

# Gleeson College

## **2021 Senior School Curriculum Handbook**





## Our *Vision*

Gleeson College is a faith-filled community which provides its members with the opportunity to discover, develop and use their God-given talents and abilities in the service of others.

## Our *Mission*

... is to fulfil our vision by ensuring that at Gleeson College:

- the promotion of faith, the love of God, the person of Jesus and service to others are central to the education of the whole person;
- we provide a safe, supportive and welcoming environment;
- the children, parents and staff work together, listen to and care for one another with confidence and trust;
- we cater for individual differences in the pursuit of excellence so that personal success can be achieved by all.



# 2021 Senior School Curriculum Handbook

## Enquiries

Parents and Caregivers who require further information, have questions or require an appointment should contact the College >

**T:** 08 8282 6600 **E:** [info@gleeson.catholic.edu.au](mailto:info@gleeson.catholic.edu.au) **www:** [www.gleeson.sa.edu.au](http://www.gleeson.sa.edu.au)



**#withoneheart**



# At the **HEART** of learning excellence...

## **Holistic**

An all-inclusive education that takes into account the whole learner.

## **Engagement**

Students and staff are fully engaged in the learning process.

## **Authentic**

Students and staff contextualise their learning in the real world.

## **Resilience**

Responsible risk-taking and coping with change and challenge.

## **Teamwork**

Collaboration in learning and interpersonal skills.



# Welcome

## from our Assistant Principal Teaching & Learning

Gleeson College helps nurture and shape thriving people, capable learners and leaders for the world that God desires. We live in a world where life-long learning is paramount to developing capable, skilled and prosperous people who are able to use their talents and abilities to their fullest potential.

As teachers of Gleeson College it is our role to know our students well, tailor our teaching to their needs and build their resilience in an ever-changing world. We acknowledge and promote collaboration and whole-hearted engagement in authentic learning.

Through the HEART of learning excellence teachers foster our students to be young people of One Heart. Our purpose shapes our curriculum. Curriculum at Gleeson College is inclusive, a stimulus for personal achievement and, through the broadening of experience of the world, is an encouragement towards informed and responsible citizenship. It is designed to be engaging and active, involve challenging goals, shared responsibilities and standards. Teachers develop course outlines aligned to ACARA and the CESA Key and SACE General Capabilities. Our assessment is authentic and accessible to all and results in the sharing of timely, descriptive feedback.

In Year 10, the courses of study are based on the requirements of the Australian Curriculum and the South Australian Certificate of Education (SACE); whereas for Years 11 and 12, the courses meet the requirements of the SACE. All three levels of Senior School offer a curriculum that is challenging and diverse and provides students with flexibility. Our teaching and learning fosters the development of the Gleeson Graduate Qualities. It is our hope that in partnership with our families, we can produce young people who are:

**Deeply connected**  
**Thriving individuals**  
**Competent and capable learners**  
**Just, merciful and humble leaders**

Our Senior School curriculum handbook overviews the learning at our College, providing descriptions and a summary of assessment types for each subject offered in the Senior School. It also provides the pathway for subjects as students progress through Year 10-12. Students and families are further supported to make informed subject choices through our Pastoral Development Program and our subject information evening.

***We look forward to working in partnership together through the Senior School journey.***



*Mrs Kate Morgante*  
Assistant Principal Teaching & Learning

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# INTRODUCTION

At Gleeson College we understand that a quality education promotes a life long journey of learning. It is a journey that pursues continuous improvement, is grounded in high expectations, inspires resilience, takes risks and fosters personal best achievement for all.

Life at Gleeson College fosters the academic, spiritual, personal and social development of all students. Gleeson College promotes the traditions of the Catholic Church and the ethos of its Patron, Archbishop James Gleeson.

This booklet is designed to provide students and parents with information about the Gleeson College curriculum and in particular the Senior School curriculum. It will help students to make the best possible choices for 2021. Further assistance will be provided by the Care Group Teachers and House Leaders. Parents are most welcome to contact the College at any time to clarify matters.

In considering courses of study, students and their parents are making very important decisions. Students' educational backgrounds, plans for the future, interests, and capabilities must all be taken into account. Support and co-operation from their families will be essential if students are to achieve their potential.

While it is the College's intention to provide the subjects described in this booklet in 2021, our ability to do so will depend on sufficient numbers of students electing to study particular subjects, and the availability of staff and facilities. Changing circumstances may force alterations to our proposed offerings.

# CURRICULUM OVERVIEW: YEARS 7 - 12

In **Year 7**, all students study Religious Education, English, Humanities and Social Sciences, Digital Technologies, Mathematics, Science, Health and Physical Education, The Arts, Technologies and Italian or Japanese. Two key teachers work closely together with one class to deliver the core subjects of Religious Education, English, Humanities and Social Sciences, Mathematics and Science. Students are exposed to all of The Arts through the course of the year; Visual Art, Dance, Drama and Music. In Health and PE, students have the option to participate in either of the College's Specialist Sports Programs - Netball or World Football.

In **Year 8**, all students study Religious Education, English, Humanities and Social Sciences, Digital Technologies, Mathematics and Science. Two key teachers work closely together with one class to deliver these subjects. All Year 8 students study Italian or Japanese, and Health and PE. In addition, students will study two terms from the Arts Learning Area (Visual Art, Dance, Drama, Music) and two terms from the Technologies Learning Area (Cultural Technologies - Italian/Japanese, Design and Technology, Digital Technologies, Food and Textiles Technology). In Health and PE, students have the option to participate in HPE with an option to study AFLW, or either of the College's Specialist Sport Programs; Netball and World Football.

In **Year 9**, all students study Religious Education, English, Humanities and Social Sciences, Mathematics and Science. All Year 9 students study Health and PE. Students can choose to study four semesters from the Arts Learning Area (Music, Dance, Drama, Visual Art), Technologies Learning Area (Design and Technology, Digital Technologies, Digital Design, Fashion and Jewellery Design, Food and Textiles Technology, STEM - Technology and Engineering Focus), Languages Learning Area (Italian, Japanese), HaSS Learning Area (Innovation) and Science Learning Area (STEM - Earth and Space). In Health and PE, students have the option to participate in HPE with an option to study AFLW, or either of the College's Specialist Sport Programs; Netball and World Football.

In **Year 10**, all students study six core subjects (English, Mathematics, Science, Health and Physical Education - Essential, History and Religious Education) and the Personal Learning Plan (PLP), which contributes 10 credit points, at Stage 1 level, towards the SACE. The students are able to choose another three semesters from the list of subjects offered.

**AFLW, World Football and Netball Programs:** Dedicated AFLW, World Football and Netball Programs are offered at Years 7, 8, 9 and 10 for those students with a keen interest in further developing their skills in the sport. Note this course is offered as an alternative to the Health & PE (Essential) course. As this is a popular alternative, a process is in place to select students for this course. Students interested in being considered for these programs should contact the Sports Development Coordinator.

At Gleeson College, all **Stage 1** students study the equivalent of seven full year subjects (or 14 semester subjects). This is 140 credits towards the South Australian Certificate of Education (SACE). Stage 1 students must study: Religion Studies for two semesters, Research Project for one semester, English (Literacy) for two semesters and a least one semester of Mathematics (Numeracy). In addition to these compulsory requirements, students choose their remaining eight semesters of work from any other subjects offered at Stage 1, or in some individual cases, Stage 2 (students who demonstrate excellence in their studies may be accelerated to the higher level of study).

At Gleeson College, **Stage 2** students study the equivalent of four full year subjects. Together with Religion Studies, this means a total of 90 credits towards their SACE. The Research Project worth 10 credits may be studied at Stage 2 level, if not previously completed in Stage 1.

It is possible for a senior student in certain circumstances to select one subject offered at one of the other schools on the campus. This would be negotiated, for example, if a difficult combination of subjects did not meet the Gleeson line structure and it demonstrates one of the advantages of a shared campus.

***N.B. The subjects listed for Stage 1 and Stage 2 are offered to students - whether they proceed depends upon sufficient numbers choosing them.***

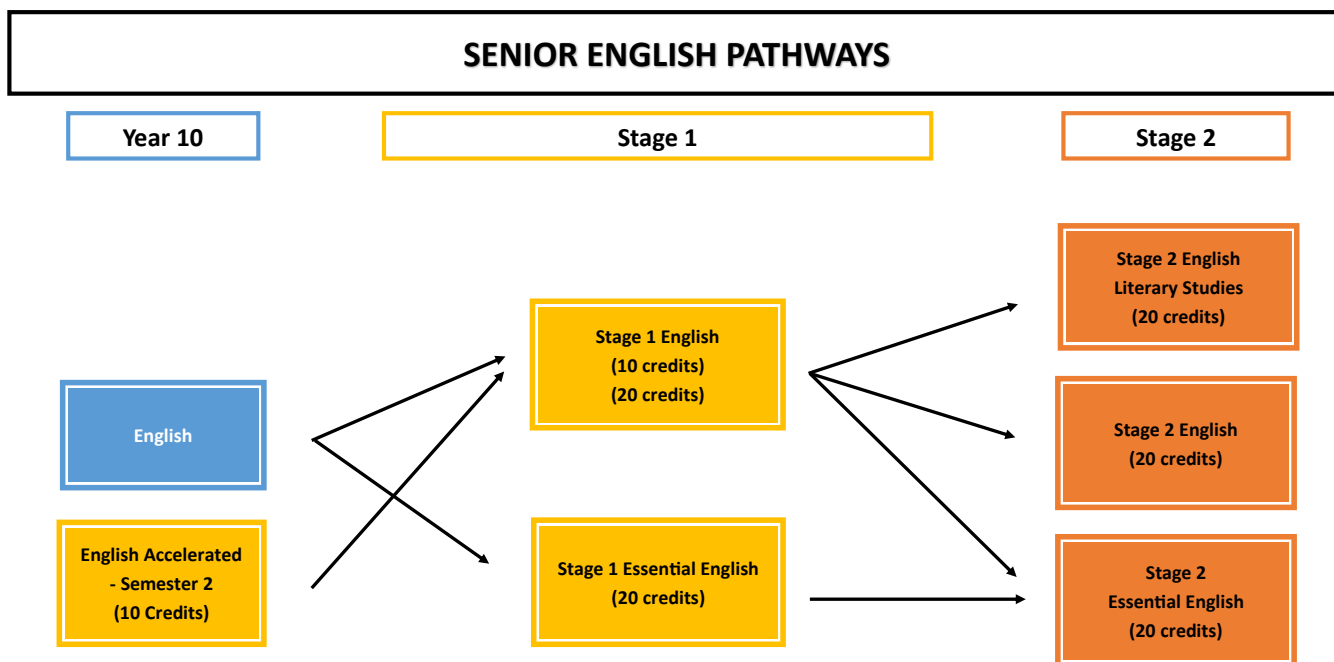
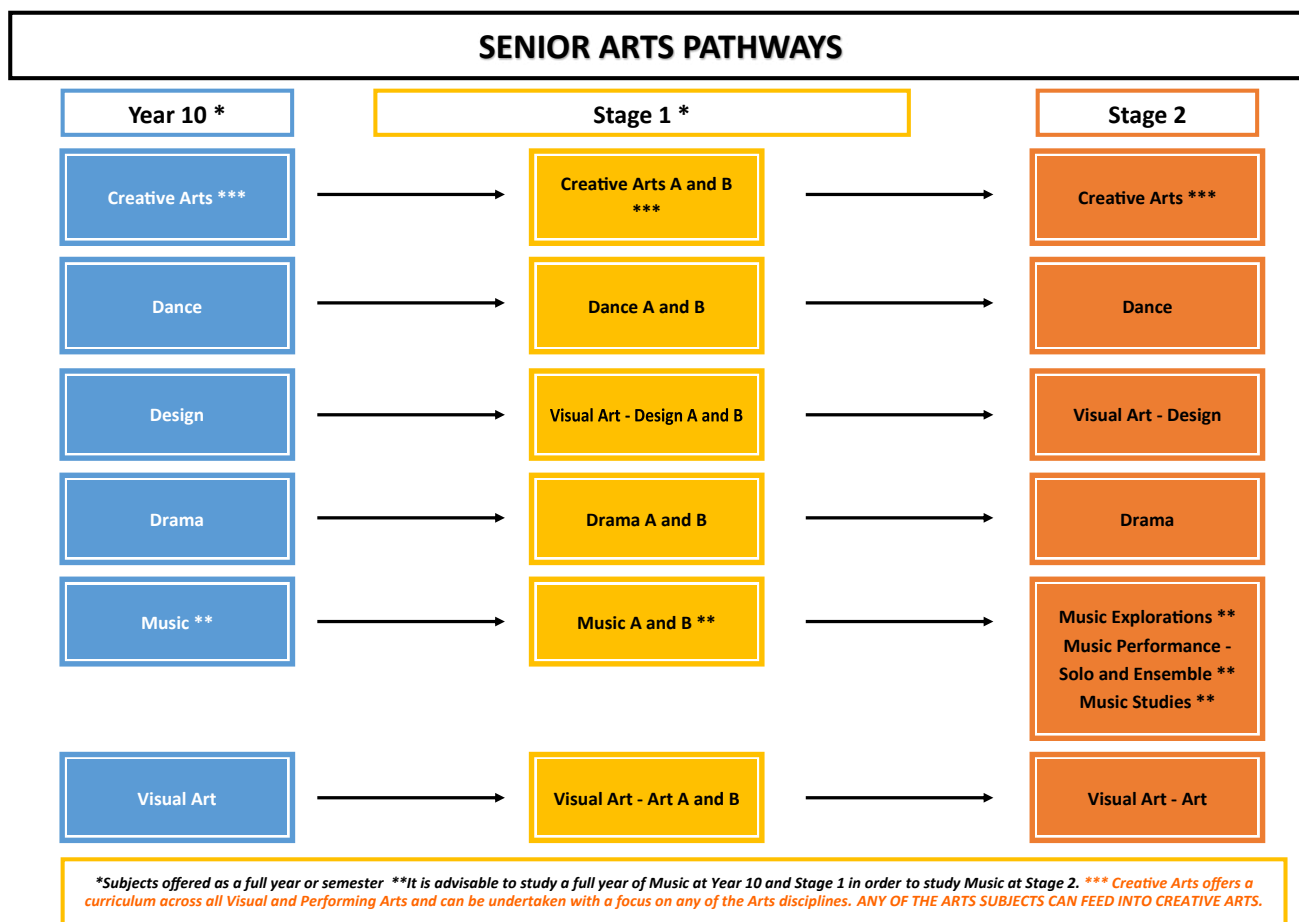
***PLEASE REFER TO THE 2021 CURRICULUM TABLE ON THE NEXT PAGE WHICH DETAILS THE FLOW OF EACH SUBJECT FROM YEAR 7 TO YEAR 12***



## 2021 GLEESON COLLEGE CURRICULUM

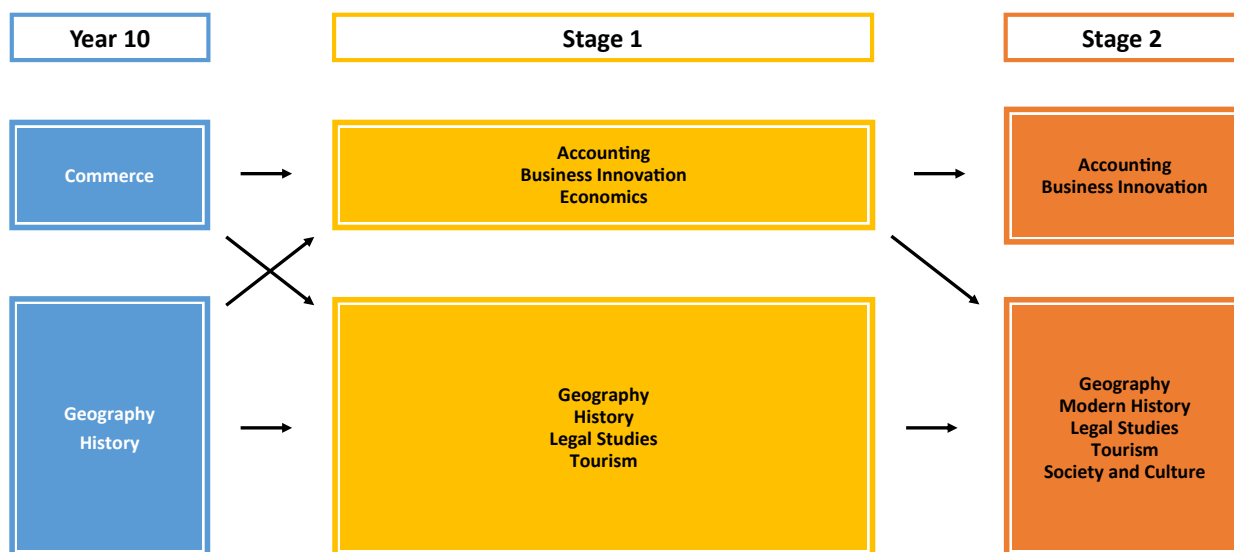
YEAR 7	YEAR 8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
<b>RELIGIOUS EDUCATION</b>					
Religious Education	Religious Education	Religious Education	Religious Education <i>*Including accelerated Indigenous Spirituality and Youth Ministry course options</i> *Stage 1	Religion Studies <i>*Including accelerated Indigenous Spirituality and Youth Ministry course options</i>	Religion Studies
<b>THE ARTS</b>					
Dance Drama Music Visual Art	Dance - General Dance - Specialist Drama Music Advanced Music Experience Visual Art	Dance Drama Music Advanced A and B Music Experience Visual Art	Creative Arts Dance Design Drama Music Visual Art	Creative Arts A and B Dance A and B Visual Arts – Design A and B Drama A and B Music A and B Visual Arts – Art A and B	Creative Arts Dance Visual Arts - Design Drama Music Explorations, Music Performance - Ensemble and/or Solo, Music Studies Visual Arts - Art
<b>CROSS DISCIPLINARY STUDIES</b>					
			Personal Learning Plan (PLP) *Stage 1	Certificate III Fitness VET Community Studies Research Project B *Stage 2 Compulsory Subject Workplace Practices	Certificate III Fitness VET Community Studies Workplace Practices
<b>ENGLISH</b>					
English	English	English	English English Accelerated *Stage 1	English A and B Essential English A and B	English English Literary Studies Essential English
<b>HEALTH AND PHYSICAL EDUCATION</b>					
Health and Physical Education  AFLW Netball World Football	Health and Physical Education  AFLW Netball World Football	Health and Physical Education  AFLW Netball World Football	Health and PE (Dance/Fitness) Health and PE (Essential) Health and PE (Extension) Netball Outdoor Education World Football	Physical Education A and B Sports Studies (Integrated Learning)  Outdoor Education A and B	Physical Education Sports Studies (Integrated Learning)  Outdoor Education
<b>HUMANITIES AND SOCIAL SCIENCES</b>					
Humanities and Social Sciences	Humanities and Social Sciences	Innovation Humanities and Social Sciences	Commerce  Geography History	Accounting Business Innovation Economics Geography History Legal Studies A and B Tourism	Accounting Business Innovation Geography Modern History Legal Studies Society and Culture Tourism
Italian Japanese	Italian Japanese	Italian Japanese	Italian Japanese Language and Culture Studies (Integrated Learning) *Stage 1	Italian Continuers Japanese Continuers Language and Culture Studies (Integrated Learning)	Italian Continuers Japanese Continuers
<b>MATHEMATICS</b>					
Mathematics	Mathematics	Mathematics	Essential Mathematics A *Stage 1 General Mathematics Mathematical Methods	Essential Mathematics A and B General Mathematics A and B Mathematics A, B, C and D	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
Science	Science	Science STEM - Earth and Space	Science A and B Sport Science (Integrated Learning) *Stage 1 Engineering (Integrated Learning) *Stage 1	Biology A and B Chemistry A and B Nutrition Physics A and B Psychology A and B	Biology Chemistry Nutrition Physics Psychology
<b>TECHNOLOGIES</b>					
Design and Technology	Cultural Technologies - Italian/Japanese Design and Technology	Design and Technology STEM - Technology and Engineering Focus	Design and Technology - Woodwork - Metalwork - Electronics - CAD/CAM Digital Technologies Information Processing and Publishing Automotive Studies (Integrated Learning) *Stage 1 Food and Textiles Technology - Fashion Design and Technology - Food and Hospitality (Creative) - Food and Hospitality (General)	Design, Technology and Engineering - Furniture Construction - Metals Engineering - CAD/CAM Doorways to Construction (D2C) VET Digital Technologies A and B Information Processing and Publishing Automotive Studies (Integrated Learning) Food and Textiles Technology - Fashion and Textiles Design - Food and Hospitality - Child Studies	Design, Technology and Engineering - Furniture Construction - Metals Engineering - CAD/CAM Digital Technologies Information Processing and Publishing Food and Textiles Technology - Fashion and Textiles Design - Food and Hospitality - Child Studies
Digital Technologies	Digital Technologies	Digital Technologies			
Food and Textiles Technology	Food and Textiles Technology	Food and Textiles Technology Fashion and Jewellery Design			

# SENIOR PATHWAY FLOWCHARTS



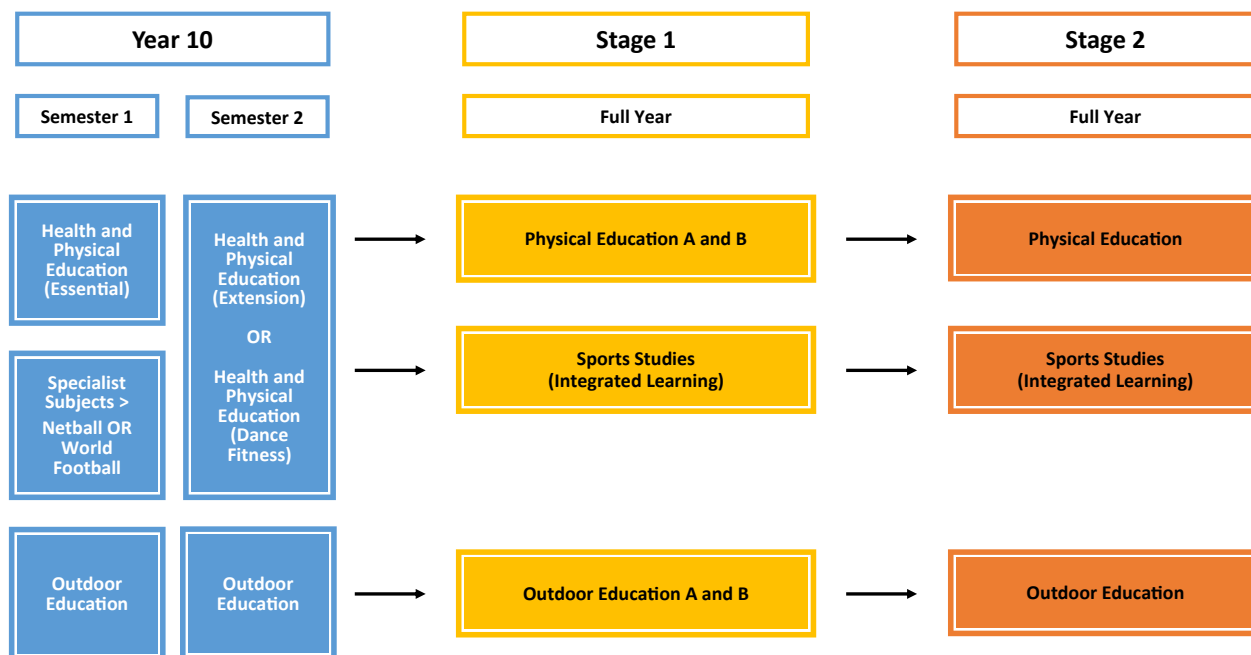
# SENIOR PATHWAY FLOWCHARTS

## SENIOR HUMANITIES AND SOCIAL SCIENCES (HASS) PATHWAYS



*\*Skill development within and across the Humanities and Social Sciences subjects is transferable.  
We encourage you to continue your Humanities and Social Sciences journey by pursuing your interests.*

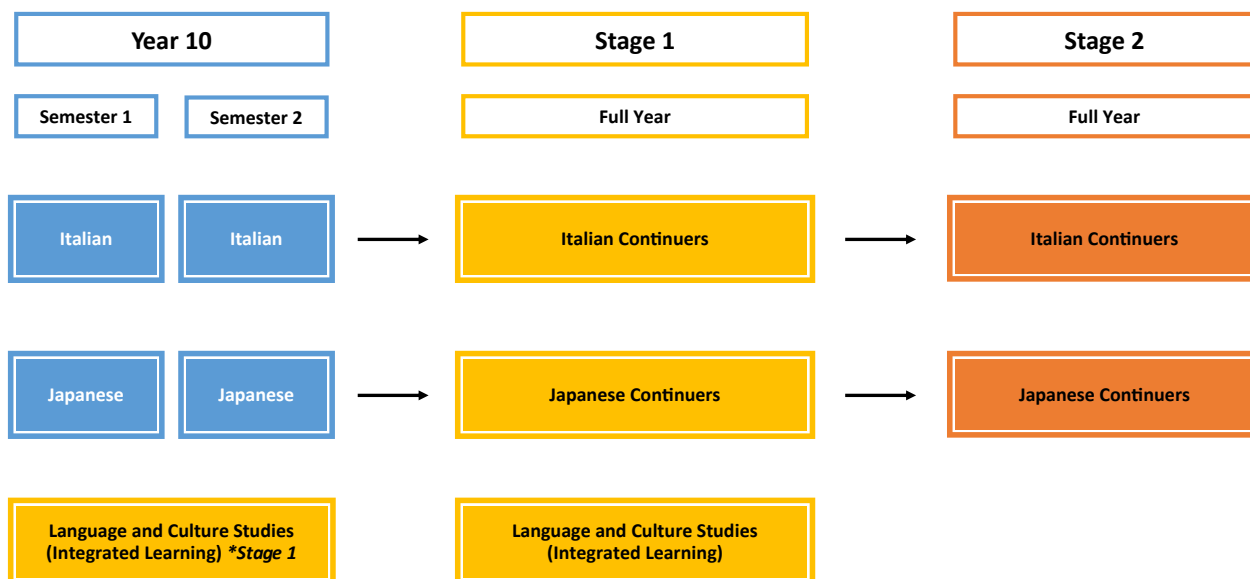
## SENIOR HEALTH AND PE PATHWAYS



*\*Certificate III Fitness is also available as a VET option at Gleeson College.*

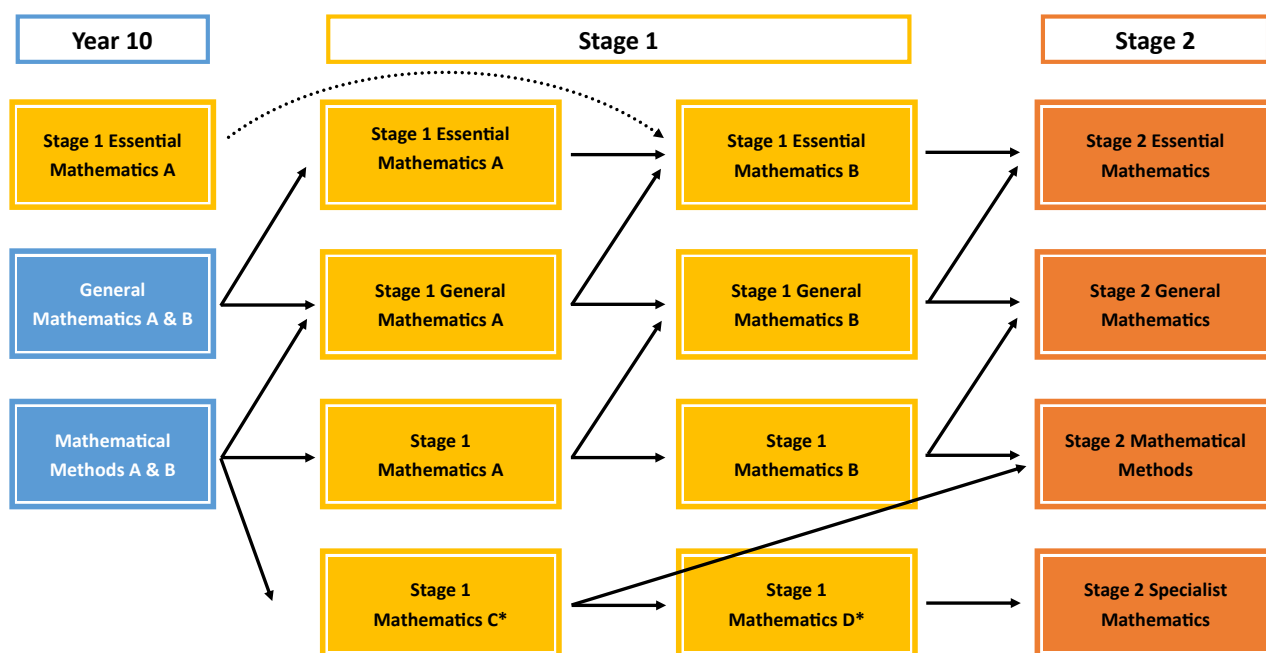
# SENIOR PATHWAY FLOWCHARTS

## SENIOR LANGUAGES PATHWAYS



*\*Languages other than Japanese and Italian can be studied through the One<sup>+</sup> Campus or School of Languages via application.  
Please contact our Languages and Cultural Programs Leader for further information.*

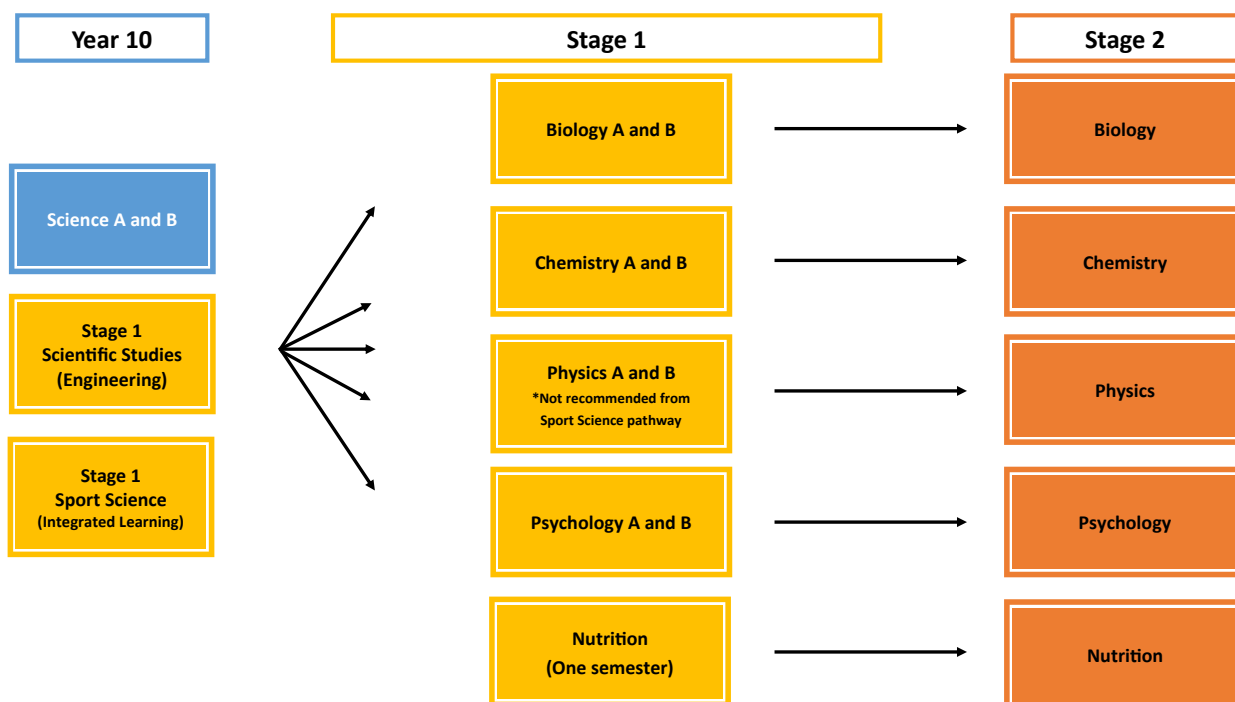
## SENIOR MATHEMATICS PATHWAYS



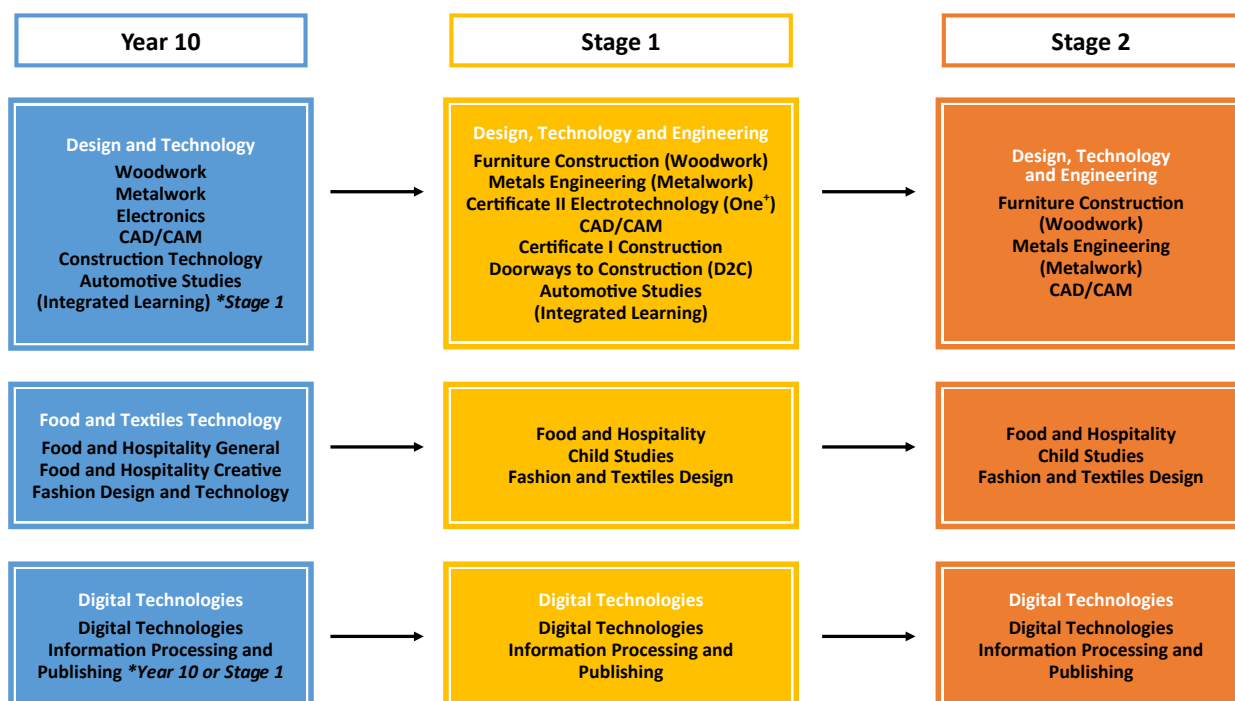
To achieve their SACE, students must achieve a 'C' grade or better in at least one 10-credit SACE Mathematics subject.  
*\*NOTE: Mathematics C and D must be studied with, or after, Mathematics A and B.*

# SENIOR PATHWAY FLOWCHARTS

## SENIOR SCIENCE PATHWAYS



## SENIOR TECHNOLOGIES PATHWAYS





# THE SACE

## What is the SACE?

Students who successfully complete their senior secondary education are awarded the South Australian Certificate of Education (SACE). The SACE 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 was progressively introduced from 2009 to ensure students gain the skills they need for the future, as citizens and employees.

