

HORIZON

CHRISTIAN SCHOOL

SUBJECT HANDBOOK

(FOR YEAR 10, 11 & 12 IN 2020)

MAKING CHOICES FOR 2020



Horizon

CHRISTIAN SCHOOL

A Transforming Christian Education for All

Subject Selection Booklet:

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Subject Selection Booklet:

INTRODUCTION

The subject selection process is one of the most important decision making processes that students undertake. The decisions that they make shape their future studies and employment prospects in a profound way. At Horizon we believe that this process should involve the student, teachers and parents.

Students' subject choices should be founded on as much knowledge as possible, to ensure that all pathways to a selected career are available and leave scope for alternatives if plans change. It is well documented that the students of today will have opportunities to change their careers often and many will enter into fields in the future that have not yet been identified. The time of identifying potential career pathways should be seen as an exciting time, and the opportunity for parents to discuss the strengths and areas for improvement that the child has for themselves identified. Obviously, having a clear direction and plan makes the process a lot simpler. This booklet is structured so that students can work through prospective careers and make informed choices about their future.

Within the SACE, the subject 'Personal Learning Plan' is designed to assist students in realising their strengths and weaknesses, and developing a plan for their future learning. Students who see this subject as a way of taking ownership of their learning will benefit greatly from it, and will use it in partnership with the subject selection process to make the best decision for their future that they can.

The booklet also contains information about other aspects of the SACE and Tertiary Entrance Requirements. Further information is provided about specific learning areas, identifying the areas of study within each subject.

Each student in year 10 and 11 will have the opportunity, along with their parents, to meet with a school leader/ senior teacher who can advise and counsel using past results and interest areas as a guide.

With this in mind, it is important to remember that God has a plan for all of our students. In an often quoted verse, God reminds Jeremiah that he had a plan for the good of his people.

"¹¹ For I know the plans I have for you," declares the LORD, "plans to prosper you and not to harm you, plans to give you hope and a future. ¹² Then you will call upon me and come and pray to me, and I will listen to you. ¹³ You will seek me and find me when you seek me with all your heart." Jeremiah 29:11-13 (NIV)

This promise to Jeremiah holds true for us today. God has a plan for each and every one of our students and we pray that you may be enlightened to it during this process.

Senior Secondary Department

Subject Selection Booklet:

SACE BOARD AND SACE

The South Australian Certificate of Education (SACE) is the certificate awarded following the successful completion of Years 11 and 12. The SACE is administered by the SACE Board of South Australia. In order to complete the SACE, students must meet **all** the requirements as outlined by the SACE Board.

Students study at two stages, Stage 1 and Stage 2. Stage 1 usually corresponds to Year 11 and Stage 2 usually corresponds with Year 12. Subjects at Stage 1 are usually taken as a semester subject and at Stage 2 most subjects are taken for a full year. A semester subject is worth 10 credits. 10 credits equates to approximately 50-60 hours of work.

Students are assessed against performance standards. Students will be awarded a grade (A to E) according to their level of achievement against these performance standards.

All Stage 1 subjects are 100% assessed at the school level.

All Stage 2 subjects are 70% school assessed and 30% externally assessed.

Requirements of SACE

To complete the SACE, students must meet the following requirements:

- Complete enough subjects to gain a minimum of 200 credits
- Complete all compulsory subjects
- Gain an A, B or C in all compulsory subjects

The SACE Requirements

SACE Stage 1

At SACE Stage 1 level, students need to complete a minimum of 40 credits, which are compulsory. Students must achieve an A, B or C in these:

- English or Literacy (20 credits)
- Mathematics or Numeracy (10 credits)
- Personal Learning Plan (PLP) (10 credits)- this is undertaken at Year 10 at Horizon.

At Horizon it is also compulsory to study Christian Studies at Stage 1 (10 credits)

SACE Stage 2

At SACE Stage 2, students will need to complete a minimum of 70 credits.

Students must receive an A, B or C in these:

- Research Project (10 credits)
- 3 full year subjects or courses (each worth 20 credits for a total of 60 credits)
- Some VET Course can count towards these 60 credits

To achieve 200 credits and achieve SACE students must study another 90 credits. These credits can be achieved by undertaking subjects or courses at either Stage 1 or Stage 2 or Vocational Education and Training (VET/ TAFE).

Subject Selection Booklet:

A summary of the SACE Requirements - to achieve a minimum of 200 credits

Requirements	Credits
Year 10	
Personal Learning Plan (Compulsory)	10
Year 11 (Stage 1)	
Literacy (from a range of English subjects and courses) (Compulsory)	20
Numeracy (from a range of mathematics subjects and courses) (Compulsory)	10
Year 11 or 12 (Stages 1 or 2)	
Other subjects and courses of the student's choice	up to 90
Year 12 (Stage 2)	
Research Project (Compulsory)	10
Other Stage 2 subjects and courses (60 credits are compulsory)	60 or more
Total	200

*Please note at Horizon most students will complete their SACE with 220 credits.

Subject Selection Booklet:

Requirements for University/ TAFE Entrance

University entry

In brief, students applying for university entry must:

- complete the SACE.
- complete at least 90 credits of SACE Stage 2 subjects of which at least 60 credits must be 20-credit Tertiary Admissions Subjects (TAS). For details of the remaining 30 credits, there are a number of options, including the use of the Research Project (see below and SATAC guide for options).
- complete any prerequisite subject requirements for their chosen university course.
- obtain a Australian Tertiary Admissions Rank (ATAR).

Frequently Asked Questions

How is the ATAR calculated?

The university aggregate is calculated from the best scaled scores from three 20 credit TAS subjects plus the best outcome from the remaining 30 credits from the flexible option.

How your university aggregate is calculated

60 Three 20 credit scores	+	30 Final 30 credits - flexible option
Your scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used. Normally, 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same subject area, when studied in pairs, can substitute for a 20 credit subject. These are called valid pairs. You can find detailed information about Tertiary Admissions Subjects in the tables starting on page 51 .		Your score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from: <ul style="list-style-type: none">• the scaled score of a 20 credit TAS• half the scaled score of one or more 20 credit TAS• the scaled score of one or more 10 credit TAS• scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits
Your university aggregate is the best possible score calculated from the above options, subject to counting restrictions and precluded combinations.		

Subject Selection Booklet:

Are there bonus schemes?

- All universities operate either equity or subject bonus schemes which may affect an applicant's ATAR. For details visit each university's website.

What are prerequisites?

- Some university courses/programs require students to have studied one or more specific Stage 2 subjects to a minimum standard in order to be eligible for selection into the course/program. These subjects are known as prerequisites.
- In order to fulfil a prerequisite subject requirement, you must obtain a minimum grade of C minus or better. The grade is used (rather than the scaled score) because the course/program administrators are interested in how well you performed in the subject itself as measured against the learning requirements of the Subject Outline.
- Since prerequisites are used to determine eligibility, not rank, they do not have to contribute to the university aggregate.

What does assumed knowledge mean?

- 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.

What are Tertiary Admissions Subjects (TAS)?

- These are SACE Stage 2 subjects which have been approved by TAFE SA and the universities as providing appropriate preparation for tertiary studies. Both TAFE SA and the universities require students to study a minimum number of credits of TAS to be eligible to receive a selection score or rank. See SATAC guide.
- There are 11 subjects that are not TAS. These are all local, modified or community studies subjects.

What are Recognised Studies?

- Recognised Studies are those International Baccalaureate, interstate year 12, higher education studies or VET awards deemed by the SACE Board and the universities and TAFE SA as being eligible to be included in the calculation of the ATAR and TAFE SA Selection Score. For Recognised Studies, scores approved by the Scaling and Tertiary Monitoring Committee will be used in calculations.

Subject Selection Booklet:

What are precluded combinations?

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

What are counting restrictions?

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

Completion and Successful Completion of Subjects- what's the difference?

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

TAFE entry

Completion of the SACE can meet the Minimum Entry Requirements for most of TAFE SA's courses. TAFE also considers a variety of other qualifications in its entry and selection processes. Minimum Entry Requirements differ according to the level of the TAFE course.

For Certificate I level courses there are no Minimum Entry Requirements.

For entry to Certificate II level courses students must:

- Meet a literacy standard by successfully completing 20 credits of Stage 1 English, or the equivalent.
- Meet a numeracy standard by successfully completing 10 credits of Stage 1 Mathematics, or the equivalent.

For entry to Certificate III and higher students must achieve the SACE and obtain a TAFE Selection Score. To gain a TAFE Selection Score students must:

- Have completed 60 credits of Tertiary Admissions Subjects, or 40 credits of Tertiary Admissions Subjects and 20 credits of Recognised Subjects.
- comply with rules regarding precluded combinations (two subjects are considered a precluded combination if they are defined by TAFE SA as having significant overlap in content – check the [SATAC tertiary entrance booklet](#) for details).

