Senior Curriculum **Handbook**

Prescott College Southern

2026

INTRODUCTION

The Senior Secondary Handbook has been prepared to acquaint students and parents with the Year 10, 11 & 12 subjects available for study at Prescott College Southern. This handbook is also available on SEQTA and the college website, www.prescott.sa.edu.au.

Prescott College Southern offers a range of options, based on the Australian Curriculum, to enable students to select a variety of subjects to cater for their individual interests and needs. The Year 10 curriculum prepares students for the Year 11 & 12 curriculum which is a study of the South Australian Certificate of Education – also known as the SACE. Students will study a variety of subjects over the next three years as they prepare for the world after school – which will involve university, TAFE or other types of training, career, and community life and work.

Year 10 students will be encouraged to make carefully considered course choices for Year 11 and 12. The counselling process for students begins with the EIF (Exploring Identities and Futures) in Year 10 and continues with the support of administration staff and teachers. In addition, we strongly encourage parent involvement in the counselling process. Prescott College Southern aims to offer, for its students, a curriculum with a range of subjects catering for a varied cohort of students. We make every effort to accommodate the subject choices of each student, however, it must be noted that:

- subject pre-requisites must be met in some courses.
- a subject class will only run if there are sufficient students to make it viable.
- some subjects may be taught at the same time in the timetable and therefore, in a small number of cases, the choice of subjects may be restricted.

Please also be aware that the printing of this handbook was accurate at the beginning of the current year. The subjects offered, and some course details, may change as we become aware of particular student needs or as we are notified of changes by outside curriculum agencies (e.g. the SACE Board).

We hope that the information in this handbook will help students make informed choices concerning their study pathways at Prescott College Southern.

Isabelle Millien
(Principal)

Curriculum Vision and Principles

The Vision of Prescott College Southern:

Prescott College Southern provides a warm, caring environment where all students can learn to relate positively to other students and staff. It recognises the uniqueness of each individual and priority is given to helping every student develop academically, socially, spiritually, emotionally, and physically to the fullest extent possible.

Principles which underpin the vision

- Participation in a differentiated curriculum
- Development and maturation in both academic ability and physical skills
- Making positive social adjustments
- Building lasting peer relationships
- Cultivating critical thinking and problem-solving skills
- Growing in Christian values
- Creating a sense of pride in themselves and their learning environment
- Learning in a balanced environment where their natural abilities will be challenged

This booklet is designed to assist students to make the right choices as they consider not only next year but also the possibilities that lie beyond.

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THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (Years 11 & 12). The SACE has recently been updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The SACE certificate will help students develop the skills and knowledge needed to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce. The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). Students will be able to study a wide range of subjects and courses as part of the SACE. Students usually complete their SACE over 2 years, but may take longer.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Students will achieve a grade of A to E for each of their Stage 1 SACE subjects and A^+ to E^- for Stage 2 subjects.

Every student at Prescott College Southern will be supported to achieve the SACE as it is a requirement for entrance to university, many TAFE courses, and other training. In addition, employers regard SACE achievement as an indicator of a student's ability to communicate well, get along with others, and take initiative in life, study and work.

The following information outlines the key requirements of SACE.

SUBJECT SELECTION

It is important in Senior School that the pattern of study chosen by a student is suitable to their academic ability, individual needs and future goals. As such we ask that careful consideration is given to the following questions:

- What are the future goals of a student: University/TAFE/Apprenticeship?
- Have you checked any pre-requisite requirements in regard to their entry to University, TAFE or Apprenticeships?
- What are the areas of interest and ability of a student? Particular subjects, particular learning situations e.g. practical and theoretical, particular assessments types e.g. research assignments and examinations
- Do the student's academic goals and abilities match?
- Has the student chosen subjects in Years 10 and 11 to develop the correct skills for future subjects?
- Has the student carefully considered their subject teachers' advice and recommendation?

Once subjects have been selected, students need to start attuning themselves to the need to make maximum use of time, both at school and home. Many people are available to give help and support to students but, in the end, success depends on the students themselves. High levels of motivation, satisfaction, determination and resilience are key indicators to success. Being realistic and choosing a course or career within your capabilities may be the key to future success.

EXPECTATIONS OF SENIOR SECONDARY STUDENTS

By the senior school, students are expected to be:

- Personally involved in selecting the course that suits them best.
- Self-reliant and organised with their time.
- Actively engaged in the learning process.
- Responsible for their own learning and any additional courses or training.
- Able to work independently and cooperatively in and beyond school.
- Effective at in-home study – a minimum of 15-20hrs per week, and more when closer to exams.
- Pursuing their own special interests within and beyond the school context.
- Accepting roles as school leaders.
- Balancing their lifestyles so that education is a high priority.

UNIVERSITY PATHWAY OPTIONS

AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

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

Eligibility

To be eligible for selection into a university course/program the student must:

- qualify for the SACE;
- obtain an Australian Tertiary Admission Rank (ATAR);
- meet any pre-requisite subject requirements for the course/program.

Competitiveness

A student's competitiveness in relation to other applicants is based on their selection rank, which is made up of their ATAR after any bonuses, for which they are eligible, have been applied. The ATAR is a rank given to students on a range from 0 to 99.95 and is calculated from the university aggregate.

To obtain a university aggregate and an Australian Tertiary Admission Rank (ATAR) a student must:

- qualify for the SACE;
- comply with the rules regarding precluded combinations;
- comply with the rules regarding counting restrictions;
- complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2 from a maximum of three attempts (which need not be in consecutive years);
- include in these 90 credits
    - a minimum of 60 credits must be 20 credit TAS;
    - a maximum of 20 credits can be Recognised Studies.

Calculating the University Aggregate

The university aggregate is calculated from scaled scores. These are the numeric measures of a student's performance in TAS which are derived from their grades, and are reported to them out of 20.00 for 20 credit subjects and out of

60	+	30

10.00 for 10 credit subjects. Please note, that if the student does not attempt the publicly assessed component of a TAS (e.g. an examination or final recital), the student will be given a scaled score of 0.0.

Precluded Combinations and Counting Restrictions

For students who require an ATAR the following subjects may **not** be studied together:

NOTE: No more than 40 credits from Material Solutions and Robotic & Electronic Systems may be counted towards an ATAR		
Essential Mathematics	&	General Mathematics, or Mathematical Methods
General Mathematics	&	Essential Mathematics, or Mathematical Methods
Mathematical Methods	&	Essential Mathematics, or General Mathematics
English Literacy Studies	&	English, Essential English, or EAL
English	&	Essential English, English Literacy Studies, or EAL
Essential English	&	English Literacy Studies, English, or EAL
EAL	&	English Literacy Studies, English, or Essential English
No more than 20 credits of Integrated Learning subjects may be counted towards an ATAR		
No more than 40 credits of Music subjects may be counted towards an ATAR		

Scaling

Scaling is a mathematical process which provides a basis for comparing performance in Stage 2 subjects which have different objectives, content and assessment practices.

- They come from the assessment results used by the SACE Board – the final grades.
- They enable the results from different subjects to be directly compared.
- They contribute to the aggregate and ATAR.
- They enable students who have done completely different SACE study patterns to be directly compared in the selection process for entry to University and TAFE SA courses.

Converting the University Aggregate to an ATAR

The university aggregate is converted to an ATAR. The ATAR is an indicator of how well a particular student has performed relative to other students. It is calculated as follows:

- The group of students who have qualified for a university aggregate in each year is called the cohort for that year.

- For each university aggregate score (in the range 0-90.0) obtained by the students in this cohort, the percentage of students who obtained that score or better is calculated. This is known as calculating the percentile distribution.
- Each score in the range 0-90.0 now has a corresponding percentile rank in the range 0-100. For example, if a score of 78.0 or better out of 90.0 has been obtained by 10% of the cohort, the score of 78.0 will correspond to a percentile rank of 90.0 (100 – 10).
- The cohort in a given year may differ from that of other years in that it may represent a smaller or larger percentage of the population of the same age group. The percentage from the given year is known as the participation rate. It is calculated using population statistics obtained from the Australian Bureau of Statistics and measuring these against the size of the cohort.
- The percentile rank is then adjusted to take account of the participation rate and the result is the ATAR.

This process ensures the ATAR is comparable from year to year.
When the calculations are completed, a student's relative position on the ATAR range is unchanged from the student's relative position on the university aggregate range.
It is important to remember that a rank is not a score and an ATAR cannot be calculated arithmetically from a university aggregate.

Reporting the University Aggregate and ATAR

The university aggregate is reported to students on a score range of 0-90.00 with intervals of 0.1. The ATAR is reported to students on a percentile scale, i.e. on a range 0-99.95 with intervals of 0.05. The university aggregate and ATAR are reported only to students who qualify for the SACE or NTCET.

Pre-requisites

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

Assumed Knowledge

Many university courses/programs recommend that commencing students have background knowledge in one or more specified Stage 1 or Stage 2 subjects, or have an identified skill which will enhance the student's understanding of the course/program content. This is known as assumed knowledge.
Assumed knowledge is not compulsory and is not used in the selection process for entry to university courses/programs. Statements of assumed knowledge are intended purely to assist students in understanding course/program content and to allow them to make subject choices which may be of benefit to them in their future tertiary studies.