Since then, the SACE has been updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. Studying for the SACE will help students develop the skills and knowledge they need to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12).

## How do students get the SACE?

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

- Stage 1, which most students do in Year 11, apart from the Personal Learning Plan, which students study 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 at Stage 1 will receive a grade from A to E for each subject, and at Stage 2, A+ to E- grades will be recorded for each subject. For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

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

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board-recognised courses of a student’s choice (this can include Vocational courses).

## What is the Personal Learning Plan?

The Personal Learning Plan is a compulsory SACE subject, undertaken in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

The Personal Learning Plan helps students to:

- identify and research career paths and options, including further education, training and work
- choose appropriate SACE subjects and courses based on plans for future work and study
- consider and access subjects and courses available in and beyond school
- review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
- gain skills for future employment
- identify their goals and plans for improvement
- review and adjust their plans to achieve their goals.

The Personal Learning Plan contributes 10 credits towards the SACE. Because it is compulsory, students need to achieve a C grade or above.

# THE SACE

## What is VET and how can I do it?

VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry. It is the kind of education offered by TAFE colleges and a range of other registered training organisations.

In the SACE, students are able to study and gain SACE credit points in a range of VET options and would need to negotiate this with the College Flexible Pathways Leader. At Gleeson College, VET pathways are individually planned for our students.

**[CLICK HERE TO VIEW THE VET LEARNING PACKAGES ON OFFER AT GLEESON COLLEGE](#)**

## What is Community Learning?

Students are able to earn SACE credits for learning undertaken in the community. Information on community-based courses can be found at [www.saceboard.sa.edu.au/community-learning](http://www.saceboard.sa.edu.au/community-learning) or by contacting the College Flexible Pathways Leader.

Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

## University and TAFE Entry

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

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 90 credits at Stage 2, including three 20-credit Stage 2 subjects. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses.

Full details of university and TAFE entry requirements for 2021 onwards will be included in the 'Tertiary Entrance Booklet 2021, 2022 and 2023', published on the South Australian Tertiary Admissions Centre website: [www.satac.edu.au](http://www.satac.edu.au)

## Course Planner

A course planner is included in the student's subject selection package, and students are advised to complete this prior to submitting their subject selections for next year.

## Students Online

Students Online is a one-stop-shop for information about an individual student's SACE. It can help students:

- plan their SACE and look at different subject, or subject and course, combinations;
- check their progress towards completing the SACE;
- access their results.

Students can log in to Students Online using their SACE registration number and pin at: [www.sace.sa.edu.au/students-online](http://www.sace.sa.edu.au/students-online)

## Further Information

Visit the SACE Board website at [www.sace.sa.edu.au](http://www.sace.sa.edu.au) for more information about the current and the new SACE.

# THE SACE IN SUMMARY

## The requirements to achieve the SACE

To gain the certificate students must earn 200 credits. Ten credits are equivalent to one semester or six months' study in a particular subject or course.

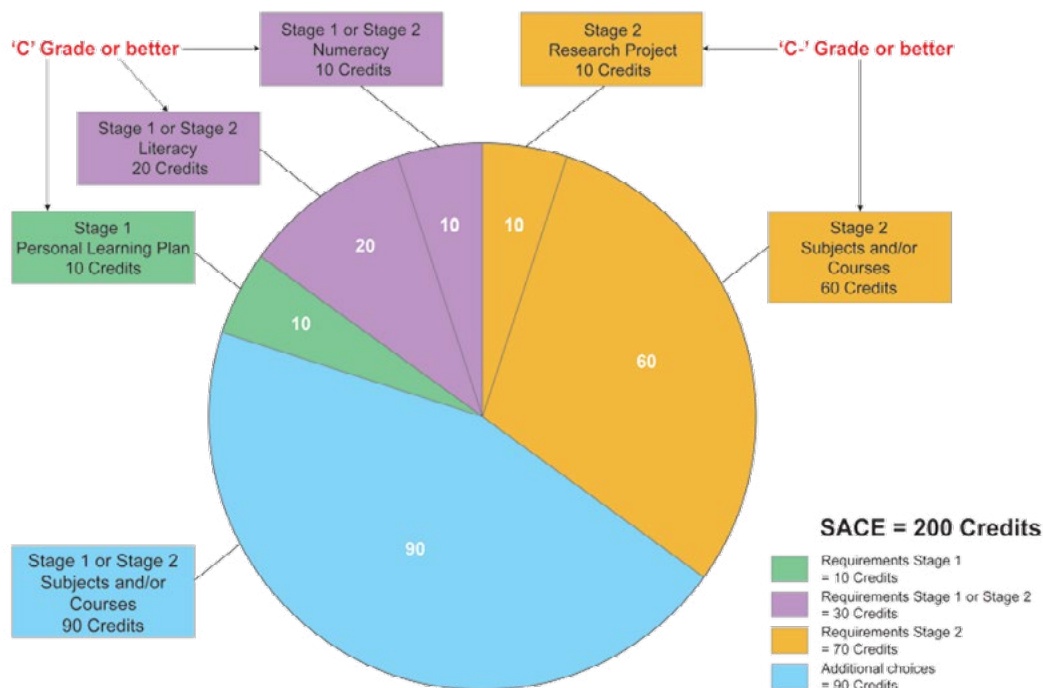
Some elements of the SACE are compulsory. These are:

- a Personal Learning Plan at Stage 1 (undertaken in Year 10), worth 10 credits
- at least 20 credits towards literacy from a range of English/English as a Second Language studies at Stage 1
- at least 10 credits towards numeracy from a range of mathematics studies at Stage 1
- a major project of extended studies called the Research Project at Stage 2, worth 10 credits
- completion of at least 60 additional credits in Stage 2 subjects and courses.

The importance of the compulsory elements is reflected in the requirement that students must achieve either an A, B, C or equivalent in these subjects to complete the SACE successfully.

In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.

## SACE Credits



Government  
of South Australia

SACE  
Board of SA

South Australian  
Certificate of Education

# SENIOR SCHOOL

The Senior School includes what has traditionally been Year 10, Year 11 and Year 12, with some students remaining at school for a thirteenth year.

Subjects in the Senior School may be of one or two semesters in length. Many one semester subjects are complete in themselves, whilst others may be linked such that it is advisable, or desirable, for students to study two related units consecutively (making a full year of study), particularly if they plan to continue studies in that area.

## **South Australian Certificate of Education (SACE)**

Study in Senior School is directed toward the attainment of a South Australian Certificate of Education and begins at Year 10 with the study of the Personal Learning Plan. The SACE program of study continues over at least the next two years, covering a carefully planned range of subjects at both Stage 1 (Year 11) and Stage 2 (Year 12) level.

Further information concerning the pattern of required and free choice subjects is contained in Student Fact Sheets provided to students at the SACE Information session.

### **In 2021, Year 10 students at Gleeson will study:**

Personal Learning Plan: 1 semester - 10 credit points

### **In 2021, Stage 1 students at Gleeson will study:**

English (Literacy)	2 semesters - 20 credit points
Mathematics (Numeracy)	1 semester - 10 credit points
Religion Studies	2 semesters - 20 credit points
Research Project	1 semester - 10 credit points
PLUS	
From any group an additional	8 semesters - 80 credit points

### **In 2021, Stage 2 students at Gleeson will study:**

Four Full Year Subjects:	80 credit points, or equivalent as negotiated with individual students
Religion Studies:	1 semester - 10 credit points
Research Project:	1 semester - 10 credit points <b>**only if not completed in Stage 1**</b>

***\* It is important if students are planning to go on to tertiary study that they discuss subject choices fully with their Course Counsellor.***

In many cases, the pre-requisite Stage 2 subjects are specific not just for the institution (e.g. Adelaide University) but for a particular Degree or course.

# CHOOSING YOUR COURSE OF STUDY

All subject choices made must fit the guidelines set down for each particular year level, which appear on the individual course selection sheets and are submitted toward the middle of Term 3.

To assist with subject selection a number of the following factors need to be considered, including the career options that students may have.

## **Advice to students**

- Look into several careers, not just one.
- Consider the advantages of further study.
- Consider your development as a person, not just preparation for a job.
- Consider the job opportunities in your chosen career.

## **Remember!**

- The choice of a career is a continuing process, and not a once only decision.
- Keep your options open. That is, if you are uncertain about your future career, select subjects which do not limit your choices for future years.

## **When choosing**

- Think carefully about your reasons for selecting a particular course of study.
- Find out what each subject involves.
- By reading the information in this handbook.
- By talking to: teachers and student counsellors, students who have studied the subject and teachers involved with that subject.

## **Find out what subjects**

- may be necessary (pre-requisites) or recommended for further study of that subject at school or a tertiary institution. It is your responsibility to do this!
- are necessary or useful in your career choice by :
  - (a) talking to employers
  - (b) reading career guides such as the Job Guide
  - (c) talking to the Flexible Pathways Leader, visit the The Learning Centre
  - (d) talking to our male or female College Counsellors
  - (e) exploring the [www.myfuture.edu.au](http://www.myfuture.edu.au) website

## **Decide on further study at Tertiary level**

- some subjects may be necessary to enable you to continue study at Tertiary Institutions (pre-requisites or assumed knowledge for certain courses).
- find out the requirements of the Tertiary Institutions and what each course involves by reading Handbooks, Course Outlines, Calendars, etc. (these are available from the Student Counsellor and from Thiele Library, or from the tertiary institution website or visit).
- read the 'Tertiary Entrance 2021, 2022, 2023' booklet online at: [www.satac.edu.au](http://www.satac.edu.au)



# CHOOSING YOUR COURSE OF STUDY

## **Find out what the career prospects are**

- by talking to career and student counsellors.

## **Consider your chances of success**

*Be realistic!*

- have you had reasonable success at school?
- are you prepared for long hours of study?
- are you prepared, if necessary, to give up some of the activities which interest you in order to complete your study program?

## **The major steps in the selection process at Gleeson are:**

- Year level information sessions
- Consultation with Care Group Teachers/Subject Teachers and Parents
- Attend Careers Information Evening
- Completion of Subject Selection Form
- Individual Counselling of students
- Registration of Selections

## **Please note:**

- You will need to make selections for the whole year.
- You may need to get recommendations for some subjects.
- Some changes to your selections may be necessary when numbers, teachers, resources, etc., are considered. These will be advised in Term 4, 2020, where possible.
- Changes in 2021 can only be requested by students in accordance to our Subject Change Policy
  - a) for valid reasons; and
  - b) in general, at the start of a semester.
- Students can not be guaranteed of subject choices made mid-year.

# VOCATIONAL EDUCATION AND TRAINING (VET) IN THE SACE

The SACE gives students flexibility in their SACE studies, and provides opportunities to gain recognition for knowledge and skills that have been acquired through a wide range of formal education and training and other learning processes.

**SACE provides the capacity to include VET as part of their study programs. At Gleeson College, VET can be recognised within the SACE in three ways:**

1. Recognition of completed or partly completed nationally recognised qualifications (known as stand alone VET);
2. As a formal assessment component as part of the SACE subject Workplace Practices (offered at Stage 1 and Stage 2);
3. As an integral assessment as part of the SACE Subject Electrotechnology whereby Gleeson College has a VISA agreement to deliver VET units.

Students will earn five SACE credits for the successful completion of 35 nominal hours of VET (or 10 credits for every 70 hours). Completion of VET units must be verified by a Statement of Attainment from a Registered Training Organisation (RTO) and can include formal assessment of competencies within a workplace setting.

**[CLICK HERE TO VIEW THE VET LEARNING PACKAGES ON OFFER AT GLEESON COLLEGE](#)**

**For further clarification of the recognition of VET in SACE arrangements, please contact the College Flexible Pathways Leader.**

# INCLUSIVE EDUCATION PROGRAM

The cornerstone of Inclusive Education at Gleeson College is The Learning Centre (TLC) - a part of the College specifically dedicated to helping students with special needs. The broad aim of TLC is to cater for the individual needs and differences of our students so that they can achieve the best possible educational success in the 'Pursuit of Excellence'.

Students have the opportunity to work with staff trained in special education to receive assistance with their work. Students may be supported in class during lessons or in small groups or one to one in areas in a dedicated learning area.

**The TLC offers more than academic support. Students may require assistance in:**

- building self esteem;
- understanding more about their individual learning styles;
- learning strategies for developing as independent learners;
- teaching them and supporting them in their organisational skills;
- working with them on motivation and goal setting;
- guiding them to focus on their skills and not just their limitations;
- explaining the intricacies of how 'the world' works;
- working with students on breaking down tasks into manageable chunks;
- survival skills - both social and practical.

When students work in TLC they are expected to use the time effectively, as well as utilising teacher/teacher aid resources, computer resources, and general facilities available to them. Students come to understand that the TLC area is primarily a learning environment and therefore work must be brought with them. Alternative work, relevant to their needs, is provided should any of the students have no set work to do. The students can choose what alternative work they wish to do.

Students are given explanations in simplified language. This enables the students to better understand what is being said in class and to attach meaning to keywords / terms.

## **Exam Support**

The Inclusive Education Leader works closely with the Assistant Principal Teaching & Learning ensuring that students requiring special provisions in exams are fully catered for.

Students may wish to apply for special provisions in SACE exams. To do this they must undergo spelling, writing and comprehension tests as specified by the SACE Board. The Inclusive Education Leader is responsible for administering tests and liaising with the Assistant Principal Teaching & Learning, and submitting these to the SACE Board of South Australia.

## **Alternative/Adjusted Assignments**

TLC Staff believe in the importance of providing alternative/adjusted, educationally sound, assignments for Special Needs students, which either replace, or supplement their current curriculum. Such assignments are usually made with consultation with staff and students, so that they reflect the students' interests, thus making them more relevant and acceptable to the students. Such assignments are based on the principles of differentiation, good pedagogy and educational psychology. Multi-curriculum approach is usually used in the design of such work, in order to give students an understanding of ideas and concepts. Constructivism approach is the common theme in the design process of such work.

# ASSIGNMENT DEADLINES

The SACE Board of SA, which has responsibility for the SACE curriculum (including assessment and certification), has a precise policy about work handed in late. Schools are required to follow SACE Board directives and to “ensure that there is a policy on deadlines for the submission of summative tasks and on the criteria and process for negotiating extensions.” Gleeson College has College policies outlining the following:

**Students submit work on the due date:** Teachers will assign a due date and a time visible on SEQTA. Failure to hand in the assignment by the deadline will result in a score of zero and/or an ‘I’ recorded against the relevant performance standards (insufficient evidence).

**Extensions of time:** There will always be extenuating circumstances for some students e.g. there may be illness, a death or trauma in the family, extraordinary school commitments (e.g. a leadership camp) or a student may have a number of assignments due on that day and is having difficulty managing them. In these cases, the student should apply for an extension via the College Extension Application Form.

**Absence on the due date:** If the student is absent on the due date for genuine reasons, then the work must be submitted on the day the student returns to school.

**Plagiarism:** Students who copy the work of another (student or published), or who provide their work to another student to copy, may receive an ‘I’ (insufficient evidence) for that performance standard for that piece of work, and can expect to receive disciplinary consequences.

## LAPTOP GUIDELINES > SPECIFIC SUBJECTS

If students would like to purchase a new laptop, these are guidelines for an appropriate laptop computer, for any class that requires the use of high-end software, such as Adobe Creative Suite. *\*Please refer to subject descriptors for further information.*

### Windows

- 2.6GHz up to 4HHz Intel Core i7-4720HQ
- 2 x Nvidia GTX 980M SLI (8Gb to 16GB GDDR5); Intel HD Graphics 4600
- 16GB RAM + 256GB SSD; Storage
- 15.6-inch screen, 1920 x 1080 LED
- Intel PRO Wireless AC 7265 + Bluetooth Wireless LAN Combo Display
- 20 GB of available hard-disk space for 64-bit installation; additional free space required during installation (cannot install on removable flash storage devices)

### Mac OS

- Multicore Intel processor with 64-bit support
- Mac OS X v10.9, v10.10 (64-bit), or v10.12 (64-bit)
- 8GB of RAM (16GB preferable)
- 256GB hard-disk
- 20GB of available hard-disk space for installation; additional free space required during installation (cannot install on a volume that uses a case-sensitive file system or on removable flash storage devices)

### Recommended Higher Specification Device

**\*\*Required for specific subjects in Years 10-12 - refer subject descriptors**

- CPU Type: 8th Generation i5 minimum
- RAM: 16GB
- Graphics Card VRAM: 2GB

# EXPLANATION OF OUTLINES

## EACH SUBJECT DESCRIPTION CONTAINS THE FOLLOWING INFORMATION:

### Subject Title

### Level of Study

- Year 10, Stage 1 or Stage 2

### Credit Points

- 10 credit points are equivalent to one semester, or six months, of study in a particular course or subject.

### Course Length

- If a subject has a length of 'Half year', then it can only be done in one semester, even if it is offered both in first and second semesters - if a subject is done in the first semester, and occurs again in the second semester, it will be a repeat of exactly the same subject.
- Subjects with a length of 'Full year' continue for both semesters. For example, Physics (Full year) is a subject where subject matter taught in the second semester builds on that taught in the first semester.

### Advice to Students

- Indicates any pre-requisites or advised prior achievement levels and any special requirements such as camps or additional costs.

### Content

- An overview of the topics or style of work covered in the course.

### Assessment

- Includes the assessment components and possible weighting of each one.

### Pathways

- Provides an indication of where this subject leads e.g. Stage 2 Specialist Mathematics or Stage 2 Design, Technology and Engineering

### Further Information

- Any extra requirements that might be needed for the completion of this subject.

### Note:

It is very difficult to be successful in some subjects at a higher level unless particular subjects have been successfully completed beforehand at a lower level. Recommendations to this effect have been indicated where possible in the 'Advice to Students' on the appropriate subject page.

A student wishing to enrol for a subject for which they have not completed the stated recommendations MAY be accepted into that subject on the basis of additional counselling and negotiation with the Learning Area or House Leader and Deputy Principal.

This makes allowance for those students who have come from another school, or who have made inappropriate decisions in earlier years.

It should be realised by both the student and parents that acceptance of such a subject choice will usually involve a commitment to additional effort to learn background material as it arises, and may involve acceptance on a probationary basis.



# GLOSSARY

<b>ATAR</b>	Australian Tertiary Admissions Rank - used by Australian Universities in selecting students for higher education and representing as a percentile. Previously known as TER (Tertiary Entrance Rank).
<b>CREDITS</b>	10 credit points are awarded for the successful completion of each one semester, or half year, SACE subject or course.
<b>HECS/HELP</b>	HECS-HELP is a loan scheme for eligible students enrolled in Commonwealth supported places to pay their student contribution amounts. <a href="https://www.studyassist.gov.au/help-loans-and-csps/hecs-help">https://www.studyassist.gov.au/help-loans-and-csps/hecs-help</a>
<b>MODERATION</b>	A process by which school assessments may be adjusted by the SACE Board to ensure comparability with standards throughout the State.
<b>PRE-REQUISITE</b>	A requirement needed before proceeding to further study.
<b>SACE</b>	South Australian Certificate of Education
<b>SACE BOARD OF SA</b>	The authority that administers the SACE. <a href="http://www.sace.sa.edu.au">www.sace.sa.edu.au</a>
<b>SATAC</b>	South Australian Tertiary Admissions Centre - A statutory body, which administers tertiary selection. <a href="http://www.satac.edu.au">www.satac.edu.au</a>
<b>SCALING</b>	Scaling is a process which converts student's subject scores into admission points in each of their SACE Stage 2 (Year 12) subjects. SATAC has more information on scaling (see website).
<b>SEMESTER</b>	A half year - our subjects are described as either one semester or a full year (two semesters) in length. 60 hours of programmed lesson study, approximately 17 weeks in duration equates to one semester.
<b>TAS</b>	Tertiary Admission Subject - recognised for qualifying to enter a tertiary education course. The majority of university courses require completion of four Stage 2 subjects - 80 credit points.

# IMPORTANT WEBSITE LINKS



## **SACE Board of South Australia**

Telephone: 8372 7400

[www.sace.sa.edu.au](http://www.sace.sa.edu.au)



## **SATAC (South Australian Tertiary Admissions Centre)**

Telephone: 1300 138 440

[www.satac.edu.au](http://www.satac.edu.au)



## **TAFE SA INSTITUTES (TECHNICAL AND FURTHER INFORMATION)**

Telephone: 1800 882 661 (TAFE Information Service)

[www.tafesa.edu.au](http://www.tafesa.edu.au)

## **Universities >**



### **Adelaide University**

Telephone: 8313 5208

[www.adelaide.edu.au](http://www.adelaide.edu.au)



### **Flinders University**

Telephone: 1300 354 633

[www.flinders.edu.au](http://www.flinders.edu.au)



### **University of South Australia**

Telephone: 8302 2376

[www.unisa.edu.au](http://www.unisa.edu.au)



### **Charles Darwin University**

Telephone 1800 061 963

[www.cdu.edu.au](http://www.cdu.edu.au)



### **CQ University Australia**

Telephone 13 27 86

[www.cqu.edu.au](http://www.cqu.edu.au)



### **Tabor College of Higher Education**

Telephone 8373 8777

[www.taboradelaide.edu.au](http://www.taboradelaide.edu.au)



### **Torrens University Australia**

Telephone 1300 575 803

[www.torrens.edu.au](http://www.torrens.edu.au)

# CAREER PATHWAY RESOURCES



## **Career Pathway Information**

<http://myfuture.edu.au/>

## **Career Bullseyes**

<http://myfuture.edu.au/bullseyes>

## **Pathways Indicator**

<http://docs.education.gov.au/node/21546>

## **Career Choices in South Australia**

[http://www.skills.sa.gov.au/DesktopModules/Bring2mind/DMX/Download.aspx?Command=Core\\_Download&EntryId=188&PortalId=6&TabId=1936](http://www.skills.sa.gov.au/DesktopModules/Bring2mind/DMX/Download.aspx?Command=Core_Download&EntryId=188&PortalId=6&TabId=1936)

## **Job Search Information**

[www.joboutlook.gov.au](http://www.joboutlook.gov.au)

## **The Australian Government Department of Employment**

<https://employment.gov.au/>

## **The Australian Government Department of Education**

<http://education.gov.au/>

## **Apprenticeship Information**

<http://www.australianapprenticeships.gov.au/>

## **Building Careers and Associated Choices**

[www.citb.org.au](http://www.citb.org.au)

## **Worksite Expectations**

[www.worksite.actu.org.au](http://www.worksite.actu.org.au)

# GLEESON STAFF CONTACTS

For more information regarding our 2021 Curriculum Handbook, please contact the relevant person(s) listed below. Staff can be contacted at the College by phone on 8282 6600 or via email.



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## Learning Area Leaders



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# GLEESON STAFF CONTACTS

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# Year 10

**GLEESON**



WITH ONE HEART

# INTRODUCTION

This information is designed to assist students and parents to make choices that will allow students to best achieve their potential, and to prepare them for the senior years of study.

What students do in their Year 10 studies will have consequences for student choices and options at the Stage 1 level. Gleeson College has a Promotions Policy that clearly outlines the requirements for students to be promoted into Stage 1 studies. In brief:

- Promotion should be unhindered for students averaging C grades in their Year 10 studies. Such students should be able to select a viable Stage 1 course of their choice from their successful Year 10 subjects.
- Students averaging less than C grades in their Year 10 studies will put their promotion and/or subject selection for Stage 1 at risk. They will need to be counselled and their future options negotiated with parental involvement.
- Students averaging less than D grades in their Year 10 studies would not be able to take on a Stage 1 course in the following year. Future options, which would include repeating Year 10 studies, will be discussed with parental involvement.

It is expected that Year 10 students will work to the best of their ability, demonstrating improved study habits, greater maturity, initiative and taking more responsibility for their learning. There are expectations of senior students studying the SACE and it is in Year 10 that we look for evidence of a student's clear desire and intention to learn as well as a preparedness to attempt study at the senior level.

When considering their course of study, students and parents are making important decisions. Students' abilities, interests, and plans for the future must all be taken into account. Information is provided here about the course requirements for Year 10 and also about the College's expectations of students in Year 10.

Each subject available, the methods used to assess it and where the subject could lead students is described. Before students make any choices they should have read each of these descriptions to ensure that the choice they make is informed and one which will best suit their preparation for SACE.

## THE AUSTRALIAN CURRICULUM

As Gleeson College has fully implemented the Australian Curriculum, students are required to study one semester of History and one semester of Health and Physical Education Essential. Students who are part of the Netball or World Football Specialist Programs are not required to choose Health and Physical Education Essential. Special consideration will be given to students undertaking a full year choice subject to study one compulsory subject, Health and PE or History.

# THE SACE: Personal Learning Plan (PLP)

## Personal Learning Plan (PLP) - What is it?

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

### The Personal Learning Plan will help students:

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

The Personal Learning Plan will contribute 10 credits towards the SACE (Refer to the Year 10 subject outlines for more details related to the PLP course).

Students must achieve a C grade or better in their study of the Personal Learning Plan (PLP) - a compulsory component of the SACE.

# YEAR 10 CURRICULUM OVERVIEW

In Year 10 all students study the following subjects: Religious Education, English, Mathematics, Science and PLP, and then choose five units (semesters) from the list of choice subjects. Included in these choices, students must select at least one semester of History and one semester of Health & PE.

YEAR 10
RELIGIOUS EDUCATION
Religious Education <i>*Including accelerated Indigenous Spirituality and Youth Ministry course options *Stage 1</i>
THE ARTS
Visual Art Creative Arts Dance Design Drama Music
CROSS DISCIPLINARY STUDIES
Personal Learning Plan (PLP) <i>*Stage 1</i>
ENGLISH
English English Accelerated <i>*Stage 1</i>
HEALTH AND PHYSICAL EDUCATION
Health and PE (Dance Fitness) Health and PE (Essential) Health and PE (Extension) Netball Outdoor Education World Football
HUMANITIES AND SOCIAL SCIENCES
Commerce Geography History
LANGUAGES
Italian Japanese Language and Culture Studies (Integrated Learning) <i>*Stage 1</i>
MATHEMATICS
Essential Mathematics A <i>*Stage 1</i> General Mathematics Mathematical Methods
SCIENCE
Science A and B Sport Science (Integrated Learning) <i>*Stage 1</i> Engineering (Scientific Studies) <i>*Stage 1</i>
TECHNOLOGIES
Automotive Studies (Integrated Learning) <i>*Stage 1</i> Design and Technology <ul style="list-style-type: none"> <li>- Woodwork</li> <li>- Metalwork</li> <li>- Electronics</li> <li>- CAD/CAM</li> <li>- Construction Technology</li> </ul> Digital Technologies Information Processing and Publishing Food and Textiles Technology <ul style="list-style-type: none"> <li>- Child Studies</li> <li>- Fashion Design and Technology</li> <li>- Food and Hospitality (Creative)</li> <li>- Food and Hospitality (General)</li> </ul>

# CO-CURRICULAR ACTIVITIES

In addition to their academic studies, Gleeson College Year 10 students will be expected to participate in a range of Year Level activities.

## Retreats

- Retreats are held on a Year level basis on one day in the year.
- During the Retreat, students are under the guidance of Care Group Teachers, House Leaders and Religious Education Teachers. Away from school and everyday activities, students are led to reflect upon their life, their relationships with others and importantly, their relationship with God.
- The Retreat is an enjoyable and memorable activity conducted in a reflective tone. Attendance at Retreat is compulsory.

## Liturgical Celebrations

- All students are expected to be involved in the College Liturgy Program. The liturgy program includes Class and/or Year Level celebrations of the Eucharist and Reconciliation. It will also include para-liturgies to celebrate significant feasts or Church seasons e.g. Easter, The Assumption, Advent.
- In addition to whole College events held during the school day, like Student Leaders' Induction Mass and Gleeson Day Mass, all students are expected to attend the End of Year Mass and Presentation Evening, which is celebrated towards the end of Term 4.

## Dance

- Traditionally, Year 10 students take part in dancing lessons during Term 3. The lessons are conducted by a professional instructor and cover a range of dances including Rock and Roll, Latin, and Military Two Step. These lessons are an important part of the Year 10 curriculum as they aid students in the development of poise, confidence and the ability to mix and participate in social activities. The course concludes with a 'Graduation' social, at which successful students receive a certificate of achievement.

