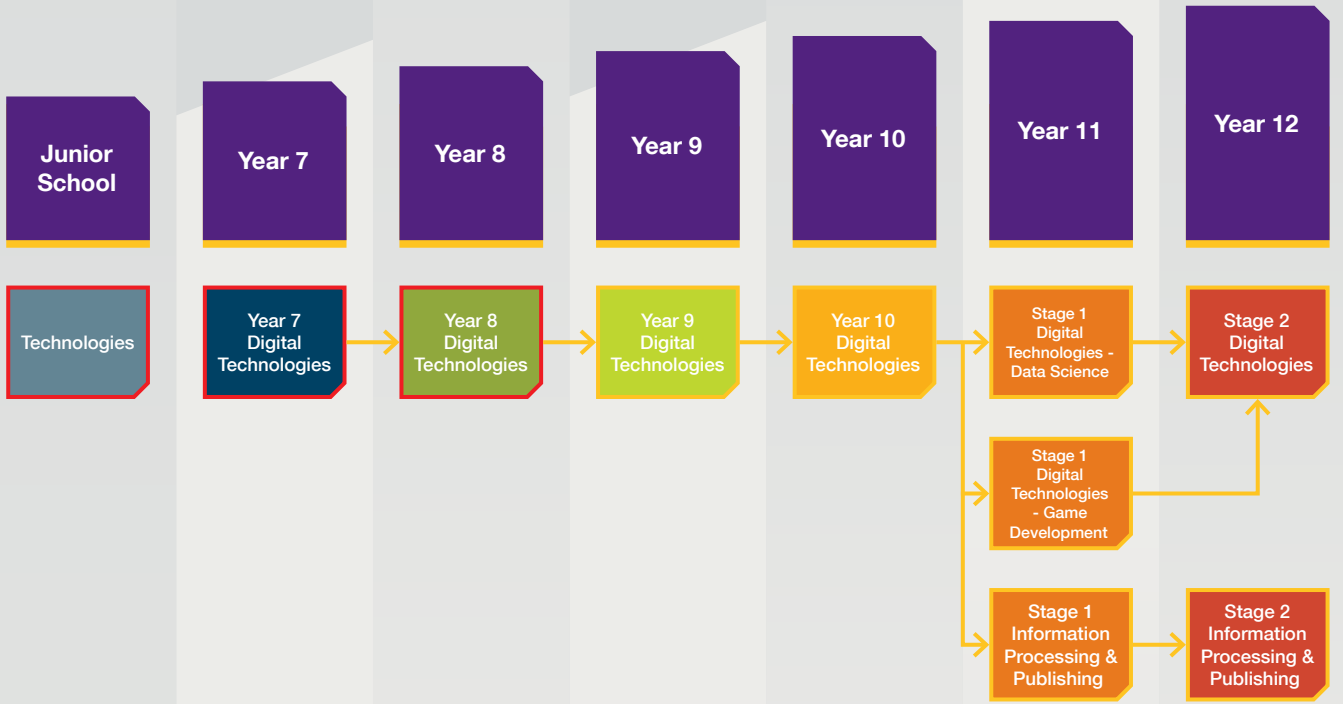
Please note that it is NOT a requirement to have studied Digital Technologies at Stage 1 to join the course at Stage 2.

Further Information

Dr Nick Jackson
Head of Digital Technologies and Learning Management Systems

Junior School	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Technologies	Year 7 Digital Technologies	Year 8 Digital Technologies	Year 9 Digital Technologies	Year 10 Digital Technologies	Stage 1 Digital Technologies - Data Science	Stage 2 Digital Technologies
					Stage 1 Digital Technologies - Game Development	
					Stage 1 Information Processing & Publishing	Stage 2 Information Processing & Publishing

Compulsory Subject

Elective Subject

Successful completion of the preceding subject is **compulsory**

Successful completion of the preceding subject is **recommended**

English, EALD and Literacy

In English, the study, enjoyment and critical use of a range of spoken, written and visual texts enables students to develop knowledge about how language functions and how texts reflect and shape social attitudes and conventions. Students become critical and creative users of the English language, in order to develop a sense of self-worth and the skills and values to engage with all aspects of their academic and social lives.

The study of English or EALD subjects involves learning about texts and language and using the modes of speaking, listening, reading, viewing and writing. Students comprehend and compose a range of literature, media and texts. They explore and engage with fictional, factual, non-print and multimedia texts from diverse cultural perspectives, using these texts to explore ideas, and think imaginatively and critically about themselves, their world and the global community. Students are also able to use the texts they read, view and listen to as resources for creating and constructing their own texts.

English, EALD and Literacy Courses

Courses at Year 7 and 8 are designed to meet the requirements of the Australian Curriculum for English. The coursework builds on student's previous literacy skills and moves towards the analytical and productive requirements of Senior English and SACE English requirements.

In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

There are two types of assessment, productive (creating texts) and receptive (responding to texts), that inform the overall achievement.

Courses at Year 9 and 10 are designed to meet the requirements of the Australian Curriculum for English. The coursework involves deeper analysis and refined production of texts congruent with the requirements of SACE Senior English.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

There are two types of assessment, productive (creating texts) and receptive (responding to texts), that inform the overall achievement.

Students in Years 7–9 may also be offered the opportunity through faculty invitation to participate in the English Enrichment Program. Refer to '"Advanced Learners at Christian Brothers College" on page 25.

Stage 1 and 2 courses are designed to meet the requirements of the SACE Board and provide opportunities for students to earn credits towards the SACE. Learning and Assessment plans are developed by the teacher, based on specific Assessment Design Criteria as directed by the SACE Board and are quality assured by subject moderators. Stage 1 courses are constructed in order to prepare students for study in the corresponding Stage 2 subject.
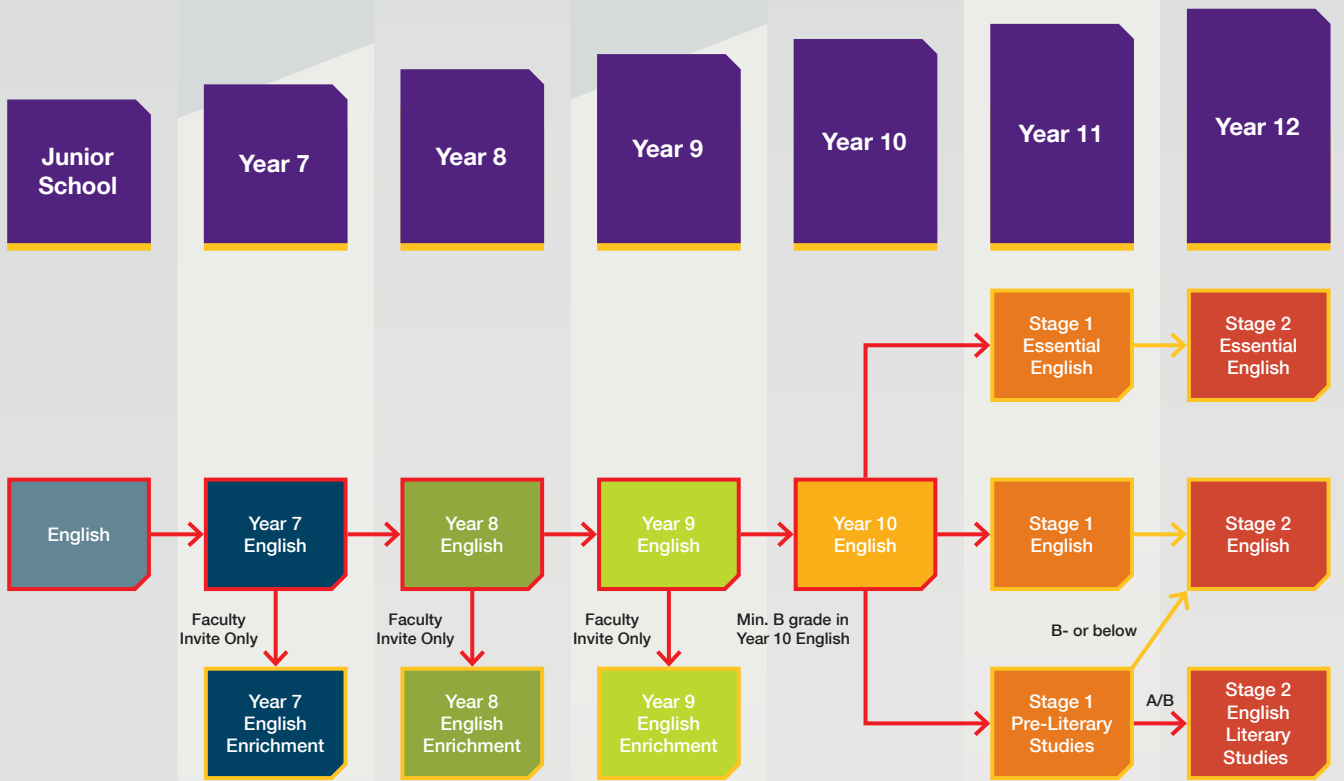
Students must achieve a minimum 'C' standard in 20 credits of English or EALD subjects in order to complete the SACE.

Further Information

Mr Brett Pinder
Head of Learning - English and Literacy

Flowchart

Year headers: Junior School | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12

Main pathway:

English → Year 7 English → Year 8 English → Year 9 English → Year 10 English → Stage 1 English → Stage 2 English

Enrichment pathway (Faculty Invite Only):

- Year 7 English → Year 7 English Enrichment (Faculty Invite Only)
- Year 8 English → Year 8 English Enrichment (Faculty Invite Only)
- Year 9 English → Year 9 English Enrichment (Faculty Invite Only)

Year 10 English branches (Min. B grade in Year 10 English):

- Stage 1 Essential English → Stage 2 Essential English
- Stage 1 Pre-Literary Studies → Stage 2 English Literary Studies (A/B)

Year 11 branches:

- Stage 1 English → Stage 2 English (B- or below)
- Stage 1 Pre-Literary Studies → Stage 2 English (recommended arrow)

Legend

- Compulsory Subject (red outline)
- Elective Subject (yellow outline)
- Successful completion of the preceding subject is **compulsory** (red arrow)
- Successful completion of the preceding subject is **recommended** (yellow arrow)

Flexible Learning

The Adelaide City Entrepreneurial Trade Training Centre (ACE TTC) supports student, parent and community to become aware of Vocational Education & Training, Apprenticeships, Traineeships, ESTEAM-linked curriculum and the importance of being able to apply theoretical applications to practical experiences.

CBC's multi-layered approach to learning and our diverse range of curriculum enables students to develop strong academic skills, broad analytical thinking capabilities and the confidence to be successful in a rapidly changing global environment.

Studying Vocational Education & Learning (VET) or micro-credentials as part of SACE enables students to get a head-start on industry recognised qualifications.

Completing SACE using Vocational Education & Training

Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

You need **200 credits** in total to achieve your SACE.

The remaining **50 credits** are made up of:

- 10 credits for Stage 1 Exploring Identities and Futures.
- 20 credits chosen from a range of English subjects and/or courses at Stage 1 or Stage 2 (literacy requirement).
- 10 credits chosen from a range of Mathematics subjects and/or courses at Stage 1 or Stage 2 (numeracy requirement).
- 10 credits for Stage 2 Activating Identities and Futures.

The SACE Board determines whether credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about recognition at Stage 1 and Stage 2.

Students' VET achievements will be reported on their SACE Record of Achievement against the qualification(s) that they have successfully undertaken

What VET Programs can I choose from?

CBC offers students a wide variety of VET courses both on and off campus. VET course flyers and further information can be obtained from Ms Mitchell, CBC Careers/VET Coordinator.

School-Based Apprenticeships / Traineeships (SBATs)

Australian School-based Apprenticeship/Traineeships (SBATs) allows Year 10, 11 and 12 students to combine paid employment with off-the-job vocational training (VET) and completion of their South Australian Secondary Certificate of Education (SACE).

The student, as part of an employer/employee negotiated Training Contract will undertake part-time paid employment of no less than 8 hours per week. A substantial part of a student's Stage 1 and Stage 2 SACE requirements can be met though recognition of SBAT training. All SBATs need to be endorsed by the Principal and are intended to be converted to full-time once the student leaves school.

Community Learning

The SACE Board recognises that learning doesn't just happen in the classroom, but in all kinds of settings.

SACE students can earn credits for community service or activities through recognised Community-developed programs or self-directed community learning

Community-Developed Programs

Many community organisations develop and accredit their own programs which can be recognised towards the SACE at either Stage 1 or Stage 2 level. Examples include the Australian Music Examinations Board, The Duke of Edinburgh's International Award, and the SA Country Fire Service.

Students who have received an award or certificate from one of the organisations detailed in the Recognised Community-developed Programs table (linked below) may be eligible for SACE credits.

Students can apply for recognition of a Community-developed program by completing the application form and submitting the form to their school's SACE Coordinator.

Please note: Recognition is not granted against Exploring Identities and Futures (at Stage 1), the literacy or numeracy requirements, Activating Identities and Futures (at Stage 2), or the requirement for 60 credits at C grade or better at Stage 2.
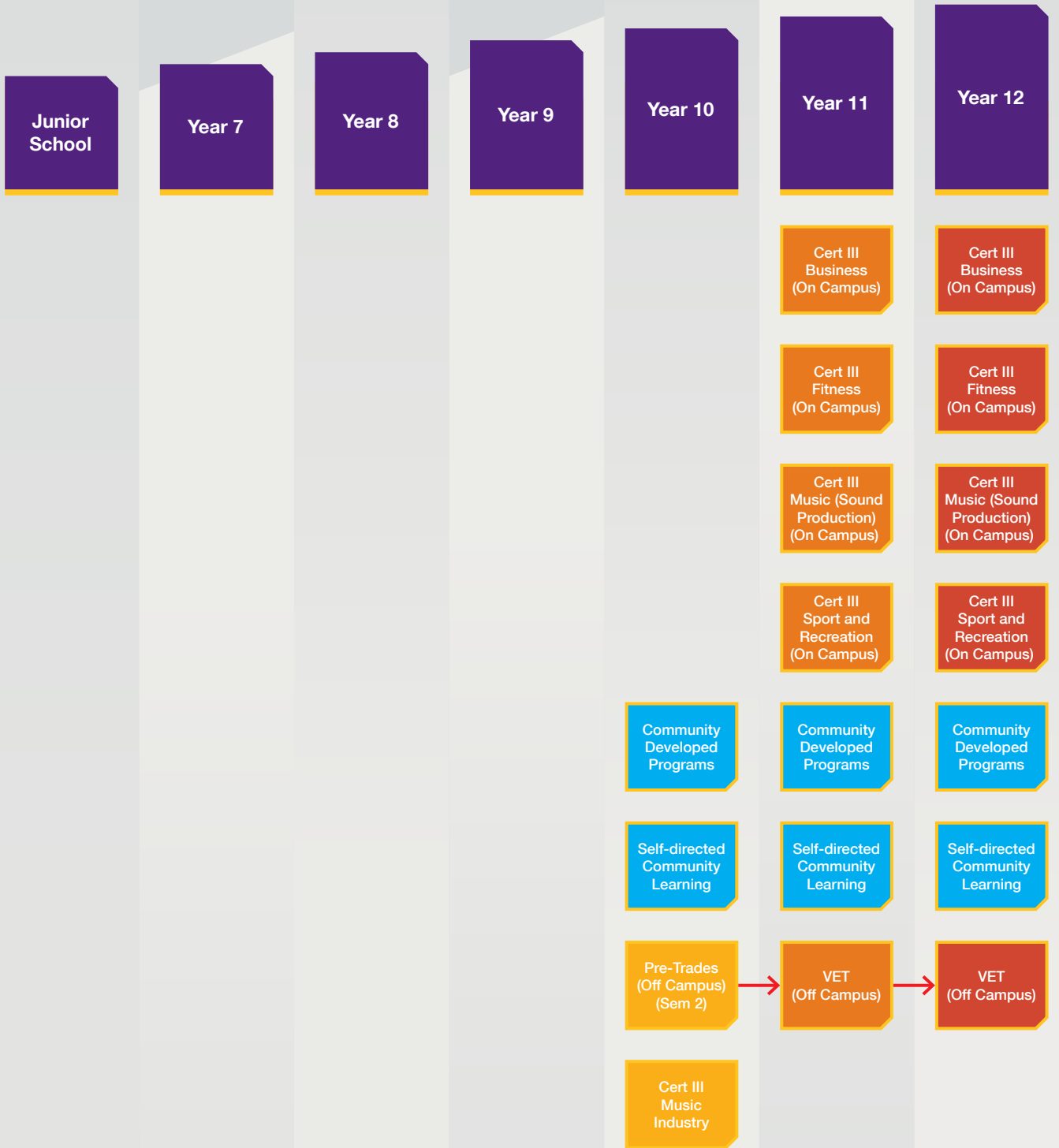
Self-directed Community Learning

SACE credit for self-directed community learning may be gained through learning experiences and/or activities that are not formally accredited within the curriculum. Examples of this type of learning include officiating at a series of sporting events; performing in sport at an elite level; planning and coordinating community or recreational events; taking a leadership role in volunteer organisations; taking responsibility for the care of an older adult or person with a disability etc.

The process for students to have their self-directed community learning considered for recognition as part of their SACE involves the student submitting a Self-Directed Community Learning Application Form and attending an interview with a Community Learning Assessor. To meet the requirements for satisfactory achievement, the student must provide evidence that addresses the nature, scope, and level of complexity of their community learning. For more information, please refer to the SACE website.

Please note: Recognition is not granted against Exploring Identities and Futures (at Stage 1), the literacy or numeracy requirements, Activating Identities and Futures (at Stage 2), or the requirement for 60 credits at C grade or better at Stage 2.

Further Information

Ms Sandra Mitchell
VET / Careers Coordinator

Junior School	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
					Cert III Business (On Campus)	Cert III Business (On Campus)
					Cert III Fitness (On Campus)	Cert III Fitness (On Campus)
					Cert III Music (Sound Production) (On Campus)	Cert III Music (Sound Production) (On Campus)
					Cert III Sport and Recreation (On Campus)	Cert III Sport and Recreation (On Campus)
				Community Developed Programs	Community Developed Programs	Community Developed Programs
				Self-directed Community Learning	Self-directed Community Learning	Self-directed Community Learning
				Pre-Trades (Off Campus) (Sem 2)	VET (Off Campus)	VET (Off Campus)
				Cert III Music Industry		

Legend:

Compulsory Subject

Elective Subject

Successful completion of the preceding subject is **compulsory**

Successful completion of the preceding subject is **recommended**

Health and Physical Education

Health and Physical Education is an experiential subject in which students explore their physical capacities, advance their physical literacy, investigate the factors that influence and improve participation, develop an understanding of their sense of self and build on personal strengths to enhance wellbeing.

Students use critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing and physical activity participation. They also develop resilience and empathy to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. Movement is a powerful medium for learning, through which students can practise and refine personal, behavioural, social and cognitive skills. As a foundation for lifelong physical activity participation and enhanced performance, through an integrated approach students acquire an understanding 'in, about and through' physical activity. This involves students developing an understanding of their own movement in a variety of situations and using a wide range of skills (such as social and intellectual) to reflect on their involvement and improve participation and performance. It also asks students to apply their understanding of sport related scientific concepts, such as biomechanics and exercise physiology, to physical activities.

Health and Physical Education Courses

Courses in Year 7–10 are designed to meet the requirements of the Australian Curriculum for Health and Physical Education, and are built upon the two strands within the learning area: 'personal, social and community health' and 'movement and physical activity'.

Stage 1 and 2 courses are designed to meet the requirements of the SACE Board and provide opportunity for students to earn credits towards the SACE. Learning and Assessment plans are developed by the teacher, based on specific Assessment Design Criteria as directed by the SACE Board. Stage 1 courses are constructed in order to prepare students for study in the corresponding Stage 2 subject.

Further Information

Mr Cail Harris
Head of Learning - Health and Physical Education

Junior School	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Health and Physical Education	Year 7 Health and Physical Education	Year 8 Health and Physical Education	Year 9 Health and Physical Education	Year 10 Health and Physical Education	Stage 1 Physical Education	Stage 2 Physical Education
				Year 10 Sport Coaching Certificate III	Stage 1 Outdoor Education	Stage 2 Outdoor Education
				Year 10 Sport and Recreation	Stage 1 Scientific Studies: Sports Science	Stage 2 Scientific Studies: Sports Science
					Stage 1 Integrated Learning (Sport Studies)	Stage 2 Integrated Learning (Sport Studies) Starting 2024

Compulsory Subject
Elective Subject
Successful completion of the preceding subject is **compulsory**
Successful completion of the preceding subject is **recommended**

Humanities

Subjects within the Humanities Learning Area involve the study of how the experiences and relationships of individuals and groups are shaped and characterised by particular social, cultural, religious, historical, economic, political, technological and ecological systems and structures which develop in different ways and places and at different times. The student's own experiences and knowledge are starting points in the challenge of discussing and considering new perspectives on particular issues, with emphasis on understanding and participating in ethical issues concerning various societies and environments.

The concepts and processes employed in subjects within this learning area enable learners to think about current issues confronting them and their world. Through exploring diverse perspectives on the past, other places, cultures, societies and social systems, students broaden their perceptions of current issues and are prepared to shape change for the future. Using inquiry learning and other processes, students are encouraged to understand and critically challenge ideas, in order to make effective and positive contributions to their school and their community.

Study of subjects within the Human and Social Sciences Learning Area expands the learners' knowledge and awareness of their own and other societies, of local and global environments, and of the interdependence between people, their society and their environment. Subject offerings promote knowledge, aptitudes, attitudes and values that lead to involvement in students' local and the global society.

Humanities Courses

Courses at Year 7–10 are designed to meet the current requirements of the Australian Curriculum for Geography, History, Civics & Citizenship and Business & Economics. These subjects are built upon the seven General Capabilities: Literacy, Numeracy, Digital Literacy, Critical and Creative Thinking, Personal and Social capability, Intercultural Understanding, Ethical Understanding.

The Cross-curriculum priorities of Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability ensure that the curriculum adds depth and richness to student learning in the context of a global world.

History is a compulsory subject in Years 7–10.

In Years 7–10, aspects of Civics and Citizenship, and Business and Economics are integrated into Geography. In Year 10, all students study History and SACE Society & Culture - Business in the Global Economy, and they are encouraged to also choose Geography.

Students in Years 7–9 may also be offered the opportunity through faculty invitation to participate in the Humanities Enrichment Program. Refer to '"Advanced Learners at Christian Brothers College" on page 25.
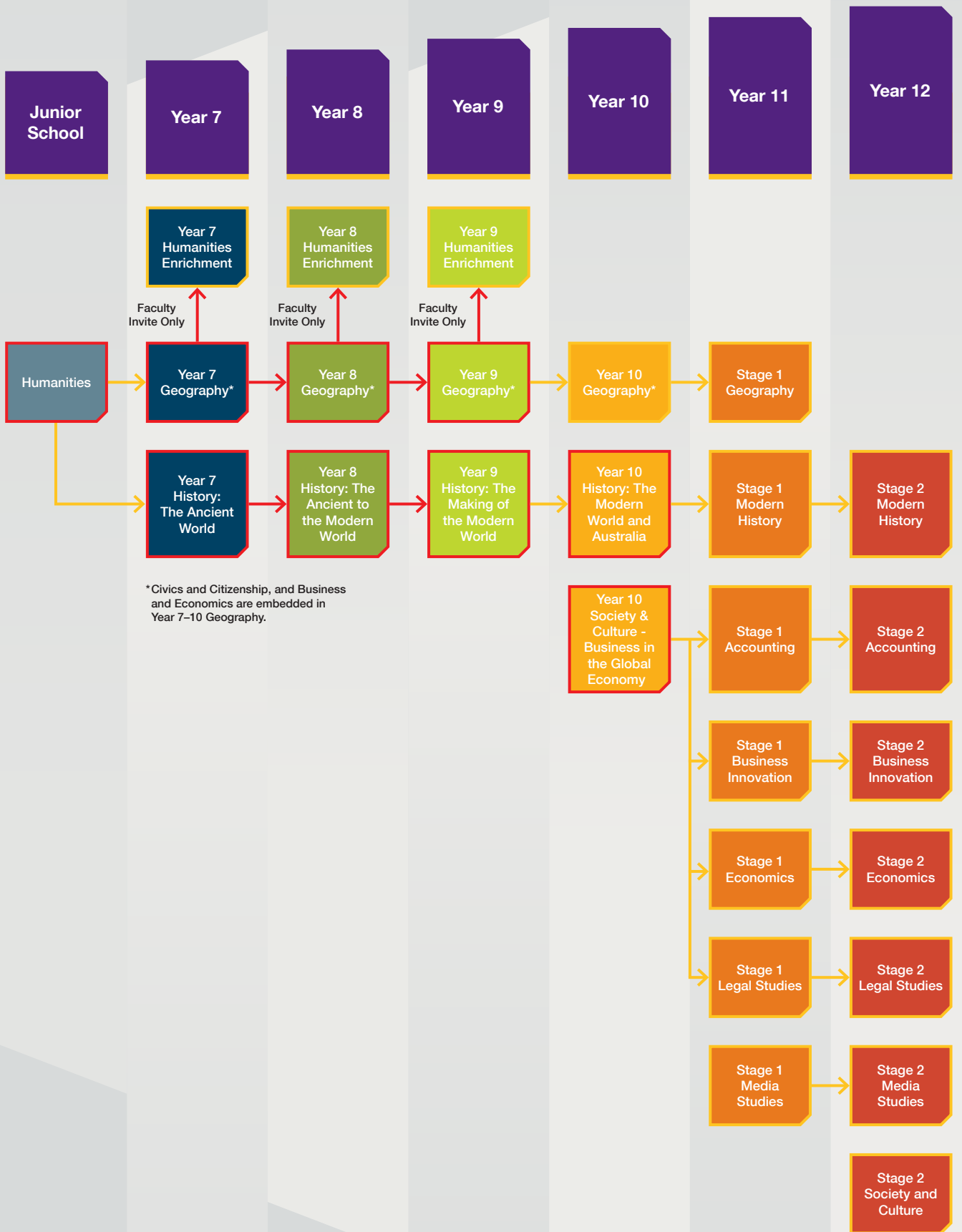
Stage 1 and 2 courses are designed to meet the requirements of the SACE Board and provide opportunity for students to earn credits towards the SACE. Learning and Assessment plans are developed by teachers, based on specific Assessment Design Criteria as directed by the SACE Board. Stage 1 courses are constructed in order to prepare students for study in the corresponding Stage 2 subject. Subjects offered at SACE level Include: Accounting, Business Innovation, Geography, Economics, Legal Studies, Media Studies, Modern History, Society & Culture (Stage 2 only)

Further Information

Ms Scarlett Lucero
Head of Learning - Humanities

Junior School	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
	Year 7 Humanities Enrichment	Year 8 Humanities Enrichment	Year 9 Humanities Enrichment			
	Faculty Invite Only	Faculty Invite Only	Faculty Invite Only			
Humanities	Year 7 Geography*	Year 8 Geography*	Year 9 Geography*	Year 10 Geography*	Stage 1 Geography	
	Year 7 History: The Ancient World	Year 8 History: The Ancient to the Modern World	Year 9 History: The Making of the Modern World	Year 10 History: The Modern World and Australia	Stage 1 Modern History	Stage 2 Modern History
				Year 10 Society & Culture - Business in the Global Economy	Stage 1 Accounting	Stage 2 Accounting
					Stage 1 Business Innovation	Stage 2 Business Innovation
					Stage 1 Economics	Stage 2 Economics
					Stage 1 Legal Studies	Stage 2 Legal Studies
					Stage 1 Media Studies	Stage 2 Media Studies
						Stage 2 Society and Culture

*Civics and Citizenship, and Business and Economics are embedded in Year 7–10 Geography.

Compulsory Subject

Elective Subject

Successful completion of the preceding subject is **compulsory**

Successful completion of the preceding subject is **recommended**

Languages

Language is the human capability that enables us to communicate, learn, think, shape opinions, and cultivate values. Learning a language is learning the communal meanings of a group. Through the study of languages, students develop knowledge, skills and dispositions that enable them to communicate, and to draw comparisons across languages and cultures. In so doing, students extend their appreciation of themselves and their own language, expand their own network of interactions, and strengthen their literacy and numeracy skills. This empowers students to contribute positively and productively as citizens in the linguistically and culturally diverse nation in which they live, and as global citizens. Learning and using language require valuing meaning, coherence, choice, and appropriateness. It also involves the ethical consideration of the power of language and its responsible use. Students cultivate a positive disposition towards seeking the best articulation or expression of thought and feeling, engaging in genuine exchange of meaning, and expanding their personal communicative capability.

Language Courses

Students can study Italian and Chinese up to Year 12 at CBC or a wide range of languages leading to an ATAR score offline and off campus.

Language Courses from Year 7–9 are designed to meet the requirements of the Australian Curriculum for Languages and are built upon the two strands within the learning area.

- Communicating - using language for communicative purposes in interpreting, creating, and exchanging meaning
- Understanding - analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

In Year 10, students may elect to do this subject for one semester or two. At this level students continue more formal study of the structures of languages. Courses are designed to meet the requirements of the Australian Curriculum for Languages and prepare students for SACE language course.

Stage 1 and 2 courses are designed to meet the requirements of the SACE Board and provide opportunity for students to earn credits towards the SACE. Learning and Assessment plans are developed by the teacher, based on specific Assessment Design Criteria as directed by the SACE Board. Stage 1 courses are constructed to prepare students for study in the corresponding Stage 2 subject.
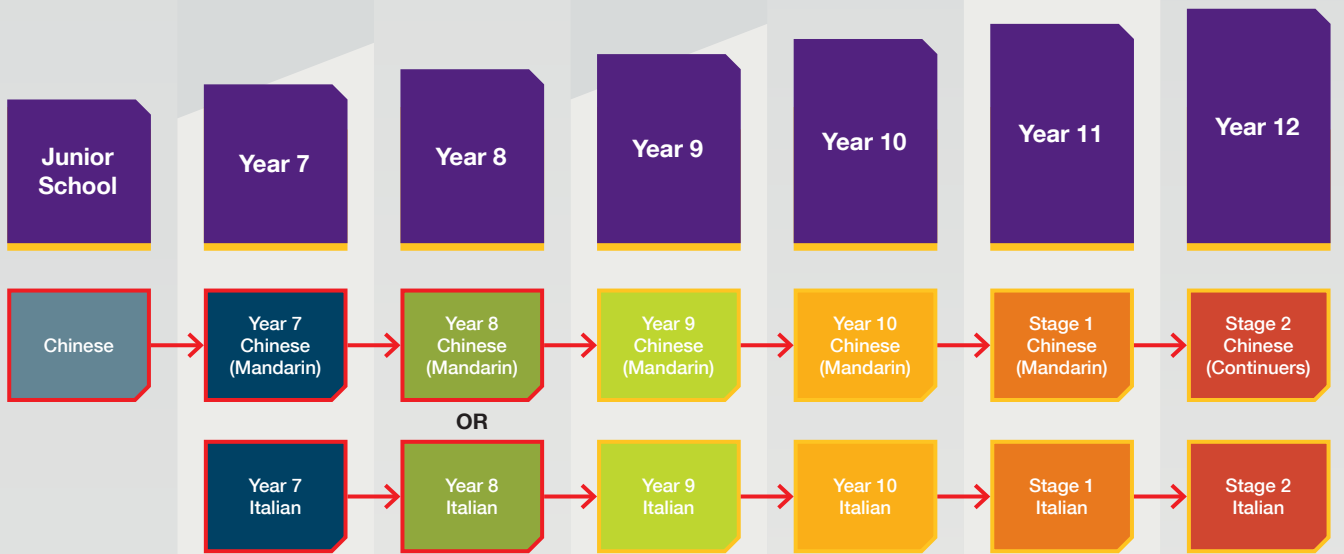
The Universities Language, Literacy and Mathematics Scheme encourages students to strengthen their preparation for higher studies by studying a language other than English. The scheme applies to most undergraduate courses (There are exceptions).