Adjustment Factors

SATAC administrates two schemes; the Universities Equity Scheme and the Universities Language, Literacy and Mathematics Scheme.
Please refer to the current SATAC Tertiary Entrance Booklet for eligible universities and courses.
The Universities Equity Scheme awards 5 bonus points for eligible students. Students will be eligible where:

- they or their parents are in receipt of a Commonwealth means-tested income support payment, or
- they or their parents are the holders of a Health Care or Pension Concession Card, or
- they are the holder of a School Card (under the Government of South Australia's School Card scheme).

Students can apply for consideration under the Universities Equity Scheme when completing their Undergraduate application form via the SATAC website.
The Universities Language, Literacy and Mathematics Scheme awards 2 or 4 points for eligible students. In this Scheme, students will be awarded 2 points, up to a maximum of 4 points, for passing a subject in any one of these four categories:

- 20 credits of a LOTE in the Language, Learning Area (two 10 credit Australian Indigenous Language subjects can be paired in lieu of a 20 credit LOTE). Please note that the subject Language and Culture is not included in this category.
- 2ESH20 English or 2ELS20 English Literary Studies.
- 2MHS20 Mathematical Methods.
- 2 MSC Specialist Mathematics.

An individual's aggregate can be adjusted by a maximum of 9 points inclusive of both schemes. Any points credited through these schemes will be added to the university aggregate from which selection ranks are calculated. Selection ranks inclusive of adjustment factors do not appear on the Tertiary Entrance Statement (TES) issued to SACE/NTCET students because they are only specific to SA/NT courses/programs.

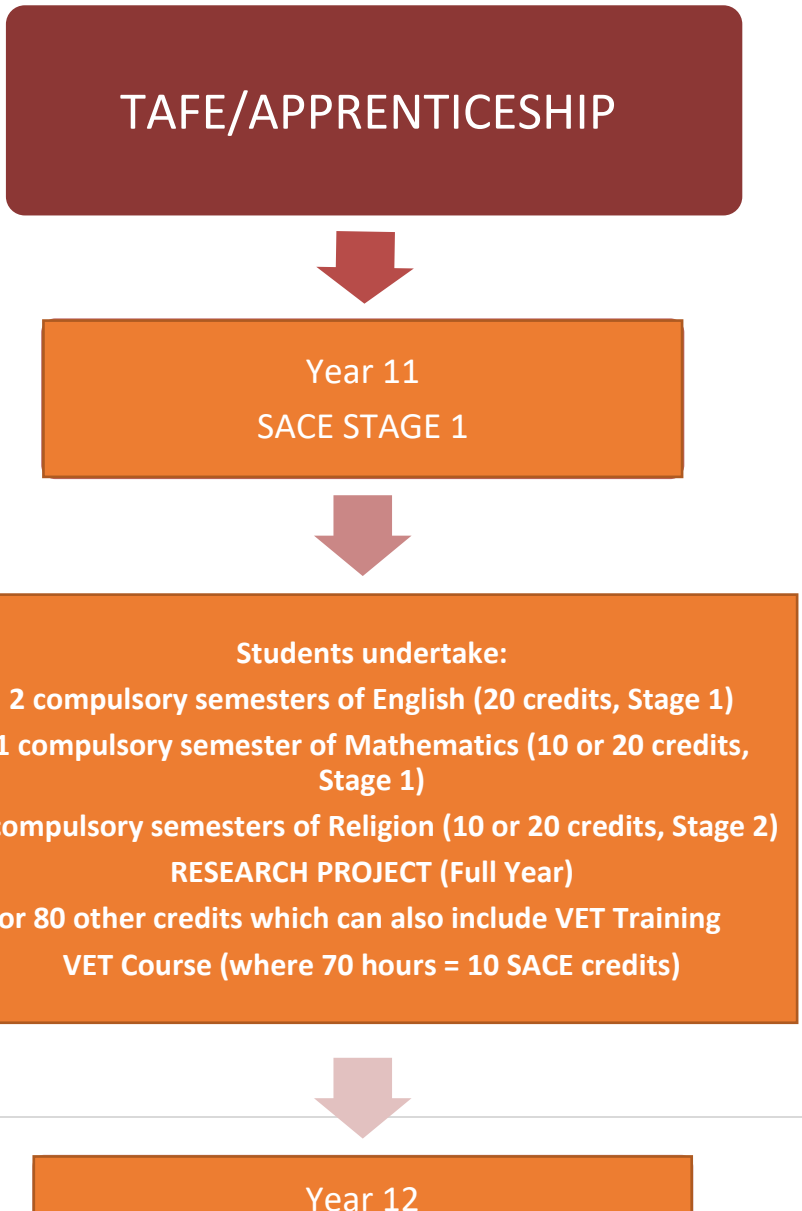
Pathways to University without SACE

Students in this category, once 18 years of age, may be able to sit for a STAT test and apply for specific University Programs/Courses depending on their result. Some courses and programs will also consider personal competencies and/or employment experience. The SATAC Guide (www.satac.edu.au) has further information. The South Australian universities may also offer Foundation courses which can prepare prospective students for university study.

Finally, there are well defined pathways from TAFE Courses to University Courses. These are specific to the relevant courses and programs and further information should be obtained from the relevant institution.

Because of the changing nature of entry requirements all students and parents are advised to familiarise themselves with the **Tertiary Entrance Booklet** issued by the South Australian Tertiary Admissions Centre. These booklets are available from the SATAC website - www.satac.edu.au.

TAFE/APPRENTICESHIP PATHWAY OPTIONS



Qualifying for Entrance to TAFE under SACE

Students can access a range of vocational education and training courses and degrees at TAFE SA. Each course may have particular admission criteria.
TAFE SA Admissions Criteria information: https://www.tafesa.edu.au/apply-enrol/admissions-criteria

Students Aiming for an Apprenticeship/Traineeship

If students are aiming for an apprenticeship/traineeship, they will need to check requirements with the major employers, or group training organisations, available via the internet or direct contact.

Things to check include:

- amount of work experience desired;
- preferred Year 11 & 12 subjects, especially those with a vocational orientation;
- preferred TAFE/VET qualifications;
- other requirements, i.e. colour vision, portfolio, typing speed, etc.;
- TAFE requirements for studies associated with the apprenticeship.

Students pursuing this pathway may want to engage in VET studies whilst completing their SACE. This credit may mean less time that the employer has to release you for associated study days. It may be useful in winning that apprenticeship offer.

Students who are unable to secure an apprenticeship straight from school may apply for a position in a Pre-Vocational Certificate Course usually offered through TAFE. Direct application to SATAC is required. These courses are aimed at helping you improve your chances for gaining an apprenticeship. There are also opportunities for students in school-based traineeships/apprenticeships in some industries. Generally, this is arranged by the student and/or employer. The school is able to assist with the appropriate recognition of competencies within SACE.

SACE to Employment

The SACE is achievable for all students and there are many benefits to formally completing your Secondary Education. Some students complete their SACE even though the entry requirement for a particular course, training program or job does not require it.

If a potential course provider or employer will not keep a position on hold until you have completed your studies, then you will need to carefully weigh up the option of completing SACE. Consequently, students should give thought to completing subjects with a vocational orientation.

Some students will complete their SACE, make no application for tertiary courses but seek employment. These students need to be organised, focused, obtain good comments on reports, and select suitable subjects in Years 11 & 12. Students in this group are usually advised to undertake full year Mathematics and English courses to keep their options open. They should also be undertaking holiday blocks of Work Experience to add substance to their Resume and improve their employability.

Students who leave prior to the completion of SACE

In South Australia, we have a Compulsory Education Age which came into effect from January 1, 2009. This law requires all 16-year old's' to be in full-time education or training until they achieve a qualification, or until they turn 17.
Some students will not achieve the SACE because they leave before completing the requirements. Students may choose this pathway because they have been offered a sound employment/training option.

Pathways back to SACE

Students can complete their SACE over any number of years. In addition, an Australian Tertiary Admissions Rank (ATAR) is calculated after three attempts which need not be in consecutive years. The subjects used for the ATAR calculation do not have to be studied in consecutive years. Whilst some students leave prior to completion of their SACE, they may return at a later date to fulfil the missing requirements for SACE completion.

COMMONLY USED ACRONYMS

SACE:	South Australian Certificate of Education
VET:	Vocational Education and Training
SATAC:	South Australian Tertiary Admissions Centre
TAFE:	Technical and Further Education
ATAR:	Australian Territory Admissions Rank
TAS:	Tertiary Admissions Subjects

USEFUL WEBSITES

SACE Board	www.sace.sa.edu.au
SATAC	www.satac.edu.au
Adelaide University	www.adelaide.edu.au
Flinders University	www.flinders.edu.au
Uni SA	www.unisa.edu.au
Charles Darwin University	www.cdu.edu.au
TAFE SA	www.tafesa.edu.au
My Future Website	www.myfuture.edu.au

Pre-SACE Year 10

The Year 10 curriculum prepares students for the South Australian Certificate of Education (SACE). Students will study a variety of subjects over the next three years as they prepare for the world after school – which will involve students at university, TAFE or other types of training, work and community life. It is important the students define a future pathway prior to the selection of their subjects for Year 10. However, there are still a number of core subjects that are compulsory for all students' which they must complete.