# YEAR 10 SUBJECTS

## Automotive Studies (Integrated Learning)

**\*\*AVAILABLE FOR ACCELERATION\*\***

### Level of Study

Stage 1

### Credits

10 (Half year)

### Advice to Students

Stage 1 Automotive Studies will provide students with an opportunity to develop the skills and knowledge to use automotive tools, machinery, equipment and materials appropriately and safely. These skills and knowledge will be applied while working in the Automotive workshop to dismantle, service, repair, measure and reassemble small motors. Automotive Studies is a practical, hands-on course that aims to further develop student's personal attributes of self-reliance, project management, collaboration and persistence. Workplace health and safety is highly emphasized within this course.

### Assessment

Assessment at Stage 1 is school based and focuses on Application and Development, Inquiry and Reflection, and Collaboration and Communication. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Practical Exploration

Assessment Type 2: Connections

Assessment Type 3: Personal Venture

### Further Information

A charge may apply for projects.

### Pathways

VET Automotive Courses

Automotive Industry traineeships/apprenticeships

## Commerce

Level of Study: Year 10

Course Length: Half year

### Advice to Students

This course is designed to expose students to subjects which are normally offered for the first time at Stage 1 level, these being Business Innovation, Accounting and Economics. Links to real-world scenarios and issues are used to create authentic and hands-on learning experiences.

### Content

The following topics will be studied:

#### Business Innovation

- Factors affecting business
- Identifying the market
- Design Thinking
- Finding creative solutions to problems
- Entrepreneurialism

#### Finance

- Accounting Fundamentals
- Personal and Business Financial Management
- Budgeting

#### Economics

- Demand, Supply and Prices
- Shares and Investing

### Assessment

Assessment will include a combination of the following: individual and group tasks, investigations, issue analysis, response to stimulus, oral presentations, product pitches, reports and tests/exam.

### Pathways

Whilst this subject is not a pre-requisite for study in Stage 1, participation and learning in this course is expected to assist students in if they choose Stage 1 Business Innovation, Accounting and Economics.

# YEAR 10 SUBJECTS

## Creative Arts

**Level of Study:** Year 10

**Course Length:** Half year (A) or Full year (A and B)

### Advice to Students

There are no specific pre-requisites for this subject, but knowledge and background in any area of performing or visual arts/design would be beneficial. Students choosing Creative Arts must already have considerable skill and expertise in their chosen area for their focus product. The ability to work independently is essential.

### Content

Students work towards a Creative Arts 'product', which in most cases will be linked to a school production or concert. Students can choose to focus on any aspect of the production such as (but not limited to): Acting, Singing, Dancing, Set Design, Costume Design, Lighting Design, Audio Engineering, Back stage/Stage hand, Makeup Artistry, Marketing.

Students can negotiate a topic not linked to a school production or concert including (but not limited to): Photography, Script writing, Film Making, Stop Motion Animation, Animation, Visual Art.

### Assessment

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

- **Product:** The development of a polished creative arts product.
- **Folio:** A folio of work showing the development of the product and influences drawn from various sources to inspire the creation of the product.
- **Inquiry:** A written essay or multi-modal assignment exploring the creative works of an individually chosen arts practitioner.
- **Skills Development:** A practical demonstration of the skills gained over the course of the semester in their chosen area of specialisation.

### Pathways

Stage 1 Creative Arts, Dance and/or Drama

## Dance

**Level of Study:** Year 10

***\*Possibility of acceleration with appropriate documentation***

**Course Length:** Half year or Full year

### Advice to Students

No pre-requisites but knowledge and background in any area of Performing Arts at Year 9 would be beneficial. Any Dance or movement study outside of school may also be helpful. Students will need to change into practice clothes to participate in practical dance classes. **\*Note - Wearing PE Uniform is not acceptable for Dance practice.**

### Content

Each semester of study has a different focus, which is dependent on the current skills of the class members and the availability of live performances for the calendar year. Each semester consists of the following three areas of study:

**Skills Development:** Designed to develop students' ability to make informed judgements about their development as a dancer or choreographer through research and reflection on their own creative work.

**Creative Explorations:** Students explore and apply their dance understanding, skills and techniques to develop, refine and present their creative work. This may be in the form of a composed dance performance (soloist, duo, trio, small or larger group) of 1-2 minutes to communicate their choreographic intent.

**Dance Contexts:** Students investigate dance practice and performance from special cultures, historical periods or transitions, including for example Indigenous contexts, to analyse the functions of dance in that context.

### Assessment

Students will be assessed under the following criteria; Understanding Dance, Creating Dance and Dance Contexts.

### Pathways

Stage 1 Dance, Drama and/or Creative Arts



# YEAR 10 SUBJECTS

## Design

**Level of Study:** Year 10

**Course Length:** Half year or Full year

### Advice to Students

Design gives students opportunities to experiment, explore, generate creative ideas, solve problems creatively and make purposeful decisions. Students can select to study Design in Semester 1, Semester 2, or for a full year. It is highly recommended that students choosing to do design for the first time do so in Semester 1.

### Content

**Graphic Design:** Visual communication, graphic simplification, visual layout, graphic techniques and media.

**Built Environment:** Controlled environments, the local built environment, public and private places.

**Product Design:** Product analysis, ergonomics, product re-design.

**Design Theory & History:** Analysing and evaluating design, design and society, consumerism, contemporary design.

### Assessment

Assessment at Year 10 level is continuous, with descriptive assessment at the end of each term. The assessment of a student's achievements and progress in Design is based on the following criteria:

- achievement and progress in Visual and Graphic Design, Product Design and Built Environment;
- development in understanding of design processes and their application in solving problems;
- ability to generate ideas, to creatively solve problems and to make purposeful decisions;
- understanding the role that design plays in our community;
- initiative and organisation in group, home and class work, participation and co-operation in class.

### Further Information

A higher specification device is recommended in this subject - refer to page 22.

### Pathways

Stage 1 and/or Stage 2 Visual Arts (Design)

Stage 1 Visual Arts (Art) (to be negotiated with the teacher), and Stage 2 Visual Arts (Art)

Stage 2 Creative Arts

## Design and Technology

**Level of Study:** Year 10

**Course Length:** Half year

***\*Each course is one semester in length***

### Advice to Students

Design and Technology at Year 10 provides students with an opportunity to engage with a creative design process in order to design and make a product to meet a particular need. Throughout the study of Design and Technology, students will develop practical skills and an understanding of processes, systems, materials and the impact of technologies on society and the environment. Each course is project-based and will aim to develop student's personal attributes of self-reliance, project management, collaboration and persistence. Workplace health and safety is highly emphasised in each course.

Students can choose to study one or a number of the following semester courses:

- Woodwork
- Metalwork
- Electronics
- CAD/CAM
- Construction Technology

### Content

**Woodwork:** Students will work in a Wood trades workshop to learn a range of practical skills aimed at developing wood joining, fabrication and finishing techniques. Students will:

- Produce a range of framing woodworking joints
- Use and investigate timber and timber based products
- Design and construct a major product with their own design elements
- Develop skills and understanding in the safe operation and use of woodworking tools and machinery
- Follow safe operating procedures and workplace health and safety guidelines at all times

**Metalwork:** Students will work in a Metal trades workshop to learn a range of practical skills aimed at developing metal machining, welding and fabrication techniques. Students will:

- Produce artefacts using oxy-acetylene and MIG welding equipment

***Continued next page...***

# YEAR 10 SUBJECTS

## Design and Technology (Continued)

- Manipulate metal using equipment including the plasma cutter, guillotine, shears and bandsaw
- Use and investigate metal materials and products
- Design and construct a major product with their own design elements
- Follow safe operating procedures and workplace health and safety guidelines at all times

**Electronics:** Students will work from an Electronics Lab within the Trade Training Centre to develop theoretical and practical knowledge in circuit design and production. Students will:

- Develop a basic understanding of DC circuits
- Identify, recognize and understand a range of electronic components
- Construct simple circuits through bread boarding and soldering to PCB's
- Use tools and equipment to manipulate and solder electronic components
- Investigate electronics and their impact on the environment
- Follow safe operating procedures and workplace health and safety guidelines at all times

**CAD/CAM:** (Computer Aided Design/Computer Aided Manufacture)

Students will work to develop skills in the use of innovative CAD software and advanced manufacturing techniques. Students will:

- Work in a digital environment to design, model and test objects and products
- Use and investigate advanced manufacturing equipment such as 3D printers and laser cutters
- Use engineering and vector software to achieve a determined outcome
- Investigate, design and manufacture a major product of their own design
- Research advanced manufacturing techniques and their impact on the environment
- Follow safe operating procedures and workplace health and safety guidelines at all times

**Construction Technology:** This course has been designed to provide a pathway for students to prepare for the Doorways to Construction (Certificate I Construction) course offered at Stage 1. Students will work from a Wood trades workshop and/or the Construction shed to:

- Develop their practical hand skills, knowledge and understanding to a standard similar to that of an entry level construction worker
- Investigate the Building Industry and current and emerging building systems and technologies
- Work with a range of building materials
- Develop skills and understanding of the safe use of hand and power tools and machinery
- Follow safe operating procedures and workplace health and safety guidelines at all times
- Design and construct a range of products

### Assessment

Students will be required to demonstrate their learning through a range of formative activities and summative assessments with a focus on Investigating, Designing, Producing and Evaluating

### Further Information

A higher specification device is recommended in this subject - refer to page 22. A charge may apply for consumables and projects

### Pathways

These courses may lead to the following subjects at Stage 1 and/or Stage 2:

- Design, Technology and Engineering - Furniture Construction
- Design, Technology and Engineering - Metals Engineering
- Design, Technology and Engineering - CAD/CAM
- Doorways to Construction (D2C) - Certificate I Construction (VET)
- Certificate II Electrotechnology (VET)

# YEAR 10 SUBJECTS

## Digital Technology

**Level of Study:** Year 10

**Course Length:** Half year

### Advice to Students

Digital literacy and the ability to read and write code are becoming increasingly important life skills, with attractive job prospects. Digital Technology focuses on developing understanding and skills in computational thinking, using logic to create digital solutions to problems and exploring the social consequences of technology.

### Content

- Data analysis
- Principles of Project/Game Design
- Technology Investigation
- Using GML (GameMakerLanguage) and then C# Language

### Assessment

- Investigation
- Development documents
- Programming validation video
- Coded product

### Pathways

This course will provide a solid background for Stage 1 Digital Technologies A and B.

### Further Information

A higher specification device is recommended in this subject - refer to page 22. It is also recommended you have a USB with a minimum of 16Gb, or access to a cloud storage service.

## Drama

**Level of Study:** Year 10

**Course Length:** Half year

### Advice to Students

Drama in Year 10 will incorporate three areas of study:

- Presentation of Dramatic works
- Dramatic theory and practice
- Individual Investigation and Presentation

While there are no pre-requisites, knowledge and background in any area of Performing Arts at Year 9 would be beneficial. Students can select to study Drama for one or two semesters (Full year).

### Content

#### Performance

- Planning, rehearsal and performance of a dramatic work
- Collaborative Group Production in an on or offstage role
- Evaluation

#### Folio

- Script analysis
- Workshop - Stanislavski theories and ideas
- Review of live theatre
- Essay writing

#### Investigation and Presentation

- Individual study of on or off stage practitioner
- Creative presentation to class

### Assessment

Assessment will consist of:

- Group Production
- Folio
- Individual Study

### Pathways

Stage 1 Drama or Stage 1 Creative Arts

# YEAR 10 SUBJECTS

## Engineering (Scientific Studies)

**\*\*AVAILABLE FOR ACCELERATION\*\***

### Level of Study

Stage 1

*\*Completed as a Stage 1 Scientific Studies Unit receiving 10 SACE Credits. This is a shared campus subject and will have students from Gleeson College, Golden Grove High School and Pedare Christian College. As this is a shared subject an application form must be completed and places are limited.*

### Credits:

10 (Half year) **\*Semester 2 only**

### Advice to Students

Stage 1 Scientific Studies (Engineering) can be studied as a 10-credit subject in Semester 2 only. This course is designed for Year 10 students with an interest in studying Engineering at university. Students will be required to apply for this course, with a pre-requisite for entry a B grade or higher in Science A.

The Scientific Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E, at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards. This subject is particularly useful for students hoping to undertake Physics and or Chemistry at Stage 1.

The study of Scientific Studies (Engineering) includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials as well as the study of motion in two dimensions. Students work in small groups as an Engineering team whilst studying the elements of Chemistry, Physics and Mathematics to design and make a sports shoe. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective and critical thinkers. The focus capabilities for this subject are communication and learning.

### Content

The design and content of the program is determined at school level. Examples of areas of learning and topics include:

#### Carbon Chemistry

Topics: Hydrocarbons, Organic nomenclature, Materials

#### Two Dimensional Motion

Topics: Forces, Movement in 2D

#### Skills

Topics: Experimental design, Graphing

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Design Investigation
- Major Project
- Skills and Applications Tasks

# YEAR 10 SUBJECTS

## English

**Level of Study:** Year 10

**Course Length:** Full year

### Advice to Students

Students will further develop their skills as readers, writers, viewers, speakers and listeners through their study of literature and language.

### Content

- Reading and responding to texts; novels, film, play script
- Short stories
- Film-making
- Analysis and writing of poetry
- Creating texts e.g. biography, recount, expository, persuasive
- Oral presentations - individual and group
- Independent Project

### Assessment

Assessment is continuous and each term will comprise of written, oral and multimodal components.

### Pathways

English is compulsory at Stage 1 level where all students will complete two units (20 credits). Students can also choose Essential English to complete the two units.

At Stage 2, English, Essential English or English Literary Studies course can be chosen.

# YEAR 10 SUBJECTS

## English Accelerated (Semester 2 of Year 10)

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)

### Advice to Students

This course is designed for Year 10 students who enjoy English and have achieved strong academic results in Year 9 English. For these students who wish to follow their passion or challenge themselves in the study of English, the English Accelerated Semester 2 course will allow students to study English as a Stage 1 subject in the second semester of Year 10, in order to achieve 10 SACE credits.

Selection of English Accelerated in Semester 2 will be dependent on a recommendation from the student's Year 9 English teacher. Students selecting English Accelerated will also need to provide a copy of the form "Application for Acceleration in a Subject", to be signed by their Year 9 English teacher and their parents/caregivers. Students will have to demonstrate excellent skills and abilities in English during Semester 1 of Year 10 English in order to be admitted to English Accelerated in Semester 2.

The study of English Accelerated provides students with the opportunity to analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. An understanding of purpose, context, and audience is applied in students' own creation of imaginative, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students who complete 20 credits of Stage 1 English with a C grade or better will meet the literacy requirement of the SACE.

### Content

**Responding to Texts:** Students analyse the ideas, perspectives, and influences expressed in texts and how these shape their own and others' ideas and perspectives. Students analyse ways in which language and stylistic features shape perspectives and influence readers in a variety of modes.

**Creating Texts:** Students create imaginative, interpretive, and/or persuasive texts for different purposes, contexts, and audiences in written, oral and/or multimodal forms.

**Intertextual Study:** Students reflect on their understanding of intertextuality by:

- analysing the relationships between texts, or
- demonstrating how their knowledge of other texts has influenced the creation of their own texts.

### Assessment

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

- Responding to Texts
- Creating Texts
- Intertextual Study

### Pathways

Students who successfully complete English Accelerated as a Year 10 student can choose Stage 1 English for one or two semesters in Year 11. The coursework in English Accelerated will be different to Year 11 English, to allow students more flexibility in their subject choices. After completing 20 credits of Stage 1 English with a grade of C or higher, students may wish to continue with English in Year 12, by choosing either Stage 2 English or Stage 2 English Literary Studies.

# YEAR 10 SUBJECTS

## Food and Textiles Technology

**Level of Study:** Year 10

**Course Length:** Half year

**\*Each course is one semester in length**

### Advice to Students

Home Economics at Year 10 provides students with an opportunity to develop a variety of practical skills with relevant theory. Students can choose to study one or multiple of the following semester courses:

- Food and Hospitality - General
- Food and Hospitality - Creative
- Fashion Design and Technology
- Child Studies

### Content

#### Food and Hospitality - General

Students learn a range of practical skills relevant to home cooking and commercial cookery. These skills will be developed through preparing and serving a range of recipes from everyday healthy meals to foods suitable for a function. Students learn about industry career and training options on an excursion to Le Cordon Bleu (Regency).

Key topics covered (Each topic 25% - Practical activity 75%, Group activity 25%):

- Methods of Cookery > For example; knife skills, baking, roasting, sautéing, frying
- Food Presentation Skills > For example; modern plating techniques (saucing smears and garnishing)
- Catering for a school function > For example; recipe selection, working towards a brief, serving and presenting the food
- Eating for Health > *For example; how to incorporate more vegetables in your diet and exploring the Australian Dietary Guidelines.*

#### Food and Hospitality - Creative

Students work with a design brief to create practical solutions. They evaluate the outcome of practical activities and decisions made. Students attend an excursion to the Adelaide Central Market where they select and purchase seasonal produce for a set cooking practical.

Key topics covered (Each topic 25%):

- Food safety and packaging > For example; design and produce suitable packing for sushi made in class

- Advancements in Kitchen Technologies > For example; through a variety of cooking practicals investigate how advancements in kitchen technology have impacted cooking processes
- Cultural Foods > For example; Asia's influence on Modern Australian Cuisine; design your own dumpling filling recipe
- Native Foods and Local Food Production > For example; cook with and try native foods, seasonal and local produce

### Fashion Design and Technology

Students learn about the basics of fibre and clothing production and trends within the industry. They work with a design brief to create designs that utilise technologies including the sewing machine, overlocker and pattern making tools. Students communicate and document projects by using the design process.

Key topics covered:

Sustainable considerations > For example; locally sourced textiles, how fibres are made (ie. cotton), clothing construction and customer needs

- Trends in Clothing and Design
- Upcycling and fast fashion
  - The fashion industry – Australian fashion designers and jobs in the industry
  - Constructing an item of clothing; involving a cost of approx. \$30-60

### Child Studies

Students learn a range of skills relevant to working and caring for children. Child Studies is a recommended subject choice for anyone interested in working with children (e.g. kindergarten, early childhood or primary school teaching).

Key topics covered:

- Develop skills required for parenting and infant (baby simulator)
- Preparing nutritious food suitable for children of various ages
- Preparing special occasion food for kids (cake decorating)
- Experiences working with children through visits at a local primary school
- Constructing textile items for children; this subject will involve a cost of approximately \$30-60

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# YEAR 10 SUBJECTS

## Food and Textiles Technology (Continued)

### Assessment

Students will be required to complete a range of summative assessments with a focus on research/ planning practical activities and evaluations.

### Pathways

These courses may lead to the following subjects at Stage 1 and/or Stage 2:

- Child Studies
- Fashion and Textiles Design
- Food and Hospitality

## Geography

**Level of Study:** Year 10

**Course Length:** Half year or Full year

### Advice to Students

In the Year 10 Geography course, students have opportunities to develop an understanding of their significance in the physical and human world. It is envisaged that students will develop positive attitudes and values to the environment and its inhabitants through one or both of the semester units offered. Students can choose to study Geography for one semester or for a full year.

### Content

In order to provide a balanced programme, each semester will focus on both the physical and human geographical aspects of each topic:

#### Geography - Physical

- Environmental / Natural Hazards and Disasters
- Tourism
- Australian Landforms / Coasts
- Population and Urbanisation

#### Geography - Human

- Water
- Pollution and Land Degradation
- Globalisation
- Weather Systems and Climate Change

### Assessment

Assessment is continuous, with descriptive assessment at the end of each topic (unit).

The assessment of the students' progress and achievements in Geography is based on their involvement and success in:

- Demonstrating their knowledge and understanding of the nature of Geography.
- Developing field, graphic and research skills so that geographical inquiry can occur.
- Demonstrating their knowledge and understanding of the physical environment, and interactions between people and their environment.
- Presenting information to an audience in written, oral or visual form.

### Pathways

Stage 1 Geography and/or Stage 1 Tourism

# YEAR 10 SUBJECTS

## Health and PE (Dance Fitness)

**\*\*NEW IN 2021\*\***

Level of Study: Year 10

Course Length: Half year **\*Semester 2 only**

### Advice to Students

Health & PE (Dance Fitness) is an option of the compulsory subject at Year 10 level and may be chosen in Semester 2. If students wish to complete an entire year of Health & PE then they will choose Health & PE (Essential) in Semester 1 and Health & PE (Extension) or Health & PE (Dance Fitness) in Sem. 2. ***Students need to be aware if they are considering choosing PE in Year 11 or 12, it is strongly recommended that they also choose Health & PE (Extension) in Year 10. Students choosing Health and PE (Dance Fitness) can go on to study Stage 1 Dance.***

### Content

Through the concept of 'Personal, Social and Community Health', students will be involved in such topics as:

- Health Benefits of Physical Activity
- Food and Nutrition
- Mental Health and Wellbeing

Through the concept of 'Movement and Physical Activity', students will be involved in such topics as:

- Safety
- Rhythmic and Expressive Movement Activities
- Lifelong Physical Activities

This strand may include activities such as Yoga, Pilates, Barre and Zumba and other Fitness Programs.

### Assessment

Students are assessed via two areas:

#### 1. Skill Development: (60%)

Students will be assessed on a skill based assessment criteria for each of the completed activities.

#### 2. Theory: (40%)

Based on assignments and tests from theory units.  
Exam based on theory from all units.

### Pathways

Stage 1 Physical Education

Stage 1 and/or 2 Sports Studies (Integrated Learning),

Stage 2 Physical Education

Stage 1 Dance

### Further Information

Students choosing to study Health and PE at Year 10 must have, and wear, the correct PE uniform.

## Health and PE (Essential)

Level of Study: Year 10

Course length: Half year

### Advice for Students

Health & PE (Essential) is a compulsory subject at Year 10 level and may be chosen in either Semester 1 or 2. If students wish to complete an entire year of Health & PE then they will choose Health & PE (Essential) in Semester 1 and Health & PE (Extension) in Semester 2. Students need to be aware that if they are considering choosing Physical Education in Year 11 or 12, it is strongly recommended that they also choose Health & PE (Extension) in Year 10.

***\*Health & PE (Essential) can not be chosen if the student is participating in either our Netball or World Football Specialist Program in Semester 1.***

### Content

Through the concept of 'Personal, Social and Community Health', students will be involved in such topics as:

- Lifelong Physical Activity
- Alcohol and Other Drugs
- Mental Health and Wellbeing

Through the concept of 'Movement and Physical Activity', students will be involved in such topics as:

- Challenge and Adventure Activities
- Games and Sports
- Life-long Physical Activities

This strand may include activities such as Golf, Yoga, Bowls and Fitness Programs.

### Assessment

Students are assessed via two areas:

#### 1. Skill Development: (60%)

Students will be assessed on a skill based assessment criteria for each of the completed activities.

#### 2. Theory: (40%)

Based on assignments from theory units and analysis of issues relevant to health, exercise and physical activity.

### Pathways

Stage 1 Physical Education

Stage 1 Sports Studies (Integrated Learning)

Stage 2 Physical Education

# YEAR 10 SUBJECTS

## Health and PE (Essential) (Continued)

### Further Information

Students need to be aware that if they are considering choosing Physical Education in Year 11 or 12, they are encouraged to complete Health & PE (Extension) along with the compulsory Health & PE (Essential) in Year 10.

Students choosing to study Health & PE must have, and wear, the correct College PE uniform.

## Health and PE (Extension)

Level of Study: Year 10

Course Length: Half year *\*Semester 2 only*

### Advice to Students

Students need to be aware that if they are considering choosing Physical Education in Year 11 or 12, it is strongly recommended that they complete Health & PE (Extension).

### Content

A wide range of activities are offered to the students and some of these activities are outlined below. Students need to be aware that the actual activities programmed will be dependent upon student numbers and availability of facilities, so specific sports cannot be confirmed until the beginning of the semester.

### Health & PE (Extension)

Up to three of the practical tasks listed will be completed:

Badminton	Basketball
European Handball	Gaelic Football
Sofcrosse	Softball
Touch Football	
Fitness Components, Energy Systems and Biomechanics to Exercise - Theory	
Issue Analysis	

### Assessment

Students are assessed via two areas:

#### 1. Skill Development: (60%)

Students will be assessed on their practical skills development and contribution in up to three completed activities each semester.

#### 2. Theory: (40%)

Based on assignments from theory units with a focus on the collection of evidence/data and evaluation of their performance.

### Pathways

Stage 1 Physical Education  
Stage 1 Sports Studies (Integrated Learning)  
Stage 2 Physical Education

### Further Information

Students choosing to study Health & PE must have, and wear, the correct College PE uniform.

# YEAR 10 SUBJECTS

## History

**Level of Study:** Year 10

**Course Length:** Half year or Full year

### Advice to Students

Year 10 History aims to inform students about the history of Australia in the modern world from 1918 to the present. An examination of the social, political and economic aspects of Australian life is conducted through investigating and evaluating events, people and issues relevant to the period. It is compulsory for students to study one semester of history.

### Content

#### World War II

Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.

#### Rights and Freedoms

Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

#### The Globalising World

Students investigate one major global influence that has shaped Australian society in depth, including the development of the global influence during the 20th century. Students will study ONE of the following elective topics:

- Popular culture
- The Environment Movement
- Migration Experiences

Over the course of the year, sub-topics from the three main topics will vary according to the semester.

### Assessment

Summative and Formative task work including: essays, source analysis, oral and visual presentations, incl. multimedia, research and analysis work and a semester exam.

### Pathways

Stage 1 History. Skills acquired in History will assist in many other language rich subjects i.e. Geography, Legal Studies, Business Innovation and Tourism.

## Information Processing and Publishing

**\*\*AVAILABLE FOR ACCELERATION\*\***

### Level of Study:

Year 10 OR choice of acceleration to Stage 1

**Course Length:** Half year

### Advice to Students

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the design process, with a focus on Desktop Publishing and Webpage Design Skills. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts. The focus capabilities for this subject are communication and learning.

### Content

Year 10 Information Processing and Publishing consists of the following two topics:

- Personal Publishing
- Digital Publishing

### Assessment

Assessment will consist of:

- Practical Skills Tasks
- Issues Analysis
- Product and Documentation Task

### Pathways

If you intend doing the IP&P course at Stage 1 and/or Stage 2, it is **highly recommended** this subject is undertaken. Students who achieve a high level in this class may be recommended for Year 12 in the following year on the advice of the IP&P Teacher and Technologies Learning Area Leader.

### Further Information

A higher specification device is recommended in this subject - refer to page 22. Students are provided a copy of the Adobe Creative Cloud, which is installed by the College's Network Management Team, provided their laptop meets the specifications to install the software.

***\*If you are being accelerated to Stage 1, you require the recommendation of one of your teachers regarding the quality of your work.***

# YEAR 10 SUBJECTS

## Italian

**Level of Study:** Year 10

**Course Length:** Half year or Full year

### Advice to Students

The aim of this course is to develop skills in speaking, listening, reading and writing in Italian in a variety of situations. Students can choose to complete only one semester of Italian (in Semester 1) in Year 10, however students must study Italian for the full year if they wish to study Italian at Stage 1 and/or Stage 2.

### Content

**Grammar:** A focus on conjugation and use of verbs (regular/irregular), Tenses (future and past) and how and when to use them.

**Reading:** Short stories, extracts and responding to them in both English and Italian.

**Writing:** Responses to films/extracts, letter writing and essays on given topics/free choice.

**Oral:** Presentations of responses to films/short stories etc. in Italian (1-2mins in length).

### Assessment

Formative assessments include regular written tests on vocabulary and grammar learnt in class. Summative assessments include group role plays, a self-introduction letter, oral presentations, cultural reflections, reading and listening text analysis tasks. A written exam of approximately 90 minutes duration is held at the end of Semester 1 and Semester 2. Students may need to purchase a Parliamo Insieme Workbook.

### Pathways

Stage 1 Italian Continuers (Full year)

Stage 2 Italian Continuers (Full year)

## Japanese

**Level of Study:** Year 10

**Course Length:** Half year or Full year

**\*Pre-requisite:** *Students are expected to be reasonably fluent in the Hiragana alphabet upon entering Year 10 Japanese.*

### Advice to Students

Students will continue to develop skills in communication, listening, reading and writing in Japanese in a variety of situations. Students who successfully complete a full year of Year 10 Japanese may continue at Stage 1 to further build knowledge and understanding of Japanese language and culture. Students may have the opportunity to go to Japan on the biennial Study Tour to our sister school Kogakuin Junior High School in Tokyo. This trip provides students with the chance to experience day-to-day Japanese life, greatly enhancing their Japanese literacy and inspiring them to continue with Japanese in Stage 1. Students must study a full year of Japanese at Year 10 to be eligible to study Japanese at Stage 1.

### Content

**Grammar:** Focus on the use of verbs, tenses, especially past tense, and their appropriate use. More complicated sentences are introduced with the use of various particles and grammar points.

**Reading:** Short texts are provided to improve reading skills using Hiragana, Katakana and Kanji characters.

**Writing:** Katakana characters are introduced along with some basic Kanji. Focus on letter writing and self-introduction using Genkouyoushi boxed papers.

**Oral:** Presentations to class audience, interviews and role plays.

### Assessment

Formative assessments include regular written tests on vocabulary and grammar learnt in class. Summative assessments include group role plays, a self-introduction letter, oral presentations, cultural reflections, reading and listening text analysis tasks. A written exam of approximately 90 minutes duration is held at the end of Semester 1 and Semester 2. Students may need to purchase an iiTomo Activity Book 2, to be confirmed after enrolment.

### Pathways

Stage 1 and Stage 2 Japanese Continuers (Full year)

# YEAR 10 SUBJECTS

## Language and Culture Studies (Integrated Learning)

**\*\*AVAILABLE FOR ACCELERATION\*\***

**\*\*NEW IN 2021\*\***

### Level of Study

Stage 1

***\*Completed as a Stage 1 Integrated Learning unit receiving 10 SACE credits***

### Credits

10 (Half year)

### Advice to Students

Languages and Culture Studies is a 10-credits subject open to both Year 10 and 11 students in 2021. This course allows students to study any\* second language of their choosing via a range of platforms and digital technologies such as Education Perfect, as well as deepen their intercultural understanding by reflecting on cultural differences. Students document and reflect on their progress as second language learners, building the skills and ability to teach the class a short lesson about their chosen language and associated cultural elements. They will also work in small groups to develop a video that demonstrates the cultural diversity of our wider College community, ideally engaging local community groups where possible.

***\*Please note students can NOT proceed into Stage 1 or 2 Japanese or Italian Continuers via this pathway.***

### Content

- Language learning methods and strategies
- Intercultural understanding and reflecting on our cultural identity
- Cultural diversity: Why should we and how can we promote this?

### Assessment

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

- Practical Explorations: Students individually prepare and teach a short 10-minute introductory lesson for their chosen language, with associated cultural elements.
- Connections: Students work in small groups to prepare a short video promoting cultural diversity in the local community.
- Personal Venture: Students compile a

portfolio of evidence documenting their literacy and intercultural capability development throughout their second language learning journey.

### Pathways

Various Beginners Stage 1 Languages pathways are available for students via One+, School of Languages, or other providers.

# YEAR 10 SUBJECTS

## Mathematics

### Essential Mathematics A

**\*\*AVAILABLE FOR ACCELERATION\*\***

#### Level of Study

Stage 1 *\*Offered at Year 10 in consultation with parents/caregivers.*

#### Credits

10 (Full year)

#### Advice to Students

The Essential Mathematics stream is designed to support students to develop their ability to use mathematical processes in practical and workplace contexts. There is a focus on ensuring that core numeracy skills are mastered so that students can develop their mathematical confidence.

By the end of Stage 2 Essential Mathematics, students will have had the opportunity to apply mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

Students wishing to continue studying Essential Mathematics to Stage 2 must complete at least two semesters of any Stage 1 Mathematics course in Year 10 or 11. In order to achieve their SACE, students must pass at least one 10 credit Stage 1 or 2 Mathematics subject.

#### Content

Students who complete two units of Essential Mathematics will complete each of the topics listed below, with three topics chosen per unit to best suit the cohort. Essential Mathematics A in Year 10 typically consists of topics 1 to 3, to match Essential Mathematics A in Year 11.