Further Information

Ms Wen Ben
Head of Learning - Languages

Junior School	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Chinese	Year 7 Chinese (Mandarin)	Year 8 Chinese (Mandarin)	Year 9 Chinese (Mandarin)	Year 10 Chinese (Mandarin)	Stage 1 Chinese (Mandarin)	Stage 2 Chinese (Continuers)
	Year 7 Italian	**OR** Year 8 Italian	Year 9 Italian	Year 10 Italian	Stage 1 Italian	Stage 2 Italian

Compulsory Subject

Elective Subject

Successful completion of the preceding subject is **compulsory**

Successful completion of the preceding subject is **recommended**

Mathematics and Numeracy

Mathematics and Numeracy at Christian Brothers College the study of Mathematics enables students to identify, describe, and investigate the patterns and challenges of everyday living. It helps students to analyse and understand the events that have occurred and to predict and prepare for events to come so they can more fully understand the world and be active participants in it.

Mathematics at Christian Brothers College engages students with a wide range of abilities and learning styles. Flexible approaches to teaching, including formal instruction, group work, peer tutoring and explorations, through directed investigations and the integration of technology enable students to enrich their understanding and application of mathematics.

Students in Years 7–9 may also be offered the opportunity through faculty invitation to participate in the Mathematics Enrichment Program. Refer to '"Advanced Learners at Christian Brothers College" on page 25.

Enrichment at Year 10 involves students choosing Year 10A mathematics.

This is a semester course, chosen as an elective, and students are required to successfully pass the course as a prerequisite to undertaking either Stage 1 Mathematical Methods or Specialist Mathematics.

Mathematics and Numeracy Courses

Courses at Year 10 level are designed to meet the requirements of the Australian Curriculum. The range of subject offerings within the Mathematics learning area are built on the 3 strands from the Australian Mathematics Curriculum.

Statistics and Probability – examination of methods of displaying, organising and processing information. Students examine trends and make projections from data in a variety of contexts.

Measurement and Geometry – study of direct and indirect measures, including aspects of scales, ratios, rates, angles, the exploration, examination and validation of geometric relationships in different ways and in various contexts. Students address mathematical matters in the everyday world.

Number and Algebra – investigating and applying numbers in different forms, i.e., fractions, decimals. Recognising and describing mathematical patterns. Using their skills and techniques of algebraic reasoning, students make conjectures based on these mathematical patterns.
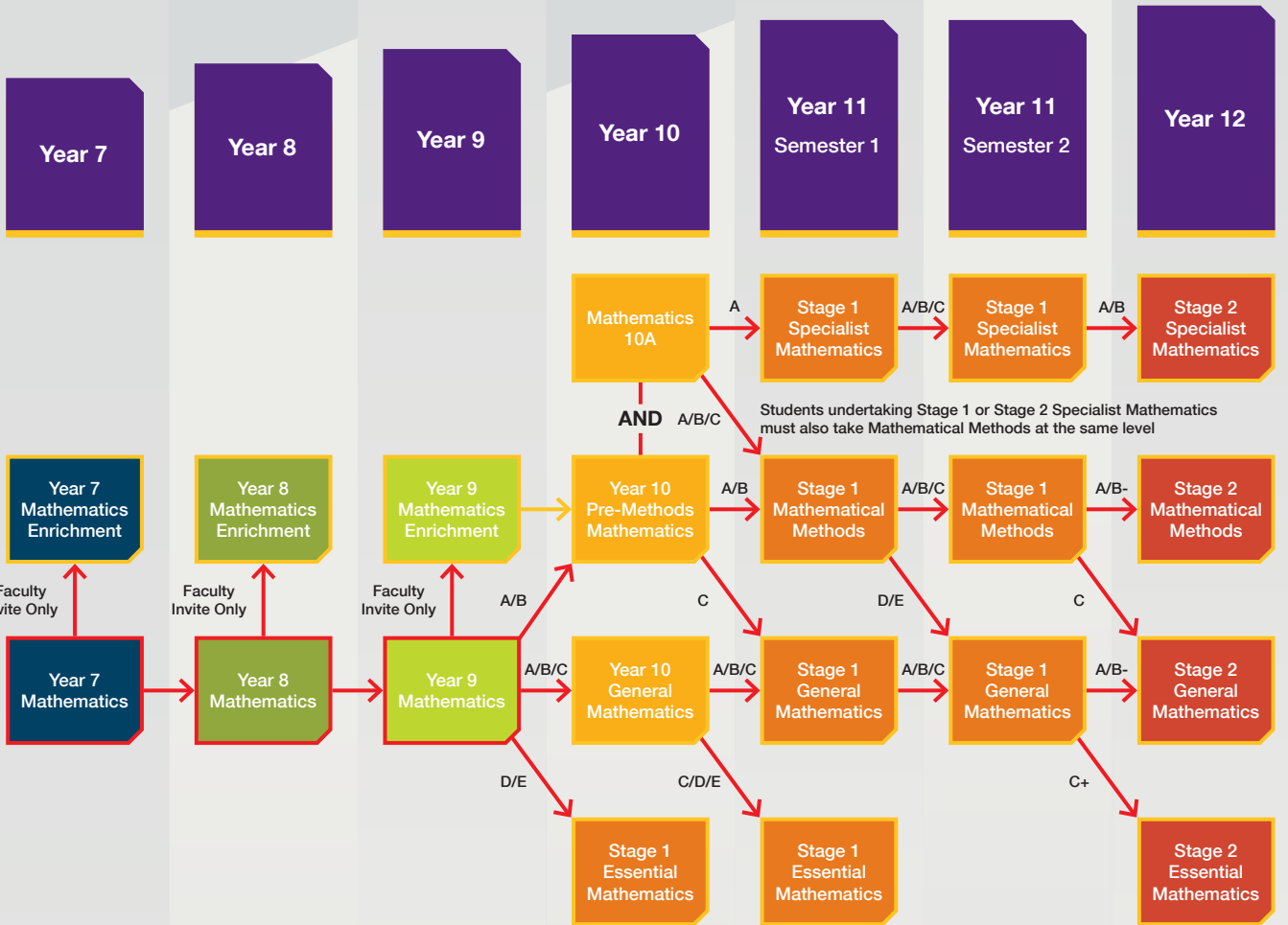
Stage 1 and Stage 2 courses are designed to meet the requirements of the SACE. These courses provide the opportunity for students to earn credits towards the SACE.

Further Information

Mr Ryan Serocki
Head of Learning – Mathematics and Numeracy

Year 7	Year 8	Year 9	Year 10	Year 11 Semester 1	Year 11 Semester 2	Year 12

Mathematics 10A —A→ **Stage 1 Specialist Mathematics** —A/B/C→ **Stage 1 Specialist Mathematics** —A/B→ **Stage 2 Specialist Mathematics**

AND A/B/C

Students undertaking Stage 1 or Stage 2 Specialist Mathematics must also take Mathematical Methods at the same level

Year 7 Mathematics Enrichment

Year 8 Mathematics Enrichment

Year 9 Mathematics Enrichment

Year 10 Pre-Methods Mathematics —A/B→ **Stage 1 Mathematical Methods** —A/B/C→ **Stage 1 Mathematical Methods** —A/B-→ **Stage 2 Mathematical Methods**

Faculty Invite Only

Faculty Invite Only

Faculty Invite Only

A/B

C

D/E

C

Year 7 Mathematics → **Year 8 Mathematics** → **Year 9 Mathematics** —A/B/C→ **Year 10 General Mathematics** —A/B/C→ **Stage 1 General Mathematics** —A/B/C→ **Stage 1 General Mathematics** —A/B-→ **Stage 2 General Mathematics**

D/E

C/D/E

C+

Stage 1 Essential Mathematics → **Stage 1 Essential Mathematics** → **Stage 2 Essential Mathematics**

Students must choose at least one Mathematics subject in Year 10.

Students must pass at least one semester of Stage 1 Mathematics

Compulsory Subject

Elective Subject

Successful completion of the preceding subject is **compulsory**

Successful completion of the preceding subject is **recommended**

Religious Education

At Christian Brothers College, all students engage in Religious Education as a holistic experience. This provides them with an understanding of the Catholic Faith as a living and dynamic Tradition. Their spiritual journey encourages a relationship and awareness of God by providing them with knowledge of the Faith and Liturgical experiences that enhance their awareness of themselves as individuals, their school community and the global world. Social justice and ethical issues as well as analytical interpretation of religious texts, form a basis for this learning area.

Religious Education Courses

All units taught in Religious Education draw from the CESA Crossways Framework from Years 7–9.

Religious Education in Year 10 is offered as a Stage 1 (10 credits) Integrated Learning subject.

The focus will integrate human values alongside Christian values through a series of texts and Scripture. This course is designed to encourage an awareness of moral and ethical issues and link these to a knowledge of the Catholic Faith as presented in the Crossways framework (CESA).

The Stage 1 course is constructed in order to prepare students for the corresponding Stage 2 subject in Year 11.

The program at Stage 1 (10 credits) fosters literacy and communication skills, and promotes in students the life skills to act as responsible and sensitive members of a culturally diverse society.

The program at Stage 2 (10 credits) prepares students for independent research on an ethical issue of their choice as well as a group task and a reflective task that addresses specific capabilities.

Both Stage 1 and Stage 2 courses are designed to meet the requirements of the SACE Board and provide opportunity for students to earn credits towards the SACE. Learning and Assessment plans are developed based on specific Assessment Design Criteria as directed by the SACE Board.

Particular emphasis is placed on Social Justice from a Catholic perspective through the availability of the Sacraments and Christian Service Learning. The course is divided into topic units over one Semester which enables students to reflect on their experiences as young adolescents and to understand the importance of the Gospel in their life.

All Year 10 students participate in a one-day retreat designed to support and enhance Religious Education curriculum topics. All Year 10 students participate in Christian Learning Service. Families will be advised of the dates and venues.

Year 12 will be offered an overnight three-day and two-night Retreat at different camping venues in Term 1, Week 4. This will be supplemented by Pastoral Care initiatives and Seminar Days.

Further Information

Mr Michael Spudic
Head of Learning - Religious Education
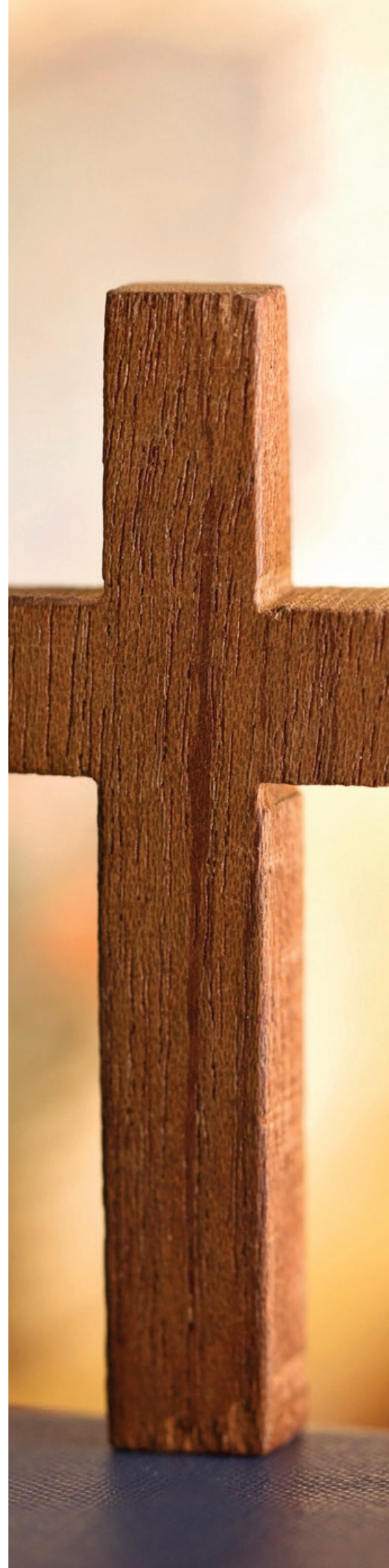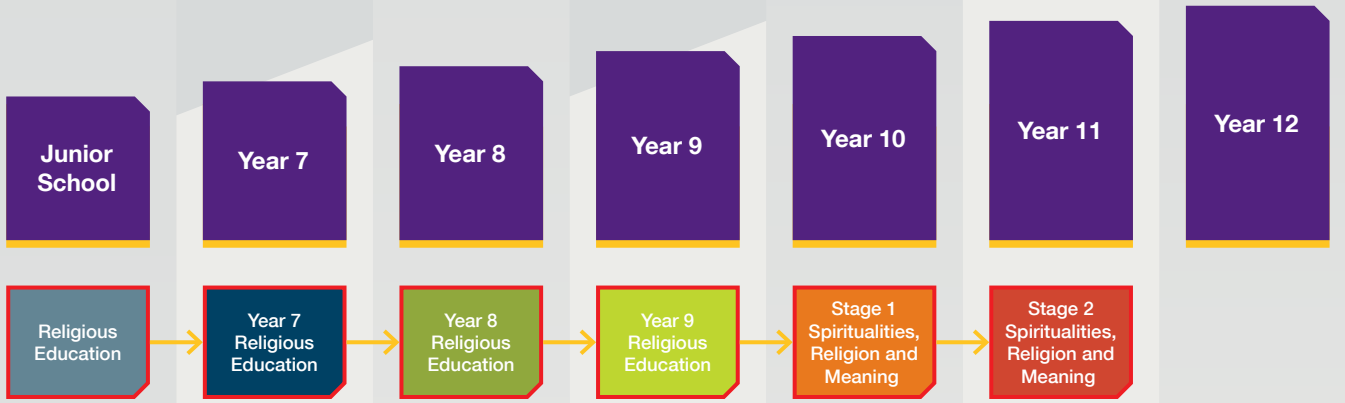
Junior School	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Religious Education	Year 7 Religious Education	Year 8 Religious Education	Year 9 Religious Education	Stage 1 Spiritualities, Religion and Meaning	Stage 2 Spiritualities, Religion and Meaning	

Science

Science provides a logical method of understanding the physical world that enables people to be questioning, reflective and critical thinkers. People use science to explore and explain their experiences of the universe. The nature and practice of science builds on traditions of observation and inquiry found in numerous cultures. Viewing experiences, ideas and phenomena through the lenses of diverse cultural sciences provides a depth of understanding that is not possible from any one cultural perspective.

Science can be described as a collective human activity that uses methods of thinking and working in order to understand the natural world. Openness to new ideas, intellectual honesty, and critical evaluation of data and arguments are thus fundamentally important to both scientific understanding and working scientifically.

Through the study of Science, students will be expected to reflect on past practices and future opportunities in experimentation and observation. Science subject offerings promote thinking which is reflective, imaginative, creative and constructively critical. This is awakened, enriched and refined as students acquire the ability to participate more fully in society, higher and further education as well as training and employment. Students explore the ever increasing human activity in the natural environment and the increased threat this poses for both human and physical habitats. Students are encouraged to analyse how these environments can be managed to ensure a sound future for coming generations. By doing this they develop an understanding of the role of individuals and mankind in general in relation to the issues of ecological sustainability and social justice.

Science Courses

Courses at Years 7–10 level are designed to meet the requirements of the Australian Curriculum, which is modelled through three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

Science is an important area for everyone, not just those whom study or will study it in the future. Science allows us all to make positive choices regarding our health, local and global environment and in our everyday lives. Around the world, even today, there are many things to be curious about, that students and sometimes adults pose questions about. However, it is often hard to find answers to these questions. It is Christian Brothers College's Science Curriculum goal to fulfil this need by offering a curriculum that is engaging and thoughtful for all to access, whilst also providing opportunities for students to become the driver of their learning. Our Year 7–10 courses are designed to give students this opportunity and lead them towards future study in Science.
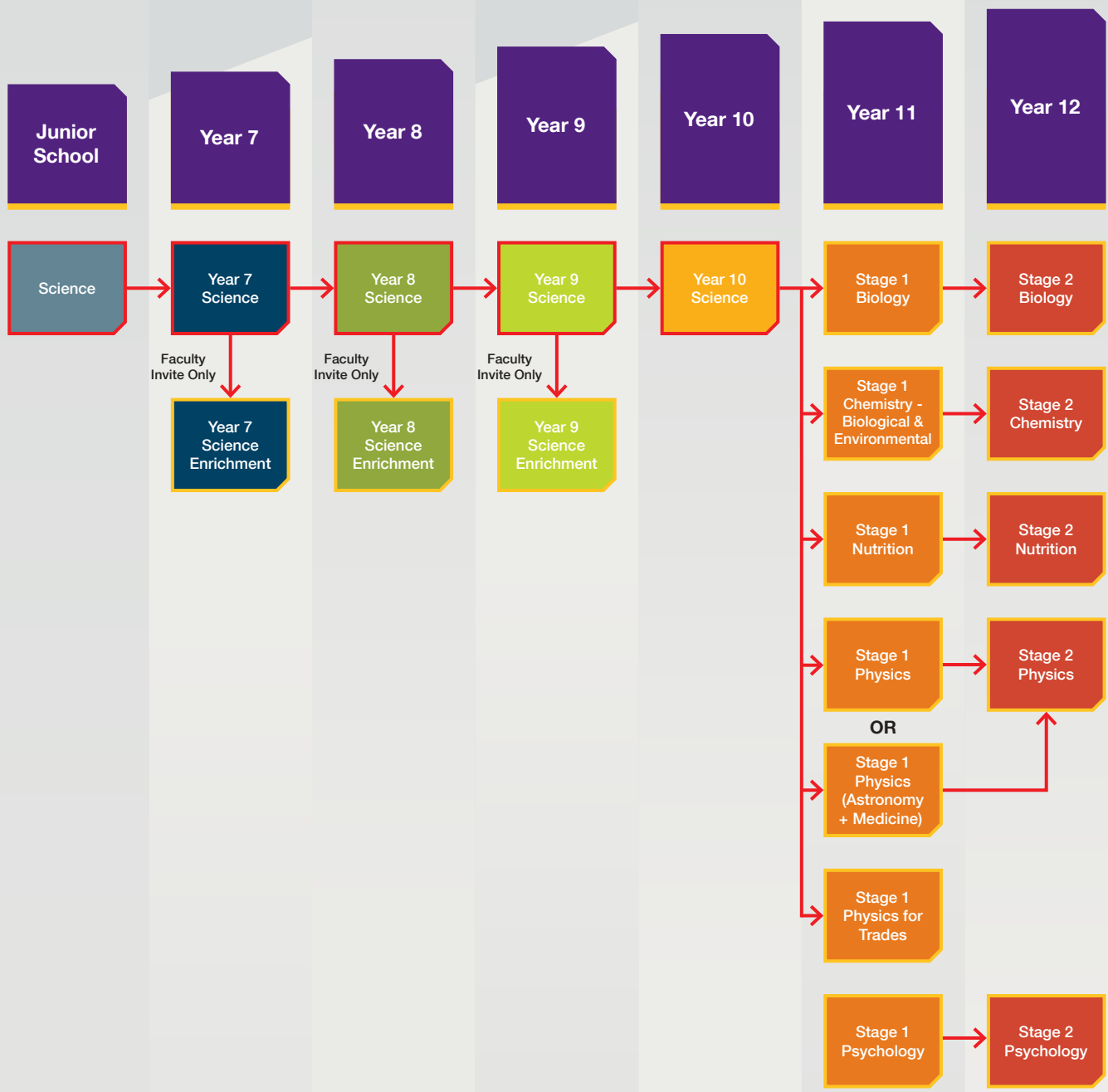
Students in Years 7–9 may also be offered the opportunity through faculty invitation to participate in the Science Enrichment Program. Refer to '"Advanced Learners at Christian Brothers College" on page 25.

Stage 1 and 2 courses are designed to meet the requirements of the SACE Board and provide the opportunity for students to earn credits towards the SACE. Learning and Assessment plans are developed by the teacher, based on specific Assessment Design Criteria as directed by the SACE Board. Stage 1 courses are constructed in order to prepare students for study in the corresponding Stage 2 subject.

Further Information

Mr Michael Lucas
Head of Learning - Science

Junior School

Year 7

Year 8

Year 9

Year 10

Year 11

Year 12

Science → Year 7 Science → Year 8 Science → Year 9 Science → Year 10 Science

Faculty Invite Only → Year 7 Science Enrichment

Faculty Invite Only → Year 8 Science Enrichment

Faculty Invite Only → Year 9 Science Enrichment

Stage 1 Biology → Stage 2 Biology

Stage 1 Chemistry - Biological & Environmental → Stage 2 Chemistry

Stage 1 Nutrition → Stage 2 Nutrition

Stage 1 Physics → Stage 2 Physics

OR

Stage 1 Physics (Astronomy + Medicine) → Stage 2 Physics

Stage 1 Physics for Trades

Stage 1 Psychology → Stage 2 Psychology

Compulsory Subject

Elective Subject

→ Successful completion of the preceding subject is **compulsory**

→ Successful completion of the preceding subject is **recommended**

Year 7 Subjects

Compulsory Subject

Elective Subject

Chinese (Mandarin)

Length	1 Semester

Students are beginning their study of Chinese. They explore intercultural experiences and perspectives. Students develop oral language through active listening, observing interactions between native speakers, and using the spoken language for purposes such as socialising, transacting and getting things done, sharing information and engaging in imaginative performance. They use Pinyin as a resource to support learning, prepare drafts of oral and written texts, and learn new oral vocabulary.

The contexts for interaction are familiar classroom routines and structured and scaffolded settings. Students engage with resources and materials, and interact and exchange information and ideas with the teacher and peers.

Texts and Resources

Students listen to, read, view and interact with a variety of short modified informative, imaginative and persuasive Chinese texts, including texts that are valued within Chinese culture and community. Texts written in characters may include a Pinyin glossary or character/vocabulary lists as appropriate.

Assessment Requirements

- Communicating – aural, written and oral
- Understanding – vocabulary, grammar, culture
- Informing – share, summarise ideas and information
- Creating – written and oral
- Translating – aural, written and oral

Design Technology and Digital Technologies

Digital Technologies, Food Technology and Material Solutions

Length	1 Year (3 Trimesters)

Over the course of the year, students complete a trimester (approximately 12–13 weeks) of Food Technology, Materials solutions and Digital Technologies.

Digital Technologies

This course aims to provide students with opportunities to design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs. They will use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions. Students are expected to confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas.

The course comprises of two distinct projects:

The first project provides students with basic theoretical and practical skills to design and program using contemporary computing languages. Students will learn essential commands and syntax that enables them to develop small programs which solve real world problems. They will learn to plan out their programs using flow diagrams, code and test in Integrated Development Environments. The significance of documentation will also be learned.

In the second project, students have the opportunity to develop multimedia skills alongside basic data science skills. They will have to then learn basic web design/development skills to display their work. Students will learn essential planning skills and use specialist software tools throughout the project.

Assessment Requirements

Students will demonstrate their learning through completion of practical projects with accompanying paperwork.

Food Technology

Students undertaking a trimester of Year 7 Food Technology will study safety in the domestic kitchen, basic knife skills, personal hygiene, weighing and measuring and cooking techniques and methods.

Year 7 Food Technology is taught through both theory and practical classes.

The theory covered are taught through the following areas:

- Introducing hygiene safety
- Weighing and measuring
- Writing a recipe
- Understanding Ingredient content

The Practical component allows students to put theory to practice and demonstrate their new found culinary skills and etiquette.

Assessment Requirements

- Practical Skills
- Theoretical Skills

Successful completion of this subject can lead students to study Year 8 Food Technology.

Material Solutions

The course aims to allow students to use a wide range of manufacturing technologies such as tools, machines, equipment, to design and make products with resistant materials. Contexts include metals, plastics, timber composites, and some electronics. Opportunities exist for individual talents and interests to be developed and to extend knowledge and understanding of the world we share. Students design and create products that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products for intended purposes. They analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment now, and develop insights into the uses of technology in future contexts.

- Safe workshop practice
- Computer assisted drawing – Inventor, Google Sketchup
- Woodworking
- Sheet metal
- Plastics
- Electronics
- Materials and Technical processes
- Associated practical and theoretical tasks

Assessment Requirements

Students have the opportunity to demonstrate their learning through a variety of assessment tasks, both practical and theoretical.

Successful completion of this subject can lead to Year 8 Design Technology and Engineering.

English

Length	Full Year

Term 1

What makes a hero? – This unit inspires students to consider what constitutes heroism, and how being heroic extends beyond the common perception held in literature, film, and media. Students will investigate how heroes are conceived through many different lenses and how they cross various genres and character archetypes, and will discuss, analyse, and explain how heroism changes across contexts, and represent this knowledge and understanding in various text types and creations.

Assessment Requirements (Term 1)

Common Assessment Tasks: Persuasive Text & Timed Response to Class Novel – *focus on themes of heroism.*

Folio of class-based assessment tasks: A combination of various written, verbal and multimodal creative and receptive pieces.

Term 2

Everyone Has a Story – This term, you will consider the impact of personal experience on individual identity, and student will be required to challenged themselves to consider events and societal issues through different perspectives. Students will engage with their wider family and community as they learn about other peoples' stories and will look to honour such stories in the various assessment tasks they complete. This Term also requires students to engage with a biography or autobiography of choice.

Assessment Requirements (Term 2)

Common Assessment Tasks: A biographical recount of the life of a friend, family member, or loved one in your community.

Folio of class-based assessment tasks: A combination of various written, verbal and multimodal creative and receptive pieces.

Term 3

Fantasy Worlds – This unit of work introduces and explores the various aspects of the fantasy genre with regard to content, techniques, plot and character. Students will be required to engage with various fantasy texts and understand how authors use elements of texts to generate fantasy, and how they can apply these features to their own creations.

Assessment Requirements (Term 3)

Common Assessment Task: Text Analysis with focus on techniques, features and themes of common fantasy texts.

Folio of class-based assessment tasks: A combination of various written, verbal and multimodal creative and receptive pieces.

Term 4

News and the Media – This unit of work is designed to build student's critical literacy skills when engaging with the news and media. The course will explore historical and topical issues portrayed in the media and analyse the validity of representation by certain news outlets.

Assessment Requirements (Term 4)

Common Assessment Task: The composition of a news article, which can be factual or fictitious and presented in a written or multimodal format, or a combination of various modes.

Folio of class-based assessment tasks: A combination of various written, verbal and multimodal creative and receptive pieces.

Geography

Length	1 Semester
Notes	Aspects of Civics & Citizenship and Economics & Business Studies are integrated into this subject.

This compulsory semester long course is divided into two units:

1. Water in the World

This unit explores the many uses of water in Australia and Asia or Africa, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment. Students develop an in depth understanding of the environment; how it enriches human life and how it is valued, used and abused and the role water plays in its sustainability. Students consider the role of parliament and government at the state and national level in making decisions regarding water use in Australia and South Australia.

2. Liveability

This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. Students evaluate the effectiveness of a place and suggest ways it can be improved through planning by considering different groups of people, including consumers, workers and businesses in Australia and Europe.

Students undertake fieldwork and visit SA Water as well as other areas to enhance their learning.

Civics and Citizenship, and Business and Economics are embedded in this course.

Assessment Requirements

Assessment is divided into Folio (60%) and Investigations & Inquiries (40%)

Students demonstrate knowledge and understanding, and geographical skills through formative assessment (assessment for learning) and a maximum of six summative assessment tasks (assessment of learning).

Assessment tasks may include: fieldwork, interpreting data, maps and graphs, oral presentations, written explanations, research reports, multimodal presentations

Health and Physical Education

Length	Full Year

Students use critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing and physical activity participation. They also develop resilience and empathy to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

As a foundation for lifelong physical activity participation and enhanced performance, through an integrated approach, students acquire an understanding 'in, about and through' physical activity. This involves students developing an understanding of their own movement in a variety of situations and using a wide range of skills (such as social and intellectual) to reflect on their involvement and improve participation and performance.

Year 7 HPE is designed to meet the requirements of the Australian Curriculum for Health and Physical Education, and is built upon the two strands within the learning area: 'personal, social and community health' and 'movement and physical activity'.

Assessment Requirements

Assessment is divided into 70% Practical and 30% Theory. Students demonstrate their learning through involvement in practical lessons and the completion of a summative assignment for each theory unit.

History: The Ancient World

Length	1 Semester

This compulsory semester long course is the study of the period between 60000 BC (BCE) – c.650 AD (CE) and introduces students to the Ancient World. Three topics are studied:

- Investigating the Ancient Past
- The Mediterranean World
- The Asian World

The Key Inquiry Questions guiding the focus of this course are:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

The study of these topics requires students to interpret historical sources which leads to an understanding of key historical concepts and skills such as evidence, continuity and change, cause and effect, perspective, empathy, significance and contestability.

Assessment Requirements

Assessment is divided into Folio (60%) and Investigations & Inquiries (40%)

Students demonstrate knowledge and understanding, and historical skills through formative assessment (assessment for learning) and a maximum of six summative assessment tasks (assessment of learning).

Assessment tasks may include: sources analysis, film reviews, timelines, oral presentations, debates/speeches, persuasive writing, empathetic writing, research investigations, multimodal presentations.

Italian

Length	1 Semester

Students explore intercultural experiences and perspectives, particularly through comparison with Italian. Students read, view and interact with a range of texts for a variety of purposes (for example, informational and transactional). They use a range of processing strategies and draw on understanding of text conventions and patterns in language to comprehend and create texts. They plan, draft and present informative, imaginative and persuasive texts, and participate in collaborative tasks and in discussions.

Aims

Students learn how to closely analyse the relationship between language and culture to identify cultural references in texts and consider how language communicates perspectives and values. They compare their own language(s) and Italian, and reflect on intercultural experiences, including the process of moving between languages and cultural systems.

Methodology

Activities will involve:

- Oral interaction, listening, writing and responding
- Games, songs
- Viewing film, TV
- Listening to audio recordings
- Individual, pair and group work
- Role play
- ICT

Assessment Requirements

- **Communicating** – aural, written and oral.
- **Understanding** – vocabulary, grammar, culture.
- **Informing** – share, summarise ideas and information.
- **Creating** – written and oral.
- **Translating** – aural, written and oral.

Mathematics

Length	Full Year
Recommendations	Year 6 Mathematics.

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

Number and Algebra

- Number and Place Value
- Real Numbers
- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-Linear Relationships

Measurement and Geometry

- Using Units of Measurement
- Shape
- Location and transformation
- Geometric Reasoning

Statistics and Probability

- Chance
- Data Representation and Interpretation

Assessment Requirements

Students are assessed throughout the year with different styles of tasks including Skills and Assessment Tasks and Investigations. Tasks are created to be completed with and without technology. Successful completion of this subject will prepare students for Year 8 Mathematics.

Religious Education

Length	Full Year

The Religious Education and Catholic Identity course aims to develop in students:

- Knowledge and understanding of the Catholic Tradition.
- Knowledge and understanding of the Edmund Rice Tradition.
- Skills, capabilities, values and dispositions related to the Gospels and the wider Catholic Church.
- An openness to understanding and celebrating faith from different perspectives.
- A willingness to participate in retreats and the Sacraments.
- An understanding of and support for Catholic social justice organisations.

The Year 7 course content covers Crossways Key Ideas and Outcomes.

Topics include:

- Discipleship and the Reign of God
- Caritas
- Catholic Social Teaching
- *Made in The Image of God (MITIOG): Being Sexual strand*
- Holy Week
- The Hebrew Testament
- Mary
- Blessed Edmund Rice
- The Liturgical Year

Assessment Requirements

- Investigations and Research
- Guided Inquiry
- Personal Reflections
- Multimedia Presentations
- Insightful responses
- Genre Writing
- Scripture Analysis
- Bookwork
- Collaborative group work

The Religious Education draws from and is informed by:

- The CESA Crossways Framework http://www.cesa.catholic.edu.au/
- The text 'To know, worship and love' Year 7 series (James Goold House Publications: 2003)
- EREA Charter Touchstones http://www.erea.edu.au/about-us/the-charter
- Scripture

Science

Length	Full Year

Science is taught through three lenses; *Science and Understanding, Science as a Human Endeavour* and *Scientific Inquiry.* In Year 7 students will investigate the human impact on habitats, how mixtures are separated in day to day activities, machines and the forces they produce, how the moon affects the Earth and Alternative Energy.

Content is taught within the following four Disciplines:

Biological Science: Students will investigate

- Classification of Organisms
- Food Chains, Food Webs
- Habitats
- The Human Impact

Chemical Science: Students will investigate

- Mixtures and Pure Substances
- Separation Methods in the Home
- Separating solutions

Physical Science: Students will investigate

- Balanced/Unbalanced Forces
- Simple Machines
- Gravity and its effect on Earth

Earth and Space Science: Students will investigate

- Lunar and Solar eclipses
- Renewable Resources + Water Cycle
- Seasons
- Phases of the moon

Assessment Requirements

- Practical Investigation Skills
- Investigations Folio
- Skills and Applications Tasks

Successful completion of this subject can lead students to Year 8 Science.