There are other ways to meet Minimum Entry Requirements for Certificate II and above. For full details go to www.tafe.sa.edu.au/selectionguide

Subject Selection Booklet:

DEVELOPING A PLAN

In order to make an informed decision, you need to understand what you intend to do after school, and what subjects you need to study at school to reach this goal. By working through this section, you will clarify your chosen career and plan appropriate subjects to reach your goal.

There are many sources of information that students can access, including:

- SATAC Guides (TAFE & University)
- MyFuture (www.myfuture.edu.au)
- The Job Guide (Also available online at www.education.gov.au/job-guide)

TAFE Selection Guide (www.tafe.sa.edu.au/selectionguide/)

What career(s) am I interested in?

1. _____
2. _____
3. _____

What University/TAFE courses could I study to get into these careers? What subjects should I choose at Year 12 to prepare for these courses?

Name of Course	Name of University/TAFE	Prerequisites/Background

Subject Selection Booklet:

SUBJECT INFORMATION

Year 10 Subject Overviews

Compulsory Subjects

Christian Studies
English
Mathematics
Physical Education
Science
History
PLP - Personal Learning Plan (10 credits for SACE)*

Elective Subjects (3 from each column)

<i>Semester One</i>	<i>Semester Two</i>
Agriculture A	Agriculture B
Art A	Art B
Drama A (Stagecraft)	Drama B (Performance)
Geography A	Economics A
Food Technology A (Cooking)	Textiles B (Sewing)
Tech Studies A (Mechanics/ Metalwork)	Tech Studies B (Woodwork)
Music A	Music B (must complete A to study B)
Information, Communication Technology A	

Year 10 Subjects: (Compulsory)

CHRISTIAN STUDIES:

Subject Overview:

In Christian Studies, students examine a variety of biblical concepts and relate them to their everyday lives. This can include looking at the life and teachings of Jesus, the authority of scripture, what the Bible says about a variety of issues and examination of how Christians live out their faith. Students will look at practical ways they can apply their learning from the subject. Christian studies also includes the opportunity for class discussion on current events and topical issues, with a focus on the Christian perspective on this. Students are encouraged to develop and justify their own opinions and reflect on their thinking and learning.

Topics May Include:

- The Origins of Christianity
- What is the Bible?
- Who is Jesus?
- Ethical issues

Activities:

- Participation in class activities and discussion
- Reflection
- Research
- Short Answer Questions
- Creative responses
- Group activities

Possible Pathways:

	Year 10	Stage 1
Option 1	Christian Studies	Christian Studies
Option 2	Christian Studies	Vetamorphus

Teachers to see for advice regarding this subject: Mrs Eleanor Burford

Year 10 Subjects: (Compulsory)

ENGLISH:

Subject Overview:

In this subject students develop their understanding of English through reading, viewing, writing, composing, speaking and using information and communication technologies (ICTs) in appropriate ways and for different purposes. It develops students' confidence in using the English language and in understanding how texts are constructed for particular purposes and audiences. Students will be required to explore, respond to and compose texts for a range of personal, social and cultural contexts.

Topics May Include:

- Novel Study
- Film Study
- Poetry
- Creative Writing
- Text Analysis
- Text Production

Assessment:

- Essays
- Oral Presentations
- Written Reports
- Creative Writing/ Responses

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	English	English	English Literary Studies
Option 2	English	English	English
Option 3	English	Essential English	Nil

Teachers to see for advice regarding this subject: Mr Brad Strudwick

Year 10 Subjects: (Compulsory)

HISTORY:

Subject Overview:

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

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

Key Inquiry Questions

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

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

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

Topics May Include:

- Overview of major historical events (1945-Present)
- World War 2
- Rights and Freedoms
- Popular Culture

Assessment:

- Research reports
- Source analysis
- Creative responses
- End of semester exam

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	History	History	Modern History
Option 2	History	Legal Studies	Legal Studies
Option 3	History	Tourism	Tourism

Teachers to see for advice regarding this subject: Mr Brad Strudwick, Miss Rebecca Learey

Year 10 Subjects: (Compulsory)

MATHEMATICS:

Subject Overview:

Students focus on the competencies of *Understanding, Fluency, Problem Solving and Reasoning* in the areas of *Number and Algebra, Measurement and Geometry, and Statistics and Probability*. Students apply these skills in both theoretical and practical situations.

Topics May Include:

- Money and Financial Mathematics
- Patterns and Algebra
- Linear and Non-Linear Relationships
- Measurement
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance
- Data Representation and Interpretation

Assessment:

- Skills and Application Tasks
- Folio
- Exam

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Mathematics	Mathematics	Mathematical Methods (Previously Mathematical Studies) Specialist Mathematics
Option 2	Mathematics	General Mathematics (Previously Mathematical Applications)	General Mathematics (Previously Mathematical Applications)
Option 3	Mathematics	Essential Mathematics (Previously Numeracy)	N/A

Teachers to see for advice regarding this subject: Mr Peter Georg, Mrs Alice McPharlin

Year 10 Subjects: (Compulsory)

PHYSICAL EDUCATION:

Subject Overview:

Students learn mainly through physical activity in a way that promotes immediate as well as long-term benefits to themselves and society. Physical Education is an experiential subject in which students explore their physical capacities and investigate the factors that influence performance. They explore and analyse associated performance, health, and lifestyle issues.

Topics May Include:

Practical

- Badminton
- Athletics
- Outdoor Education
- Fitness
- Hockey
- Table Tennis
- Lawn Bowls
- Volleyball
- Frisbee

Theory

- Outdoor Education
- Fitness
- Health

Assessment:

- Investigating
- Performance and Practical Application

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Physical Education	Physical Education	Physical Education
Option 2	Physical Education	Outdoor Education	Outdoor Education
Option 3	Physical Education	Health	Health

Teachers to see for advice regarding this subject: Mr Tom Chapman, Miss Mary Heslop

Year 10 Subjects: (Compulsory)

PERSONAL LEARNING PLAN (PLP)

Subject Overview:

The Personal Learning Plan (PLP) is a compulsory subject at Stage 1. The PLP helps students to plan for their future and assists them in choosing the subjects they will study in Years 11 and 12.

Students must achieve a C grade or better to successfully complete the subject.

The PLP helps students to:

- Plan their personal and learning goals for the future
- Make informed decisions about their personal development, education, and training.
- Developing goals for the future will engage students in activities such as:
 - Selecting subjects, courses, and other learning relevant to pathways through and beyond school
 - Investigating possible career choices
 - Exploring personal and learning goals

Learning Experiences include:

- Life Skills camp in Adelaide
- Careers Expo
- Work Experience
- Volunteering opportunities

Topics May Include:

- Goal setting
- The SACE Capabilities
- Career research and reflection
- Work experience reflection
- Applying for work (resumes and cover letters)
- Life skills

Assessment:

- Two types of school-based assessment:
 - Folio (includes goal setting, career research etc.)
 - Reflection

Possible Pathways: No further pathways

Teachers to see for advice regarding this subject: Mr Brad Strudwick

Year 10 Subjects: (Compulsory)

SCIENCE:

Subject Overview:

In the Year 10 Science curriculum students explore systems and make connections between these to explain a range of phenomena in Earth's creation. Students explore all of the disciplines of Science to investigate the biological, chemical, geological and physical evidence for different theories in each of these and develop deeper understandings of theories such as Atomic Theory and Natural Selection. Students will evaluate the evidence for different scientific theories that explain the diversity of life on Earth. They learn to explain the processes that underpin heredity and associated processes. They study atomic structure and the periodic table and the physical laws of motion. Students also develop a range of scientific skills: they learn to ask questions and hypotheses, to independently design and improve appropriate methods of investigation, including field work and laboratory experimentation. They explain how they have considered reliability, safety, fairness and ethical actions in their methods and research.

Topics May Include:

- Atomic Theory and Chemical Reactions
- DNA and Genetics
- Natural Selection
- Motion and Energy Transformations
- Biodiversity
- Global Systems
- Cosmology

Assessment:

- Tests
- Practical Investigations
- Deconstruct a problem and Design Investigations
- Examination
- Source Analysis
- Science as a Human Endeavour Tasks
- Inquiry Tasks

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Science	Biology	Biology
Option 2	Science	Chemistry	Chemistry/ Biology
Option 3	Science	Physics	Physics/ Biology
Option 4	Science	Psychology	Psychology/ Biology
Option 5	Science	Nutrition	Nutrition/ Biology

Teachers to see for advice regarding this subject: Dr Kathy Adams, Mrs Carolyn Goldney, Mrs Alice McPharlin

Year 10 Subjects: (Elective)

AGRICULTURE A & B:

Subject Overview:

This subject focuses on the production and management of plants and animals; with a particular focus on animal nutrition and the wool industry.