In Year 10 students will study 7 Core subjects and 6 Elective subjects.
The Year 10 subject pattern is shown in the table below.

Subject Overview Year 10	
Semester 1	***Semester 2***
English	English
Exploring Identities and Futures (EIF) – SACE STAGE 1	History
Quest	Quest
Mathematics	Mathematics
Physical Education (Core)	Physical Education (Core)
Religion Education / Chapel – SACE STAGE 1	Religion Education /Chapel – SACE STAGE 1
Science	Science
Elective 1	Elective 4
Elective 2	Elective 5
Elective 3	Elective 6

Electives Year 10	***Course Duration***
Art	1 or 2 semesters
Athlete Development Program	1 semester
Child Studies	1 semester
Drama	1 semester
Digital Media & Technologies	1 semester
Electronic Systems	1 semester
Fashion Design	1 semester
Food & Hospitality	1 or 2 semesters
History	1 semester
Japanese	1 or 2 semesters
Material Solutions – Metal	1 semester
Material Solutions – Wood	1 or 2 semesters
Mathematics Advanced	1 semester
Music	1 or 2 semesters
Outdoor Education	1 semester
Photography	1 semester
Science Advanced	1 semester
Sports Science	1 or 2 semesters
Trade Extensions	1 semester

YEAR 10

SUBJECT OPTIONS

COMPULSORY SUBJECTS

ENGLISH or ESSENTIAL ENGLISH

ENGLISH

Duration of Course

Two Semesters

Course Overview

English is intended to build the skills required for students to complete SACE Stage 1 English in Year 11. The course focuses on building essay writing skills, as well as looking at how texts are constructed and exploring authorial intent.

The course is designed to create increasing awareness of different kinds of texts. Students will be challenged to interpret increasingly complex meanings, produce longer texts, interpret and produce different text types in a wider range of contexts, and critically analyse the relationship between the purpose of a text, its intended audience, and how it has been constructed. They will read a wide range of classic and contemporary literature, as well as media and everyday texts, and will be required to respond in a variety of forms and styles.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include written tasks, presentations and group discussions. This subject includes an examination.

Pathways

Year 10 English is the foundation for all Senior Secondary English Courses. Students will be assessed on their standard of work in Year 10 and then directed to appropriate Year 11 pathways according to their strengths in English.

ESSENTIAL ENGLISH

Duration of Course

Two Semesters

Course Overview

Essential English is intended to build the skills required for students to complete SACE Stage 1 Essential English in Year 11. The course focuses on building essay and general writing skills, as well as looking at how texts are constructed and exploring authorial intent.

The course is designed to further develop awareness of different kinds of texts. Students will be required to interpret meanings, produce texts, interpret and produce different text types in a range of contexts, and critically analyse the relationship between the purpose of a text, its intended audience, and how it has been constructed. They will read a range of literature, as well as media and everyday texts and will be required to respond in a variety of forms and styles.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include written tasks, presentations and group discussions.

Pathways

Students who undertake this course of study are typically preparing to study Essential English in Stage 1.

EXPLORING IDENTITIES AND FUTURES

SACE Credits 10

Duration of Course

One Semester

Course Overview

Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Exploring Identities and Futures through the following assessment types:

- Assessment Type 1: Exploring me and who I want to be
- Assessment Type 2: Taking action and showcasing my capabilities

HEALTH & PHYSICAL EDUCATION (CORE)

Duration of Course

Two Semesters

Course Overview

Health & Physical Education aims to facilitate the physical, mental, social and intellectual development of students. Experiences in Health & Physical Education will provide both immediate and long-term opportunities for students to develop skills and attitudes which promote physical, mental, social and emotional health.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include written assignments, presentations, tests and practical performance.

Pathways

Year 10 Health & Physical Education prepares students considering Stage 1 & 2 SACE Physical Education.

HISTORY

Duration of Course

One Semester (Compulsory for all students in Semester 2)

Course Overview

All Year 10 students are required to complete the History Australian Curriculum Subject. The Year 10 curriculum provides a study of the history of the modern world. The transformation of the modern world provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing. Historical understanding is developed through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance, and contestability. Both historical understanding and historical skills are taught in an integrated way.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include written tasks, presentations and group discussions. This subject includes an examination.

Pathways

Students who achieve well in this subject may choose to continue with Stage 1 History.

QUEST

Duration of Course

Two Semesters

Course Overview

Quest is a Year 7 to 10 student well-being program with a personalised sequence of wellbeing lessons created to support our secondary students and each of our learning levels. Quest uses features like live polls and competitive quizzes to help students engage in some of the following wellbeing topics:

- Anxiety Management
- Building Connections
- Belonging
- Social Media
- Respectful Communication
- Character Strengths
- Mindfulness
- Coping with Conflict
- Gratitude
- Bullying
- Identity
- Purpose

MATHEMATICS

MATHEMATICS + EXTENSIONS

Pre-requisites

A satisfactory completion of Year 9 Mathematics

Duration of Course

Two Semesters

Course Overview

This subject focuses on the same mathematical concepts as the Year 10 (core) subject except that it moves through the course at a faster rate and provides access to the extended mathematical concepts that are a part of the Australian Curriculum for Year 10 Advanced.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include practical investigations and tests. This subject includes an examination.

Pathways

Students who undertake this course of study are typically preparing to study Stage 1 and 2 SACE Mathematical Methods.

MATHEMATICS

Pre-requisites

A satisfactory completion of Year 9 Mathematics

Duration of Course

Two Semesters

Course Overview

This subject focuses on skill with number and the development of number sense in a variety of contexts, as described in the Australian Curriculum for Year 10, including measurement, geometry, statistics, and probability. Also, included is the development of a range of solving and modelling skills that incorporate the use of formulas and algebraic concepts. Technology is used as a tool where it helps to grow understanding and develop mathematical thinking.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include practical investigations and tests. This subject includes an examination.

Pathways

Students who undertake this course of study are typically preparing to study General Mathematics in Stage 1 and 2.

MATHEMATICS ESSENTIALS

Duration of Course

Two Semesters

Course Overview

Mathematics Essentials is a course designed for students who do not require Mathematics for their career choice, or students who find abstract Mathematics difficult. There is a focus on skill with number and the development of number sense as applied to a variety of practical situations including measurement, geometry, statistics, and probability.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include practical investigations and tests.

Pathways

Students who undertake this course of study are typically preparing to study Stage 1 SACE Essential Mathematics.

RELIGION

SPIRITUALITIES, RELIGION, AND MEANING

SACE Credits 10

Duration of Course

Two Semesters

Course Overview

Students explore key beliefs, values, and practices of one or more spiritualities or religions. They engage with big ideas individually and in collaboration with others, through imaginative exploration, research, dialogue, open questioning, and empathic listening.

The following six big ideas frame learning in this subject by provoking thought and inviting inquiry into spiritual and/or religious perspectives in context. Each big idea is briefly characterised below, and accompanied by example questions which are not exhaustive.

Big ideas

1. Growth, belonging, and flourishing
2. Community, justice, and diversity
3. Story, visions, and futures
4. Spiritualities, religions, and ultimate questions
5. Life, the universe, and integral ecology
6. Evil and suffering.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Religion Studies through the following assessment types:

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

Pathways

Year 10 Spiritualities, Religion, and Meaning leads to Stage 2 Religion Studies - completed in Year 11.

INTEGRATED LEARNING – RELIGION

SACE Credits 10

Duration of Course

Two Semesters

Course Overview

In Integrated Learning - Religion, students focus on a value of religion or spirituality and develop and implement a practical task showing an understanding of a Social Justice topic.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Religion Studies through the following assessment types:

- Assessment Type 1: Practical Exploration
- Assessment Type 2: Connections
- Assessment Type 3: Personal Venture

Pathways

Year 10 Integrated Learning - Religion leads to Stage 2 Integrated Learning - Religion (completed in Year 11).

SCIENCE

Duration of Course

Two Semesters

Course Overview

In Year 10 Science, students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. Students explore the biological, chemical, geological and physical evidence for different theories, such as the theories of natural selection and the Big Bang.

Students develop their understanding of atomic theory to understand relationships within the periodic table. They understand that motion and forces are related by applying physical laws. They learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. This subject includes an examination.

Pathways

This course is designed to prepare students for Stage 1 & 2 SACE Biology, Chemistry or Physics.

ELECTIVE SUBJECTS

ART

Duration of Course

One or Two Semesters

Course Overview

Students will keep an annotated notebook that records their exploration and development skills in a variety of media, techniques and genres. Students will also be required to analyse and interpret art works in cultural and historical context.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include creating, listening, viewing, exploring and responding.

Pathways

This course is designed to prepare students for Stage 1 & 2 SACE Visual or Creative Arts.

ATHLETE DEVELOPMENT PROGRAM

Duration of Course

1 Semester

Course Overview

The Year 10 Athlete Development Program continues to build on the foundations from Year 9. Students gain the knowledge, skills, and understanding necessary to explore and pursue careers in the sporting industry while focusing on athlete development. This program emphasizes the significance of athlete development in various contexts, highlighting how these factors influence an athlete's career and overall development. Through this program, students delve into the experience of being an athlete, exploring aspects such as training routines, nutrition, breathwork, & sports psychology methods. They learn what it takes to be a successful coach, including the skills and knowledge needed to guide and develop athletes, and they work towards achieving an attainment level 0 coaching course. The course will involve organizing and participating in local primary school carnivals and SACSA events.