The Arts

Drama, Music and Visual Arts

Length	1 Year (3 Trimesters)

Over the course of the year, students complete a trimester (approximately 12–13 weeks) of each strand of the Arts curriculum.

Drama

Drama is a fundamental expression of human behaviour. It enables students to solve problems creatively, improve their public speaking skills, develop self-discipline and boost their confidence, all of which are vital in preparing themselves for the world of work. The study of Drama involves the integration of the student's intellectual, physical and creative development. Drama develops students' ability to work in collaboration with other people, to communicate ideas while problem solving and present ideas and solutions for a better future.

Aims

- To ensure that students can speak confidently and audibly before and audience, without breaking concentration.
- To give students experience in improvisation and movement, both individually and in small groups.
- To educate students to develop believable characters both in improvisation and scripted works.
- To help students to constructively discuss what they are learning and arm them with tools to improve their performance.
- Perform physical comedy, including slip, a trip and a fall.
- Explore and demonstrate how status relationships between characters create comedy.
- Utilise the skills of imitation and exaggeration to create parody.

Year 7 Drama is a semester course which develops the students' basic social and group skills necessary for meaningful Drama to take place. They will learn how to distinguish the different forms and genres of Drama through class discussions and small group workshops. Students will also develop the ability to devise, improvise and create credible characterisations through small group performances. They will learn basic acting skills, characterisation and basic stage craft skills including costume and set design.

Assessment Requirements

Students will be assessed in their ability to work collaboratively in an on or off-stage capacity, their ability to prepare short performances, the ability to identify, analyse and critique their own, and others, performances and the ability to identify drama from around the world.

Music

In Year 7, students will be involved in performing and creating music using both conventional instruments and electronic/computer generated audio files. Students will undertake units in the following topics:

- Video Game Music
- DJing
- Producing Music
- Rock Bands – learning to play guitar, bass, drums, voice and/ or keyboard

Assessment Requirements

A range of assessment tasks is used and includes style exploration through critical listening, loop-based composition and practical activities/ensemble work. Assessment Criteria are as follow:

- Creative Works
- Music Literacy

Successful completion of this subject can lead students to study Year 8 Music and participation in co-curricular Music Ensembles.

Visual Arts

This unit explores and develops ideas and skills through practical activities allowing all students to present work at their personal level of maturity. It permits students to explore their world and experience art.

Drawing – Students will create several drawings beginning with basic tonal drawings as guided by their teacher. These will culminate in an illustration based on notable examples of perspective art such as Da Vinci's 'Last Supper'. Students will use their Visual Diaries to record their progress.

3D Modelling – Students will create drawings based on notable fantasy artists such as Roger Dean. They will create drawings of bio-mechanical machines based on exo-skeleton animals. Students will investigate the evolution of bio-mechanical fantasy design in recent film history.

Computer Art – Students will create a fantasy landscape using the Mechanimal (mechanical animal) that they have designed and, with the aid of Adobe Photoshop, place their Mechanimal into their scene.

As a part of their overall art appreciation, we will endeavour to visit the Art Gallery of South Australia and other exhibitions whenever possible.

Their progress will be recorded in their Visual Diary.

Year 8 Subjects

Compulsory Subject

Elective Subject

Chinese (Mandarin)

Length	Full Year
Note	Students must choose one language subject (Chinese or Italian).

An introduction to both Chinese language and culture. Students make cross-curricular connections and explore intercultural experiences and perspectives, particularly through comparison with Chinese.

By the end of Year 8, students initiate and sustain interactions in familiar situations to share personal information, seek clarification, transact and make arrangements. Students employ language and culturally specific gestures appropriately for the role, audience and purpose of interaction. They respond to and create short, modified, informative and imaginative texts for known audiences. Students are also aware that literal translation between languages is not always possible, and that aspects of interpretation and translation are affected by context, culture, and intercultural experience.

Texts and Resources

The Year 8 Chinese textbook is 'Chinese Made Easy 1', which is supported by a CD for home use, a workbook and audio material for classroom presentation and practice. Students listen to, read, view and interact with a variety of short modified informative, imaginative and persuasive Chinese texts, including texts that are valued within Chinese culture and community. Texts written in characters may include a Pinyin glossary or character/vocabulary lists as appropriate.

Assessment Requirements

- **Communicating** – aural, written and oral
- **Understanding** – vocabulary, grammar, culture
- **Informing** – share, summarise ideas and information
- **Creating** – written and oral
- **Translating** – aural, written and oral

Design Technology and Digital Technologies
Digital Technologies, Food Technology and Material Solutions

Length	1 Year (3 Trimesters)

Over the course of the year, students complete a trimester (approximately 12–13 weeks) of Food Technology, Materials solutions and Digital Technologies.

Digital Technologies

This course aims to provide students with opportunities to apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences. They will apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

The course comprises of two distinct projects:

The first project builds on planning and coding as well as data science skills taught in Year 7. Students will get to develop a more sophisticated, collaborative project using software and a contemporary computing language to solve real world problems. The project will also further enhance their computational thinking skills.

In the second project, a different programming language will be introduced and students will have the opportunity to develop a simple game with supporting documentation. Students will learn essential planning skills and develop understanding of the role of documentation in the project.

Assessment Requirements

Students will demonstrate their learning through completion of practical projects with accompanying paperwork.

Food Technology

Students undertaking a semester of Year 8 Food Technology will study factors involved in meal planning and the influence of different cultures on Australian cuisine.

Year 9 Food Technology is taught through both theory and practical classes.

The theory covered are taught through the following areas:

- Introducing hygiene safety
- Weighing and measuring
- Food Choices and Factors that affect it
- Meal Planning
- Food Presentation
- Australian Diet (History/Evolution)
- Cultural Foods

The Practical component allows students to put theory to practice and demonstrate their new found culinary skills and etiquette.

Assessment Requirements

- Practical Skills
- Theoretical Skills

Successful completion of this subject can lead students to study Year 10 Food with Flair and Year 10 Food and Lifestyle.

Material Solutions

The course aims to allow students to use a wide range of manufacturing technologies such as tools, machines, equipment, to design and make products with resistant materials. Contexts include metals, plastics, timber composites, and some electronics. Opportunities exist for individual talents and interests to be developed and to extend knowledge and understanding of the world we share. Students design and create products that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products for intended purposes. They analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment now, and develop insights into the uses of technology in future contexts.

- Safe workshop practice
- Computer assisted drawing – Inventor, Google Sketchup
- Woodworking
- Sheet metal
- Plastics
- Electronics
- Materials and Technical processes
- Associated practical and theoretical tasks

Assessment Requirements

Students have the opportunity to demonstrate their learning through a variety of assessment tasks, both practical and theoretical.

- Specialised Skills Tasks (40%)
- Design Process and Solution (60%)

Successful completion of this subject can lead to Year 9 Design Technology and Engineering.

Drama

Length	1 Semester

Drama is a fundamental expression of human behaviour. It enables students to solve problems creatively, improve their public speaking skills, develop self-discipline and boost their confidence, all of which are vital in preparing themselves for the world of work. The study of Drama involves the integration of the student's intellectual, physical and creative development. Drama develops students' ability to work in collaboration with other people, to communicate ideas while problem solving and present ideas and solutions for a better future.

Aims

- To educate the students in the art of creating, developing and presenting Drama to a live audience.
- To develop the students' performance skills using characterisation and contrast, experiment with design, and develop a performance vocabulary as they learn the basic principles of dramatic production.
- To introduce contemporary and historical theatrical movements, locally and global.
- To discuss and perform a diversity of forms and styles of Drama, specifically comedy and tragedy.
- Explore and demonstrate how status relationships between characters create comedy.

Year 8 Drama is studied over one semester. Students will study mime, body language, the skill of acting, characterisation, play construction and research an area within Drama that takes their interest. The main focus will be comedy which is a unique and distinctive genre with and extensive history. It has evolved into a wide range of forms and styles. By studying comedy they will be able to appreciate the skills and techniques that help create comedy. They then can employ these skills in the creation of performance work. Students will have the opportunity to further develop their understanding of group dynamics and acting appropriately with and in relation to others. Students will further develop their skills in costume, make-up and set design. There will also be an opportunity to view and review a live performance.

Assessment Requirements

Students will be assessed in their ability to work collaboratively in an on and off-stage capacity, their ability to prepare short performances, the ability to identify, analyse and critique their own, and others, performances and identify drama from around the world. The major assessment piece will be their final production where students will be assessed on their acting skills, stage craft and ensemble skills.

English

Length	Full Year

Term 1

Personal Narratives - Students examine and analyse how individual characters are weaved into their story by authors. The course requires students to read a shared text (class novel) in order to discuss a variety of themes and respond to several tasks.

Assessment Requirements (Term 1)

Common Assessment Task: Creating a character profile and short narrative that integrates elements of their understanding of character creation (class novel).

Folio of class-based assessment tasks: A combination of various written, verbal and multimodal creative and receptive pieces

Term 2

The Language of Film – This course equips students with the basic skills for analysing and critiquing film beyond its basic plot. Students learn about the various cinematic techniques, with an emphasis on mise-en-scene, by engaging with various Visual Texts, both feature length films and short productions. Students will respond to and critique texts, whilst also evaluating aspects of mise-en-scene in a summative manner.

Assessment Requirements (Term 2)

Common Assessment Task: an analytical response to the cinematic techniques used a class-based feature film

Folio of class-based assessment tasks: A combination of various written, verbal and multimodal creative and receptive pieces

Term 3

Gothic Horror – The unit of work explores Gothic Literature with a focus on common features, techniques and vocabulary. Students will explore how the historical climate of these texts shaped their many features and are to engage with a variety of texts within this genre.

Assessment Requirements (Term 3)

Common Assessment Task: Analytical essay which focuses on the positioning of audiences through features of the gothic genre in a class-prescribed text.

Folio of class-based assessment tasks: A combination of various written, verbal and multimodal creative and receptive pieces

Term 4

Poetry and Place – Students are introduced to poetry and its representation of place. This includes analysis of structures, language and techniques of different poems. Students are required to create their own poem that represents a place of personal significance.

Assessment Requirements (Term 4)

Common Assessment Task: Creation of various poems that communicate a purpose and meaning to the author, which is accompanied by a Writer's Statement that explains the creative choices made in composing their poetry.

Folio of class-based assessment tasks: A combination of various written, verbal and multimodal creative and receptive pieces.

Geography

Length	1 Semester
Notes	Aspects of Civics & Citizenship and Economics & Business Studies are integrated into this subject.

This compulsory semester long course is divided into two units

1. Landforms and Landscapes

This unit examines the geomorphological processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Students learn how laws relating to the protection of Australian landforms and landscapes are made and how the landforms and landscapes shape Australian identity. Fieldwork of the Adelaide coastline will enhance student learning in this area.

2. Changing Nations

This unit investigates the shifts in population distribution which leads to urbanisation. A case study of an Asian mega city provides a basis for the economic and social considerations of low and middle income countries. The reasons for the high level of urban concentration in Australia is examined and compared to the United States. The rights, responsibilities and opportunities that arise for businesses, consumers and governments in a local area are considered along with the influences on the ways individuals work now and into the future.

Civics and Citizenship, and Business and Economics are embedded in this course.

Assessment Requirements

Assessment is divided into Folio (60%) and Investigations & Inquiries (40%).

Students demonstrate knowledge and understanding, and geographical skills through formative assessment (assessment for learning) and a maximum of six summative assessment tasks (assessment of learning).

Assessment tasks may include: fieldwork, interpreting data, maps and graphs, oral presentations, written explanations, research reports, multimodal presentations.

Health and Physical Education

Length	Full Year

Students use critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing and physical activity participation. They also develop resilience and empathy to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

As a foundation for lifelong physical activity participation and enhanced performance, through an integrated approach, students acquire an understanding 'in, about and through' physical activity. This involves students developing an understanding of their own movement in a variety of situations and using a wide range of skills (such as social and intellectual) to reflect on their involvement and improve participation and performance.

Year 8 HPE is designed to meet the requirements of the Australian Curriculum for Health and Physical Education, and is built upon the two strands within the learning area: 'personal, social and community health' and 'movement and physical activity'.

Assessment Requirements

Assessment is divided into 70% Practical and 30% Theory. Students demonstrate their learning through involvement in practical lessons and the completion of a summative assignment for each theory unit.

History: The Ancient to the Modern World

Length	1 Semester

This compulsory semester long course is the study of the period c.650– 1750 AD (CE) and introduces students to a time when the modern world began to take shape.

Three topics are studied:

1. The Western and Islamic World
2. The Asia Pacific World
3. Expanding Contacts

The Key Inquiry Questions guiding the focus of this course are:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

The study of these topics requires students to interpret historical sources which leads to an understanding of key historical concepts and skills such as evidence, continuity and change, cause and effect, perspective, empathy, significance and contestability.

Assessment Requirements

Assessment is divided into Folio (60%) and Investigations & Inquiries (40%).

Students demonstrate knowledge and understanding, and historical skills through formative assessment (assessment for learning) and a maximum of six summative assessment tasks (assessment of learning).

Assessment tasks may include: sources analysis, essays, film reviews, timelines, oral presentations, debates/speeches, persuasive writing, empathetic writing, research investigations, multimodal presentations.

Italian

Length	Full Year
Notes	Students must choose one language subject (Italian or Chinese).

Students make cross-curricular connections and explore intercultural experiences and perspectives, particularly through comparison with Italian. Students read, view and interact with a widening range of texts for a variety of purposes (for example, informational, transactional, imaginative and expressive). They use a range of processing strategies and draw on understanding of text conventions and patterns in language to comprehend and create texts. They plan, draft and present informative, imaginative and persuasive texts, and participate in collaborative tasks and in discussions.

Aims

Students consolidate their understanding and use of regular forms and familiar grammatical structures. They also notice exceptions to rules, for example, irregular forms. They learn to experiment with past and future tenses in their own texts. Students learn how to closely analyse the relationship between language and culture to identify cultural references in texts and consider how language communicates perspectives and values. They compare their own language(s) and Italian, and reflect on intercultural experiences, including the process of moving between languages and cultural systems.

Methodology

Activities will involve:

- Oral interaction, listening, writing and responding
- Games, song, proverbs, poems
- Viewing film, TV
- Listening to audio recordings
- Individual, pair and group work
- Role play
- Text book and work book, ICT

Assessment Requirements

- **Communicating** – aural, written and oral
- **Understanding** – vocabulary, grammar, culture
- **Informing** – share, summarise ideas and information
- **Creating** – written, oral, multimodal
- **Translating** – aural, written and oral

Mathematics

Length	Full Year
Recommendations	Year 7 Mathematics.

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

Number and Algebra

- Number and Place Value
- Real Numbers
- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-Linear Relationships

Measurement and Geometry

- Using Units of Measurement
- Geometric Reasoning

Statistics and Probability

- Chance
- Data Representation and Interpretation

Assessment Requirements

Students are assessed throughout the year with different styles of tasks including Skills and Assessment Tasks and Investigations. Tasks are created to be completed with and without technology. Year 8 Mathematics will prepare students for Year 9 Mathematics.

Music - Performance and Technology

Length	1 or 2 Semesters

Year 8 Music – Performance and Technology is designed for students that have a passion for music. Students do not need to have any prior experience in music or learning an instrument, however they are expected to be willing to develop skills on an instrument of their choice.

Utilising the facilities in the newly built Centre of Innovation and Learning and the Music Technology Lab, students choosing this subject will be involved in a band. Students will learn the fundamentals of music in an engaging setting of practical performance using the latest technology, instruments and recording equipment.

Students also study the topics in the 'Music Technology' course. Students will learn about jobs in the music industry through units on music production, video game music and DJing. This subject will give students the foundation skills and understanding required for aural analysis, and composing in any contemporary genre of music. Working in the Music Technology Lab, students develop their technology skills through music. They will learn to edit and manipulate existing pieces of music and use keyboards to create simple musical compositions. Topics include:

- Manipulating sounds using FX
- Creating action scenes for video games
- Beat-matching
- Creating a dance track

Students that choose to study this subject for the full year will develop more advanced skills with topics such as:

- Building soundtracks
- Sampling, auto looping and filters in DJing
- Sound design in video game

Assessment Requirements

A range of assessment tasks is used and includes style exploration through critical listening, composition, practical activities/ensemble work and recording techniques. Assessment Criteria are as follow:

- Creative Works
- Music Literacy

Successful completion of this subject can lead students to study Year 9 Music - Performance and Technology and participation in co-curricular Music Ensembles.

Music Technology

Length	1 Semester

Year 8 Music Technology is a course designed for students that have a passion about learning to use various forms of technology in the production of music. Students will learn about jobs in the music industry through units on music production, video game music and DJing. This subject will give students the foundation skills and understanding required for aural analysis, and composing in any contemporary genre of music. Working in the Music Technology Lab, students develop their technology skills through music. They will learn to edit and manipulate existing pieces of music and use keyboards to create simple musical compositions. Topics include:

- Manipulating sounds using FX
- Creating action scenes for video games
- Beat-matching
- Creating a dance track

Assessment Requirements

Assessment tasks are primarily practice with some written analysis and commentary on students' own creative works. Assessment Criteria are as follow:

- Creative Works
- Music Literacy

Successful completion of this subject can lead students to study Year 9 Music Technology.

Religious Education

Length	Full Year

The Religious Education and Catholic Identity course aims to develop in students:

- Knowledge and understanding of the Catholic Tradition.
- Knowledge and understanding of the Edmund Rice Tradition.
- Skills, capabilities, values and dispositions related to the Gospels and the wider Catholic Church.
- An openness to understanding and celebrating faith from different perspectives.
- A willingness to participate in retreats and the Sacraments.
- An understanding of and support for Catholic social justice organisations.

The Year 8 course content covers Crossways Key Ideas and Outcomes.

Topics include:

- The Liturgical Year
- People and ministries in the Church
- Living the Christian Life
- Symbols and Sacrament: Eucharist
- Scripture: Parables
- Saints
- Vocations
- *Made in the Image of God (MITIOG): Being Sexual strand*
- Indigenous Justice

Assessment Requirements

- Investigations and Research
- Guided Inquiry
- Personal Reflections
- Multimedia Presentations
- Insightful responses
- Genre Writing
- Scripture Analysis
- Bookwork
- Collaborative group work

The Religious Education draws from and is informed by:

- The CESA Crossways Framework http://www.cesa.catholic.edu.au/
- The text 'To know, worship and love' Year 8 series (James Goold House Publications: 2003)
- EREA Charter Touchstones http://www.erea.edu.au/about-us/the-charter
- Scripture

Science

Length	Full Year

Science is taught and assessed through three lenses; *Science and Understanding, Science as a Human Endeavour* and *Scientific Inquiry*. In Year 8 students will investigate the structure and functions of cells, the different states of matter, Elements and their properties, Energy and Geology.

Content is taught within the following four Disciplines:

Biological Science: Students will investigate

- Plant/Animal cells using a microscope
- Single cell and Multi-cellular organisms
- Plant Structure and Function
- Body Systems
- Reproduction

Chemical Science: Students will investigate

- States of Matter
- Properties of Matter
- Molecular Motion
- Chemical Compounds/ Elements and Reactions
- Molecular Structure
- Mixtures

Physical Science: Students will investigate

- Energy conversion
- Heat
- Mechanical Energy

Earth and Space Science: Students will investigate

- Minerals
- Earth Movements
- Rock Types

Assessment Requirements

- Practical Investigation Skills
- Investigations Folio
- Skills and Applications Tasks

Successful completion of this subject can lead students to Year 9 Science.

Visual Arts and Design

Length	1 Semester

This unit explores and develops ideas and skills through practical activities allowing all students to present work at their personal level of maturity. It permits students to explore their world and experiences creatively.

Students will have the opportunity to explore arts of different cultures to generate ideas for art work. They will use art elements, skills, techniques to structure art works appropriate to chosen styles and forms.

They will document sources, ideas and evaluations for works in a sketch book and present work for a particular audience.

Students use a theme such as the sea to make designs and develop ideas for a sculpture that reveals their personal interpretation for a school community space.

They will have the opportunity to use ceramics and or found objects to build their creations. Colour media, painting and decorative techniques will be explored.

Throughout the semester, we will endeavour to enrich and widen the students' appreciation and knowledge of the design and art world by creating tasks that are relevant to the students culturally and emotionally. Students will be able to use modern and traditional technologies to create meaningful art works.

Identify, analyse and interpret art works.

As a part of their overall art appreciation, we will endeavour to visit the Art Gallery of South Australia and other exhibitions whenever possible.

Students will;

- Develop drawing skills
- Paint in water colours and acrylics
- Use photography
- Use digital editing programs such as Photoshop
- Create real models and or sculptures
- Build up a folio of work
- View the work of professionals

Assessment Requirements

- Maintaining a sketch book
- Practical use of skills, techniques and processes
- Analysing and interpreting visual artworks

Year 9 Subjects

Compulsory Subject

Elective Subject

The Rite Journey

Length	Full Year

CBC teaches The Rite Journey as a year-long, educational program aimed at developing responsible, resilient, respectful, resourceful and self-reflective young men.

The aim of the program is to deepen the students' experience, through connection, collaboration and conversation. In addition, support the growth of thriving young citizens, equipped for their own unique journey. The students will be armed with the skills and disposition needed to not only flourish in a school environment but in life itself.

The program is tailored to be specifically taught to the Year 9 cohort, using a 'Rites of Passage' framework to deepen the students' experience of this important life transition, from boy to man.

The Rite Journey uses ceremonies and rituals to deepen student thinking and encourages families and mentors to assist the students as they make the transition into becoming responsible young men.

Assessment Requirements

- Compulsory camp
- Challenge activities
- Compulsory 'out of hours' family events

Chinese (Mandarin)

Length	Full Year
Prerequisites	Successful completion of Year 8 Language course. Students must continue with previous elected language following from Year 8.
Notes	Students must choose one language subject (Chinese or Italian).

Students have prior experience of learning Chinese and bring a range of capabilities, strategies and knowledge that can be applied to new learning. Students analyse how messages are conveyed across languages and apply their skills in mediating between languages and cultures. Classroom discussions focus on exploring and extending their understanding of contexts and audiences to enhance students' personal communication skills. Students access information and explore texts written in Chinese, developing strategies to interpret meanings where not all characters are known.

Students interact with a range of participants, engaging in discussions about issues of personal interest (for example, relationships at home and school) and developing their ability to speak with confidence, experimenting with flow emphasis and stress to enhance their message.

Texts and resources

The Year 9 Chinese textbook is 'Chinese Made Easy 2', which is supported by a CD for home use, a workbook and audio material for classroom presentation and practice. Students explore a range of text types, including informative digital media texts, opinion pieces and news, narrative fiction and non-fiction, short videos, TV programs and music. They learn to interpret, create, evaluate and perform different types of texts, such as procedural, persuasive and narrative, across a range of domains.

Assessment Requirements

- **Communicating** – aural, written and oral
- **Understanding** – vocabulary, grammar, culture
- **Informing** – share, summarise ideas and information
- **Creating** – written, oral and multimodal
- **Translating** – aural, written and oral

Design Technology and Engineering

Material Solutions, Robotic and Electronic Systems and Digital Communications Solutions

Length	1 Semester

The course aims to allow students to use a wide range of manufacturing technologies such as tools, machines, equipment, to design and make products with resistant materials. Contexts include metals, plastics, timber composites, and electronics. Opportunities exist for individual talents and interests to be developed and to extend knowledge and understanding of the world we share.

Students design and create products that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products for intended purposes. They analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment now, and develop insights into the uses of technology in future contexts.

- Safe workshop practice
- Computer assisted drawing – Inventor, Google Sketchup
- Machine woodworking
- Sheet metal
- Plastics
- Electronics
- Gas welding
- Machining
- Materials and Technical processes
- Associated practical and theoretical tasks

Assessment Requirements

Students have the opportunity to demonstrate their learning through a variety of assessment tasks, both practical and theoretical.

- Specialised Skills Tasks (40%)
- Design Process and Solution (60%)

Successful completion of this subject can lead to Year 10 Design Technology and Engineering.

Digital Technologies

Length	1 Semester

This course aims to provide students with opportunities to apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences. They will apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

The course comprises of two distinct projects:

The first project builds on planning and coding as well as data science skills taught in Year 7 and 8. Students will get to develop a more sophisticated, collaborative project using software and a contemporary computing language to solve real world problems. The project will also further enhance their computational thinking skills.

In the second project, a different programming language will be introduced and students will have the opportunity to develop a simple game with supporting documentation. Students will learn essential planning skills and develop understanding of the role of documentation in the project.

Assessment Requirements

Students will demonstrate their learning through completion of practical projects with accompanying paperwork.

Drama A

Length	Semester 1 or 2

One or both drama courses can be studied at Year 9 but not in the same semester and in no particular order. If a student does not complete Drama in Year 9 it does not preclude them from selecting Drama at Year 10.

Year 9 Drama A is studied throughout one semester. Students will study the skill of acting, characterisation and play construction. Through the study of these topics students will be able to develop and use drama to explore issues through improvisations and scripts. Students will have the opportunity to further develop their understanding of group dynamics and acting appropriately with and in relation to others. There is a focus on a variety of theatre genres, such as comedy, drama, melodrama and a topic of the student's choice. By the study of these genres students will enhance their knowledge and understanding of cultural practices and traditions in theatre. Students will then have the opportunity to highlight their learning through the presentation of a major performance. Students are also given the opportunity to critically evaluate and appraise a live, professional performance.

Assessment Requirements

Students will be assessed in their ability to work collaboratively in an on or off-stage capacity, their ability to prepare and present scripted performance, design and create their own costume and set and the ability to identify, analyse and critique their own, and others, performance. The major assessment piece will be their final production in the latter part of the term where they will perform in small groups to a live audience.

Drama B

Length	Semester 1 or 2

Year 9 Drama B is studied throughout one semester. This subject allows students to explore and use technology in this subject, further developing their skills in the use of operating the lighting and sound booth and multimedia screen. Students also explore off-stage practitioners or complete activities centred on taking the first rudimentary steps in creating dramatic storytelling through modern day short film. Students will also explore the skills in the art of acting through improvisation and scripted performance. Students are given the opportunity to critically evaluate and appraise a live, professional performance. In addition, students will then have the opportunity to highlight their learning either through the presentation of a major performance or the production of a short film.

Assessment Requirements

Students will be assessed in their ability to work collaboratively in an on or off-stage capacity, their ability to prepare and present scripted performance, design and create their own costume and set and the ability to identify, analyse and critique their own, and others, performance. Students will also be assessed in the area of lighting and sound design, directing, script writing or set design. The major assessment piece will be their final production in the latter part of the term where they will perform in small groups to a live audience.

English

Length	Full Year

Term 1

Australian Identity in a Global Context – Students select, read and view literary and non-literary texts from Australia and explore how authors represent Australian culture and lifestyle through various techniques. This course will also take an insightful look at the Indigenous experience, analysing how various mediums are used by both past and present Indigenous voices to share their messages and experience with various audiences.

Assessment Requirements (Term 1)

Common Assessment Task: Text transformation task, whereby students select an Indigenous Poem of choice and use its content as inspiration for the development of a narrative.

Folio of class-based assessment tasks: A combination of various written, verbal and multimodal creative and receptive pieces.

Term 2

Advertising – This course explores how advertisement positions consumers by using a variety of persuasive techniques. Students will explore and discuss ethical issues related to the advertisement industry and the creative ways in which intertextual elements are used in modern adverting for varying purposes.

Assessment Requirements (Term 2)

Common Assessment Task: Students develop a multimodal advertisement for a product of their choice, or of their own creation, which is accompanied by a Writer's Statement which is accompanied by a Writer's Statement that explains the creative choices made.

Folio of class-based assessment tasks: A combination of various written, verbal and multimodal creative and receptive pieces.

Term 3

Introduction to Shakespeare – Students are introduced to the world of Shakespeare and Elizabethan theatre. They explore how Shakespeare took stories from history and legends and made them riveting and rich in themes and ideas. They will analyse how the themes and messages of his work were relevant to his community and remain relevant to modern society.

Assessment Requirements (Term 3)

Common Assessment Task: Students write an analytical response to the themes of one of the many plays of William Shakespeare, which will be studied in depth during lessons.

Folio of class-based assessment tasks: A combination of various written, verbal and multimodal creative and receptive pieces.

Term 4

A Masterclass in Mystery – This course gives students the skills to unpack a great mystery story beyond the essential question of 'whodunnit?' Students will be challenged with the varied perspectives often found in mystery texts and the key features required to build an engaging story whereby the audience is taken on a gripping journey.

Assessment Requirements (Term 4)

Common Assessment Task: Students complete a timed response to a classic short story that features many elements of a traditional Mystery text.

Folio of class-based assessment tasks: A combination of various written, verbal and multimodal creative and receptive pieces.

Food Technology

Length	1 Semester

Students undertaking a semester of Year 9 Food Technology will study factors involved in meal planning, elements in food, costing and sociocultural factors of food.

Year 9 Food Technology is taught through both theory and practical classes.

The theory covered are taught through the following areas:

- Introducing hygiene safety
- Weighing and measuring
- Meal Planning on a budget
- Food Presentation
- Healthy recipe reconstruction

The Practical component allows students to put theory to practice and demonstrate their new found culinary skills and etiquette.

Assessment Requirements

- Practical Skills
- Theoretical Skills

Successful completion of this subject can lead students to study Year 10 Food with Flair and Year 10 Food and Lifestyle.

Geography

Length	1 Semester
Notes	Civics & Citizenship within the global context is integrated into this subject

This elective, semester long course will appeal to those students who take an interest in understanding the causes and consequences of change in the world, what impact this change has on their life in Australia and how it can be managed. Students are encouraged to be critical thinkers and to examine solutions to geographical challenges facing the world in the 21st Century.

The course is divided into two units:

1. **Biomes and Food security – Can we feed the future world population?**

   This unit examines the biomes of the world, their use and significance as a source of food and fibre, and the environmental challenges of expanding food production in the future. Students visit a farm in Adelaide to learn about sustainable food production and care of the environment.

2. **Geographies of interconnections – Globalisation: friend or foe?**

   This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport, information and communication technologies, and tourism have made it possible for services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. Fieldwork in the Hahndorf and Adelaide areas to observe, map, measure and record aspects of tourism will enhance student learning in this area.

The delivery of this course will be supplemented with excursions.

Civics and Citizenship, and Business and Economics are embedded in this course.

Assessment Requirements

Assessment is divided into Folio (60%) and Investigations & Inquiries (40%)

Students demonstrate knowledge and understanding, and geographical skills through formative assessment (assessment for learning) and a maximum of six summative assessment tasks (assessment of learning).

Assessment tasks may include: fieldwork, interpreting data, maps and graphs, oral and written expositions, written explanations, debates, research reports, multimodal presentations.

Health and Physical Education

Length	Full Year

Students use critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing and physical activity participation. They also develop resilience and empathy to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

As a foundation for lifelong physical activity participation and enhanced performance, through an integrated approach, students acquire an understanding 'in, about and through' physical activity. This involves students developing an understanding of their own movement in a variety of situations and using a wide range of skills (such as social and intellectual) to reflect on their involvement and improve participation and performance.

Year 9 HPE is designed to meet the requirements of the Australian Curriculum for Health and Physical Education, and is built upon the two strands within the learning area: 'personal, social and community health' and 'movement and physical activity'.

Assessment Requirements

Assessment is divided into 70% Practical and 30% Theory. Students demonstrate their learning through involvement in practical lessons and the completion of a summative assignment for each theory unit.

History: The Making of the Modern World

Length	1 Semester

This compulsory semester long course is the study of the period 1750 – 1918 and introduces students to the time of industrialisation and rapid change in the ways people lived, worked and thought.

Three topics are studied:

1. Making a Better World
2. Australia and Asia
3. World War One

The Key Inquiry Questions guiding the focus of this course are:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

The study of these topics requires students to interpret historical sources which leads to an understanding of key historical concepts and skills such as evidence, continuity and change, cause and effect, perspective, empathy, significance and contestability.

Assessment Requirements

Assessment is divided into Folio (60%) and Investigations & Inquiries (40%)

Students demonstrate knowledge and understanding, and historical skills through formative assessment (assessment for learning) and a maximum of six summative assessment tasks (assessment of learning).