Topic One: Calculations, Time and Ratio

Topic Two: Earning and Spending

Topic Three: Geometry

Topic Four: Data in Context

Topic Five: Measurement

Topic Six: Investing

#### Assessment

Assessment components include the following:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Practical Report

In each 10-credit subject, students should provide evidence of learning through four assessments. Each assessment type will have a weighting of at least 20%.

Students undertake:

- At least two skills and applications tasks
- At least one practical report

#### Pathways

Stage 1 Essential Mathematics B

Stage 2 Essential Mathematics

Successful completion of Essential Mathematics at Stage 2 prepares students for entry into a range of trades or vocational pathways.



# YEAR 10 SUBJECTS

## Mathematics

### General Mathematics

**Level of Study:** Year 10

**Course Length:** Full year

#### Advice to Students

The General Mathematics stream is designed to give students an appreciation of the usefulness of Mathematics to understand and investigate real-world phenomena. There is a focus on interpreting mathematical patterns and results in context.

By the end of Stage 2 General Mathematics, students will have had the opportunity to explore mathematical models in the following contexts: personal financial management, statistical investigations, modelling with linear and non-linear functions, and discrete modelling using networks and matrices.

The Year 10 General Mathematics course is intended for students who have demonstrated a competent level of mathematics through their Middle School years, achieving a minimum C grade.

#### Content

In Year 10 General Mathematics, students learn mathematical concepts and processes as outlined in the Australian Curriculum for Year 10 Mathematics.

- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-Linear Relationships
- Using Units of Measurement
- Geometric Reasoning
- Pythagoras' Theorem and Trigonometry
- Chance
- Data Representation and Interpretation

#### Assessment

Assessment will include both summative and formative tasks. These will take a variety of formats, including tests and investigations, as well as the semester exam.

Each assessment type is weighted as follows:

- 50% Tests
- 40% Investigations
- 10% Semester Exams

#### Pathways

Stage 1 General Mathematics or Stage 1 Essential Mathematics

Stage 2 Essential Mathematics

Stage 2 General Mathematics

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

# YEAR 10 SUBJECTS

## Mathematics

### Mathematical Methods

**Level of Study:** Year 10

**Course Length:** Full year

#### Advice to Students

The Mathematical Methods stream is designed to give students an appreciation of the usefulness of Mathematics to understand and investigate complex real-world phenomena that includes changing and variable systems. Students who have demonstrated confidence in using algebraic reasoning, and who are highly motivated, are likely to be successful in this subject.

By the end of Stage 2 Mathematical Methods, students will have had the opportunity to explore mathematical functions, including polynomial, trigonometric and exponential functions, calculus and its application to changing systems, and statistics as a way of analysing uncertainty and variation.

The Year 10 Mathematical Methods course is designed for students who have achieved at a high level in mathematics through their Middle School years, achieving a minimum B grade.

#### Content

In Year 10 Mathematical Methods, students learn mathematical concepts and processes as outlined in the Australian Curriculum for Year 10 and 10A Mathematics.

- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-Linear Relationships
- Using Units of Measurement
- Geometric Reasoning
- Pythagoras' Theorem and Trigonometry
- Chance
- Data Representation and Interpretation

#### Assessment

Assessment will include both summative and formative tasks. These will take a variety of formats, including tests and investigations, as well as the semester exam.

Each assessment type is weighted as follows:

- 50% Tests
- 40% Investigations
- 10% Semester Exams

#### Pathways

Stage 1 Mathematics A, B, C, D  
Stage 1 General Mathematics  
Stage 1 Essential Mathematics  
Stage 2 Mathematical Methods  
Stage 2 Specialist Mathematics

Successful completion of Stage 2 Mathematical Methods (and Specialist Mathematics) can lead to tertiary studies in a wide variety of fields that involve the use of mathematics.

# YEAR 10 SUBJECTS

## Music

**Level of Study:** Year 10

**Course Length:** Full year

### Advice to Students

Satisfactory completion of Year 9 Music is required. Students must continue their instrumental/vocal lessons and have achieved an appropriate standard. Students must complete two semesters (Full year) of Year 10 Music studies in order to undertake Stage 1 Music.

### Content

The music course is structured in three content areas:

1. **Practical:** All students must be undertaking instrumental/vocal lessons either through the College instrumental program or their own private lessons. This instrument/voice will be the focus for the student's involvement in classroom ensemble work. Students will also be expected to perform as a soloist on this instrument at least once per term. Students will be required to perform at concerts outside of College hours and will be expected to participate in at least one co-curricular performance group.
2. **Theory, Aural and Analysis**
3. **Technology and Composition**

### Assessment

The assessment of a student's progress and achievements in music is based on involvement and success in:

- Developing playing skills on a chosen instrument in an individual and ensemble situation.
- Building theoretical knowledge and understanding to support their playing and aural awareness.
- Gaining an understanding of various aspects of music technology and developing the ability to create and record music using current music technologies.

Assessment tasks will include practical tests (Solo and Ensemble), worksheets, assignments and written tests.

### Further Information

A higher specification device is recommended in this subject - refer to page 22.

### Pathways

Stage 1 Music, Stage 1 Creative Arts

## Netball

**Level of Study:** Year 10

**Course length:** Half year ***\*Semester 1 only***

***\*Note: This course is offered as an alternative to the Health & PE (Essential) course.***

### Advice to Students

Netball is an elective subject at Year 10 level. Students selecting this subject must have had previous netball experience. Otherwise, entry in this course must be negotiated with the Netball Teacher and Leader of Learning (HPE). Students are involved for two double lessons and one single lesson per week. Specialist Netball Coaches instruct one session per week.

A charge does apply for this course, which is subject to review (\$360 in 2020). This cost is due to the following expenses, but the majority will be subsidised by the College:

- Uniform: New students will be supplied with Gleeson shorts and training top if required
- Guest speakers (where applicable)
- Accredited Netball SA Instructor
- Online Accreditations/Courses
- Specialist Coaching

### Content

Students will study skill learning, coaching and game analysis. Students will also be given the opportunity to implement coaching clinics at local primary schools and/or coordinate and facilitate a Primary Schools Netball Carnival. Students will undertake theory work relating to ACARA topics which may include Lifelong Physical Activity, Alcohol and Other Drugs, and Mental Health and Wellbeing.

### Assessment

Students are assessed via the following two areas:

#### **Skill Development 80%:**

A largely subjective mark based on the teacher's and Specialist Coach's perception of student ability and performance in sessions. Fitness and specific skills testing relating to Netball will be used and students with good skill acquisition may score well.

#### **Theory 20% (Formative & Summative Tasks):**

Based on theory assignments and tests.

### Pathways

Stage 1 and/or Stage 2 Physical Education  
Stage 1 and/or Stage 2 Outdoor Education

# YEAR 10 SUBJECTS

## Outdoor Education

Level of Study: Year 10

Course length: Half year

### Advice to Students

Outdoor Education is an elective semester subject. Students will need to show a positive attitude to their general fitness in this subject. ***\*Note this is offered as an alternative to the Health and PE (Essentials) course.***

### Content

A wide range of the activities listed below will be offered to the students. All activities programmed are compulsory and may incorporate full day(s) commitment. The Outdoor Education Camp will most likely be a three-day camp to Mount Remarkable National Park (Southern Flinders Ranges). Other adventure activities undertaken may include:

- Mountain Biking
- Rock Climbing
- Kayaking
- Snorkelling
- Surfing

***\*Please note that the above activities and/or venues are subject to availability and weather, and may be altered at any time throughout the semester.***

### Assessment

Students are assessed via four areas:

1. Practical Knowledge and Skills
2. Participation and Responsibility
3. Reflection and Evaluation
4. Communication

### Pathways

A satisfactory achievement in this course can lead to Stage 1 and Stage 2 Outdoor Education.

### Further Information

A charge does apply for this course, which is subject to review (\$500 in 2020). Students will also need to plan their study, sport and part-time work commitments around the compulsory activities, with the dates provided at the start of the semester.

## Personal Learning Plan (PLP)

**\*\*COMPULSORY SACE SUBJECT\*\***

Level of Study: Stage 1 ***\*Completed in Year 10***

Course length: Half year (10 credits)

### Advice to Students

The Personal Learning Plan is a compulsory Stage 1 SACE subject that all Year 10 students will study. In this course students will consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students will work towards goals they need to achieve as they progress through school towards work, training or further study.

### Content

The Personal Learning Plan will help students:

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

### Assessment

The Personal Learning Plan will contribute 10 credits towards the SACE. Students must pass their Personal Learning Plan (PLP) with a grade of A, B or C to fulfil the requirements of the SACE (South Australian Certificate of Education).

### Assessment Tasks

- e-Portfolio
- Job Portfolio
- Career Research Report
- Reflection on learning and capability development

### Further Information

Please contact the Flexible Pathways Leader at the College on 8282 6600 for more information.

# YEAR 10 SUBJECTS

## Religious Education

**Level of Study:** Year 10

**Course length:** Full year

### Advice to Students

Religious Education seeks primarily to educate students about Christianity, from the perspective of the Catholic tradition. At the same time, students are asked to understand the wider context of Religion as it is expressed in other traditions and faiths. Religious Education is a multi-dimensional subject, involving academic study, times for prayer, Liturgy and an annual Retreat. Religious Education at Year 10 builds on the courses previously studied at Years 7, 8 and 9.

### Content

#### Semester 1

- Life Philosophies
- Church Leadership
- What is Leadership
- Parables
- Community Service

#### Semester 2

- Living Justice and Peace – Call to Action
- CSYMA - Youth Ministry and Leadership
- Made in the Image of God
- Spiritual Growth

### Assessment

Students will be expected to complete a range of tasks that may include some or all of the following: Research assignments, worksheets, group presentations, role plays, posters, reflective pieces of writing, individual oral presentations, critical reflections and group work.

### Pathways

Stage 1 Religion Studies (20 credits, compulsory)  
Stage 2 Religion Studies (10 credits, compulsory)  
Stage 2 Religion Studies (20 credits, optional)

*\*Please note: Year 10 students also have the opportunity to undertake a Year 11 Religious Education course in either Youth Ministry or Indigenous Spirituality. Information about these subjects can be found under the Stage 1 Religion Studies course information. An expression of interest needs to be completed at the time of course counselling to be considered for placement into these Stage 1 subjects.*

## Science A

**Level of Study:** Year 10

**Course length:** Half year

### Advice to Students

This is a preparatory course for Stage 1 and Stage 2 Science subjects and TAFE courses. All Year 10 students complete Science A, which will provide an opportunity for them to explore Biological, Chemical, and Earth and Space Science. Emphasis will be on the development of student capabilities, so that they may become informed citizens, able to communicate their knowledge and understanding effectively. Students will engage in practical opportunities to develop the skills required to critically analyse information. Problem solving is an integral component of this course.

### Content

- Chemical Bonding and Reactions
- Genetics
- Evolution
- Global Systems
- Mysterious Universe

### Assessment

- Tests
- Practical experiments including written reports and analysis
- Written investigation
- Inquiry-based learning
- Homework assignments

### Pathways

Year 10 Semester 2:

- Science B
- Sport Science (Stage 1 Integrated Learning)

# YEAR 10 SUBJECTS

## Science B

Level of Study: Year 10

Course length: Half year

### Advice to Students

This is a preparatory course for Stage 1 and Stage 2 Science subjects and TAFE courses. Science B allows students to further explore Health and Physical Sciences, as well as an individual unit of study through the Science Research Project. Emphasis will be on the development of student capabilities, so that they may become informed citizens, able to communicate their knowledge and understanding effectively. Students will engage in practical opportunities to develop the skills required to critically analyse information. Problem solving is an integral component of this course.

### Content

- Motion and Forces
- Nutrition
- Research Project

### Assessment

- Tests
- Practical experiments including written reports and analysis
- Powerpoint Presentation/Oral
- Inquiry-based learning
- Homework assignments

### Pathways

Stage 1 and Stage 2 Biology, Chemistry, Nutrition, Physics, Psychology, Scientific Studies

## Sport Science (Integrated Learning)

**\*\*AVAILABLE FOR ACCELERATION\*\***

Level of Study

Stage 1

***\*Completed as a Stage 1 Integrated Learning Unit receiving 10 SACE credits***

Credits

10 (Half year)

### Advice to Students

Sport Science can be studied as a 10-credit subject in Semester 2 only as an alternative option to Science B. This course allows Year 10 students to apply knowledge of physical and biological sciences to the world of sport and fitness. This course is not recommended for students intending to study Stage 1 Physics. This course highlights the involvement of both the nervous system and the musculoskeletal system in determining speed. It explains the challenges that exercise imposes on the body and discusses typical physiological changes to the circulatory, respiratory and muscular systems. Students in this unit will also learn how the release of energy comes from two systems: aerobic and anaerobic. Emphasis will be on the development of student capabilities, so that they may become informed citizens, able to communicate their knowledge and understanding effectively. Students will engage in practical opportunities to develop the skills required to critically analyse information. Problem solving is an integral component of this course.

### Content

- Biology of Speed
- Biology of Exercise Intensity
- Human Energy Systems

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Practical Explorations
- Connections
- Personal Venture

### Pathways

Stage 1 and Stage 2 Biology, Chemistry, Nutrition, Psychology, Scientific Studies

# YEAR 10 SUBJECTS

## Visual Art

**Level of Study:** Year 10

**Course Length:** Half year or Full year

### Advice to Students

Visual Art at Gleeson College focuses on the ways, means and ends of skilled, creative and visual expression. Art offers students the opportunity to acquire creative and interpretive skills and an awareness of technical processes and techniques that will enable them to employ and understand pertinent means of communication in a variety of media. Students can select to study art in Semester 1 or Semester 2, or for a full year.

### Content

#### Drawing - Students will:

- continue to learn and develop drawing skills using a variety of applications and techniques, materials and media

#### Painting - Students will:

- learn painting techniques: wet-on-wet, broken colour, impasto, dry brush and scumble
- be able to recognise these techniques in art works and be able to describe their characteristics and qualities

#### Printmaking - Students will:

- experience a printmaking technique that may be relevant to their experience and abilities e.g. cardboard etching, collagraphy.

#### Sculpture - Students will:

- continue to develop skills in interpreting a 2D image into 3D using skills and materials relevant to the suggested program.

#### Digital Imaging - Students will:

- introduced to Photoshop program;
- explore using tools, image making and manipulations;
- work in tutorials and create a final art work.

#### Art History - Students will:

- critically analyse art works;
- investigate and present chosen Western art history styles and movements.

### Assessment

Assessment is continuous, with descriptive assessment at the end of each term.

The assessment of a student's achievements and progress in Art is based on the following criteria:

- Achievement and progress in the areas of Drawing, Painting, Printmaking, Design, Sculpture, Craft.
- Development of understanding of the art/craft/design processes and of problem solving skills involved in art/craft/design.
- Organisation, group work skills, homework, initiative, self-discipline, maintenance of records and work.
- Participation and co-operation in class.

### Pathways

Stage 1 and/or Stage 2 Visual Arts - Art, and/or Visual Arts - Design, Stage 1 Creative Arts



# YEAR 10 SUBJECTS

## World Football

**Level of Study:** Year 10

**Course Length:** Half year *\*Semester 1 only*

**\*Note:** *This course is offered as an alternative to the Health & PE (Essential) course.*

### Advice to Students

World Football is an elective subject at Year 10 level. This subject is an elite program for students who are actively involved in a World Football Club outside of Gleeson College's World Football Program. Students who are not identified at the end of Year 9 by their World Football teacher or wish to take part in this program must trial or meet criteria to gain entry into the subject.

### Entry Requirements

Entry into the subject will require students to exhibit the following criteria and/or agree to the following expectations:

- An advanced level of skills and technique
- Well-developed understanding of theoretical and practical principles
- A high level of fitness
- Positive attitude and approach

***Students accepted into the course are required to play for the College Saturday Morning and Knockout Teams.***

Students are involved for two double lessons and one single lesson per week. A charge does apply for this course, which is subject to review (\$400 in 2020), however the majority is subsidised by the College:

- Uniform (students will be supplied with Gleeson College Football Socks, Shorts and a training top - team Guernsey is optional)
- Guest Speakers (where applicable)
- Coaching courses

### Content

Students do five topics in Semester 1 and five topics in Semester 2, in accordance with the ACARA Health and Physical Education curriculum. Topics include:

- Components of Fitness
- Energy Systems
- Nutrition
- Issue Analysis

### Assessment

Students are assessed via three areas:

#### 1. Skill Development (60%):

A largely subjective mark based on the teacher's perception of student ability and performance at World Football sessions. Specific skills testing relating to World Football will be used and students with good skill acquisition may score well.

#### 2. Theory (30%):

Based on assignments and tests undertaken during theory units.

#### 3. Exam (10%):

Based on topics studied during theory work.

### Pathways

Stage 1 and/or Stage 2 Physical Education

Stage 1 and/or Stage 2 Outdoor Education

### Further Information

A charge applies for this course, which is subject to review (\$300 + \$100 uniform in 2020). For further information, contact the College on 8282 6600.

# Stage 1

**GLEESON**



WITH ONE HEART

# INTRODUCTION

The following information is designed to provide students and parents with information about the Gleeson College Senior School curriculum, with specific detail for Year 11 (or Stage 1 SACE). It will help students to make the best possible choices for 2021. Further assistance will be provided by Student Counsellors, Care Group Teachers and House Leaders. Parents are most welcome to contact the school at any time to clarify matters.

Gleeson College has a Year Level Progression Policy which clearly outlines the requirements for students to be promoted into Stage 2 studies. In brief:

- Year level progression should be unhindered for students averaging a C standard in their Stage 1 studies. Such students should be able to select a viable Stage 2 course of their choice from their successful Stage 1 subjects.
- Students averaging less than a C standard in their Stage 1 studies will put their year level progression and/or subject selection for Stage 2 at risk. They will need to be counselled and their future options negotiated with parental involvement.

Senior school students are expected to work to the best of their ability. The expectations placed upon students are much higher than was previously the case. Improved study habits, greater maturity, broader responsibility and increased initiative are all expected.

What students do next year in Stage 1 will have consequences for Stage 2. If they fail to meet the compulsory requirements of Stage 1, including Numeracy, Literacy, Personal Learning Plan (PLP) and Research Project, they will have to REPEAT these in 2022, along with their Stage 2 subjects. Consequently, this may mean that they will have to undertake a Year 13 to complete all units.

## Research Project (RP) - What is it?

The Research Project (RP) is a compulsory SACE subject, undertaken at Gleeson College in Year 11. Students explore their interests, passions and ideas by researching a topic in depth of their own choice. With the Research Project, students are in the driving seat of their own learning, guided and supported by their teacher along the way. The subject develops skills behind constructing knowledge from a range of information and interactions with the community.

The Research Project will contribute 10 credits towards the SACE (Refer to the Stage 1 subject outlines for more details relating to the RP course). Students must achieve a C- grade or better in their study of the Research Project - a compulsory component of their SACE.

## Senior Australian Curriculum

In 2016, the SACE Board of SA approved the integration of the Australian Curriculum into English and Mathematics courses for teaching.

The English subjects available are:

English  
Essential English

The Mathematics subjects available are:

Essential Mathematics A and B  
General Mathematics A and B  
Mathematical Methods A and B  
Specialist Mathematics A and B

# STAGE 1 CURRICULUM OVERVIEW

All Stage 1 students study the equivalent of seven full year subjects. This is 140 credit points towards the South Australian Certificate of Education (SACE). At Gleeson College, Stage 1 students must study:

- Religion Studies for two semesters
- Research Project for one semester
- English/Literacy for two semesters
- At least one semester of Maths/Numeracy

It is possible for a Senior student in certain circumstances to select a subject offered at one of the other schools on the campus. This would be negotiated, for example, if a difficult combination of subjects did not meet the Gleeson College line structure and it demonstrates one of the many advantages of a shared campus. Stage 1 students will have one private study subject per semester.

STAGE 1
RELIGIOUS EDUCATION
Religion Studies <i>*Including accelerated Indigenous Spirituality and Youth Ministry course options</i>
THE ARTS
Creative Arts A and B Dance A and B Drama A and B Music A and B Visual Arts - Art A and B Visual Arts - Design A and B
CROSS DISCIPLINARY STUDIES
Certificate III Fitness VET Community Studies Research Project B <i>*Stage 2 Compulsory Subject</i> Workplace Practices
ENGLISH
English A and B Essential English A and B
HEALTH AND PHYSICAL EDUCATION
Physical Education A and B Sports Studies (Integrated Learning) Outdoor Education A and B
HUMANITIES AND SOCIAL SCIENCES
Accounting Business Innovation Economics Geography History Legal Studies A and B Tourism
LANGUAGES
Italian Continuers Japanese Continuers Language and Culture Studies (Integrated Learning)
MATHEMATICS
Essential Mathematics A and B General Mathematics A and B Mathematics A, B, C and D
SCIENCE
Biology A and B Chemistry A and B Nutrition Physics A and B Psychology A and B
TECHNOLOGIES
Automotive Studies (Integrated Learning) Design, Technology and Engineering <ul style="list-style-type: none"> <li>- Furniture Construction</li> <li>- Metals Engineering</li> <li>- CAD/CAM</li> </ul> Doorways to Construction (D2C) VET Digital Technologies A and B Information Processing and Publishing Food and Textiles Technology <ul style="list-style-type: none"> <li>- Child Studies</li> <li>- Fashion and Textile Design</li> <li>- Food and Hospitality</li> </ul>

# A GUIDE TO UNIVERSITY ENTRY

## Qualifying for University Entry

Students studying for the new South Australian Certificate of Education and applying for entry into university in 2021 and beyond must:

- complete the South Australian Certificate of Education (SACE)
- complete at least 90 credits at Stage 2 (Year 12) in the SACE (including 60 credits of approved university entry subjects)
- complete prerequisite requirements for some university courses
- obtain an ATAR (Australian Tertiary Admissions Rank)

Applications for University and TAFE courses are handled by the South Australian Tertiary Admissions Centre (SATAC).

## The SACE

The South Australian Certificate of Education is an internationally recognised senior secondary qualification administered by the SACE Board of South Australia. To gain the SACE students must earn 200 credits and achieve a C or better in compulsory SACE subjects including the Stage 2 (Year 12) Research Project.

## Credits

Ten credits are equivalent to one semester or six months' study in a particular SACE subject. 20 credits are equivalent to two semesters or a full year's study.

## Tertiary Admission Subjects (TAS)

These are Stage 2 (Year 12) SACE subjects that the universities have agreed are acceptable for university selection purposes. A list of approved university entry subjects are available and 60 out of the 90 credits at Stage 2 (Year 12) level must be approved university entry subjects. The other 30 credits may come from alternatives to full-year school-based subjects.

**Pre-Requisite Requirements:** To be able to apply for some university undergraduate courses, particularly in the areas of science, engineering, mathematics and computer science, students need to achieve a C or better in specific SACE subjects. These are known as prerequisite subject requirements and are listed each year in SATAC's Tertiary Entrance booklet.

## Australian Tertiary Admissions Rank (ATAR)

Students need an ATAR to apply for university courses. The ATAR is:

- a measure of a student's academic achievement compared to other students
- used by universities to select students who have completed Year 12
- given to students on a range from 0 to 99.95. Students receiving an ATAR of 99.95 are the highest ranked in the State

## Calculating the ATAR

For students completing the SACE, the Australian Tertiary Admissions Rank (ATAR) will be calculated based on their results in:

- Three 20-credit Tertiary Admission Subjects (TAS) (equal to 60 credits of Stage 2 SACE subjects)
- Plus the best outcome from the flexible option, which is the best 30 credits of scaled scores or scaled scores equivalent 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;
  - The scaled score equivalent for Recognised Studies to the value of 10 or the maximum 20 credits.

# SACE Planner



**SACE**  
Board of SA

## Personal Learning Plan = 10 credits

## Credits

10

## Literacy = 20 credits

Choose from a range of English subjects or courses

Subtotal 10

## Numeracy = 10 credits

Choose from a range of mathematics subjects or courses



## Stage 2 subjects or courses = 60 credits

Choose from a range of Stage 2 subjects and courses

Subtotal 30













## Research Project = 10 credits

10

## Additional choices = 90 credits

Choose from a range of Stage 1 and Stage 2 subjects and courses

Subtotal 70




















Subtotal 90

## To gain the SACE, you must earn 200 credits

Total 200

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

# STAGE 1 SUBJECTS

## Accounting

### Level of Study

Stage 1

### Credits

10 (Half year)

### Advice to Students

The study of Accounting gives students the opportunity to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making. Note: All students will be required to have a calculator for this subject.

### Content

Stage 1 Accounting is designed to be undertaken in either semester and will provide a basic introduction to Accounting with two of the three focus areas covered:

#### Understanding Accounting

- The role of accounting
- The impact regulatory frameworks on accounting.
- How local and global perspectives influence accounting.

#### Understanding Financial Sustainability

- Apply accounting concepts and conventions to create accounting information.
- Accounting information and decision-making.
- Social and ethical considerations of accounting
- Using data for financial sustainability
- How local and global perspectives influence impact financial sustainability.

#### Perspectives in Accounting

- How accounting applies to one's personal circumstances.
- The evolving role of accounting in society
- The impact of local and global accounting contexts on oneself and others
- How local, global, and digital perspectives influence accounting activities.

These focus areas are underpinned by the following learning strands:

- Financial literacy
- Stakeholder information and decision-making
- Innovation.

### Assessment

Assessment in Stage 1 Accounting consists of the following components:

Assessment Type 1: Accounting Skills

Assessment Type 2: Accounting Inquiry

### Pathways

Stage 2 Accounting

# STAGE 1 SUBJECTS

## Automotive Studies (Integrated Learning)

**\*\*AVAILABLE FOR ACCELERATION\*\***

### Level of Study

Stage 1

### Credits

10 (Half year)

### Advice to Students

Stage 1 Automotive Studies will provide students with an opportunity to develop the skills and knowledge to use automotive tools, machinery, equipment and materials appropriately and safely. These skills and knowledge will be applied while working in the Automotive workshop to dismantle, service, repair, measure and reassemble small motors. Automotive Studies is a practical, hands-on course that aims to further develop student's personal attributes of self-reliance, project management, collaboration and persistence. Workplace health and safety is highly emphasized within this course.

### Assessment

Assessment at Stage 1 is school based and focuses on Application and Development, Inquiry and Reflection, and Collaboration and Communication. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Practical Exploration

Assessment Type 2: Connections

Assessment Type 3: Personal Venture

### Further Information

A charge may apply for projects.

### Pathways

VET Automotive Courses

Automotive Industry traineeships/apprenticeships

## Biology A and B

### Level of Study

Stage 1

### Credits

10 (Half year)

20 (Full year)

### Advice to Students

Satisfactory completion of the Biology component of Year 10 Science, with a C grade or better and an interest in the living environment and physiology are required for students taking this course. Either one or both units may be attempted. Choosing just the second semester unit alone is acceptable.

### Content

#### Semester 1

- Cells and Microorganisms
- Biodiversity and Ecosystem Dynamics

#### Semester 2

- Multicellular Organisms
- Infectious Diseases

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills and Applications Tasks

These will include Practicals, Assignments, Tests and an Exam.

### Pathways

Stage 2 Biology and/or Stage 2 Scientific Studies.

Stage 1 Biology can also lead to Stage 2 subjects Nutrition and Psychology.



# STAGE 1 SUBJECTS

## Business Innovation

### Level of Study

Stage 1

### Credits

10 (Half year)

### Advice to Students

Calling all budding, young innovators and entrepreneurs! In this course students can unleash their critical and creative thinking to find innovative, exciting ideas to real-world problems in the local community. Students will be guided through the dynamic, Design Thinking process and apply it to various scenarios before arriving at various iterations of a viable solution. Students can expect frequent collaboration between peers and other members of the College community to roadtest product ideas, as well as stand up briefs for product pitches to 'investors'.

### Assessment

There are two assessment types. Assessment will take the form of written, visual and oral assessments.

#### Assessment Type 1: Business Skills (70%)

Tasks will be both group and individually based, with each task following on from the task prior. They may comprise the following:

- Task 1 – Identifying customer problems and generating possible solutions.
- Task 2 – Business 30 day plan. This will relate to an aspect identified in Task 1.
- Task 3 – Business Model Summary. Students individually prepare a business model summary of a solution to a customer need or problem identified in Task 1.

#### Assessment Type 2: Business Pitch (30%)

One task will form this assessment type. It may comprise the following:

**Pitch:** Students use information from Assessment Type 1 to create and present a pitch to a panel of potential customers, investors, or stakeholders.

**Evaluation:** Students evaluate and propose changes to their business model in an 800-word report.

### Pathways

Stage 2 Business Innovation

# STAGE 1 SUBJECTS

## Certificate III Fitness

### Level of Study

Certificate III (SIS30315) **\*Stage 1 or Stage 2**

### Credits

Stage 2 - 100 credits

### Course Length:

Full Year VET Course

### Advice to Students

Cert III in Fitness is ideal for students who want to learn and develop the skills and knowledge needed to work as a fitness instructor, guiding and coaching others through workouts. This course is taught over eight modules, each with case studies, quizzes and formal practical assessments. Students are expected to both participate in, and coach others, in physical exercise including weight training, cardio training, flexibility/stretch sessions, and small group workouts. This course is a nationally recognised qualification under the Australian Qualifications Framework. Successful completion of a full Certificate III Fitness attracts credits and can count as one Stage 2 full year subject in calculating an ATAR. The RTO for this course is Foundation Education and The Australian Institute of Personal Trainers, with all training held at Gleeson College. Students wishing to enrol in Certificate III Fitness will need to complete a short application form and attend a brief interview with the Flexible Pathways Leader (Mr Thomas Blake) or Course Instructor (Mr Tom Dawson) to assess their suitability for the course.

### Content

National VET Competencies studied:

- SISFFIT001 Provide health screening and fitness orientation
- SISFFIT002 Recognise and apply exercise considerations for specific populations
- SISFFIT003 Instruct fitness programs
- SISFFIT004 Incorporate anatomy and physiology principles into fitness programming
- SISFFIT005 Provide healthy eating information
- SISFFIT014 Instruct exercise to older clients
- SISXCCS001 Provide quality service
- SISXFAC001 Maintain equipment for activities
- SISXIND001 Work effectively in sport, fitness and recreation environments
- BSBRSK401 Identify risk and apply risk

- management processes
- HLTAID003 Provide First Aid
- HLTWHS001 Participate in workplace health and safety
- SISFFIT006 Conduct fitness appraisals
- SISFFIT007 Instruct group exercise sessions
- SISFFIT011 Instruct approved community fitness programs
- SISFFIT012 Instruct movement programs to children aged 5 to 12 years

**\* Students must also complete 30 hours of work experience in a gym to be negotiated with the Flexible Pathways Leader.**

Students' job seeking skills will be developed when they initiate the work placement process by approaching various gyms, health clubs and fitness facilities in their own time to try and gain work experience. Holiday workshops and/or excursions to fitness centres around Adelaide may be offered to expose students to different fitness environments. **\*Exact units and unit bundling offered in 2021 to be confirmed.**

### Assessment

Assessment will be via the National VET Competencies, case studies, practical tasks and general observations, quizzes, work placements and assignments. Certificate III Fitness is delivered in a mixed-mode classroom: students independently work through a series of modules featuring Learning Guides and videos online via AIPT's eCampus and school-developed resources. They then discuss this theory in class through a range of individual tasks and small group practicals, before synthesising this knowledge in a variety of assessment.

### Extra Information

A charge does apply for this course, which is subject to review (\$450 in 2020). Students are required to enrol and complete the First Aid unit with an external provider. Students must successfully complete four modules by the end of Semester 1 to remain in the course for Semester 2. Classes are conducted in our two gym facilities in a Workplace/VET manner, so students will be expected to sign and abide by the 'Certificate III Fitness Code of Conduct' to ensure a safe, productive, professional environment as expected in the workplace.

### Pathways

Certificate IV Fitness and/or Diploma in Fitness. Careers in the Health, Fitness and/or Sport and Recreation industries

# STAGE 1 SUBJECTS

## Chemistry A and B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)  
20 (Full year)

### Advice to Students

Satisfactory completion of the Chemistry component of Year 10 Science with a C grade or higher is essential for students taking this course.