Students develop skills in investigation design, practical techniques, communication, analysis and evaluation of information, and obtain knowledge and understanding relevant to primary industries. They learn about key factors involved in primary production. Enterprise planning and decision-making, physical and financial record-keeping, marketing places and methods, sustainability, scientific investigation methods, Occupational Health Safety and Welfare practices and issues are the other factors to be learnt.

Agriculture is a one semester course.

Topics May Include:

- Livestock Production
- Livestock Management and Marketing
- Crop and Pasture Management
- Marketing
- Alpaca Breeding and Production
- Scientific Investigation and Trials
- WHS Practices and Issues.

Assessment:

- School Assessed Coursework
- Practical Tasks

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Agriculture	Agriculture	Agriculture

Teachers to see for advice regarding this subject: Miss Jessica Bernhardt

Year 10 Subjects: (Elective)

ART A & B:

Subject Overview:

Students use their creative abilities in Art by planning, developing and creating artworks that allow them to express their personal ideas, and demonstrate knowledge and skills using the materials and methods that they learn. Students, discuss and analyse works by other practitioners to help develop their understanding of the significance of the Arts in our society. Students learn to evaluate their work; discussing the strengths and areas of improvement for their works.

Topics May Include:

- Impressionism
- Fauvism
- Cubism
- Portraiture
- Stencil Art
- Drawing
- Painting

Assessment:

- Folio
- Practical
- Practitioner's Statement
- Written Theory Assignments

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Art	Visual Art—Art	Visual Art—Art
Option 2	Art	Visual Art—Design	Visual Art—Design

Teachers to see for advice regarding this subject: Mr Damian Spavin

Year 10 Subjects: (Elective)

TECHNOLOGY STUDIES A:

Subject Overview: Mechanics/ Metalwork

This course will enable students to develop their skills in design, investigation and planning with welding and fabrication. We will be creating a folio of work, such as designing a project before working in a team environment to work on a number of projects for the school. These projects will be generally concentrated on improving facilities at the school; the need of student seating are usually addressed. Other projects may include props for the drama department or agricultural needs. As the skills of students improve in welding, measuring, cutting, grinding and construction, they will be helping to improve facilities that other students and they themselves will benefit from for years to come.

Topics May Include:

- Community Projects:
- Ag Yard Fences/Gates
- Primary Seating
- Bus Seating

Assessment:

- Design and Critique
- Drawings: Isometric and Orthographic
- Construction and Finishing of Practical Work
- Machine Use and Evaluation of Exercises
- Participation

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Design & Technology	Design, Technology & Engineering (Material Solutions) Tech	Design, Technology & Engineering (Material Solutions) Tech

Teachers to see for advice regarding this subject: Mr Andrew Seminutin

Year 10 Subjects: (Elective)

TECHNOLOGY STUDIES B:

Subject Overview: Woodwork

This semester the students will work on a woodwork project. They will begin with the creation of a folio task, which included drawings, investigation and planning of an outdoor chair. Most of the time during the semester is allocated to the construction of their project. The chair will include the use of some new tools; such as the thicknessor, hand-held router and the drop saw. Working in a safe environment, where we look after each other is always a primary concern. The students will be able to take their chair home at the completion of the semester.

Topics May Include:

- Woodwork Product
- Adirondack Chair or similar

Assessment:

- Design and Critique
- Drawings: Isometric and Orthographic
- Construction and Finishing of Practical Work
- Machine Use and Evaluation of Exercises
- Participation

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Design & Technology	Design, Technology & Engineering (Material Solutions) Tech	Design, Technology & Engineering (Material Solutions) Tech

Teachers to see for advice regarding this subject: Mr Andrew Seminutin

Year 10 Subjects: (Elective)

DRAMA A:

Subject Overview: Stagecraft

In Drama Stagecraft student learn and apply skills in the design and technical elements of Theatre. This includes Set, Costume, Hair and Makeup, Lighting, Sound, Publicity, Front of House and Stage Management. They problem solve, use their initiative and work as part of a team to create the stagecraft elements for the Senior Drama Production.

****This subject requires compulsory commitment to rehearsals and performances outside of school hours****

Topics May Include:

- Hair/ Makeup
- Sound and Lighting
- Costume
- Set design
- Front of House
- Director Roles and responsibilities
- Stage Movement/ Blocking
- Publicity

Assessment:

- Backstage Role for the Senior Drama Production
- Interview
- Folio
- Report

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Drama Stagecraft	Drama A & B	Drama

Teachers to see for advice regarding this subject: Mrs Moz Yeoward

Year 10 Subjects: (Elective)

DRAMA B:

Subject Overview: Performance

In Drama Performance students develop and refine acting skills and perform in different theatrical styles. Students develop their communication skills through rehearsals and performances, collaborate with others and use creative problem solving skills.

For their major production students will perform in Horizon Christian School's annual dinner theatre.

****This subject requires compulsory commitment to rehearsals and performances outside of school hours****

Topics May Include:

- Shakespeare and Elizabethan Theatre
- Group Production (Dinner Theatre)

Assessment:

- Performance
- Folio
- Report

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Drama Performance	Drama A & B	Drama

Teachers to see for advice regarding this subject: Mrs Moz Yeoward

Year 10 Subjects: (Elective)

ECONOMICS:

Subject Overview:

The Year 10 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. The ways governments manage the economy to improve living standards is explored, along with the reasons why economic performance and living standards differ within and between economies. Students explore the nature of externalities and why the government intervenes to ensure that prices reflect the depletion of resources or costs to society. Students examine the consequences of decisions and the responses of businesses to changing economic conditions, including the way they manage their workforce. Students may also have the opportunity to participate in the \$20 Boss program to assist the development, and practical application of entrepreneurial skills in a real-life context.

Topics May Include:

- Economic performance and living standards
- Government management of the economy
- Influencing consumers
- Improving business productivity

Assessment:

- Research tasks
- Essays
- Tests
- Oral Presentations

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Economics A/B	Economics	Economics
Option 2	Economics A/B	Accounting	Accounting
Option 3	Economics A/B	Business & Enterprise	Business & Accounting

Teachers to see for advice regarding this subject: Miss Melanie Redden

Year 10 Subjects: (Elective)

GEOGRAPHY:

Subject Overview:

There are two units of study in the Year 10 curriculum for Geography: *Environmental change and management* and *Geographies of human wellbeing*.

Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

Key inquiry questions

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do worldviews influence decisions on how to manage environmental and social change?

Topics May Include:

- Environmental change and management
- Geographies of human wellbeing

Assessment (may include):

- Research reports
- Presentations
- Field work
- Interviews
- Exam
- Investigation

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Geography	Geography	Geography

Teachers to see for advice regarding this subject: Mr Tom Chapman

Year 10 Subjects: (Elective)

FOOD TECHNOLOGY:

Subject Overview: Cooking

Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking.

Topics May Include:

Food Solutions

- Investigate and make judgements on how the principles of preservation, preparation and presentation influence the creation of food solutions for healthy eating

Food for Thought

- Investigate and make judgements on the ethical and sustainable production and marketing of food

Hygiene, Safety & cooking processes:

- Investigate and make judgments on how the principles of food safety, and sensory perceptions influence the creation of food solutions for healthy eating

Applying Nutritional knowledge

- Investigate and make judgments on how the principles of nutrition can influence the creation of food solutions for healthy eating and production and marketing of food.

Assessment:

- Skills and Application Tasks
- Investigations

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Food Technology	Food & Hospitality	Food & Hospitality
Option 1	Food Technology	Nutrition	Nutrition

Teachers to see for advice regarding this subject: Mrs Natalie Carslake & Mrs Denise Herreen

Year 10 Subjects: (Elective)

TEXTILES:

Subject Overview: Sewing

Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life. Students will investigate ethical and sustainable production and marketing of both man-made and natural fibres. They will apply design ideas to the production of two projects.

Topics May Include:

- Fibre Fantastic:
- Investigate and make judgments on the Ethical and Sustainable Production and Marketing of Fibre

Assessment:

- Skills and Applications Tasks (minor project and major free choice project)
- Investigation

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Textiles	Design, Technology & Engineering (Material Solutions) Textiles	Design, Technology & Engineering (Material Solutions) Textiles

Teachers to see for advice regarding this subject: Mrs Roshanna Bull, Mrs Denise Herreen

Year 10 Subjects: (Elective)

INFORMATION TECHNOLOGY (IT):

Subject Overview:

The first semester comprises a number of competencies which include: computer hardware, Excel, Power-Point and safe Internet use. Assessment tasks have been designed to meet the SACE criteria and to provide opportunities for students to use and apply the knowledge gained.