Assessment tasks may include: sources analysis, essays, film reviews, timelines, oral presentations, debates/speeches, persuasive writing, empathetic writing, research investigations, multimodal presentations.

Italian

Length	Full Year
Prerequisites	Successfully completion of Year 8 Language course. Students must continue with previous elected language following from Year 8.
Notes	Students must choose one language subject (Italian or Chinese).

Students use Italian to interact and communicate; to access, exchange and present information; to express feelings and opinions; to participate in imaginative and creative experiences; and to interpret, analyse and create a range of texts and experiences. They use Italian more fluently and monitor their accuracy and use against their knowledge of grammar and associated systems. They explore intercultural experience more deliberately.

Aims

Students strengthen their communication strategies and processes of interpreting, creating, evaluating and performing in relation to a widening range of texts. Students develop critical analysis skills to investigate texts and to identify how language choices shape perspectives and meaning, and how those choices are in turn shaped by context and intention. They learn to consider different viewpoints and experiences, and analyse their own linguistic and cultural stance, and beliefs and practices that influence communication and intercultural exchange. They continue to build a metalanguage, using specific terms to assist understanding and control of grammar and textual conventions.

Methodology

Activities will involve:

- Oral interaction, listening, writing and responding
- Games, song, proverbs, poems
- Viewing film, TV
- Listening to audio recordings
- Individual, pair and group work
- Role play
- Text book, work book and ICT activities

Assessment Requirements

- **Communicating** – aural, written and oral
- **Understanding** – vocabulary, grammar, culture
- **Informing** – share, summarise ideas and information
- **Creating** – written, oral multimodal
- **Translating** – aural, written and oral

Mathematics

Length	Full Year
Prerequisites	Year 8 Mathematics.

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

Number and Algebra

- Real Numbers
- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-Linear Relationships

Measurement and Geometry

- Using Units of Measurement
- Geometric Reasoning
- Pythagoras and Trigonometry

Statistics and Probability

- Chance
- Data Representation and Interpretation

Assessment Requirements

Students are assessed throughout the semester with different styles of tasks including Skills and Assessment Tasks and Investigations. Tasks are created to be completed with and without technology. Year 9 Mathematics will prepare students for Year 10 Mathematics.

Music – Performance and Technology

| Length | 1 or 2 Semesters |

Year 9 Music – Performance and Technology is designed for students that have a passion for music and in particular music technology, performance and the music industry. This course has a technical focus where students learn music industry skills in a hands-on environment.

Students will increase their knowledge and skills of a number of practices including:

- Live recording and mixing
- Studio recording and mixing
- Using FX, editing audio and EQ
- Ensemble performance
- Music Industry Skills
- Using Technology to create compositions

Students will work in the Music Technology Lab to develop their technology skills through music. They will learn how to edit and manipulate existing pieces of music and use keyboards to create simple musical compositions. Computer software will be used to compose music with loops, MIDI, audio and videoboards to create simple musical compositions. Computer software will be used to compose music with loops, MIDI, audio and video.

Students that choose to study this subject for the full year will develop more advanced skills with industry standard software such as Logic Pro X and Sibelius Ultimate, and topics including scratching techniques in DJing, song writing and multi-track recording.

Assessment Requirements

A range of assessment tasks is used and includes style exploration through critical listening, composition, practical activities/ensemble work and recording techniques. Assessment Criteria are as follow:

- Creative Works
- Music Literacy

Successful completion of this subject can lead students to study Year 10 Music and participation in co-curricular music ensembles.

Music Technology

| Length | 1 Semester |

Year 9 Music Technology is a course designed for students that have a passion about learning to use various forms of technology in the production of music. Students will learn about jobs in the music industry through units on music production, video game music and DJing. This subject will give students the foundation skills and understanding required for aural analysis, and composing in any contemporary genre of music. Working in the Music Technology Lab, students develop their technology skills through music. They will learn to edit and manipulate existing pieces of music and use keyboards to create simple musical compositions. Topics include:

- Live recording and mixing
- Studio recording and mixing
- Using FX, editing audio and EQ
- Music Industry Skills
- Using Technology to create compositions

Assessment Requirements

Assessment tasks are primarily practice with some written analysis and commentary on students' own creative works. Assessment Criteria are as follow:

- Creative Works
- Music Literacy

Successful completion of this subject can lead students to study Year 10 Music Technology.

Religious Education

Length	Full Year

The Religious Education and Catholic Identity course aims to develop in students:

- Knowledge and understanding of the Catholic Tradition.
- Knowledge and understanding of the Edmund Rice Tradition.
- Skills, capabilities, values and dispositions related to the Gospels and the wider Catholic Church.
- An openness to understanding and celebrating faith from different perspectives.
- A willingness to participate in retreats and the Sacraments.
- An understanding of and support for Catholic social justice organisations.

The Year 9 course content covers Crossways Key Ideas and Outcomes.

Topics include:

- The Liturgical Year
- Lent
- Holy Week
- Catholic Beliefs and Practices
- Catholic Social Teaching
- Ethical Sources

- *Made in the Image of God (MITIOG) Being Sexual strand*
- Sacraments of Healing and Hope
- Prayer
- Textual Interpretation

Assessment Requirements

- Investigations and Research
- Guided Inquiry
- Personal Reflections
- Multimedia Presentations
- Insightful responses

- Genre Writing
- Scripture Analysis
- Bookwork
- Collaborative group work

The Religious Education draws from and is informed by:

- The CESA Crossways Framework
  http://www.cesa.catholic.edu.au/
- The text 'To know, worship and love' Year 9 series
  (James Goold House Publications: 2003)
- EREA Charter Touchstones
  http://www.erea.edu.au/about-us/the-charter
- Scripture

Science

Length	Full Year

Science is taught through three lenses; *Science and Understanding, Science as a Human Endeavour* and *Scientific Inquiry.* In Year 9 students will investigate the body systems and how they interrelate, Atoms and Molecules, Electromagnetic Radiation and Plate Tectonics.

Content is taught within the following four Disciplines:

Biological Science: Students will investigate

- Homeostasis
- Immune System
- Nervous System

- Endocrine System
- Ecosystems

Chemical Science: Students will investigate

- Atoms
- Molecular Structure
- Chemical Reactions

- Redox Reactions
- Enthalpy
- Acids

Physical Science: Students will investigate

- Waves (Energy)
- Sound

- Energy Conversion
- Electromagnetic Spectrum

Earth and Space Science: Students will investigate

- Plate Movement

Assessment Requirements

- Practical Investigation Skills
- Investigations Folio
- Skills and Applications Tasks

Successful completion of this subject can lead students to Year 10 Science.

Visual Arts – Art

Length	1 Semester

Students may elect to do this subject for one semester or two. Content will not be repeated from one semester to the other.

Drawing, Cartooning and Caricature – Continuing with the theme of portraiture, students will learn how to draw a face and then use their knowledge to take a familiar face and create a caricature of that person.

Painting – Students will have the opportunity to study the works of local, indigenous and Asian artists and reflect on the contribution of artists on our lives. Students will be able to analyse the art, study mediums used and produce art works in the style of the artist observed.

Sculpture – Students will visit various galleries to study and analyse the sculptural work of various artists. They will then create a work of art in their own style using the knowledge gained in their research.

Assessment Requirements

- Maintaining a Visual Diary
- Practical use of skills, techniques and processes
- Analysing and interpreting visual artworks (theory)

Visual Arts – Design

Length	1 Semester

Students may elect to do this subject for one semester or two. Content will not be repeated from one semester to the other.

Graphic Design and Packaging – Students will study the relevance and importance of packaging in industry. They will have the opportunity to create a complete packaging solution to a relevant moral dilemma while studying the design works of Japan. The importance of eco-packaging and clever branding will be investigated.

Fashion Design – Students will study fashion trends particularly pertaining to pop culture both locally and internationally. They will learn a variety of fashion drawing skills and create items of fashion that is relevant to them.

Product Design – An intensive exploration of the objects we use every day, of ergonomics and the culture driven market will be investigated. A product will be redesigned using a criteria that will allow the student to explore the world around him and create a solution that is both morally and technically efficient.

Assessment Requirements

- Maintaining a sketch book
- Practical use of skills, techniques and processes
- Analysing and interpreting visual artworks (theory)
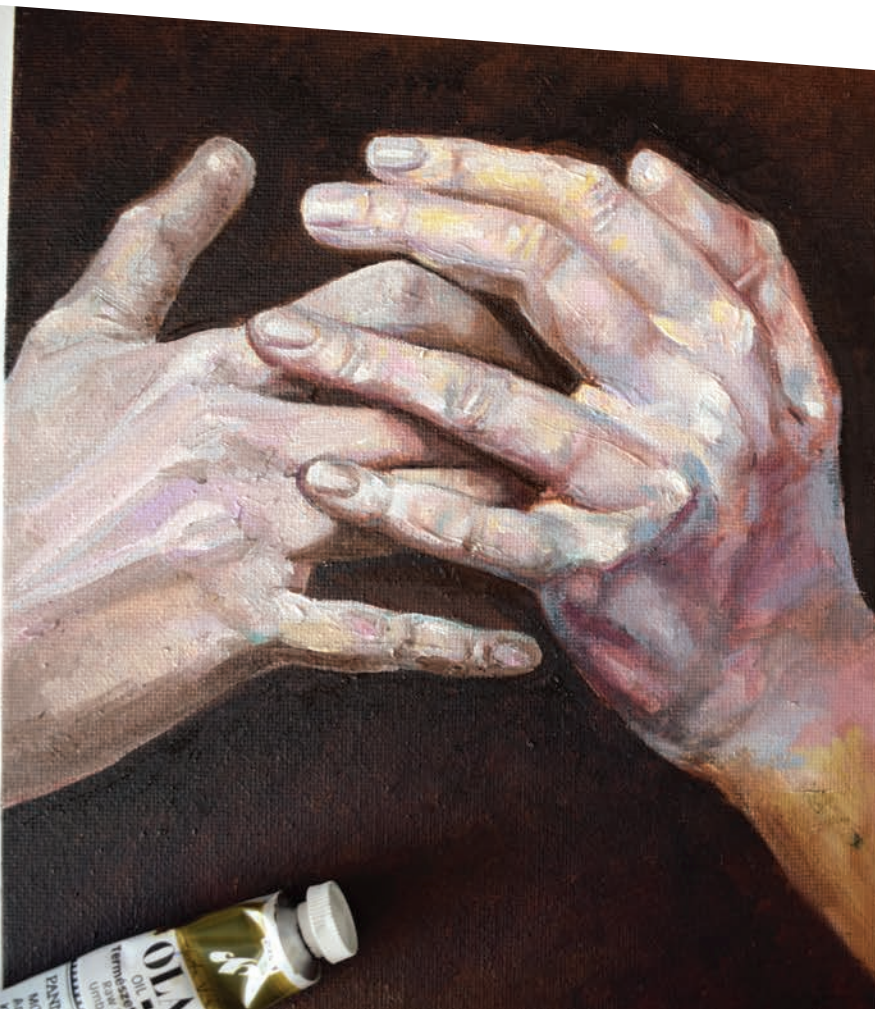
Visual Arts – Digital Art

Length	1 or 2 Semesters

Students may elect to do this subject for one semester or two. Content will not be repeated from one semester to the other.

Photography – Students will be introduced to traditional photography and quickly move to digital imaging. They will learn about the art of photography and the use of photographic manipulation through Photoshop to create new and exciting images. The outcome of their endeavours will form part of an exhibition to promote photography as an art form.

Print Making – Students will work with theme of portraiture and create a print based on the work of Andy Warhol. Portraiture will be the focus of a visit to the Art Gallery of South Australia.

Film and Animation – Students will have the opportunity to explore the creative world of film and animation and learn techniques such as green screen technology. They will explore and create animation using a variety of basic techniques and digital technologies. Sound, timing and editing will also be explored.

Assessment Requirements

- Maintaining a Visual Diary
- Practical use of skills, techniques and processes
- Analysing and interpreting visual artworks (theory)

Year 10 Subjects

Compulsory Subject

Elective Subject

Chinese (Mandarin)

Length	1 or 2 Semesters
Prerequisites	Successful completion of Year 9 Chinese.
Notes	Students must choose two semesters if perusing SACE Stage 1 and 2 credits

At this level students continue the more formal study of the structures of the Chinese (Mandarin) language. They are exposed to authentic texts of a non-literary type to develop their comprehension and translation skills. The development of listening and speaking skills continues to be emphasised. The topics covered during the course will include:

- School Subjects
- Transport
- Leisure Activities
- Travelling
- Celebrations
- Descriptions (people)

Successful completion of this subject can lead students to study Stage 1 Chinese (Continuers).

Design Technology and Engineering
Material Solutions - Metal

Length	1 Semester

Students will extend their practical skills to include the use and welding of metal tubing and solid steel. Students will prepare a design for a practical project which will be of metal and any other contexts timber, plastics or ceramics if desired – within the design constraints prepared by the teacher. Students design and create products that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products for intended purposes. They analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment now, and develop insights into the uses of technology in future contexts.

- Safe workshop practice
- Computer assisted drawing – Inventor, Google Sketchup
- Gas welding
- Mig and Tig Welding
- Machining
- Materials and Technical processes
- Associated practical and theoretical tasks

Assessment Requirements

Students have the opportunity to demonstrate their learning through a variety of assessment tasks, both practical and theoretical.

- Specialised Skills Tasks (40%)
- Design Process and Solution (60%)

Successful completion of this subject can lead to Stage 1 Design Technology and Engineering.

Design Technology and Engineering
Material Solutions - Timber

Length	1 Semester

The course aims to allow students to use a wide range of manufacturing technologies such as tools, machines, equipment, to design and make products with resistant materials. Contexts include metals, plastics, timber composites, ceramics and textiles. Opportunities exist for individual talents and interests to be developed and to extend knowledge and understanding of the world we share. Students design and create products that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products for intended purposes. They analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment now, and develop insights into the uses of technology in future contexts.

- Safe workshop practice
- Computer assisted drawing – Inventor, Google Sketchup
- Machine woodworking
- Creative woodwork
- Materials and Technical processes
- Associated practical and theoretical tasks

Assessment Requirements

Students have the opportunity to demonstrate their learning through a variety of assessment tasks, both practical and theoretical.

- Specialised Skills Tasks (40%)
- Design Process and Solution (60%)

Successful completion of this subject can lead to Stage 1 Design Technology and Engineering.

Design Technology and Engineering
Robotic and Electronic Systems

Length	1 Semester

The course aims to allow students to use a wide range of electrotechnical skills, processes and equipment, to design and make products with appropriate materials. Contexts include electronics and control systems. This focus area involves the use of devices such as electrical, electronic, mechanical, and interface components, including programmable control devices, to design and make systems and control products. Students produce outcomes that demonstrate the knowledge and skills associated with using control systems, processes, and materials such as electronic components, chips, circuitry. Opportunities exist for individual talents and interests to be developed and to extend knowledge and understanding of the world we share.

Students design and create products that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products for intended purposes. They analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment now, and develop insights into the uses of technology in future contexts.

- Safe workshop practice
- Computer assisted drawing – Inventor, Google Sketchup & Makerbot 3D printing
- Soldering practice
- Electric circuit simulation and measurement (Circuit Wizard)
- Parts identification and assembly processes
- Associated practical and theoretical tasks

Assessment Requirements

Students have the opportunity to demonstrate their learning through a variety of assessment tasks, both practical and theoretical.

- Specialised Skills Tasks (40%)
- Design Process and Solution (60%

Successful completion of this subject can lead to Stage 1 Design Technology and Engineering.

Digital Technologies

Length	1 Semester

This course focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for progress in senior secondary years in Digital Technologies.

Students will have opportunities to analyse problems and design, implement and evaluate a range of digital solutions. They will gain skills in Python and JavaScript programming language.

The course comprises of two distinct projects:

The first project uses Python. It builds on planning and coding as well as data science skills taught in Year 7, 8 and 9. Students will get to develop a project to solve real world problems.

The second project uses JavaScript. This will further develop Javascrip game development skills introduced at Year 9. It will also require creation of supporting documentation.

Assessment Requirements

Students will demonstrate their learning through completion of practical projects with accompanying paperwork.

Drama: The Stage

Length	1 Semester
Notes	This subject can be taken as a semester or full year course.

Year 10 Drama forms a bridge between the introductory nature of the Year 9 course and senior Drama subjects. Students are able to control more aspects of the theatrical performance, be responsible for its development and rehearsal and be able to interpret scripts in a detailed manner.

Stagecraft – An introduction to lighting, sound, powerpoint projection and set design. A performance or presentation is produced.

Theatre history – A workshop approach to the study of theatre practitioners. These include Stanislavski's naturalism, Strasberg's method acting, Growtowski's holy theatre, Artaud's Theatre of Cruelty and Brecht's didactic alienation.

Theatre studies – Acting workshops are held to increase confidence and a positive projection of self. Students receive a practical introduction to the major practitioners of the twentieth century and their performance styles.

Assessment Requirements

Students have the opportunity to demonstrate their learning through a variety of assessment tasks including theoretical and practical tasks.

Successful completion of this subject can lead students to study Stage 1 Drama.

Drama: Theatre

Length	1 Semester
Notes	This subject can be taken as a semester or full year course.

Year 10 Drama forms a bridge between the introductory nature of the Year 9 course and senior Drama subjects. Students are able to control more aspects of the theatrical performance, be responsible for its development and rehearsal and be able to interpret scripts in a detailed manner.

Character Development – By holding acting workshops, students focus on analysing character's information through explorative strategies. Voice and movement are also covered in this topic.

Theatre History – A select study of major innovators in theatre and performance theories.

Assessment Requirements

Students have the opportunity to demonstrate their learning through a variety of assessment tasks including theoretical and practical tasks, class presentation and theatrical performance.

Successful completion of this subject can lead students to study Stage 1 Drama.

English

Length	Full Year

Term 1

The Art of Persuasion – This unit of work explores persuasive devices and strategies used by a variety of text producers. The specific focus content is shaped by topical events. Students will consolidate, and build knowledge on, the various persuasive techniques used by authors with consideration of context, audience and purpose.

Assessment Requirements (Term 1)

Common Assessment Task: A formal persuasive essay where student employ a variety of devices to position audiences toward their view on a topic of choice.

Folio of class-based assessment tasks: A combination of various written, verbal and multimodal creative and receptive pieces

Term 2

Disturbing the Natural Order – The course examines and analyses the concept of 'Disturbing the Natural Order' in a range of literary texts, of which the class to unpack together. Students will read a class novel that explores this concept and are required to produce their own texts that demonstrate understanding of the concept.

Assessment Requirements (Term 2)

Common Assessment Task: Students formally discuss how the natural order of the class text is disturbed.

Folio of class-based assessment tasks: A combination of various written, verbal and multimodal creative and receptive pieces

End of Semester Examination

Term 3

Writing Comparatively – This topic equips students with the basic comparative writing skills necessary for success in Stage 1 and 2 SACE courses. Students will compare short texts of various mediums, and will also be given the autonomy to pair a visual text of their choice with a prescribed prose text, whereby they pose their own analytical question and respond to it in a manner that emulates the major assessment tasks in the SACE.

Assessment Requirements (Term 3)

Common Assessment Task: A comparative essay that compares the shared prose text to an individually chosen film text.

Folio of class-based assessment tasks: A combination of various written, verbal and multimodal creative and receptive pieces

Term 4

Expressing Ideas through Poetry – Students examine the 'how' aspects of poetry, and the ways in which authors communicate a message through this text-type. Students will engage with various form of poetry that cover a range of topics, and will be challenged to apply these poetry analysis and creation skills in various modes.

Assessment Requirements (Term 4)

Common Assessment Task: Students complete and submit a folio of written, verbal and multimodal creative and receptive pieces

End of Semester Examination.

Exploring Identities and Futures (Stage 1)

Length	1 Semester
SACE Credits	10 Credits

This subject replaces the Personal Learning Plan. Exploring Identities and Futures will allow students to develop a pathway to thrive by exploring who they are and who they want to be. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity and connections to the world around them.

Stage 1 Exploring Identities and Futures represents a shift away from viewing the student in isolation, with an increased focus on exploring and building connection with their peers, culture, community and work.

The subject is foundational in initiating and preparing students to and for their SACE journey and the knowledge, skills and capabilities required to be lifelong learners.

Assessment Requirements

- Assessment Type 1: Exploring your past, present and future (50%)
- Assessment Type 2: Putting your capabilities into action (50%)

Food Technology: Food and Lifestyle

Length	1 Semester

This course is designed to build upon OHWS awareness and nutritional knowledge, further develop practical food skills and expand existing food technology understanding.

The following topics will be covered:

- Food packaging and Labelling
- Superfoods
- Sustainable living
- Home food Vs Fast food
- Catering for others and social justice
- Stir-frying as a method of cooking
- Diet related diseases

Assessment Requirements

Students have the opportunity to demonstrate their learning through a variety of assessment tasks including both practical and theoretical assessment.

Successful completion of this subject can lead students to study Stage 1 Food and Hospitality or Stage 1 Nutrition.

Food Technology: Food with Flair

Length	1 Semester

This course is designed to build upon OHS&W awareness and nutritional knowledge, further develop practical food skills and expand existing food technology understanding. Emphasis in this course is the relationship between self, family and the wider community through food.

The following topics will be covered:

- Revision of safety and hygiene
- Organise and manage free choice practical's
- Multicultural foods- focus on 2-course meal
- Bakery/ patisserie food with focus on scone design
- Meat with a focus on mince meat
- Discovering rice with a focus on risotto
- Practical skills

Assessment Requirements

Students have the opportunity to demonstrate their learning through a variety of assessment tasks including a group food activity, an interview within the food industry and the design production and growing of a food product.

Successful completion of this subject can lead students to study Food Technology: Food and Lifestyle in Semester 2, Stage 1 Food and Hospitality or Stage 1 Nutrition.

Geography

Length	1 Semester

This single semester course is divided into two units:

1. Environmental Change and Management

The unit provides the opportunity for students to use their geographical thinking, skills and technological tools to examine some environmental challenges that will affect their future lives, and to find out how geography contributes to the understanding and management of these challenges. Among the issues to consider include: Land Degradation, Climate Change, River Basins and Deforestation. Field trips to Brownhill Creek and the Torrens River will enhance student learning in this topic.

2. Geographies of human well-being

This unit focuses on the nature of human wellbeing and how can it be measured. Spatial characteristics of wellbeing and the factors that influence it, and the inequalities that exist at a variety of scales, are used to investigate programs employed to address issues relating to wellbeing around the world.

Civics and Citizenship, and Business and Economics are embedded in this course.

Assessment Requirements

Assessment is divided into Skills & Application (70%) and Fieldwork (30%).

Students have the opportunity to demonstrate their geographical knowledge and skills through a variety of assessment tasks including tests, essays, research assignments and oral presentations.

Successful completion of this subject can lead students to study Stage 1 Geography.

Health and Physical Education

Length	Full Year

Strand A: Physical Education

Students use critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing and physical activity participation.

They also develop resilience and empathy to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

Students in this strand will investigate influences on physical performance, both individually and as a team. Understanding of various physiological and biophysical domains will be integrated into a practical setting to reinforce theoretical concepts. This strand will serve as a way of preparing students for the concepts taught in Stage 1 Physical Education.

Year 10 HPE is designed to meet the requirements of the Australian Curriculum for Health and Physical Education, and is built upon the two strands within the learning area: 'personal, social and community health' and 'movement and physical activity'.

Integrated Assessment Tasks

- Skill Acquisition
- Energy Systems
- Group Dynamics
- Training Principles
- Biomechanics

Strand B: Sport and Recreation

Students use critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing and physical activity participation.

They also develop resilience and empathy to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

Sport and Recreation focuses on alternate physical activities and the benefits of lifelong physical literacy. Students learn mainly through physical activity in a way that promotes immediate as well as long-term benefits to themselves and society. This strand emphasises the health benefits of physical activity and allows students to explore movement patterns across a range of alternative physical pursuits.

Year 10 HPE is designed to meet the requirements of the Australian Curriculum for Health and Physical Education, and is built upon the two strands within the learning area: 'personal, social and community health' and 'movement and physical activity'.

Integrated Assessment Tasks

- Self-defence and Safety (Self Defence)
- Long-term benefits of Physical Activity (Lawn Bowls/Golf)
- Skill Acquisition- Alternative Activity (Mindfulness, Yoga, Pilates)
- Outdoor Activities (Orienteering/First Aid)

History: The Modern World and Australia

Length	1 Semester

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The course is divided into an Overview and three Depth Studies which include:

1. World War 2

2. Rights and Freedoms

3. The globalising World

Students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:

1. How did the nature of global conflict change during the twentieth century?

2. What were the consequences of World War II? How did these consequences shape the modern world?

3. How was Australian society affected by other significant global events and changes in this period?

Assessment Requirements

Assessment is divided into Folio (60%) and Investigations (40%).

Students have an opportunity to demonstrate their learning through a variety of assessment tasks including source analysis, creative writing, short answer tests and research essays.

Successful completion of this subject can lead students to study Stage 1 History.

Italian

Length	1 or 2 Semesters
Prerequisites	Successful completion of Year 9 Italian.
Notes	Students must choose two semesters if perusing SACE Stage 1 and 2 credits

At this level students continue the more formal study of the structures of the Italian language. They are exposed to authentic texts of a non-literary type to develop their comprehension and translation skills. The development of listening and speaking skills continues to be emphasised. The topics to be covered during course will include:

- Revision
- Reflexive verbs and Daily Routines
- Present Perfect Tense and Holiday/Leisure Activities
- Italian Tourism
- Imperfect Tense and Retelling Past Memory
- Italian Television
- Future Tense and Horoscopes

Successful completion of this subject can lead students to study Stage 1 Italian (Continuers).
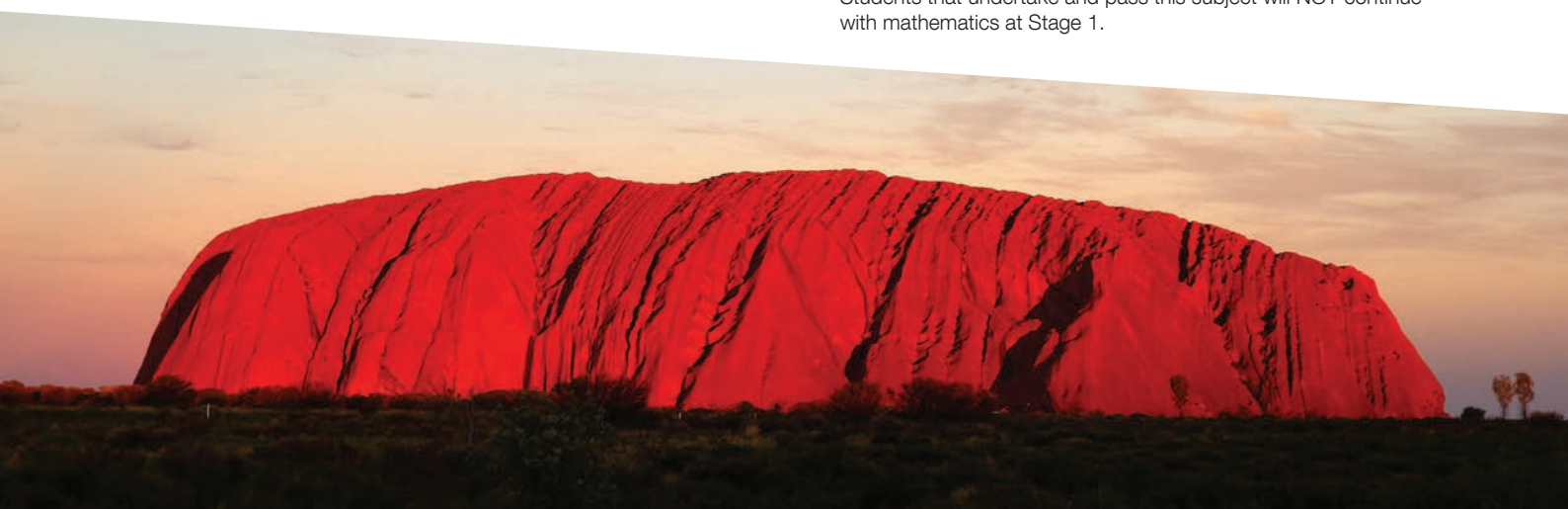
Essential Mathematics

Length	Full Year
Recommendations	This mathematics subject has been designed for students who do not intend on studying Mathematics beyond this year. Students should only enrol in this subject if they found mathematics challenging in Year 9 or, in consultation with their teacher, have been recommended.

Year 10 Essential Mathematics is designed for students who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

The Year 10 Essential Maths course is a FULL Year course design to cover the Stage 1 Essential Mathematics semester course over a longer period ensuring that students meet the SACE Stage 1 10 credit Numeracy criteria.

Students that undertake and pass this subject will NOT continue with mathematics at Stage 1.

Essential Mathematics consists of the following topics:

- Topic 1: Calculations, time, and ratio
- Topic 2: Earning and spending
- Topic 3: Geometry
- Topic 4: Data in context
- Topic 5: Measurement
- Topic 6: Open topic

Assessment Requirements

Students are assessed on each topic and have a total of four assessments through a variety of means, not limited to Skills and Application Tasks, and Folio Tasks. These four assessments contribute to the Stage 1 Numeracy 10 Credits. The Skills and Applications Tasks involve both questions with and without the use of technology. There is no end of semester examination in this course as there is no continuing pathway. Student work is assessed against performance criteria.

General Mathematics

Length	Full Year
Prerequisites	Year 9 Mathematics C grade or better.

This course is based on a modified ACARA Year 10 Mathematics course. It is meant for students that do NOT want to take their Mathematics to a university level but still would like a Mathematics pathway through Stage 1 (Year 11) and Stage 2 (Year 12). This year-long course leads onto Stage 1 and Stage 2 General Mathematics. Students who received a 'C' grade or better have this choice available.

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

The topics in this course are similar to those found in Year 10 Pre-Methods however they are not covered to the same depth.

Number and Algebra

- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-Linear Relationships

Measurement and Geometry

- Using Units of Measurement
- Geometric Reasoning
- Pythagoras and Trigonometry

Statistics and Probability

- Chance
- Data Representation and Interpretation

Assessment Requirements

Students are assessed throughout the semester with different styles of tasks including Skills and Assessment Tasks and Investigations. Tasks are created to be completed with and without technology.

Year 10 General Mathematics will prepare students for Stage 1 Essential Mathematics, or Stage 1 General Mathematics. This course DOES NOT lead onto Stage 1 Methods or Stage 1 Specialists. To continue onto the Stage 1 General Mathematics course students are expected to achieve a high C or better. Students not meeting this expectation are required to enrol in the Essential Mathematics Course.

Mathematics 10A

Length	1 Semester
Prerequisites	Students must achieve a minimum of a B grade in Year 9 Mathematics.
Recommendations	Students must undertake this elective if they have ambitions of attempting Stage 1 Mathematical Methods or Specialist Mathematics.

The Mathematics 10A content is intended for students who require additional content to enrich and extend their mathematical study whilst completing the common Year 10 curriculum. It is not anticipated that all students will attempt the 10A content, but doing so would be advantageous for those intending to pursue Mathematical Methods or Specialist Mathematics in the senior secondary years.

This course has much rigor and is suited for students who enjoy mathematics and have significant strength in logical thinking and numeracy skills.

This course covers the following topics:

Number and Algebra

- Surds
- Logarithms
- Algebra of polynomials
- Exponential, hyperbolic, circular functions and their features
- Monic and non-monic quadratic expressions

Measurement and Geometry

- Geometric reasoning - chords, segments, deductive reasoning
- The unit Circle

Statistics and Probability

- Chance
- Data Representation and Interpretation

Completing this elective course with a C+ grade or better leads onto Stage 1 Mathematical Methods and Stage 1 Specialist Mathematics.. Failure to successfully complete this course will lead on to Stage 1 General Mathematics.

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Pre-Methods Mathematics

Length	Full Year
Prerequisites	Students must achieve a minimum of a B grade in Year 9 Mathematics.

Year 10 Pre-Methods Mathematics provides the foundation for further study in mathematics in Stage 1 Mathematical Methods and Stage 1 Specialist Mathematics.

This course has much rigor and is suited for students who enjoy mathematics and have significant strength in logical thinking and numeracy skills.