Positions for this development program are limited. To participate, students must submit a half-page application outlining their interest, which will be reviewed by PE staff.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. Evidence may include unit tests, coaching demonstrations, collaborative presentations, and performances.

CHILD STUDIES

Duration of Course

One Semester

Course Overview

Students explore the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. They 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.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include practical activities, reports, projects and tests.

Pathways

This course is designed to prepare students for Stage 1 & 2 SACE Child Studies.

DIGITAL MEDIA & TECHNOLOGIES

Duration of Course

One Semester

Course Overview

The course has a practical base and emphasises further development of a broad range of Information and Communication Technology skills that can be used in all other curriculum areas. They will also explore the ethical implications behind the creation of such products in the wider world of cyber-space and the media. It also develops general skills that are useful across the curriculum, and specific skills that can be applied in the presentation of assignments in other subjects.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include practical activities, reports, projects and tests.

Pathways

This subject provides a sound skill set for Stage 1 SACE Information Processing and Publishing.

DRAMA

Duration of Course

One Semester

Course Overview

Drama promotes learning about life through enactment and reflection on enactment. In Drama, students focus on the use of body and voice as expressive tools in genres such as storytelling, mime, and play production. Year 10 Drama consolidates the skills of performance, audience, and the devising of theatre and develops the practical elements of theatre production. Students explore different genres in their historical context from which they evolve or devise representative performances.

Attendance at out-of-hours rehearsals and performances is compulsory in this course.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. Evidence may include written tasks, reflections and reviews. Practical assessments involve solo performances, group projects, and workshop participation.

Pathways

This course is designed to prepare students for Stage 1 & Stage 2 SACE Drama.

ELECTRONIC SYSTEMS

Duration of Course

One Semester

Course Overview

Learning in Design and Technologies builds on concepts, skills, and processes developed in earlier years, and teachers will revisit, strengthen, and extend these as needed. Students may use design and technology knowledge and understanding, processes and production skills, and design thinking to produce designed solutions. Students are encouraged to use problem-solving skills, which acknowledge the complexities of contemporary life and make connections to related specialised occupations, in addition to maintaining a global perspective.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include the completion of design briefs that involve investigation and design skills, production, analysing and evaluating processes.

Pathways

This course is designed to prepare students for Stage 1 & 2 SACE Design and Technology.

FASHION DESIGN

Duration of Course

One Semester

Course Overview

Fashion Design provides students with the opportunity to explore occupations and visual conventions associated with the fashion industry. Students develop a wide range of practical skills using the Design Process. It enables students to apply critical and creative thinking and problem solving to design and create products with purpose. The focus of this subject is on skill development and understanding of processes. Students investigate and design one or more products, create high-quality solutions, and evaluate.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include the completion of design briefs that include investigation and design skills, production, analysing and evaluating processes.

FOOD & HOSPITALITY

Duration of Course

One Semester

Course Overview

Food & Hospitality consolidates knowledge in basic nutrition and furthers student confidence in the use of current kitchen technologies available in homes. Students will have opportunities to participate in practical food activities and develop skills in food preparation. Food & Hospitality encourages students to think critically and solve problems relating to individual, family, and community issues. Opportunities exist to demonstrate and evaluate their applied knowledge and understanding of food preparation. There will be large and small catering enterprises throughout the course and students will work in teams during these exercises.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include practical tasks, written reports, research and reflections.

Pathways

This course is designed to prepare students for Stage1 SACE Food & Hospitality.

HISTORY

Duration of Course

One Semester

Course Overview

History is an elective option for Semester 1 and compulsory for Semester 2. See Subject description in compulsory list.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include practical activities, reports, projects and tests. This subject includes an examination.

Pathways

This course is designed to prepare students for Stage 1 SACE Modern History.

JAPANESE

Pre-requisites

Minimum completion of one Semester of Year 9 Japanese (exceptions may apply).

Duration of Course

In Year 10, Japanese can be taken as a One or Two Semester subject. Two semesters is highly recommended if the student is considering studying Japanese at Stage 1 or 2 SACE.

Course Overview

The Japanese course offered to Year 10 students builds on the Year 9 program and lays the necessary foundations for the continuation of Japanese studies in Years 11 & 12. The program is based on the Australian Curriculum and develops students' understanding and skill through reading, writing, listening and speaking the target language.

In Year 10, the topics explored will help to extend students' knowledge of the Japanese language, culture and identity. Through reflecting on their personal world, students will be able to compare cultural differences between Japanese and Australian culture, strengthening their intercultural understanding. Students will have an opportunity to reflect on their own attitude, beliefs and values associated with studying a second language, as well as build an appreciation of how someone's identity can be expressed through culture and language. Students will develop further independence when composing a text in Japanese, and improve on their skills of fluency and detail by using a variety of conjunctions, adverbs and grammar conjugations.

Year 10 students have the opportunity to travel to Japan to participate in school life in our sister school if they choose.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include practical activities, reports, projects and tests.

Pathways

Year 10 Japanese is a compulsory foundation for Stage 1 & 2 SACE Japanese Continuers.

MATERIAL SOLUTIONS – METAL

Duration of Course

One Semester

Course Overview

Students will use the Design Cycle to identify, analyse, design and plan objects to meet specific end uses for themselves and others. They will learn to devise systems and apply quality control measures in the construction and evaluation of products. Students will focus on designing and producing environmentally ethical and sustainable products.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include the completion of design briefs that include investigation and design skills, production, analysing and evaluating processes.

Pathways

This course will prepare students for Stage 1 & 2 SACE Design and Technology.

MATERIAL SOLUTIONS – WOOD

Duration of Course

One or Two Semesters

Course Overview

Students will use the Design Cycle to identify, analyse, design and plan objects to meet specific end uses for themselves and others. They will learn to devise systems and apply quality control measures in the construction and evaluation of products. Students will focus on designing and producing environmentally ethical and sustainable products.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include the completion of design briefs that include investigation and design skills, production, analysing and evaluating processes.

Pathways

This course will prepare students for Stage 1 & 2 SACE Design and Technology.

MATHEMATICS ADVANCED

Duration of Course

One Semester

Course Overview

This subject focuses on more of the extended mathematical concepts that are a part of the Australian Curriculum for Year 10 Advanced. The special aim is to develop mastery of important algebraic skills and understanding that will support the undertaking of advanced mathematics subjects in Stage 1 and 2.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include practical investigations and tests.

Pathways

Students who elect to study this course of study are typically preparing to study Stage 1 & 2 SACE Mathematical Methods or Specialist Mathematics.

MUSIC

Pre-requisites

Completion of Year 9 Music or at least 2 years of formal instrumental or vocal instruction.

Duration of Course

One or Two Semesters

Course Overview

The focus of these courses is on solo and ensemble performance, and developing and applying theory skills. Students are required to continue instrumental or vocal lessons and will participate in a class ensemble. Class time will be allocated to extending knowledge of music notation and theory, application of theory, and musical skills in score reading and writing arrangements, and becoming fluent in the use of available music software. Time will be allowed for the development of small ensembles within the class setting, with students also being supported in their wider musical activities e.g. instrumental exams and participation in extracurricular music.

Students must currently be undertaking tuition on an instrument or voice to study this subject, as solo performance is part of the required curriculum. It would be beneficial for students to participate in an extra-curricular vocal or instrumental ensemble.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include written tasks, reflections and reviews. Practical assessments include solo performances, group projects, and workshop participation.

Pathways

This course is designed to prepare students for Stage 1 & 2 SACE Music.

OUTDOOR EDUCATION

Duration of Course

One Semester

Course Overview

Outdoor Education focuses on the development of positive relationships with others and with the environment through interaction with the natural world. This is facilitated through outdoor learning and activities.

In year 10, students learn about individual wellbeing as well as sustainability of both society and our environment. This is learnt in conjunction with Outdoor skill sets such as Abseiling and Bushwalking. Learning takes place both in the classroom and outside of the classroom, with an emphasis on self-development.

This Australian Curriculum Learning Area is organised around several strands:

- Personal and Social Capability
- Critical and Creative Thinking
- Ethical Understanding
- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include written assignments, presentations, tests and practical performance.

Pathways

This course will prepare students for Stage 1 & 2 SACE Outdoor Education.

PHOTOGRAPHY

Duration of Course

One Semester

Course Overview

Students will keep an annotated notebook that records their exploration and development skills in a variety of media, techniques and genres. Students will also be required to analyse and interpret art works in cultural and historical context.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include creating, listening, viewing, exploring and responding.

Pathways

This course is designed to prepare students for Stage 1 & 2 SACE Creative Arts.

SCIENCE ADVANCED

Duration of Course

One Semester

Course Overview

This course is provided as a supplement to *Scientific Studies* and is specifically designed for students who wish to study any of Stage 1 Biology, Chemistry or Physics. Participants will explore the foundation knowledge, conceptual understanding and skills that are essential to succeed in these subjects.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include practical activities, reports, projects and tests. This subject includes an examination.

Pathways

The Science Advanced Elective in combination with Scientific Studies is highly recommended to studying any of Stage 1 & 2 Biology, Chemistry or Physics.