Students will have the opportunity to perform advanced IT searches for inquiry in curriculum areas. They will develop and implement appropriate processes with the Microsoft Office programs to create various documents and IT learning solutions.

The second semester deals mainly with programming and robotics, where students will work with LEGO mindstorms.

Topics May Include:

- Computer Hardware
- Basic internal parts and use
- Excel
- Spreadsheets, graphs and analysis
- Programming and App design with MITZ App Inventor
- Interactive PowerPoint with games etc
- Safety using the Internet
- Cyberbullying, Phishing and Malware
- EV3 LEGO Mindstorms programming to complete a number of tasks

Assessment:

- Assignments
- Continuous Assessment

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Information Technology	Information Processing & Publishing	Information Processing & Publishing

Teachers to see for advice regarding this subject: Mr Simon Prasad

Year 10 Subjects: (Elective)

MUSIC A & B:

Subject Overview:

In Music students will further develop their skills gained in Middle School Music. The areas of focus will be Theory, Aural, Performance, Analysis and Technology. Students will benefit if they have regular private instrumental lessons on an instrument of their choice in order to allow consistent development of skills in solo performance and participation in the class ensemble. Specific content within each area of study is dependent upon the teacher and cohort of students.

Music B (Semester 2) cannot be selected without satisfactory completion of Music A in Semester 1, except in special circumstances that need to be negotiated with the teacher.

Topics May Include:

- Primary triads
- Cadences
- Basic arranging techniques
- Composition
- Listening Analysis
- Music and influence of great composers
- Writing reviews
- Setting up and running PA systems
- Using music software programs

Assessment:

- Theory & Aural tests
- Solo/Ensemble Performances
- Analysis assignments
- Composition

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Music A & B	Music Advanced	<ul style="list-style-type: none">• Music Studies• Music Explorations• Music Performance: Ensemble• Musical Performance: Solo
Option 2	Music A & B	Music Experience	<ul style="list-style-type: none">• Music Explorations• Music Performance: Ensemble• Musical Performance: Solo

Teachers to see for advice regarding this subject: Miss Melanie Redden

Subject Selection Booklet:

SUBJECT INFORMATION

Year 11 Subject Overviews

Compulsory Subjects

Christian Studies (10 credits)/ Vetamorphus
English A & B/ Essential English A & B (20 credits)
Research Practices (10 credits)
Essential Mathematics A/ General Mathematics A/ Mathematics A (10 credits)

Elective Subjects

Agriculture A & B	General Mathematics B
Biology A & B	Mathematics B
Chemistry A & B	Music A & B
Child Studies (Semester 2 only)	Nutrition A & B
Design and Technology A & B	Outdoor Education A & B
Drama A & B	Physical Education A & B
Food and Hospitality A & B	Physics A & B
Geography (Semester 2 only)	Psychology (Semester 2 only)
Health (Semester 1 only)	Specialist Mathematics (Semester 2 only)
History (Semester 1 only)	Textiles (Semester 1 only)
Information Processing & Publishing A & B	Visual Arts - Art A & B
Legal Studies A & B	Visual Arts - Design A & B

OPEN ACCESS:

Following an interview with parents, year 11 students may be eligible to enrol in one Open Access subject for the year.

VOCATIONAL EDUCATION AND TRAINING (VET):

Students in the Senior School may be interested in pursuing a more practical TAFE Course, Trade or a School Based Apprenticeship. This path to a career is an option which allows you to stay at school while you gain credit for a course (for example a TAFE course) and also complete your SACE. In effect, for each element of learning completed, you get credit for your SACE and credit for other courses, such as TAFE.

Subject Selection Booklet:

SUBJECT INFORMATION

Year 12 Subject Overviews

Elective Subjects

Research Project (Compulsory) - 10 Credits	
Agriculture	Legal Studies
Biology	General Mathematics
Chemistry	Mathematical Methods
Child Studies	Music
Design and Technology	Nutrition
Drama	Outdoor Education
English	Physical Education
Food and Hospitality	Physics
Geography	Psychology
Health	Textiles
History	Visual Arts - Art
Information Processing & Publishing	Visual Arts - Design

OPEN ACCESS COLLEGE:

Students in year 12 are able to enrol in an Open Access College subject (OAC), which allows for more choice. However, we encourage each student to limit this to one subject, as the learning is more independent and it is often a challenge to keep up with the work load in year 12.

VOCATIONAL EDUCATION AND TRAINING (VET):

Students in the Senior School may be interested in pursuing a more practical TAFE Course, Trade or a School Based Apprenticeship. This path to a career is an option which allows you to stay at school while you gain credit for a course (for example a TAFE course) and also complete credit points for your SACE. In effect for each element you complete you get credit for your SACE and credit for TAFE units.

Stage 1 & 2 Subjects:

AGRICULTURE:

Subject Overview:

Through the study of agricultural production, students develop and apply their knowledge and understanding of concepts from science, technology, economics, and marketing. Work health, safety, and ethical principles underpin all aspects of this subject. Students consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks, and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture impacts on their lives, their communities, and the environment. Students develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavour, and are encouraged to pursue future pathways, including agriculture, horticulture, land management, agricultural business practice, natural resource management, veterinary science, food science and marine science, biosecurity, and quarantine.

Stage 1 Topics May Include:

- Animal Reproduction
- Animal Nutrition
- Genetics and Breeding Systems
- Plant Propagation and Reproduction

Stage 2 Topics May Include:

- Animal Production
- Plant Production
- Resource Management
- Agribusiness

Stage 1 Assessment:

- Practical Exploration
- Human Endeavour Exploration
- Application Task

Stage 2 Assessment:

- Practical Exploration
- Human Endeavour Exploration
- Application Task

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Agriculture	Agriculture	Agriculture

Stage 2 Prerequisites: Nil

Teachers to see for advice regarding this subject: Miss Jessica Bernhardt

Stage 1 & 2 Subjects:

BIOLOGY:

Subject Overview:

Stage 1 Biology may be undertaken as a 10-credit or a 20-credit subject.

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through their study of science understanding, which is organised into four topics. Through the study of these topics, students extend their understanding of the nature of living things, as well as of the interactions of those living things with members of the same species, members of other species, and the environment.

At Stage 2, students will learn about cellular structures, DNA and Proteins, homeostasis mechanisms in Humans and how ecosystems evolve. They consider the impact of Biology on their lives, society and the environment. Students will undertake investigations, problem solving exercises and investigate biological discoveries and how society may benefit.

Stage 1 Topics May Include:

- Cells and Microorganisms
- Infectious Disease
- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics

Stage 1 Assessment:

- Science as a Human Endeavour Task
- Deconstruct a problem and Design Investigations
- Tests
- Examinations
- Case Studies
- Field Trips

Stage 2 Topics May Include:

- DNA and Proteins
- Cells as a Basis for Life
- Homeostasis
- Evolution

Stage 2 Assessment:

- Science as a Human Endeavour Task
- Deconstruct a problem and Design Investigations
- Practical Investigations
- Tests
- Inquiry Tasks
- External end of year Examination (130 minutes)

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Science	Biology	Biology

Stage 2 Prerequisites: Nil

Teachers to see for advice regarding this subject: Dr Kathy Adams, Mrs Carolyn Goldney

Stage 1 & 2 Subjects:

CHEMISTRY:

Subject Overview:

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understanding, which is organised into six topics.

In their study of these topics, students develop and extend their understanding of some of the fundamental principles and concepts of chemistry, including structure, bonding, polarity, solubility, acid-base reactions, and redox. These are introduced in the individual topics, with the mole concept and some energy concepts introduced gradually throughout these topics.

At Stage 2, students study how atoms interact and how materials formed have unique properties. They consider chemical reactions and how they are used and controlled. The impact of chemistry on society and the environment is also studied to enable students to develop skills in questioning and critical thinking.

Students **must** do both Semester 1 and 2 units at Stage 1 to undertake Stage 2 Chemistry.

Stage 1 Topics May Include:

- Materials and their Atoms
- Combinations of Atoms
- Molecules
- Mixtures and Solutions
- Acid and Bases
- Redox Reactions

Stage 2 Topics May Include:

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

Stage 1 Assessment:

- Tests
- Science as a Human Endeavour Task
- Deconstruct a problem and Design Investigations
- Practical Investigations
- Examinations

Stage 2 Assessment:

- Tests
- Science as a Human Endeavour Task
- Deconstruct a problem and Design Investigations
- Practical Investigations
- Inquiry Tasks
- External End of Year Examination (130 minutes)

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Science	Chemistry	Chemistry Biology

Stage 2 Prerequisites: Stage 1 Chemistry (both Semester 1 and 2)

Teachers to see for advice regarding this subject: Dr Kathy Adams, Mrs Alice McPharlin

Stage 1 & 2 Subjects:

CHILD STUDIES:

Subject 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.