This course covers the following topics:

Number and Algebra

- Real numbers
- Logarithms
- Algebra of polynomials
- Linear, exponential, hyperbolic, circular functions and their features
- Monic and non-monic quadratic expressions

Measurement and Geometry

- Area and volume of pyramids, cones, spheres, and complex solids
- Surface area
- Geometric reasoning - chords, segments, deductive reasoning

Pythagoras and Trigonometry

- Sine, Cosine, Tangent relationships
- The unit circle
- Periodic motion and symmetry within problem solving
- 3-dimensional analysis using Pythagorean geometry
- Trigonometric problem solving

Data representation and Interpretation

- Analysing data sets
- Calculating measures of dispersions and central tendencies (Standard deviations)
- Investigating bivariate numerical data sets
- Investigating different techniques for finding a 'line of best fit'

Each semester course is assessed by written topic assessments, a directed Investigation, and semester examination. Completing this course with a minimum 'B-' standard or better leads onto Stage 1 Mathematical Methods and Stage 1 Specialist Mathematics, in conjunction with successful completion of the Mathematics 10A elective. Completing this course with a 'C' standard or better leads onto Stage 1 General Mathematics. Failure to successfully complete this course will lead on to Stage 1 Essential Mathematics.

Music – Certificate III in the Music Industry

Length	1 or 2 Semesters
Recommendations	Successful completion of Year 9 Music – Performance and Technology

Music Performance and Technology is designed to extend students' existing musical understanding and skills in creating and responding to music. The subject aims to develop a broad range of musical skills and caters to students with varying musical interests. The units have a practical focus, centred on opportunities for students to develop proficiency and confidence as an instrumentalist or vocalist. Other elements of the course provide students with the opportunity to record and edit their own music (technology), write their own songs (composing and arranging), learn about the development of music within a societal context, and improve their musical literacy and aural capacity (musicianship).

As part of this course students study modules from the VET Certificate III in Music Industry (CUA30920) which is offered to students under the auspices of COSAMP (RTO #41549). In order to achieve units towards this qualification students must study music for the full year.

Topics include:

- Audio Skills (setup and operating of live sound equipment)
- Sound Editing
- Music Production using programs such as Logic Pro X
- Composition
- Solo and Ensemble Performance
- Occupational Health and Safety

Students have the opportunity to select between either a solo performance or composition stream. Students that select the solo performance stream are expected to receive individual lessons on an instrument and/ or voice.

Assessment Requirements

A range of assessment tasks are used and include practical projects, instrumental/vocal and ensemble performances, projects and compositions.

Assessment Criteria are as follows:

- Creative Works
- Music Literacy

Successful completion of this subject can lead students to study Stage 1 Music Explorations and Music Studies, and participation in co-curricular Music Ensembles.

Music Technology

Length	1 Semester
Recommendations	Successful completion of Year 9 Music Technology

In Year 10 Music Technology, students will learn to use various forms of technology in the production of music. This subject will give students the foundation skills and understanding required for aural analysis, composing, mixing and recording in any contemporary genre of music.

Students will work in the Music Technology Lab to develop their technology skills through music. They will learn how to edit and manipulate existing pieces of music and use software instruments to create musical compositions. Logic Pro X computer software will be used to compose music with loops, MIDI and audio files, predominately in an EDM style.

Assessment Requirements

A range of assessment tasks are used and include practical projects, instrumental/vocal and ensemble performances, projects and compositions.

Assessment Criteria are as follows:

- Creative Works
- Explorations

Successful completion of this subject can lead students to study Stage 1 Music Explorations.

Science

Length	Full Year

The course is designed to challenge the student in the disciplines of Biology, Physics, Chemistry and Earth Science so that they are able to realistically assess their ability and potential in each of these disciplines. From such assessments, it is hoped that the student will be able to make an informed decision about subject choices in Science for Stage 1 of SACE. The other emphasis of Year 10 Science is to inculcate in students the need to apply factual knowledge to problem solving.

The topics of study will be:

Science as a Human Endeavour will be taught as a specific unit of work and will include Nature and Development of Science and Use and Influence of Science.

Science Understanding will be the basis of the theoretical content of the course and will include:

- Biological Science - Genetics and Evolution
- Chemical Science - Atomic Theory and Chemical Reactions
- Physical Science - Energy Conservation and Motion
- Earth and Space Science - Universe and Global systems
- Psychological Science - an introduction

Science Inquiry Skills will be integrated into the topics of study and will include Questioning and predicting, Planning and conducting Evaluating, Processing and analysing data and information, and Communicating

Assessment Requirements

Students have the opportunity to demonstrate their learning through a variety of assessment tasks including tests, practical tasks, assignments, and projects. Practical tasks involve the investigation of concepts through experimental analysis where students also develop manipulation and group skills. Successful completion of this subject can lead students to study Science subjects at SACE Stage 1 (Year 11).

Society and Culture - Business in the Global Economy

Length	1 Semester

This one semester, compulsory subject is a SACE Stage One 10 credit course. It is a multidisciplinary subject enabling students to develop a range of capabilities related to business and the increasing complexity of the global environment.

This subject provides students with the opportunity to develop skills, knowledge and understanding of the role of business in Australia. Students will consider the political, economic, social, technological, environmental, and legal influences (PESTEL) on business in both the local and global contexts. Small and medium enterprises are a focus of study and investigation. The course also considers global and political responses to current issues such as climate change and risks and opportunities with technological development.

Through a contemporary case study approach, critical thinking and analysis, synthesis and evaluation will be developed. Communication, collaboration, problem solving and cultural awareness are also a focus for development of skills, values and attitudes necessary to be imaginative and entrepreneurial global citizens.

Assessment Requirements

Students have an opportunity to demonstrate their learning through a variety of assessment tasks:

- Sources Analysis Tasks (40%)
- Social Enterprise Project (30%)
- Investigation (30%)

Successful completion of this subject can lead students to study Stage 1 or Stage 2 Economics, Business Innovation, Legal Studies, or Stage 2 Society & Culture.

Spiritualities, Religion and Meaning (Stage 1)

Length	1 Semester
SACE Credits	10 Credits

At Stage 1, students develop and demonstrate their understanding of the influence of spiritual and/or religious perspectives on a local, national, or global community, by engaging with one or more images, artefacts, texts, documentaries, or feature films. They 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; and they investigate a contemporary issue linked to one of the big ideas.

In this subject, teachers and students use one or more 'big ideas' to frame inquiry questions; to explore issues, concepts, and ideas; and to reflect on personal and shared meaning within one or more spiritualities and/or religions.

The following six big ideas frame learning in this subject by inviting inquiry into religious and/or spiritual perspectives in context.

Big ideas

- Growth, belonging, and flourishing
- Community, justice and diversity
- Story, visions and futures
- Spiritualities, religions, and ultimate questions
- Life, the universe and integral ecology
- Evil and suffering

Assessment Requirements

Students provide evidence of their learning through both school based assessments.

School Based:

Assessment at Stage 1 is school based. The following Assessment Types enable students to demonstrate their learning in Stage 1 Religion:

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

Sport and Recreation

Length	Full Year

Students use critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing and physical activity participation.

They also develop resilience and empathy to be actively engaged in their own and others' wellbeing, using health, safety and physical activity resources for the benefit of themselves and their communities.

Sport and Recreation focuses on alternate physical activities and the benefits of lifelong physical literacy. Students learn mainly through physical activity in a way that promotes immediate as well as long-term benefits to themselves and society. This strand emphasises the health benefits of physical activity and allows students to explore movement patterns across a range of alternative physical pursuits.

Year 10 HPE is designed to meet the requirements of the Australian Curriculum for Health and Physical Education, and is built upon the two strands within the learning area: 'personal, social and community health' and 'movement and physical activity'.

Integrated Assessment Tasks:

- Self-defence and Safety (Self Defence)
- Long-term benefits of Physical Activity (Lawn Bowls/Golf)
- Skill Acquisition- Alternative Activity (Mindfulness, Yoga, Pilates)
- Outdoor Activities (Orienteering/First Aid)

Sport Coaching - Certificate III

Length	Full Year
Cost	$1,450

This qualification enables students to acquire and apply skills in the development of themselves and others within a Sport Coaching context. Curriculum is delivered across both theoretical and practical settings. This program is part of our VET Partnership with the Australian College of Sport Course references are to both community sport, as well as the "developing athlete".

For students seeking to progress to SACE Stage 1 and 2 Physical Education, this Certificate offers elective units that introduce some of the key theoretical concepts for those subjects, in order to better prepare students for the learning outcomes.

The Certificate III in Sport Coaching reflects the role of individuals who apply the skills and knowledge to coach participants up to an intermediate level in a specific sport. This qualification provides a pathway to work in community coaching roles, either working or volunteering at community-based sport clubs, after School Programs and organisations in the Australian sport industry.

Content

Course references are to both community sport, as well as the 'developing athlete'. Key coaching topics across the individual's technical, tactical, physical and mental components of development are explored, and within the following sequence of learning: Learn to Learn, Learn to Train, Learn to Play, Learn to Compete.

Assessment Requirements

Assessment is through the Australian College of Sport online learning platform and is ongoing throughout the year. This qualification carries a contribution of 65 Stage 2 credits and can be used towards a student's ATAR.

Visual Arts – Art

Length	1 Semester

Topics covered in Semester 1 include:

Drawing – Students will learn or develop their skills in basic drawing activities. They will learn observational techniques as well as developing an understanding of tonal values, light and shade and perspective. Students will be able to create their own works of art using the knowledge and skills they have gained.

Painting – Students will learn about contemporary art movements such as Pop Art, Abstract Art and Expressionism to create works of art.

Experimental Art – Students will experiment with a variety of mediums such as Pen and Ink, Print Making and digital technology to create personal and unique works of art.

Gallery Visits – Students will have the opportunity to visit a selection of local galleries, immersing themselves in the world of creative fine art and study the works of local and international artists.

Topics covered in Semester 2 include:

Painting – Students will have the opportunity to study the works of local, indigenous and Asian artists and reflect on the contribution of artists on our lives. Students will be able to analyse the art, study mediums used and produce art works in the style of the artist observed.

Sculpture – Students will visit various galleries to study and analyse the sculptural work of various artists. They will then create a work of art in their own style using the knowledge gained in their research.

Surrealism – Students will study the movement known as Surrealism and analyse its effect on popular culture. They will then create a functional everyday item that is totally surreal.

Gallery Visits – In Semester 2, students will have further opportunities to visit local galleries as part of their Visual Studies requirements. This will prepare them for more advanced studies in Year 11 and 12.

Assessment Requirements

Students have the opportunity to demonstrate their learning through a variety of assessment tasks including theoretical and practical tasks. Students are assessed on their folio work and the completion of their practical assignments.

Successful completion of this subject can lead students to study of Stage 1 Creative Arts, Stage 1 Visual Arts – Art or Stage 1 Visual Arts – Design.

Visual Arts – Design

Length	1 Semester

Topics covered in Semester 1 include:

Illustration – Students will learn skills in a variety of mediums to create images that can be used to promote visual graphic solutions to design problems.

Drawing – Students will develop their skill in rapid visualisation using a variety of traditional mediums both in and out of the art centre.

Airbrush – Students will have the opportunity to learn to use the airbrush tool to create science fantasy landscapes and mechanical paintings.

Topics covered in Semester 2 include:

Architecture – Students will learn and develop skills in problem solving as they work through interesting and challenging briefs pertaining to the built environment. Students will also create models of their solutions.

Packaging – Students will study the relevance and importance of packaging in industry. They will have the opportunity to create a complete packaging solution to a relevant moral dilemma while studying the design works of Japan.

Fashion – Students will study fashion trends particularly pertaining to pop culture both locally and internationally. They will learn a variety of fashion drawing skills and create items of fashion that is relevant to them.

Assessment Requirements

Students have the opportunity to demonstrate their learning through a variety of assessment tasks including theoretical and practical tasks. Students are assessed on their folio work and the completion of their practical assignments.

Successful completion of this subject can lead students to study of Stage 1 Creative Arts, Stage 1 Visual Arts – Art or Stage 1 Visual Arts – Design.

Visual Arts – Digital Art

Length	1 Semester
Recommendations	This course will carry on from the Year 9 subject and it is recommended that students complete the Year 9 component before attempting this in Year 10.

Students may elect to do this subject for one semester or two. Content will not be repeated from one semester to the other.

Photography – Students will be introduced to traditional photography and quickly move to digital imaging. They will learn about the art of photography and the use of photographic manipulation through Photoshop to create new and exciting images. The outcome of their endeavours will form part of an exhibition to promote photography as an art form.

Print Making – Students will work with theme of portraiture and create a print based on the work of Andy Warhol. Portraiture will be the focus of a visit to the Art Gallery of South Australia.

Film and Animation – Students will have the opportunity to explore the creative world of film and animation and learn techniques such as green screen technology. They will explore and create animation using a variety of basic techniques and digital technologies. Sound, timing and editing will also be explored.

Assessment Requirements

- Maintaining a Visual Diary
- Practical use of skills, techniques and processes
- Analysing and interpreting visual artworks (theory)

Year 11 Subjects

■ Compulsory Subject

■ Elective Subject

Accounting

Length	1 Semester
SACE Credits	20 Credits (10 per semester)
Recommendations	Successful completion of a Year 10 Business subject

Stage 1 Accounting is structured around three focus areas, two of which must be studied in any one semester:

- Understanding accounting
- Understanding financial sustainability
- Perspectives in accounting

These focus areas are underpinned by the following learning strands:

- Financial literacy
- Stakeholder information and decision-making
- Innovation

These strands outline the knowledge, skills, understandings and capabilities fundamental to the learning in the subject.

Students develop their understanding of accounting including selected concepts and conventions that underpin and inform the practice of accounting. They apply this understanding to create accounting information and understand its role in decision-making for a range of internal and external stakeholders. Students explore and analyse the ways in which qualitative and quantitative information can be used in the decision-making process and the different reporting needs of a range of stakeholders.

Students develop an understanding of how accounting applies to and impacts their personal circumstances. They consider both their present situations and likely future scenarios when analysing personal financial management tools; exploring their own information needs; and evaluating the impact of globalisation on their personal contexts. Students explore the links between self and others in the local and global accounting contexts and compare and contrast approaches to accounting in different cultural contexts. Students look beyond their own context to examine society's changing perception of accounting and how accounting information has evolved to better meet the needs of stakeholders.

Students develop critical thinking and problem-solving skills to devise accounting solutions in a range of familiar and unfamiliar contexts. They apply communication and collaboration skills to collect and analyse financial and non-financial information for a range of stakeholders.

Assessment Requirements

Students will demonstrate their learning through a number of tasks within the following Assessment Types:

- Assessment Type 1 - Accounting Skills
- Assessment Type 2 - Accounting Inquiry

Assessment for this subject will include a Semester Examination.

Successful completion of this subject can lead students to study Stage 2 Accounting.

Activating Identities and Futures (Stage 2)

Length	1 Semester
SACE Credits	10 Credits

This subject replaces Research Project A/B. The purpose of Activating Identities and Futures 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.

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 Requirements

School-based Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Appraisal (30%)

Biology

Length	1 or 2 Semesters
SACE Credits	20 Credits (10 per semester)
Prerequisites	Minimum C+ in Year 10 Science.

A thematic approach is undertaken in Biology, with approximately 5 weeks allocated to the study of each topic.

Topics of study in the first semester include:

Cells and Microorganisms

1. Living and non-living things
2. Cell Biology

   - Cell Theory
   - Cell division
   - Cellular Energy
   - Cell membrane (structure, function and processes associated with it)

3. Microorganisms

   - Types of microorganisms
   - Conditions for growth
   - Their role as decomposers
   - Advantages and disadvantages of microorganisms
   - The use of microorganisms in recombinant DNA technologies

Infectious Disease

1. Infectious and non-infectious diseases
2. Pathogenicity, immune system and the prevention of infection

Topics of study in the second semester include:

Multicellular Organisms

- Hierarchy of organisation in a multicellular organism
- Respiratory, digestive, excretory and circulatory systems with a focus on the exchange of substances

Biodiversity and Ecosystems

- Biodiversity, classification and adaptations of organisms
- Energy transfers, recycling of nutrients, ecological niche and succession
- Human impact on ecosystems and genetic diversity

Assessment Requirements

Assessment at Stage 1 is school based and may be moderated by the SACE Board. Students will demonstrate their learning through a number of tasks within specific Assessment Types.

- Investigations Folio (40%)
- Skills and Applications Tasks (60%)

Assessment for this subject will include a Semester Examination.

Successful completion of this subject can lead students to study Stage 2 Biology.

Business Innovation

Length	1 Semester
SACE Credits	20 Credits (10 per semester)

Business Innovation at Stage 1 is intended to develop students' knowledge, skills, and understanding to engage in business contexts in the modern world. In a time in which design-led companies outperform other companies, students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools.

Integral to learning through finding and solving complex, dynamic, real world problems is the opportunity for students to work collaboratively. Working together students are encouraged to develop ideas. They collect and analyse financial and business information that informs the process of proposing, developing and testing solutions. In doing so, students develop and extend their financial awareness and skills in decision-making. Students apply these skills in the development of business models for start-up and existing businesses, analysing data to inform decision-making process, and communicating with a range of stakeholders.

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

Assessment Requirements

Students will demonstrate their learning through four tasks within specific Assessment Types:

- Assessment Type 1 (70%): Business Skills - three tasks, including one business model summary
- Assessment Type 2 (30%): Business Pitch - one task

Successful completion of this subject can lead students to study Business & Innovation at Stage 2.

Chemistry - Biological and Environmental

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Minimum 'B' result in Year 10 Science.

In their study of Biological and Environmental Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. The emphasis in on Biological and Environmental Chemistry.

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 medical sciences including pharmacy, dentistry and general medicine. As well as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Successful completion of Stage 1 Biological and Environmental Chemistry will enable students to enrol in either Stage 2 Chemistry or Stage 2 Biological and Environmental Chemistry

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

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

The topics for Stage 1 Chemistry are:

- Topic 1: Biological Materials and Their Atoms
- Topic 2: Combinations of Atoms
- Topic 3: Molecules
- Topic 4: Use of Mixtures and Solutions in medicine
- Topic 5: Environmental Acid and Bases
- Topic 6: Redox Reactions in biochemistry

Assessment Requirements

Assessment at Stage 1 is school based and may be moderated by the SACE Board. Students will demonstrate their learning through a number of tasks within specific Assessment Types.

- Investigations Folio (40%)
- Skills and Applications Tasks (60%)

Assessment is continuous throughout each semester and includes tests, practical reports, essays and an examination.

Child Studies

Length	1 Semester
SACE Credits	10 Credits

Child Studies focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative and practical learning. This learning is also supported by the inclusion of excursions to the early learning centre. Students explore concepts such as the development milestones, rights of the child, the value of play, and the importance of parents and caregivers throughout a child's development. They also consider the importance child nutrition and the health and well-being of children.

In Child Studies the emphasis is on the capabilities of **citizenship, personal development** and **learning**. These capabilities are developed through activities and investigations and their reflections on issues and trends related to child studies in a range of settings. Students develop their capability for learning through the application of knowledge and skills.

Students build an understanding of the health, wellbeing and development of children by:

- Researching the importance of celebration foods in a variety of social contexts.
- Planning and preparing birthday cakes and menus
- Researching the importance of play in development.
- Designing interactive games to be played by reception students. (Active involvement)
- Identifying policies and initiatives associated with the protection and developmental needs of children in third world countries.
- Preparation of 'gift boxes' for small children, developing empathy from a global perspective.
- Exploring the various concepts of families and the roles and responsibilities of Australians to parent children in a safe and nurturing environment.

Assessment Requirements

- Practical Activity Tasks (2-practical and theory based) (50%)
- Investigation (1-research based) (25%)
- Collaborative Group Task (1-practical and theory based) (25%)

This subject provides a strong grounding for students choosing to study Stage 2 Child Studies, Tertiary Training in Child Care, Nanny, Community Services, Nursing, and Teaching.

Chinese (Mandarin)

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Successful completion of Year 10 Chinese (Mandarin).

Stage 1 Chinese at continuers level is organised round three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

- The Individual
- The Chinese-speaking Communities
- The Changing World

At the end of the program, students should be able to exchange information, opinions, and experiences in Chinese; express ideas through the production of original texts in Chinese; analyse, process, and respond to texts that are in Chinese and understand aspects of the language and culture of Chinese-speaking communities.

Assessment Requirements

Assessment at Stage 1 is school based and may be moderated by the SACE Board. Students will demonstrate their learning through a number of tasks within specific Assessment Types.

- Interaction
- Text Production
- Text Analysis
- Investigation

Assessment for this subject will include a Semester Examination.

Successful completion of this subject can lead students to study Stage 2 Chinese (Continuers).

Community Studies

Length	1 Semester
SACE Credits	10 Credits

In consultation with the teacher, students can choose from 12 possible areas of study including Arts, Business, Communication, Design and Construction, Environment, Foods, Health and Recreation, Lifestyle, Mathematics, Science, Technology, or Work.

Assessment Requirements

Assessment of this subject is school based and may be moderated by the SACE Board. Students will demonstrate their learning through a number of tasks within specific Assessment Types.

- Contract of Work
- Folio
- Community Activity
- Reflection

Design Technology and Engineering
Material Solutions – Metals

Length	1 Semester
SACE Credits	10 Credits
Recommendations	Successful completion of a Year 10 unit of Design Technology and Engineering – Materials Solutions (Metals).

In Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of products or systems. Design, Technology and Engineering has four contexts: digital communication solutions, industry and entrepreneurial solutions, material solutions and robotic and electronic systems.

This focus area involves the use of a diverse range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials such as metals, plastics, timber composites and ceramics.

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

In Stage 1 students use the design and realisation process. They learn to create a design brief that provides the basis for the development of potential solutions to design problems and review design features, processes, materials and production techniques to assist with the realisation of the solution.

A solution in this subject is an outcome of the design and realisation process in relation to the chosen context. A solution could be fully realised or a model, prototype, system, part, process (i.e. procedures to output a product) or product.

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

Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.

Students design and create products or systems that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques in the areas of Electric Mig, Tig and Gas Welding. They use appropriate technical language and graphic, written, and oral techniques that incorporate information and communication technologies to create and communicate design proposals.

Assessment Requirements

Assessment at Stage 1 is school based and may be moderated by the SACE Board. Students will demonstrate their learning through a number of tasks within specific Assessment Types.

- Specialised Skills Tasks (40%)
- Design Process and Solution (60%)

Successful completion of this subject can lead students to study Stage 2 Design Technology and Engineering - Material Solutions.

Design Technology and Engineering
Material Solutions – Timber

Length	1 Semester
SACE Credits	10 Credits
Recommendations	Successful completion of a Year 10 unit of Design Technology and Engineering – Material Solutions (Timber).

In Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of products or systems. Design, Technology and Engineering has four contexts: digital communication solutions, industry and entrepreneurial solutions, material solutions and robotic and electronic systems.

This focus area involves the use of a diverse range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials such as metals, plastics, timber composites, ceramics and textiles.

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

In Stage 1 students use the design and realisation process. They learn to create a design brief that provides the basis for the development of potential solutions to design problems and review design features, processes, materials and production techniques to assist with the realisation of the solution.

A solution in this subject is an outcome of the design and realisation process in relation to the chosen context. A solution could be fully realised or a model, prototype, system, part, process (i.e. procedures to output a product) or product.

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

Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.

Students design and create products or systems that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. Students investigate and analyse a range of products or systems and use the information gained to create original solutions. They use appropriate technical language and graphic, written, and oral techniques that incorporate information and communication technologies to create and communicate design proposals.

Assessment Requirements

Assessment at Stage 1 is school based and may be moderated by the SACE Board. Students will demonstrate their learning through a number of tasks within specific Assessment Types.

- Specialised Skills Tasks (40%)
- Design Process and Solution (60%)

Successful completion of this subject can lead students to study Stage 2 Design Technology and Engineering - Material Solutions.

Design Technology and Engineering

Robotic and Electronic Systems: Audio System Design

Length	1 Semester
SACE Credits	10 Credits
Recommendations	Successful completion of a Year 10 unit of Design Technology and Engineering – Robotic and Electronic Systems.

This course focuses on the design and production of audio systems. Students first complete a general module on Automotive Wiring to develop soldering and wiring skills, and introduce several new electronic components. The next section of the course focuses on Arduino microcontrollers. This gives students the chance to learn the fundamental principles of Arduino microcontrollers, and how to interface them with several external components, such as LEDs, switches, potentiometers, and an LCD screen. For their Major Product, students design and build a Bluetooth portable audio system. Students are able to select the number and type of speakers, amplifier circuit, and housing dimensions to meet their individual design requirements. Students also build and program a pre designed Arduino based volume control circuit with LCD display, and integrate this into their overall product design. This course aims to give the student a solid knowledge and skill base to design and build an audio system based Major Product at a Stage 2 level.

Assessment Requirements

Assessment at Stage 1 is school based and may be moderated by the SACE Board. Students will demonstrate their learning through a number of tasks within specific Assessment Types.

- Specialised Skills Tasks (40%)
- Design Process and Solution (60%)

Successful completion of this subject can lead students to study Stage 2 Design Technology and Engineering - Robotics and Electronic Systems.

Design Technology and Engineering

Robotic and Electronic Systems: Robotics and Programming

Length	1 Semester
SACE Credits	10 Credits
Recommendations	Successful completion of a Year 10 unit of Design Technology and Engineering – Robotic and Electronic Systems.

This course focuses on developing skills used to design and produce robotic systems using Arduino microcontrollers. Students first complete a module on the interfacing and control of brushed electric motors and geared servo motors, as would typically be used in robotic applications. This involves the understanding of hardware requirements, wiring, and programming to operate each motor type. The second unit of work focuses on wireless communication, introducing students to 2.4GHz transceiver modules, as well as Bluetooth communication, if needed. Students learn the wiring and programming necessary to use these modules for wireless transmission of simple data packets between microcontrollers. For the Major Product, students design and build a Remote Control car with proportional throttle and steering, and an associated wireless controller. Students are able to select vehicle components such as the brushed DC electric motor, battery type, wheels, and drive gear ratio, and modify some aspects of chassis design to suit their individual design requirements. They then develop and program Arduino microcontroller based transmitter and receiver circuits to control the vehicle. This course aims to give the student a solid knowledge and skill base to design and build a robotics based Major Product at a Stage 2 level.

Assessment Requirements

Assessment at Stage 1 is school based and may be moderated by the SACE Board. Students will demonstrate their learning through a number of tasks within specific Assessment Types.

- Specialised Skills Tasks (40%)
- Design Process and Solution (60%)

Successful completion of this subject can lead students to study Stage 2 Design Technology and Engineering - Robotics and Electronic Systems.

Digital Technologies – Data Science (Python)

Length	1 Semester
SACE Credits	10 Credits
Recommendations	Successful completion of Year 9 and 10 Digital Technologies as well as a keen interest in programming are recommended.

In this course students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Assessment Requirements

Students will demonstrate their learning through completion of practical projects with accompanying paperwork. Projects that are run in this course currently include:

- Using Python to solve problems – Project Skills
- Python and Data Science – Collaborative Project
- Digital Innovative Solution – Major task (open ended and student driven)

All of these projects will use Python programming language and require the development of computational thinking skills as well as a strong commitment to independent learning and collaboration.

This course can be studied without also selecting *Digital Technologies – Game Development (JavaScript)* or in addition to *Digital Technologies – Game Development (JavaScript).*

Digital Technologies – Game Development (Python)

Length	1 Semester
SACE Credits	10 Credits
Recommendations	Successful completion of Year 9 and 10 Digital Technologies as well as a keen interest in programming are recommended.

In this course students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Assessment Requirements

Students will demonstrate their learning through completion of practical projects with accompanying paperwork. Projects that are run in this course currently include:

- Using Python to solve problems – Project Skills
- Python and game development – Collaborative Project
- Digital Innovative Solution – Major task (open ended and student driven)

All of these projects will use the JavaScript programming language and require the development of computational thinking skills as well as a strong commitment to independent learning and collaboration. Please note that this is not a course that focuses on game design or game art.

This course can be studied without also selecting *Digital Technologies – Data Science (Python)* or in addition to *Digital Technologies – Data Science (Python).*

Drama

Length	1 or 2 Semesters
SACE Credits	20 Credits (10 per semester)
Recommendations	Successful completion of one semester of Year 10 Drama and a sound background in English is essential to the theory component of this course.
Notes	Students may select one or two semesters of Stage One Drama. Each course will study a different practitioner and complete new assessment tasks.

Telling stories and representing our humanity to each other are basic human activities. They are the essence of Drama. Students learn by participating in creative problem-solving; generating, analysing, and evaluating ideas; developing personal interpretations of texts; learning to set goals and working collaboratively to achieve them; rehearsing, workshopping, and improvising solutions; and of course performing. Students have the opportunity to develop their curiosity and imagination, creativity, individuality, personal identity, self-esteem, and confidence. They also have opportunities to improve their skills in experimentation, communication, self-discipline, collaboration, teamwork, and leadership. Students learn to acknowledge and respect diversity and different perspectives on the world.

Drama values the exploration of all forms of learning, integrating the creative with the physical, the intellectual, the emotional and the spiritual. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in the validity of their own ideas as well as learn a whole suite of physical skills such as imaginative movement, speaking, listening, observing, thinking, and critiquing. Self-awareness and awareness of others is greatly enhanced.

The Teaching and Learning Program is based on the following areas of study:

- **Presentation of Dramatic Works** – Students participate in the planning, rehearsal, and performance of a dramatic work.
- **Dramatic Theory and Practice** – Students explore the ways in which theories and practices have shaped, and continue to shape, drama. Through written, oral, and practical tasks, students deepen and personalise their understanding of the topics covered.
- **Individual Investigation and Presentation** – Students choose an area of study in the dramatic arts that is of interest to them. Students investigate, research, develop, and demonstrate their understanding of an area of interest by creating a product (e.g. a performance, a design brief), for a real or hypothetical presentation.

Assessment Requirements

Assessment at Stage 1 is school based and may be moderated by the SACE Board. Students will demonstrate their learning through a number of tasks including:

- Performance
- Folio
- Investigation and Presentation

Successful completion of this subject can lead students to Stage 2 Drama.

Economics

Length	1 Semester
SACE Credits	20 Credits (10 per semester)

Economics at Year 11 is the study of the fundamental economic problem of how resources are allocated so that goods and services are produced, distributed and exchanged to satisfy the unlimited wants and needs of society. The course reflects an inquiry based learning model in which students are presented with real-life scenarios and propose solutions to economic problems as they become critical thinkers and questioners. Through the use of data analysis, students develop an understanding of how economics influences their life and how economic decisions made by the government and other bodies may affect them in the future.

Assessment Requirements

Students will demonstrate their learning through a number of tasks within the following Assessment Types:

- Folio (60%) - students demonstrate their application of economic concepts, theories and skills in a variety of contexts and consider the cause and effect of economic decisions. Tasks may include: a multimodal report, a podcast, a blog, an essay, sources analysis or test.
- Economic Project (40%) - students explore an economic issue of the student's own choice and develop an inquiry through the collection and analysis of quantitative and qualitative data.

Assessment for this subject will include a Semester Examination.

Successful completion of this subject can lead students to study Stage 2 Economics, Stage 2 Business and Innovation or Stage 2 Society and Culture.

English

Length	Full Year
SACE Credits	20 Credits

Responding to Texts

Students explore the human experience and the world through reading and examining a range of texts, including Australian texts, and making intertextual connections. In doing so, students come to understand connections between purpose, audience, and context, and how these are achieved through language and stylistic choices. Students demonstrate their understanding of these links by producing, for example, an analytical essay, article, blog, website, documentary, or special features film (behind the scenes about the making of a film), or an oral reflection on language and stylistic features chosen to create a text.

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

Creating Texts

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

Intertextual Study

Students reflect on their understanding of intertextuality by:

- Analysing the relationships between texts, or
- Demonstrating how their knowledge of other texts has influenced the creation of their own texts.

When analysing or creating texts to show their understanding of intertextuality, students may also consider:

- Intertextual references within texts (texts that make explicit or implied references to other texts).
- Ways in which they, as readers, make intertextual connections based on their previous experiences of texts or their own experiences and beliefs.

Assessment Requirements

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

- Responding to Texts
- Creating Texts
- Intertextual Study

Essential and EAL English

Length	Full Year
SACE Credits	20 Credits

Stage 1 Essential English may be studied as a 10-credit or a 20-credit subject.