SPORTS SCIENCE

Duration of Course

One or Two Semesters

Course Overview

Sports Science aims to develop the knowledge and skills relevant to human movement including anatomy, physiology, psychology and biomechanics. This course also aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. This is achieved through exploring sport and physical activity from a coaching, administrative, performance and community perspective. The course has a strong focus on communication, decision-making, planning, and problem-solving capabilities. These are explored through three key modules: Foundations of Physical Movement, Physical Activity and Sport in Australia, and Enhancing Participation and Performance.

Sports Science is an academically rigorous course.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include unit tests, coaching demonstrations, collaborative presentations & performances.

Pathways

Year 10 Sports Science provides preparation for students considering Stage 1 & 2 SACE Physical Education.

TRADE EXTENSIONS

Duration of Course

One Semester

Course Overview

The Trade Extensions program is a continuation of Year 9 Try-A-Trade building on the understanding of a range of career opportunities available through domestic trades.

The program aims to

- Develop a broader understanding and awareness of domestic trades.

- Equip students with the skills and confidence to know how to take the next step. Exposing them to future possibilities in the form of certificate level courses, traineeships and apprenticeships.

Some of the Trade options may include:

- Plumbing
- Electrotechnology
- Engineering
- Automotive
- Construction

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include unit tests, coaching demonstrations, collaborative presentations & performances.

STAGE 1

SUBJECT OPTIONS

COMPULSORY SUBJECTS

ENGLISH or ESSENTIAL ENGLISH

ENGLISH

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Successful completion of Year 10 English studies

Course Overview

In English, students 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. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, context, and audience is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students who complete 20 credits of this subject with a C grade or better will meet the literacy requirement of the SACE.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 English through the following assessment types:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

ESSENTIAL ENGLISH

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Nil

Course Overview

In Essential English, 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 this subject with a C grade or better will meet the literacy requirement of the SACE.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Literacy for Work and Community Life through the following assessment types:

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

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

MATHEMATICS/GENERAL MATHEMATICS OR ESSENTIAL MATHEMATICS

*Please note that students need to complete 2 semesters of Mathematics to select Stage 2 Mathematical Methods.

MATHEMATICS

Duration of Course

One (10 credits) or Two (20 credits) Semesters

Pre-requisites

Successful completion of Year 10 level Mathematics

Course Overview

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

Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.
Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Mathematics through the following assessment types:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigations

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

GENERAL MATHEMATICS

Duration of Course

One (10 credits) or Two (20 credits) Semesters

Pre-requisites

Successful completion of Year 10 level Mathematics

Course Overview

In the study of General Mathematics students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problem-based approach is integral to the development of mathematical skills and the associated key ideas in this subject. Topics studied cover a range of applications of mathematics, including: personal financial management, measurement and trigonometry, and the statistical investigation process, modelling using linear functions. In this subject there is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically. Stage 1 General Mathematics provides the foundation for Stage 2 General Mathematics.

Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 English through the following assessment types:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigations

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

ESSENTIAL MATHEMATICS

Duration of Course

One Semester (10 credits)

Pre-requisites

Nil

Course Overview

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This subject is intended for students planning to pursue a career in a range of trades or vocations. Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Mathematics through the following assessment types:

- Assessment Type 1: Skills and Applications Task
- Assessment Type 2: Folio

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

ACTIVATING IDENTITIES AND FUTURES (AIF – STAGE 2)

Duration of Course

Two Semesters (10 credits Stage 2)

**Please note that this subject will be completed during Year 11.*

Course Overview

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

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

Assessment

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

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Appraisal (30%)

RELIGION STUDIES (STAGE 2) OR INTEGRATED LEARNING: RELIGION (STAGE 2)

RELIGION STUDIES

Duration of Course

Three Semesters (10 or 20 credits)

**Please note that students complete this subject the end of Semester 1 in Year 12.*

Course Overview

A study of religion and spirituality forms a vital foundation for the study of a society. This is of particular importance in a culturally diverse society. An appreciation of the nature of national and global multicultural society is enriched by an understanding of religion and its influence on human behaviour, and the shaping of personal and group identity. Religions and spiritualities are living and dynamic, and students explore the ways in which religious adherents participate in, and respond to, current social and moral debates and issues in communities such as those in Australia.

Students develop an understanding of different religious perspectives on events or practices and examine a range of definitions of religion drawn from a variety of sources. These definitions of religion are evaluated in terms of how they lead to a particular understanding of religion.

Assessment

All Stage 2 subjects have a school assessment component and an external assessment component. Students have the opportunity to demonstrate evidence of learning in Stage 2 Religion Studies through the following assessment types:

School Assessment (70%)

- Assessment Type 1: Sources Analysis (30%)
- Assessment Type 2: Folio (40%)

External Assessment (30%)

- Assessment Type 3: Investigation (30%)

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A+ to E- at the student's completion of the subject.

INTEGRATED LEARNING: RELIGION

Duration of Course

Three Semesters (10 credits)

**Please note that students complete this subject the end of Semester 1 in Year 12.*

Course Overview

In Integrated Learning: Religion, students focus on a value of religion or spirituality and develop and implement a practical task showing an understanding of a Social Justice topic. The subject aims to further develop their social and ethical knowledge and gain an understanding of the complexities around the chosen social issue and look at ways to improve the outcomes of society around these issues.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Integrated Learning.

School assessment (70%)

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

External assessment (30%)

- Assessment Type 3: Personal Venture (30%).

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A+ to E- at the student's completion of the subject.

ELECTIVE SUBJECTS

BIOLOGY

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Successful completion of Year 10 level Science.

Course Overview

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

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

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Biology through the following assessment types:

- Assessment Type 1: Investigations Folio
- Assessment Type 2: Skills and Application Tasks

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

BUSINESS INNOVATION

Duration of Course

One Semester (10 credits)

Pre-requisites

Nil

Course Overview

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

Initially, students may be guided through structured processes to develop their understanding of underlying problems or needs, and begin to propose and test hypotheses relating to the customer, problem, and solution. As students develop these skills, they will anticipate, find, and solve their own problems. These structured processes create a learning environment where risk is encouraged and provide an opportunity to pivot during the iterative process of proposing, developing, testing, and refining solutions.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Business and Enterprise through the following assessment types:

- Assessment Type 1: Business Skills
- Assessment Type 2: Business Pitch

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

CHEMISTRY

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Successful Completion of Year 10 level Science

Course Overview

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example; in energy use, global food supply, and sustainable food production).

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Chemistry through the following assessment types:

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

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

CHILD STUDIES

Duration of Course

One Semester (10 credits)

Pre-requisites

Nil

Course Overview

Child Studies focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and care-givers. They also consider the importance of behaviour management, child nutrition, and the health and well-being of children.

Students explore and critically evaluate the role of government legislation and social structures, and the ways in which these influence the growth and development of children. They understand and apply occupational health and safety requirements for working with children.

Students have opportunities to build their understanding of the range of attitudes, values, and beliefs of people in the wider community in relation to children and child-rearing practices.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Child Studies through the following assessment types:

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

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

CREATIVE ARTS

Duration of Course

One (10 credits) or Two (20 credits) Semesters

Pre-requisites

Nil

Course Overview

In Creative Arts students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of drawing, painting, printmaking, sculpture, installations, craft, mixed-media, body art, ceramics, jewellery design/construction.

Focused study of the work of creative arts practitioners provides students with in-depth knowledge of the nature of their work and their roles and responsibilities within the creative arts. Students build a personal aesthetic by working in the creative arts and appraising creative arts products. By analysing and evaluating creative arts products in different contexts and from various perspectives, students gain an understanding and appreciation of the ways in which creative arts contribute to, and shape, the intellectual, social, and cultural life of individuals and communities.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Creative Arts through the following assessment types:

- Assessment Type 1: Product
- Assessment Type 2: Folio

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

DRAMA

Duration of Course

One Semester (10 credits)

Pre-requisites

Nil

Course Overview

In Drama, students develop their creativity, collaboration, critical thinking and communication skills. They refine their literacy, numeracy, ethical understanding and intercultural understanding, and develop self-belief and self-confidence.

Students learn as artists and as creative entrepreneurs through their exploration of shared human experience, which is at the heart of the study of Drama. Students learn to engage meaningfully with others through the creation of original relationships between presenter, audience, idea and story. They learn that shared narratives underpin our understanding of everything we think and do in the world around us, and that our cultural narratives are created collaboratively. Drama is active and participatory, involving the process of imagining, developing and creating original narratives, viewpoints and artistic products.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Drama through the following assessment types:

- Assessment Type 1: Performance
- Assessment Type 2: Responding to Drama
- Assessment Type 3: Creative Synthesis

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

ELECTRONIC SYSTEMS

Duration of Course

One Semester (10 credits)

Pre-requisites

Nil

Course Overview

In Electronic Systems, students use the design and realisation process. They learn to create a design brief that provides the basis for the development of potential solutions to design problems, and review design features, processes, materials and production techniques to assist with the realisation of the solution. Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.

In this context, students can use a variety of hardware (components), which may be combined with software, to design and realise a solution such as a device or

system. Students produce outcomes that demonstrate the knowledge and skills associated with using electronic, mechatronic, electrical or pneumatic systems. These can include electronic components, circuit design and assembly, robotic components, programming, wiring, gears, simulation or systems integration.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Electronic Systems through the following assessment types:

- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Process and Solution

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

FOOD AND HOSPITALITY

Duration of Course

One (10 credits) or Two (20 credits) Semesters

Pre-requisites

Nil

Course Overview

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating.