1 Semester

Stage 1 Topics May Include:

- Nutrition throughout pregnancy
- Child development/toys and learning aids
- Keeping children safe
- Children's television and technology

Stage 1 Assessment:

- Action Plans/ Research Tasks
- Investigation
- Practical work
- Group work and collaboration
- Reflections/Evaluations

Full Year

Stage 2 Topics May Include:

- Children's Growth and Development
- Preventing Accidents in Childhood
- Additive Free Snacks for Children
- Healthy Lunch Boxes
- Children's Literature and Reading
- Investigation of a Contemporary Child Studies Issue Focusing on the Health and Well Being of Children
- Children's Birthday Parties - Group Task
- From Paddock to Plate - Group Task

Stage 2 Assessment:

- Action Plans/ Research Tasks
- Investigation
- Practical Work
- Group work and Collaboration
- Reflections/Evaluations

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	No Prerequisite	Child Studies	Child Studies

Stage 2 Prerequisites: Nil

Teachers to see for advice regarding this subject: Mrs Natalie Carslake

Stage 1 Subjects:

CHRISTIAN STUDIES:

Subject Overview:

Students will have the opportunity to investigate prayer from a Christian perspective and gain an understanding of different religious perspectives on an event or practice.

Students will investigate different ethical or social justice issues and compare the biblical viewpoints with secular viewpoints.

Students will reflect on a community service activity. They will reflect on ways in which beliefs and values contribute to personal meaning and/or community identity.

Stage 1 Topics May Include:

- Prayer
- Ethical Issues
- The Value of Volunteering

Stage 1 Assessment:

- Practical Presentation
- Survey
- Report
- Religious Activity Reflection

Possible Pathways:

	Year 10	Stage 1
Option 1	Christian Studies	Christian Studies
Option 2	Christian Studies	Vetamorphus

Teachers to see for advice regarding this subject: Mr Damian Spavin

Stage 1 Subjects:

DESIGN, TECHNOLOGY & ENGINEERING - MATERIAL SOLUTIONS: **TECH STUDIES**

Subject Overview:

Students develop the ability to initiate, create products or systems in response to a design brief. They continue to develop in the use of tools, materials and systems safely and competently to complete their product.

Students will investigate, design and draw plans for a product in each semester. Students will also analyse the impact of their products on the environment and society. They will use a range of tools, machines, equipment and/or systems as necessary in the production of their chosen product.

Stage 1: Design and Technology A and B will each run a semester and will run consecutively over the year. Each course is a 10 credit program and each will require students to complete one major product.

Stage 1 Topics May Include:

Metalwork A topics may include:

- Primarily metalwork but may include some woodwork as well
- A folio of written and drawn work that will include specification of the project, investigation, design and technical drawings of a medium sized project of the student's choosing.

Stage 1 Topics May Include:

Woodwork B topics may include:

- Primarily woodwork but may include some metalwork as well
- A folio of written and drawn work that will include specification of the project, investigation, design and technical drawings of a medium sized project of the student's choosing.

Stage 1 Assessment:

- Skills and application tasks
- A folio of work that includes:
Investigation
Design
Technical drawings
- Problem solving during project
- Tool choice and use during project
- Major project

Stage 1 Assessment:

- Skills and application tasks
- A folio of work that includes:
Investigation
Design
Technical drawings
- Problem solving during project
- Tool choice and use during project
- A Product

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Design & Technology	Design, Technology & Engineering (Material Solutions) Tech	Design, Technology & Engineering (Material Solutions) Tech

Stage 2 Prerequisites: Stage 1 Design and Technology

Teachers to see for advice regarding this subject: Mr Andrew Seminutin

Stage 2 Subjects:

DESIGN, TECHNOLOGY & ENGINEERING - MATERIAL SOLUTIONS: **TECH STUDIES**

Subject Overview:

Students develop the ability to initiate, create products or systems in response to a design brief. They continue to develop in the use of tools, materials and systems safely and competently to complete their product.

Students will investigate, design and draw plans for a product in each semester. Students will also analyse the impact of their products on the environment and society. They will use a range of tools, machines, equipment and/or systems as necessary in the production of their chosen product.

Design and Technology A runs for the duration of 1 semester and is a 10 credit course that requires the students to complete one major project.

Design and Technology B runs for the duration of 2 semesters and is a 20 credit course that requires students to complete one major and one minor project.

Stage 2 Design & Technology A: (10 credits)

Topics May Include:

- Students choice in the areas of Design and Technology
- A folio of written and drawn work that will include specification of the project, investigation, design and technical drawings of a major project of the student's choosing.

Stage 2 Design & Technology B: (20 credits)

Topics May Include:

- Students choice in the areas of Design and Technology
- A folio of written and drawn work that will include specification of the project, investigation, design and technical drawings of a major and minor project of the student's choosing.

Stage 2 Design & Technology A:

Assessment:

- Skills and application tasks
- A folio of work that includes:
 - Investigation
 - Design
 - Technical drawings
- A Product

Stage 2 Design & Technology B:

Assessment:

- Skills and application tasks
- A folio of work for each project (major and minor) that includes:
 - Investigation
 - Design
 - Technical drawings
- A Product

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Design & Technology	Design, Technology & Engineering (Material Solutions) Tech	Design, Technology & Engineering (Material Solutions) Tech

Stage 2 Prerequisites: Stage 1 Design and Technology

Teachers to see for advice regarding this subject: Mr Andrew Seminutin

Stage 1 & 2 Subject:

DESIGN, TECHNOLOGY & ENGINEERING - MATERIAL SOLUTIONS: **TEXTILES**

Subject Overview:

Students design and create products that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products for intended purposes.

Students investigate and analyse a range of products and use the information gained to create original solutions.

The learning requirements for Stage 1 and 2 Design and Technology emphasise the importance of the design process as a preliminary to the realisation process.

Stage 1 Topics May Include:

- Felt Making
- Making a Bag
- Designing to meet a purpose
- Fabrics and Notions

Stage 1 Assessment:

- Folio
- Major Product
- Skills and Applications Tasks
- Reflection/ Evaluations

Stage 2 Topics May Include:

- Major Product
- Minor Product
- Learning a New Skill
- Investigate and Analyse Materials

Stage 2 Assessment:

- Folio
- Major Product
- Skills and Applications Tasks
- Reflection/ Evaluations

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Textiles	Design, Technology & Engineering (Material Solutions) Textiles	Design, Technology & Engineering (Material Solutions) Textiles

Stage 2 Prerequisites: Stage 1 Textiles (not essential)

Teachers to see for advice regarding this subject: Mrs Roshanna Bull

Stage 1 & 2 Subjects:

DRAMA A & B:

Subject Overview:

Students acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual.

Students analyse texts and other materials, performances, and their own learning. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in their own ideas.

Stage 1 Drama can be done as a half year course (10 credits) or full year course (20 credits).

****This subject requires compulsory, regular commitment to rehearsals and performances outside of school hours****

Stage 1 Topics May Include:

- Group Production
- Realism (Stanislavski)
- Baz Luhrman
- Review Writing
- Individual Study
- Group Presentation

Stage 1 Assessment:

- Performance
- Folio
- Investigation and Presentation

Stage 2 Topics May Include:

- Group Production
- Review Writing
- Bertolt Brecht
- A Mid Summer Night's Dream

Stage 2 Assessment:

- Group Presentation
- Folio
- Interpretative Study
- Performance (External Assessment)

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Drama Stagecraft	Drama A & B	Drama
Option 2	Drama Performance	Drama A & B	Drama

Stage 2 Prerequisites: Nil (Stage 1 Drama A or B would be an advantage for Stage 2 Drama)

Teachers to see for advice regarding this subject: Mrs Hannah Simmonds/ Mrs Moz Yeoward

Stage 1 & 2 Subjects:

ENGLISH:

Subject Overview:

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment.

Students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

Stage 1 English caters for students with a range of learning styles and articulates with the Stage 2 English subjects. Students who complete 20 credits of this subject with a C grade or better will meet the literacy requirement of the SACE.