The content includes:

- Responding to Texts
- Creating Texts.

Decisions about the content of the teaching and learning program should centre on ways in which students use language to establish and maintain connections with people in different contexts. The program may focus on a single context or a range of contexts for different parts of the program.

The specific contexts chosen for study may be social, cultural, community, workplace, and/or imagined. In planning a teaching and learning program, teachers work with students to support the achievement of their goals.

Responding to Texts

Students consider a variety of ways in which texts communicate information, ideas, and perspectives. They explore the relationship between structures and features and the purpose, audience, and context of texts.

The reading of a wide range of texts enables students to comprehend and interpret information, ideas, and perspectives in texts. They locate and extract information and ideas by, for example, skim-reading to support comprehension of key information. They also develop strategies for collecting and processing information by, for example, the use of graphic organisers.

Creating Texts

By examining the links between language and the context in which texts are produced, students are supported to create their own texts.

Students develop their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication. They create a range of texts, using appropriate language features, content, and mediums for different purposes, audiences, and contexts.

Students recognise and use textual conventions and language features to communicate information and ideas that convey simple and complex thoughts in a range of mediums and digital technologies.

Assessment Requirements

The following assessment types enable students to demonstrate their learning in Stage 1 Essential English:

- Responding to Texts
- Creating Texts.

Pre-English Literary Studies

Length	Full Year
SACE Credits	20 Credits (10 per semester)
Recommendations	Minimum achievement of B in Year 10 English

Pre–Literary Studies foregrounds the analytical and critical approaches to texts required of students in the Stage 2 course. The course content parallels the Stage 1 English course, however texts and tasks will vary, and a higher expectation of reading levels and engagement. Completion of this course is recommended for students considering Stage 2 English Literary Studies.

Topics covered across the Full Year Curriculum (two-semesters) include but are not limited to:

- Post-Apocalyptic Fiction
- Dystopian Worlds
- Aboriginal Poetry
- Critical Perspectives (gendered, psychological, historical, sociological)
- War Poetry
- Persuasive Texts
- Play Scripts (Tennessee Williams, Arthur Miller)

Responding to Texts

Students explore the human experience and the world through reading and examining a range of texts, including Australian texts, and making intertextual connections. In doing so, students come to understand connections between purpose, audience, and context, and how these are achieved through language and stylistic choices. Students demonstrate their understanding of these links by producing, for example, an analytical essay, article, blog, website, documentary, or special features film (behind the scenes about the making of a film), or an oral reflection on language and stylistic features chosen to create a text.

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

Creating Texts

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

Intertextual Study

Students reflect on their understanding of intertextuality by:

- Analysing the relationships between texts, or
- Demonstrating how their knowledge of other texts has influenced the creation of their own texts.

When analysing or creating texts to show their understanding of intertextuality, students may also consider:

- Intertextual references within texts (texts that make explicit or implied references to other texts).
- Ways in which they, as readers, make intertextual connections based on their previous experiences of texts or their own experiences and beliefs.

Assessment Requirements

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

- Responding to Texts
- Creating Texts
- Intertextual Study

For a 10-credit subject, students should provide evidence of their learning through four assessments, with at least one assessment from each assessment type. At least one assessment should be an oral or multimodal presentation, and at least one should be in written form. Each assessment type should have a weighting of at least 20%.

For a 20-credit subject, students should provide evidence of their learning through eight assessments, with at least two assessments from each assessment type. At least two assessments should be oral or multimodal presentations, and at least two should be in written form. Each assessment type should have a weighting of at least 20%.

Food and Hospitality

Length	1 or 2 Semesters
SACE Credits	20 Credits (10 per semester)
Recommendations	Successful completion of Year 10 Food Technology 1 or 2.

In Semester 1 this course introduces students to the processes used in catering enterprises. Its aim is to build on student's skills in selecting, planning and preparing foods for catering events and to develop an understanding of legislation and other factors related to the food industry. Focus is on decision making, interpersonal skills, management and group skills desired by the food industry.

Topics of study in the first semester include:

- Food safety
- Food, the individual and the family
- Food and Hospitality industry

Semester 2 builds on student's practical skills and knowledge related to the Food and Hospitality industry, with an emphasis on vocational opportunities. Students will be required to select, plan and prepare food for a range of audiences, working often as a team. Focus is on decision making, interpersonal skills, management and group skills desired by the food industry.

Topics of study in the second semester include:

- Food Safety
- Trends in Food and Culture
- Local and Global issues in the Food and Hospitality industry

Assessment Requirements

Assessment at Stage 1 is school based and may be moderated by the SACE Board. Students will demonstrate their learning through a number of tasks within specific Assessment Types. Assessment will take the form of written analysis of research, planning tasks, practical applications, evaluation reports and an independent research task.

- Practical Activity
- Group Activity
- Investigation

Successful completion of this subject can lead students to Stage 2 Food and Hospitality.

Geography

Length	1 Semester
SACE Credits	20 Credits (10 per semester)

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

Students fine tune and reinforce core mapping and spatial technologies skills, and undertake fieldwork related to Natural Hazards. A Geography camp will further enhance students' understanding and appreciation of the importance of place in terms of economic, social, and environmental phenomena and processes.

As a 10-credit subject in Semester 1, students study the following topics:

- Natural Hazards
- Global Issues (Population)

As a 20-credit subject, students study the following additional topics:

- Megacities
- Local Issues (Coastal Management)

Assessment Requirements

Students will demonstrate their learning through a number of tasks within specific Assessment Types.

- Assessment Type 1: Geographical Skills and Applications (60%)
- Assessment Type 2: Fieldwork (40%)

Assessment for this subject will include a Semester Examination.

Successful completion of this subject can lead students to study Stage 2 Geography or Stage 2 Society and Culture.

Information Processing and Publishing

Length	1 Semester
SACE Credits	20 Credits (10 per semester)
Recommendations	Successful completion of Year 10 Stage 1 Communication Products (Multimedia) unit of study.

Information Processing and Publishing focuses on the use of technology to design and implement information-processing solutions. The subject emphasises the acquisition and development of practical skills in identifying, choosing, and using the appropriate computer hardware and software for communicating in a range of contexts. It focuses on the application of practical skills to provide creative solutions to text-based communication tasks.

Semester 1 will focus on the topic of Business Publishing using the Adobe Creative Suite.

Business Publishing combines the use of software with the elements and principles of design and an understanding of the processes and procedures involved in using information to produce business publications. Integral aspects of this topic are publication design and the production of paper-based publications such as newsletters, brochures, menus and exploration of social issues such as e-waste.

Semester 2 will focus on the topic of Digital Publishing using the Adobe Creative Suite.

Digital Publishing involves the development of products to be published in a digital format. Students who undertake this topic develop skills in the creation, manipulation, storage, and use of digital media to solve publishing problems in personal, community, or business contexts. Students consider issues related to the production and use of digital publications.

Although text and image publications are emphasised, static and dynamic graphic, audio, video, and animation software may also be included. Examples of materials in digital format include web-based pages or sites, e-publications and interactive PowerPoints.

Assessment Requirements

Students will demonstrate their learning through a number of tasks within specific Assessment Types.

- Practical Skills (50%)
- Product and Documentation (30%)
- Issues Analysis (20%)

Successful completion of this subject can lead students to study Stage 2 Information Processing and Publishing (IPP).
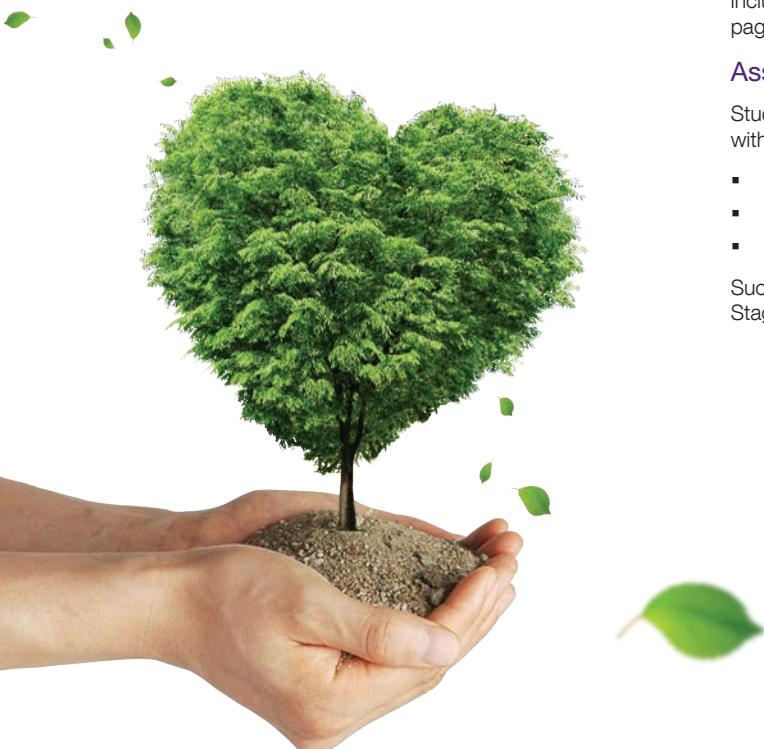
Integrated Learning (Sport)

Length	1 Semester
SACE Credits	10 Credits

Integrated Learning is a subject which enables students to make a link between aspects of their lives in sport and their learning. Students undertake a sport focus and develop practical skills, leadership, planning, communication and organisation through the various assessment tasks.

Students will be required to demonstrate a broad range of skills, such as coaching, collaboration and communication. Students will apply their knowledge and will be expected to organise and implement a large event (Sports Day, Sport Round Robin). As well as some theoretical focus, there is also a practical inquiry for the course, where students focus on skill development, reflection of performance and coaching principles.

Assessment Requirements

The following assessment is a requirement for course completion. Students will complete at least ONE of each assessment type per semester:

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

Students need to achieve at least a C+ or higher in this subject to be eligible for Stage 2 Integrated Learning (Sport Studies).

Italian

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Successful completion of Year 10 Italian.

Stage 1 Italian at continuers level is organised round three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

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

At the end of the program, students should be able to exchange information, opinions, and experiences in Italian; express ideas through the production of original texts in Italian; analyse, process, and respond to texts that are in Italian and understand aspects of the language and culture of Italian-speaking communities.

Assessment Requirements

Assessment at Stage 1 is school based and may be moderated by the SACE Board. Students will demonstrate their learning through a number of tasks within specific Assessment Types.

- Interaction
- Text Production
- Text Analysis
- Investigation

Assessment for this subject will include a Semester Examination.

Successful completion of this subject can lead students to study Stage 2 Italian (Continuers).

Legal Studies

Length	1 or 2 Semesters
SACE Credits	20 Credits (10 per semester)
Prerequisites	A sound background in English is essential to this course.

Stage 1 Legal Studies is an inquiry-based course, where students explore and develop understanding of concepts of *rights, fairness and justice and power and change* through 'big questions' within a law-making, law enforcement and dispute resolution contemporary context. The course is supplemented by visits to Law Courts and Parliament where students learn more about the work of lawyers, judges and politicians. Students participate in Mock Trials and Mock Parliamentary Debates.

Three Focus Areas are studied which will include Law and Communities. The other two areas will be negotiated with students to reflect their interests and may include: Government, Law-making, Crime, Law and Punishment, Young People and the Law, Sport and the Law, International Law, Motorists and the Law, Environmental Law, Technology and the Law. Students learn how to find, read and critically analyse laws made by parliament and court decisions, and determine their impact on contemporary and future society.

Students may choose to study Legal Studies over two semesters or one semester.

Assessment Requirements

Students demonstrate *Exploration, Understanding and Application, Analysis and Evaluation and Communication and Collaboration* through a number of tasks within three Assessment Types.

- Folio (60%) Analytical Response – 1200 words (40%)
- Issues Study (20%) Inquiry – 1200 words (30%)
- Presentation – 7 minutes + 500 word personal reflection (30%)

Assessment for this subject will include a Semester Examination.

Successful completion of this subject leads to Stage 2 Legal Studies.

Essential Mathematics

Length	1 Semester
SACE Credits	10 Credits

This mathematics subject has been designed for students who do not intend on studying Mathematics beyond this semester. It is a requirement to receive their SACE that all students achieve a minimum of a C- grade in one semester of Stage 1 Mathematics.

Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

Stage 1 Essential Mathematics consists of the following three topics:

- Topic 1: Calculations, time, and ratio
- Topic 2: Earning and spending
- Topic 3: Geometry

Assessment Requirements

Students are assessed on each topic and have a total of four assessments through a variety of means, not limited to Skills and Application Tasks, and Folio Tasks. The Skills and Applications

Tasks involve both questions with and without the use of technology. There is no end of semester examination.

Student work is assessed against performance criteria.

On successful completion of this subject, further study of Mathematics will not be possible.

General Mathematics

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Student must achieve a minimum of a C grade in both semesters of Year 10 General Mathematics.
Recommendations	Students who achieve a C grade in one of the semesters, meets the compulsory SACE requirements for 10 credit points of Numeracy.

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

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

Students will complete the following six topics (three per semester):

- Topic 1: Investing and Borrowing
- Topic 2: Measurement
- Topic 3: Statistical Investigations
- Topic 4: Applications of Trigonometry
- Topic 5: Linear Functions and their Graphs
- Topic 6: Matrices and Networks

Assessment Requirements

Each Semester, students are assessed on three topics and have a total of four assessments, made up of three Skills and Application Tasks, and one Mathematical Investigation. The Skills and Applications Tasks involve both questions with and without the use of technology. There will be an exam at the end of each semester. Student work is assessed against performance criteria.

Successful completion of this subject can lead students to Stage 2 General Mathematics or Stage 2 Essential Mathematics.

To enrol in Stage 2 General Mathematics, students must have successfully completed 20 credit points of Stage 1 General Mathematics achieving B grade minimum.

To enrol in Stage 2 Essential Mathematics, students must successfully complete 20 credits of Stage 1 General Mathematics gaining a C+ grade minimum.

Mathematical Methods

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Students must achieve a minimum of a B- grade in both semesters of Year 10 Mathematics.
Recommendations	Students who achieve a C grade in one of the semesters, meet the compulsory SACE requirements for 10 credit points of Numeracy.

Mathematics at Stage 1 builds on the mathematical knowledge, understanding, and skills that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability during Year 10.

Stage 1 Mathematics is organised into topics that broaden students' mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem solving.

The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

Students will complete the following six topics (three per semester):

- Topic 1: Functions and Graphs
- Topic 2: Polynomials
- Topic 3: Trigonometry
- Topic 4: Counting and Statistics
- Topic 5: Growth and Decay
- Topic 6: Introduction to Differential Calculus

Assessment Requirements

Each Semester, students are assessed on three topics and have a total of four assessments, made up of three Skills and Application Tasks, and one Mathematical Investigation. The Skills and Applications Tasks involve both questions with and without the use of technology.

There will be an exam at the end of each semester.

Student work is assessed against performance criteria. Successful completion of this subject can lead students to Stage 2 Mathematical Methods, Stage 2 General Mathematics, Stage 2 Essential Mathematics.

To enrol in Stage 2 Mathematical Methods, students must attain a minimum of a B- grade in each semester of Stage 1 Mathematical Methods.

To enrol in Stage 2 General Mathematics or Stage 2 Essential Mathematics, students must attain a minimum of a C grade in semester 2 of Stage 1 Mathematical Methods.

Specialist Mathematics

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Students must achieve a minimum of an B grade in both semesters of Year 10 Mathematical Methods. This subject can only be studied in conjunction with Stage 1 Mathematical Methods.

Specialist Mathematics at Stage 1 builds on the mathematical knowledge, understanding, and skills that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability during Year 10. Stage 1 Mathematics is organised into topics that broaden students' mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

Students will complete the following six topics (three per semester):

- 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

Assessment Requirements

Each Semester, students are assessed on three topics and have a total of four assessments, made up of three Skills and Application Tasks, and one Mathematical Investigation. The Skills and Applications Tasks involve both questions with and without the use of technology. Student work is assessed against performance criteria.

There will be an exam at the end of each semester.

Successful completion of this subject can lead students to Stage 2 Specialist Mathematics. To enrol in a Stage 2 Specialist Mathematics, students must have gained a B grade minimum in 20 credit points of Stage 1 Specialist Mathematics.

Media Studies

Length	1 Semester
SACE Credits	10 Credits
Prerequisites	A sound background in English is essential to this course.

Students develop media literacy and production skills. They research, discuss and analyse media issues, and interact with, and create media products. Students explore the role of media in the Australian and global contexts, and 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 the Media, Making the News, Advertising, Careers in Media, Creating Multimedia Texts, Representations in Media, Media Audiences, Media and Leisure, Media and the Global Community.

Assessment Requirements

Students will demonstrate their learning through a number of tasks within-specific Assessment Types:

- Folio (40%)
- Interaction Study (40%)
- Product (20%)

Successful completion of this subject can lead students to study Stage 2 Media Studies.

Modern History

Length	1 Semester
SACE Credits	20 Credits (10 per semester)
Prerequisites	A sound background in English is essential to this course.

Students explore changes in the world since 1750, examining developments and movements, and their consequences on societies, systems and individuals. Students investigate ways in which people, groups and institutions challenge political structures and social organisations. Extensive set of skills are developed including analysis, interpretation and synthesis of historical sources and identification of bias.

Students study two topics per semester; Decolonisation and Social movements in Semester 1 and Revolution and Modernisation in Semester 2. Topics may be negotiated with students to reflect their interest.

Assessment Requirements

Students will demonstrate their learning through four tasks within the following Assessment Types:

Historical Skills (60%) - 3 Tasks (The combined maximum is 2400 words if written or 15mins oral)

Historical Study (40%) - 1 Task (1000 words if written or 6mins oral)

Assessments may include: an essays, sources analyses, research assignments, a debates, webpages, historical media study, semester examination.

Successful completion of this subject to at least a B standard can lead students to study, Stage 2 Modern History or Stage 2 Society and Culture.

Music Explorations

Length	1 or 2 Semesters
SACE Credits	20 Credits (10 per semester)
Recommendations	Successful completion of Year 10 Music

Music Explorations is designed for students with emerging musical skills and provides opportunities for students to develop their musical understanding and skills in creating and responding to music.

Students develop and extend their knowledge and understanding of the elements of music, and apply this knowledge and understanding of these elements to exploring and experimenting with how music is made. Students extend and apply their musical understanding by exploring and analysing sources of music and sound production, and ways of making and recording music. Sources of music and sound may include, but are not limited to:

- Traditional acoustic instruments
- Voices
- Traditional and non-traditional ensembles or groups
- Electronic instruments (e.g. synthesiser, computer, sampler)
- Amplified instruments (e.g. electric guitar)
- Found sounds (e.g. brake drums, bottles of water, pieces of metal)
- Sampling, looping, turntable/controllers, or tape recorder
- Digital audio work stations, multi-track audio, MIDI recording, computer-based music coding
- Soundscapes
- Song writing

Students also explore sound production and recording processes and extend and apply their musical understanding through exploring, analysing, interpreting, and evaluating musical styles or genres and influences.

Assessment Requirements

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

- Creative Works – performances, compositions and arrangements
- Music Literacy – Analysis of musical styles and reflection on own creative works

Successful completion of this subject can lead to all Stage 2 Music Explorations, and participation in co-curricular music ensembles.

Music Studies

Length	1 or 2 Semesters
SACE Credits	20 Credits (10 per semester)
Prerequisites	Successful completion of Year 10 Music

This subject is an extension of Music Explorations and is a largely practical based course that has a focus on the music disciplines of Music Technology, Music Industry skills, Music Creation and Music Performance.

The course offers considerable creative flexibility and the scope for students to record their own work or the work of others. Students can explore projects in Digital Recordings, MIDI Sequencing or using Loops and Waves. Focus will be given to preparing students for the study of music in Stage 2.

Areas of study include:

- Composing and Arranging
- Improvising and Performing
- Music Technology – including topics studied in Music Explorations
- Music in Contexts
- Developing Theory and Aural Skills

Students undertaking this subject are expected to be receiving individual lessons on an instrument and/or voice.

Assessment Requirements

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

- Creative Works – performances, compositions and arrangements
- Music Literacy – Analysis of musical styles, aural recognitions, theoretical understanding and reflection on own creative works

Successful completion of this subject can lead to all Stage 2 Music subjects and participation in co-curricular music ensembles.

Nutrition

Length	1 Semester
SACE Credits	20 Credits (10 per semester)
Prerequisites	Minimum B- in Year 10 Science

Students study the fundamentals of human nutrition, physiology, and health, within the context of current and emerging trends. They examine dietary, lifestyle, and healthy eating patterns with a focus on the nutritional content of food, how the body utilises nutrients, and the relationship between diet, health, and disease.

Students apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Students use technologies, scientific evidence, and research to critically analyse information and make recommendations. Students use literacy and numeracy skills and a deep understanding of nutrients to analyse diets that improve health outcomes for individuals.

Students explore the link between food systems, environmental impacts, and food sustainability. Students have opportunities to investigate contemporary food trends, advances in technology, and the development of new foods and food packaging. These issues will affect the future health and nutrition of populations.

Areas of study that may be taught over the two semesters include:

- Macronutrients and micronutrients
- Specific foods and their nutrition values
- Dietary disorders
- Diseases of overnutrition and undernutrition
- The Australian dietary guidelines
- Nutrition in the life cycle
- Future foods and innovations in food production
- Sustainable food futures
- Food packaging and labelling
- Contaminated food and safe food handling

Assessment Requirements

Assessment at Stage 1 is school based and may be moderated by the SACE Board. Students will demonstrate their learning through a number of tasks within specific Assessment Types.

- Investigations Folio
- Skills and Applications Tasks

Assessment for this subject will include a Semester Examination.

Successful completion of this subject can lead students to study Stage 2 Nutrition or Stage 2 Sports Science.

Outdoor Education

Length	1 Semester
SACE Credits	10 Credits
Cost	$500

Students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. They learn to develop and apply risk and safety management skills and responsibility for themselves and other members of a group. Students reflect on personal development and environmental practices related to outdoor activities.

This course includes five topics all of which are crucial elements of the program.

- Topic 1: Natural systems and Human Impacts. Students will look at the impacts of humans on ecosystems and necessary strategies for the conservation and management of issues. Observations from your Snorkeling practical will be used to help demonstrate and evaluate these practices.
- Topic 2: Planning and Management. In this topic students develop basic skills in planning and implementing outdoor activities and lightweight journeys.
- Topic 3: Uses of Natural Environments. Students will use a range of resources to learn about the development and uses of natural environments. They will look at different perspectives on the uses of natural environments within Australia.
- Topic 4: Conservation and Sustainable practises. Students explore and analyse human interactions with natural environments to build understanding of the balance between the human uses, potential risks, and conservation and sustainability of the environments.
- Topic 5: Outdoor Journeys. Students plan and undertake one outdoor activity and outdoor journeys as a group. Students use peer assessment and self-assessment to gather information about the development of their teamwork and practical outdoor skills. In this topic students develop the basic skills they need to participate safely and effectively in both outdoor activities and outdoor journeys. Specific activities might include kayaking, orienteering, surfing, bushwalking, mountain biking and snorkelling.

Assessment Requirements

AT1 (40%) – About Natural Environments: This will be an assessment of a student's evidence of learning with regard to understanding of environmental systems and issues of potential human impacts on natural environments. Evidence of learning will be collected from two assessment pieces.

AT2 (60%) – Experiences in Natural Environments: This will be a record of a student's planning, reflections, analysis and evaluation of their experiences in natural environments. Two assessments are based on their application and development of skills and one assessment on planning safe and sustainable journeys.

Requirements for Success: An appreciation of outdoor pursuits and a respect for the environment are essential to skilful participation in Outdoor Education. Students should have a preparedness to participate in one 3-day outdoor journey and outdoor activities.

Physical Education

Length	1 or 2 Semesters
SACE Credits	20 Credits (10 per semester)
Recommendations	Successful completion (B- minimum) of Year 10 Health & Physical Education is recommended.

In Stage 1 Physical Education, students explore the participation in and performance of 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. By using an integrated approach students acquire an understanding 'in, about and through' physical activity.

Students participate in a variety of physical activity settings where they use movement to strengthen their understanding of biophysical, psychological, and sociocultural domains. Students use physical activity contexts as the vehicle for developing the capabilities and skills necessary to reflect on and critique their learning in order to enhance participation and performance outcomes.

Physical activities can include: sports, theme-based games, laboratories, and fitness and recreational activities. Classes can undertake a single-focus approach (e.g. single sport) or can undertake multiple sports, games, and/or activities. These activities may vary from year to year, depending on the strengths of the group, but usually involves a combination of sports such as: Touch Football, Badminton, Futsal, Cricket, Team Handball and Volleyball.

Assessment Requirements

Assessment at Stage 1 is school based and may be moderated by the SACE Board. Students will demonstrate their learning through a number of tasks within specific Assessment Types:

- Assessment Type 1: Performance Improvement (min 20%) - usually two tasks
- Assessment Type 2: Physical Activity Investigation (min 20%) - usually one task

Successful completion of this subject (Minimum B-) can lead students to study Stage 2 Physical Education and/or Stage 2 Sports Science.

Physics

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Minimum 'B' result in Year 10 Science.

Physics encompasses the study of the universe from the largest galaxies to the smallest subatomic particles.

Moreover, it's the basis of many other sciences, including chemistry, oceanography, seismology, and astronomy (and can be applied to biology or medical science). All are easily accessible with a bachelor's degree in physics.

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

The Physics in this course is presented through many examples rather than specialised fields. It presents a generalised view of all the concepts so that they can be applied to a variety of situations and within many scenarios. Physicists are problem solvers. Their analytical skills make physicists versatile and adaptable so they work in interesting places; this course opens up possibilities!

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

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

The topics for Stage 1 Physics are:

- Topic 1: Linear Motion and Forces
- Topic 2: Electric Circuits
- Topic 3: Heat
- Topic 4: Energy and Momentum
- Topic 5: Waves
- Topic 6: Nuclear Models and Radioactivity

Assessment Requirements

Assessment at Stage 1 is school based and may be moderated by the SACE Board. Students will demonstrate their learning through a number of tasks within specific Assessment Types.

- Investigations Folio
- Skills and Applications Tasks

Assessment for this subject will include a Semester Examination. Successful completion of this subject can lead students to study Stage 2 Physics.

Physics (Astronomy + Medicine)

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Minimum 'B' result in Year 10 Science.

This full year Physics course specifically applies the course concepts to themes interwoven with Aero-space technology and Medical science.

The Semester 1 course uses Christian Brothers College new state-of-the-art fully automated observatory to explore how the laws of Physics as we know them on Earth are truly universal. Within Astronomy (Semester 1) this is done through actively engaging with Adelaide University public lectures, the Astronomical Society of South Australia, and involving astronomers and engineers who challenge and affirm the learning done within the classroom.

The Semester 2 course explores Physics through Medical science. It allows students to investigate how Physics has allowed medical science to progress and understand the processes of the human body exponentially within the last 50 years.

The year course is presented in two discreet parts, however both semester must be undertaken to fulfil the SACE requirements at Stage 1

This course relies on a good knowledge of Mathematics (Year 10: B grade)

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

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

Semester 1: Rocket Science and Astronomy

- Topic 1: Linear Motion and Forces (Rocketry and planning space flights)
- Topic 2: Energy and Momentum (Newton's laws, gravity, and momentum in space and on Earth)
- Topic 3: Heat (Sustaining life outside of the Earth)

Semester 2: Medical Physics Program

- Topic 4: Waves (Physics of sight, Physics of Hearing, Physics of Hearing, Ultra-sound and medical imaging)
- Topic 5: Nuclear Models and Radioactivity (X-rays, Nuclear medicine, Isotopes and radiation).
- Topic 6: Electricity (Charges, EEC and ECG, Circuits, Ohms Law).

Whilst these topics cover all the concepts presented in the more generic Physics course, wherever possible the latest physics is introduced through cutting edge methodology and research associated with Astronomical and Medical research.

Assessment Requirements

Assessment at Stage 1 is school based and may be moderated by the SACE Board. Students will demonstrate their learning through a number of tasks within specific Assessment Types.

- Investigations Folio
- Skills and Applications Tasks

Assessment for this subject will include a Semester Examination.

Successful completion of this subject can lead students to study Stage 2 Physics.

Physics for Trades

Length	1 Semester
SACE Credits	10 Credits

Physics is important for every facet of human existence and development. Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It is the most basic and fundamental science.

In our modern Australian society employers are looking for thinkers and problem solvers. This is true whether you decide to take your study to a University level or have decided that you would like to learn and become a master of a trade. Trades are evolving and changing and need the people with the skills to adapt and make the changes happen.

This SACE Stage 1 Physics course focuses on the basics that a student will need for VET and apprenticeship courses. It is the ultimate stepping stone a future trade career.

This Semester of Physics is made for students that wish to understand Physics but not continue with it. From this course a transition can be made to Sports Science, Biology, or any other one Semester subject. Very minimal mathematics is required.

Trade Physics is presented through the three strands of Science to be integrated throughout student learning are:

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

The topics for Stage 1 Trade Physics are:

- Topic 1: Motion, Force, Energy
- Topic 2: Electric Circuits
- Topic 3: Heat

Whilst these topics cover all the concepts presented in the more generic Physics course, wherever possible the latest physics is introduced through cutting edge methodology and research associated with Astronomical and Cosmological research.

Assessment Requirements

Students will demonstrate their learning through 4 tasks

- Investigations Folio - SHE Essay in Week 6 of Term 1
- Summative written Assessment on Motion in Week 7 of Term 1
- A practical Investigation due Week 1 of Term 2
- An analysis of your own home energy use (report) due Week 5 of Term 2

This course does **not** require an exam.

Psychology

Length	1 Semester
SACE Credits	10 Credits
Prerequisites	Minimum C+ in Year 10 Science.

Stage 1 Psychology may be completed as a single semester or dual semester course. The course allows students to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the wellbeing of individuals, groups, and societies.

In Semester 1, students will examine in detail three aspects of central importance to psychology:

- **Cognitive Psychology** – Analysis and explanation of mental processes involved in acquiring, storing, retrieving, and using knowledge.
- **Emotion** – Analysis and explanation of how and why we feel emotions, how different people feel different emotions, and how our social and cultural group might effect how we express emotion
- **Psychology in context (Criminal or Exercise and Sport Psychology)** – Analysis and explanation of how and why people engage in anti-social and criminal behaviour. Analysis and explanation of the cognitions and mental processes involved in attaining positive sporting outcomes.

In Semester 2, students will cover the following:

- **Psychological Wellbeing** – Analysis and explanation of the strengths and virtues that enable individuals, communities, and organisations to thrive, and is grounded in the belief that people want to lead meaningful and fulfilling lives, to cultivate what is best within them, and to enhance their own personal experiences and the experiences of others.
- **Lifespan Psychology** – Which encompasses development from conception to death, and the associated health, social, and behavioural changes which occur throughout the process.
- **Neuropsychology** – Understanding how the physical structures of our central nervous system affect the ways that we both perceive and respond to the variety of stimuli that we encounter in the world.

Assessment Requirements

Assessment at stage 1 is school based and may be moderated by the SACE Board. Students will demonstrate their learning through a number of tasks within specific Assessment types. Assessment in Stage 1 Psychology will be based on evidence gathered as a result of planned investigations and Science as a Human Endeavour. Students will be required to collect and analyse both quantitative and qualitative data. These evidence-based procedures (i.e., observation, experimentation, and experience), will allow students to develop useful skills in analytical and critical thinking, and in making inferences.

Assessment for this subject will include a Semester Examination.

- Investigations Folio (50%)
    - At least one investigation with a deconstruction element
    - At least one Science as a Human Endeavour task
- Skills and Applications Task (50%)

Successful completion of this subject can lead students to study Stage 2 Psychology.

Scientific Studies: Sports Science

Length	1 or 2 Semesters
SACE Credits	20 Credits (10 per semester)
Prerequisites	Minimum B- in Year 10 Science.

Exercise and Sports Science is an exciting and innovative course which offers any students interested in sports performance analysis, as well as in depth investigation of improved fitness development, an opportunity to explore such topics from a science based perspective.

Possible topics of study over the two Semesters include:

- **Physical Activity & Health**
- **Anatomy**
- **Movement Analysis**
- **Physiology**
- **Skill in Sport**
- **Energy Systems**
- **Biomechanics**

Study of this subject will provide students with an initial experience of the field of Sport Science, including developing their ability to analyse sport and exercise, as well as providing the basic Sport Science and Human Movement skills.