### Content

Students study the structure and bonding of atoms to form chemical compounds. Studies on chemical reactions and the relationship between reactants and products is a focus; including organic compounds, acids and bases, and redox reactions. An emphasis is placed on the relationship between science and the environment, and the development of laboratory skills.

### Chemistry A

- Materials and their Atoms
- Combining Atoms
- Molecules

### Chemistry B

- Mixtures and Solutions
- Acids and Bases
- Redox Reactions

### Assessment

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills and Applications Tasks

These will include Practicals, Assignments, Tests and an Exam.

### Pathways

Satisfactory completion of 20 credits of Chemistry at Stage 1, with a C grade or better is a prerequisite to Stage 2 Chemistry. Stage 1 Chemistry can also lead to other Science subjects at Stage 2, including Biology, Psychology and Nutrition.

## Child Studies

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)

### Advice to Students

This subject examines the period of childhood from birth to eight years, and issues related to the growth, health and wellbeing of children. Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society. The focus areas for this subject are the nature of childhood and the socialisation and development of children; children in wider society; and children, rights and safety.

### Content

Student assignments are based on contemporary issues concerning the health and wellbeing of children. Assignment topics include:

- Educational aids to support children with diverse needs;
- Hidden sugar in lunchbox foods;
- The importance of 'Nature Play';
- Running an activity session with local Primary School students.

### Assessment

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Practical Activity 50%

Assessment Type 2: Group Activity 25%

Assessment Type 3: Investigation 25%

### Pathways

Stage 2 Child Studies

# STAGE 1 SUBJECTS

## Community Studies

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)  
20 (Full year)

### Advice to Students

Community Studies offers selected students the opportunity to learn in a community context. This option must be discussed with your course counsellor. Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community.

### Content

Students prepare a contract of work to develop a community activity from various areas of study, including Arts and the Community, Health, Recreation and the Community and Work and the Community.

### Assessment

Assessment is school based. Students demonstrate evidence of their learning by completing their contract of work through the following assessment types:

- Contract of Work
- Folio
- Community Activity
- Reflection

### Pathways

Pathways follow an individual student's study plans.

### Further Information

For further information, contact the Flexible Pathways Leader at the College on 8282 6600.

## Creative Arts A and B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)  
20 (Full year)

### Advice to Students

Creative Arts is offered as either a semester (10-credit) or a full year (20-credit) subject. This subject allows students to undertake an individually negotiated topic in an area of interest that may not be covered in any other Stage 1 subject. Students choosing Creative Arts must already have considerable skill and expertise in their chosen area for their focus product. The ability to work independently is essential.

### Content

Stage 1 Creative Arts is an opportunity for teachers, in negotiation with students, to tailor a program to meet local needs or interests in a way that cannot be met solely through any other subject in the Arts Learning Area or another subject offered within the SACE. It is an opportunity to focus on an aspect, or to combine aspects, of one or more SACE subjects in the creative arts, within a single subject. The following areas of study are covered:

- Creative Arts Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice

### Assessment

The following assessment types enable students to demonstrate their learning:

Assessment Type 1: Product

Assessment Type 2: Folio

For a 10 credit subject, students provide evidence of their learning through three assessments. Students develop and present one creative arts product with supporting documentation of their creative process, and undertake one inquiry and one skills assessment for the folio.

### Pathways

Stage 2 Creative Arts

Stage 2 Drama, Music Explorations, Music Performance - Ensemble and/or Music

Performance - Solo

Stage 2 Visual Arts - Art and/or Stage 2 Visual Arts - Design

# STAGE 1 SUBJECTS

## Dance A and B

### Level of Study

Stage 1

### Credits

10 (Half year)

20 (Full year)

### Advice to Students

No pre-requisites but knowledge and background in any area of Performing Arts at Year 10 would be beneficial. Any Dance or movement study outside of school may also be helpful.

Students will need to wear a change of clothes to participate as this course has a very strong practical focus.

### Content

Dance is a 10-credit or 20-credit subject at Stage 1 and a 20-credit subject at Stage 2. Each semester of study has a different focus, which is dependent on the current skills of the class members and the availability of live performances for the calendar year. It consists of three areas of study:

**Skills Development:** Designed to develop students' ability to make informed judgements about their development as a dancer or choreographer through research and reflection on their own creative work.

**Creative Explorations:** Students explore and apply their dance understanding, skills and techniques to develop, refine and present their creative work. This may be in the form of a composed dance performance (soloist, duo, trio, small or larger group) of 1-2 minutes to communicate their choreographic intent.

**Dance Contexts:** Students investigate dance practice and performance from special cultures, historical periods or transitions, including for example Indigenous contexts, to analyse the functions of dance in that context.

### Assessment

#### Understanding Dance

(UD1): Knowledge and understanding of dance practices such as the use of the body, dance skills, dance elements, structural devices, production elements and/or safe dance practices.

#### Creating Dance

(CD1): Application of skills using safe dance practices and techniques in presenting and/or creating dance works.

(CD2): Communication of choreographic intent to an audience through composition or performance.

#### Responding to Dance

(RD1): Reflection on personal development as a dance practitioner.

(RD2): Investigation into different cultures, historical periods or dance traditions.

#### Pathways

Stage 2 Creative Arts

Stage 2 Dance (GGHS)

Stage 2 Drama

# STAGE 1 SUBJECTS

## Design, Technology and Engineering

### Level of Study

Stage 1

### Credits

10 (Half year)

### Advice to Students

Stage 1 Design, Technology and Engineering provides students with an opportunity to develop the skills and knowledge to use tools, machinery, equipment and materials appropriately and safely. These skills and knowledge will be applied in a design and realisation/making process that involves investigating, analysing, planning, designing, producing, and evaluating to design and make a product to meet an identified need or design brief. Design, Technology and Engineering is a practical, hands-on course that aims to further develop student's personal attributes of self-reliance, project management, collaboration and persistence as well as investigate the impact of technologies on society and the environment. Workplace health and safety is highly emphasized within this course.

### Content

Students can choose to study one or all of the following semester courses:

#### Furniture Construction

Through the study of Stage 1 Furniture Construction students will work in a Wood trades workshop to use woodworking tools, equipment, machines and materials safely and competently to produce a product of a given standard. Students will:

- Produce a range of carcass woodworking joints
- Use, investigate and test timber and timber based products
- Design and construct a major product of their own design
- Construct and appropriately finish an item of furniture to a saleable quality
- Develop skills and understanding in the safe operation and use of woodworking tools and machinery
- Follow safe operating procedures and workplace health and safety guidelines at all times

#### Metals Engineering

Through the study of Stage 1 Metals Engineering students will work in a Metal trades workshop to use metalworking tools, equipment, machines and materials safely and competently to produce

a product of a given standard. Students will:

- Join a range of metal products using oxy-acetylene and MIG welding equipment
- Manipulate metal using equipment including the lathe, plasma cutter, guillotine, grinder and bandsaw
- Use, investigate and test metal materials and products
- Design and construct a major product of their own design
- Develop practical skills in metal machining, welding and fabrication techniques
- Follow safe operating procedures and workplace health and safety guidelines at all times

#### CAD/CAM

Through the study of Stage 1 CAD/CAM (Computer Aided Design/Computer Aided Manufacturing) students will work from a CAD room, iLab, and traditional workshop to use digital and traditional tools, equipment, machines and materials safely and competently to produce a product of a given standard. Students will:

- Work in a digital environment to design, model and test objects and products
- Use and investigate advanced manufacturing equipment such as 3D printers and laser cutters
- Use engineering and vector software to achieve a determined outcome
- Investigate, design and manufacture a major product of their own design
- Research advanced manufacturing techniques and their impact on society and the environment
- Follow safe operating procedures and workplace health and safety guidelines at all times

It is recommended students satisfactorily complete a Year 10 Design and Technology course.

#### Assessment

Assessment at Stage 1 is school based and focuses on Investigation and Analysis, Design Development and Planning, Production and Evaluation. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Specialised Skills Tasks

Assessment Type 2: Design Process & Solution Tasks

#### Further Information

A higher specification device is recommended in this subject - refer to page 22. Costs may apply for consumables.

#### Pathways

Stage 2 Design, Technology and Engineering

- Furniture Construction, Metals Engineering
- CAD/CAM **\*NEW IN 2021**



# STAGE 1 SUBJECTS

## Digital Technologies A and B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)  
20 (Full year)

### Advice to Students

In this course you will be introduced to iterative project development, explore data analysis, and build a level of competency in the C# programming language. You will also explore ethical issues of technology.

**SPECIAL NOTE:** This course contains a significant amount of coding. It is recommended that you consult one of the course teachers if you have not completed Year 10 Digital Technology.

### Content

#### Semester 1

- Ethical Implications of Technology (essay)
- Project Design Plan (for a game)
- Programming (C#)
- Digital Solution (game)

#### Semester 2

- Ethical Implications of Technology (multimodal presentation)
- Project Design Plan (virtual school tour)
- Programming (C#)
- Digital Solution (virtual school build)

### Assessment

Assessment will consist of:

- Investigation 25%
- Project Skills 25%
- Digital Solution 50%

### Further Information

A higher specification device is recommended in this subject - refer to page 22.

### Pathways

Stage 2 Digital Technologies \*If you intend to do a Digital Technology course at Stage 2 level, it is highly recommended that a full year of Stage 1 Digital Technologies is undertaken (A and B).

## Doorways to Construction (D2C)

**Level of Study**  
Certificate I Construction (CPC10111)

**Course Length**  
Full Year VET Course

### Advice to Students

D2C is a Vocational Education and Training (VET) program providing students an opportunity to explore career options within the Building and Construction Industry. Students will develop skills, knowledge and experience within the industry and develop the attitudes and attributes that will help them establish the fundamentals for a successful career. It is recommended students have satisfactorily completed Year 10 Construction Technology and an interview to undertake this course may be required.

### Content

National VET Competencies Cert. I Construction:

- Work effectively and sustainably in the construction industry
- Plan and organise work
- Conduct workplace communication
- Read and Interpret Plans
- Use Construction Tools and Equipment
- Prepare to Work Safely in the Construction Industry (White Card)
- Apply OHS Requirements (First Aid)
- Undertake a basic construction project
- Carry out measurements and calculations
- Handle Construction Materials
- Apply Basic Levelling

These competencies will be achieved through numerous practical and theoretical learning activities and 3 weeks of compulsory structured work experience (may occur during term breaks).

### Assessment

Assessment will be continuously assessed through the National VET Competencies, theory booklets, practical tasks and general observations.

### Extra Information

A charge does apply for this course, which is subject to review (\$750 in 2020). Additional time during holidays and/or before or after school may be required to complete all competencies.

### Pathways

D2C Plus, Certificate III Carpentry and Industry traineeships and apprenticeships

# STAGE 1 SUBJECTS

## Drama A and B

### Level of Study

Stage 1

### Credits

10 (Half year)

20 (Full year)

### Advice to Students

Satisfactory achievement in at least one semester of Year 10 Drama is strongly recommended. Students will be expected to attend at least one live performance each semester. The course will help students to develop their skills and knowledge in performance and the study of Theatre including stage craft, the history of Theatre and the interpretation of scripts.

In Drama, students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts, and also their curiosity, imagination, creativity, individuality, self-identity, self-esteem and confidence. The focus capabilities for this subject are communication, citizenship, personal development and learning.

### Content

Stage 1 Drama can be studied as a 10-credit subject or 20-credit subject. This course consists of the following three areas of study:

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

### Assessment

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

Assessment Type 1: Performance

Assessment Type 2: Folio

Assessment Type 3: Investigation and Presentation

### Pathways

Stage 2 Drama

Stage 2 Creative Arts



# STAGE 1 SUBJECTS

## Economics

### Level of Study

Stage 1

### Credits

10 (Half year)

### Advice to Students

There are no pre-requisites for this subject. Students will benefit from access to and knowledge of current affairs. What happens in an economy depends on the choices that millions of people make every day when they interact with each other, with markets, with the government, and with their natural surroundings. Each interaction affects the behaviour of others and by seeing the world through an economic lens we are provided with the insight necessary to make more informed decisions in our daily lives. In this sense, the study of Economics will provide you with some understanding of concepts such as why prices change based on demand and supply, the effect of interest rate changes and the importance of trade between nations. On a broader scale, Economics enables us to analyse how the entire economy works and which issues are affecting it, including allocation of resources, inflation, economic growth, and government policies. Economics helps us tackle the most important issues facing humanity today.

An economic outlook is therefore much more than money. Our interactions, and the outcomes of our interactions, shape the society we live in.

### Content

The content will be derived from the Core Topic and one or more Economic Scenarios, as relevant to economic contexts of the time.

### Core Topic: Thinking like an Economist

Students explore scenarios to develop economic thinking. They develop the skills to apply this economic thinking to analyse and respond to economic issues. Students develop an understanding of the fundamental economic problem: that human wants are unlimited but the resources available to satisfy these wants are scarce. They explore and develop an understanding of the relationship between the economic concepts of scarcity, choice, opportunity cost, and the cause and effect of economic decisions.

### Economic Scenarios

May be derived from one or more of the following:

- markets in action
- economic decision making
- government involvement in the economy
- trade in the global economy
- elective scenario

### Assessment

Assessment Type 1: Folio (two tasks)

Assessment Type 2: Economic Project (project)

### Pathways

Stage 2 Business Innovation

# STAGE 1 SUBJECTS

## English A and B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)  
20 (Full year)

### Advice to Students

The study of English provides students with the opportunity to analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. An understanding of purpose, context, and audience is applied in students' own creation of imaginative, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students who complete 20 credits of Stage 1 English with a C grade or better will meet the literacy requirement of the SACE.

### Content

**Responding to Texts:** Students analyse the ideas, perspectives, and influences expressed in texts and how these shape their own and others' ideas and perspectives. Students analyse ways in which language and stylistic features shape perspectives and influence readers in a variety of modes.

**Creating Texts:** Students create imaginative, interpretive, and/or persuasive texts for different purposes, contexts, and audiences in written, oral and/or multimodal forms.

**Intertextual Study:** Students reflect on their understanding of intertextuality by:

- analysing the relationships between texts, or
- demonstrating how their knowledge of other texts has influenced the creation of their own texts.

### Assessment

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

- Responding to Texts
- Creating Texts
- Intertextual Study

### Pathways

Students who successfully complete Stage 1 English can choose Stage 2 English or Stage 2 English Literary Studies.

## Essential English A and B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)  
20 (Full year)

### Advice to Students

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

Students who complete 20 credits of Stage 1 Essential English with a C grade or better will meet the literacy requirement of the SACE.

### Content

**Responding to Texts:** Students examine and respond to how language is used in social, cultural, community, workplace, and/or imagined contexts.

**Creating Texts:** Students develop their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication. Students create written, oral, visual, digital and multimodal texts, using appropriate language features for different purposes.

### Assessment

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

- Responding to Texts
- Creating Texts

### Pathways

Students who successfully complete Stage 1 Essential English can choose Stage 2 Essential English.

# STAGE 1 SUBJECTS

## Fashion and Textiles Design

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)

### Advice to Students

Fashion and Textiles Design is aimed at students interested in designing and making an item of clothing. Students will focus on developing planning, design and construction skills. Students are expected to be confident in the use of a sewing machine and overlocker prior to commencing the course. It is therefore recommended that students have completed at least one term of sewing. This course will incur an additional cost of approximately \$50-100 for resources.

### Content

Student assignments are based on building knowledge and skills through specialised skills tasks specific to their major product design. Examples of specialist skills are: beading, applying boning to a bodice, altering a commercial pattern, etc. Students will build a portfolio of design phases of their chosen product.

### Assessment

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Specialised Skills Tasks (x2)

Assessment Type 2a: Design Development

Assessment Type 2b: Solution Realisation

### Pathways

Stage 2 Fashion and Textiles Design

## Food and Hospitality

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)

### Advice to Students

This course is offered as an introduction to students who may be planning vocational pathways in this industry. Students focus on the dynamic nature of the food and hospitality industry in Australian society, and develop an understanding of contemporary approaches and issues related to food and hospitality. Students should have a genuine interest in catering and the preparation of food for others.

### Content

Student assignments are based on contemporary issues associated with the Food and Hospitality Industry and weighted at 25% each.

Assignment topics include:

- Catering to dietary requirements (focus on gluten free)
- Food sustainability and food security
- Catering a function for invited guests
- Safe food handling practices in the industry

### Assessment

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Practical Activity (50%)

Assessment Type 2: Group Activity (25%)

Assessment Type 3: Investigation (25%)

### Pathways

Stage 2 Food and Hospitality

# STAGE 1 SUBJECTS

## Geography

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)

**Advice to Students**  
No prior knowledge is assumed.

**Content**  
There are three themes and seven topics. For a 10-credit subject, students will study at least two topics from one or two of the themes.

**A study of Geography will enable students to:**

- understand and apply key geographical concepts
- understand the interdependence of human and physical environments
- develop their ability to explore contemporary geographical issues
- develop skills in fieldwork using opportunities in the local area
- develop skills in examining geographical features, concepts, and issues through the use of a range of skills and techniques, including spatial technologies

**Students study topics within three key themes:**  
Theme 1: Sustainable Places  
Theme 2: Hazards  
Theme 3: Contemporary Issues

**The content will be derived from the following topics:**

- Rural and/or remote places
- Urban places
- Megacities.
- Natural Hazards
- Biological and Human Induced Hazards
- Local Issues
- Global Issues

**Assessment**  
Students will be given between four and six summative assessments. The following assessment types enable students to demonstrate their learning in Stage 1 Geography:  
Assessment Type 1: Geographical Skills and Applications  
Assessment Type 2: Fieldwork

**Pathways**  
Stage 2 Geography and/or Tourism

## History

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)

**Advice to Students**  
There are no pre-requisites required for this subject. Students need to be interested in reading and have sound reading, reasoning, researching and writing skills.

**Content**  
Stage 1 History encompasses the world since 1750. The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Students will study skills of historical inquiry and complete a minimum of two historical studies.

**Content will be derived from the following topics:**

- Topic 1: Imperialism
- Topic 2: Decolonisation
- Topic 3: Indigenous Peoples
- Topic 4: Social Movements
- Topic 5: Revolution
- Topic 6: Elective

**Assessment**  
Assessment consists of the following components:  
Assessment Type 1: Historical Skills  
Assessment Type 2: Historical Study  
Students will undertake three Historical Skills assessments and one Historical Study.

**Pathways**  
Stage 2 Modern History and/or Society and Culture

# STAGE 1 SUBJECTS

## Information Processing and Publishing

### Level of Study

Stage 1

### Credits

10 (Half year)

### Advice to Students

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the design process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts. The focus capabilities for this subject are communication and learning.

### Content

Stage 1 Information Processing and Publishing consists of the following two topics:

- Business Publishing
- Digital Publishing

### Assessment

Assessment will consist of:

- Practical Skills Tasks
- Issues Analysis
- Product and Documentation Task

### Pathways

If you intend to do an Information Processing and Publishing course at Stage 2 level, it is **highly recommended** that this subject is undertaken.

### Further Information

A higher specification device is recommended in this subject - refer to page 22. Students are provided a copy of the Adobe Creative Cloud, which is installed by the College's Network Management Team, provided their laptop meets the specifications to install the software. Students must demonstrate a commitment to their studies in Year 9 to be considered to study this subject at Year 10 level. Students who have demonstrated a committed approach and achieved a highly satisfactory level, may be recommended to study Stage 2 IP&P in Stage 1 (Year 11).

# STAGE 1 SUBJECTS

## Italian Continuers

### Level of Study

Stage 1

### Credits

20 (Full year)

### Advice to Students

It is assumed that students have satisfactorily completed a full year of Italian at Year 10.

Students must be prepared to use the Italian language with a degree of fluency and accuracy in activities that involve some or all of the following skills: listening, speaking, reading and writing or combinations of them. Students must be able to move between Italian and English in appropriate communication activities, and interact with others to share information, ideas, opinions and experiences.

Students aiming to do Stage 2 Italian Continuers must complete both semesters of Italian at Stage 1 level. The focus capabilities for this subject are communication and citizenship.

### Content

Stage 1 Italian is a full year subject. Students study three themes and a number of prescribed topics and suggested sub topics.

#### The three themes are as follows:

- The Individual
- The Italian-Speaking Communities
- The Changing World

#### Topics and Sub Topics explored include:

- Establish and maintain relationships and discuss topics of interest e.g. through the exchange of information, ideas, opinions, attitudes, feelings and experiences.
- Participate in social interaction e.g. making arrangements, making decisions with others.
- Obtain information by reading a text.
- Give information in spoken or written form e.g. giving a talk or writing an essay.
- Listen to, read or view, and respond personally to an aesthetic item, e.g. a story, play, film, song, poem.
- Be involved in spoken or written personal expression, e.g. create a story, dramatic episode, poem, play.

### Assessment

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

Assessment Type 1: Interaction (approx. 5-min conversation exam)

Assessment Type 2: Text Production

Assessment Type 3: Text Analysis

Assessment Type 4: Investigation (a mini research project on an aspect of Italian culture)

Assessment Type 5: English Reflection

### Pathways

Stage 2 Italian Continuers

*\*The Stage 1 Languages curriculum is currently being reviewed and updated by the SACE Board. Information on this page is from the current/ existing course.*

# STAGE 1 SUBJECTS

## Japanese Continuers

### Level of Study

Stage 1

### Credits

20 (Full year)

### Advice to Students

Pre-requisites: Satisfactory completion of Year 10 Japanese as students should be fluent in the Hiragana and Katakana alphabets to be successful in Stage 1 Japanese.

Students must be prepared to use Japanese language with a degree of fluency and accuracy in activities that involve the following skills: listening, speaking, reading and writing. Students are expected to frequently interact with others to share information, ideas, opinions and experiences. Students aiming to do Stage 2 Japanese Continuers must complete a full year of Japanese at Stage 1.

### Content

Stage 1 Japanese is a full year subject. Students study three themes and a number of prescribed topics and suggested sub topics, such as family, future work and travel.

Students explore contemporary issues in Japanese society and the contrast between tradition and modernity in Japan.

### The three themes are as follows:

- The Individual
- Japanese-Speaking Communities
- The Changing World

### Topics and Sub Topics explored include:

- Life in Japan - Students explore home and family life in Australia and Japan and discuss the variety of leisure activities in Japan.
- Visiting Japan - Students research cities of Japan and explore various locations and landmarks. Tourist and cultural attractions in Japan are the topics of discussion.
- Neighbourhood and living arrangements.
- Japanese food and cooking.

### Assessment

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

Assessment Type 1: Interaction (approx. 5-min conversation)

Assessment Type 2: Text Production

Assessment Type 3: Text Analysis

Assessment Type 4: Investigation (a mini research project on an aspect of Japanese culture)

Assessment Type 5: English Reflection

### Pathways

Stage 2 Japanese Continuers

*\*The Stage 1 Languages curriculum is currently being reviewed and updated by the SACE Board. Information on this page is from the current/ existing course.*

# STAGE 1 SUBJECTS

## Language and Culture Studies (Integrated Learning)

**\*\*NEW IN 2021\*\***

### Level of Study

Stage 1

### Credits

10 (Half year)

### Advice to Students

Languages and Culture Studies is a 10-credit subject open to both Year 10 and 11 students in 2021. This course allows students to study any\* second language of their choosing via a range of platforms and digital technologies such as Education Perfect, as well as deepen their intercultural understanding by reflecting on cultural differences.

Students document and reflect on their progress as second language learners, building the skills and ability to teach the class a short lesson about their chosen language and associated cultural elements. They will also work in small groups to develop a video that demonstrates the cultural diversity of our wider College community, ideally engaging local community groups where possible.

***\*Please note students can NOT enter Stage 2 Japanese or Italian Continuers via this pathway.***

### Content

- Language learning methods and strategies
- Intercultural understanding and reflecting on our cultural identity
- Cultural diversity: Why should we and how can we promote this?

### Assessment

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

- Practical Explorations: Students individually prepare and teach a short 10-minute introductory lesson for their chosen language, with associated cultural elements.
- Connections: Students work in small groups to prepare a short video promoting cultural diversity in the local community.
- Personal Venture: Students compile a portfolio of evidence documenting their literacy and intercultural capability development throughout their second language learning journey.

### Pathways

Various Beginners Stage 1 Languages pathways are available for students via One+, School of Languages, or other providers.



# STAGE 1 SUBJECTS

## Legal Studies A and B

### Level of Study

Stage 1

### Credits

10 (Half year)

20 (Full year)

### Advice to Students

The Legal Studies curriculum explores Australia's legal heritage and the dynamic nature of the Australian Legal System within a global context. Students are provided with a sound understanding of the structures of the Australian Legal System and the laws in it. Students investigate legal perspectives on contemporary issues in society, reflecting on the strengths and weaknesses of the Australian Legal System.

*Note: Students may choose to study two semesters of Legal Studies. There will be some overlap with the compulsory course. Students continuing Legal Studies in Semester 2 will do an option topic parallel to new students studying the compulsory topic.*

### Content

#### Law and Society (Compulsory)

Option Topics will be chosen from the following:

- Justice and Society
- Law-Making
- People, Structures and Processes
- Young People and the Law
- Victims and the Law
- Motorists and the Law

### Assessment

Assessment is subject to the requirements, policies, and procedures of the SACE Board.

Assessment consists of the following components. weighted at least 20% each.

Assessment Type 1: Folio (minimum two tasks)

Assessment Type 2: Issues Study (min. one task)

Assessment Type 3: Presentation (min. one task)

### Pathways

Stage 1 and Stage 2 Legal Studies offer students a number of pathways to post-secondary study and the world of work. They may offer a useful background to further study in related courses. There are a number of nationally accredited vocational education and training qualifications to which these subjects can lead.

# STAGE 1 SUBJECTS

## Mathematics

### Essential Mathematics A and B

#### Level of Study

Stage 1

#### Credits

10 (Half year) for each subject (20 credits total)

#### Advice to Students

The Essential Mathematics stream is designed to support students to develop their ability to use mathematical processes in practical and workplace contexts. There is a focus on ensuring that core numeracy skills are mastered so that students can develop their mathematical confidence.

By the end of Stage 2 Essential Mathematics, students will have had the opportunity to apply mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. Both semesters of the Essential Mathematics course are self-contained, independent units which may be combined to form a full year course, or taken separately as a single unit of study.

Students wishing to continue studying Essential Mathematics in Stage 2 must complete at least two semesters of any Stage 1 Mathematics course, achieving at least a B standard in Stage 1 Essential Mathematics. In order to achieve their SACE, students must achieve a minimum C grade in at least one 10 credit Stage 1 or 2 Mathematics subject.

#### Content

In Stage 1 Essential Mathematics, students learn mathematical concepts and processes as outlined in the SACE Stage 1 Essential Mathematics Curriculum. Three topics are studied each semester. These topics may be re-arranged to best suit the cohort.

#### Essential Mathematics A:

- Topic One: Calculations, Time and Ratio
- Topic Two: Earning and Spending
- Topic Three: Geometry
- 

#### Essential Mathematics B:

- Topic Four: Data in Context
- Topic Five: Measurement
- Topic Six: Investing

#### Assessment

Assessment components include the following:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Practical Report

In each 10-credit subject, students should provide evidence of learning through four assessments. Each assessment type will have a weighting of at least 20%.

Students undertake:

- At least two skills and applications tasks
- At least one practical report

#### Pathways

Stage 2 Essential Mathematics

Successful completion of Essential Mathematics at Stage 2 prepares students for entry into a range of trades or vocational pathways.

# STAGE 1 SUBJECTS

## Mathematics

### General Mathematics A and B

#### Level of Study

Stage 1

#### Credits

10 (Half year) for each subject (20 credits total)

#### Advice to Students

The General Mathematics stream is designed to give students an appreciation of the usefulness of Mathematics to understand and investigate real-world phenomena. There is a focus on interpreting mathematical patterns and results in context.

By the end of Stage 2 General Mathematics, students will have had the opportunity to explore mathematical models in the following contexts: personal financial management, statistical investigations, modelling with linear and non-linear functions, and discrete modelling using networks and matrices. Both semesters of the General Mathematics course are self-contained, independent units which may be combined to form a full year course, or taken separately as a single unit of study. Students wishing to continue studying General Mathematics in Stage 2 must complete at least two semesters of Stage 1 General Mathematics or Mathematical Methods, achieving at least a B standard in General Mathematics. In order to achieve their SACE, students must achieve a minimum C grade in at least one 10 credit Stage 1 or 2 Mathematics subject.

#### Content

In Stage 1 General Mathematics, students learn mathematical concepts and processes as outlined in the SACE Stage 1 General Mathematics Curriculum. Three topics are studied each semester. These topics may be re-arranged to best suit the cohort.

#### General Mathematics A:

- Topic 2: Measurement
- Topic 5: Linear Functions and their Graphs
- Topic 4: Applications of Trigonometry

#### General Mathematics B:

- Topic 3: Statistical Investigation
- Topic 6: Networks and Matrices
- Topic 1: Investment and Borrowing

#### Assessment

Assessment components include the following:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Mathematical Investigation

In each 10-credit subject, students should provide evidence of learning through four assessments. Each assessment type will have a weighting of at least 20%.

Students undertake:

- At least two skills and applications tasks
- At least one mathematical investigation

#### Pathways

Stage 2 Essential Mathematics

Stage 2 General Mathematics

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

# STAGE 1 SUBJECTS

## Mathematics

### Mathematics A, B, C and D

#### Level of Study

Stage 1

#### Credits

10 (Half year) for each subject, up to 40 credits

#### Advice to Students

Each subject of Stage 1 Mathematics is a self-contained, independent unit. Mathematics A and C are offered in Semester 1, and Mathematics B and D are offered in Semester 2. Students intending on continuing into Stage 2 Specialist Mathematics are expected to study all four semesters of Stage 1 Mathematics A, B, C and D, achieving at least a B standard. Students intending on continuing into Stage 2 Mathematical Methods are expected to study at least Mathematics A and B, achieving at least a B standard. Completing Mathematics C in addition to Mathematics A and B is encouraged as this will enable students to become more familiar with concepts and processes they will use in Stage 2 Mathematical Methods. In order to achieve their SACE, students must achieve a minimum C grade in at least one 10 credit Stage 1 or 2 Mathematics subject.

#### Content

In Stage 1 Mathematics, students learn mathematical concepts and processes as outlined in the SACE Stage 1 Mathematics Curriculum (Topics 1 to 12).

Three topics are studied each semester. These topics may be rearranged to best suit the cohort.

#### Mathematics A:

Functions and Graphs

Trigonometry

Quadratics and Polynomials

#### Mathematics B:

Growth and Decay

Introduction to Differential Calculus

Counting and Statistics

#### Mathematics C:

Arithmetic and Geometric Sequences and Series

Vectors in the Plane

Geometry and Trigonometry

#### Mathematics D:

Trigonometry

Matrices

Real and Complex Numbers

#### Assessment

In each 10-credit subject, students provide evidence of learning through four summative assessment tasks. There are two assessment types: Skills and Applications Tasks, and Mathematical Investigations. Students will undertake at least two Skills and Application Tasks and at least one Mathematical Investigation.

#### Pathways

Stage 2 Essential Mathematics

Stage 2 General Mathematics

Stage 2 Mathematical Methods (if both Mathematics A and B are completed to a satisfactory standard, with Mathematics C recommended)

Stage 2 Specialist Mathematics (if Mathematics A, B, C and D are completed to a satisfactory standard)

Stage 2 Mathematical Methods can lead to tertiary studies of 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.

Stage 2 Specialist Mathematics can lead to tertiary study in mathematical sciences, engineering, space sciences, or physics.

# STAGE 1 SUBJECTS

## Music A and B

### Level of Study

Stage 1

### Credits

20 (Full year)

### Advice to Students

The Music Program is designed for students with a substantial background in music. Students must continue their instrumental/vocal lessons and have achieved an appropriate standard. This Stage 1 course is available for Year 10 students should they wish to accelerate. Approval from the Arts Learning Area Leader, along with an audition, is required for acceleration to be accepted. ***\*Note - to study Music Studies at Stage 2, students must complete Music at Stage 1 (20 credits).***

Through the study of music, students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgements. Study and participation in music draws together students' cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively. The focus capabilities for this subject are personal development, citizenship, communication and learning.