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

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Food and Hospitality through the following assessment types:

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

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

INFORMATION PROCESSING AND PUBLISHING

Duration of Course

One Semester (10 credits)

Pre-requisites

Nil

Course Overview

Information Processing and Publishing focuses on the use of technology to design and implement information-processing solutions. The subject emphasises the acquisition and development of practical skills in identifying, choosing, and using the appropriate computer hardware and software for communicating in a range of contexts. It focuses on the application of practical skills to provide creative solutions to text-based communication tasks.

Students create both hard copy and electronic text-based publications, and critically evaluate the development process. They choose and use appropriate hardware and software to process, manage, and communicate information.

Students develop solutions to text-based problems in information processing and publishing using imagination and creativity to make proposals and choices. They use the design process to apply problem-solving, critical-thinking, and decision-making skills. They learn a variety of strategies for meeting identified needs. They generate, synthesise, and realise ideas, using a wide range of techniques to communicate their thinking and design proposals.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Information Processing and Publishing through the following assessment types:

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

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

INTEGRATED LEARNING - DIGITAL MEDIA AND TECHNOLOGIES

Duration of Course

One Semester (10 credits)

Pre-requisites

Nil

Course Overview

The course has a practical base and emphasises further development of a broad range of Information and Communication Technology skills that can be used in all other curriculum areas. They will also explore the ethical implications behind the creation of such products in the wider world of cyber-space and the media. It also develops general skills that are useful across the curriculum, and specific skills that can be applied in the presentation of assignments in other subjects.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Integrated Learning.

- Assessment Type 1: Practical Exploration (40%)
- Assessment Type 2: Connections (30%)
- Assessment Type 3: Personal Venture (30%).

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A+ to E- at the student's completion of the subject.

JAPANESE (Continuers)

Duration of Course

One (10 credits) or Two (20 credits) Semesters

Pre-requisites

Completion of Year 10 Japanese

Course Overview

The subject outline for locally assessed languages at continuers level has been developed from the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning, and assessment of language subjects.

In locally assessed languages at continuers level, students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Students develop an understanding of how [language] is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts. Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the [Language]-speaking communities and in their own community.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Japanese through the following assessment types:

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

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

MATERIAL SOLUTIONS (METAL)

Duration of Course

One (10 credits) or Two (20 credits) Semesters

Pre-requisites

Nil

Course Overview

In Material Solutions, students use the design and realisation process. They learn to create a design brief that provides the basis for the development of potential solutions to design problems and review design features, processes, materials and production techniques to assist with the realisation of the solution. Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.

This context involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and a material such as wood.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Material Solutions through the following assessment types:

- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Process and Solution

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

MATERIAL SOLUTIONS (WOOD)

Duration of Course

One (10 credits) or Two (20 credits) Semesters

Pre-requisites

Successful completion of Year 10 Design and Technology (Wood)

Course Overview

In Material Solutions, students use the design and realisation process. They learn to create a design brief that provides the basis for the development of potential solutions to design problems and review design features, processes, materials and production techniques to assist with the realisation of the solution. Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.

This context involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and a material such as metal.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Material Solutions through the following assessment types:

- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design process and solution

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

MODERN HISTORY

Duration of Course

One (10 credits)

Pre-requisites

Nil

Course Overview

In the study of Modern History, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals.

Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

The developments and movements have been subject to political debate. Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured

political, economic, social, and cultural systems. Students also look at how recognition of the rights of individuals and societies has created challenges and responses.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 History through the following assessment types:

- Assessment Type 1: Historical Skills
- Assessment Type 2: Historical Study

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

MUSIC EXPERIENCE

Duration of Course

One (10 credits) or Two (20 credits) Semesters

Pre-requisites

Some music experience required.
Successful completion of one semester of Year 10 Music.
Instrument (or voice) lessons recommended.

Course Overview

Music is a creative and expressive response to experiences and feelings, using sound as a medium. Music is the systematic organisation of sound patterns that have the potential to transform perceptions, emotions, and thoughts.

The study of music enables students to appreciate the world in unique ways, through aesthetic treatments of sound across cultures, times, places, and contexts. It forms a vital part of the transmission of histories, knowledge, and stories among generations.

Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works that express their ideas and emotions.

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.

Assessment

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

- Assessment Type 1: Creative Works (performance, arranging, composition)
- Assessment Type 2: Music Literacy (analysing and reflecting on musical works)

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

OUTDOOR EDUCATION

Duration of Course

One (10 credits) or Two (20 credits) Semesters

Pre-requisites

Nil

Course Overview

Through the study of three focus areas: environment and conservation; planning and management; and personal growth and development, students develop skills and understanding in preparation and planning for outdoor journeys, consideration of risk management and conservation practices, and develop team work and practical outdoor skills.

Students understand ecosystems and the impacts of human actions and decisions on the natural environment through the study of natural environments. They develop knowledge and understanding of environmental systems and their conservation.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Outdoor Education through the following assessment types:

- Assessment Type 1: About Natural Environments
- Assessment Type 2: Experiences in Natural Environments

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

PHOTOGRAPHY

Duration of Course

One Semester (10 credits)

Pre-requisites

Nil

Course Overview

In this Creative Arts subject, students actively participate in the development and presentation of creative arts products through photography.

Focused study of the work of creative arts practitioners provides students with in-depth knowledge of the nature of their work and their roles and responsibilities within the creative arts. Students build a personal aesthetic by working in the creative arts and appraising creative arts products. By analysing and evaluating creative arts products in different contexts and from various perspectives, students gain an understanding and appreciation of the ways in which creative arts contribute to, and shape, the intellectual, social, and cultural life of individuals and communities.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Creative Arts through the following assessment types:

- Assessment Type 1: Product
- Assessment Type 2: Folio

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

PHYSICAL EDUCATION

Duration of Course

One (10 credits) or Two (20 credits) Semesters

Pre-requisites

Nil

Course Overview

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

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Physical Education through the following assessment types:

- Assessment Type 1: Performance Improvement
- Assessment Type 2: Physical Activity Investigation

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

PHYSICS

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Successful completion of Year 10 level Science

Course Overview

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

By studying physics, students understand how new evidence can lead to the refinement of existing models

and theories and to the development of different, more complex ideas, technologies, and innovations.

Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Physics through the following assessment types:

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

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

PSYCHOLOGY

Duration of Course

One (10 credits) or Two (20 credits) Semesters

Pre-requisites

Successful Completion of Year 10 level Science

Course Overview

This subject sits between the life sciences and the humanities, with two consequences. First, psychology can, as a discipline, emphasise connections to either the sciences or the humanities. Second, it draws teachers and students whose backgrounds and interests lie both in the humanities and in the sciences. Since most of the dominant paradigms in psychology in the last hundred years have been scientific ones, this subject emphasises the construction of psychology as a scientific enterprise. Psychology is based on evidence gathered as a result of planned investigations following the principles of the scientific method. The study of Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (that is, observation, experimentation, and experience), this subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Psychology through the following assessment types:

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

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

TOURISM

Duration of Course

One Semester (10 credits)

Pre-requisites

Nil

Course Overview

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, sociocultural, and environmental impacts and interactions of tourism activity. Students also develop an understanding of tourism from the perspectives of host community, tourism business, government bodies, and traveller. They investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of people's lives and on the environment. Students' understanding of the sustainable management of tourism is central to this subject.

Students consider the ever-changing nature of tourism and how it responds to challenges, opportunities, and realities such as globalisation, economic crises, security issues, environmental needs, world events, and technological developments. Students explore tourism as a business and its impact on the economy.

Tourism presents opportunities and benefits, as well as problems and threats, to people and the environment. For example, as a people-oriented industry, tourism provides many jobs and can revitalise local economies

and cultures. At the same time it may have a negative impact on the well-being of many people in the host community and threaten to change their cultural and environmental heritage.

Students identify and investigate tourism trends, developments, or contemporary issues. They apply their knowledge, skills, and understanding about tourism to form personal opinions, make informed recommendations, form reasoned conclusions, and predict future options.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Psychology through the following assessment types:

- Assessment Type 1: Case Study
- Assessment Type 2: Sources Analysis
- Assessment Type 3: Practical Activity
- Assessment Type 4: Investigation

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

VISUAL ARTS (ART)

Duration of Course

One (10 credits) or Two (20 credits) Semesters

Pre-requisites

Nil

Course Overview

Visual Arts encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis and exploration, experimentation with media and technique, and resolution and production of practical work.

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation, and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Visual Arts through the following assessment types:

- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Visual Study

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

STAGE 2

SUBJECT OPTIONS

BIOLOGY

Duration of Course

Two Semesters (20 Credits)

Pre-requisites

Successful completion of Stage 1 Biology (full year)

Course Overview

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

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

Content

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

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

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

The topics for Stage 2 Biology are:

- Topic 1: DNA and proteins
- Topic 2: Cells as the basis of life
- Topic 3: Homeostasis
- Topic 4: Evolution

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

Assessment

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

School Based Assessment (70%)

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)

External Assessment (30%)

Assessment Type 3: Examination (30%)

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

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

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

BUSINESS INNOVATION

Duration of Course

Two Semesters (20 credits)

Pre-Requisites

Successful completion of Stage 1 Business and Enterprise

Course Overview

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

Students 'learn through doing' in Business Innovation, using design thinking and assumption-based planning processes to anticipate, find, and solve problems. They learn in an environment in which risk is encouraged, where ideas are built up rather than broken down, and fear of failure is replaced with the opportunity to iterate as initial assumptions about problems, customers, or solutions are refined. Integral to this is the opportunity for students to work collaboratively in uncertain environments to identify problems or customer needs, generate and explore ideas and solutions, and make decisions based on incomplete information.

Content

Stage 2 Business Innovation is a 20-credit subject structured around three key contexts:

- Designing business
- Sustaining business
- Transforming business.

Students 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

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

School Assessment (70%)

- Assessment Type 1: Business Skills (40%)
- Assessment Type 2: Business Model (30%)

External Assessment (30%)

- Assessment Type 3: Business Plan and Pitch (30%).

Students should provide evidence of their learning though six assessments, including the external assessment component. Students undertake:

- four business skills tasks
- one business model
- one business plan and pitch.

CHEMISTRY

Duration of course

Two Semesters (20 credits)

Pre-Requisites

Successful completion of Stage 1 Chemistry (full year)

Course Overview

In the study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge, to inform public debate on social and environmental issues. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Content

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

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

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

The topics for Stage 2 Chemistry are:

- Topic 1: Monitoring the environment
- Topic 2: Managing chemical processes
- Topic 3: Organic and biological chemistry
- Topic 4: Managing resources.

Assessment

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

School-based Assessment (70%)

- Assessment Type 1: Investigations Folio (40%)
- Assessment Type 2: Skills and Applications Tasks (30%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

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

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

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

CHILD STUDIES

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Successful completion of Stage 1 Child Studies

Course Overview

Child Studies focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and care-givers. They also consider the importance of behaviour management, child nutrition, and the health and well-being of children.

Students explore and critically evaluate the role of government legislation and social structures, and the ways in which these influence the growth and development of children. They understand and apply occupational health and safety requirements for working with children.

Content

There are five areas of study in Stage 2 Child Studies:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences

Assessment

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

School-based Assessment (70%)

- Assessment Type1: Practical Activity (50%)
- Assessment Type 2: Group Activity (20%)

External Assessment (30%)

- Assessment Type 3: Investigation (30%)

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

- at least four practical activities
- at least one group activity
- one investigation

CREATIVE ARTS

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Successful completion of Stage 1 Creative Arts or Visual Arts (at least one semester)

Course Overview

In Creative Arts, students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of drawing, painting, printmaking, sculpture, installations, craft, mixed-media, body art, ceramics, jewellery design/construction.

Focused study of the work of creative arts practitioners provides students with in-depth knowledge of the nature of their work and their roles and responsibilities within the creative arts. Students build a personal aesthetic by working in the creative arts and appraising creative arts products. By analysing and evaluating creative arts products, in different contexts and from various perspectives, students gain an understanding and appreciation of the ways in which creative arts contribute to, and shape, the intellectual, social, and cultural life of individuals and communities.

Content

Teachers develop a teaching and learning program based on the following four areas of study:

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

Assessment

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

School-based Assessment (70%)

- Assessment Type 1: Product (50%)
- Assessment Type 2: Inquiry (20%)

External Assessment (30%)

- Assessment Type 3: Practical Skills (30%).

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

- develop and present two creative arts products
- undertake two investigations

- undertake one practical skills assessment

ELECTRONIC SYSTEMS

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Successful completion of Stage 1 Robotic and Electronic Systems

Course Overview

In Robotic and Electronic Systems, students use a variety of hardware (components), which may be combined with software, to design and realise a solution such as a device or system. Students produce outcomes that demonstrate the knowledge and skills associated with using electronic, mechatronic, electrical or pneumatic systems. These can include electronic components, circuit design and assembly, robotic components, programming, wiring, gears, simulation or systems integration.

Content

This focus area of design and technology involves the use of devices such as electrical, electronic, mechanical, hydraulic and interface components, including programmable control devices, to design and make systems and control products.

Assessment

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

School-based Assessment (70%)

- Assessment Type 1: Specialised Skills Task (20%)
- Assessment Type 2: Design Process and Solution (50%)

External Assessment (30%)

- Assessment Type 3: Resource Study (30%)

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

- two specialised skills tasks
- up to three design process and solution tasks one resource study.

ENGLISH

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Successful completion of Stage 1 English

Course Overview

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

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

Content

Teachers develop a teaching and learning program based on the following two areas of study:

- Responding to Texts
- Creating Texts

Assessment

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

School-based Assessment (70%)

- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

External Assessment (30%)

- Assessment Type 3: Comparative Analysis (30%).

Students provide evidence of their learning through 8 assessments, including the external assessment component.

Students undertake:

- three responses to texts
- four created texts (including a writer's statement)
- one comparative analysis

ESSENTIAL ENGLISH

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Successful completion of Stage 1 English

Course Overview

In Essential English, students respond to and create texts in. and for, a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

Assessment

Assessment is school based. Students have the opportunity to demonstrate evidence of learning in Stage 1 Literacy for Work and Community Life through the following assessment types:

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

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A to E at the student's completion of the subject.

ENGLISH as an ADDITIONAL LANGUAGE (EAL)

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Successful completion of Stage 1 English or EAL.

Students must meet the SACE board eligibility requirements.

Course Overview

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

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

Content

Teachers develop a teaching and learning program based on the following two areas of study:

- Responding to Texts
- Creating Texts

Assessment

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

School-based Assessment (70%)

- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

External Assessment (30%)

- Assessment Type 3: Comparative Analysis (30%).

Students provide evidence of their learning through 8 assessments, including the external assessment component.

Students undertake:

- three responses to texts
- four created texts (including a writer's statement)
- One comparative analysis

FOOD AND HOSPITALITY

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Successful completion of Stage 1 Food and Hospitality (at least one semester)

Course Overview

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in

food and hospitality, consumer protection, and the nutritional impact of healthy eating.

Content

There are five areas of study in Stage 2 Food and Hospitality:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences.

Assessment

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

School-based Assessment (70%)

- Assessment Type 1: Practical Activity (50%)
- Assessment Type 2: Group Activity (20%)

External Assessment (30%)

- Assessment Type 3: Investigation (30%)

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

- at least four practical activities
- at least one group activity
- one investigation.

GENERAL MATHEMATICS

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Successful completion of Stage 1 Mathematics or General Mathematics

Course Overview

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

Content

Stage 2 General Mathematics consists of the following six topics:

- 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

Assessment

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

School-based Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (40%)
- Assessment Type 2: Mathematical Investigations (30%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

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

INFORMATION PROCESSING AND PUBLISHING

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Successful completion of Stage 1 Information Processing and Publishing

Course Overview

Information Processing and Publishing focuses on the use of technology to design and implement information-processing solutions. The subject emphasises the acquisition and development of practical skills in identifying, choosing, and using the appropriate computer hardware and software for communicating in a range of contexts. It focuses on the application of practical skills to provide creative solutions to text-based communication tasks.

Content

IPP consists of the following four focus areas:

- Desktop Publishing
- Electronic Publishing
- Personal Documents
- Business Documents

Each focus area includes a practical skills section. The practical skills sections focus on using the design process in a variety of applications to complete specified text-based information-processing or publishing tasks.

Assessment

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

School Assessment (70%)

- Assessment Type 1: Practical Skills (40%)
- Assessment Type 2: Issues Analysis (30%)

External Assessment (30%)

- Assessment Type 3: Product and Documentation (30%)

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

- at least five practical skills assessments
- one or two issues analysis assessments
- one technical and operational understanding assessment
- one product and documentation assessment

INTEGRATED LEARNING - DIGITAL MEDIA & TECHNOLOGIES

Duration of Course

Two Semesters (20 Credits)

Pre-requisites

Nil

Course Overview

The course has a practical base and emphasises further development of a broad range of Information and Communication Technology skills that can be used in all other curriculum areas. They will also explore the ethical implications behind the creation of such products in the wider world of cyber-space and the media. It also develops general skills that are useful across the curriculum, and specific skills that can be applied in the presentation of assignments in other subjects.

The following assessment types enable students to demonstrate their learning in Stage 2 Integrated Learning.

- Assessment Type 1: Practical Exploration (40%)
- Assessment Type 2: Connections (30%)
- Assessment Type 3: Personal Venture (30%).

Teachers make decisions about the extent and quality of the evidence of student learning with reference to performance standards. These standards describe five levels of achievement that are reported with grades A+ to E- at the student's completion of the subject.

MATERIAL SOLUTIONS (METAL)

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Successful completion of Stage 1 Material Solutions – Metal (at least one semester)

Course Overview

In Material Solutions, students use a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and a material such as metal.

Content

This focus area of design and technology involves the use of devices such as electrical, electronic, mechanical, hydraulic and interface components, including programmable control devices, to design and make systems and control products.

Assessment

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

School-based Assessment (70%)

- Assessment Type 1: Specialised Skills Task (20%)
- Assessment Type 2: Design Process and Solution (50%)

External Assessment (30%)

- Assessment Type 3: Resource Study (30%)

Students provide evidence of their learning through four to six assessments, including the external assessment component.

Students complete:

- two specialised skills tasks
- up to three design process and solution tasks
- one resource study

MATERIAL SOLUTIONS (WOOD)

Duration of Course
Two Semesters (20 credits)

Pre-requisites
Successful completion of Stage 1 Material Solutions - Wood (at least one semester)

Course Overview
In Material Solutions, students use a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and a material such as wood.

Content
This focus area of design and technology involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to convert resistant materials into useful products. Students produce outcomes that demonstrate the knowledge and skills associated with wood.

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

School-based Assessment (70%)
- Assessment Type 1: Specialised Skills Task (20%)
- Assessment Type 2: Design Process and Solution (50%)

External Assessment (30%)
- Assessment Type 3: Resource Study (30%)

Students provide evidence of their learning through four to six assessments, including the external assessment component. Students complete:
- two specialised skills tasks
- up to three design process and solution tasks
- one resource study

MATHEMATICAL METHODS

Duration of Course
Two Semesters (20 credits)

Pre-requisites
Successful completion of Stage 1 Mathematics (full year)

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

Content
Stage 2 Mathematical Methods consists of the following six topics:
Topic 1: Further Differentiation & Applications
Topic 2: Discrete Random Variables
Topic 3: Integral Calculus
Topic 4: Logarithmic Functions
Topic 5: Continuous Random Variables & the Normal Distribution
Topic 6: Sampling & Confidence Intervals

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

School-based Assessment (70%)
- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Mathematical Investigation (20%)

External Assessment (30%)
- Assessment Type 3: 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

SPECIALIST MATHEMATICS

Duration of Course
Two Semesters (20 credits)

Pre-requisites
Successful completion of Stage 1 Mathematics (full year)

Course Overview
Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Content

The topics in Stage 2 extend students' mathematical experience and their mathematical flexibility and versatility, in particular, in the areas of complex numbers and vectors. The general theory of functions, differential equations, and dynamic systems provides opportunities to analyse the consequences of more complex laws of interaction.

Specialist Mathematics topics provide different scenarios for incorporating mathematical arguments, proofs, and problem-solving.

Stage 2 Specialist Mathematics consists of the following six topics:

- Topic 1: Mathematical induction
- Topic 2: Complex numbers
- Topic 3: Functions and sketching graphs
- Topic 4: Vectors in three dimensions
- Topic 5: Integration techniques and applications
- Topic 6: Rates of change and differential equations.

Assessment

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

School-based Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Mathematical Investigation (20%)

External Assessment (30%)

- Assessment Type 3: 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

MODERN HISTORY

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Successful completion of Stage 1 History

Course Overview

In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations. In their study of one nation, students investigate the social, political, and economic changes that shaped the development of that nation. They develop insights into the characteristics of a modern nation, and the crises and challenges that have confronted it. Students also consider the ways in which the nation has dealt with internal divisions and external challenges, and the paths that it has taken.

Content

Students study one topic from 'Modern nations' and one topic from 'The world since 1945'

Assessment

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

School-based Assessment (70%)

- Assessment Type 1: Historical Skills (50%)
- Assessment Type 2: Historical Study (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

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

- five historical skills assessments
- one historical study
- one examination

MUSIC EXPLORATIONS

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Successful completion of one semester of Stage 1 Music Exploration.

Instrument (or voice) lessons recommended.

Course Overview

Music is a creative and expressive response to experiences and feelings, using sound as a medium. Music is the systematic organisation of sound patterns

that have the potential to transform perceptions, emotions, and thoughts.

The study of music enables students to appreciate the world in unique ways, through aesthetic treatments of sound across cultures, times, places, and contexts. It forms a vital part of the transmission of histories, knowledge, and stories among generations.

Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works that express their ideas and emotions.

Content

Stage 2 Music Explorations consists of the following strands:

- Understanding music
- Creating music
- Responding to music.

Assessment

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

School assessment (70%)

- Assessment Type 1: Musical Literacy (30%)
- Assessment Type 2: Explorations (40%)

External assessment (30%)

- Assessment Type 3: Creative Connections (30%)

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

- three musical literacy tasks
- one portfolio of explorations
- one creative connections task

OUTDOOR EDUCATION

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Successful completion of Stage 1 Outdoor Education

Course Overview

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

Content

Outdoor Education consists of three focus areas:

- Focus Area 1: Conservation and sustainability
- Focus Area 2: Human connections with nature
- Focus Area 3: Personal growth, safety and development

Assessment

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

School Assessment (70%)

- Assessment Type 1: : About Natural Environments (20%)
- Assessment Type 2: Experiences in Natural Environments (50%)

External Assessment (30%)

- Assessment Type 3: Connections with Natural Environments (30%).

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

- one or two ‘About Natural Environments’ tasks
- two ‘Experiences in Natural Environments’ tasks
- one ‘Connections with Natural Environments’ task

PHYSICAL EDUCATION

Duration of Course

Two Semesters (20 credits)

Pre-Requisites

Successful completion of Stage 1 Physical Education (at least one semester)

Course Overview

Through Physical Education, students explore the participation in, and performance of, human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning in Physical Education supports an Arnoldian[1] educational framework that promotes deep learning ‘in, through, and about’ physical activity. The application of this framework ensures students make

meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity.

Content

Physical Education consists of three focus areas:

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

Assessment

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

School Assessment (70%)

- Assessment Type 1: Diagnostics (30%)
- Assessment Type 2: Improvement Analysis (40%)

External Assessment (30%)

- Assessment Type 3: Group Dynamics (30%).

Students provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake:

- two or three diagnostics tasks
- one improvement analysis task
- one group dynamics task

PHYSICS

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Successful completion of Stage 1 Physics (full year)

Course Overview

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

Content

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

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

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

The topics for Stage 2 Physics are:

- Topic 1: Motion and relativity
- Topic 2: Electricity and magnetism
- Topic 3: Light and atoms.

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

Assessment

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

School-based Assessment (70%)

- Assessment Type 1: Investigations Folio (40%)
- Assessment Type 2: Skills and Applications Tasks (30%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

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

- at least three practical investigations

and, at least

- one issues investigation for the folio
- at least three skills and applications tasks
- one examination

PSYCHOLOGY

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Successful completion of Stage 1 Psychology

Course Overview

This subject sits between the life sciences and the humanities with two consequences. First, psychology can, as a discipline, emphasise connections to either the sciences or the humanities. Second, it draws teachers and students whose backgrounds and interests lie both in the humanities and in the sciences. Since most of the dominant paradigms in psychology in the last hundred years have been scientific ones, this subject emphasises the construction of psychology as a scientific enterprise. Psychology is based on evidence

gathered as a result of planned investigations following the principles of the scientific method. The study of Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (that is, observation, experimentation, and experience), this subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

Content

The following six topics are offered in Stage 2 Psychology:

- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds

Stage 2 Psychology is designed around four levels of explanation of behaviour:

- the biological level of explanation
- the basic processes level of explanation
- the person level of explanation
- the sociocultural level of explanation

Assessment

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

School Assessment (70%)

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- one individual investigation and at least one group investigation for the folio
- at least four skills and applications tasks
- one examination

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

TOURISM

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Nil

Course Overview

In tourism, students are expected to understand and explain tourism knowledge, including the diverse nature of tourists, tourism, and the tourism industry. Students understand, identify, and apply tourism concepts and models, including sustainable tourism and cultural sustainability, and evaluate their application in different contexts – local, national, and global.

Students investigate, analyse, and evaluate viewpoints and information about tourism trends, developments, and/or contemporary issues. They will apply practical tourism skills in different contexts and interpret, critically analyse, and evaluate different perspectives and sources of information about tourism to develop informed opinions, conclusions, and recommendations.

Students communicate information about tourism in different contexts for particular audiences and purposes, using appropriate terminology, forms, and acknowledgement of sources

Content

The following three themes are covered in Stage 2 Tourism:

- Operations and Structures of the Tourism Industry
- Traveller's Motivations and Perceptions, and the Interaction of Host Community and Visitor
- Planning for and Managing Sustainable Tourism

Using the following topics:

- Application of Technology in Tourism
- The Economics of Tourism
- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Special Interest Tourism
- Responsible Travel

- The Role of Governments and Organisations in Tourism
- Tourism Industry Skills
- Negotiated Topic

Assessment

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

School Assessment (70%)

- Assessment Type 1: Folio (20%)
- Assessment Type 2: Practical Activity (25%)
- Assessment Type 3: Investigation (25%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through four to six assessments, including the external assessment component. Students produce:

- at least two assessments for the folio
- at least two practical activities
- one investigation
- one examination

Students should provide evidence of their learning in different forms, including written, oral, or multimodal.

VISUAL ARTS - ART

Duration of Course

Two Semesters (20 credits)

Pre-requisites

Successful completion of Stage 1 Visual Arts

Course Overview

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

Through the initiation and development of ideas, problem-solving, experimentation, and investigation in a diversity of media, processes, and techniques, students demonstrate a range of technical skills and aesthetic qualities.

Content

The following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment

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

School-based Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Visual Study (30%)

Students provide evidence of their learning through four to six assessments, including the external assessment component. Students produce:

- one larger folio, or two smaller folios
- two or three practical works, including a
- practitioner's statement for two practical works
- one larger visual study