Assessment Requirements

Assessment in Stage 1 is school based and may be moderated by the SACE Board. Students will demonstrate their learning through a number of tasks within specific Assessment Types.

- Inquiry Folio (60%)
- Collaborative Inquiry (40%)

Successful completion of this subject will lead students to study Stage 2 Scientific Studies: Exercise and Sports Science and Stage 2 Health and Physical Education.

Spiritualities, Religion and Meaning (Stage 2)

Length	1 Semester
SACE Credits	10 Credits

At Stage 2, students engage in reflective analysis in response to stimuli such as guest speakers, documentaries, and excursions, contextualised by one of the six big ideas. They explore a concept or issue from a spiritual and/or religious perspective, and collaborate with others to apply their learning. They engage in reflective practice to evaluate their personal and shared actions.

For a 10-credit subject, students individually explore and evaluate an existing initiative related to a local, national, or global issue related to a big idea of their choice, considering spiritual and/or religious perspectives.

In this subject, teachers and students use one or more 'big ideas' to frame inquiry questions; to explore issues, concepts, and ideas; and to reflect on personal and shared meaning within one or more spiritualities and/or religions.

The following six big ideas frame learning in this subject by inviting inquiry into religious and spiritual perspectives in context.

Big ideas

- Growth, belonging, and flourishing
- Community, justice and diversity
- Story, visions and futures
- Spiritualities, religions, and ultimate questions
- Life, the universe and integral ecology
- Evil and suffering

Assessment Requirements

Students provide evidence of their learning through both school based and external assessments.

School Based:

Assessment at Stage 1 is school based. The following Assessment Types enable students to demonstrate their learning in Stage 2 Religion:

- Assessment Type 1: Reflective Analysis
- Assessment Type 2: Connections
- Assessment Type 3: Transformative Action.

Visual Arts – Art

Length	1 Semester
SACE Credits	10 Credits
Recommendations	A sound background in English is essential to the theory component of this course.

The course will begin with master classes in drawing and will introduce students to using various dry mediums.

Painting – Painting in acrylics will be followed by painting with oils on canvas. During the semester, students will learn how to create a still life, a portrait, a figurative painting and a landscape painting. To help the students immerse themselves into the art world, they will be taken to visit various art galleries, artist's studios and have an artist in residence at various times throughout the semester.

Students will expand on the work completed in the first semester, by creating a painting in the media of their choice, on a narrative of their choosing. The second semester will focus on mixed media. To keep up with evolving technology, students will also create digital designs using a range of professional software applications such as Adobe Photoshop, Illustrator and InDesign.

Mosaic and Sculpture – Students will learn the craft of mosaics and, as a group, create an art work that can be permanently displayed in the school environment. Sculpture and 3D construction will give the students the opportunity to create an art piece that can also be displayed in and around the school.

Gallery visits and visits to artist's studios will be an important aspect of the course.

Assessment Requirements

Assessment at Stage 1 is school based and may be moderated by the SACE Board. Students will demonstrate their learning through a number of tasks within specific Assessment Types.

- Folio
- Practical
- Visual Study

Successful completion of this subject can lead students to Stage 2 Visual Arts-Art or Stage 2 Visual Arts-Design.

Visual Arts – Design

Length	1 Semester
SACE Credits	10 Credits
Recommendations	A sound background in English is essential to the theory component of this course.

Students further develop skills acquired in previous years of Design and to introduce the students to modern aspects of Designing, Illustration and Computer Graphics. The majority of the work will be completed using applications such as Adobe Photoshop, Illustrator and Flash, as well as a number of other multimedia applications. The first semester course will focus on the various means of Visual Communication.

Graphic Design – This includes Corporate Identity, Package Design and Poster Design.

Illustration and Fashion Design – Students will investigate a multitude of Multimedia techniques, Painting and Mixed Media.

Multimedia – This topic will involve the use of digital cameras for dry Photography and video cameras for Video Production.

The second semester will further develop skills acquired in previous years of Design and to introduce the students to modern aspects of Designing, Illustration and Computer Graphics. The majority of the work will be completed using applications such as Adobe Photoshop, Illustrator and Flash, as well as a number of other multimedia applications.

Architecture – This topic involves students researching environmentally friendly and energy efficient structures to create their own unique dwelling. Students will be expected to analyse contemporary building trends and designs to incorporate into their work which will be created using 3D modelling software.

Assessment Requirements

Assessment at Stage 1 is school based and may be moderated by the SACE Board. Students will demonstrate their learning through a number of tasks within specific Assessment Types.

- Folio
- Practical
- Visual Study

Successful completion of this subject can lead to Stage 2 Visual Arts-Art or Stage 2 Visual Arts-Design.

Workplace Practices

Length	1 Semester
SACE Credits	10 Credits

Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

Assessment Requirements

Assessment at Stage 1 is school based and may be moderated by the SACE Board. Students will demonstrate their learning through a number of tasks within specific Assessment Types.

- Folio
- Performance
- Reflection

Successful completion of this subject can lead students to study Stage 2 Workplace Practices.

Year 12 Subjects

Compulsory Subject

Elective Subject

CBC Advantage

All Year 12 students are required to select four subjects from the Stage 2 SACE subjects outlined in this booklet.

In addition to these four 20 credit SACE subjects, students must select one 20 credit subject from the CBC Advantage Program (outlined in the table below). All options contribute to Stage 2 SACE. Options 1, 2 & 5 are eligible for ATAR.

You will note that these subjects are designed to be finished by the end of Semester 1.

If the student has achieved a minimum grade of a B, and are up-to-date with work in all other learning areas, this subject line will then become a supervised study with the possibility of EXEAT.

Fifth Subject Options	Stage 2 Credits	Completion Date	TAS	Cost
Option 1 **High Performance Work Place Practices** This course offers students recognised as high performing participants in their chosen field to investigate professional sport as a legitimate career pathway in the 21st Century Workplace. Please refer to page 134 of this Curriculum Guide for more details.	**20**	**End of Semester 1**	**Yes**	–
Option 2 **Vocational Education & Training** 1. Certificate III in Business 2. Certificate III in Fitness 3. Certificate III in Music - Sound Production 4. Certificate III in Sport & Recreation Delivered through a partnership with RTO (AIPT & Foundation Education). Engagement in this course supports the development of workplace skills and the competencies required to gain entry-level employment.	Individual course credits vary between courses. Please refer to VET Forms	**End of Semester 1**	**Yes** (Only if full certificate is attained)	Please refer to the VET Coordinator for course costs
Option 3 **VET - Introduction to Business (four modules only)** This course offers student a basic introduction to business and on-line adult learning principles	**20**	**End of Semester 1**	**No**	Please refer to the VET Coordinator for course costs
Option 4 **Community Studies** Please refer page 117) for an outline of available options.	**20**	**End of Semester 1**	**No**	–
Option 5 **Fifth Stage 2 SACE Subject** Students may elect to complete a fifth SACE Stage 2 20 credit subject. However, in doing so, students must understand the subject runs for the entirety of the year.	**20**	**Full Year**	–	–

Accounting

Length	Full Year
SACE Credits	20 Credits
Recommendations	Successful completion of Stage 1 Accounting is recommended.

Stage 2 Accounting is structured around three focus areas

- **Understanding accounting concepts and conventions** – students develop the foundational understanding of accounting and extend their understanding of the existence and influence of regulatory frameworks on accounting activities
- **Managing financial sustainability** – students apply their understanding of accounting concepts and conventions to produce information that takes into consideration local and global perspectives. They analyse and interpret qualitative and quantitative information to manage financial sustainability
- **Providing accounting advice** – students evaluate accounting information to propose accounting advice for a variety of stakeholders

These focus areas are underpinned by the following learning strands

- Financial literacy
- Stakeholder information and decision-making
- Innovation

The focus areas provide real-world opportunities and environments in which students can develop, extend and apply their skills, knowledge, understanding and capabilities to study accounting practices in a range of enterprises, including; local, national and multinational enterprises, small, medium and large businesses, public-private partnerships, online enterprises.

The learning strands develop students' knowledge, skills, understanding and capabilities. Students learn how to apply accounting concepts and conventions, as well as how innovation has led to new and emerging technologies to create, store and communicate accounting information.

Assessment Requirements

All Stage 2 subjects have school based and external assessment components.

School-based Assessment (70%)

- Assessment Type 1 (40%) - Accounting Concepts and Solutions - Four tasks
- Assessment Type 2 (30%) - Accounting Advice - One Task

External Assessment (30%)

- Examination (30%)

Biology

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Successful completion of at least one semester of study of Stage 1 Biology with a C grade as a minimum.

Through Biology, students increase their own knowledge of biological principles and concepts; they also develop the ability to use that knowledge to identify questions, issues, opportunities, and challenges and to acquire new knowledge through their own investigations. Students develop the skills and abilities to explain biological phenomena and to draw evidence-based conclusions from investigations of biology-related issues and human endeavours. The content for Stage 2 Biology is organised around the following four topics.

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

Assessment Requirements

All Stage 2 subjects have school based and external assessment components.

Investigations Folio (40%) – Students undertake at least two practical investigations and one investigation with a focus on science as a human endeavour. Students may undertake more than two practical investigations within the maximum number of assessments allowed. They inquire into aspects of biology through practical discovery and data analysis, and/or by selecting, analysing, and interpreting information.

Skills and Applications Tasks (30%) – Students undertake at least three skills and applications tasks. Students may undertake more than three skills and applications tasks within the maximum number of assessments allowed in the school assessment component, but at least three should be under the direct supervision of the teacher.

External Assessment (external examination 30%) – The examination will be 130 minutes in duration.
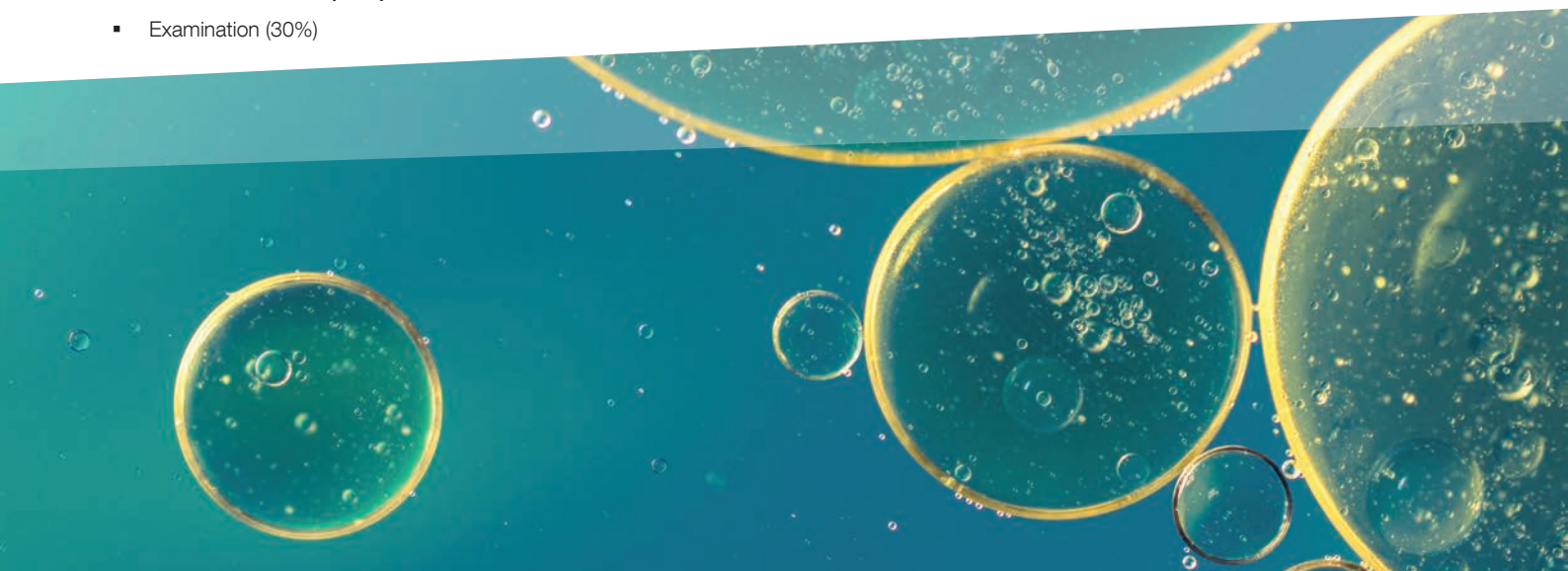
Business Innovation

Length	Full Year
SACE Credits	20 Credits
Recommendations	Successful completion of Stage 1 Business Innovation, Stage 1 Accounting or Stage 1 Economics is recommended.

Stage 2 Business Innovation students develop knowledge, skills and understanding to engage in designing, sustaining and transforming business in the modern world. The course is focused on the model of design thinking and assumption based business planning to promote a human-centred approach to innovation and transformation of business products, services and processes. In completing assessment tasks, students engage with complex, real-life problems to identify and design, test, iterate and communicate viable business solutions.

Business Innovation is structured around three key contexts; designing business, sustaining business and transforming business. Students explore two of the key contexts where they develop and apply their understanding of the following learning strands: innovation, decision-making and project management, financial literacy and information management, global, local and digital perspectives.

Students gain an understanding of fundamental business concepts and ideas, including:

- The nature and structure of business
- Sources of finance
- Forms of ownership
- Legal responsibilities and requirements

Assessment Requirements

All Stage 2 subjects have school based and external assessment components.

School-based Assessment (70%)

- Assessment Type 1 (40%): Business Skills - four tasks
- Assessment Type 2 (30%): Business Model - one task

External Assessment (30%)

Assessment Type 3 (30%): Business Plan and Pitch - one task

Chemistry

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Minimum 'B' result in Year 11 Chemistry.
Note	Students cannot choose Chemistry and Chemistry – Biological and Environmental.

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

The students who intend to study Medicine, Dentistry, Pharmacy and Engineering will choose Chemistry.

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

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

The topics for Stage 2 Chemistry are:

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

Assessment Requirements

All Stage 2 subjects have school based and external assessment components. Assessment is conducted continuously during the school year and involves a number of tasks including tests, practical reports, essays and an examination.

School Based Assessment: (70%)

- Investigations Folio (30%)
- Skills and Applications Tasks (40%)

External Assessment (30%)

- Examination (30%)

Child Studies

Length	Full Year
SACE Credits	20 Credits

Child Studies focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative and practical learning. This learning is also supported by the inclusion of guest speakers and excursions. Students explore concepts such as the development, needs, and rights of the child, the value of play, concepts of childhood and families and the roles of parents and caregivers. They also consider the importance of behaviour management, child nutrition and the health and well-being of children.

In Child Studies the emphasis is on the capabilities of **citizenship, personal development and learning.** These capabilities are developed through activities and investigations and their reflections on issues and trends related to child studies in a range of settings. Students develop their capability for learning through the application of knowledge and skills.

Students build an understanding of the health, wellbeing and development of children by:

- Students individually investigate and critically analyse the importance of literature.
- Students individually investigate and critically analyse the importance of ante-natal care and the associated health issues affecting mothers and newborns.
- Students individually investigate and critically analyse the effectiveness of current government and community initiatives related to healthy eating for a young child and creating a nation of healthy individuals.
- Students individually complete an action plan in which they identify and discuss Government initiatives and legislation.
- Students individually complete an action plan in which they identify and discuss contemporary trends and issues relevant to *Area of Study 2: Economic and Environmental Influences.*
- Students work in groups (defined as two or more students working collaboratively) to plan, organise, and implement the defined activity.
- External assessment.

This subject provides a strong grounding for students choosing to study, Tertiary Training in Child Care, Nanny, Community Services, Nursing, and Teaching.

Chinese (Continuers)

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Successful completion of Stage 1 Chinese (Continuers).

Stage 2 Chinese at continuers level is organised round three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture and identity. The themes, topics and subtopics are intended to be covered across Stage 1 and Stage 2.

- The Individual
- The Chinese-speaking Communities
- The Changing World

Assessment Requirements

All Stage 2 subjects have school based and external assessment components.

School-based Assessment (70%)

- Folio (50%) consisting of a minimum of three assessments:
    - Interaction
    - Text Production
    - Text Analysis
- In-depth study (20%) consisting of three assessments:
    - One oral presentation in Chinese (3 to 5 minutes)
    - One written response to the topic in Chinese (500 words)
    - One reflective response in English (600 words or 5 to 7 minutes)

External Assessment (30%)

- Examination (30%)

The examination consists of two assessments: an oral examination (10 to 15 minutes) and a written examination (3 hours)

Community Studies

Length	Full Year
SACE Credits	20 Credits
Notes	**This subject can not contribute to an ATAR.**

In consultation with the teacher, students can choose from 12 possible areas of study including Arts, Business, Communication, Design and Construction, Environment, Foods, Health and Recreation, Lifestyle, Mathematics, Science, Technology, or Work.

The student must complete the following in consultation with the teacher:

- Decide on a community activity.
- Prepare for the chosen activity (new knowledge and skills may be needed).
- Design the contract to achieve the goals.
- Carry out the activity in the community.
- Obtain feedback from the community.
- Present the activity to the community and obtain feedback on this.
- Reflect on the learning.
- Maintain and negotiate a record of all activities and community involvement and submit this for moderation.

Assessment Requirements

All Stage 2 subjects have school based and external assessment components.

School-based Assessment (70%)

- Contract of Work
- Folio
- Presentation

External Assessment (30%)

- Reflection

Design Technology & Engineering
Material Solutions - Composite

Length	Full Year
SACE Credits	20 Credits
Recommendations	Successful completion of a Stage 1 Design Technology and Engineering – Material Solutions.

In Design Technology and Engineering students use design thinking to engineer solutions for the development of products or systems. Design, Technology and Engineering has four contexts: digital communication solutions, Industry and entrepreneurial solutions, materials solutions and robotic and electronic systems.

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

In Stage 2 Students use an iterative design process to explore possible solutions to a problem or opportunity. They investigate and analyse the purpose, design features, materials and production techniques used in diverse situations including industry, community and tertiary organisations. This information is used to create a design brief that provides the basis for the development of potential solutions. The importance of the design process as a preliminary to the realisation process is emphasised, as is ongoing evaluation of the solution and visa versa.

A solution in this subject is an outcome of the design and realisation process in relation to the chosen context. A solution could be fully realised or a model, prototype, system, part, process (i.e. procedures to output a product) or product.

They make sound decisions about materials and techniques, based on their testing and understanding of the physical properties and working characteristics of materials. Students identify product characteristics and make critical judgments about the design and creation of products and systems.

They work with a range of tools, materials, equipment, and components to a high degree of precision, while implementing safe working practices. They demonstrate an understanding of the needs and values of a range of users to design and create products or systems that fit an identified design brief. They develop their ability to evaluate outcomes against the design brief.

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

Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.

Note: Depending on student selection of materials, additional costs may occur.

Assessment Requirements

All Stage 2 subjects have school based and external assessment components.

School-based Assessment (70%)

- Assessment Task 1: Specialised Skills Tasks (20%)
- Assessment Task 2: Design Process and Solution (50%)

External Assessment (30%)

- Assessment Task 3: Resource Study (30%)

Design Technology & Engineering
Robotic and Electronic Systems

Length	Full Year
SACE Credits	20 Credits
Recommendations	Successful completion of Year 11 Design Technology and Engineering – Robotics and Electronic Systems.

In Design, Technology and Engineering students use design thinking to engineer solutions for the development of products or systems. Design, Technology and Engineering has four contexts: digital communication solutions, Industry and entrepreneurial solutions, materials solutions and robotic and electronic systems.

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

In Stage 2 Students use an iterative design process to explore possible solutions to a problem or opportunity. They investigate and analyse the purpose, design features, materials and production techniques used in diverse situations including industry, community and tertiary organisations. This information is used to create a design brief that provides the basis for the development of potential solutions. The importance of the design process as a preliminary to the realisation process is emphasised, as is ongoing evaluation of the solution and visa versa.

A solution in this subject is an outcome of the design and realisation process in relation to the chosen context. A solution could be fully realised or a model, prototype, system, part, process (i.e. procedures to output a product) or product

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

Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.

This focus area involves the use of devices such as electrical, electronic, mechanical, pneumatic, hydraulic, and interface components, including programmable control devices, to design and make systems and control products. Students produce outcomes that demonstrate the knowledge and skills associated with these areas.

Students will have the opportunity to work with the Arduino programmable microcontroller and explore its uses and functionality in the context of electronic and electromechanical devices. They will also be introduced to the computerized design and CNC manufacture of printed circuit boards (PCBs) and given the task of designing and producing a functional circuit board for a circuit diagram of their choice. Students will also be introduced to advanced manufacturing techniques, including CAD design, 3D printing and CNC milling as methods of designing and producing a housing for their product/circuit board.

For their major assessment, students put forward a project proposal for negotiation with the teacher, giving the opportunity to pursue their local needs or interests. This project must contain the use of an Arduino microcontroller with a minimum number of inputs and outputs, the design and manufacture of at least two circuit boards, and the use of either 3D printing or the CNC mill to produce a component of their final product.

Students then develop design briefs, demonstrating their design and technological ability through activities in contexts that have a practical outcome. They make sound decisions about the use of materials, components and techniques, based on their testing and understanding of their physical properties and working characteristics. Students identify product characteristics and make critical judgments about the design and creation of products and systems.

Note: Depending on student selection of additional components, additional costs may occur.

Assessment Requirements

All Stage 2 subjects have school based and external assessment components.

School-based Assessment (70%)

- Assessment Task 1: Specialised Skills Tasks (20%)
- Assessment Task 2: Design Process and Solution (50%)

External Assessment (30%)

- Assessment Task 3: Resource Study (30%)

Digital Technologies

Length	Full Year
SACE Credits	20 Credits
Recommendations	Successful completion of Year 11 Digital Technologies

The study of Digital Technologies provides a platform for deep interdisciplinary learning. Students make connections with innovation in other fields and across other learning areas.

In Digital Technologies students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Students use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to them. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Through the study of Digital Technologies, students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including the basic constructs involved in coding, array processing, and modularisation.

At Stage 2, students develop and apply their skills in computational thinking and in program design, and engage in iterative project development, where a product or prototype is designed and tested and/or implemented in stages. They follow agile practices and/or iterative engineering design processes.

Assessment Requirements

- Assessment Type 1: Project Skills (50%)
- Assessment Type 2: Collaborative Project (20%)
- Assessment Type 3: Individual Digital Solution (30%)

Drama

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Successful completion of one semester of Stage 1 Drama.
Recommendations	A sound background in English is essential to the theory component of this course and successful completion of a Stage 1 Drama unit of study is recommended.

Stage 2 Drama is a dynamic, collaborative subject, stemming from experimentation that involves intuition and analysis. Students analyse texts and other materials, performances, and their own learning. Stage 2 Drama enables students to acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Stage 2 Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in the validity of their own ideas.

The course is based on four areas of study:

Group Analysis and Creative Interpretation

Students work in groups to analyse a play-script or the work of a dramatic innovator.

Review and Reflection

Students expand their knowledge and understanding of Drama as a performing art.

Interpretative Study

Students explore in depth a specific play-script or the work of a dramatic innovator.

Presentation of Dramatic Works

Students explore dramatic elements, social issues, genres, and important events in the history of drama, either as a group or individual performance.

Assessment Requirements

All Stage 2 subjects have school based and external assessment components.

School-based Assessment (70%)

- Group Presentation (20%)
- Folio (30%)
- Interpretative Study (20%)

External Assessment (30%)

- Performance (30%)

Economics

Length	Full Year
SACE Credits	20 Credits

The Stage 2 Economics course allows students to examine individual and social problems through the study of markets and their importance to the prosperity and sustainability of society. Students explore and analyse a variety of authentic economic contexts to develop, extend and apply their skills, knowledge, understanding and capabilities. They use an inquiring and critical approach to their study to analyse and respond to economic problems.

Students study a core topic; *Thinking like an economist*. This topic develops student knowledge, skills and understanding through the following four focus areas:

Economic Inquiry – identification of specific economic objectives, application of economic concepts, principles, models and terminology, analysis of the rationale for economic decisions and evaluating their intended and unintended consequences, communication of reasoned arguments and evidence-based recommendations

Data Analysis – development of an understanding of a range of qualitative and quantitative economic data to understand economic activity

Microeconomics – development of an understanding of different market structures, market failure, demand and supply diagrams, price elasticity, subsidies, tax, price ceilings and price floors, game theory(Nash equilibrium, pay-off and preferences)

Macroeconomics – development of an understanding of macroeconomic objectives of full employment, price stability and economic growth, their measurement and recent trends, economic indicators, circular flow model, aggregate demand and supply and management policies that the government and central banks use to manage the economy.

These four focus areas are explored through the study of two or more economic scenarios which may include: trade and globalisation, wealth, poverty and inequality, macroeconomic management the environment or health. Economic concepts, principles and models are integrated in the study of the scenarios.

Assessment Requirements

Students demonstrate *Understanding, Application, Analysis and Evaluation* through a number of tasks within three Assessment Types.

School-based Assessment (70%)

- Folio (40%) Four Tasks
- Economic Project (30%) One Task

External Assessment (30%)

- Examination (30%)

English

Length	Full Year
SACE Credits	20 Credits

Responding to Texts

Students demonstrate a critical understanding of the language features, stylistic features, and conventions of particular text types and identify the ideas and perspectives conveyed by texts. This includes how language conventions influence interpretations of texts, and how omissions and emphases influence the reading and meaning of a text. Students reflect on the purpose of the text and the audience for whom it was produced.

The evaluation of the different ideas, perspectives, and/or aspects of culture represented in texts is achieved through the analysis of purpose, context, and language features through, for example, comparing a feature article or the reporting of current events from different newspapers in diverse cultural communities. Students may also evaluate the use of language features to create meaning, and consider how their own perspectives might influence their responses.

When responding to texts, students compare and contrast the distinctive features of text types from the same or different contexts. This may be done by analysing and evaluating how different authors employ the language features, stylistic features, and conventions of texts when exploring similar themes, ideas, concepts, or aspects of culture. Students compare the contexts in which texts are created and experienced. They also consider how the conventions of text types can be challenged or manipulated.

Students focus primarily on a shared reading of a variety of texts, but may also include an independently chosen text. Texts may be treated separately or linked.

Creating Texts

Students create a range of texts for a variety of purposes. By experimenting with innovative and imaginative language features, stylistic features, and text conventions, students develop their personal voice and perspectives. They demonstrate their ability to synthesise ideas and opinions, and develop complex arguments.

Accurate spelling, punctuation, syntax, and use of conventions should be evident across the range of created texts. Students benefit from modelling their own texts on examples of good practice in the same text type. In creating texts students extend their skills in self-editing and drafting.

Assessment Requirements

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

School Assessment (70%)

- Responding to Texts (30%)
- Creating Texts (40%)

External Assessment (30%)

- Comparative Analysis (30%)

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

Students complete:

- Three responses to texts
- Four created texts (one of which is a writer's statement)
- One externally assessed comparative analysis

English Literary Studies

Length	Full Year
SACE Credits	20 Credits

The content includes:

- Responding to Texts
- Creating Texts

Responding to Texts

Through their study of literary texts, students understand how readers are influenced to respond to their own and others' cultural experiences, and how the expectations of audiences shape perceptions of texts and their significance. Students make comparisons between texts in different literary forms and mediums and from different traditions. Students observe ways in which Australian authors represent culture, place, and identity as well as ways in which perspectives in texts from other times and cultures may be read and interpreted by a contemporary Australian audience. Students observe how interpretations of texts may vary over time, and develop an understanding of literary texts in their historical and cultural contexts.

There is a particular focus on how ideas, perspectives, values, attitudes, and emotions are conveyed in literary texts. Students develop an understanding of how literary conventions and stylistic features are used in texts to create meaning and effect. Through a close study of techniques in texts, students develop an understanding of ways in which language, structural, and stylistic choices communicate values and attitudes and may shed new light on familiar ideas. Students are supported to appreciate the aesthetic qualities of literary texts.

Creating Texts

Students create texts that enable them to apply the knowledge, skills, and understanding developed through their study of literary texts in a range of forms.

Students experiment with and adapt content, medium, form, style, point of view, and language to create their own texts. Students draw on their knowledge and experience of genre and literary devices to experiment with elements of style and voice to achieve specific effects in their own texts. In their texts they understand and apply literary conventions for different audiences and contexts, and may experiment with conventions and reinterpret ideas and perspectives. In creating their own texts, students show their understanding of ways in which the expectations and values of audiences shape a text by adapting form, personal style, language, and content to engage and position the audience.

The creating texts study focuses on:

- Transforming texts
- Creating a written, oral, or multimodal text

Assessment Requirements

The following assessment types enable students to demonstrate their learning in Stage 2 English Literary Studies:

School Assessment (70%)

- Responding to Texts (50%)
- Creating Texts (20%)

External Assessment (30%)

- Text Study:
  Part A: Comparative Text Study (15%)
  Part B: Critical Reading (15%)

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

- Up to five responses to texts
- Two created texts
- Two tasks for the text study (one comparative text study and one critical reading)
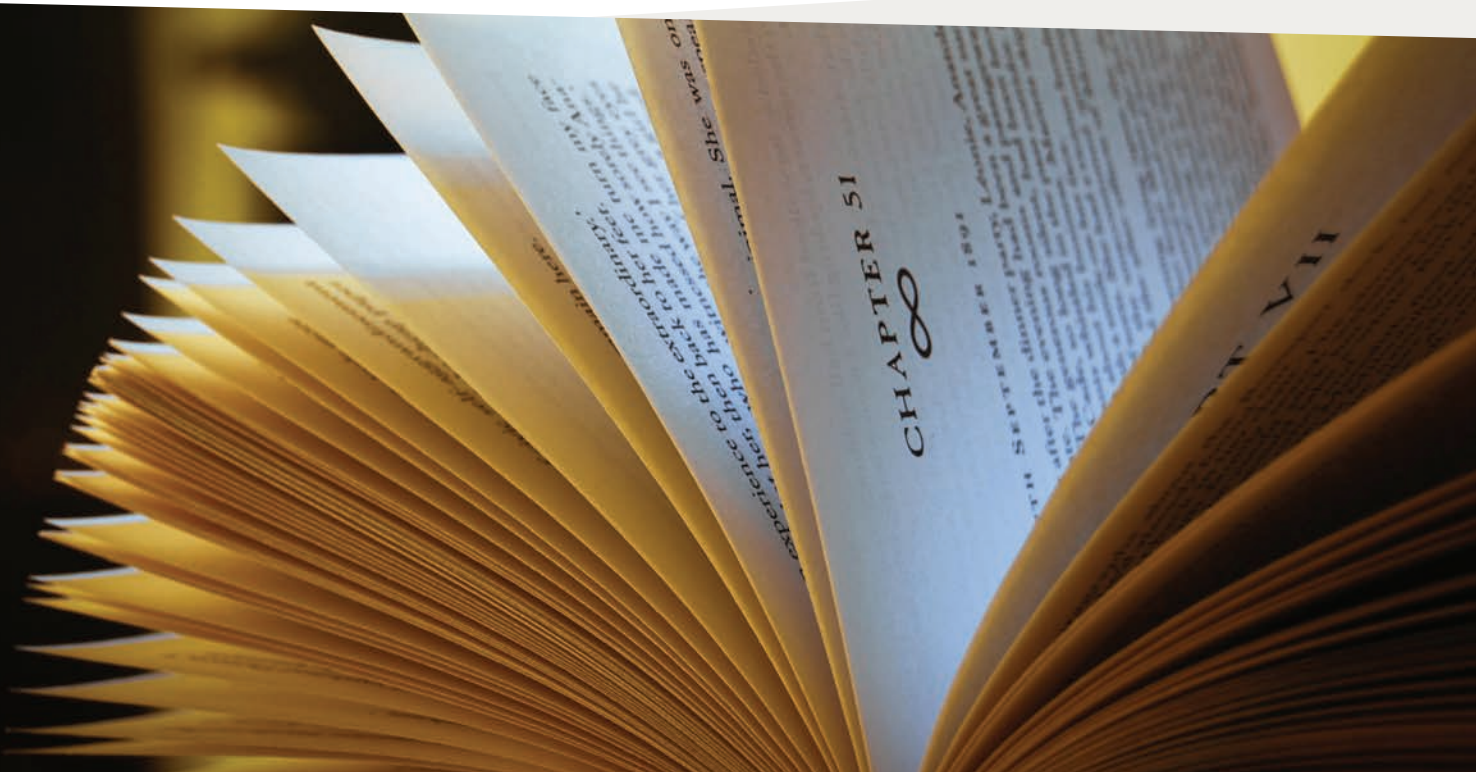
Essential and EAL English

Length	Full Year
SACE Credits	20 Credits

The content includes:

- Responding to Texts
- Creating Texts
- Language Study

Responding to Texts

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

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

- Volunteer organisation
- Workplace
- Group from a culturally and linguistically diverse background
- Social networking community
- School-based special-interest group
- Group of students for whom English is a second or additional language

Teachers choose texts relevant to one or more of these contexts. The reading of these texts clarifies and extends students' comprehension of the processes, issues, or concerns of individuals or communities.