English is a compulsory subject at Year 10 and Stage 1 and currently has the following components:

Stage 1 Topics May Include:

- Responding to texts, novel, film or poetry study
- Creating Texts- recount, narrative, procedural
- Inter-textual Study

Stage 1 Assessment:

- School Assessed Course Work

Stage 2 Topics May Include:

- Responding to texts - novel, film, play or poetry study
- Creating Texts- narrative, persuasive, expository
- Comparative Analysis

Stage 2 Assessment:

- School Assessed Course Work
- Externally Assessed Component

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	English	English	English Literary Studies
Option 2	English	English	English
Option 3	English	Essential English	Essential English

Stage 2 Prerequisites: Nil

Teachers to see for advice regarding this subject: Mrs Eleanor Burford, Mr Brad Studwick

Stage 1 Subjects:

ESSENTIAL ENGLISH:

Stage 1 Essential English - Previously English Pathways

Subject Overview:

The study of Essential English helps students to develop their personal and social identity through reading and composing texts. Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts. The study of Essential English also involves exploring, responding to, and composing texts in, and for a range of, personal, social, cultural, and/or vocational contexts. Some texts and contexts will be familiar to the student and some will be unfamiliar.

Through a study of Essential English, students learn that language is both a vehicle of communication and a means of establishing social connections with other people. Students come to realise that language has practical, civic, and creative purposes and is a key to social, economic, and cultural participation.

Students who elect this course are not recommended to continue on to Stage 2 English subjects. Students who complete 20 credits of this subject with a C grade or higher will meet the literacy requirements of SACE.

Stage 1 Topics May Include:

- Responding to Texts - film, short story, advertisement and workplace texts
- Creating Texts - recount, narrative, presentations

Stage 1 Assessment:

- Extended Responses
- Oral Presentation
- Written Report
- Creative Writing/ Responses

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	English	Essential English	-

Stage 2 Prerequisites: Nil

Teachers to see for advice regarding this subject: Mrs Eleanor Burford, Mr Rhys Clark

Stage 1 & 2 Subjects:

FOOD & HOSPITALITY A:

Subject Overview:

Students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

Students may be required to participate in activities outside school hours, both within the school and in the wider community.

Semester 1:

Stage 1 Topics May Include:

- Cup Cake Art
- Hors d'oeuvres, Appetizers and Canapés
- Catering for Children - Kindergym
- Investigation - Food and Hospitality issue

Stage 1 Assessment:

- Action Plans (individual and Group)
- Practical tasks
- Reflections/Evaluations
- Investigation

Full Year

Stage 2 Topics May Include:

- Cup Cake design
- Healthy foods for canteens
- Native Foods
- Tapas
- Investigation of chosen Food and Hospitality Industry Issue
- Group Catering Task
- Technology and New Foods - Group Task

Stage 2 Assessment:

- Action Plans – Research Tasks
- Group Work Collaboration
- Practical cooking tasks
- Reflections/Evaluations
- Investigation

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Food Technology	Food & Hospitality A Food & Hospitality B	Food & Hospitality

Stage 2 Prerequisites: Nil

Teachers to see for advice regarding this subject: Mrs Natalie Carslake

Stage 1 & 2 Subjects:

FOOD & HOSPITALITY B:

Subject Overview:

Students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

Students may be required to participate in activities outside school hours, both within the school and in the wider community. Year 11 (Semester 2) students will be required to participate in 'Dinner Theatre' over 2 consecutive nights.

Semester 2:

Stage 1 Topics May Include:

- Children's Cake Making and Decorating
- Catering Consultancy
- Catering for a large group – Dinner Theatre
- Investigation - Food and Hospitality issue.

Stage 1 Assessment:

- Action Plans (individual and Group)
- Practical tasks
- Reflections/Evaluations
- Investigation

Full Year

Stage 2 Topics May Include:

- Cup Cake design
- Healthy foods for canteens
- Native Foods
- Tapas
- Investigation of chosen Food and Hospitality Industry Issue
- Group Catering Task
- Technology and New Foods - Group Task

Stage 2 Assessment:

- Action Plans – Research Tasks
- Group Work Collaboration
- Practical cooking tasks
- Reflections/Evaluations
- Investigation

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Food Technology	Food & Hospitality A Food & Hospitality B	Food & Hospitality

Stage 2 Prerequisites: Nil

Teachers to see for advice regarding this subject: Mrs Natalie Carslake

Stage 1 & 2 Subjects:

GEOGRAPHY:

Subject Overview:

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

Geography develops an appreciation of the importance of place in explanations of economic, social, and environmental phenomena and processes.

Students engage in geographical inquiry by using geographical methods and skills. They pose geographical questions, seek answers, and evaluate responses, using a range of fieldwork and spatial technology skills. Fieldwork, in all its various forms, is central to the study of Geography, as it enables students to develop their understanding of the world through direct experience.

Stage 1 Topics May Include:

- Sustainable Places
- Hazards
- Contemporary Issues

Stage 1 Assessment:

- Skills and Application Tasks
- Field Work

Stage 2 Topics May Include:

- Environmental Changes
- Social and Economic change
- Field Work

Stage 2 Assessment:

- Skills and Application Tasks
- Field Work Report
- Exam

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Geography	Geography	Geography

Stage 2 Prerequisites: Nil

Teachers to see for advice regarding this subject: Mr Brad Strudwick, Mr Tom Chapman

Stage 1 & 2 Subjects:

HEALTH:

Subject Overview:

Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living, and caring for themselves and the environment. They develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities.

Stage 1 Topics May Include:

- Ways of Defining Health
- Health Literacy
- Health and participation in an Active Lifestyle
- The Effects of Alcohol, Tobacco and Other Drugs on Health
- Health and the Environment
- Contemporary Health Priorities in Australia
- Health and Relationships
- Mental and Emotional Health
- Growing up Healthy
- Careers in Health

Stage 1 Assessment:

- Issues Response
- Group Activity
- Investigation

Stage 2 Topics May Include:

- Health Literacy
- Social and Economic Determinants of Health
- Health promotion in the Community
- Health and Environment
- Sexuality and Health
- Health and Relationships
- Risks and Challenges to Health
- Stress and Health
- Vocational Studies and Applications in Health

Stage 2 Assessment:

- Issues Analysis
- Group Investigating and Presentation
- Practical Activity
- Investigation

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Physical Education	Health	Health

Stage 2 Prerequisites: Nil

Teachers to see for advice regarding this subject: Miss Mary Heslop

Stage 1 & 2 Subjects:

HISTORY:

Subject Overview:

In the study of Modern History at Stage 1, 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.

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.

Stage 1 Topics May Include:

- Imperialism
- Decolonisation
- Indigenous Peoples
- Social Movements
- Revolution
- Elective

Stage 2 Topics May Include:

- Australia (1901–56)
- United States of America (1914–45)
- Germany (1918–48)
- The Soviet Union and Russia (1945–c.2004)
- Indonesia (1942–2005)
- China (1949–c.2012)
- The Changing World Order (1945–)
- Australia's Relationship with Asia and the South Pacific Region (1945–)
- National Self-determination in South-East Asia (1945–)
- The Struggle for Peace in the Middle East (1945–)
- Challenges to Peace and Security (1945–)
- The United Nations and Establishment of a Global Perspective(1945–)

Stage 1 Assessment:

- Historical Study
- Source Analysis
- Research Report
- Timed Response or Examination

Stage 2 Assessment:

- Historical Study (20%)
- Examination (30%)
- Historical Skills (50%) – e.g essay, sources analysis, presentation, research task, report etc.

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	History	History	Modern History

Stage 2 Prerequisites: Nil

Teachers to see for advice regarding this subject: Mr Brad Strudwick

Stage 1 & 2 Subjects:

INFORMATION PROCESSING & PUBLISHING (IPP):

Subject Overview:

Students apply practical skills and design principles to provide creative solutions to text-based communication tasks. They create both hard copy and electronic text-based publications, and evaluate the development process.

Students use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

Stage 1 Topics May Include:

- Business Publishing
- Digital Presentations
- Digital Publishing
- Personal Publishing

Stage 1 Assessment:

- Practical Skills
- Product and Documentation
- Issues Analysis

Stage 2 Topics May Include:

- Business Publishing
- Digital Presentations
- Digital Publishing
- Personal Publishing

Stage 2 Assessment:

- School-based Assessment
- Practical Skills
- Issues Analysis
- External Assessment
- Product and Documentation

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Information Technology	Information Processing & Publishing	Information Processing & Publishing

Stage 2 Prerequisites: Stage 1 IPP or ICT

Teachers to see for advice regarding this subject: Mr Andrew Seminutin

Stage 1 & 2 Subjects:

ESSENTIAL MATHEMATICS:

Subject Overview:

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

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

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.

*With the implementation of the Australian Curriculum this may be subject to change.