### Content

This program will involve a selection of learning activities related to musical studies. Students have the opportunity to engage in the following activities:

- Composing, Arranging, Transcribing, Improvising
- Performing
- Music Technology
- Developing Theory, Aural and Analytical Skills

### Assessment

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

Assessment Type 1: Creative Works

Assessment Type 2: Musical Literacy

### Further Information

A higher specification device is recommended in this subject - refer to page 22.

### Pathways

Stage 2 Music Explorations, Music Studies, Music Performance - Ensemble, Music Performance - Solo

Stage 2 Creative Arts

Stage 2 Music Technology (GGHS)

# STAGE 1 SUBJECTS

## Nutrition

### Level of Study

Stage 1

### Credits

10 (Half year)

### Advice to Students

Satisfactory completion of the Chemistry and Biology component of Year 10 Science is highly essential for students taking this course.

### Content

This semester course will consist of the following areas of study:

- Micronutrients and Macronutrients
- Diet, Lifestyle and Health
- Diet Evaluation and Food Selection
- Contaminated Foods and Food Safety

### Assessment

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills and Applications Tasks

These will include Practicals, Assignments, Tests and an Exam.

### Pathways

Stage 2 Nutrition

*\*Completion of 10 credits of Stage 1 Nutrition, or Stage 1 Biology, Chemistry or Physics, with a C grade or better is a pre-requisite for entry into Stage 2 Nutrition.*

# STAGE 1 SUBJECTS

## Outdoor Education A

### Level of Study

Stage 1

### Credits

10 (Half year) - Semester 1

### Advice to Students

No previous knowledge or skills are assumed or required but it is recommended that students undertaking this course should have participated at a satisfactory level with a positive attitude towards activity and theory in the Years 8-10 Health & PE program. Completing the semester of Year 10 Outdoor Education is not a pre-requisite, but beneficial. A positive approach to all practical activity and related theory work is essential for success in this subject. This course can be combined with Outdoor Education (Semester 2) to make a full year option.

### Content

The activities covered will be dependent on availability of resources, facilities and teacher expertise and may vary from the specific activities and/or venues stated here. The major activities will include a Bushwalking Camp to a location and an Ocean Aquatics Trip, most likely surfing. *\*Note - the above activities and/or venues are subject to availability and weather, and may be altered at any time throughout the semester.*

### Students are given the opportunity to develop:

- personal qualities (e.g. self-knowledge and sense of responsibility);
- the ability to plan and implement human-powered outdoor journeys or journeys that use natural forces;
- technical, communication, and interpersonal skills and knowledge needed for participating in safe and effective outdoor activities and journeys;
- an understanding of how sustainable management practices are central to the preservation of natural environments;
- awareness of cultural perspectives on land, including, for example, indigenous perspectives on, and relationships with, the land;
- the enjoyment of, and commitment to, lifelong participation in outdoor recreational activities.

This 10-credit subject consists of the following three focus areas:

- Environment and Conservation
- Planning and Management
- Personal and Social Growth and Development

### Assessment

Assessment in Stage 1 Outdoor Education consists of the following components:

Assessment Type 1: About Natural Environments (1-2 tasks)

Assessment Type 2: In Natural Environments (outdoor activities and journeys - 2 tasks)

### Pathways

Stage 2 Outdoor Education

### Further Information

Parents/Students/Families will be invoiced the course fee, which is subject to review (\$500 in 2020), at the start of the semester to cover cost of the above activities. Students will also need to plan their study, sport and part-time work commitments around the compulsory activities on the dates provided at the start of the semester and have a willingness to purchase/source any extra personal gear required and food for trips.

# STAGE 1 SUBJECTS

## Outdoor Education B

### Level of Study

Stage 1

### Credits

10 (Half year) - Semester 2

### Advice to Students

No previous knowledge or skills are assumed or required but it is recommended that students undertaking this course should have participated at a satisfactory level with a positive attitude towards activity and theory in the Years 8 and 9 Health & PE program. Completing the semester of Year 10 Outdoor Education is not a pre-requisite, but beneficial. A positive approach to all practical activity and related theory work is essential for success in this subject. This course can be combined with Outdoor Education (Semester 1) to make a full year option.

### Content

The activities covered will be negotiated at the beginning of the course and will be dependent on availability of resources, facilities and teacher expertise, and may vary from the specific activities and/or venues stated here. The major activities will include a Bushwalking Camp. The course will also include another outdoor activity, such as Wind Surfing, Kayaking, Surfing, Rock Climbing or Paddle Boarding. *\*Note - the above activities and/or venues are subject to availability and weather, and may be altered at any time throughout the semester.*

### Students are given the opportunity to develop:

- personal qualities (e.g. self-knowledge and sense of responsibility);
- the ability to plan and implement human-powered outdoor journeys or journeys that use natural forces;
- technical, communication, and interpersonal skills and knowledge needed for participating in safe and effective outdoor activities and journeys;
- an understanding of how sustainable management practices are central to the preservation of natural environments;
- awareness of cultural perspectives on land, including, for example, indigenous perspectives on, and relationships with, the land;

- the enjoyment of, and commitment to, lifelong participation in outdoor recreational activities.

This 10-credit subject consists of the following three focus areas:

- Environment and Conservation
- Planning and Management
- Personal and Social Growth and Development

### Assessment

Assessment in Stage 1 Outdoor Education consists of the following components:

Assessment Type 1: About Natural Environments (1-2 tasks)

Assessment Type 2: In Natural Environments (outdoor activities and journeys - 2 tasks)

### Pathways

Stage 2 Outdoor Education

### Further Information

Parents/Students/Families will be invoiced the course fee, which is subject to review (\$500 in 2020), at the start of the semester to cover cost of the above activities. Students will also need to plan their study, sport and part-time work commitments around the compulsory activities on the dates provided at the start of the semester and have a willingness to purchase/source any extra personal gear required and food for trips.



# STAGE 1 SUBJECTS

## Physical Education A and B

### Level of Study

Stage 1

### Credits

10 (Half year)

20 (Full year)

### Advice to Students

No previous knowledge is assumed or required but it is recommended that students undertaking this course have participated at a satisfactory level with a positive attitude towards activity in the Years 8-10 program. A positive approach to all physical activity and related theory work is essential for success in this subject.

### Content

Stage 1 Physical Education consists of three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

### Assessment

#### Assessment Type 1: Improvement Analysis (at least one assessment task)

Students participate in a variety of physical activities such as sports, theme-based games, and/or a range of fitness/recreational activities with a focus on how to improve their own and/or others' performance through the collection of evidence (e.g. game data, video analysis, fitness data, and/or literature research).

The task can be presented in a variety of formats (e.g. essay, screen cast, video analysis) to a maximum of 1500 words or nine minutes for an oral or multimodal presentation.

#### Assessment Type 2: Physical Activity Investigation (at least one assessment task)

Students will participate in one or more physical activities and investigate the factors that influence participation. Students will be required to collect data (e.g. manually recording data, using apps, video analysis, peer assessment feedback) and reflect on factors that may hinder or encourage participation (e.g. disability, access to facilities, cultural factors).

The task can be presented in a variety of formats (e.g. newspaper article, blog, presentation etc.) to a maximum of 1500 words or nine minutes for an oral or multimodal presentation.

### Pathways

Stage 2 Physical Education

### Further Information

Students choosing to study Physical Education at Stage 1 must have, and wear, the correct PE uniform only on days they complete the practical skills and applications component of the course.

# STAGE 1 SUBJECTS

## Physics A and B

### Level of Study

Stage 1

### Credits

10 (Half year)

20 (Full year)

### Advice to Students

Satisfactory completion of Science B with a B grade or better and also Year 10 Mathematical Methods is highly recommended for students taking this course. It is also highly recommended that students study Stage 1 Mathematical Methods in conjunction with this course. Each student will be expected to have a graphics calculator.

### Content

#### Physics A

- Energy and Momentum
- Linear Motion and Forces
- Heat

#### Physics B

- Nuclear Models and Radioactivity
- Electric Circuits
- Waves

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills and Applications Tasks

These will include Practicals, Assignments, Tests and an Exam.

### Pathways

Satisfactory completion of 20 credits of Physics at Stage 1 with a B grade or better is a pre-requisite to Stage 2 Physics. Stage 1 Physics can also lead to other Science subjects at Stage 2 including Biology, Nutrition and Psychology.

# STAGE 1 SUBJECTS

## Psychology A and B

### Level of Study

Stage 1

### Credits

10 (Half year)

20 (Full year)

### Advice to Students

There are no pre-requisites for studying Stage 1 Psychology, but knowledge of the scientific method would be an advantage. Students will learn skills of data collection, planning psychological investigations, analysing information, applying knowledge to real world situations and investigating issues.

Psychological knowledge provides insight into life as it currently is and also opens the door to a range of possible futures. As it is the study of human behaviour, it is relevant to many fields of employment. However students should be aware that whilst it does provide insight into others and ourselves, this course does not provide professional training in psychology.

### Content

***\*Note - 2021 subject outline to be released by the SACE Board later this year.***

This course aims to develop student ability to:

- Recognise factors that cause psychological differences and similarities
- Organise and evaluate psychological information and use the language effectively
- Understand ethical research and make informed decisions about issues and events
- Critically reflect and organise psychological principles
- Undertake a variety of roles whilst working as a member of a team.

### Psychology A - Semester 1

- Introduction to Psychology
- Two other topics from the list below

### Psychology B - Semester 2

**\*Note:** Students are recommended to complete Psychology A to go onto Psychology B, however this is not a pre-requisite. Students will study three topics from the list below will be studied:

- Social Influence and Social Interaction
- Intelligence
- Cognition

- Brain and Behaviour
- Human Psychological Development
- Emotion
- Positive Psychology

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Investigations Folio

Assessment Type 2: Skills and Applications Tasks

These will include Practicals, Assignments, Tests and an Exam.

### Pathways

Stage 2 Psychology

Stage 2 Biology

# STAGE 1 SUBJECTS

## Religion Studies

### Level of Study

Stage 1

### Credits

20 (Full year) *\*Compulsory*

### Advice to Students

All Stage 1 students are expected to complete a full year (20 credits) of Religion Studies. The Religious Studies course at Year 11 is split into three streams; Religion Studies, Youth Ministry and Religion Studies Indigenous Spirituality. All three courses allow students the opportunity to focus on aspects of religion and spirituality within and across traditions, as well as explore the religious basis of an ethical or social justice issue. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs. This course will include a three-day Retreat program, as well as an excursion to a Muslim Mosque, on which students can base their Practical Activity and Reflection Assessment on. Please note that all students can apply for the Indigenous experiences outlined below.

### Content

#### Religion Studies Indigenous Spirituality\*

Religion Studies with a focus on Indigenous Spirituality enables students the opportunity to attend the Iga Warta Culture Experience located in Northern South Australia. The optional excursion provides students opportunities to learn with a 'hands-on' experience with the Adnyamathanha Culture with Adnyamathanha People on Adnyamathanha Land. Students will experience an Adnyamathanha interpretation of the environment, tours to painting sites, story sites to learn of their significance, discover the importance of the local flora and fauna, taste bush tucker.

#### Religion Studies Youth Ministry\*\*

Students, who have a specific interest in liturgy, have the option of studying Youth Ministry and Leadership topics in greater depth, which includes involvement in the Year 7, 8 or Year 9 Retreats and/or Class Masses. The class will be involved in promoting and taking part in Social

action campaigns including, Project Compassion, Vinnies Winter Appeal, Winter Sleepout, Relay for Life and Middle School Relay for Life. This class gives students the opportunity to develop their own spirituality and leadership skills. There is a key emphasis on group work and students will be required to present at retreats to small groups.

### Religion Studies

The learning program has been designed to engage students in a variety of topics that enable them to demonstrate knowledge and understanding of diverse religious beliefs, perspectives and experiences both within and across traditions and specifically the comparison to the Catholic Church and its beginning and formation from the Islamic faith and Muslim culture. Students will have the opportunity to learn and apply Catholic Church teachings and traditions to ethical and moral issues, and decision-making.

The topic of Religious and Spiritual Art will allow students to have an understanding of religion through analysing and using different forms of media and communication. Students will also have the opportunity to engage, participate and empathise with others to see the world through different eyes, especially with the local community during the Community Service dimension of this course.

### Assessment

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Practical Activity

Assessment Type 2: Issues Investigation

Assessment Type 3: Reflection

### Pathways

Stage 2 Religion Studies (10 credits, compulsory)

Stage 2 Religion Studies (20 credits, optional)

***\*A cost is associated for the Religious Education Indigenous Spirituality excursion to Iga Warta. This course is open to both Year 10 and 11 students and will have an application process. (Refer to Fee Policy and fee information regarding eligibility to attend co-curricular, non-compulsory activities.)***

***\*\*This course is open to both Year 10 and 11 students through an application process.***

# STAGE 1 SUBJECTS

## Research Project B

**\*COMPULSORY SACE SUBJECT\***

### Level of Study

Stage 2 *\*Can be used in ATAR calculation*

### Credits

10 (Half year)

### Advice to Students

The Research Project is a compulsory 10-credit Stage 2 subject that students need to complete with a 'C' grade or better to achieve the SACE.

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. The focus capabilities for this subject are Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social Ethics and Intercultural Understanding

The Research Project can take many forms, which are to be negotiated on an individual basis with the RP teacher.

### Content

The content in the Stage 2 Research Project includes:

Development of the seven capabilities (Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social, Ethical, and Intercultural);

Research skills and learning specific to the topic selected.

### Assessment

Assessment consists of the following components, weighted as shown:

#### School-based assessment (70%)

Assessment Type 1:

Folio - Including research proposal, research development and discussion) 30%

Assessment Type 2:

Research Outcome - Max. 2000 words written or 12-minute oral presentation or combination 40%

#### External assessment (30%)

Assessment Type 3:

Evaluation - 150-word summary and 1500 word written 30%

In Research Project B, students choose a research question that is based on an area of interest. They use the research framework to develop their knowledge, skills and ideas specific to the research question. Students select one of the following capabilities - Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social Capability, Ethical and Intercultural Understanding - that they consider to be particularly relevant to their research project for development and demonstration.

Students synthesise their key findings to produce a Research Outcome, which is substantiated by evidence and examples from the research. They evaluate the research processes used and the quality of their Research Outcome.

### Further Information

For further information, contact the Research Project Key Teacher at the College on 8282 6600.

# STAGE 1 SUBJECTS

## Sports Studies (Integrated Learning)

**\*\*NEW IN 2021\*\***

### Level of Study

Stage 1

### Credits

10 (Half year)

### Advice to Students

Sports Studies is an Integrated Learning subject that focuses on the study of aspects of sport not covered in Physical Education. The purpose of Sports Studies is to develop knowledge about a range of different sport related topics, working both independently and collaboratively, whilst developing the SACE and National Curriculum Capabilities. Eligible students can enrol in both Stage 1 PE and Stage 1 Sports Studies (Integrated Learning) should they wish.

### Content

Sports Studies is organised in different ways, according to the interests, capacities, and needs of the students. Depending on the interest of the cohort, Sports Studies could include a program with a focus on health, sport, and coaching; wellbeing, health, and lifestyle; skill acquisition, game analysis and sports psychology and current sports related issues. Sports Studies can be undertaken by a group of students where there is collaboration, or an individual student who has access to opportunities to collaborate with others, either face to face or in a digital environment.

### Assessment

#### Assessment Type 1: Practical Exploration

Students consider and explore information, concepts, and/or skills connected to sport and physical activity through practical application of their learning and development of skills. This can be based on a negotiable practical topic that students and the teacher can decide on together. Students reflect on their learning and progress, and on their capability development throughout the unit. Students complete self-assessment and peer-assessment to help inform their learning through practical exploration. This practical exploration will conclude with a discussion where students will present evidence of their learning.

#### Assessment Type 2: Connections

Students will make connections between the sports focus and development of capabilities through collaboration with their peers to plan and implement activities for PE Week. Students will identify their individual role and responsibilities, and reflect on their learning based on their collaboration, feedback from others and self-assessment. Evidence of student learning will be based on the planning and implementation of the group's PE Week activity, contribution to group's work and evidence of capability development.

#### Assessment Type 3: Personal Venture

The personal venture is an opportunity for students to explore the use of technology in a sport that is of interest to them. For example the introduction of VAR technology into professional football, the impact GPS data collection has had on AFL participation, the evolution of swimming attire in elite level swimming, the impact of sports video games on sport participation. Students will ideally combine inquiry-based and practical-based work to present their learning. Students will choose one capability they are choosing to develop through the personal venture, and can choose their method of presentation.

### Pathways

Stage 2 Sports Studies - Integrated Learning

### Further Information

Students choosing to study Stage 1 Sports Studies must have, and wear, the correct PE uniform only on days they complete the practical skills and applications component of the course. For further information, contact the Health and Physical Education Learning Area Leader at the College on 82826600.

# STAGE 1 SUBJECTS

## Tourism

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)

### Advice to Students

There are no pre-requisites for the subject. However, students will need to show ability to plan, research and organise information, to access and interpret data, maps and diagrams, and to communicate effectively in a range of situations. The same unit that is taught in first semester is repeated in second semester.

**\*Note: A field trip to Monarto Zoo or the equivalent, may incur some extra cost to students. This will be confirmed by the end of the year.**

### Content

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

### Themes:

- Understanding the Tourism Industry
- Identifying Visitors and Hosts
- Creating Sustainable Tourism
- Working in the Tourism Industry

Three topics from a prescribed list of 11 will be covered in depth. Topics will be chosen at the discretion of the teacher.

### Assessment

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

Assessment Type 1: Case Study

Assessment Type 2: Investigation

Assessment Type 3: Practical Activity

Assessment Type 4: Source Analysis

### Pathways

Stage 2 Tourism

## Visual Arts - Art A and B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)  
20 (Full year)

### Advice to Students

This course gives students opportunities to experiment, explore, generate creative ideas, solve problems creatively and make purposeful decisions. It emphasises visual thinking and investigation and refines technical skills. Practical, theoretical study and writing skills will be explored throughout this course. Academic writing and research skills will be developed through presentations and critical analysis. The focus capabilities for this subject are communication, personal development, citizenship, work and learning. Stage 1 Visual Arts can be studied as a 10-credit subject or a 20-credit subject. Students can enrol in Visual Arts - Art and/or Visual Arts - Design. It is recommended that students wishing to study Stage 1 Visual Arts - Art have completed at least one semester of Year 10 Visual Art and/or Design.

### Content

The intention of this course is to provide opportunities for students to work as artists in a variety of situations. Students will work with 2D and 3D materials, techniques and process in the areas of drawing, painting, printmaking, and sculpture.

For both 10-credit and 20-credit programs, with a focus on art, the following areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio (40%)

Assessment Type 2: Practical (30%)

Assessment Type 3: Visual Study (30%)

### Pathways

Stage 2 Visual Arts - Art and/or Visual Arts - Design  
Stage 2 Creative Arts



# STAGE 1 SUBJECTS

## Visual Arts - Design A and B

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)  
20 (Full year)

### Advice to Students

Both semesters in Design are self contained, independent units which may be combined to form a full year course or taken separately as a single unit of study. The first semester course looks to introduce Design and give students experience across the three areas of Design. The second semester will build the skills of students who have completed the first semester unit, but can be undertaken quite successfully by any student, even if they have not completed the first semester unit in Design. The broad area of 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 resolution. The focus capabilities for this subject are communication, personal development, citizenship and learning. Stage 1 Visual Arts can be studied as a 10-credit subject or a 20-credit subject. Students can enrol in Visual Arts - Design and/or Visual Arts - Art. It is recommended that students wishing to study Stage 1 Visual Arts - Design have completed at least one semester of Year 10 Visual Art and/or Design.

### Content

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

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio (50%)  
Assessment Type 2: Practical (30%)  
Assessment Type 3: Visual Study (20%)

### Further Information

A higher specification device is recommended in this subject - refer to page 22.

### Pathways

Stage 2 Visual Arts - Design and/or Creative Arts

## Workplace Practices

**Level of Study**  
Stage 1

**Credits**  
10 (Half year)

### Advice to Students

Workplace Practices is a 10-credit subject where students further develop knowledge, skills and the understanding of the nature, type and structure of the workplace. The course comprises industry and work knowledge and vocational learning. Students who are planning to complete a VET course in Stage 1 are recommended to enrol in Stage 1 Workplace Practices

### Content

**Stage 1 Workplace Practices comprises three focus areas of study:**

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET)

**Students must include the following areas of study:**

- Industry and Work Knowledge
- Vocational Learning and/or Vocational Education and Training (VET)

**Students will undertake the following topics:**

- Topic 1: Future Trends in the World of Work
- Topic 2: Career Planning

### Assessment

Assessment is school-based. Students demonstrate evidence of their learning through the following three assessments:

Assessment Type 1: Folio

Assessment Type 2: Performance

*\*Includes successful completion of 25-30 hours of EITHER approved VET or Workplace Learning*

Assessment Type 3: Reflection

### Pathways

Workplace Practices (Stage 1) is not a pre-requisite for Workplace Practices (Stage 2), however this Stage 2 subject builds on and expands upon the learning undertaken through this Stage 1 subject. Vocational training is an assessment component of both Stage 1 and Stage 2 courses.

### Further Information

For further information, contact the Flexible Pathways Leader at the College on 8282 6600.



# Stage 2

**GLEESON**



WITH ONE HEART

# INTRODUCTION

At Stage 2, students are assessed and/or moderated by a body external to the school, the SACE Board of SA, with all subjects having a 30% external assessment component. The aim for all students will be to achieve a successful South Australian Certificate of Education (SACE), which will aid them in the pursuit of further study or employment.

Selecting the most suitable and appropriate subjects is extremely important. Students and parents will need to consider all relevant information before the final choice is made. Such information would include past school achievements, interests, capabilities, and the students' intended future directions, university or TAFE options and requirements.

All students are expected to work to the best of their ability. The expectations placed upon Stage 2 students are much higher than was previously the case. Commitments, improved study habits, greater maturity, broader responsibility and increased initiative are all expected of any student intending to complete Stage 2 studies.

While it is the College's intention to provide the subjects described in this booklet, our ability to do so will depend upon sufficient numbers of students electing to study particular subjects, and the availability of staff and facilities. Changing circumstances may force alterations to our proposed offerings.

It should be noted that only the subjects listed in this handbook are those offered to Gleeson College students. Students who for genuine reasons cannot select a course, which provides them with the background they need, will be able to negotiate for permission to study a subject offered by Golden Grove High School or Pedare Christian College. To be eligible to study a subject across campus, the student would need to have proven in their Stage 1 studies, a clear desire and intention to learn and achieve success.

# STAGE 2 CURRICULUM OVERVIEW

At Stage 2, students will study the equivalent of four full year subjects, together with a compulsory Religious Education 10-credit unit, and if not completed already in Stage 1, the Research Project. This means a total of 90 or 100 credits towards their SACE. Students must achieve a C grade or better to be eligible for their SACE.

It is possible for a senior student in certain circumstances to select a subject offered at one of the others schools on campus. This would be negotiated, for example, if a difficult combination of subjects did not meet the Gleeson College line structure, and it demonstrates one of the many advantages of being on a shared campus.

STAGE 2
RELIGIOUS EDUCATION
Religion Studies
THE ARTS
Visual Arts - Art Creative Arts Visual Arts - Design Music Explorations Music Performance - Ensemble and/or Solo Music Studies
CROSS DISCIPLINARY STUDIES
Certificate III Fitness VET Community Studies Workplace Practices
ENGLISH
English English Literary Studies Essential English
HEALTH AND PHYSICAL EDUCATION
Physical Education Sports Studies (Integrated Learning) Outdoor Education
HUMANITIES AND SOCIAL SCIENCES
Accounting Business Innovation Geography Modern History Legal Studies Society and Culture Tourism
LANGUAGES
Italian Continuers Japanese Continuers
MATHEMATICS
Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
SCIENCE
Biology Chemistry Nutrition Physics Psychology
TECHNOLOGIES
Design, Technology and Engineering <ul style="list-style-type: none"> <li>- Furniture Construction</li> <li>- Metals Engineering</li> <li>- CAD / CAM</li> </ul> Digital Technologies Information Processing and Publishing Fashion and Textiles Technology <ul style="list-style-type: none"> <li>- Child Studies</li> <li>- Fashion and Textiles Design</li> <li>- Food and Hospitality</li> </ul>

# CHOOSING A STAGE 2 COURSE OF STUDY

Stage 2 students will study Religion Studies and four full year equivalent subjects. SACE Religion Studies compliments the totality of the Catholic religious experience at the College (which also includes the Liturgical Program and Retreats) and is taken by all students from Years 7-12 as part of the overall commitment to education within the context of a Catholic school. The Research Project may also be studied at Stage 2, if not already completed in Stage 1.

**Before selecting your course of study you need to clarify your aims:**

Are you seeking only to complete the SACE at this stage?

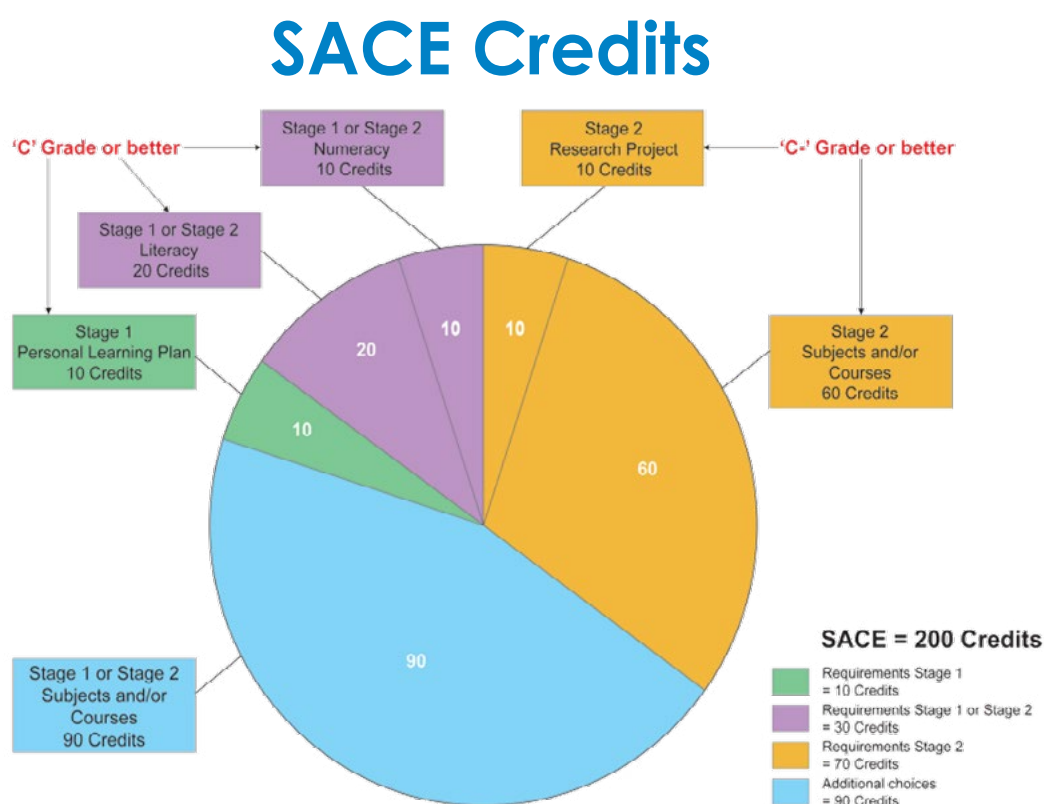
Are you intending to study further at University or Institutes of Vocational Education (TAFE)?

- Refer to the guide to University entry in the Stage 1 section of this handbook

Are you hoping to satisfy SACE requirements and move into a particular job or industry?

Whatever it is you are aiming at, it is important for you to know what you need to have done in order to achieve your aims. Begin your planning by using the following SACE Course Planner.

## SACE REQUIREMENTS



# SACE Planner



**SACE**  
Board of SA

## Personal Learning Plan = 10 credits

## Credits

10

## Literacy = 20 credits

Choose from a range of English subjects or courses



Subtotal 10



## Numeracy = 10 credits

Choose from a range of mathematics subjects or courses



Subtotal 30

## Stage 2 subjects or courses = 60 credits

Choose from a range of Stage 2 subjects and courses















## Research Project = 10 credits

10

Subtotal 70

## Additional choices = 90 credits

Choose from a range of Stage 1 and Stage 2 subjects and courses





















Subtotal 90

## To gain the SACE, you must earn 200 credits

**Total** 200

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

# STAGE 2 SUBJECT REQUIREMENT GUIDELINES

Accounting	Score of C grade or better in Stage 1 General Mathematics, B+ grade or better in Stage 1 Essential Mathematics or Stage 1 Accounting
Biology	Satisfactory completion of a Stage 1 Science subject
Business Innovation	Completion of Stage 1 Business Innovation not required, but sound research and analytical skills
Chemistry	Solid passes in Stage 1 Chemistry (Full year) with a B grade or better
Child Studies	Satisfactory completion of Stage 1 Child Studies or Food and Hospitality an advantage
Creative Arts	Satisfactory completion of Stage 1 Creative Arts or Drama an advantage
Design, Technology and Engineering	Sound background in relevant Design, Technology and Engineering course (Furniture Construction, Metals Engineering, CAD/CAM) at Stage 1 level is required. Satisfactory completion of the relevant course is also strongly recommended
Digital Technologies	Satisfactory completion of Stage 1 Digital Technologies A and B with a B grade or better
English	Completion of Stage 1 English with a C grade or better
English Literary Studies	Completion of Stage 1 English with a B grade or better
Essential Mathematics	Completion of one semester of Stage 1 Mathematics with a C grade or better
Fashion and Textiles Design	Minimum of Year 9 Home Economics study, Year 10 preferable, but satisfactory completion of Stage 1 Fashion and Textile Design an advantage
Food and Hospitality	Minimum of Year 9 study, Year 10 preferable, but satisfactory completion of Stage 1 Food and Hospitality or Nutrition an advantage
Geography	Sound research and writing skills required
Information Processing and Publishing	Satisfactory completion of Stage 1 Information Processing and Publishing is desirable
Italian Continuers	Satisfactory completion of Stage 1 Italian Continuers
Japanese Continuers	Satisfactory completion of Stage 1 Japanese Continuers
Legal Studies	No previous study required, but sound research and analytical skills
General Mathematics	Satisfactory completion of a full year of Stage 1 General Mathematics
Mathematical Methods	Grade of C or better in Stage 1 Mathematical Methods
Modern History	No previous study required, but sound research and analytical skills
Music	Satisfactory completion of Stage 1 Music (20 credits - Full year) is required
Nutrition	Satisfactory completion of a Stage 1 Science subject
Outdoor Education	Moderate level of fitness plus sound research and writing skills required
Physics	Solid passes in Stage 1 Physics (Full year) and General Mathematics (Full year) with a score of C or better
Physical Education	No previous study required, but positive approach to previous PE is essential
Psychology	Sound research and writing skills required plus satisfactory completion of a Stage 1 Science subject
Society and Culture	Satisfactory completion of Stage 1 Religion Studies required as well as sound research and analytical skills with a score of C or better
Specialist Mathematics	Grade of B or better in Stage 1 Specialist Mathematics
Tourism	No previous study required, but sound research and writing skills
Visual Arts - Art	Satisfactory completion of at least a half year of Stage 1 Visual Arts - Art and/or Design
Visual Arts - Design	Satisfactory completion of at least a half year of Stage 1 Visual Arts - Art and/or Design

# A GUIDE TO UNIVERSITY ENTRY

## Qualifying for University Entry

Students studying for the new South Australian Certificate of Education and applying for entry into university in 2021 and beyond must:

- complete the South Australian Certificate of Education (SACE)
- complete at least 90 credits at Stage 2 (Year 12) in the SACE (including 60 credits of approved university entry subjects)
- complete prerequisite requirements for some university courses
- obtain an ATAR (Australian Tertiary Admissions Rank)

Applications for University and TAFE courses are handled by the South Australian Tertiary Admissions Centre (SATAC).

## The SACE

The South Australian Certificate of Education is an internationally recognised senior secondary qualification administered by the SACE Board of South Australia. To gain the SACE students must earn 200 credits and achieve a C or better in compulsory SACE subjects including the Stage 2 (Year 12) Research Project.

## Credits

Ten credits are equivalent to one semester or six months' study in a particular SACE subject. 20 credits are equivalent to two semesters or a full year's study.

## Tertiary Admission Subjects (TAS)

These are Stage 2 (Year 12) SACE subjects that the universities have agreed are acceptable for university selection purposes. A list of approved university entry subjects are available and 60 out of the 90 credits at Stage 2 (Year 12) level must be approved university entry subjects. The other 30 credits may come from alternatives to full-year school-based subjects.

**Pre-Requisite Requirements:** To be able to apply for some university undergraduate courses, particularly in the areas of science, engineering, mathematics and computer science, students need to achieve a C or better in specific SACE subjects. These are known as prerequisite subject requirements and are listed each year in SATAC's Tertiary Entrance booklet.

## Australian Tertiary Admissions Rank (ATAR)

Students need an ATAR to apply for university courses. The ATAR is:

- a measure of a student's academic achievement compared to other students
- used by universities to select students who have completed Year 12
- given to students on a range from 0 to 99.95. Students receiving an ATAR of 99.95 are the highest ranked in the State

## Calculating the ATAR

For students completing the SACE, the Australian Tertiary Admissions Rank (ATAR) will be calculated based on their results in:

- Three 20-credit Tertiary Admission Subjects (TAS) (equal to 60 credits of Stage 2 SACE subjects)
- Plus the best outcome from the flexible option, which is the best 30 credits of scaled scores or scaled scores equivalent 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;
  - The scaled score equivalent for Recognised Studies to the value of 10 or the maximum 20 credits.

# STAGE 2 SUBJECTS

## Accounting

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

Accounting is the language of business and is used to tell the financial story of an entity. Accounting helps business owners to understand their business so that they can make informed decisions. The practice of accounting is used to record, report, analyse, and communicate past events, current activities, and potential challenges and opportunities.

Students analyse and evaluate accounting information to develop and propose authentic accounting advice to inform the decision-making of a variety of stakeholders. Students explore the impact accounting has had on society and possible future opportunities involving accounting.

### Content

Stage 2 Accounting is a 20-credit subject. Learning is structured around three focus areas:

- understanding accounting concepts and conventions
- managing financial sustainability
- providing accounting advice

These 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, for example:

- local, national, and multinational enterprises
- small, medium, and large businesses
- public-private partnerships
- primary, secondary, and tertiary enterprises
- online enterprises
- not-for-profit organisations

Through their study of each of the three focus areas, students develop and apply their understanding of the following underpinning learning strands:

- financial literacy
- stakeholder information and decision-making
- innovation

### Assessment

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

School-based Assessment	Weighting
Accounting Concepts and Solutions	40%
Accounting Advice	30%
External Assessment	
Examination	30%



# STAGE 2 SUBJECTS

## Biology

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

Previous study of Stage 1 Biology is not required but is strongly recommended. Study of Stage 1 Chemistry is an advantage. It is strongly recommended students have a good understanding of basic concepts usually taught in junior secondary science courses.

Students are required to have satisfactorily completed a Stage 1 Science subject with a C grade or better to undertake Stage 2 Biology.

### Content

Stage 2 Biology is organised around the following four themes:

- Topic 1: DNA and Proteins
- Topic 2: Cells and Basics of Life
- Topic 3: Homeostasis
- Topic 4: Evolution

### Assessment

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

School-based Assessment	Weighting
Investigations Folio (Includes Practical Investigations and Science as a Human Endeavour Investigation)	30%
Skills and Applications Tasks	40%
External Assessment	
Examination (2 hours)	30%

The examination consists of:

- Varied questions (multiple choice, short answer and practical response questions);
- Students showing an understanding of science as a human endeavour;
- Students applying their science and understanding for more than one topic.

Questions will cover all themes and threads, and will include experimental skills. The examination will be marked by external assessors with reference to the performance standards.

# STAGE 2 SUBJECTS

## Business Innovation

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

Students with a keen interest in using their critical and creative thinking skills to brainstorm viable solutions to real-world problems have a high chance for success in this subject.

Students will need to have strong teamwork skills to collaborate with their peers and interact with others in the College community, as well as be confident individually pitching their ideas to various stakeholders. They will be comfortable with experimenting with various digital technologies, and potentially failing frequently as their business idea evolves through each step of the Design Thinking process. Their teacher will act as a business mentor as students enter the dynamic world of entrepreneurialism, where they must critically analyse and reflect on every decision and assumption made throughout their solution's journey, and research and explore (rather than be told) the best approach to take.

### Content

Learning is structured around three key contexts:

- Designing business
- Sustaining business
- Transforming business

Students will explore at least two of these contexts. Through these contexts, students develop and apply their understanding of the following underpinning 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

This understanding is extended and applied through each of the learning strands.

### Assessment

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

School-based Assessment	Weighting
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Business Skills	40%
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(four multimodal tasks such as product pitches, evaluations, reports or presentations)

Business Model	30%
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(1500-word evaluation of own business model)

### External Assessment

Business Plan and Pitch	30%
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(1700-word business plan and two-minute oral sales pitch to “investors”)

# STAGE 2 SUBJECTS

## Certificate III Fitness

### Level of Study

Certificate III (SIS30315) **\*Stage 1 or Stage 2**

### Credits

Stage 2 - 100 credits

### Course Length:

Full Year VET Course

### Advice to Students

Cert III in Fitness is ideal for students who want to learn and develop the skills and knowledge needed to work as a fitness instructor, guiding and coaching others through workouts. This course is taught over eight modules, each with case studies, quizzes and formal practical assessments. Students are expected to both participate in, and coach others, in physical exercise including weight training, cardio training, flexibility/stretch sessions, and small group workouts. This course is a nationally recognised qualification under the Australian Qualifications Framework. Successful completion of a full Certificate III Fitness attracts credits and can count as one Stage 2 full year subject in calculating an ATAR. The RTO for this course is Foundation Education and The Australian Institute of Personal Trainers, with all training held at Gleeson College. Students wishing to enrol in Certificate III Fitness will need to complete a short application form and attend a brief interview with the Flexible Pathways Leader (Mr Thomas Blake) or Course Instructor (Mr Tom Dawson) to assess their suitability for the course.

### Content

National VET Competencies studied:

- SISFFIT001 Provide health screening and fitness orientation
- SISFFIT002 Recognise and apply exercise considerations for specific populations
- SISFFIT003 Instruct fitness programs
- SISFFIT004 Incorporate anatomy and physiology principles into fitness programming
- SISFFIT005 Provide healthy eating information
- SISFFIT014 Instruct exercise to older clients
- SISXCCS001 Provide quality service
- SISXFAC001 Maintain equipment for activities
- SISXIND001 Work effectively in sport, fitness and recreation environments
- BSBRSK401 Identify risk and apply risk

- management processes
- HLTAID003 Provide First Aid
- HLTWHS001 Participate in workplace health and safety
- SISFFIT006 Conduct fitness appraisals
- SISFFIT007 Instruct group exercise sessions
- SISFFIT011 Instruct approved community fitness programs
- SISFFIT012 Instruct movement programs to children aged 5 to 12 years

**\* Students must also complete 30 hours of work experience in a gym to be negotiated with the Flexible Pathways Leader.**

Students' job seeking skills will be developed when they initiate the work placement process by approaching various gyms, health clubs and fitness facilities in their own time to try and gain work experience. Holiday workshops and/or excursions to fitness centres around Adelaide may be offered to expose students to different fitness environments. **\*Exact units and unit bundling offered in 2021 to be confirmed.**

### Assessment

Assessment will be via the National VET Competencies, case studies, practical tasks and general observations, quizzes, work placements and assignments. Certificate III Fitness is delivered in a mixed-mode classroom: students independently work through a series of modules featuring Learning Guides and videos online via AIPT's eCampus and school-developed resources. They then discuss this theory in class through a range of individual tasks and small group practicals, before synthesising this knowledge in a variety of assessment.

### Extra Information

A charge does apply for this course, which is subject to review (\$450 in 2020). Students are required to enrol and complete the First Aid unit with an external provider. Students must successfully complete four modules by the end of Semester 1 to remain in the course for Semester 2. Classes are conducted in our two gym facilities in a Workplace/VET manner, so students will be expected to sign and abide by the 'Certificate III Fitness Code of Conduct' to ensure a safe, productive, professional environment as expected in the workplace.

### Pathways

Certificate IV Fitness and/or Diploma in Fitness. Careers in the Health, Fitness and/or Sport and Recreation industries

# STAGE 2 SUBJECTS

## Chemistry

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

All students entering this course are expected to have completed the equivalent of one full years study of Stage 1 Chemistry with a C+ grade or better.

### Content

Stage 2 Chemistry is organised so that each intended student learning is related to a key chemical idea or concept within four topics. Through the study of these key ideas and concepts students develop their chemistry investigation skills.

### Topics

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

### Assessment

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

School-based Assessment	Weighting
Investigations Folio (Includes Practical Investigations and Science as a Human Endeavour Investigation)	30%
Skills and Applications Tasks	40%
External Assessment	
Examination (2 hours)	30%

Students are assessed on their knowledge and understanding of the key ideas and the intended student learning in the four topics and the investigation skills. Students are given a sheet containing a periodic table, standard SI prefixes, and a table showing the relative activities of a number of metals.

The examination will be marked by external assessors with reference to performance standards.

## Child Studies

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

This subject focuses on children's growth and development from birth to eight years inclusive. Students examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children.

Through the study of Stage 2 Child Studies, students develop a variety of research, management and practical skills.

### Content

Topics relate to the five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Socio-cultural Influences
- Technological Influences

**\*Note: This subject will incur an additional cost of approximately \$30-60 for resources.**

### Assessment

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

School-based Assessment	Weighting
Practical Activity	50%
• Adapting a family meal	
• Childhood obesity and hidden sugars	
• Gender inclusive recycled toys	
• Tinkering and investigation-based play	
Group Activities	20%
• Paddock to Plate (primary school picnic/ education session)	
• Computer Game to Life (activity session run at local Primary School)	

### External Assessment

Investigation 30%  
The Investigation is a piece of writing of up to a maximum of 2000 words. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question or hypothesis.

# STAGE 2 SUBJECTS

## Community Studies

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

Community Studies offers selected students the opportunity to learn in a community context. This option must be discussed with your course counsellor and the Flexible Pathways Leader.

Students decide the focus of their community activity, which begins from a point of personal interest, skill, or knowledge. By setting challenging and achievable goals in a community activity, students enhance their skills and understandings in a guided and supported learning program. They develop their capability to work independently and to apply their skills and knowledge in practical ways in their community. The focus capabilities for this subject are communication and citizenship.

### Content

Students prepare a contract of work to develop a community activity from ten areas of study including Arts and the Community, Health, Recreation and the Community and Work and the Community.

### Assessment

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

School-based Assessment	Weighting
Contract of Work, Folio and Presentation	70%
External Assessment	
Reflection	30%

### Pathways

Pathways follow an individual student's study plans.

### Further Information

For further information, please contact the Flexible Pathways Leader at the College on 8282 6600.

# STAGE 2 SUBJECTS

## Creative Arts

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

Stage 2 Creative Arts is an opportunity for teachers, in negotiation with students, to tailor a program to meet local needs or interests in a way that cannot be met solely through any other subject in the Arts Learning Area or another subject offered within the SACE. It is an opportunity to focus on an aspect, or to combine aspects, of one or more SACE subjects in the creative arts, within a single subject.

### Content

Students will explore beyond the core concepts specific to creative arts discipline(s). These explorations include identification, knowledge, and understanding of applications for particular genres, styles, forms, conventions, and protocols that are recognisable within the various creative arts disciplines. Students are guided through the following learning experiences:

- Investigating the creative arts products of past and present practitioners, and their ideas, techniques, styles, and approaches;
- Conceptualising, designing, and planning creative arts products;
- Understanding advanced concepts in relevant creative arts disciplines and using this understanding to inform the development and production stages;
- Developing creative arts products, using imaginative, innovative, and lateral thinking and applying problem-solving skills;
- Using and refining creative arts techniques, processes, and technologies;
- Rehearsing, practising, refining, displaying, and/or presenting work to others;
- Working productively;
- Reflecting on and evaluating the purpose or function of the creative arts against a personal aesthetic.

### Assessment

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

School-based Assessment	Weighting
Product	50%
Investigation	20%
External Assessment	
Practical Skills	30%

# STAGE 2 SUBJECTS

## Dance

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

No pre-requisites but knowledge and background in any area of Performing Arts at Year 11 would be beneficial. Any dance or movement study outside of school may also be helpful. Students will need to wear a change of clothes to participate as this course has a very strong practical focus.

### Content

In Stage 2 Dance students develop aesthetic and kinesthetic intelligence, using the body as an instrument for the expression and communication of ideas. They consider the role of dance in different cultural contexts, including those of Aboriginal and Torres Strait Islander peoples and its place in transmitting culture. They develop an appreciation of dance as an art form as well as a life enrichment opportunity connected to mental and physical wellbeing. Students specialise in a dance genre depending on the interests and abilities and explore dance in different global contexts.

### Assessment

#### School-based Assessment

##### Type 1: Performance Portfolio (40%)

Students present a performance portfolio of recorded work of up to a maximum of 15 minutes showcasing a selection of full-length performance or production work for a live audience. The performance(s) may be a combination of solo, duo, trio, small group or a larger group performance of varying lengths. In larger group performances, each student's contribution must be evident.

##### Type 2: Dance Contexts (30%)

In Dance Contexts, students develop their knowledge and understanding of dance in various cultural contexts, including for example Indigenous contexts. In this assessment type, students present two dance context tasks; a recording and a choreographic analysis. Students will research, and explore cultural contexts as a catalyst for the creation of their own self-devised dance works. They may have the opportunity to attend live performances, view recorded

performances and research dance traditions, performers and choreographers.

### External Assessment

#### Type 3: Skills Development Portfolio (30%)

Students complete a dance skills portfolio which explores their development as a dance artist. The portfolio should enable students to communicate their ideas and use appropriate dance terminology. The dance portfolio should enable students to demonstrate evidence of their ability to make informed judgements about their development as a dance practitioner through research and reflection on their own creative work. Students independently select a focus area for study.

### Assessment Criteria

#### Understanding Dance

(UD1): Knowledge and understanding of dance practices such as the use of the body, dance skills, dance elements, structural devices, production elements and/or safe dance practices.

(UD2): Knowledge and understanding of appropriate language and terminology relevant to the dance context.

#### Creating Dance

(CD1): Application of skills using safe dance practice and techniques in presenting and/or creating dance works.

(CD2): Communication of choreographic intent to an audience through composition or performance.

(CD3): Analysis and synthesis of research findings to choreograph a dance creation.

#### Responding to Dance

(RD1): Critique and evaluate a dance presentation, performance, or choreographic piece.

(RD2): Analysis of dance in global contexts.



# STAGE 2 SUBJECTS

## Design, Technology and Engineering

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

Stage 2 Design, Technology and Engineering provides students with an opportunity build on skills and knowledge to use tools, machinery, equipment and materials appropriately, safely, and competently to design and create an individual product.

Students will work through design and realisation/ making process that involves investigating, analysing, planning, designing, producing, and evaluating to design and make a product to meet an identified need or design brief.

Design, Technology and Engineering is a practical hands on course that aims to further develop student's personal attributes of self-reliance, project management, collaboration and persistence as well as investigate the impact of technologies on society and the environment. Workplace health and safety is highly emphasized within this course.

### Content

Students can choose to study one or both of the following full year courses.

#### Furniture Construction

Through the study of Stage 2 Furniture Construction students further develop their skills in the use of woodworking tools, equipment, machines and materials safely and competently to produce a product of a given standard. Students will:

- Produce a range of carcase and framing woodworking joints
- Use, investigate and test timber and timber based products
- Design and construct a major product of their own design
- Evaluate the effectiveness of their chosen process/product
- Construct and appropriately finish an item of furniture to a saleable quality
- Further develop skills and understanding in

the safe operation and use of woodworking tools and machinery

- Follow safe operating procedures and workplace health and safety guidelines at all times

#### Metals Engineering

Through the study of Stage 2 Metals Engineering students further develop their skills in the use of metalworking tools, equipment, machines and materials safely and competently to produce a product of a given standard. Students will:

- Join a range of metal products using oxy-acetylene and MIG welding equipment
- Manipulate metal using equipment including the lathe, plasma cutter, guillotine, grinder and bandsaw
- Use, investigate and test metal materials and products
- Design and construct a major product of their own design
- Evaluate the effectiveness of their chosen process/product
- Further develop practical skills in metal machining, welding and fabrication techniques
- Follow safe operating procedures and workplace health and safety guidelines at all times

#### CAD/CAM

Through the study of Stage 2 CAD/CAM (Computer Aided Design/Computer Aided Manufacturing) students will further develop skills in the use of digital and traditional tools, equipment, machines, and materials safely and competently to produce a product of a given standard. Students will:

- Work in a digital environment to design, model, manipulate, and test objects and products
- Use and investigate advanced manufacturing equipment such as 3D printers and laser cutters
- Use engineering and vector software to achieve a determined outcome
- Investigate, design and manufacture a major product of their own design
- Evaluate the effectiveness of their chosen product
- Research advanced manufacturing techniques and their impact on society and the environment
- Follow safe operating procedures and workplace health and safety guidelines at all times



# STAGE 2 SUBJECTS

## Design, Technology and Engineering (Continued)

It is recommended that students have satisfactorily completed a Stage 1 Design and Technology course.

### Assessment

Assessment at Stage 2 focuses on Investigation and Analysis, Design Development and Planning, Production and Evaluation. Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Skills and Application Tasks - Joining Methods and Material/Component/Joint Testing	20%
Design Process and Solution - Investigation, Planning, Production and Evaluation of a Product	50%

### External Assessment

Resource Study - Investigate and analyse resources and issues associated with their product	30%
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### Further Information

A higher specification device is recommended in this subject - refer to page 22.

## Digital Technologies

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

It is recommended that students have successfully completed Stage 1 Digital Technology A and/or B. 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.

Learning environments in Digital Technologies may include physical, online, and/or simulated spaces.

### Content

Students undertaking this course will study the following topics:

- Focus Area 1: Computational thinking
- Focus Area 2: Design and Programming
- Focus Area 3: Data Analysis
- Focus Area 4: Iterative Product development

### Assessment

Assessment is both school-based and external. Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Project Skills	50%
Collaborative Project	20%

### External Assessment

Individual Digital Solution 30%  
Six assessment pieces consisting of four Project Skills Tasks, Collaborative Project and Individual Digital Solution.

### Further Information

A higher specification device is recommended in this subject - refer to page 22.

# STAGE 2 SUBJECTS

## English

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

In Stage 2 English, students apply, extend, and refine their repertoire of literacy skills and practices as they examine how meaning is communicated and as they engage in creative response and argument.

In English, students compare texts and consider how the purpose of a text is achieved through application of conventions and stylistic features to position the audience to respond to ideas and perspectives. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

### Content

- **Responding to Texts:** Students produce three responses to a shared study of texts such as a novel, film, drama text, or selection of poetry.
- **Creating Texts:** Students create written, oral, and/or multimodal texts for procedural, imaginative, analytical or persuasive purposes. One of these texts will be accompanied by a writer's statement.
- **Comparative Analysis:** Students complete a written comparative analysis of up to 2000 words. This will involve the study of two texts and an evaluation of the language, stylistic features, and conventions in these texts in representing ideas, perspectives, and to influence audiences.

### Assessment

Assessment is both school-based and external. Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Responding to Texts	30%
Creating Texts	40%
External Assessment	
Comparative Analysis	30%

## English Literary Studies

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

In Stage 2 English Literary Studies, students focus on the ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. This allows students to develop the skills and strategies needed to express, interpret, and analyse complex information and ideas. Students apply, extend, and refine their repertoire of literacy skills and practices as they examine how meaning is communicated and as they engage in creative response and argument.

### Content

- **Responding to Texts:** Students produce four responses to the shared study of texts. The texts studied will include a novel, a film, a drama text and a selection of poetry.
- **Creating Texts:** Students create two original texts, one of which will include a writer's statement.
- **Text Study:** The external assessment is divided into two sections, Part A and Part B.
  - **Part A: Comparative Text Study:** the comparison one of the texts studied in the shared studies with another text individually chosen by the student, in a response of a maximum of 1500 words.
  - **Part B: Exam:** A critical reading of one or more short texts. The short texts may be in a variety of forms. This is a 90-minute examination developed by the SACE Board.

### Assessment

Assessment is both school-based and external. Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
Responding to Texts	50%
Creating Texts	20%
External Assessment: Text Study	
Part A: Comparative Text Study	15%
Part B: Exam	15%

# STAGE 2 SUBJECTS

## Essential English

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

In Stage 2 Essential English, students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students analyse the role of language in supporting effective interactions, and create oral, written, and multimodal texts that communicate information, ideas, and perspectives for a range of purposes. In this subject, students can develop their communication skills in a range of social and cultural contexts, including study, work, and community life.

### Content

- **Responding to Texts:** Students produce three responses to texts studied as a class, such as a film, documentary, advertisements, or selection of song lyrics.
- **Creating Texts:** Students produce three original texts for procedural, imaginative, analytical, persuasive, and/or interpretive purposes.
- **Language Study:** students complete an independent language study of up to 1500 words on the use of spoken, non-verbal, visual, and/or written language by people in a chosen context beyond the classroom. This could be (but is not limited to) a workplace, training, or volunteering context, a school context, or an area of recreational or personal interest, such as a sports club.

### Assessment

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

School-based Assessment	Weighting
Responding to Texts	30%
Creating Texts	40%
External Assessment	
Language Study	30%

## Fashion and Textiles Design

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

Fashion and Textiles Design is aimed at students interested in designing and making a garment. Students will focus on developing planning, design and constructions skills. Students are expected to be confident in the use of a sewing machine and overlocker prior to commencing the course. It is therefore recommended that students have completed at least one term of sewing. This course will incur an additional cost of approximately \$50-100 for resources.

### Content

Student assignments are based on building knowledge and skills through specialised skills tasks specific to their major product design. Examples of specialist skills are: beading, applying boning to a bodice, altering a commercial pattern, etc. Students will complete a three-stage design process of a design brief, weekly journal and manufacture of their major product.

### Assessment

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

School-based Assessment	Weighting
Specialised Skills Tasks (x2)	20%
Design Process and Solution	50%
External Assessment	
Resource Study	30%

The Resource Study comprises of two parts. Part One: Resource Investigation requires students to investigate and analyse the functional characteristics and properties of two or more materials used in their major project. Part Two: Issue Exploration explores the ethical, legal, economic and sustainability issues related to their product solution. The Resource Study will be up to a maximum of 2000 words.

# STAGE 2 SUBJECTS

## Food and Hospitality

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or as industry workers.

Students have the opportunity to attend the Melbourne Arts & Food Cultural Trip, which allows students an experience of rich visual offerings at various prestigious art/design institutions in Melbourne, as well as exploring leading food trends. **\*Note – A cost is associated with this trip and an application process is involved.**

### Content

Students study topics related to the five areas of study:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Socio-cultural Influences
- Technological Influences

### Assessment

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

School-based Assessment	Weighting
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Practical Activity	50%
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- Food safety at breakfast
- Dessert trends
- Creative cupcakes
- Free foods – catering for dietary requirements
- Gourmet to Go – sustainable pasta making

Group Activities	20%
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- Culturally-themed lunchtime café

### External Assessment

Investigation	30%
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The Investigation is a piece of writing of up to a maximum of 2000 words. Students identify a relevant contemporary issue related to an area of study, which is stated as a research question or hypothesis.

## Geography

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

Students must have sound reading, writing and research skills and the ability to work independently.

### Content

Stage 2 Geography consists of the following content:

- The Transforming World
- Fieldwork

### The Transforming World

Through the concept of geographical change, students examine the transformation of human and physical environments and their interconnectedness. Students study the causes of change in environmental, social, and economic systems, consider the impacts and implications of these changes, and consider possible strategies and recommendations for sustainability. In each of the three systems, students examine the role of people in causing both positive and negative changes.

Through the study of environmental change, students investigate the interrelationship between people and ecosystems, changes in land cover, and how people contribute to climate change. Students develop their understanding of population and economic change and how these are interdependent through the study of population trends, the impact of globalisation, and patterns of inequality. The transforming world focuses on the following five topics, which are organised under the two themes of environmental change and social and economic change.

**The following topics, across both themes, will be studied:**

Theme 1: Environmental Change

Topic 1: Ecosystems and People

Topic 2: Climate Change

Theme 2: Social and Economic Change

Topic 3: Population Change

Topic 4: Globalisation

Topic 5: Transforming Global Inequality

# STAGE 2 SUBJECTS

## Geography (Continued)

### Assessment

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

School-based Assessment	Weighting
Assessment Type 1:	40%
Assessment Type 2:	30%
External Assessment	
Assessment Type 3:	30%

### Assessment Type 1:

#### Geographical Skills and Applications (40%)

Students produce four geographical skills and applications tasks to demonstrate knowledge and understanding of geographical concepts, and to examine geographical features, patterns, and processes.

The tasks will include:

- One task from Topic 2: Climate Change
- One task from Topic 4: Globalisation
- One task from Topic 5: Transforming Global Inequality
- One task from any topic.

### Assessment Type 2: Fieldwork Report (30%)

Students produce one individual fieldwork report. Each student is responsible for independently planning, organising, and carrying out fieldwork and completing a report. The fieldwork should focus on a local topic or an issue of personal interest. The fieldwork report may be in multimodal, written, and/or oral form. A written report should be a maximum of 2000 words; an oral report should be a maximum of 12 minutes.

### External Assessment

#### Assessment Type 3: Written Examination (30%)

Students undertake one 2-hour written examination consisting of two parts. Part A focuses on geographical skills and Part B focuses on application of skills developed through the study of Topics 1 and 3.

## Information Processing and Publishing

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the design process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts. The focus capabilities for this subject are communication and learning.

### Content

Stage 2 Information Processing and Publishing consists of the following two focus areas:

- Desktop Publishing
- Electronic Publishing

### Assessment

Stage 2 summative assessment components and weighting is as follows:

School-based Assessment	Weighting
Practical Skills Tasks	40%
Issues Analysis	30%
External Assessment	
Product and Documentation Task	30%

### External Assessment

**Product and Documentation:** Students complete one Product and Documentation task that may come from either one focus area or the integration of two focus areas.

### Further Information

A higher specification device is recommended in this subject - refer to page 22. Students are provided a copy of Adobe Creative Cloud for their laptop, which is installed by the College's Network Management Team, provided their laptop meets the specifications to install this software.

# STAGE 2 SUBJECTS

## Italian Continuers

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

Successful completion of SACE Stage 1 Italian is a pre-requisite for this course.

In this subject, students interact with others to share information, ideas, opinions and experiences. They create texts in Italian to express information, feelings, ideas and opinions. Students analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication. Students should have a sound understanding of previously learnt vocabulary and grammar structures and know how to use them confidently and in correct contexts.

Students will need to be prepared to spend personal time reviewing and practicing their language skills.

### Content

This full-year subject revolves around three main themes and a number of prescribed topics and sub topics. The three themes include:

- The Individual
- The Italian-Speaking Communities
- The Changing World

Topics and Sub Topics studied include:

- Conversation and correspondence exchanging ideas and opinions on topics such as school life, travel, hobbies, likes, careers and Italian culture
- Students develop an understanding of Italian written and spoken texts dealing with daily life and items of general interest through this course
- Students study and respond to a number of works. Students write on topics chosen in Italian and English. Aesthetic works include parts of novels, plays, short stories, films, poetry, songs etc

### Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 locally assessed languages at Continuers level:

School-based Assessment	Weighting
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Assessment Type 1: Folio	50%
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- Interaction
- Text Production
- Text Analysis

Assessment Type 2: In-Depth Study	20%
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- One oral presentation in Italian, one written response to the topic in Italian, and one reflective response in English for the In-Depth Study.

### External Assessment

Assessment Type 3: Examination	30%
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- The examination consists of an oral examination and a written examination. The 10-15 minute oral examination is facilitated by SACE assessors and consists of two sections: 'Conversation' and 'Discussion of In-Depth Study'. The written examination will take two hours and has three sections: 'Listening and Responding', 'Reading and Responding', and 'Writing in Italian'.

# STAGE 2 SUBJECTS

## Japanese Continuers

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

Successful completion of SACE Stage 1 Japanese with a B<sup>-</sup> grade or better is a pre-requisite for this course. Students must be prepared to build on their prior knowledge of the language and culture and develop their language skills. Students must be prepared to use the Japanese language with a degree of fluency and accuracy in activities and summative tasks that involve all four macro-skills (reading, writing, listening and speaking). Students should be familiar with informal and formal levels of language, Hiragana and Katakana syllabaries and a prescribed number of Kanji characters. They should have a sound understanding of previously learnt vocabulary and grammar structures and know how to use them confidently and in correct contexts. Students will need to be prepared to spend personal time reviewing and practicing their language skills.

### Content

This full-year subject revolves around three main themes and a number of prescribed topics and sub topics. The three themes include:

- The Individual
- The Japanese-Speaking Communities
- The Changing World

### Vocabulary/Prescribed Kanji

A vocabulary list, comprising basic vocabulary relevant to the topics and suggested sub topics, will be on the SACE website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)). Students do not need to know all the words on the list in order to be successful in a program based on this subject outline. It is provided as a resource for teachers and students to use in preparing for oral and written examinations. Students are expected to be able to write 150 Kanji, and read a further 50, by the end of Stage 2 Japanese.

### Grammar

Students will already have a reasonable understanding of the function of grammar in Japanese through prior knowledge or study. Students will develop their ability to convey meaning effectively in a range of contexts which

involves extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge. Students will need to purchase the 'Wakatta Workbook 2' for approx. \$35. 'Wakatta' textbook can be purchased for \$45 or borrowed from the College. ***\*Workbook and textbook cost in 2021 is yet to be confirmed.***

### Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 locally assessed languages at Continuers level:

School-based Assessment	Weighting
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Assessment Type 1: Folio	50%
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- Interaction
- Text Production
- Text Analysis

Assessment Type 2: In-Depth Study	20%
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- One oral presentation in Japanese, one written response to the topic in Japanese, and one reflective response in English for the In-Depth Study.

### External Assessment

Assessment Type 3: Examination	30%
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- The examination consists of an oral examination and a written examination. The 10-15 minute oral examination is facilitated by SACE assessors and consists of two sections: 'Conversation' and 'Discussion of In-Depth Study'. The written examination will take two hours and has three sections: 'Listening and Responding', 'Reading and Responding', and 'Writing in Japanese'.



# STAGE 2 SUBJECTS

## Legal Studies

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

The Legal Studies curriculum statements explore Australia's legal heritage and the dynamic nature of the Australian Legal System within a global context. They provide a sound understanding of the structures of the Australian Legal System and demonstrate how that system responds and contributes to social change while maintaining tradition. By analysing the Australian Legal System, students consider how diverse groups in society influence and are influenced by the legal system.

### Content

Students study the following four topics:

Topic 1: The Australian Legal System

Topic 2: Constitutional Government

Topic 3: Law-making

Topic 4: Justice Systems

### Assessment

Assessment is subject to the requirements, policies, and procedures of the Board. One of the purposes of assessment is to measure the extent to which students have achieved the learning outcomes of a program based on this curriculum statement. The assessment tasks used to determine the SACE Subject Achievement Score are summative. Formative tasks are important in the learning process, but do not contribute to final grades. Students demonstrate evidence of their learning through the following assessment types:

School-based Assessment	Weighting
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Assessment Type 1: Folio	50%
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Assessment Type 2: Inquiry	20%
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External Assessment	Weighting
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Assessment Type 3: Examination	30%
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### Pathways

Stage 2 Legal Studies offer students a number of pathways to post-secondary study and the world of work. They may offer a useful background to further study in related courses. There are a number of nationally accredited vocational education and training qualifications to which these subjects can lead.



# STAGE 2 SUBJECTS

## Mathematics

### Essential Mathematics

#### Level of Study

Stage 2

#### Credits

20 (Full year)

#### Advice to Students

The Essential Mathematics stream is designed to support students develop their ability to use mathematical processes in practical and workplace contexts. There is a focus on ensuring that core numeracy skills are mastered so that students can develop their mathematical confidence.

By the end of Stage 2 Essential Mathematics, students will have had the opportunity to apply mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

To enrol in Stage 2 Essential Mathematics, students should have achieved at least a B in Stage 1 Essential Mathematics A & B, or at least a C in Stage 1 General Mathematics A & B. Students who do not achieve the minimum C grade in at least one 10 credit Stage 1 Mathematics subject are strongly encouraged to enrol in Stage 2 Essential Mathematics.

#### Content

In Stage 2 Essential Mathematics, students learn mathematical concepts and processes as outlined in the SACE Stage 2 Essential Mathematics Curriculum. Students study five topics from the list of six topics below, including topics 2, 4, and 5. Topics may be studied in any order.

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

Students study five topics from the list of six topics above. All students must study topics 2, 4, and 5.

#### Assessment

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

School-based Assessment	Weighting
Skills and Applications Tasks	30%
Folio	40%
External Assessment	
Examination	30%

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

- Four Skills and Applications Tasks
- Three Folio Tasks
- One Examination

#### Pathways

Successful completion of Essential Mathematics at Stage 2 prepares students for careers in a range of trades or vocations.

# STAGE 2 SUBJECTS

## Mathematics

### General Mathematics

#### Level of Study

Stage 2

#### Credits

20 (Full year)

#### Advice to Students

The General Mathematics stream is designed to give students an appreciation of the usefulness of Mathematics to understand and investigate real-world phenomena. There is a focus on interpreting mathematical patterns and results in context.

By the end of Stage 2 General Mathematics, students will have had the opportunity to explore mathematical models in the following contexts: personal financial management, statistical investigations, modelling with linear and non-linear functions, and discrete modelling using networks and matrices.

To enrol in Stage 2 General Mathematics, students should have achieved at least a B in Stage 1 General Mathematics A and B, or at least a C in Stage 1 Mathematical Methods A and B.

#### Content

In Stage 2 General Mathematics, students learn mathematical concepts and processes as outlined in the SACE Stage 2 General Mathematics Curriculum. Students study five topics from the list of six topics below, including topics 1, 3, 4, and 5. Topics may be studied in any order.

Topic 1: Modelling with Linear Relationships

Topic 2: Modelling with Matrices

Topic 3: Statistical Models

Topic 4: Financial Models

Topic 5: Discrete Models

Topic 6: Open Topic

Students study five topics from the list of six topics above. All students must study topics 1, 3, 4, and 5.

#### Assessment

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

School-based Assessment	Weighting
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Skills and Applications Tasks	40%
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Mathematical Investigations	30%
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#### External Assessment

Examination	30%
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Students provide evidence of their learning through eight assessments, including the external assessment component.

Students undertake:

- Five Skills and Applications Tasks
- Two Mathematical Investigations
- One Examination

#### Pathways

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

# STAGE 2 SUBJECTS

## Mathematics

## Mathematical Methods

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

The Mathematical Methods stream is designed to give students an appreciation of the usefulness of Mathematics to understand and investigate complex real-world phenomena that includes changing and variable systems. Students who have demonstrated confidence in using algebraic reasoning, and who are highly motivated, are likely to be successful in this subject.

By the end of Stage 2 Mathematical Methods, students will have had the opportunity to explore mathematical functions, including polynomial, trigonometric and exponential functions, calculus and its application to changing systems, and statistics as a way of analysing uncertainty and variation.

To enrol in Stage 2 Mathematical Methods, students should have achieved at least a B grade in Stage 1 Mathematical Methods A and B.

### Content

In Stage 2 Mathematical Methods, students learn mathematical concepts and processes as outlined in the SACE Stage 2 Mathematical Methods Curriculum. Topics may be studied in any order.

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

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

School-based Assessment	Weighting
Skills and Applications Tasks	50%
Mathematical Investigation	20%

### External Assessment

Examination

30%

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

- Six Skills and Applications Tasks
- One Mathematical Investigation
- One Examination.

### Pathways

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 physics.

# STAGE 2 SUBJECTS

## Mathematics

## Specialist Mathematics

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

The Specialist Mathematics stream is designed to extend students who have demonstrated a high degree of mathematical competence and confidence, and to develop in these students their skills in mathematical reasoning, leading to a study in mathematical arguments and proofs.

By the end of Stage 2 Specialist Mathematics, students will have had the opportunity to develop understanding in geometric reasoning, complex numbers, vectors and matrices, as well as calculus.

To enrol in Stage 2 Specialist Mathematics, students should have achieved at least a B grade in Stage 1 Specialist Mathematics A and B. Specialist Mathematics must be studied in conjunction with Mathematical Methods.

### Content

In Stage 2 Specialist Mathematics, students learn mathematical concepts and processes as outlined in the SACE Stage 2 Specialist Mathematics Curriculum. Topics may be studied in any order.

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

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

School-based Assessment	Weighting
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Skills and Applications Tasks	50%
-------------------------------	-----

Mathematical Investigation	20%
----------------------------	-----

External Assessment	Weighting
---------------------	-----------

Examination	30%
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Students provide evidence of their learning through eight assessments, including the external

assessment component. Students undertake:

- Six Skills and Applications Tasks
- One Mathematical Investigation
- One Examination

### Pathways

The subject leads to study in a range of tertiary courses, including mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

# STAGE 2 SUBJECTS

## Modern History

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

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

### Content

Students study:

- One topic from 'Modern Nations'
- One topic from 'The World Since 1945'

### Modern Nations

In the topic, '**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.

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

In the topic, '**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.

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 Struggle for Peace in the Middle East (1945- )

Topic 11: Challenges to Peace and Security (1945- )

Topic 12: The United Nations and Establishment of a Global Perspective (1945- )

### Assessment

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

#### School Based Assessment Weighting

Assessment Type 1: Historical Skills 50%

Assessment Type 2: Historical Study 20%

#### External Assessment

Assessment Type 3: Examination 30%

Students will undertake a 2-hour written, external examination paper consisting of:

- Part 1: Essay
- Part 2: Sources Analysis

# STAGE 2 SUBJECTS

## Music Explorations

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

Satisfactory completion of Stage 1 Music is required. Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions. Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

### Content

This is a 20-credit subject, which covers the following three areas of study:

#### Musical Literacy

Students undertake three musical literacy tasks. Together the musical literacy tasks enable students to:

- demonstrate understanding of musical elements, styles, influences, and techniques
- apply musical literacy skills
- analyse and discuss musical works and their presentation
- develop their understanding of the relationship between musical notation and sound, in exploring and experimenting with and composing music.

#### Explorations

Students develop and extend their understanding of music by:

- exploring how music is made
- exploring musical styles, influences, and/or techniques
- experimenting with styles and techniques, based on their findings and discoveries
- synthesising their findings in a presentation and commentary.

### Assessment

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

School-based Assessment	Weighting
Musical Literacy	30%
Explorations	40%
External Assessment	
Creative Connections	30%

### External Assessment - Creative Connections

Students undertake one creative connections task, in which they synthesise their learning in this subject 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. This section is marked by external assessors with reference to the performance standards.

### Further Information

A higher specification device is recommended in this subject - refer to page 22.

# STAGE 2 SUBJECTS

## Music Performance - Ensemble

### Level of Study

Stage 2

### Credits

10 (Half year)

### Advice to Students

Satisfactory completion of Stage 1 Music is required. Students must continue their instrumental lessons/vocal lessons to participate in this course. Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions as part of an ensemble. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions. Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

### Content

This 10-credit subject develops students' skills on a chosen instrument or voice and the application of these skills and other musical knowledge in an ensemble. In general, students participate in one of the following throughout the subject:

- A small ensemble of two or more performers
- An orchestra
- A band
- A choir, vocal ensemble, or with a solo performer (as an accompanist)
- A performing arts production (as a singer or an instrumentalist)

Students prepare and present three public performances, comprising two initial performances and one final performance. Students must also prepare a discussion based on a short analysis of the works they are performing and a reflection on their journey as a performer over the course of the year.

Each school assessed performance comprises of 6-8 minutes worth of performance to a live audience, plus 2 minutes of part testing. All performances and part tests must be recorded. The discussion and analysis of the students' chosen pieces must address the key musical elements of the repertoire, with a critique of strategies to improve and refine each student's performance. The individual discussion should be a maximum of 4 minutes if oral, 800 words if written, or the equivalent in multimodal form.

### Assessment

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

School-based Assessment	Weighting
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First Performance	30%
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Second Performance and Discussion	40%
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External Assessment
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Performance Portfolio and Reflection	30%
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### External Assessment - Performance Portfolio

The final performance must be 6-8 minutes long and not repeat any of the repertoire from previous assessments. This performance is filmed and then marked by external assessors with reference to performance standards. The final evaluation/reflection should be to a maximum of three minutes if oral, 500 words if written, or the equivalent in multimodal form. This is also marked by external assessors with reference to performance standards.

### Further Information

A higher specification device is recommended in this subject - refer to page 22.

# STAGE 2 SUBJECTS

## Music Performance - Solo

### Level of Study

Stage 2

### Credits

10 (Half year)

### Advice to Students

Satisfactory completion of Stage 1 Music is required. Students must continue their instrumental lessons/vocal lessons to participate in this course. Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions as a solo artist. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions.

Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

### Content

Music Performance - Solo is a 10-credit subject which develops students' skills on a chosen instrument or the voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance. Each student must perform as an instrumental or vocal soloist or as a vocalist and instrumentalist. The performance of a vocalist who accompanies himself or herself may include solo parts from each.

Students prepare and present three public performances, comprising two initial performances and one final performance. Students must also prepare a discussion based on a short analysis of the works they are performing and a reflection on their journey as a performer over the course of the year.

Each school assessed performance comprises of 6-8 minutes worth of performance to a live audience. The discussion and analysis of the

students' chosen pieces must address the key musical elements of the repertoire, with a critique of strategies to improve and refine each student's performance. The individual discussion should be a maximum of 4 minutes if oral, 800 words if written, or the equivalent in multimodal form.

### Assessment

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

School-based Assessment	Weighting
First Performance	30%
Second Performance and Discussion	40%
External Assessment	
Performance Portfolio	30%

### External Assessment - Performance Portfolio

The final performance must be 6-8 minutes long and not repeat any of the repertoire from previous assessments. This performance is filmed and then marked by external assessors with reference to performance standards. The final evaluation/reflection should be to a maximum of three minutes if oral, 500 words if written, or the equivalent in multimodal form. This is also marked by external assessors with reference to performance standards.

### Further Information

A higher specification device is recommended in this subject - refer to page 22.



# STAGE 2 SUBJECTS

## Music Studies

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

Satisfactory completion of a full year (20 credits) of Stage 1 Music is required. Through the study of music, students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies.

Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgements.

Study and participation in music draws together students' cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively. The focus capabilities for this subject are personal development, citizenship, communication and learning.

### Content

This is a 20-credit subject, which covers the following areas of study:

#### Creative Works

Students present a portfolio consisting of:

- their own creative works, which may be a performance or performances, a composition or compositions, or an arrangement or arrangements
- a creator's statement in which they reflect on their creative works.

#### Musical Literacy

Students complete three musical literacy tasks.

- As a set, the musical literacy tasks enable students to:
- manipulate musical elements
- apply and refine their musical literacy skills, including aural perception and notation
- deconstruct and analyse musical works and/or styles
- synthesise their findings.

### Assessment

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

School-based Assessment	Weighting
Creative Works (portfolio)	40%
Musical Literacy (3 tasks)	30%
External Assessment	
Examination (2 hour)	30%

### External Assessment - Examination

Students undertake a 2-hour external examination, in which they apply their knowledge and understanding of musical elements and their musicianship skills in creative and innovative ways. The examination is marked by external assessors with reference to performance standards.

### Further Information

A higher specification device is recommended in this subject - refer to page 22.

# STAGE 2 SUBJECTS

## Nutrition

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

All students entering this course must have completed the equivalent of one semester's study of Stage 1 Nutrition or a Stage 1 Science course. A satisfactory score of a C grade or better is essential.

### Content

Students undertake the study of all four Core Topics and one Option Topic. **\*Note: 2021 subject outline to be released by SACE Board late in 2020.**

### Core topics

Core Topic 1: The Fundamentals of Human Nutrition

Core Topic 2: Diet, Lifestyle and Health

Core Topic 3: Food Selection and Dietary Evaluation

Core Topic 4: Consumer - Food & Nutrition

### Option Topics

In consultation with students, teachers will choose one of the following option topics:

- Option Topic 1: Global Nutrition and Ecological Sustainability
- Option Topic 2: Global Hunger

### Assessment

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

School-based Assessment	Weighting
Assessment Type 1: Investigations Folio	30%
Assessment Type 2: Skills and Applications Task	40%
External Assessment	
Assessment Type 3: Examination	30%

Students are assessed to demonstrate their knowledge, skills and understanding they have developed to meet the learning requirements of the subject. These assessments provide students' evidence of learning in the school-based assessment component with the examination marked by external assessors with reference to performance standards.

## Outdoor Education

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

Students undertake a Self Reliant Expedition for a minimum of three days, which involves lightweight travelling under indirect supervision and, as far possible, is planned, organised and conducted by the students themselves. The role of the teacher is to ensure safety, to observe and to assess student performance. The course also contains another outdoor activity expedition, as well as a three-day Bushwalking Camp, in preparation for their expedition and First Aid course.

### Content

This course consists of the following three inter-related focus areas:

- Conservation and Sustainability
- Human Connections with Nature
- Personal and Social Growth and Development

### Assessment

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

School-based Assessment	Weighting
Assessment Type 1: About Natural Environments	20%
Assessment Type 2: Experiences in Natural Environments	50%
External Assessment	
Assessment Type 3: Connections with Natural Environments	30%

Students undertake one task, based on their understanding of, and experiences in, natural environments. Students independently choose an area of interest to further explore the connections they have made.

### Further Information

Families will be invoiced a course fee (\$750 in 2020), depending on activities selected, at the start of the year to cover cost of the above activities, which incorporates equipment, transport, instructors, etc. Students will also need to plan their study, sport and part-time work commitments around the compulsory activities on the dates provided and have a willingness to purchase/source any extra personal gear required and food for trips.

# STAGE 2 SUBJECTS

## Physical Education

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

It is encouraged that students who select Stage 2 Physical Education have studied Stage 1 Physical Education A and/or B, and that they have participated at a satisfactory level with a positive attitude towards activity in the Years 8-10 PE program. A positive approach to all physical activity and related theory work is essential for success in this subject.

### Content

Stage 2 Physical Education consists of the following three focus areas:

- In Movement
- Through Movement
- About Movement

### Assessment

Assessment consists of the following components, weighted as shown:

School-Based Assessment	Weighting
<b>Assessment Type 1: Diagnostics</b>	<b>30%</b>

Students undertake two or three diagnostics tasks. Students participate in one or more physical activities (sports, theme-based games, fitness and recreational activities) to collect, analyse and evaluate evidence to demonstrate contextual application of knowledge and understanding of the focus areas and movement concepts and strategies. The combined evidence for two or three diagnostic tasks should be a maximum of 18 minutes for oral or multimodal presentations, or a maximum of 3000 words.

<b>Assessment Type 2: Improvement Analysis</b>	<b>40%</b>
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Students undertake one Improvement Analysis task with two interconnected parts – portfolio of evidence and evaluation. Students undertake a personal journey of improvement with a focus on a school or community-based physical activity. They reflect on their performance to identify an aspect of physical activity for improvement. This may include a focus on physiological, biomechanical, and/or skill development areas related to one or more movement concepts and/or movement

strategies. The portfolio of evidence consists of a maximum of 15 A4 pages. The evaluation consists of a maximum of nine minutes of oral or multimodal presentation, or a maximum of 1500 words.

<b>Assessment Type 3: Group Dynamics</b>	<b>30%</b>
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Students prepare for and participate in a competition in a selected sport, working collaboratively in groups comprised of their entire class, subsets of the class, or with other year levels, extracurricular teams, or local community sporting clubs. Students undertake two roles within the team, demonstrating their value to the team and their learning in, through, and about the selected sport. Students individually complete an analysis and evaluation of the impact that they, as individuals, had on the participation and/or performance of other team member(s), through one or two of their roles. The evidence for the evaluation and analysis of the group dynamics task should be a maximum of 12 minutes for an oral or multimodal presentation, or a maximum of 2000 words.

### Further Information

Students choosing to study Physical Education at Stage 2 must have, and wear, the correct Gleeson College PE uniform only on days they complete the practical skills and applications component of the course.

## STAGE 2 SUBJECTS

### Physics

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

#### Advice to Students

It is assumed that students entering this course have already gained a broad background in the elementary concepts of physics from the study of science at lower levels of secondary school, and in particular from the study of Physics as a full year course at Stage 1. A grade of B or better in Stage 1 Physics is required, and it is recommended that students have a good background in Mathematical Methods as well. Physics is generally taken in conjunction with Stage 2 Mathematical methods.

#### Content

While serving primarily as a preparation for further study, during this course students should come to see Physics as a science essentially involved in everyday life and a basis for other sciences and technologies.

#### Mathematical Pre-Requisites

Rearrangement of algebraic expressions; solution of two simultaneous equations; elementary properties of triangles including Pythagoras' theorem; trigonometry of right-angled triangles; sine and cosine rule for triangles; rules for addition and subtraction of vectors; resolution of a vector into two mutually perpendicular components; general equation of a straight line in the form  $y = mx + c$ ; determination of relationships from straight line graphs; solution of quadratic equations; direct and inverse proportionality; distinction between proportionality and linear dependence; circle properties; complementary and supplementary angles, and exponential functions.

The course consists of four sections: Motion and Relativity, Electricity and Magnetism, Light and Atoms. These constitute a broad range of the disciplines within the study of physics. Throughout the course concepts of conservation laws applied to physical situations, the principle of superpositioning, wave and particle motions, electric and magnetic fields and their interactions with charged particles, the structure of the atom and its nucleus and radioactivity are developed.

In each topic, a suitable application is selected and the practicalities developed along with the theory.

#### Assessment

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

School-based Assessment	Weighting
Investigations Folio (Includes Practical Investigations and Science as a Human Endeavour Investigation)	30%
Skills and Applications Tasks	40%
External Assessment	
Examination (2 hours)	30%

Students undertake a 2-hour written examination consisting of questions of different types, such as short-answer, paragraph answer, mathematical calculations, data and practical skills, extended response, and graphical interpretation. Questions will cover all topics, including the applications and experimental skills, and some may require students to integrate their knowledge from a number of topics. An equation sheet will be included in the examination question booklet. The examination will be marked by external assessors with reference to performance standards.

# STAGE 2 SUBJECTS

## Psychology

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

It would be advantageous that students undertaking this subject would have satisfactorily completed either one semester or a full year of Psychology at Stage 1. Students entering this course must have completed the equivalent of one semester of study in a Stage 1 Science course, with a C+ grade or better. This course aims to further develop the individual's personal curiosity about human behaviour. It is designed to help students understand how the enterprise of Psychology is conducted by examining the different levels of behaviour (biological, basic psychological processes, personal attributes and behaviour, socio-cultural aspects). This knowledge can then be linked to personal growth and/or more effective action to address social problems.

### Content

The topics offered provide insight into psychological perspectives of the world, and provide relevance to personal growth and contemporary social concerns. Topics:

- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds

### Assessment

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

School-based Assessment	Weighting
Investigations Folio (Includes Practical Investigations and Science as a Human Endeavour Investigation)	30%
Skills and Applications Tasks	40%
External Assessment	
Examination (2 hours)	30%

Students undertake a 2-hour external examination. The examination consists of short-answer and extended-response questions. The examination will be marked by external assessors with reference to performance standards.

## Religion Studies

**Level of Study**  
Stage 2

**Credits**  
10 (Over three terms) *\*Compulsory*

### Advice to Students

All Stage 2 students are expected to complete a 10-credit course of Religion Studies. In this course, students have the opportunity to focus on aspects of religion and spirituality both within and across traditions. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs. This course will include a 3-day Retreat program, as well as an excursion to the Buddhist Temple, which is used for the Practical Activity in their Folio.

### Content

The learning program has been designed to engage students in a variety of topics that enable them to demonstrate knowledge and understanding of diverse religious beliefs, perspectives and experiences within, and across, traditions. Students will have the opportunity to gain an understanding of what religion is, key points that constitute a religion, the purpose of studying religion and the cultural impact that religion has in our community. The topic of Buddhism will give students the opportunity to learn of the historical background, religious and world view, as well as the influence Buddhism has globally, and in Australia. Students also explore a chosen topic within the area of religion or spirituality, presenting their findings in the 'Investigation' component of the course.

### Assessment

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

School-based Assessment	Weighting
Sources Analysis x 1 Folio	30%
Religion and Spirituality 1	20%
Buddhist Reflection Practical Activity x 1	20%
External Assessment	
Investigation	30%

### Pathways

Tertiary study in a variety of areas: Humanities, Anthropology, History, Religion Studies, Archaeology, Philosophy and Sociology.

# STAGE 2 SUBJECTS

## Religion Studies

### Level of Study

Stage 2

### Credits

20 (Full year) *\*Optional*

### Advice to Students

At Stage 2, students have the option to complete a 20-credit course of Religion Studies. In this course, students have the opportunity to focus on aspects of religion and spirituality both within and across traditions. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs.

This course will include a three-day Retreat program, as well as an excursion to the Buddhist Temple, on which students base their Practical Activity and Reflection Assessment.

### Content

The learning program has been designed to engage students in a variety of topics that enable them to demonstrate knowledge and understanding of diverse religious beliefs, perspectives and experiences within, and across, traditions. Students will have the opportunity through the course to gain an understanding of what religion is, key points that constitute a religion, the purpose of studying religion and the cultural impact that religion has in our community. The topic of Buddhism will give students the opportunity to learn of the historical background, religious and world view, Sacred Texts and Sacred Stories, Buddhist beliefs, practice and ethics, as well as the influence Buddhism has globally, and in Australia.

The topic of Christianity will give students the opportunity to learn of the historical background, religious and world view, Sacred Texts and Sacred Stories, Christian belief, practice and ethics, as well as the influence Christianity has globally, and in Australia.

Students also explore a chosen topic within the area of religion or spirituality and present their findings in the 'Investigation' component of the course.

### Assessment

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

School-based Assessment	Weighting
Sources Analysis (2)	25%
Folio	
Written Assignments (2)	20%
Practical Activity (2)	25%
External Assessment	
Investigation	30%

### Pathways

Tertiary study in a variety of areas: Humanities, Anthropology, History, Religion Studies, Archaeology, Philosophy and Sociology.

# STAGE 2 SUBJECTS

## Society and Culture

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

In Society and Culture, 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, students develop the ability to influence their own futures by developing skills, values and understandings that enable affective participation in contemporary society. The focus capabilities for this subject are citizenship, communication and learning.

### Content

Students study three topics, each from a different group of topics. Topics may vary each year at the discretion of the teacher.

#### Group 1: Culture

- Cultural Diversity
- Youth Culture
- Work and Leisure
- The Material World

#### Group 2: Contemporary Challenges

- Social Ethics
- Contemporary Contexts for Aboriginal and Torres Strait Islander Peoples
- Technological Revolutions
- People and the Environment

#### Group 3: Global Issues

- Globalisation
- A Question of Rights
- People and Power

### Assessment

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

School-based Assessment	Weighting
Folio	50%
Interaction	20%
External Assessment	
Investigation	30%

The investigation should be a maximum of 2000 words for a 20-credit subject. Students undertake an independent investigation of a contemporary social or cultural issue. The issue may arise from a topic covered in the study of the subject, or it may be a topic linked to a students' personal interest.



# STAGE 2 SUBJECTS

## Sports Studies (Integrated Learning)

**\*\*NEW IN 2021\*\***

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

Sports Studies is an Integrated Learning subject that focuses on the study of aspects of sport not covered in Physical Education. The purpose of Sports Studies is to develop knowledge about a range of different sport related topics, working both independently and collaboratively, whilst developing a number of the SACE and National Curriculum Capabilities.

Students who have achieved a passing grade in either Stage 1 PE, Stage 1 PE (Integrated Learning) and/or Stage 1 Outdoor Education will be eligible for enrolment. Students who have an interest in sport, exercise and recreational activity and have completed Stage 1 English with a satisfactory grade can be considered for enrolment. Eligible students can enrol in both Stage 2 PE and Stage 2 Sports Studies (Integrated Learning) should they wish.

***\*Please note, students can complete two Integrated Learning 20-credit courses at Stage 2 that can contribute to their SACE completion, however, should they want an ATAR calculation, only one Integrated Learning 20-credit course can be used in its calculation.***

### Content

Students will complete units under the following three assessment task types:

#### Practical Inquiry:

- Skill Analysis Task – Students combine practical and theory to compare their own performance in a chosen sport with the performance of elite level athletes.
- Sports Accessibility Task – Students combine practical and theory to study a sport that makes accommodations and adjustments for fair and equitable participation for all.

#### Connections:

- The Draft Task – Students collaborate to study the process of drafting teams in elite sport and participate in their own mock draft.
- Sport and the Media Task – Students collaborate to investigate how sport is represented in the media. They are then responsible for creating their own media content on a chosen platform for sports promotion or journalism.

#### Personal Endeavour:

- Students complete an externally moderated 2000-word written or multimodal equivalent report or practical process on a topic and capability of their choice.

#### Assessment

The assessment types are weighted as follows:

School-based Assessment	Weighting
Practical Inquiry	40%
Connections	30%
External Assessment	
Personal Endeavour	30%

#### Further Information

For further information, contact the Health and Physical Education Learning Area Leader at the College on 82826600.



# STAGE 2 SUBJECTS

## Tourism

**Level of Study**  
Stage 2

**Credits**  
20 (Full year)

### Advice to Students

Completion of Stage 1 Tourism is NOT required but would be an advantage. Sound writing and research skills are required. All major assessment component types require the student to be extremely well organised and be able to undertake independent research into a range of contemporary issues in tourism and present their findings in a variety of multi-modal formats.

***\*Note: A field trip to Monarto Zoo or the equivalent, may incur some extra cost to students. This will be confirmed by the end of the year.***

### Content

At the end of the program in Stage 2 Tourism, students should be able to:

- Understand and explain tourism knowledge, including the diverse nature of tourists, tourism, and the tourism industry;
- Understand and apply tourism concepts and models, including sustainable tourism and cultural sustainability, and evaluate their application in different contexts – local, national and global;
- Investigate, analyse, and evaluate viewpoints and information about tourism trends, developments, and/or contemporary issues;
- Apply practical tourism skills in different contexts;
- Interpret, critically analyse, and evaluate different perspectives and different sources of information about tourism to develop informed opinions, conclusions and recommendations;
- Communicate information about tourism in different contexts for particular audiences and purposes, using appropriate terminology, forms, and acknowledgement of sources.

The following themes are covered over the two semesters, in five summative assignments and an examination:

### Themes:

- Operations and Structures of the Tourism Industry

- Travellers' Perceptions, and the Interaction of Host Community and Visitor
- Planning for and Managing Sustainable Tourism

Three topics from a prescribed list of 12 will be covered in depth. Topics will be chosen at the discretion of the teacher.

### Assessment

The assessment takes the form of seven summative tasks, two for each of the first three assessment components and one major investigative report. Assessment consists of the following components, weighted as shown:

School-based Assessment	Weighting
Assessment Type 1: Folio	20%
Assessment Type 2: Practical Activity	25%
Assessment Type 3: Investigation	25%
External Assessment	
Assessment Type 4: Examination	30%

# STAGE 2 SUBJECTS

## Visual Arts - Art

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

Visual Arts studies provide the opportunities for students to develop creativity, imagination and a sense of achievement through a variety of different forms of art, craft and design. Students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. It enables students to plan, experiment and apply technical skills in a range of visual media.

Visual Arts studies emphasises historical and contemporary aspects of art/design, and requires students to study both. Students wishing to study Stage 2 Visual Arts - Art will have satisfactorily completed at least one unit of Stage 1 Visual Arts - Art and/or Design and will have research, study and writing skills. This will be subject to the teacher's recommendation and the student's skill and interest. Expenses may be incurred for major practical work. 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 the opportunity to attend the Melbourne Arts & Food Cultural Trip, which allows students an experience of rich visual offerings at various prestigious art/design institutions in Melbourne, as well as exploring leading food trends. \*Note – A cost is associated with this trip and an application process is involved.

### Content

Stage 2 Visual Arts – Art is studied as a 20-credit subject. Students can enrol in Visual Arts – Art and/or Visual Arts – Design. Both 20-credit programs have a focus on either art or design, with the following three areas of study covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

### Assessment

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

School-based Assessment	Weighting
Folio	30%
Practical	40%
External Assessment	
Visual Study	30%

A Visual Study is an exploration of, or experimentation with, one of more styles, ideas, concepts, methods, techniques or technologies based and analysis of the work of other practitioner(s).

# STAGE 2 SUBJECTS

## Visual Arts - Design

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

Visual Arts studies provide the opportunities for students to develop creativity, imagination and a sense of achievement through a variety of different forms of art, craft and design. Students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. It enables students to plan, experiment and apply technical skills in a range of visual media.

Visual Arts studies emphasises historical and contemporary aspects of art/design, and requires students to study both. Students wishing to study Stage 2 Visual Arts - Design will have satisfactorily completed at least one unit of Stage 1 Visual Arts - Design and/or Art and will have research, study and writing skills. This will be subject to the teacher's recommendation and the student's skill and interest. Expenses may be incurred for major practical work. 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 the opportunity to attend the Melbourne Arts & Food Cultural Trip, which allows students an experience of rich visual offerings at various prestigious art/design institutions in Melbourne, as well as exploring leading food trends. \*Note – A cost is associated with this trip and an application process is involved.

### Content

Stage 2 Visual Arts – Design is studied as a 20-credit subject. Students can enrol in Visual Arts – Design and/or Visual Arts – Art. Both 20-credit programs have a focus on either art or design, with the following three areas of study covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

### Assessment

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

School-based Assessment	Weighting
Folio	30%
Practical	40%
External Assessment	
Visual Study	30%

A Visual Study is an exploration of, or experimentation with, one of more styles, ideas, concepts, methods, techniques or technologies based and analysis of the work of other practitioner(s).

### Further Information

A higher specification device is recommended in this subject - refer to page 22.

# STAGE 2 SUBJECTS

## Workplace Practices

### Level of Study

Stage 2

### Credits

20 (Full year)

### Advice to Students

Workplace practices is a 20-credit subject where students further develop knowledge, skills and the understanding of the nature, type and structure of the workplace.

The course comprises industry and work knowledge and vocational learning or Vocational, Education and Training (VET). Students who are planning to complete a VET course in Stage 2 are encouraged to enrol in Stage 2 Workplace Practices.

### Content

Students must include the following areas of study:

- Industry and Work Knowledge
- Vocational Learning and/or Vocational Education and Training (VET)

For the Industry and Work Knowledge component, students study the following topics:

Topic 1: The Changing Nature of Work

Topic 2: Industrial Relations

Topic 3: Finding Employment

### Assessment

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

School-based Assessment	Weighting
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Folio	20%
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Performance	30%
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*\*Includes successful completion of 50-60 hours of approved Vocational Education and Training or Workplace Learning*

Reflection	20%
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External Assessment	Weighting
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Investigation	30%
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### Pathways

As Vocational Training and Learning is a component of Workplace Practices, pathways follow student's individual future plans.

### Further Information

For further information, contact the Flexible Pathways Leader at the College on 8282 6600.

# Gleeson College

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