Students may explore the different points of view presented in a text by analysing content, attitudes, stylistic features, and language features. Students reflect on ways in which texts may be interpreted through identifying the effect of language choice.

Students consider how perspectives are represented in texts to influence specific audiences. For some texts students have an opportunity to identify facts, opinions, supporting evidence, and bias. In addition, students may consider how some points of view are privileged while others are marginalised or silenced.

Students reflect on ways in which community, local, or global issues and ideas are presented in texts; they develop reasoned responses to these issues and ideas. Students develop independent points of view by synthesising information from a range of sources.

In reflecting on, and possibly participating in, discussions and community debates, students have opportunities to develop understanding and appreciation of the diversity of cultures, including Indigenous cultures.

Creating Texts

Students create procedural, imaginative, analytical, interpretive, or persuasive texts appropriate to a context.

To create some texts it will be necessary for students to gather different points of view, for example, through interviews, surveys, questionnaires, and internet resources. For these texts it will be important for students to determine the relevance of source material to context and topic.

Students learn that authors observe various conventions of style, content, vocabulary, register, and format, and that some authors ignore or deliberately challenge these conventions. Students should be aware of the stylistic features and textual conventions of various forms.

When creating their own procedural, imaginative, analytical, persuasive, and/or interpretive texts, students are encouraged to consider the intended purpose of the text, the representation of ideas and issues, and the possible response of the audience.

Students create a persuasive text that advocates for an issue, cause, or process relevant to a context in which the student is living, studying, and/or working.

Students extend their literacy skills to equip them for work, future learning, and participation in civic life. They develop appropriate vocabulary and use accurate spelling, punctuation, and grammar. Students use strategies for planning, drafting, revising, editing, and proofreading, and, where necessary, appropriate referencing.

Hearing impaired and/or speech-impaired students can use alternative means of communication, such as signing or the use of appropriate technology, for the oral modes.

Language Study

The language study focuses on the use of language by people in a local, national, or international context.

When choosing a group or individuals with whom to interact, students need to consider the practical and ethical implications of interacting effectively and appropriately.

Students consider the functions of language in their chosen context, including the communication of information, ideas, and perspectives. Students examine ways in which language, in conjunction with, for example, ethnicity, location, gender identity, social and economic status, interests, and age, is used to support interaction and the formation and maintenance of personal and group identity.

Students reflect on the strategies and language used to communicate in a family, peer group, community, work-related, and/or online context.

The language study could also explore ways in which people change or modify their use of language according to context, purpose, or audience expectation.

Assessment Requirements

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

School Assessment (70%)

- Responding to Texts (30%)
- Creating Texts (40%)

External Assessment (30%)

- Language Report (30%)

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

- Three assessments for responding to texts
- Three assessments for creating texts
- One language report

Food and Hospitality

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Successful completion of Stage 1 Food and Hospitality.

Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national, and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers. Students will be required to participate in activities outside school hours, both within the school and in the wider community.

Five areas of study are included in the course:

Area of Study 1: Contemporary and Future Issues

Area of Study 2: Economic and Environmental Influences

Area of Study 3: Political and Legal Influences

Area of Study 4: Sociocultural Influences

Area of Study 5: Technological Influences

Assignments Include:

- Gourmet Hamper - Preserved foods
- High Risk Food - Dessert design
- Social cultural Influences - Australia does not have its own cuisine food research
- Staff morning tea - Group task
- Executive board dinner (Group Task)
- Small group Catering (Group Task)
- 30% Major Investigation

Assessment Requirements

All Stage 2 subjects have school based and external assessment components.

School-based Assessment (70%)

- Practical activity (50%)
- Group activity (20%)

External Assessment (30%)

- Investigation (30%)

Information Processing and Publishing

Length	Full Year
SACE Credits	20 Credits
Recommendations	Successful completion of two semesters of Stage 1 Communication Products (Multimedia) or Information Processing and Publishing is recommended.

This subject offers students opportunities to use computer technology to design and implement information processing and publishing solutions. Students who are interested in using computer hardware and software to develop and apply practical skills will benefit from this subject, which develops knowledge and skills that can be applied to all learning. A high proportion of the assessment is focused on practical and design tasks, such as the production of brochures, posters, magazine covers, and websites, with the associated manipulation of text and graphics, and where possible, incorporating Flash animations. The course consists of two topics: Desktop Publishing and Electronic Publishing.

Topic 1 - Desktop Publishing

Desktop Publishing involves the use of a computer and page-layout software to assemble text and graphics electronically for publishing on paper. This unit contains two sections, one on practical skills using software such as Adobe Photoshop and Adobe Illustrator, and the other on issues and technical understanding.

Topic 2 - Electronic Publishing

Electronic Publishing involves the use of computer hardware and software capable of integrating a variety of elements for publishing electronically. The unit contains two sections, one on practical skills using software such as Adobe Dreamweaver, Adobe Flash and Adobe Photoshop, with the possibility of developing and incorporating simple animations and/or movie-clips and the other section covering associated issues and technical understanding.

Assessment Requirements

All Stage 2 subjects have school based and external assessment components.

School-based Assessment (70%)

- Practical Skills (40%)
- Issues Analysis (30%)

External Assessment (30%)

- Product and Documentation (30%)

Integrated Learning (Sport)

Length	Full Year
SACE Credits	20 Credits
Notes	This subject will be offered from 2024

Integrated Learning is a subject which enables students to make a link between aspects of their lives in sport and their learning. Students undertake a sport focus and develop practical skills, leadership, planning and organisation through the various assessment tasks.

Students will be required to demonstrate a broad range of skills, such as coaching, collaboration and communication. Students will apply their knowledge and will be expected to organise and implement a large event (Sports Day, Sport Round Robin). As well as some theoretical focus, there is also a practical inquiry for the course, where students focus on skill development, reflection of performance and coaching principles.

Assessment Requirements

The following assessment is a requirement for course completion:

School-based Assessment (70%)

- Practical Inquiry (40%)
- Connection (30%)

External Assessment (30%)

- Personal Endeavour (30%)

For a 20-credit Stage 2 Course, students will be required to provide evidence of their learning through five or six assessments, including their external component.

Italian

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Successful completion of Stage 1 Italian (Continuers).

Stage 2 Italian at continuers level is organised round three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

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

Assessment Requirements

All Stage 2 subjects have school based and external assessment components.

School-based Assessment (70%)

- Folio (50%) consisting of a minimum of three assessments:
    - Interaction
    - Text Production
    - Text Analysis
- In-depth Study (20%) consisting of three assessments:
    - One oral presentation in Italian (3 to 5 minutes)
    - One written response to the topic in Italian (500 words)
    - One reflective response in English (600 words or 5 to 7 minutes)

External Assessment (30%)

- Examination (30%)

The examination consists of two assessments: an oral examination (10 to 15 minutes) and a written examination (3 hours).

Legal Studies

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Minimum B grade in Stage 1 English

The Stage 2 Legal Studies course allows students to examine how people, the government and various institutions shape the law and how law controls, shapes and regulates interactions between people, the government and the institutions. The course enhances student understanding of the operation of the Australian legal system, its principles and processes. Students learn to articulate various perspectives, analyse and evaluate competing tensions between rights and responsibilities, fairness and efficiency, the empowered and the disempowered as well as certainty and flexibility in the legal system which must evolve to reflect the ever changing community values and circumstances.

Four Focus Areas are studied: Sources of Law – Parliament, Sources of Law – Courts, Dispute Resolution and Rights and Obligations. These focus areas are explored through 'big questions' which students analyse and substantiate recommendations relating to legal principles and processes. Students refer to legislation and court decisions, and visits to the law courts and parliament will enhance students' critical and conceptual thinking.

Assessment Requirements

Students demonstrate *Understanding and Application, Analysis and Evaluation and Communication* through a number of tasks within three Assessment Types.

School-based Assessment (70%)

- Folio (40%) Four Tasks
- Inquiry (30%) One Task

External Assessment (30%)

- Examination (30%)

Essential Mathematics

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Students must have successfully completed Stage 1 General Mathematics gaining a C+ grade minimum in Semester 2, or a C grade in Stage 1 Mathematical Methods.
Recommendations	This subject is intended for students planning to pursue a career in a range of trades or vocations.

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

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.
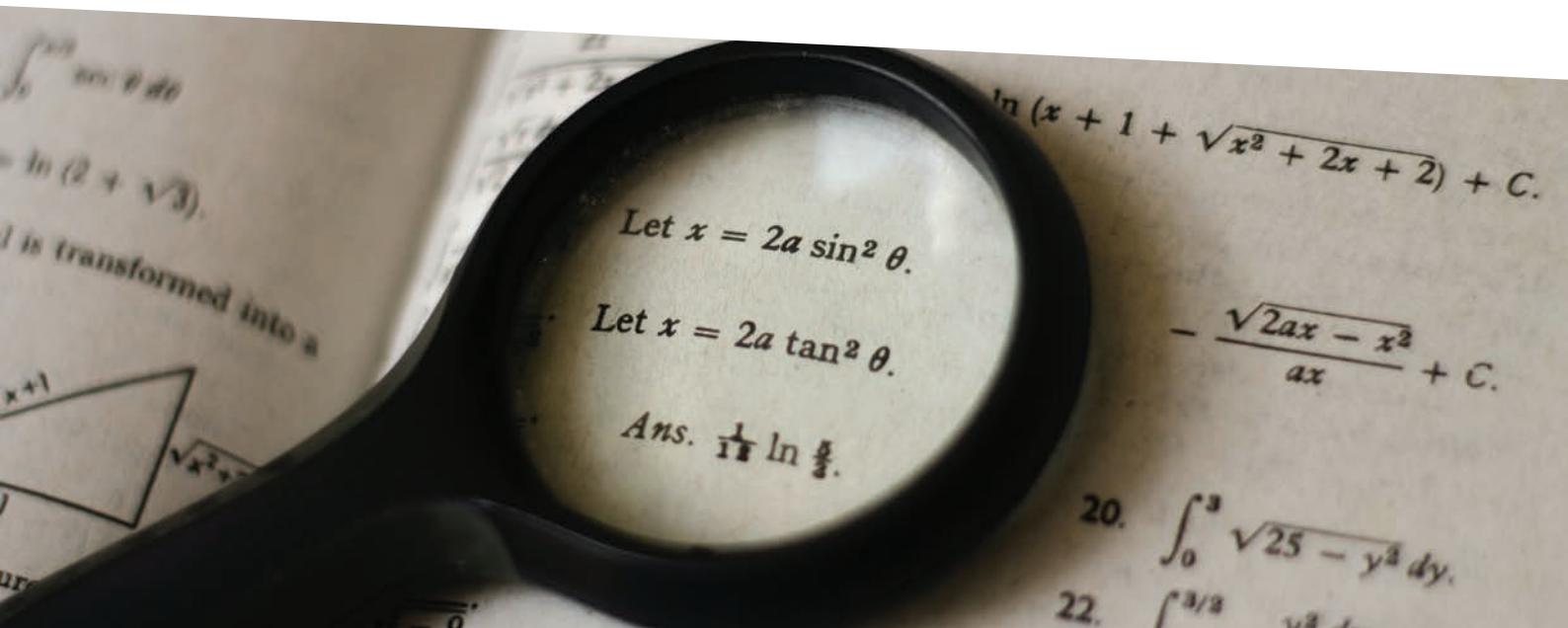
In this subject students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Stage 2 Essential Mathematics consists of the following six topics:

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

Assessment Requirements

Students are required to complete four Skills and Application Tasks, one of which must come from Topics 1 or 3, and three Mathematical Investigations. The Skills and Applications Tasks involve both questions with and without the use of technology. Topics 2, 4 and 5 form the basis of the external end of year examination. Student work is assessed against performance criteria.

General Mathematics

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Students must have successfully completed 20 credit points of Stage 1 General Mathematics, gaining a B grade minimum each semester or Stage 1 Mathematical Methods gaining a C grade minimum in Semester 2.
Recommendations	Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

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

Stage 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem-solving in everyday workplace contexts.

A problem-based approach is integral to the development of both the models and the associated key concepts in the topics. These topics cover a range of mathematical applications, including linear functions, matrices, statistics, finance, and optimisation.

Students will complete the following five topics:

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

Assessment Requirements

Students are required to complete five Skills and Application Tasks, one per topic, and two Mathematical Investigations. The Skills and Applications Tasks involve both questions with and without the use of technology. Topics 3, 4 and 5 form the basis of the external end of year examination. Student work is assessed against performance criteria.

Mathematical Methods

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Students must have successfully completed 20 credit points of Stage 1 Mathematical Methods, gaining a B- grade minimum in both semesters.
Recommendations	Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

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 focuses on the development of mathematical skills and techniques that enable students to explore, describe, and explain aspects of the world around them in a mathematical way. It places mathematics in relevant contexts and deals with relevant phenomena from the students' common experiences, as well as from scientific, professional, and social contexts.

The coherence of the subject comes from its focus on the use of mathematics to model practical situations, and on its usefulness in such situations. Modelling, which links the two mathematical areas to be studied, calculus and statistics, is made more practicable by the use of electronic technology.

The ability to solve problems based on a range of applications is a vital part of mathematics in this subject. As both calculus and statistics are widely applicable as models of the world around us, there is ample opportunity for problem-solving throughout this subject.

Stage 2 Mathematical Methods consists of the following six topics:

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

Assessment Requirements

Students are required to complete six Skills and Application Tasks, one per topic, and one Mathematical Investigation.

The equivalent of one skills and applications task must be undertaken without the use of either a calculator or notes. In the remaining skills and applications tasks, electronic technology and up to one A4 sheet of paper of handwritten notes (on one side only) may be used at the discretion of the teacher. All topics form the basis of the 2-hour external end of year examination.

Student work is assessed against performance criteria.

Specialist Mathematics

Length	Full Year
SACE Credits	20 Credits
Prerequisites	To enrol in a Stage 2 Specialist Mathematics, students must have gained a B grade minimum in Stage 1 Specialist Mathematics in Semester 2.
Recommendations	The subject leads to study in 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.

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

The topics in Stage 2 extend students' mathematical experience and their mathematical flexibility and versatility, in particular, in the areas of complex numbers and vectors. The general theory of functions, differential equations, and dynamic systems provides opportunities to analyse the consequences of more complex laws of interaction.

Specialist Mathematics topics provide different scenarios for incorporating mathematical arguments, proofs, and problem-solving.

Stage 2 Specialist Mathematics consists of the following six topics:

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

Assessment Requirements

Students are required to complete six Skills and Application Tasks, one per topic, and one Mathematical Investigation.

The equivalent of one skills and applications task must be undertaken without the use of either a calculator or notes. In the remaining skills and applications tasks, electronic technology and up to one A4 sheet of paper of handwritten notes (on one side only) may be used at the discretion of the teacher. All topics form the basis of the 2-hour external end of year examination.

Student work is assessed against performance criteria.

Media Studies

Length	Full Year
SACE Credits	20 Credits

Media Studies consists of a study of three topics within the framework of four key media concepts: **representations** which lead students to understand how individuals and organisations construct meaning, **conventions** which refer to the way in which messages are communicated within a particular medium, for example the arrangement of icons on an internet site, **organisations** and their reasons for producing text, for example to persuade people to adopt a particular view, and finally **audiences** who bring their own opinions and interpretations to the reading of a text.

These concepts provide a framework for research, analysis and production of assignments. The concepts also introduce students to, and support their understanding of contemporary media construction and dissemination, as well as the social impact of media texts and products.

Three topics from a choice of 14 must be studied. Topics may include: Photojournalism, Documentaries, Music and Media, Short Films, Cult Television/Film and others.

Assessment Requirements

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

School Assessment (70%)

- Folio (30%)
- Product (40%)

External Assessment (30%)

- Investigation (30%)

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

- Two or three media exploration assessments, and one media interaction study for the folio
- Two media products, each of which is supported by a producer's statement
- One investigation

Modern History

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Minimum B grade in Stage 1 English
Recommendations	Successful completion of Stage 1 History.

Stage 2 Modern History explores changes in the world since 1750. Students examine developments and movements, the ideas that inspired them and their short term and long-term consequences for societies, systems and individuals.

Students study one topic from 'Modern Nations' and one topic from 'The World since 1945', selected from the following list of topics:

Modern Nations

- Topic 1: Australia (1901–56)
- Topic 2: United States of America (1914–45)
- Topic 3: Germany (1918–48)
- Topic 4: The Soviet Union and Russia (1945–*c.*2004)
- Topic 5: Indonesia (1942–2005)
- Topic 6: China (1949–*c.*2012)

The World Since 1945

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

From 2019, Topic 2 and Topic 10 have been selected, however, students are encouraged to speak to the Human and Social Sciences Coordinator regarding the choice of topics which can be negotiated to reflect student interest.

In their study of a topic from 'Modern Nations', students investigate the concepts of 'nation' and 'state', and the social, political, and economic changes that shaped the development of a selected nation. Through their study, they develop insights into the characteristics of modern nations, crises, and challenges that have confronted them, ways in which nations have dealt with internal divisions and external challenges, and the different paths that nations have taken.

In their study of a topic from 'The World since 1945', students investigate the political, social, and economic interactions among nations and states, and the impact of these interactions on national, regional, and/or international development. They consider how some emerging nations and states sought to impose their influence and power, and how others sought to forge their own destiny.

Assessment Requirements

School-based Assessment (70%)

- Historical Skills (50%)

Students complete five tasks; two from Modern Nations and three from The World since 1945. Maximum word limit – 5000 words.

- Historical Study (20%)

Students undertake an individual historical study based on as aspect of the world since 1750. Maximum word limit - 2000 words.

External Assessment (30%)

- Examination (30%)

Students complete a 2 hour written examination that is divided into two sections; Sources Analysis and Essay.

Music Explorations

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Successful completion of Stage 1 Music Studies or Music Explorations.

Stage 2 Music Studies is a 20-credit subject that consists of the following strands:

- Understanding music
- Creating music
- Responding to music

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

Assessment Requirements

All Stage 2 subject have school based and external assessment components.

School Assessment (70%)

- Explorations (40%) – students explore how music is made and experiment with styles and techniques and present a portfolio that comprises a presentation of a set of short performances, compositions and/or other musical products (e.g. digital recordings or handcrafted musical instrument).
- Musical Literacy (30%) – students complete three tasks of which one must a composition of an original melody or a song with lyrics, using a form of contemporary music notation.

External Assessment (30%)

- Creative Connections (30%) – students undertake one task in which they synthesise their learning from their explorations, experimentation and development of their musical literacy skills to present a final creative work (performance, composition, or arrangement) and a discussion of that work.

Music Performance

Length	Full Year
SACE Credits	20 Credits (10 credits each)
Prerequisites	Successful completion of Stage 1 Music Studies or an audition with Head of Learning – Performing Arts

Students study two 10-credit subjects: Music Performance – Solo and Music Performance - Ensemble.

In Ensemble Performance, students develop ensemble performance skills as well as aural perception, musical sensitivity, and an awareness of style, structure, and historical conventions. They participate in regular rehearsals and performances, some of which may be outside of school hours. Students contribute to the cohesiveness of the ensemble and engage the audience.

In Solo Performance, students develop skills on a chosen instrument or their voice, and the application of these skills, musical understanding, and aesthetic awareness as a soloist. Solo Performance gives students the opportunity to extend their technical and performance skills on their chosen instrument or their voice, and to use this expertise as a means of developing musical expression.

Please note that Music Performance – Solo and Music Performance – Ensemble may be studied as separate 10-credit subjects. Students undertaking this subject in Year 11 are expected to be receiving individual lessons on an instrument and/or voice.

Assessment Requirements

All Stage 2 subject have school based and external assessment components. Assessment requirements are applicable to both Solo and Ensemble Performance.

School Assessment (70%)

- Performance (30%)
- Performance and Discussion (40%)

External Assessment (30%)

- Performance Portfolio (30%)

Music Studies

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Successful completion of Stage 1 Music Studies.

Stage 2 Music Studies is a 20-credit subject that consists of the following strands:

- Understanding music
- Creating music
- Responding to music

Students develop an understanding of selected musical works and styles, including how composers manipulate elements of music, and apply this understanding to creating their own music as performances, arrangements or compositions. They develop and apply their musical literacy skills and express their musical ideas through responding to their own works, interpreting musical works, and/or manipulating musical elements. Students synthesise the findings of their study, and express their musical ideas through their creative works, responses, and reflections.

Assessment Requirements

All Stage 2 subject have school based and external assessment components

School Assessment (70%)

- Creative Works (40%) – students present a portfolio consisting of their own creative works (performances, compositions and/or arrangement).
- Musical Literacy (30%) – students complete three tasks of which one must a composition or arrangement.

External Assessment (30%)

- Examination (30%) – students complete a 2-hour examination in which they apply their knowledge and understanding of musical elements and their musicianship skills in creative and innovative ways.

Nutrition

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Successful completion of Stage 1 Nutrition or Stage 1 Biology.

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

Students apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. They use technologies, scientific evidence, and research to critically analyse information and make informed decisions or recommendations. Students develop critical literacy and numeracy skills and a deep understanding of nutrients to analyse diets that improve health outcomes for individuals, community groups, and/or society.

Students consider how the food and nutrition needs of different population demographics are affected by food availability and product development. Students examine political, economic, cultural, and ethical influences and ecological sustainability to recommend actions or develop arguments about future food needs and food ethics.

Students develop an understanding of the need to evaluate food systems and food quality standards, marketing of food, food availability, and cultural influences on food selection. Students explore the link between food systems, environmental impacts, climate change, and food sustainability. They suggest solutions to complex issues, informed by current research and Australian consumer-protection practices.

Students have opportunities to investigate contemporary issues of global and local food trends, advances in technology, and the development of new foods and food packaging. These issues will affect the future health and nutrition of populations.

Topics

- Principles of nutrition, physiology, and health
- Health promotion and emerging trends
- Sustainable food systems

Assessment Requirements

All Stage 2 subjects have school based and external assessment components.

School-based Assessment (70%)

- Investigations Folio (30%)
- Skills and Applications Tasks (40%)

External Assessment (30%)

- Examination (30%)

Outdoor Education

Length	Full Year
SACE Credits	20 Credits
Cost	$800

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 study of Stage 2 Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, initiative, self-reliance, leadership, and collaborative skills. They evaluate and reflect on their own learning progression, including their practical outdoor skills development and their collaborative and leadership skills, as well as their relationship with and connection to nature. Students use reflective practice and processes to implement improvement strategies in building their skills and connections.

Students study all three focus areas:

- Focus Area 1: Conservation and sustainability
- Focus Area 2: Human connections with nature
- Focus Area 3: Personal and social growth and development.

Students participate in outdoor activities and journeys in natural environments for a minimum total of nine days in the field. Students undertake at least two journeys with a duration of at least three days in the field. The selected outdoor activities used across the outdoor journeys may include bushwalking, kayaking, mountain biking, rock climbing, snorkelling, orienteering or surfing.

Assessment Requirements

Students will demonstrate their learning through a number of tasks within specific Assessment Types:

School Assessment (70%)

- Assessment Type 1: About Natural Environments (20%)
- Assessment Type 2: Experiences in Natural Environments (50%)

External Assessment (30%)

- Assessment Type 3: Connections with Natural Environments (30%)

Requirements for Success: An appreciation of outdoor pursuits and a respect for the environment are essential to skilful participation in Outdoor Education. Students should have a preparedness to participate in nine days of outdoor journeys and outdoor activities.

Physical Education

Length	Full Year
SACE Credits	20 Credits
Recommendations	Successful completion (B- minimum) of a semester of Stage 1 Physical Education or Stage 1 Sports Science.

In Stage 2 Physical Education, students explore the participation in and performance of 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. By using an integrated approach students acquire an understanding 'in, about and through' physical activity.

Students participate in a variety of physical activity settings where they use movement to strengthen their understanding of biophysical, psychological, and sociocultural domains. Students use physical activity contexts as the vehicle for developing the capabilities and skills necessary to reflect on and critique their learning in order to enhance participation and performance outcomes.

Physical activities can include: sports, theme-based games, laboratories, and fitness and recreational activities. Classes can undertake a single-focus approach (e.g. single sport) or can undertake multiple sports, games, and/or activities. These activities may vary from year to year, depending on the strengths of the group, but usually involve a combination of sports such as: Touch Football, Badminton, Futsal, Cricket, Team Handball and Volleyball.

Assessment Requirements

Students will demonstrate their learning through a number of tasks within specific Assessment Types:

School Assessment (70%)

- Assessment Type 1: Diagnostics (30%) - usually two tasks
- Assessment Type 2: Improvement Analysis (40%) - one task

External Assessment (30%)

- Assessment Type 3: Group Dynamics (30%) - one task

There is no longer an exam for Stage 2 Physical Education.

Physics

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Minimum 'B' result in Stage 1 Physics or Stage 1 Physics (Astronomy + Medicine).

In Physics, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also pursue scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

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

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

The topics for Stage 2 Physics are:

- Topic 1: Motion and Relativity – Projectile Motion, Forces & Momentum, Circular Motion & Gravitation, & Relativity
- Topic 2: Electricity and Magnetism – Electric Fields, Motion of Charged Particles in Electric Fields, Magnetic Fields, Motion of Charged Particles in Magnetic Fields, Electromagnetic Induction
- Topic 3: Light and Atoms – Wave Behaviour of Light, Wave – Particle Duality, Structure of the Atom, Standard Model

Students study all three topics.

Assessment Requirements

All Stage 2 subjects have school based and external assessment components.

School-based Assessment (70%)

- Investigations Folio (30%)
- Skills and Applications Tasks (40%)

External Assessment (30%)

- Examination (30%)

Psychology

Length	Full Year
SACE Credits	20 Credits
Recommendations	Successful completion of at least one semester of study of Stage 1 Psychology.

Stage 2 Psychology is offered as a full year, 20-credit course. Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the wellbeing of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

The five topics for Stage 2 Psychology are:

Topic 1: Psychology of the Individual – Understanding how each individual is different and these differences manifest themselves in an individual's personality. Students study the different concepts of personality, personality assessment, and cultural and individual differences in personality.

Topic 2: Psychological Health and Wellbeing – Examines the positive and negative factors that affect psychological health, how people can be helped to cope with mental health issues and stress, and what they can do to increase their emotional and social wellbeing.

Topic 3: Organisational Psychology – Involves understanding the evidence-based study of organisations and particularly the work performance and job satisfaction of their members. It considers factors that affect work performance and job satisfaction at three levels: the individual, the group or team, and the organisation.

Topic 4: Social Influence – Examines the impact of the presence or absence of other people on behaviour; obedience and conformity; attitude formation and attitude change; prejudice and persuasion; and social media. This unit also looks at understanding the positive and negative effects of social media.

Topic 5: The Psychology of Learning – Understanding the different universal ways of learning such as: classical conditioning, operant conditioning, and learning through observation or instruction. Students will also understand the personal differences in the way we learn.

Assessment Requirements

All Stage 2 subjects have school based and external assessment components.

School-based Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Examination (30%)

Assessment at stage 2 is both school based and externally marked and moderated by the SACE Board. Students will demonstrate their learning through a number of tasks within specific Assessment types. Assessment in Stage 1 Psychology will be based on evidence gathered as a result of planned investigations and Science as a Human Endeavour. Students will be required to collect and analyse both quantitative and qualitative data. These evidence-based procedures (i.e., observation, experimentation, and experience), will allow students to develop useful skills in analytical and critical thinking, and in making inferences.

Scientific Studies: Sports Science

Length	Full Year
SACE Credits	20 Credits
Prerequisites	Minimum 'B' result in all science subjects studied at Stage 1 or 'B-' result in Stage 1 Physical Education.

Exercise and Sports Science Stage 2 follows on from the learning in Stage 1. Stage 2 offers students a rare opportunity to begin to attain skills in sports analysis and apply these skills in the real world.

Possible topics covered throughout the year include:

- Sports Nutrition
- Sports Psychology
- Sports Injury

Assessment Requirements

All Stage 2 subjects have school based and external assessment components. Students will demonstrate their learning through a number of tasks within specific Assessment Types.

School-based Assessment (70%)

- Inquiry Folio (50%)
- Collaborative Inquiry (20%)

External Assessment (30%)

- Individual Inquiry (30%)

Society and Culture

Length	Full Year
SACE Credits	20 Credits

Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society. For this Stage 2 subject, students study three topics, one from each of the following topic groups.

Group 1 Topics: Culture

Group 2 Topics: Contemporary Challenges

Group 3 Topics: Global Issues

The key skills of social inquiry will be incorporated in the study of each topic. Students also undertake an investigation on a negotiated topic. The social inquiry approach to learning forms the core of the study of Society and Culture. Through the study of a topic, students develop skills in various approaches to, and methods of, investigating and analysing contemporary social issues. They become familiar with the limits and potential of these approaches and methods and with the ethical issues associated with them.

Assessment Requirements

All Stage 2 subjects have school based and external assessment components.

School-based Assessment (70%)

- Folio (50%)
- Interaction (20%)

External Assessment (30%)

- Investigation (30%)

Visual Arts – Art

Length	Full Year
SACE Credits	20 Credits
Recommendations	A sound background in English is essential to the theory component of this course and successful completion of one semester of Stage 1 Visual Arts – Art or Visual Arts – Design.

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking, investigation, development of ideas and concepts, refinement of technical skills and production of imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

Students have the opportunity to create artworks of their own choice using a variety of mediums appropriate to achieve their desired outcome. Projects can be 2D (paintings, drawings, prints) or 3D (sculptures and installations).

Three areas will be covered:

- Visual Thinking
- Visual Arts in Context
- Practical Resolution

Assessment Requirements

All Stage 2 subjects have school based and external assessment components.

School-based Assessment (70%)

- Folio (40%)
- Practical (30%)

External Assessment (30%)

- Visual Study (30%)

Visual Arts – Design

Length	Full Year
SACE Credits	20 Credits
Recommendations	A sound background in English is essential to the theory component of this course and successful completion of one semester of Stage 1 Visual Arts – Art or Visual Arts – Design.

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

Visual Arts – Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

A project brief is developed in consultation with the teacher and can be based upon the student's interests and strengths. Students may choose in a variety of different disciplines including photography, illustrations, production design, graphic design, fashion and architecture. Students are free to choose an appropriate medium to complete their final practical under the guidance of their teacher.

Three areas will be covered:

- Visual Thinking
- Visual Arts in Context
- Practical Resolution

Assessment Requirements

All Stage 2 subjects have school based and external assessment components.

School-based Assessment (70%)

- Folio (40%)
- Practical (30%)

External Assessment (30%)

- Visual Study (30%)

Workplace Practices

Length	Full Year
SACE Credits	20 Credits

This course allows the student to develop relevant industry knowledge and skills, through the incorporation of vocational and workplace learning. It builds upon the knowledge and skills acquired in the Stage 1 course. The course comprises Work Knowledge and Understanding through both classroom and practical learning.

Areas of study for this subject include:

Industry and Work Knowledge - Students develop knowledge and understanding of the nature, type, and structure of the workplace. Specific areas include, for example, the changing nature of work; industrial relations and legislation; safe and sustainable workplace practices; technical and industry-related skills; and issues in industry and workplace contexts.

Vocational Learning - Vocational learning is general learning that has a vocational perspective. It includes any formal learning in a work-related context outside Australian Qualifications Framework (AQF) qualifications. Students undertake learning in the workplace to develop and reflect on their capabilities, interests, and aspirations and to reflect on the knowledge, skills, and attributes valued in the workplace.

Assessment Requirements

All Stage 2 subjects have school based and external assessment components.

School-based Assessment (70%)

- Folio (25%)
- Performance (25%)
- Reflection (20%)

External Assessment (30%)

- Investigation (30%).

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