Stage 1 Topics May Include:

- Calculations, Time, and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing
- Open Topic

Stage 1 Assessment:

- Skills and Application Tasks
- Folio
- Exam

Stage 2 Topics May Include:

- Scales, Plans and Models
- Measurement
- Business Applications

Stage 2 Assessment:

- Skills and Applications Tasks
- Folio Tasks
- Exam

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Mathematics	Mathematics	Mathematical Methods Specialist Mathematics
Option 2	Mathematics or Core Mathematics	General Mathematics	General Mathematics
Option 3	Mathematics or Core Mathematics	Essential Mathematics	N/A

Stage 2 Prerequisites: Essential Mathematics

Teachers to see for advice regarding this subject: Mr Peter Georg, Mr Jarrad Thiele, Mrs Alice McPharlin

Stage 1 & 2 Subjects:

GENERAL MATHEMATICS:

Subject 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 ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

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

Stage 1 Topics May Include:

- Investing and Borrowing
- Measurement
- Statistical Investigation
- Applications of Trigonometry
- Linear and Exponential Functions and their Graphs
- Matrices and Networks

Stage 1 Assessment:

- Skills and Applications Tasks
- Folio Tasks
- Exam

Stage 2 Topics May Include:

- Modelling with Linear relationship
- Modelling with matrices
- Statistical Models
- Financial Models
- Discrete Models

Stage 2 Assessment:

- Skills and Applications Tasks
- Folio Tasks
- Exam

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Mathematics	Mathematics	Mathematical Methods Specialist Mathematics
Option 2	Mathematics or Core Mathematics	General Mathematics	General Mathematics
Option 3	Mathematics or Core Mathematics	Essential Mathematics	N/A

Stage 2 Prerequisites: Stage 1 Mathematics or General Mathematics

Teachers to see for advice regarding this subject: Mr Peter Georg, Mr Jarrad Thiele, Mrs Alice McPharlin

Stage 1 & 2 Subjects:

MATHEMATICS/ MATHEMATICAL METHODS:

Subject Overview:

Mathematics develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments and proofs, and using mathematical models. By using functions, their derivatives and integrals, and by mathematically modeling 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.

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

Stage 1 Topics May Include:

- Functions and graphs
- Polynomials
- Trigonometry
- Counting and Statistics
- Growth and Decay
- Introduction to Differential Calculus

Stage 1 Assessment:

- Skills and Application Tasks
- Folio
- Exam

Stage 2 Topics Include:

- Further Differentiation and Application
- Discrete Random Variables
- Integral Calculus
- Logarithmic Functions
- Continuous Random Variables and Normal Distribution
- Sampling and Confidences
- Interests

Stage 2 Assessment:

- Skills and Application Tasks
- Folio
- Exam

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Mathematics	Mathematics	Mathematical Methods Specialist Mathematics
Option 2	Mathematics or Core Mathematics	General Mathematics	General Mathematics
Option 3	Mathematics or Core Mathematics	Essential Mathematics	N/A

Stage 2 Prerequisites: Stage 1 Mathematics

Teachers to see for advice regarding this subject: Mr Peter Georg, Mr Jarrad Thiele, Mrs Alice McPharlin

Stage 1 & 2 Subjects:

SPECIALIST MATHEMATICS:

Subject Overview:

Specialist Mathematics draws on and deepens student's 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.

Stage 1 Topics May Include:

- Arithmetic and Geometric Sequences and Series
- Geometry
- Vectors in the Plane
- Further Trigonometry
- Matrices
- Real and Complex Numbers.

Stage 1 Assessment:

- Skills and Application Tasks
- Folio
- Exam

Stage 2 Topics Include:

- Mathematical Induction
- Complex Numbers
- Functions and Skelding Graphs
- Rectors in 3D
- Integration Techniques and Applications
- Rates of Change and Differential Equations

Stage 2 Assessment:

- Skills and Application Tasks
- Folio
- Exam

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Mathematics	Mathematics	Mathematical Methods Specialist Mathematics
Option 2	Mathematics or Core Mathematics	General Mathematics	General Mathematics
Option 3	Mathematics or Core Mathematics	Essential Mathematics	N/A

Stage 2 Prerequisites: Stage 1 Mathematics

Teachers to see for advice regarding this subject: Mr Peter Georg, Mr Jarrad Thiele, Mrs Alice McPharlin

Stage 1 & 2 Subjects:

MUSIC:

Subject Overview:

Music is humanity's creative and expressive response to experiences and feelings, using sound as a medium. 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. They develop and extend their musical literacy and skills to understand the music they are playing/creating. Development of their ability to reflect on and critique their learning is also a focus.

Stage 1 Topics May Include:

- Solo and/or Ensemble Performance
- Arranging and Composing
- Developing musical literacy through analysis and aural tasks
- Remixing and sequencing
- Setting up and running PA systems
- Reviewing performances

Stage 1 Assessment:

- Solo and/or Ensemble Performances
- Theory & Aural tests
- Analysis assignments
- Arranging & Composing tasks

Stage 2 Topics May Include:

- Music Performance: Solo
- Music Performance: Ensemble
- Music Studies
- Music Explorations
- Creative Arts

Stage 2 Assessment:

- School Assessed Course Work (reviews, analyses, compositions, arrangements etc.)
- Tests
- Performances
- End of Year external exam (Music Studies only)

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Music A & B	Music Advanced	<ul style="list-style-type: none"> • Music Performance: Solo • Music Performance: Ensemble • Music Studies • Music Explorations
Option 2	Music A & B	Music Experience	<ul style="list-style-type: none"> • Music Performance: Solo • Music Performance: Ensemble • Music Explorations

Stage 2 Prerequisites: Nil

Teachers to see for advice regarding this subject: Miss Melanie Redden

Stage 1 & 2 Subjects:

OUTDOOR EDUCATION:

Subject Overview:

Students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities.

They learn to develop and apply risk and safety management skills and responsibility for themselves and other members of a group. Students reflect on environmental practices related to outdoor activities.

Students use skills such as:

- planning (e.g. preparing supplies and clothing, and choosing equipment and menus)
- management practices related to camping
- risk and safety management
- reflection on personal and group responsibilities
- appropriate environmental behaviour

This subject requires commitment to outside of school hours camping/ hiking.

Stage 1 Topics May Include:

- Outdoor journeys
- Navigation
- Survival
- Sustainability
- Indigenous perspectives
- Environmental issues

Stage 1 Assessment:

- Practical
- Folio
- Report

Stage 2 Topics May Include:

- Environmental Studies
- Planning and Management Practices
- Outdoor Journeys
- Sustainable Environmental Practices
- Leadership and Planning
- Self Reliant Expedition

Stage 2 Assessment:

- Folio
- Group Practical
- Individual Practical
- Investigation

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Physical Education	Outdoor Education	Outdoor Education

Stage 2 Prerequisites: Nil

Teachers to see for advice regarding this subject: Mr Tom Chapman

Stage 1 & 2 Subjects:

PHYSICAL EDUCATION:

Subject Overview:

Students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. They explore their own physical capacities and analyse performance, health, and lifestyle issues. Students develop skills in communication, investigation, and the ability to apply knowledge to practical situations. Stage 1 Physical Education may be undertaken as a 10 credit (half year) or 20 credit (full year) subject.

Stage 1 Theory Topics May Include:

- Coaching types
- Communication and Feedback
- Skills Acquisition
- Energy Systems
- Participation in physical activity

Stage 1 Assessment:

- Physiology and Improvement
- Communication and Collaboration
- Skill Acquisition

Stage 2 Theory Topics May Include:

Exercise Physiology and Physical Activity

- The Sources of Energy Affecting Physical Performance
- The Effects of Training and Evaluation on Physical Performance
- The Specific Physiological Factors Affecting Performance

The Acquisition of Skills and the Biomechanics of Movement

- Skills Acquisition
- Specific Factors Affecting Learning
- The Effects of Psychology of Learning on the Performance of Physical Skills
- The Ways in Which Biomechanics Improve Skilled Performance

Stage 2 Assessment:

- Skills and applications (3 practicals)
- Issues Analysis
- Exam
- 2 Integrated tasks
- Topic Test

Probable Stage 2 Sports

- Kayaking
- Badminton
- Lawn Bowls

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Physical Education	Physical Education	Physical Education

Stage 2 Prerequisites: Nil

Teachers to see for advice regarding this subject: Mr Tom Chapman

Stage 1 & 2 Subjects:

PHYSICS:

Subject Overview:

The study of Physics is constructed around 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.

As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. They gather evidence from experiments and research and acquire new knowledge through their own investigations.

Stage 1 Topics May Include:

- Linear Motion and Forces
- Electric Circuits
- Heat
- Energy and Momentum
- Waves
- Nuclear Models and Radioactivity

Stage 2 Topics May Include:

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

Stage 1 Assessment:

- Skills and Application Tasks
- Investigations Folio
- Practical Investigations
- Science as a Human Endeavour Investigation
- Exam

Stage 2 Assessment:

- Test
- Science as a Human Endeavour Task
- Deconstruct and Design Investigation
- Practical Investigations
- Inquiry Tool
- External Exam

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Science	Physics	Physics

Stage 2 Prerequisites: Stage 1 Physics

Teachers to see for advice regarding this subject: Mr Peter Georg, Mrs Alice McPharlin

Stage 1 & 2 Subjects:

PSYCHOLOGY:

Subject Overview:

The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data.

By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.

Stage 1 Topics May Include:

- Introduction o Psychology
- Social Behaviour
- Intelligence
- Cognition
- Brain and behaviour
- Human Psychological Development
- Emotion

Stage 2 Topics May Include:

- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Healthy Minds

Stage 1 Assessment:

- Investigations Folio
- Skills and Applications Tasks

Stage 2 Assessment:

- Investigations Folio
- Skills and Applications Tasks
- Exam

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Science	Psychology	Psychology

Stage 2 Prerequisites: Stage 1 Psychology

Teachers to see for advice regarding this subject: Mrs Denise Herreen

Stage 1 Subjects:

RESEARCH PRACTICES:

Subject Overview:

This subject provides students with opportunities to:

- examine the purpose of research
- explore a range of research approaches
- develop their investigative and inquiry skills.

Students explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings.

Students also begin to develop their ideas and research questions for their Year 12 Research Project and work towards the Research Folio.

This is a 10 Credit course.

Topics May Include:

- Referencing
- Developing Planning Skills
- Interview Skills
- Understanding the Capabilities
- Ethical Research
- 'Fake News' and source quality

Assessment:

- Research Activities
- Source Analysis Tasks
- Synthesis of Findings

Possible Pathways:

	Year 10	Stage 2	Stage 2
Option 1	-	Research Practices	Research Project

Teachers to see for advice regarding this subject: Mr Rhys Clark, Mr Brad Strudwick

Stage 2 Subjects:

RESEARCH PROJECT:

Subject Overview:

Stage 2 Research Project is a compulsory 10-credit subject undertaken at Stage 2. Students must achieve a C– grade or better to complete the subject successfully and gain their SACE.

Students enrol in either Research Project A or Research Project B.

For Research Project A, students can choose to present their external assessment in written, oral, or multimodal form. The external assessment for Research Project B must be written.

Students choose a research question that is based on an area of interest to them. They explore and develop one or more capabilities in the context of their research.

The term ‘research’ is used broadly and may include practical or technical investigations, formal research, or exploratory inquiries.

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop vital planning, research, synthesis, evaluation, and project management skills.

The Research Project enables students to explore an area of interest in depth, while developing skills to prepare them for further education, training, and work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems.

Topics May Include:

- Student Choice

Assessment:

Research Project A:

School Assessment

Assessment Type 1: Folio

Assessment Type 2: Research Outcome

External Assessment

Assessment Type 3: Review

Research Project B:

School Assessment

Assessment Type 1: Folio

Assessment Type 2: Research Outcome

External Assessment

Assessment Type 3: Evaluation

Teachers to see for advice regarding this subject: Mr Rhys Clark, Mr Brad Strudwick

Stage 1 Subjects:

VETAMORPHUS:

Subject Overview:

Vetamorphus is a Christian leadership program for Senior Secondary Students that places Christian discipleship at the heart of their education. On successful completion of Vetamorphus, students receive a nationally accredited qualification, the Certificate III in Christian Ministry and Theology. Vetamorphus develops emerging leaders in their local school and church, it enables students to grow in their Christian life and gain academic credit. Vetamorphus challenges students to think about their faith and put it into practice in their day to day lives. Vetamorphus empowers students to make informed decisions about their faith.

Stage 1 Topics May Include:

1. Ministry Practice: Students participate in ministry experiences of their choice. The ministry practice is about developing a heart to serve, whilst discovering and growing in their gifts. Students may serve in their school, church or wider community.
2. Retreats: Students are a part of three weekend retreats. Students gather together with their peers from all over the state to be equipped and inspired through times of worship, personal reflection, teaching and group activities.
3. Peer Group: Students meet weekly with a supervisor and other students during each school term. Peer group includes learning exercises and student presentations, with an emphasis on group discussion (these sessions are run during school hours). This subject runs at the same time as Christian Studies (Bible).
4. Bible engagement: Students engage with the majority of the New Testament, journaling their insights, discoveries and questions. These reflections are often discussed with their Peer Group
5. Mentoring: Students meet regularly with a mature Christian in a mentoring relationship. The mentor provides support and encouragement to the student as they journey through Vetamorphus.
6. Christian Community: Attending and engaging in church regularly, students continue to discover what it means to be a part of the Body of Christ.

Stage 1 Assessment:

- Seminar presentations
- Journal reflections
- Ministry practice
- Mentoring
- Church engagement
- Retreats

Please note:

- There are no out of pocket expenses for this course. Retreat costs are covered by the school. The time commitment for this course equates to five hours per week (the same as other senior school subjects).
- This subject counts for Stage 2 SACE credits
- This subject requires outside of school hour commitment

Teachers to see for advice regarding this subject: Mrs Hollie McPharlin

Stage 1 & 2 Subjects:

VISUAL ARTS - ART:

Subject Overview:

Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work.

They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

Stage 1 Topics May Include:

- Materials and Methods
- Symbolism
- Digital Photography
- Australian Identity

Stage 1 Assessment:

- Visual Study
- Folio
- Practical
- Practitioner's Statement
- Written Theory Assignments

Stage 2 Topics May Include:

- Art Analysis
- Folio Development
- Practical Making

Stage 2 Assessment:

- Visual Study
- Folio
- Practical
- Practitioner's Statement

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 1	Year 10 Art (A)	Visual Art- Art	Visual Art- Art

Stage 2 Prerequisites: Students must complete 1 semester of year 11 Art or Design to study their chosen Visual Arts subject at year 12.

Teachers to see for advice regarding this subject: Mr Damian Spavin

Stage 1 & 2 Subjects:

VISUAL ARTS - DESIGN:

Subject Overview:

Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work.

They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

Stage 1 Topics May Include:

- Fashion Design
- Industrial Design
- Graphic Design
- Architecture

Stage 1 Assessment:

- Visual Study
- Folio
- Practical
- Practitioner's Statement
- Written Theory Assignments

Stage 2 Topics May Include:

- Design Analysis
- Folio Development
- Practical Making

Stage 2 Assessment:

- Visual Study
- Folio
- Practical
- Practitioner's Statement

Possible Pathways:

	Year 10	Stage 1	Stage 2
Option 2	Year 10 Art (B)	Visual Design - Design	Visual Design - Design

Stage 2 Prerequisites: Students must complete 1 semester of year 11 Art or Design to study their chosen Visual Arts subject at year 12.

Teachers to see for advice regarding this subject: Mr Damian Spavin

Stage 1 & 2 Subjects:

OPEN ACCESS OPTIONS

Stage 1 Options May Include:

3D CAD and Design
Accounting
Business and Enterprise
Earth and Environmental Sciences
Economics
Electronics
Health
Image Capture Photography
Information Technology
Legal Studies
Media Studies
Photography

Stage 2 Options May Include:

Aboriginal Studies
Accounting
Automotive Technology
Business and Enterprise
Computer Aided Drawing and Design
Digital Electronic Systems
Earth and Environmental Sciences
Economics
Geography - Footsteps on a Fragile Planet
Information processing and Publishing
Legal Studies
Media Studies
Modern History
Nutrition
Photography and Graphic design
Psychology
Society and Culture
Workplace Practices
Workplace Practices Sport/ Performance

Teachers to see for advice regarding this subject: Mrs Belinda Seminutin

Subject Selection Booklet:

GLOSSARY OF TERMS

Formative Assessment	Formative Tasks are not counted towards a student's SACE achievement and may or may not be counted towards the school grade. They are more like a practice task.
Summative Assessment	Summative Tasks are counted towards a student's grade and their SACE achievement
SACE	South Australian Certificate of Education
SATAC	South Australia Tertiary Admissions Centre
SACE Board	South Australian Certificate of Education Board
Stage 1	Subjects usually completed at Year 11
Stage 2	Subjects usually completed at Year 12
ATAR	Australian Tertiary Admission Ranking—A ranking given to each student to give priority-based entrance into University and TAFE courses
Credits	Ten credits equates to 50-60 hours of work
PLP	Personal Learning Plan (stage 1 / worth 10 credits)

Notes:
