Listed below are key staff who can assist you with your subject selections.

**Key Staff:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Craig Moore</td>
<td>Director of Student Learning</td>
<td><a href="mailto:cmoore@faith.sa.edu.au">cmoore@faith.sa.edu.au</a></td>
</tr>
<tr>
<td>Mr Neil Jaensch</td>
<td>SACE Coordinator</td>
<td><a href="mailto:njaeensch@faith.sa.edu.au">njaeensch@faith.sa.edu.au</a></td>
</tr>
<tr>
<td>Ms Trish Cirillo</td>
<td>Careers Coordinator</td>
<td><a href="mailto:tcirillo@faith.sa.edu.au">tcirillo@faith.sa.edu.au</a></td>
</tr>
<tr>
<td>Mrs Dianne Sanders</td>
<td>VET Coordinator</td>
<td><a href="mailto:dsanders@faith.sa.edu.au">dsanders@faith.sa.edu.au</a></td>
</tr>
<tr>
<td>Ms Judi Schmidt</td>
<td>Year 12 Coordinator</td>
<td><a href="mailto:jschmidt@faith.sa.edu.au">jschmidt@faith.sa.edu.au</a></td>
</tr>
<tr>
<td>Mrs Jessica Herrmann</td>
<td>Year 11 Coordinator</td>
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</tr>
<tr>
<td>Mr Nick Schmidt</td>
<td>Year 10 Coordinator</td>
<td><a href="mailto:nschmidt@faith.sa.edu.au">nschmidt@faith.sa.edu.au</a></td>
</tr>
<tr>
<td>Ms Judy Minge</td>
<td>Year 9 Coordinator</td>
<td><a href="mailto:jminge@faith.sa.edu.au">jminge@faith.sa.edu.au</a></td>
</tr>
<tr>
<td>Mr Joel Darling</td>
<td>Year 8 Coordinator</td>
<td><a href="mailto:jdarling@faith.sa.edu.au">jdarling@faith.sa.edu.au</a></td>
</tr>
</tbody>
</table>

**Key Websites:**

- SACE Board: [www.sace.sa.edu.au](http://www.sace.sa.edu.au)
- SATAC: [www.satac.edu.au](http://www.satac.edu.au)
- Charles Darwin University: [www.cdu.edu.au](http://www.cdu.edu.au)
- Flinders University: [www.flinders.edu.au](http://www.flinders.edu.au)
- The University of Adelaide: [www.adelaide.edu.au](http://www.adelaide.edu.au)
- University of South Australia: [www.unisa.edu.au](http://www.unisa.edu.au)
- TAFE SA: [www.tafesa.edu.au](http://www.tafesa.edu.au)
Dear Parents/Caregivers,

I have pleasure in making this Curriculum Guidelines information available for students at Faith Lutheran College.

Faith College aims to provide a personalised educational pathway for each student.

Our focus is to empower students to be successful in their learning and to ensure that through a modern, rigorous and holistic education program our students are prepared to be truly ‘world ready’.

We believe that a ‘world ready’ student concludes secondary education with an increased possibility of experiencing a future filled with hope, optimism, well-being, achievement and opportunity to make a positive contribution in the world.

We achieve this by ensuring that each student has an experience enriched by excellence in pedagogy and pastoral care.

Values, such as; excellence, hope, love and courage inform our relationships, interactions and actions and are at the foundation of our ethos and curriculum experiences.

I hope that these Guidelines will assist you and your students in understanding the subjects offered here at Faith.

Steve Wilksch
Principal
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<td>Mathematics - Mathematical Methods (Year 12)</td>
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<td>Music - Music Individual Study (Year 12)</td>
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<td>Physical Education (Health &amp; Physical Education) (Year 12)</td>
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<td>Systems and Control Products - Electronics (Design &amp; Technology) (Year 12)</td>
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</table>
Faith College is committed to designing learning experiences that create ‘world ready’ students.

**World Ready**
The term ‘world ready’ describes the deeper learning attributes, capabilities and skills that Faith College is committed to developing in every graduate. It is widely accepted that deeper learning or 21st century skills include...

| LIFELONG LEARNERS | • Have a love of learning  
|                   | • Are curious, interested and problem-solvers  
|                   | • Are self-motivated and independent  
|                   | • Are creative and collaborative  
|                   | • Are analytical and reflective  
|                   | • Are globally aware and internationally minded |
| SELF-CONFIDENT AND SELF-AWARE | • Are actively developing personal strengths and talents  
|                               | • Are resilient and balanced in their approach  
|                               | • Are developing a sense of meaning and purpose  
|                               | • Can see beyond self and have a care for humanity  
|                               | • Are able to take responsibility and ownership |
| COMMUNICATORS AND COLLABORATORS | • Value teamwork  
|                                 | • Work collaboratively  
|                                 | • Are relational and empathetic  
|                                 | • Are effective communicators across a range of mediums  
|                                 | • Are developing local, national and global cultural awareness and networks |
| CREATORS AND INNOVATORS | • Are flexible thinkers  
|                          | • Are generators of ideas and solutions  
|                          | • Are risk takers, willing to try new things  
|                          | • View failure as a learning opportunity  
|                          | • Are users of latest technology |
Students are encouraged to work with parents and the College in partnership as we look to help focus on future careers and post school directions. The SACE provides a framework through which students can strengthen their capabilities through the five key areas of:

- Communication
- Citizenship
- Learning
- Personal Development
- Work

In order to achieve SACE, students will complete a minimum of 200 Credits of study which will enable them to achieve the SACE certificate. There are a number of compulsory elements in completing the SACE. We would encourage you to consider viewing the PowerPoint on 'Starting the SACE' which is found on the SACE Board website at [https://www.sace.sa.edu.au/schools/sace-overview/course-counselling](https://www.sace.sa.edu.au/schools/sace-overview/course-counselling).

Faith Lutheran College offers the Personal Learning Plan as the first compulsory SACE unit offered as part of the curriculum. This is a Stage 1 subject - See page 15.

The following graphic gives a breakdown of the requirements:
Overview:
The SACE is awarded to students on the successful completion of 200 credits of study. There are a range of compulsory subjects across Stages 1 and 2, which must be completed at a C standard in order for the certificate to be awarded. There are a range of SACE Board approved complimentary programs which can contribute towards SACE achievement, such as VET and school based apprenticeship programs. Approved Community Learning programs, such as, Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service can also contribute SACE credits. Further details can be found at https://www.sace.sa.edu.au/learning/community-learning and the application for additional credit needs to be discussed with our College SACE Coordinator.

The following table shows what will be required as a minimum to achieve the SACE, however, many students will choose to study more subjects than the minimum required at Stage 2 in order to also be eligible for an Australian Tertiary Admission Rank (ATAR). Students receive an A to E grade at Stage 1 and Stage 2 subjects are Graded A+ to E-.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
<th>Compulsory Element at Minimum C Grade Standard</th>
</tr>
</thead>
<tbody>
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<td>Year 10 (Stage 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLP (Personal Learning Plan)</td>
<td>10</td>
<td>Yes</td>
</tr>
<tr>
<td>Year 11 (Stage 1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy (from a range of English subjects and courses)</td>
<td>20</td>
<td>Yes</td>
</tr>
<tr>
<td>Numeracy (from a range of mathematics subjects and courses)</td>
<td>10</td>
<td>Yes</td>
</tr>
<tr>
<td>Year 11 (Stage 1) or Year 12 (Stage 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other subjects and courses of the students choice</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Year 12 (Stage 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Project</td>
<td>10</td>
<td>Yes</td>
</tr>
<tr>
<td>Other Stage 2 subjects and courses</td>
<td>60 or more</td>
<td>Yes</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td></td>
</tr>
</tbody>
</table>

Special Provisions in Curriculum and Assessment
Students who have learning or health difficulties can apply for special provisions to complete the SACE. It is important that our SACE Coordinator is notified as soon as possible to assist in the application process which will require specific professional evidence often combined with teacher consultation and formal academic testing. Further details on special provisions in the SACE can be found at: https://www.sace.sa.edu.au/web/special-provisions

Students Online
Students can log in to Students Online to review their courses and results using their SACE registration number and pin at: www.sace.sa.edu.au/students-online The student's four digit pin is set to a default code for their first access based on their birthday. The pin works as follows:

<table>
<thead>
<tr>
<th>Birthday</th>
<th>Pin</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st January</td>
<td>0101</td>
</tr>
<tr>
<td>16th June</td>
<td>1606</td>
</tr>
</tbody>
</table>

Once the student has logged on for the first time they will be asked to change their pin. If a student loses their pin they will need to contact the SACE Board who will re-set the password. This request can be done through the website.
VET is education and training that gives students skills for work. VET operates through a national training system and is delivered, assessed and certified by Registered Training Organisations. It is an excellent choice of study for many students. VET includes practical, hands-on learning and can lead to excellent jobs. Studying VET as part of SACE gives students a head-start on a qualification, which is a great way to fast-track progress towards a rewarding career.

SACE - VET can contribute up to 150 SACE credits of the 200 credits required to achieve SACE.

ATAR - Fully completed Certificate III qualifications and above can be used in the Australian Tertiary Admission Rank (ATAR) calculation.

Some VET courses are delivered at Faith, others require students to study off campus or online or as School Based Apprenticeships or Traineeships (SBATs).

School Based Apprenticeships or Traineeships (SBATs) – Students can commence an apprenticeship or traineeship which contributes towards their SACE. Students attend paid work and training for a minimum of eight hours per week while continuing to meet their SACE and school commitments. SBATs convert to full-time apprenticeships once the student leaves school.

Work Placement is an integral part of VET. Faith students arrange and undertake structured work placement in many businesses in the Barossa. Successful work placements can lead on to apprenticeships and traineeships.

Application process – Students apply for VET at the Future Pathways Office. The application process includes; student interview, parent consultation and teacher reference to determine the student’s suitability for VET programs.

Cost - VET tuition costs vary. Certificate II and III courses delivered at Faith cost $200 plus any short course costs. Off-campus VET courses are more expensive, and parents pay training costs over $600. Training costs for apprentices are the responsibility of the employer.

Short Courses
At various times during the school year, short courses will be on offer for students. These are arranged in accordance with the school timetable and are paid for by participants who choose to take part. These courses may support VET training.

- Barista
- Bar and Service of Drinks
- Forklift Licence
- Senior First Aid
- Cellar Operations – Vintage
- White Card (Construction Induction)
- Yellow Card (Vertical Lifter)
Examples of VET qualifications completed in the Faith VET program:

Please Note: Actual SACE credits depends on the units of competency completed.

<table>
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<th>Qualification</th>
<th>SACE Credits</th>
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<td><strong>VET courses delivered at Faith College</strong></td>
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<td>Certificate I in Agrifood Operations</td>
<td>5-20</td>
</tr>
<tr>
<td>Certificate I in Hospitality</td>
<td>15-35</td>
</tr>
<tr>
<td>Units from Certificate II in Construction Pathways</td>
<td>20</td>
</tr>
<tr>
<td>Certificate II in Live Production and Services (Technical Theatre)</td>
<td>30</td>
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<tr>
<td>Certificate III in Christian Ministry (Vetamorphus)</td>
<td>55</td>
</tr>
<tr>
<td>Certificate III in Fitness</td>
<td>85</td>
</tr>
<tr>
<td><strong>VET courses off campus or through School Based Apprenticeships and Traineeships</strong></td>
<td></td>
</tr>
<tr>
<td>Certificate III in Agriculture</td>
<td>55</td>
</tr>
<tr>
<td>Certificate III in Agricultural Mechanical Technology*</td>
<td>140</td>
</tr>
<tr>
<td>Certificate II in Animal Studies</td>
<td>50</td>
</tr>
<tr>
<td>Certificate III in Animal Studies</td>
<td>60</td>
</tr>
<tr>
<td>Certificate II in Automotive Servicing Technology</td>
<td>35</td>
</tr>
<tr>
<td>Certificate III in Beauty Services</td>
<td>65</td>
</tr>
<tr>
<td>Certificate III in Business</td>
<td>45</td>
</tr>
<tr>
<td>Certificate III in Business Administration</td>
<td>50</td>
</tr>
<tr>
<td>Certificate III in Cabinet Making*</td>
<td>150</td>
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<tr>
<td>Certificate III in Carpentry*</td>
<td>115</td>
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<tr>
<td>Certificate III in Early Childhood Education and Care</td>
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<tr>
<td>Certificate II in Electrotechnology</td>
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<tr>
<td>Certificate II in Engineering</td>
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</tr>
<tr>
<td>Certificate III in Engineering (Fabrication)*</td>
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</tr>
<tr>
<td>Certificate III in Fitness</td>
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<tr>
<td>Certificate II in Hairdressing</td>
<td>45</td>
</tr>
<tr>
<td>Certificate III in Hairdressing*</td>
<td>95</td>
</tr>
<tr>
<td>Certificate III in Hospitality</td>
<td>5</td>
</tr>
<tr>
<td>Certificate III in Individual Support</td>
<td>95</td>
</tr>
<tr>
<td>Certificate III in Information, Digital Media and Technology</td>
<td>10</td>
</tr>
<tr>
<td>Certificate III in Live Production and Services</td>
<td>85</td>
</tr>
<tr>
<td>Certificate II in Retail Make-Up and Skin Care</td>
<td>70</td>
</tr>
<tr>
<td>Certificate II in Retail Make-Up and Skin Care</td>
<td>55</td>
</tr>
</tbody>
</table>

*These courses can only be completed in an apprenticeship.

There are many other courses – please discuss your areas of interest with the VET Coordinator.
Tertiary Information
In addition to the information in the Curriculum Guide, parents and students are encouraged to refer to the SATAC Tertiary Entrance Booklet that has been distributed to each student in Years 10 – 12. This booklet explains how to achieve the ATAR Tertiary Courses at all three competitive Universities and prerequisite and assumed knowledge subjects required for their courses.

University Entry
To obtain a university aggregate and an Australian Tertiary Admission Rank (ATAR) a student must:
- qualify for the SACE
- comply with the rules regarding precluded combinations
- comply with the rules regarding counting restrictions
- complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2 in a maximum of three attempts
- of the 90 credits of study a minimum of 60 credits of study must be from 20 credit Tertiary Admissions Subjects (TAS) and a maximum of 30 credits can be Recognised Studies

How your university aggregate is calculated

<table>
<thead>
<tr>
<th>60</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three 20 credit scores</td>
<td>Final 30 credits - flexible option</td>
</tr>
</tbody>
</table>

Your scaled scores from three 20 credit Tertiary Admission 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.

Your score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from:
- The scaled score of a 20 credit TAS;
- half the scaled score of one or more 20 credit TAS;
- the scaled score of one or more 10 credit TAS;
- scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits.

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

Calculating the University Aggregate
The university aggregate is calculated from your Year 12 subject scaled scores. These are the numeric measures of your performance in your Tertiary Admissions Subjects (TAS) which are derived from your grades and are reported to you out of 20 for 20 credit subjects and out of 10 for 10 credit subjects. This score cannot be predicted.

Converting the University Aggregate to an Australian Tertiary Admissions Rank (ATAR)
The university aggregate, your score out of 90 is then converted to an ATAR. The ATAR is an indicator of how well a particular student has performed relative to other students on a score range of 0 – 99.95.
Prerequisite Subjects and Assumed Knowledge Subjects
Many courses require Prerequisite Subjects, subjects that you must study in Year 12 for entry into that course. The Universities may also recommend subjects to support your success in that particular course and they are referred to as Assumed Knowledge Subjects. These subjects are highly recommended for your Year 11 or Year 12 study.

Bonus Points
The three South Australian universities; Flinders University, The University of Adelaide and the University of South Australia operate two bonus schemes. These are the SA Universities Equity Scheme and the SA Language, Literacy and Mathematics Bonus Scheme. The schemes are administered by SATAC and are applied to the student’s university aggregate to recalculate an adjusted ATAR for each university application.

The SA Universities Equity Scheme awards 5 bonus points for eligible students;
• they are a holder of a School Card
• they or their parents are in receipt of a Centrelink means tested income support payment
• they are the holders of a Health Care Card

The SA Language, Literacy and Mathematics Bonus Scheme awards 2 to 4 points for eligible students;
• completing a Language other than English
• completing English or English Studies
• completing Mathematical Methods or Specialist Mathematics

Bonus points are awarded to students gaining an overall grade of C- or better. An individual student can receive a maximum of 9 bonus points under both schemes.

The bonus point scheme applies to all courses offered by the three competitive universities except for the following three courses:
• Bachelor of Clinical Sciences/Doctor of Medicine at Flinders University
• Bachelor of Medicine/Bachelor of Surgery at The University of Adelaide
• Bachelor of Science (Veterinary Bioscience) at The University of Adelaide

Interstate Universities
Students from South Australia are eligible for admission to interstate universities provided that they have met the minimum entry requirements of prerequisite subjects and/or other specific selection criteria. Students that wish to apply to interstate universities must study Stage 2 English for entry.

TAFE SA Entry
Completion of the SACE can meet the Minimum Entry Requirements for most of TAFE SA courses. TAFE also consider a variety of other qualifications in its entry and selection processes and may include; auditions, interviews, presentation of portfolio and previously completed VET certificates.

Minimum Entry Requirements differ according to the level of the TAFE course; however, successful completion of 60 credits of Tertiary Admissions Subjects (TAS) or 40 credits of TAS and 20 credits of Recognised Subjects will enable entry to all TAFE courses.

Further information is available from the Careers Coordinator or visiting the TAFE SA website for the most up to date information.

Careers Education
Guest speakers, University and TAFE visits and individual counselling sessions are arranged to help students with decisions regarding subject choices and career pathways. The Careers Coordinator is available to assist with appropriate course choices and will interview every Year 12 in Term 3. Attendance at University Open Days in August is highly recommended.
Co-curricular and Extra-curricular Activities

Faith has various programs which add value to the educational experience of our students and the experience of the wider College community. Below is a list of programs and experiences delivered in 2015/16.

International connections
- Short and long term student exchanges with schools in Germany, Japan and USA.
- Visiting Japanese/German teachers
- Supporting communities in Cambodia by building houses through Habitat for Humanity – a cooperative with students and teachers from other Lutheran Schools

Pastoral Care
- Vertically structured Village Care Groups [home groups] Years 8 to 12
- Emphasis on community building
- Focus on continuity of care

Music and other Performance Experiences
- College Musical every 2 years – involving up to 150 students as musicians, performers, technicians, set painting, stage crew, with six performances over two weeks (the 2016 production was 'Seussical')
- Regular music performances by students in the Community
- Choir and Band events and competitions

Barossa Arts and Convention Centre (BACC)
- A state of the art' facility that is used by and enhances the Drama and Music faculties.
- Provides a daily classroom for Drama and Performing Arts
- Venue for our biennial Musical and an excellent performance venue
- Used for the worship life of the College – allows the whole College community to come together as one to worship regularly
- Theatre Tech Course conducted onsite

Students are involved in music, drama, spiritual and artistic contributions to town and community events such as;
- Vintage Festival every two years
- Worship in the Chapel by outside congregations – student participation
- Resources such as the BACC and ovals are shared with other Lutheran and government schools, at times involving Faith students
- Volunteering opportunities for community members (including parents)
- Questions Group – student led faith group
- Fundraising
- Front of House theatre attendants for BACC events
- Magnolia Fare
- Community use of facilities

Co-curricular and Extra-curricular Activities

LIFE (Learning in Faith Education)
Students from Years 8 to 12 will have opportunities to be involved in service programs.

Chapel and Devotional Life
- Opportunities for students to present worship
- Music Captains
- Peer Support Leaders
- College Captains
- Bus Leaders

A large range of opportunities are typically offered to students throughout the year. These include:
- Australian Mathematics Competition
- Australian Schools Wine Show
- Australian Science Competition
- Beef Cattle Club
- Concert Band
- Concert Choir
- Cosmic Cluster Camp
- Debating – intra and inter-school
- Duke of Edinburgh Program
- Faculty focused excursions
- Faith Moves Dance Group
- Geographic Channel Australian Geography Competition
- Led Wether Goats Show Team
- Grandparents and Caregivers Day
- Jazz Ensemble
- MASA Quiz Night
- Parents as Careers Partners
- Pedal Prix
- Poultry Show Team
- RACI National Chemistry Quiz
- Science and Engineering Challenge
- Share Market Game
- Sheep Show Team
- Short Film Festival
- Sporting teams (Athletics, Swimming, Basketball, Cricket, Soccer, Table Tennis, Gymkhana, Tennis, Football and Touch)
- String Orchestra
- Subject Acceleration
- Swing Band
- Year 10 Work Experience
- Year 10, 11 and 12 Drama performances
- Year 10 Mock Interviews
- Year 12 Art Show
- Year 9 Local Area Study

Student Leadership Opportunities
- Senior and Junior SRV forums
- College Captains
- Worship Leader
- Music Captains
- Peer Support Leaders
- Sport Captains
- Bus Leaders
**Glossary**

**ATAR – Australian Tertiary Admission Rank**
This is used by universities to determine entrance and cut off scores to a particular course. It is comparable nationally. The ATAR is reported to students on a percentile scale, i.e. on a range 0-99.95 with intervals of 0.05. (e.g. If you have an ATAR of 80 you are in the top 20% of the state.) See page 11 for more detailed explanation.

**Apprenticeship**
Australian Apprenticeships encompass all apprenticeships and traineeships. They combine time at work with training and can be full-time, part-time or school-based. Apprenticeships are available in a variety of certificate levels in more than 500 occupations across Australia, in traditional trades, as well as a diverse range of emerging careers in most sectors of business and industry.

**SBAT - Australian School Based Apprenticeship or Traineeship**
This is a programme of study where students have the opportunity to complete SACE Stage 1 and Stage 2 and, at the same time, complete part-time, the first year of an industry level apprenticeship / traineeship. See page 10 for more information.

**Assumed knowledge**
Background knowledge in a SACE Stage 1 or Stage 2 subject or an identified skill, that a student is expected to have grasped. This knowledge enhances the understanding of the Content: of a given tertiary course. You will still be considered for a course if you have not studied this subject, but you may find that you need to do a bridging course.

**Completion and Successful Completion of Subjects**
Subject completion means achieving a grade of E or better. Successful completion means achieving a grade of C or better.

**Credits**
Students earn credits for a completed subject. One semester or 6 months study in a subject is worth 10 credits. Students must complete all 200 credits to gain their SACE.

**MER – Minimum Entry Requirements**
This is what an applicant must meet in order to be eligible for selection to TAFESA Courses. It varies according to the different level of courses.

**Precluded Combination**
A named pair of SACE Stage 2 subjects which cannot both be counted when calculating the university or TAFE aggregate. If you do a precluded combination you will not get an ATAR.

**Pre-Vocational Course**
Courses run by a Registered Training Provider (RTO) / TAFE in the trade areas. Usually fulltime for 6 months - one year. Successful completion gives credit towards the first year of an Apprenticeship.

**Pre-requisite**
A TAS subject in which a student must gain a minimum grade of ‘C’ or better in order to be eligible for selection in the university course for which the prerequisite is nominated.

**Preferred Knowledge & Skills**
A preferred standard to be achieved to enable continued success in the subject area at a more advanced level.

**Recognised Subjects**
These are those International Baccalaureate, interstate Year 12, higher education or VET awards deemed by the SACE Board, the universities and TAFESA as being eligible to be included in the calculation of the ATAR.

**SACE**
South Australian Certificate of Education

**SACE Board**
This is the controlling body of assessment procedures for SACE. At the end of Stage 2, a Record of Achievement is issued which will contain a transcript of all results achieved including the ATAR.

**SACE Board, the universities and TAFESA as being eligible to be included in the calculation of the ATAR.**

**SATAC - South Australian Tertiary Admissions Centre**
SATAC receives and processes applications from persons seeking admission to the courses, at tertiary institutions, listed in the SATAC guide.

**Scaling**
The mathematical process which provides a basis for comparing performance in different SACE Stage 2 subjects which have different objectives, content: and assessment processes. The ‘raw scores’ are scaled to ensure they are comparable before they are added together to produce university aggregate.

**Semester**
A period of half a school year eg. 50 - 60 hours of programmed learning in a subject. Usually this takes the form of a half year period of study but it may also be a full year course with less time per week. Each semester unit generally attracts 10 credits.

**Semester 2**

**SACE Board**
This is the controlling body of assessment procedures for SACE. At the end of Stage 2, a Record of Achievement is issued which will contain a transcript of all results achieved including the ATAR.

**SATAC – Special Tertiary Admissions Test**
This test is used by universities to assess a range of competencies commonly considered important for success in tertiary study. Applicants need to turn 18 by February of the year they wish to enter university.

**Subject Achievement Score**
A score which represents the assessment of a student’s achievement in a SACE Stage 2 subject as measured against the objectives of the subject syllabus. It is a number from 0 (lowest) to 20 (highest) and a letter from E (lowest) to A (highest) which gives a rank order of performance in that subject.

**TABS – TAFESA Assessment of Basic Skills**
This is a series of multiple choice tests addressing literacy and numeracy administered on a specific date. It is an alternative way for applicants to demonstrate they meet the MER for application into a TAFESA course.

**TAS – Tertiary Admissions Subjects**
These are SACE Stage 2 subjects which have been approved by the universities and TAFESA as providing appropriate preparation for tertiary studies.

**Traineeship**
Government subsidised training and employment for up to 18 months. Traineeships are now being offered in an ever increasing variety of areas, such as office work, computing, retail, sport, IT etc.

**TGSS – Training Guarantee for SACE students**
The Training Guarantee for SACE Students (TGSS) scheme supports selected students who are at least 16 years of age to commence a ‘Certificate III completion pathway’ as an integrated part of their South Australian Certificate of Education (SACE).

**University Aggregate**
The University Aggregate is calculated from the best scaled scored from three 20 credit TAS plus the best outcome from a fourth subject. See Page 11 for more details.

**VET - Vocational Education and Training**
Vocational Education and Training (VET) is education and training that gives students skills and knowledge for work. VET operates through a national training system and is delivered, assessed and certified by Registered Training Organisations (RTOs).

**VET Recognition**
The SACE Board’s recognition arrangements enable students to include VET in their SACE studies. Students are encouraged to complete, or make significant progress towards completing, VET qualifications while completing the SACE.
The Year 10 Curriculum Guide provides information about each subject, the key contact for each subject area and potential pathways that lead from these courses.

Subject teachers have provided a recommendation for studies based on student performance and aptitude. This is a useful guide to help shape the final subject selection decision.

### YEAR 10

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Term</th>
<th>Semester</th>
<th>Year</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td>✓</td>
<td>21</td>
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<tr>
<td>History</td>
<td></td>
<td></td>
<td>✓</td>
<td>25</td>
</tr>
<tr>
<td>LIFE (Learning in Faith Education)</td>
<td>✓</td>
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<td></td>
<td>28</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
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<td>✓</td>
<td>31</td>
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<tr>
<td>Personal Learning Plan (PLP)</td>
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<tr>
<td>Physical Education - CORE</td>
<td></td>
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</tr>
<tr>
<td>Science</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Elective Subjects</th>
<th>Term</th>
<th>Semester</th>
<th>Year</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>17</td>
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<tr>
<td>Design &amp; Technology - Metal/Wood/Electronics</td>
<td>✓</td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Design &amp; Technology - Textiles</td>
<td>✓</td>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Drama (Creative Arts)</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Food &amp; Hospitality</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>22</td>
</tr>
<tr>
<td>Geography</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>German</td>
<td></td>
<td></td>
<td>✓</td>
<td>24</td>
</tr>
<tr>
<td>Japanese</td>
<td></td>
<td></td>
<td>✓</td>
<td>26</td>
</tr>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td>✓</td>
<td>32</td>
</tr>
<tr>
<td>Physical Education - ELECTIVE</td>
<td>✓</td>
<td></td>
<td></td>
<td>34</td>
</tr>
<tr>
<td>Visual Arts - Art</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>36</td>
</tr>
<tr>
<td>Visual Arts - Design</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>36</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Support (Selection in consultation with Learning Support staff)</th>
<th>Term</th>
<th>Semester</th>
<th>Year</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Support</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>27</td>
</tr>
</tbody>
</table>
# Agriculture

**Contact:** Bob Mitchell

## Year 10 Agriculture A (1 Semester)
*(Leads to Agriculture Stage 1)*

### Essential Knowledge:
It is highly recommended Year 9 Agriculture or Science satisfactory achievement is attained.

### Content:
Agriculture is a Year 10 elective subject which follows the ACARA curriculum with capabilities from the Science, Geography, and Design and Technology Learning Areas. The course aims to stimulate the interest, awareness and relevance of viticulture and the associated wine industry.

**Topics taught:**
- Vineyard Management
- Crop monitoring for ripeness
- Vine disease management
- Crop harvest options
- Winemaking Principles
  - Crushing
  - Fermentation
  - Pressing
  - Racking
  - Wine Chemical Analysis
  - Wine Storage & Maturation
  - Clarifying & Fining of Wine
  - Wine styles

**Practical Activities:**
- Hand picking white or red varieties
- Faith College Winemaking involving a vintage crush of more than 15 tonnes and the making of white, red and rose wines

### Assessment:
- Topic Tests
- Assignments
- Practical Activities
- Work Habits

## Year 10 Agriculture B (1 Semester)
*(Leads to Agriculture Stage 1)*

### Essential Knowledge:
It is highly recommended Year 9 Agriculture or Science satisfactory achievement is attained.

### Content:
Agriculture is a Year 10 elective subject which follows the ACARA curriculum with capabilities from the Science, Geography and Design and Technology Learning Areas. The course focuses on plant and animal enterprises commonly undertaken in districts served by the College. It enables students to develop initiative and responsibility whilst teaching them major principles and relevant practical skills.

**Topics taught:**
- Viticulture
  - Pruning methods
  - Innovation and Technology
  - Cover cropping
  - Frost Management
- Dairy Cattle and Beef Cattle Management
  - Dairy Breeds and their Role
  - Cow Reproduction
  - Breeding Technologies
  - Dairy Shed Design

**Practical Activities:**
- Vine Pruning - spur pruning of College vineyard
- Taking and preparing vine cuttings
- Excursion - Milking a 200 cow herd using a Rotary Dairy

### Assessment:
- Topic Tests
- Assignments
- Practical Activities
- Work Habits
## Design & Technology - Metal/Wood/Electronics

**Contact:** Jason Rosenzweig

### Year 10 Design and Technology Metal (1 Semester)
(Leads to Stage 1 Design and Technology, Material Products - Metal)

**Essential Knowledge:**
It is highly recommended that a satisfactory completion of a Year 9 Design and Technology course is achieved. Otherwise by negotiation with the Design and Technology Coordinator.

**Content:**
This unit will be a composite unit of Metalwork and Automotive Systems.

Students will be introduced to a range of metal working processes that will be used within the construction of a project.

Projects will require the fabrication and machining of components according to given design specifications. Students will explore the environmental sustainability of their completed products. Some CAD work will be included.

Students will be introduced to the basics of 2 and 4 stroke engines and will have 'hands on' experience with small motors.

**Assessment:**
- Practical Activity
- Design Folio
- Investigation
- Group Work

### Year 10 Design and Technology Wood (1 Semester)
(Leads to Stage 1 Design and Technology, Material Products - Wood)

**Essential Knowledge:**
It is highly recommended that a satisfactory completion of a Year 9 Design and Technology course is attained. Otherwise by negotiation with the Design and Technology Coordinator.

**Content:**
The Design Process will be introduced, where the students will be required to design and construct a small table.

Students will investigate a range of possible materials, joining systems and finishes. On completion, students will evaluate the quality and finish of their work and discuss whether they have met the requirements of their original design brief. Students will explore the environmental sustainability of their completed products.

Students will develop their drawing skills through the production of isometric drawings. Students also develop their Computer Aided Design skills through the development of 3-dimensional models and orthographic drawings and of their final design.

**Assessment:**
- Practical Activity
- Design Folio
- Investigation

### Year 10 Design and Technology Electronics (1 Semester)
(Leads to Stage 1 Design and Technology, Systems & Control Products - Electronics)

**Essential Knowledge:**
It is highly recommended that a satisfactory completion of a Year 9 Design and Technology course is attained. Otherwise by negotiation with the Design and Technology Coordinator.

**Content:**
This unit combines Electronic and Mechanical Systems along with the use of 3D design and printing technologies.

Students will explore electronics, micro controllers and a variety of inputs and outputs. The knowledge gained will then be used to design and produce an autonomous model vehicle. Students will explore the environmental sustainability of their completed products.

Students may use 3D modeling software to design components and print them for use on their vehicle.

Students work in a collaborative environment to undertake most tasks.

**Assessment:**
- Practical Activity
- Design Folio
- Investigation
- Group Work
Design & Technology - Textiles

Contact: Lorraine Jaunay

Year 10 (1 Semester) (Leads to Stage 1 Design and Technology - Textiles)

Essential Knowledge:
It is highly recommended that Year 9 Food and Textiles is achieved.

Content:
Students will have the opportunity to build their manipulative skills through the use of lateral thought and technology. Knowledge of the processes involved in construction, design, pattern use and fabric types form an integral part of this course.

Practical Application:
Articles: to help students develop basic construction processes and skills.
Garments: further develop the above skills and interpret directions through the use of commercial patterns.

Theory:
Assignment Tasks - to develop an understanding of the processes of design construction, qualities of fabric, uses of fabric.

Textiles Technology Emphasis:
• This course is designed to give students practical opportunities, through the use of machines and overlockers, for garment and product construction.

Assessment:
• Homework
• Design Assignments
• Construction Projects
Drama (Creative Arts)

Contact: Colin Davis

<table>
<thead>
<tr>
<th>Year 10 Drama A (1 Semester) (Leads to Creative Arts Stage 1)</th>
<th>Year 10 Drama B (1 Semester) (Leads to Creative Arts Stage 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Knowledge:</strong></td>
<td><strong>Essential Knowledge:</strong></td>
</tr>
<tr>
<td>It is highly recommended that Year 9 Drama is achieved.</td>
<td>It is highly recommended that Year 9 Drama is achieved.</td>
</tr>
<tr>
<td><strong>Content:</strong></td>
<td><strong>Content:</strong></td>
</tr>
<tr>
<td>Compare and Contrast (Melodrama to Stanislavski)</td>
<td>Style and Influence (Artaud and Brecht)</td>
</tr>
<tr>
<td><strong>Practical</strong></td>
<td><strong>Practical</strong></td>
</tr>
<tr>
<td>In Year 10 Drama, students further develop their acting</td>
<td>Students examine two genres of Twentieth Century</td>
</tr>
<tr>
<td>skills. They analyse scripts to present student-directed</td>
<td>Theatre, identifying trends and the historical and</td>
</tr>
<tr>
<td>scenes in different theatrical styles and perform in four</td>
<td>cultural contexts in which new theatrical styles</td>
</tr>
<tr>
<td>assessment tasks.</td>
<td>developed. Students examine excerpts or concepts</td>
</tr>
<tr>
<td><strong>Practical Focus</strong></td>
<td>from modern practitioners in a series of workshops</td>
</tr>
<tr>
<td>• Acting skills, characterisation, directing skills</td>
<td>exploring voice and physicality.</td>
</tr>
<tr>
<td>• Textual analysis for performance</td>
<td><strong>Content - Theory</strong></td>
</tr>
<tr>
<td>• Stagecraft skills and theatre design</td>
<td>Focus A - As well as performance work, theoretical studies</td>
</tr>
<tr>
<td>• Presenting scripted and non-scripted drama scenes</td>
<td>involve history and styles of theatre, focusing on</td>
</tr>
<tr>
<td>• Responding to and analysing performances</td>
<td>Shakespeare and Stanislavski.</td>
</tr>
<tr>
<td><strong>Content - Theory</strong></td>
<td>Focus B - Students negotiate a chosen area of study and</td>
</tr>
<tr>
<td><strong>Focus A</strong> - As well as performance work, theoretical</td>
<td>develop a folio of evidence demonstrating skill</td>
</tr>
<tr>
<td>studies involve history and styles of theatre, focusing</td>
<td>development in their specialisation.</td>
</tr>
<tr>
<td>on Shakespeare and Stanislavski.</td>
<td><strong>Focus B</strong> - Students negotiate a chosen area of study</td>
</tr>
<tr>
<td><strong>Focus B</strong> - Students negotiate a chosen area of study</td>
<td>and develop a folio of evidence demonstrating skill</td>
</tr>
<tr>
<td>and develop a folio of evidence demonstrating skill</td>
<td>development in their specialisation.</td>
</tr>
<tr>
<td>development in their specialisation.</td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td></td>
<td>Making: Individual and Group Performances</td>
</tr>
<tr>
<td></td>
<td>Responding: Folio of evidence documenting performance</td>
</tr>
<tr>
<td></td>
<td>process.</td>
</tr>
<tr>
<td></td>
<td>Making: Individual Skills Extension – creating a</td>
</tr>
<tr>
<td></td>
<td>dramatic product.</td>
</tr>
<tr>
<td></td>
<td>Responding: Folio of evidence supporting individual</td>
</tr>
<tr>
<td></td>
<td>process.</td>
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<tr>
<td></td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td></td>
<td>Making: Individual and Group Performances</td>
</tr>
<tr>
<td></td>
<td>Responding: Folio of evidence documenting performance</td>
</tr>
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<td></td>
<td>process.</td>
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<td></td>
<td>Making: Individual Skills Extension – creating a</td>
</tr>
<tr>
<td></td>
<td>dramatic product.</td>
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<tr>
<td></td>
<td>Responding: Folio of evidence supporting individual</td>
</tr>
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<td></td>
<td>process.</td>
</tr>
</tbody>
</table>
## Year 10 (Full Year)
(Leads to Stage 1 English)

### Essential Knowledge:
Nil

### Content:
The course revolves around language and texts with a different focus for each term. Novels, film, plays and poetry are studied, with attention given to theme, characters, plot and setting.

Examples of topics covered include:
- **(a)** Short stories
- **(b)** The nature of comedy
- **(c)** Shakespearean plays
- **(d)** Film Study with Indigenous focus.

Responses are based on literary perception, text analysis and imaginative work. Language skills, oral language and writing in appropriate forms for particular purposes are also an important part of the course.

### Assessment:
The following areas are regularly assessed: responses to literature, text production, reading comprehension, language skills and oral skills.

**Note:** At the completion of Year 10 all students undertake Stage 1 English in Semester 1.

In Semester 2 students are streamed into either a Pre-Communications course or Pre-Studies or English Pathways course in preparation for their Stage 2 studies.
### Year 10 Food and Hospitality A (1 Semester)  
**(Leads to Food and Hospitality Stage 1)**

**Essential Knowledge:**
It is highly recommended that Year 9 Food and Textiles is achieved.

**Content:**
This unit is an introduction to the Food and Hospitality industry.

Through the successful completion of 6 units embedded in both semesters of Year 10 and both semester of Year 11 Stage 1 Food and Hospitality, students can obtain the TAFE qualification: Certificate 1 Hospitality from the National Hospitality Training Package.

Regular practical classes are held which provide an opportunity for students to demonstrate their skills and knowledge. Students are involved in the production of food for sale.

**Assessment:**
- **Theory**
  - Assignments and online activities.
- **Practical**
  - Practical skills
  - Safe management practices
  - Presentation methods

### Year 10 Food and Hospitality B (1 Semester)  
**(Leads to Food and Hospitality Stage 1)**

**Essential Knowledge:**
It is highly recommended that Year 9 Food and Textiles is achieved.

**Content:**
This unit focuses on the Food and Hospitality industry.

Through the successful completion of 6 units embedded in both semesters of Year 10 and both semester of Year 11 Stage 1 Food and Hospitality, students can obtain the TAFE qualification: Certificate 1 Hospitality from the National Hospitality Training Package.

Regular practical classes are held which provide an opportunity for students to demonstrate their skills and knowledge. Students are involved in the production of food for sale.

**Note:** Practical tasks in Food & Hospitality A & B are not the same.

**Assessment:**
- **Theory**
  - Assignments and online activities.
- **Practical**
  - Practical skills
  - Safe management practices
  - Presentation methods
Geography

Contact: Judi Schmidt

<table>
<thead>
<tr>
<th>Year 10 Geography A (1 Semester)</th>
<th>Year 10 Geography B (1 Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Leads to Geography Stage 1)</strong></td>
<td><strong>(Leads to Geography Stage 1)</strong></td>
</tr>
<tr>
<td><strong>Essential Knowledge:</strong></td>
<td><strong>Essential Knowledge:</strong></td>
</tr>
<tr>
<td>It is highly recommended that C grade or better in Year 9 Geography is achieved.</td>
<td>It is highly recommended that C grade or better in Year 9 Geography is achieved.</td>
</tr>
<tr>
<td><strong>Content:</strong></td>
<td><strong>Content:</strong></td>
</tr>
<tr>
<td>Environmental Change and Management</td>
<td>Geographies of Human Well-being</td>
</tr>
<tr>
<td>• Human interaction with the environment</td>
<td>• Defining human well-being</td>
</tr>
<tr>
<td>• Issues with land degradation</td>
<td>• Human well-being and change</td>
</tr>
<tr>
<td>• Inland water resources</td>
<td>• Issues of equality</td>
</tr>
<tr>
<td>• Coastal studies</td>
<td>• Trapped by conflict</td>
</tr>
<tr>
<td>Human well-being - Australia</td>
<td>Forest ecosystems/biodiversity</td>
</tr>
<tr>
<td>This course tackles both environmental management and social management issues on a local, national and global basis, and seeks to show the student the consequences of decision making on both the environment and in the lives of people.</td>
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</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>A variety of assessment methods are used in each Unit including: inquiry tasks, field work, video analysis, group tasks, assignments; including net research, oral presentations and a 90 minute examination at the end of each unit.</td>
<td>A variety of assessment methods are used in each Unit including: inquiry tasks, field work, video analysis, group tasks, assignments including; net research, oral presentations and a 90 minute examination at the end of each unit.</td>
</tr>
</tbody>
</table>
German

Contact: Kirsty Hansen

Year 10 German A (1 Semester) (Leads to German B)

**Essential Knowledge:**
It is highly recommended that a satisfactory pass of Year 9 German is achieved.

**Content:**
Students continue to develop language skills within the areas of Communicating and Understanding of the German language and culture. Students engage in socialising, informing, creating, translating and reflecting in and about the target language. Students also develop an understanding of the systems of the language, variation and change that exists within the language and the role that language and culture play within a community.

Topics include, but are not limited to; travel arrangements and media. Students also produce a short film for the Goethe Institute's German School Film Festival.

**Assessment:**
Assessments for this semester include: Vocabulary tests, letter writing, comprehension tasks, postcard writing, script writing, film making and oral conversations.

There are written, oral and aural examinations at the end of this semester.

Year 10 German B (1 Semester) (Leads to German Continuers Stage 1)

**Essential Knowledge:**
It is highly recommended that a satisfactory pass of German A is achieved.

**Content:**
Students continue to develop language skills within the areas of Communicating and Understanding of the German language and culture. Students engage in socialising, informing, creating, translating and reflecting in and about the target language. Students also develop an understanding of the systems of the language, variation and change that exists within the language and the role that language and culture play within a community.

Topics include, but are not limited to; daily lifestyle and school life.

**Assessment:**
Assessments for this semester include: vocabulary tests, letter writing, comprehension tasks, diary entry writing, oral conversations and role-plays.

There are written, oral and aural examinations at the end of this semester.
## History

**Contact:** Michelle Schwarz

<table>
<thead>
<tr>
<th>Year 10 (1 Semester)</th>
<th>Year 10 (1 Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Leads to History Stage 1)</td>
<td>(Leads to History Stage 1)</td>
</tr>
<tr>
<td><strong>History - CORE</strong></td>
<td><strong>History - ELECTIVE</strong></td>
</tr>
</tbody>
</table>

### Essential Knowledge:
- Nil

### Content:
**History** is a core subject to Year 10 and follows the ACARA curriculum. In Year 10 students are required to complete one semester of compulsory History.

#### Topics:
- **World War Two**
  - A study of World War Two, with a focus on Australia's role in this global conflict.

- **Rights and Freedoms (1945 to present)**
  - A study of theCivil Rights movement in the USA and the background of the struggle for equality under the law by Aboriginal Australians.

- **Popular Culture**
  - A study of Popular Culture in Australia post World War Two.

### Assessment:
Assessment includes: sources analysis, essays, tests and an exam.

**History** through Film is an elective course. Students must have studied or currently studying the compulsory ACARA unit of History.

#### Three films will be viewed and used as the spring board for the study of the time periods, events and people depicted in the film. A study of the historical accuracy of the film will also be undertaken.

#### Three films will be chosen by the teacher based on the classes interest and the availability and suitability of the film. Examples of films that could be selected are: Amelia, The Monument’s Men, Valkerie, Forrest Gump and Argo.

#### Students also choose one film as their focus for an Individual Investigation.

**Assessment:**
Assessment includes: sources analysis, essays, tests and an Individual Investigation.
## Year 10 Japanese

### Year 10 Japanese A (1 Semester)  
(Leads to Japanese B)

**Essential Knowledge:**  
It is highly recommended that a satisfactory pass in Year 9 Japanese or equivalent is achieved.

**Content:**  
The continued development of all language skills within the areas of: socialising, translating, informing and creating. The role of language in Japanese culture and its comparison with other cultures, including Australia’s, will also be analysed. Topics covered include, but are not limited to School Life and My Neighbourhood.

**Assessment:**  
Throughout each unit there are assessments such as vocabulary tests, text productions, oral interactions and text analysis.

### Year 10 Japanese B (1 Semester)  
(Leads to Japanese Stage 1)

**Essential Knowledge:**  
It is highly recommended that a satisfactory pass in Year 9 Japanese or equivalent is achieved.

**Content:**  
The continued development of all language skills within the areas of: socialising, translating, informing and creating. The role of language in Japanese culture and its comparison with other cultures, including Australia’s, will also be analysed. Topics covered include, but are not limited to Myself and My Family, Future Plans and Daily Routines.

**Assessment:**  
Throughout each unit there are assessments such as vocabulary tests, text productions, oral interactions and text analysis.

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Contact: Kirsty Hansen

2017 Faith Lutheran College - Curriculum Guidelines Senior College
Learning Support

**Contact:** Jane Bagshaw and Sandy Brittain

<table>
<thead>
<tr>
<th>Year 10 Learning Support A &amp; B (1 or 2 Semesters)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Knowledge:</strong> Nil</td>
</tr>
<tr>
<td><strong>Content:</strong> This subject choice caters for those students who have an identified learning difficulty or who have not reached benchmark in Reading, Writing or Numeracy. Students with these difficulties benefit from being given assistance with:</td>
</tr>
<tr>
<td>• their organisational and time management skills</td>
</tr>
<tr>
<td>• 1:1 assistance with homework</td>
</tr>
<tr>
<td>• assignments</td>
</tr>
<tr>
<td>• revising for tests</td>
</tr>
<tr>
<td>• further explicit teaching of concepts encountered in class</td>
</tr>
<tr>
<td>• pre-teaching of vocabulary that they will encounter in classes</td>
</tr>
<tr>
<td><strong>Assessment:</strong> Not assessed</td>
</tr>
</tbody>
</table>
LIFE (Learning in Faith Education)

Contact: Craig Chidgey

**Year 10 (1 Semester)**

Essential Knowledge:
Nil

Content:
Students will explore the following topics:

**Pathways to a New Understanding**
- *Worldviews and how they impact society*
  An investigation of what it means to be a person of faith in today's world. Students will explore symbols, rituals, worship practices and faith pathways found in various key world religions.

**Hate is a Powerful Poison**
- *Prejudice, Hate, Compassion and Forgiveness*
  A study of the human condition and the transforming power of love. This topic will be explored further by viewing the film "Gran Torino".

**Nothing is New Under the Sun**
- *Where and How to Find Wisdom*
  An examination of wisdom sayings found in both religious and secular settings. How these ancient words of wisdom might have meaning for those in the world today.

**The Reformation and Beyond**
- *Spiritual Leaders that Inspire Change*
  The nature of change and the role that spiritual leaders have played and are playing in making the world a better place for all.

Reporting and Assessment:
LIFE is an assessed subject. Students undertake a range of creative, analytical and descriptive tasks that are assessed against selected and relevant criteria. Assessment tasks do not attempt to measure the faith of any individual.
Mathematics

Contact: Edward Liebelt

Year 10 Mathematical Studies Page 31

Year 10 Applied Mathematics Page 31

Year 10 Applied Mathematics (modified) Page 31

Stage 1 (Year 11) Mathematical Methods A & B Page 81

Stage 1 (Year 11) Specialist Mathematics C & D Page 81

Stage 2 (Year 12) Specialist Mathematics paired with Stage 2 Mathematical Methods Page 83

Stage 1 (Year 11) General Mathematics A & B Page 80

Stage 1 (Year 11) Essential Mathematics A & B Page 80

Stage 2 (Year 12) General Mathematics Page 85

Stage 2 (Year 12) Essential Mathematics (only) Page 80

Stage 2 (Year 12) Essential Mathematics Page 85
Mathematics Information

Mathematics is a compulsory subject of the Australian Curriculum. To meet the SACE compulsory Numeracy requirement, students are required to study, AND PASS, one semester of Mathematics (10 credits), preferably at Stage 1. A PASS means they must achieve a C grade or better. If students do not meet this requirement in Semester 1 then they will need to continue to study Mathematics in Semester 2 (or even into Year 12) until this requirement is met. Most students study two or four semesters of Stage 1 Mathematics in preparation for Stage 2 Mathematics. Please refer to the summary below and the following page for information on Stage 2 Mathematics courses and their intended cohort.

PROGRESSION TO STAGE 2 MATHEMATICS SUBJECTS

Stage 2 Specialist Mathematics
Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods. Specialist Mathematics draws on and deepens students’ mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students must complete stage 1 units: Mathematics Methods A, B and Specialist Mathematics C and D.

Stage 2 Mathematical Methods
Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences, preparing students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics. Students must complete stage 1 units: Mathematics Methods A and B.

Stage 2 General Mathematics
General Mathematics extends students’ mathematical skills in ways that apply to practical problem-solving. The topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. The minimum requirement for progression is Stage 1 General Mathematics A and B.

Stage 2 Essential Mathematics
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. This subject is intended for students planning to pursue a career in a range of trades or vocations. The minimum requirement for progression is Stage 1 Essential Mathematics A and B.
Mathematics

Year 10 Mathematical Studies (Full Year) (Leads to All Stage 1 Subjects)

Essential Knowledge:
It is highly recommended that a sufficient level of achievement in Year 9 Mathematical Studies or a high level in Applied Mathematics is achieved.

Content:
There are a range of specific topics that are covered, such as:
- Financial Mathematics
- Patterns and Algebra
- Linear, Quadratic and Exponential relationships
- Measurement
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance and Data

Enrichment activities will be provided for students requiring extension beyond the core course content.

Year 10 Applied Mathematics (Full Year) (Leads to Stage 1 General Mathematics A and/or B)

Essential Knowledge:
It is highly recommended that a completion of either Year 9 Mathematical Studies or Applied Mathematics is achieved.

Content:
There are a range of specific topics that are covered, such as:
- Money and Financial Mathematics
- Patterns and Algebra
- Linear relationships
- Measurement
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance and Data

Applied Mathematics Modified (Full Year) (Leads to Stage 1 Essential Mathematics A only)

Essential Knowledge:
It is highly recommended that a completion of either Year 9 Mathematical Studies or Applied Mathematics is achieved. Entry to the Mathematics Applied (Modified) course is based on teacher recommendation and consultation with parents and Learning Support staff.

Content:
There are a range of specific topics that are covered, such as:
- Financial Mathematics
- Patterns and Algebra
- Linear relationships
- Measurement
- Geometric Reasoning
- Pythagoras and Trigonometry
- Chance and Data

Topics covered will be chosen in accordance with the needs of the students in the cohort.
Music

Contact: Frank Cammans

**Year 10 Music A (1 Semester)**  
(Leads to Music Stage 1)

**Essential Knowledge:**  
It is highly recommended that a satisfactory pass in grade and application in Year 9 Music or demonstration of skills equal to AMEB Grade 2 level is achieved.

**Content:**  
Musicianship:  
Student understanding and knowledge of theoretical concepts and aural awareness is developed through a range of written tasks and investigations of topics equivalent to AMEB Grade 3 theory.

Performance:  
Solo: Students prepare solo repertoire in preparation for performances. Emphasis is on developing skills and confidence as a soloist through a range of performance opportunities throughout the semester.

Ensemble:  
Students participate in large ensembles to develop skills in technique, performance and musical styles. Students are encouraged to participate in whole school co-curricular vocal or instrumental ensembles to further develop specific instrument techniques. Students have opportunity to participate in live concerts and showcase performances.

Please note: Students must attend instrumental lessons on an instrument or voice at College or elsewhere.

Music Technology:  
Using music technology, students create loop based compositions based on modern and traditional genres using basic techniques and processes.

**Assessment:**  
- Class tasks and homework  
- Performance – solo and ensemble  
- Musicianship written and computer (aural) tests  
- Music Technology Tasks

**Year 10 Music B (1 Semester)**  
(Leads to Music Stage 1)

**Essential Knowledge:**  
It is highly recommended that a satisfactory pass in grade and application in Year 9 Music or demonstration of skills equal to AMEB Grade 2 level is achieved.

**Content:**  
Musicianship:  
Student understanding and knowledge of theoretical concepts and aural awareness is developed through a range of written tasks and investigations of topics equivalent to AMEB Grade 3 theory.

Performance:  
Solo: Students prepare solo repertoire in preparation for performances. Emphasis is on developing skills and confidence as a soloist through a range of performance opportunities throughout the semester.

Ensemble:  
For this semester students are encouraged to form small ensemble groups and explore a varied range of contrasting styles and techniques. Students are encouraged to then present their pieces in live concerts and showcase performances throughout the semester.

Please note: Students must attend instrumental lessons on an instrument or voice at College or elsewhere.

Music Technology:  
Major music technology folio consists of demonstrated skill tasks, worksheets, planning and review and major project. The major project can be in the form of a composition, recording of a live group or a loop based remix project.

**Assessment:**  
- Class tasks and homework  
- Performance – solo and ensemble  
- Musicianship written and computer (aural) tests  
- Music Technology Folio  
- Major Music Technology Project
The Personal Learning Plan (PLP) is a compulsory 10-credit practical subject in Semester 2.

It allows students to plan for their future by:

- Identifying possible career choices
- Making decisions about future SACE subjects and beyond
- Analysing skills, needs, goals and learning style

<table>
<thead>
<tr>
<th>Year 10 (1 Semester) (Compulsory SACE Subject)</th>
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<tbody>
<tr>
<td><strong>Essential Knowledge:</strong></td>
</tr>
<tr>
<td>Nil</td>
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</tbody>
</table>

**Content:**
- Job research
- Investigating capabilities such as: literacy, numeracy, information and communication technology, critical and creative thinking, personal and social understanding, ethical understanding, intercultural understanding
- Resume writing skills
- Preparing for a mock job interview
- Goal setting for the future

**Assessment:**
- School-based, but subject to external moderation
- Oral and written assessment encompassing:
  - job research
  - group presentations
  - mock interviews
  - reflections on Work Experience and Retreat
- Students need to achieve a C grade or better to qualify for their SACE Certificate
Physical Education

Contact: Ashley Clarke

### Year 10 Physical Education CORE (Full Year) (Leads to Physical Education Stage 1)

**Essential Knowledge:**
Nil

**Content:**
Physical Education CORE is a compulsory subject for all Year 10 students. Students undertake a variety of activities including team sports and recreational pursuits. The aim is to promote the enjoyment of physical activity and the pursuit of an active and healthy lifestyle beyond school.

Semester 1:
Students undertake three different practical units. The focus is on participation and being physically active. Students develop the motor skills and confidence to participate successfully in a variety of physical activities.

Topics may include:
- Table Tennis
- Netball
- Squash
- Futsal
- Basketball
- Recreational Football

Semester 2:
Bushcraft
Students undertake a basic bushcraft unit in preparation for the Year 10 Retreat. Activities include: Trangia cooking, menu planning and selection of appropriate equipment.

Exercise and Fitness
Students are introduced to a variety of exercise types. The aim is to provide students with a basic understanding of different training methods.

Activities may include:
- Interval training
- Group fitness
- Circuit training
- Yoga

**Assessment:**
Semester 1
- Three practical units

Semester 2
- Bushcraft Planning Booklet
- Participation in Exercise and Fitness units

### Year 10 Physical Education ELECTIVE (1 Semester) (Leads to Physical Education Stage 1)

**Essential Knowledge:**
Nil

**Content:**
Offered as an elective in either Semester 1 or 2. This course introduces students to concepts that are explored further in Stage 1 and 2 Physical Education.

Practical component
Students complete 3-4 practical units. The focus is on skill development and the formation of strategies and tactics.

Topics may include:
- Touch
- Badminton
- Volleyball
- Netball
- Basketball

Theory component
Students explore body systems, nutrition and physical performance, and concepts related to the learning of physical skills.

Topics may include:
- Fitness components
- Anatomy and Physiology
- Issues Study

**Assessment:**
Practical 60%
- 3-4 practical units

Theory 40%
- Anatomy Test
- Fitness Test assignment
- Issues Analysis
- Exam
Science

Contact: Michael Borgas

Year 10 (Full Year)  
(Leads to Biology, Physics, Chemistry Stage 1)

<table>
<thead>
<tr>
<th>Essential Knowledge:</th>
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<tbody>
<tr>
<td>Nil</td>
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</table>

<table>
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<tr>
<th>Content:</th>
</tr>
</thead>
</table>
| Students in consultation with staff and parents choose their own preferred class 'level' in Science – either Futures Science or General Science (Futures Science is a more challenging option). All classes study the same topics from the basic disciplines of Science (Chemistry, Physics and Biology).

The emphasis is on giving students an understanding of the physical world in which they live. They are encouraged to apply the concepts of the course to the world around them and also to improve their skills in scientific procedure.

The course will follow the Australian Curriculum and is organised around the following units: DNA and Genetics; Geological time; Natural Selection and Evolution; The Periodic Table; Chemical Reactions; Global Systems; The Universe; and Motion and Energy.

<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuous assessment is based on topic tests, assignment/research work, book-work and practical work. In addition to this, an examination is held at the end of first semester.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extension Opportunities:</th>
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<tbody>
<tr>
<td>The Futures Science classes are also able to be involved in activities including the Science and Engineering Challenge.</td>
</tr>
</tbody>
</table>
Visual Arts

Contact: Cherie O’Dea

Year 10 Visual Arts: Design (at least 1 Semester)

Year 10 Visual Arts - Design (at least 1 Semester)

Stage 1 (Year 11)
Visual Arts - Design
(at least 1 Semester)

Stage 2 (Year 12)
Visual Arts - Design
(at least 1 Semester)

Stage 1 (Year 11)
Visual Arts - Art
(at least 1 Semester)

Stage 2 (Year 12)
Visual Arts - Art
(at least 1 Semester)

Year 10 Visual Arts: Art (1 Semester)

Year 10 Visual Arts: Art (at least 1 Semester)

Stage 1 (Year 11)
Visual Arts - Art
(at least 1 Semester)

Stage 2 (Year 12)
Visual Arts - Art
(at least 1 Semester)

Year 10 Visual Arts: Design (1 Semester)
(Leads to Visual Arts: Design Stage 1)

Essential Knowledge:
Satisfactory completion of one semester of Year 9 Visual Arts. Otherwise, by negotiation with the Visual Arts Coordinator.

Content:
An introduction to the world of design with a focus on Graphic Design and concept development. Students follow the design process to complete their own practical work.

- Semester 1: Brand identity and Album cover design.
- Semester 2: Magazine cover design and an exploration of ethics.
- Visual research, idea generation and graphic applications are utilised to complete each practical task. The theoretical component comprises of analysing a variety of designers and their work as well as the history of design.

There is no written examination in Year 10 Design.

Assessment:
- Folio: Documentation throughout the design process to show skill development and thinking process
- Practical Application: Concept sketches, idea generation and use of the computer graphics programs
- Analysis & Response: Visual research, analysis and response to a variety of theoretical tasks

Year 10 Visual Arts: Art (1 Semester)
(Leads to Visual Arts: Art Stage 1)

Essential Knowledge:
Satisfactory completion of one semester of Year 9 Visual Arts. Otherwise, by negotiation with the Visual Arts Coordinator.

Content:
The course offers students 2D and 3D Practical experiences in Art as a means of personal expression and creative thinking, with the development of a proficient level of practical skill with various media, subjects and themes.

- Semester 1: Drawing, mixed media and painting
- Semester 2: Drawing, sculpture and printmaking
- Students are given a choice of topics to pursue in the Visual Study research. Topics include Modern European art styles as well as Australian Art from historical and contemporary contexts.
- Opportunities for collaborative art making are offered in each semester.

There is no written examination in Year 10 Art.

Assessment:
- Folio: Documentation of preparatory work including media and theme exploration and conceptualisation and planning of Practical work
- Practical Application: Art making using various media in resolved art works and skills development.
- Analysis & Response: Research and response to various artists and the student’s own work.
Welcome to Faith Lutheran College Stage 1 and Stage 2 Curriculum.

Subject selection is a wonderful opportunity for you to complement your chosen pathways beyond your senior years. When considering which subjects to select be mindful of your pathways and the requirements of entry.

Your pathways may be varied and may consist of; work, apprenticeships/traineeships or further study at a TAFE or University. University courses in particular may require subjects that you must study for entry or recommend subjects that will support your success in that degree. Discussing these options with key staff, parents, other students and researching key websites will prove very beneficial in your subject selection process.

The Curriculum Guide provides information about; the SACE, our extensive VET program, Tertiary information and the subjects offered at Faith Lutheran College.

Subject teachers have provided a recommendation for Stage 1 and Stage 2 studies based on student performance. This is a useful guide to help shape the final subject selection decision.

**PLEASE NOTE:** Year 11 Students must select two semesters of English and at least one semester of Mathematics.

### YEAR 11 & YEAR 12 - SACE Stage 1 & 2

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Semester</th>
<th>Year</th>
<th>SACE Credits</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting (Year 11 - SACE Stage 1)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Accounting</td>
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<td>Agriculture (Year 11 - SACE Stage 1)</td>
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<td>Agriculture (Year 12 - SACE Stage 2)</td>
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<td>✓</td>
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<td>45</td>
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<tr>
<td>Agriculture &amp; Horticulture Principles 2017</td>
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## Subject Selection

### YEAR 11 & YEAR 12 - SACE Stage 1 & 2

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## Subject Selection

### YEAR 11 & YEAR 12 - SACE Stage 1 & 2

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## Subject Selection

### YEAR 11 & YEAR 12 - SACE Stage 1 & 2

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Accounting

Contact: Judy Minge

The study of Accounting encompasses the successful management of financial affairs in business. It gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making in contemporary society.

Students acquire knowledge and skills related to the accounting process for organisation and business applications. They understand the processes involved in generating, recording, classifying, analysing, interpreting, and reporting accounting information as a basis for planning, control, and effective decision-making. They learn how to interpret financial information of an accounting entity and how to convey this information to interested users.

**Year 11 Stage 1 Accounting (1 Semester)**

SACE Code: 1ACG10       Credits: 10

**Essential Knowledge:**
No essential knowledge: but students with competent Mathematics skills may be at an advantage.

**Content:**
Students complete tasks in the following areas of study:
- Personal Financial Management
- Double Entry Bookkeeping
- Preparation of General Purpose Financial Reports
- Analysis and Interpretation

**Assessment:**
Assessment at Stage 1 is school based. Students provide evidence of their learning through 4-6 assessments.
Type 1: Skills and Applications Tasks
Type 2: Investigation

- Skills and Applications Tasks
  Students undertake tasks which:
  - Demonstrate an understanding of relevant accounting concepts, skills and practices
  - Select appropriate accounting techniques to solve routine, analytical and interpretative problems

- Investigation
  A structured activity in which students use financial and non-financial information to explore an aspect of accounting. For example - career planning, budgeting, credit control.
The study of Accounting encompasses the successful management of financial affairs in business. It gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making in contemporary society.

Students acquire knowledge and skills related to the accounting process for organisation and business applications. They understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and effective decision-making. They learn how to interpret financial information of an accounting entity and how to convey this information to interested users.

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<tr>
<th>Year 12 Stage 2 Accounting Studies (Full Year)</th>
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<tbody>
<tr>
<td>SACE Code: 2ACG20                Credits: 20</td>
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**Essential Knowledge:**
No essential knowledge, but students with a satisfactory achievement of Stage 1 Accounting and competent Mathematics skills may be at an advantage.

**Content:**
For a 20-credit subject students complete tasks in the following areas of study:
- The Environment of Accounting
- Financial Accounting
- Management Accounting

**Assessment:**
Students demonstrate evidence of their learning through the following assessment types. For a full year (20 credit) subject, students undertake:
- Type 1: Skills and Applications Tasks
- Type 2: Report
- Type 3: Examination

**School-based Assessment**
- Skills and Applications Tasks 50%
  Students undertake five to eight tasks which:
  - Demonstrate an understanding of relevant accounting concepts, skills and practices
  - Select appropriate accounting techniques to solve routine, analytical and interpretative problems
- Report 20%
  Students undertake an analytical response to unseen data from financial statements, under supervised conditions (of one hour in length).

**External Assessment**
- Examination 30%
  A two hour external examination that consists of a range of problem questions (practical), including short-answer and extended-response questions.
Agriculture

Contact: Bob Mitchell

Year 11 Stage 1 Agriculture A (1 Semester)

SACE Code: 1AHG10 Credits: 10

Essential Knowledge:
Nil

Preferred Knowledge and Skills:
It is best for students to have completed a satisfactory pass in grade and attitude in at least one semester of Agriculture at Year 10 level or a satisfactory pass in grade and attitude in Science at Year 10 level.

Content:
Sustainable Agriculture
- The importance of sustainable farming
- Ecosystem components and interaction
- Natural versus farming ecosystems
- Effects of species removal or introduction
- Pest control methods
- Resource degradation issues
- Government legislation to avoid environmental exploitation

Beef Cattle Husbandry
- Systems of Beef Production
- Beef Cattle Breeds in Australia and the role of crossbreeding
- Reproductive technologies
- Ruminant Digestion and Nutrition
- Safe Handling Procedures
- Marketing Specifications and Methods

Assessment:
Investigation Folio Tasks:
- Practical Investigation
- Issues Journal

Skills and Application Tasks:
- Topic tests

VET
This course incorporates the unit ‘Follow Basic Chemical Safety Rules’ from the AgriFood Operations Industry National training Package AHC10-210

Year 11 Stage 1 Agriculture B (1 Semester)

SACE Code: 1AHG10 Credits: 10

Essential Knowledge:
Nil

Preferred Knowledge and Skills:
It is best for students to have completed a satisfactory pass in grade and attitude in at least one semester of Agriculture at Year 10 level or a satisfactory pass in grade and attitude in Science at Year 10 level.

Content:
Crops and Pastures
- Crop experimentation trial
- Crop and pasture selection
- Tillage systems and technology
- Crop rotations
- Pasture establishment and management
- Nutrient testing and fertilisers
- Pest control methods

Sheep Husbandry
- Sheep meat and wool breeds and their industry role
- Prime Lamb production and the role of crossbreeding
- External sheep anatomy
- Sheep classing and selection
- Wool properties and characteristics
- Sheep handling
- Sheep management and shearing

Assessment:
Investigation Folio Tasks:
- Crop Trial Investigation
- Practical - Sheep handling and classing

Skills and Application Tasks:
- Crop and pasture media study.
- Topic test

Students develop a close association with the management of plant and animal enterprises and develop the ability to demonstrate practical skills in these areas. The course creates an environment where good work habits and initiative are rewarded. Through the successful completion of six units embedded in Year 9 and 10 and Stage 1 Agriculture students can obtain the VET qualification Certificate I in Agrifood Operations.
Agricultural and Horticultural Science is the pathway best considered for those students contemplating tertiary study in Agriculture or Science. It focuses on the scientific principles and concepts that underpin plant and animal production systems.

Agricultural and Horticultural Principles is a more applied course with a greater emphasis on assignment and practical work integrated with the relevant theory work.

<table>
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<th>Year 12 Stage 2 Agriculture &amp; Horticulture Science (Full Year)</th>
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<td>It is highly recommended that students have completed a satisfactory pass in grade and attitude in at least one semester of Stage 1 Agriculture level or in one other Stage 1 Science subject.</td>
<td>It is highly recommended that students have completed a good pass in grade and attitude in at least one semester of Stage 1 Agriculture level or in one other Stage 1 Science subject.</td>
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<td><strong>Content:</strong> From a diversity of Agricultural topics, students indicate their interest areas and three major topics are chosen to meet the general interest of the group. Once decided on, all students will study the same course for the year.</td>
<td><strong>Content:</strong> This subject has set topics prescribed by SACE and is common to all schools studying Agricultural and Horticultural Science.</td>
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<td>Possible topics include:</td>
<td>Topics include:</td>
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<tr>
<td>• Animal Management</td>
<td>• Experimentation in Agriculture</td>
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<td>• Pasture Science</td>
<td>• Soil Science</td>
</tr>
<tr>
<td>• Winemaking Principles</td>
<td>• Plant Science</td>
</tr>
<tr>
<td>• Beef Cattle Husbandry</td>
<td>• Animal Science</td>
</tr>
<tr>
<td>• Sheep Husbandry</td>
<td>• Micro-organisms and invertebrates</td>
</tr>
<tr>
<td>• Mixed Farming</td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>• Landscape Design</td>
<td>School-based Assessment</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>• Experimental Investigation 20%</td>
</tr>
<tr>
<td>School-based Assessment</td>
<td>• Topic tests and Practical Reports 50%</td>
</tr>
<tr>
<td>• Practical Skills 40%</td>
<td>• Examination (2 hour) 30%</td>
</tr>
<tr>
<td>• Practical Skills</td>
<td><strong>Other information:</strong></td>
</tr>
<tr>
<td>• Skills and Application Tasks 30%</td>
<td>Topic tests, Practical Reports and the Experimental Investigation are assessed by the teacher and the examination is assessed by the SACE Board.</td>
</tr>
<tr>
<td>• Topic Tests &amp; Assignments</td>
<td><strong>Other information:</strong></td>
</tr>
<tr>
<td>• Experimental Investigation 30%</td>
<td>Topic tests, Practical Reports and the Experimental Investigation are assessed by the teacher and the examination is assessed by the SACE Board.</td>
</tr>
</tbody>
</table>

Other information: Topic tests, Practical Skills are assessed by the teacher and the Experimental Investigation is assessed by the SACE Board.
### Agriculture Production 2018

**Contact:** Bob Mitchell

**Year 12 Stage 2 Agriculture Production (Full Year)**

- **SACE Code:** 2ASTP20  
- **Credits:** 20

**Essential Knowledge:** Nil

**Preferred Knowledge and Skills:**
It is highly recommended that students have completed a satisfactory pass in grade and attitude in at least one semester of Stage 1 Agriculture level or in one other Stage 1 Science subject.

**Content:**
From a diversity of Agricultural topics, students indicate their interest areas and three major topics are chosen to meet the general interest of the group. Once decided on, all students will study the same course for the year.

Possible topics include:
- Animal Management
- Pasture Science
- Winemaking Principles
- Beef Cattle Husbandry
- Sheep Husbandry
- Mixed Farming
- Landscape Design

**Assessment:**
- School-based Assessment
  - Practical Skills 40%
  - Skills and Application Tasks 30%
  - Topic Tests & Assignments
- External Assessment
  - Experimental Investigation 30%

**Other Information:**
Topic tests, Practical Skills are assessed by the teacher and the Experimental Investigation is assessed by the SACE Board.

### Agriculture Systems 2018

**Contact:** Bob Mitchell

**Year 12 Stage 2 Agriculture Systems (Full Year)**

- **SACE Code:** 2ASY20  
- **Credits:** 20

**Essential Knowledge:** Nil

**Preferred Knowledge and Skills:**
It is highly recommended that students have completed a good pass in grade and attitude in at least one semester of Stage 1 Agriculture level or in one other Stage 1 Science subject.

**Content:**
This subject has set topics prescribed by SACE and is common to all schools studying Agricultural and Horticultural Science. Focus is on how agricultural systems work and management procedures.

Topics include:
- Experimentation in Agriculture
- Soil Science
- Plant Science
- Animal Science
- Micro-organisms and invertebrates

**Assessment:**
- School-based Assessment
  - Practical Skills 40%
  - Skills and Application Tasks 30%
  - Topic Tests & Assignments
- External Assessment
  - Experimental Investigation 30%

**Other Information:**
Topic tests and Practical Reports are assessed by the teacher and the Experimental Investigation is assessed by the SACE Board.
Business and Enterprise focuses on the successful management of business and enterprise issues in personal, business and social contexts. The study of Business and Enterprise enables students to develop an understanding of business and enterprise cultures and technological systems as they operate in, and affect, the global environment.

Students have the opportunity to engage with innovations and ideas, as well as reflect on current issues in business and enterprise and to make informed decisions. They also make and evaluate decisions about the allocation and management of resources to develop solutions that meet the needs of individuals, organisations and communities.

Students have opportunities to evaluate the impacts and effects of business, enterprises and technology on the economy, the environment and the well-being and lifestyles of individuals and communities.

<table>
<thead>
<tr>
<th>Year 11 Stage 1 Business &amp; Enterprise (1 Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SACE Code: 1BUE10        Credits: 10</td>
</tr>
</tbody>
</table>

**Essential Knowledge:**
No essential knowledge but an interest in business operations is an advantage.

**Content:**
For a 10-credit subject students complete tasks selected from the following areas of study:
- Introduction to Business & Enterprise
- Entrepreneurship: The Enterprising Person
- Business Plans
- Business Management and Communication
- Marketing
- Global Business
- Employment Relations

**Assessment:**
Assessment at Stage 1 is school based. For a 10-credit subject, students provide evidence of their learning through 4-5 assessments:
- Folio
- Practical
- Issues Study
Business and Enterprise focuses on the successful management of business and enterprise issues in personal, business, and social contexts. The study of Business and Enterprise enables students to develop an understanding of business and enterprise cultures and technological systems as they operate in, and affect, the global environment.

Students have the opportunity to engage with innovations and ideas, as well as reflect on current issues in business and enterprise and to make informed decisions. They also make and evaluate decisions about the allocation and management of resources to develop solutions that meet the needs of individuals, organisations, and communities.

Students have opportunities to evaluate the impacts and effects of business, enterprises and technology on the economy, the environment, and the well-being and lifestyles of individuals and communities.

Year 12 Stage 2 Business & Enterprise (Full Year)

SACE Code: 2BUE20          Credits: 20

Essential Knowledge:
No essential knowledge is required, but a satisfactory achievement of Stage 1 Business & Enterprise and an interest in business operations is an advantage.

Content:
For a 20-credit subject students complete tasks selected from the following areas of study:
- Business in Australia
- The nature and structure of business
- The business enterprise
- People, business and work
- Business and the global environment
- Business and marketing
- Business and technology

Assessment:
Students demonstrate evidence of their learning through the following assessment types. For a full year (20 credit) subject, students undertake:

School-based Assessment
- Folio 30%
- Practical 20%
- Issues Study 20%

External Assessment
- Report 30%
Creative Arts

Creative Arts - Drama

Contact: Colin Davis

Students undertake a specialised study within or across one or more Arts disciplines. They actively participate in the development and presentation of Creative Arts products. Students analyse and evaluate Creative Arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which Creative Arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Year 11 Stage 1 Creative Arts (Drama) A and/or B (1 or 2 Semesters)

SACE Code: 1CVA10 Credits: 10 or 20

Essential Knowledge:
It is highly recommended that at least one Unit at Year 10 Drama or interview or recommendation is achieved. Students may elect to complete 1 semester, worth 10 credits (A or B), or 2 semesters, worth 20 credits (A and B).

Content:
For a 10-credit subject students complete tasks in the following areas of study:
• Creative Arts Process
• Development and Production
• Concepts in Creative Arts Disciplines
• Creative Arts in Practice.

Assessment:
Assessment at Stage 1 is school based. For a 10-credit subject, students provide evidence of their learning through three assessments.

Product:
For a 10-credit subject, students develop and present one Creative Arts product. Students also prepare and present a record of the materials used to support the investigation, development, and production of the product.

Investigation:
Students undertake one investigation for a 10-credit subject. Students investigate an area of Creative Arts practice directed by the teacher. Students present a report on the investigation and review.

Practical Skills:
For a 10-credit subject, in consultation with the teacher, students select a skill focus that further develops their learning in the relevant Creative Arts discipline.

Creative Arts - VET Technical Theatre

Contact: Dianne Sanders

Year 11 Stage 1 Certificate II in Live Production and Services (1 Semester)

VET Course Credits: 30 (Stage 1)

Essential Knowledge:
Nil

The course is a semester based course using the facilities of the Barossa Arts and Convention Centre. Students maintain and develop their skills by assisting with the technical requirements for school and community events.

Content:
• Work effectively with others
• Work safely in the construction industry (White Card)
• Develop and apply creative arts industry knowledge
• Follow occupational health and safety procedures
• Develop basic audio skills and knowledge
• Develop basic staging skills
• Develop basic vision system skills
• Develop basic lighting skills and knowledge
• Use hand and power tools
• Assist with bump-in and bump-out of shows
• Operate elevating work platform (Yellow Card)
Creative Arts - Drama

Contact: Colin Davis

Stage 1 (Year 11) Creative Arts - Drama

Stage 2 (Year 12) Creative Arts - Drama

Students undertake a specialised study within or across one or more Arts disciplines. They actively participate in the development and presentation of Creative Arts products. Students analyse and evaluate Creative Arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which Creative Arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Year 12 Stage 2 Creative Arts - Drama (Full Year)

SACE Code: 2CVA10          Credits: 20

Essential Knowledge:
It is highly recommended that at least one Unit at Stage 1 Creative Arts (Drama) or interview or recommendation is achieved.

Content:
For a 20-credit subject students complete tasks in the following areas of study:
• Creative Arts Process
• Development and Production
• Concepts in Creative Arts Disciplines
• Creative Arts in Practice

Assessment:
Students demonstrate evidence of their learning through the following assessment types. For a full year (20credit) subject, students undertake:

Product - 50%
For a 20-credit subject, students develop and present two creative arts products. Students also prepare and present a record of the materials used to support the investigation, development and production of each product.

Investigation - 20%
Students undertake two investigations for a 20-credit subject. Students investigate an area of creative arts practice that is of interest to them, or that is closely connected to their creative arts product(s).

Practical Skills - 30%
For a 20-credit subject, the documentation and evaluation should consist of a maximum of twelve pieces of evidence that best illustrate the key phases of skills exploration and application, and the student's evaluative response.
Material Products - Metal/Wood

Contact: Jason Rosenzweig

Material Products requires the student to develop a design brief to meet their needs and involves the use of a diverse range of manufacturing technologies such as tools, machines and/or systems to convert a range of materials and suitable hardware supplies into finished products.

### Year 11 Stage 1 Material Products - Wood (1 Semester)

<table>
<thead>
<tr>
<th>SACE Code: 1MMP10</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

**Essential Knowledge:**
It is highly recommended that a satisfactory completion of one Unit of Year 10 Design & Technology is achieved, otherwise negotiation with Technology staff is necessary.

**Content:**
This unit focuses on the design and production of a "Cabinet" (bedside/television cabinet or similar) according to the needs identified in a design brief. Students investigate and analyse a broad range of products and use the information gained to create original solutions. During practical tasks they develop the knowledge and skills associated with using a range of materials and production processes.

They analyse how technologies affect the individual, society and/or environment now and in the future.

They use graphic, oral and written techniques that incorporate information technologies to communicate, generate, develop and model design proposals.

**Assessment:**
- Skills and Application Tasks
- Product
- Folio

### Year 11 Stage 1 Material Products - Metal (1 Semester)

<table>
<thead>
<tr>
<th>SACE Code: 1MMP10</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

**Essential Knowledge:**
It is highly recommended that a satisfactory completion of one Unit of Year 10 Design & Technology is achieved, otherwise negotiation with Technology staff is necessary.

**Content:**
This unit focuses on the design and production of a "Wheeled Carrier" (hand trolley, cart or similar) according to the needs identified in a design brief.

Students investigate and analyse a broad range of products and use the information gained to create original solutions. During practical tasks they develop the knowledge and skills associated with using a range of materials and production processes.

They analyse how technologies affect the individual, society and/or environment now and in the future.

They use graphic, oral and written techniques that incorporate information technologies to communicate, generate, develop and model design proposals.

**Assessment:**
- Skills and Application Tasks
- Product
- Folio
Material Products (Metal/Wood)

Contact: Jason Rosenzweig

Material Products requires the student to develop a design brief to meet their needs and involves the use of a diverse range of manufacturing technologies such as tools, machines and/or systems to convert a range or materials and suitable hardware supplies into finished products.

Year 12 Stage 2 Material Products - Metal/Wood (Full Year)

| SACE Code: 2MMA20 | Credits: 20 |

**Essential Knowledge:**

It is highly recommended that a satisfactory completion of 1 Semester of Year 11 Design & Technology Material Products is achieved, otherwise negotiation with Technology staff is necessary.

**Content:**

This unit involves the understanding and use of a range of materials as well as processes and techniques to join and shape materials through a range of Skills and Applications tasks and Materials Application Investigations. Through the process of investigating, planning, producing and evaluating, students develop their own design briefs, design ideas and finally produce an outdoor entertaining item (often a barbeque or similar).

The major product does not need to be made entirely from metal. Students can combine other materials such as wood, glass, ceramics and plastics in their major product.

**Assessment:**

School-based Assessment:
- Skills and Application 20%
- Product 50%

External Assessment:
- Folio 30%
In Stage 1 Design and Technology, students develop the ability to initiate, create and develop products or systems in response to a design brief. They learn to use tools, materials and systems safely and competently, to complete a product. Students analyse the impacts of technology, including; consequences for individuals, society and the environment. They use a range of manufacturing technologies, such as; tools, machines, equipment, and/or systems to design and make products.

### Year 11 Stage 1 Material Products - Textiles (1 Semester)

| SACE Code: 1MMP10 | Credits: 10 |

**Essential Knowledge:**
It is highly recommended that a satisfactory completion of one Unit of Year 10 Textiles is achieved, otherwise negotiation with Textiles staff is necessary.

**Content:**
Students design and manufacture a Textiles product that meets a design brief and develop the knowledge and skills associated with using a range of fabrics. They combine their designing and construction skills with knowledge and understanding of materials to make a high quality product for an intended purpose. Students investigate and analyse a range of products and use the information gained to create original solutions. They use graphic, oral and written techniques that incorporate information technologies to communicate, generate, develop, and model design proposals. The textiles context results in a garment or similar textiles product being created.

**Assessment:**
- Skills and Applications Tasks
- Design Folio
- Product and Evaluation
Material Products (Textiles)

Contact: Lorraine Jaunay

In Stage 1 Design and Technology, students develop the ability to initiate, create and develop products or systems in response to a design brief. They learn to use tools, materials and systems safely and competently to complete a product. Students analyse the impacts of technology, including consequences for individuals, society and the environment. They use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products.

<table>
<thead>
<tr>
<th>Year 12 Stage 2 Material Products - Textiles (Full Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SACE Code: 2MMB20</td>
</tr>
<tr>
<td>Credits: 20</td>
</tr>
</tbody>
</table>

**Essential Knowledge:**
It is highly recommended that a satisfactory completion of one semester of Textiles at Year 10 or Stage 1 is achieved, otherwise negotiation with Textiles staff is necessary.

**Content:**
Students use a range of materials as well as processes and techniques to join and shape materials through a range of skills and applications tasks and materials application investigations. Through investigating, planning, producing and evaluating, students develop their own design briefs and complete a variety of investigations including examining technological issues. Students plan and produce a folio of design ideas, a calico toile and a final product. The focus is on the design and construction of a formal garment.

**Assessment:**
- **School-Based Assessment**
  - Skills and Applications Tasks 20%
  - Product 50%
- **External Assessment**
  - Folio 30%
**Material Products - VET Construction**

**Contact: Dianne Sanders**

This entry-level qualification is aimed at Year 11 students interested in a future pathway in the construction industry. The units that students will cover from this Certificate are designed to introduce learners to the construction industry.

<table>
<thead>
<tr>
<th>Year 11 partial Certificate II in Construction Pathways (1 Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET Course: Material Products - VET Construction</td>
</tr>
</tbody>
</table>

**Essential Knowledge:**
- Nil

**Content:**
- This program allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop fitting as well as carpentry, bricklaying and other occupations in general construction.

The following competencies are covered:
- Apply OHS requirements, policies and procedures in the construction industry
- Carry out measurements and calculations
- Conduct workplace communication
- Plan and organise work
- Read and interpret plans and specifications
- Work effectively and sustainably in the construction industry
- Apply basic levelling procedures
- Carry out concreting to simple forms
- Work safely in the construction industry (White Card)

**Assessment:**
- Theory Test
Systems & Control Products - Electronics

Contact: Jason Rosenzweig

Year 11 Stage 1 Systems and Control Products: Electronics (Full Year)

| SACE Code: 1SSP10 | Credits: 10 |

**Essential Knowledge:**
It is highly recommended that a satisfactory completion of one Unit of Year 10 Design & Technology is achieved, otherwise negotiation with Technology staff is necessary.

**Content:**
Students design and manufacture an Electronics product that meets a design brief and develop knowledge and skills associated with using a range of electronic components and production techniques.

Students investigate a broad range of systems and use information gained to create original solutions. They use graphical, oral and written techniques to communicate, generate, develop and model design proposals.

Students combine their designing and making skills with the knowledge and understanding of components to make an original product for an intended purpose such as a security system.

They analyse how technologies affect the individual, society and/or the environment now and into the future.

**Assessment:**
- Skills and Application Tasks
- Product
- Folio
Design & Technology

Systems & Control Products - Electronics

Contact: Jason Rosenzweig

System and Control Products – Electronics involves the use of a diverse range of components, design processes and manufacturing technologies to develop products that satisfy individual design briefs.

Year 12 Stage 2
Systems and Control Products - Electronics (Full Year)

| SACE Code: 2SSA20 | Credits: 20 |

**Essential Knowledge:**
It is highly recommended that a satisfactory completion of one semester of Year 11 Design & Technology Systems and Control Products are achieved, otherwise negotiation with Technology staff is necessary.

**Content:**
This unit involves the understanding and use of a range of electronics components and circuits as well as processes and techniques to manufacture and assemble circuit boards and project housings through a range of skills and applications tasks and materials application investigations.

Through the process of investigating, planning, producing and evaluating, students develop their own design briefs and complete a variety of investigations including examining technological issues.

Students plan and produce an audio system including amplifiers and speaker boxes, accompanied by appropriate circuit diagrams and CAD drawings. Assignments will be presented in various formats including word processed forms and electronic journals to enhance presentation.

**Assessment:**
- School-based Assessment:
  - Skills and Application 20%
  - Product 50%
- External Assessment:
  - Folio 30%
**English**

**Contact: Alison McLean**

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### Stage 1 English

Stage 1 English has an emphasis on responding to texts, creating texts and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry and drama texts. Stage 1 English articulates with the Stage 2 English subjects.

### Stage 1 English Literary Studies

Stage 1 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through the study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences and contexts. Students develop an understanding of the power of language to represent ideas, events and people in particular ways and of how texts challenge or support cultural perceptions.

### Stage 1 Essential English

Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement, planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on communication, comprehension, analysis and text creation.
### Year 11 Stage 1 English (Semester 1)

**SACE Code:** 1ESH10  
**Credits:** 10

**Essential Knowledge:**  
Nil

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

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

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

**Assessment:**  
- Assessment Type 1: Responding to Texts 40%  
- Assessment Type 2: Creating Texts 40%  
- Assessment Type 3: Intertextual Study 20%
English Essentials

Contact: Alison McLean

Stage 1 English (Year 11) Essentials Semester 1

Stage 1 English (Year 11) Essentials Semester 2

No further English

Year 11 Stage 1 English Essentials A (Semester 1)

<table>
<thead>
<tr>
<th>SACE Code: 1EPW10</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Knowledge:</td>
<td>Nil</td>
</tr>
<tr>
<td>Content:</td>
<td>Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on communication, comprehension, analysis, and text creation.</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Responding to Texts 40% Creating Texts 60%</td>
</tr>
</tbody>
</table>

Year 11 Stage 1 English Essentials B (Semester 2)

<table>
<thead>
<tr>
<th>SACE Code: 1EPW10</th>
<th>Credits: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Knowledge:</td>
<td>Nil</td>
</tr>
<tr>
<td>Content:</td>
<td>Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on communication, comprehension, analysis, and text creation.</td>
</tr>
<tr>
<td>Assessment:</td>
<td>Responding to Texts 50% Creating Texts 50%</td>
</tr>
</tbody>
</table>
English Literary Studies

Contact: Alison McLean

Stage 1 (Year 11) English Literary Studies
Semester 2

Stage 2 (Year 12) English Literary Studies
Page 62

Year 11 Stage 1 English Literary Studies
(Semester 2)

SACE Code: 1EGH10          Credits: 10

Essential Knowledge:
It is highly recommended that a successful completion of
Stage 1 English Semester 1 is achieved. A pass with ‘B’ grade
is preferred.

Content:
Stage 1 English Literary Studies focuses on preparing
students for Stage 2 English Literary Studies by developing
the skills and strategies of critical thinking. Through
individual study of texts, students encounter different
opinions about texts, have opportunities to exchange and
develop ideas, find evidence to support a personal view, learn
to construct logical and convincing arguments, and consider
a range of critical interpretations of texts. English Literary
Studies focuses on ways in which literary texts represent
culture and identity, and on the dynamic relationship
between authors, texts, audiences and contexts. Students
develop an understanding of the power of language to
represent ideas, events and people in particular ways, and of
how texts challenge or support cultural perceptions.

Assessment:
Assessment Type 1: Responding to Texts 40%
Assessment Type 2: Creating Texts 40%
Assessment Type 3: Intertextual Study 20%
Year 12 Stage 2 English (Full Year)

SACE Code: 2ESH20        Credits: 20

**Essential Knowledge:**
Nil

**Content:**
In Stage 2 English, students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures. The standard of this subject is similar to English Literary Studies, the difference lies in the type of texts studied.

**Assessment:**
School Assessment (70%)
Assessment Type 1: Responding to Texts (30%)
Assessment Type 2: Creating Texts (40%)

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

Year 12 Stage 2 English Literary Studies (Full Year)

SACE Code: 2END20        Credits: 20

**Essential Knowledge:**
Completion of Stage 1 English Literary Studies, with strong results (B or above) is highly recommended.

**Content:**
Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts.

Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

**Assessment:**
School Assessment (70%)
Assessment Type 1: Responding to Texts (50%)
Assessment Type 2: Creating Texts (20%)

External Assessment (30%)
Assessment Type 3: Text Study:
Part A: Comparative Text Study (15%)
Part B: Critical Reading (15%)
Food & Hospitality

Contact: Bronwyn Young

Food and Hospitality focuses on the contemporary and changing nature of the Australian Hospitality Industry. Students critically analyse economic, technological, socio-cultural and legal issues. Learning and assessment is conducted in a variety of ways, with an emphasis on practical application.

Through the successful completion of six units embedded in Year 10 and Stage 1 Food and Hospitality, students can obtain the VET qualification: Certificate 1 Hospitality.

<table>
<thead>
<tr>
<th>Year 11 Stage 1 Food &amp; Hospitality A (Semester 1)</th>
<th>Year 11 Stage 1 Food &amp; Hospitality B (Semester 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SACE Code: 1FOH10  Credits: 10</td>
<td>SACE Code: 1FOH10  Credits: 10</td>
</tr>
<tr>
<td><strong>Essential Knowledge:</strong></td>
<td><strong>Essential Knowledge:</strong></td>
</tr>
<tr>
<td>Year 10 Food and Hospitality is desirable.</td>
<td>Year 10 Food and Hospitality is desirable.</td>
</tr>
<tr>
<td><strong>Content:</strong></td>
<td><strong>Content:</strong></td>
</tr>
<tr>
<td>SACE Practical Activity:</td>
<td>SACE Practical Activity:</td>
</tr>
<tr>
<td>2. Australian Native Foods</td>
<td>2. Cake stall product</td>
</tr>
<tr>
<td>Group Activity:</td>
<td>Group Activity:</td>
</tr>
<tr>
<td>Take home meal</td>
<td>Camembert in the classroom</td>
</tr>
<tr>
<td>Investigation:</td>
<td>Investigation:</td>
</tr>
<tr>
<td>Contemporary Hospitality Issue</td>
<td>Contemporary Hospitality Issue</td>
</tr>
<tr>
<td>Espresso Coffee</td>
<td>Espresso Coffee</td>
</tr>
<tr>
<td>VET</td>
<td>VET</td>
</tr>
<tr>
<td>Units of competency which may be included in this course are:</td>
<td>Units of competency which may be included in this course are:</td>
</tr>
<tr>
<td>• Work effectively with others</td>
<td>• Provide information and assistance</td>
</tr>
<tr>
<td>• Prepare sandwiches</td>
<td>Students may be involved in the production of food for sale.</td>
</tr>
<tr>
<td>Students may be involved in the production of food for sale.</td>
<td>Assessment:</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
<td>• Practical Activity</td>
</tr>
<tr>
<td>• Practical Activity</td>
<td>• Group Activity</td>
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<tr>
<td>• Group Activity</td>
<td>• Investigation (Research)</td>
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<tr>
<td>• Investigation (Research)</td>
<td></td>
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</tbody>
</table>
Food and Hospitality focuses on the contemporary and changing nature of the Australian Hospitality Industry. Students critically analyse economic, technological, socio-cultural and legal issues. Learning and assessment is conducted in a variety of ways, with an emphasis on practical application.

Through the successful completion of six units embedded in Year 10 and Stage 1 Food and Hospitality, students can obtain the VET qualification: Certificate 1 Hospitality.

### Year 12 Stage 2 Food and Hospitality (Full Year)

**SACE Code:** 2FOH20  
**Credits:** 20

**Essential Knowledge:**  
Stage 1 Food and Hospitality is desirable. Students who have not completed Stage 1 Food and Hospitality should consult the Food and Hospitality Coordinator before choosing this subject.

**Content:**  
SACE  
Practical Activity  
1. Preserving  
2. Business study  
3. Local Product  
4. Petite Cake  
5. Hors d’oeuvres  
Group activity  
Small group dinner  
Investigation  
2000 word research of a Contemporary Australian Hospitality Issue

**Assessment:**  
School-Based Assessment  
• Practical Activity 50%  
• Group Activity 20%  
External Assessment  
• Investigation 30%
The study of Geography draws on student's curiosity about the diversity of the world’s places and their peoples, cultures and environments. Through the study of Geography, students develop an understanding of the spatial inter-relationships between people, places and environments. Tasks include reading and interpreting maps, graphs, diagrams, photographs and writing up field reports. Students develop skills in observing, measuring and reporting geographical data. Inquiry learning, formal lessons, field studies and practical work are required.

### Year 11 Stage 1 Geography A (1 Semester)

**SACE Code:** 1GPY10  **Credits:** 10

**Essential Knowledge:**
A ‘C’ grade or better in one unit of Geography at Year 10 gives an advantage in terminology and the unique approach of this subject. Otherwise entry at this year level must be approved after interview with the Co-ordinator.

**Content:**
Natural Hazards – may include the study of flooding, drought, bushfire and cyclones.

Sustainable Places – rural and urban places, urbanisation and urban planning

**Assessment:**
There are two assessment tools:
- Fieldwork
- Geographical Skills and Applications

### Year 11 Stage 1 Geography B (1 Semester)

**SACE Code:** 1GPY10  **Credits:** 10

**Essential Knowledge:**
A ‘C’ grade or better in one unit of Geography at Year 10 gives an advantage in terminology and the unique approach of this subject. Otherwise entry at this year level must be approved after interview with the Co-ordinator.

**Content:**
Global Issues – may include conflict, consumerism, waste management.

Local Issues – may include water management, tourism, traffic issues, and conservation issues.

**Assessment:**
There are two assessment tools:
- Fieldwork
- Geographical Skills and Applications
The study of Geography draws on student’s curiosity about the diversity of the world’s places and their peoples, cultures and environments. Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. Tasks include; reading and interpreting maps, graphs, diagrams, photographs and writing up field reports.

Students develop skills in observing, measuring and reporting geographical data. Inquiry learning, formal lessons, field studies and practical work are required.

**Year 12 Stage 2 Geography (Full Year)**

| SACE Code: 2GPY20 | Credits: 20 |

**Essential Knowledge:**
A high pass in one unit of Stage 1 Geography is recommended. Approval needs to be gained through interview with the Coordinator.

**Content:**
The Core Topic of this course is titled 'Population, Resources and Development' and focuses on the processes involved in population change and uses the example of water as an issue related to resource use.

There are two option topics which the students must study with possible topics including Urbanisation, Rural Places, Tourism, Coasts, Soil, Biodiversity, Climate Change and Environmental Hazards.

**Assessment:**
School based assessment
- Fieldwork 25%
- Inquiry 20%
- Folio 25%
External Assessment
- Examination 30%
Health & Physical Education

Contact: Ashley Clarke

In Physical Education students gain an understanding of physical activity and the impact of exercise on physical performance. Students develop their own physical capabilities and have opportunities to analyse their own performance. They develop skills in; communication, investigation, using initiative and the ability to apply knowledge to practical situations.

Year 11 Stage 1 Physical Education A
(1 Semester)

SACE Code: 1PHE10  Credits: 10

**Essential Knowledge:**
Nil. Satisfactory grade in Yr 10 Physical Education preferred. Completion of Year 10 Elective PE highly beneficial.

**Content:**
Practical component
Students develop skills and movement patterns in a variety of physical activities. There will be a large focus on skills that will assist students who are considering studying Stage 2 Physical Education.

Practicals topics may include:
- Touch
- Badminton
- Basketball

Theory component
Students examine a range of Exercise Physiology concepts, developing a deeper understanding of how the body responds to physical training and the effect this has on performance.

Theory topics include:
- Energy Systems
- Training Principles
- Issues Analysis

**Assessment:**
- Practical (60%)
  3 practical units
- Folio (40%)
  Exercise Physiology investigation
  Issues Analysis
  Semester exam

Year 11 Stage 1 Physical Education B
(1 Semester)

SACE Code: 1PHE10  Credits: 10

**Essential Knowledge:**
Nil. Satisfactory grade in Yr 10 Physical Education preferred. Completion of Year 10 Elective PE highly beneficial.

**Content:**
Practical component
Students develop skills and movement patterns in a variety of physical activities. There will be a large focus on skills that will assist students who are considering studying Stage 2 Physical Education.

Practicals topics may include:
- Volleyball
- Squash
- Lawn Bowls

Theory component
Students examine a range of concepts, developing a deeper understanding of the learning of physical skills and the links between theoretical concepts and physical performance.

Theory topics include:
- Skill Learning
- Biomechanics
- Issues Analysis

**Assessment:**
- Practical (60%)
  3 practical units
- Folio (40%)
  Skills/Biomechanics investigation
  Issues Analysis
  Semester exam
In Physical Education students gain an understanding of physical activity and the impact of exercise on physical performance. Students develop their own physical capabilities and have opportunities to analyse their own performance. They develop skills in communication, investigation, using initiative and the ability to apply knowledge to practical situations.

**Stage 1 (Year 11)**

Health & Physical Education

**Stage 2 (Year 12)**

Health & Physical Education

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### Year 12 Stage 2 Physical Education (Full Year)

**SACE Code:** 2PHE20  
**Credits:** 20

**Essential Knowledge:**  
Nil. Completion of Stage 1 Physical Education A and/or B highly beneficial.

**Content:**  
Practical component  
Students complete three practicals that are balanced across a range of activities to cater for different skills and interests.  

Practical topics may include:  
- Touch Football  
- Badminton  
- Aquatics (Kayaking/Sailing/Windsurfing)

Theory component  
Students examine concepts in three areas: Exercise Physiology, Skill Learning and Biomechanics. Students develop in-depth understandings of the key concepts and explore the practical application of these concepts.

Theory topics include:  
- Exercise Physiology  
- The Acquisition of Skills  
- Biomechanics of Human Movement

**Assessment:**  
School Based Assessment  
- Practical (50%)  
  3 practical units  
- Folio (20%)  
  Exercise Physiology task  
  Skills/Biomechanics task  
  Issues Analysis

External Assessment  
- External SACE exam
VET Fitness

Contact: Dianne Sanders

This VET course may be completed in 1 Semester of Year 11 or Year 12.

Year 11 or 12 VET Fitness (1 Semester)

<table>
<thead>
<tr>
<th>VET Course: Certificate III in Fitness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits: 85 (Stage 2)</td>
</tr>
</tbody>
</table>

**Essential Knowledge:**
Nil

**Content:**
This course provides an introduction to a career in the Fitness Industry. The focus is on customer contact such as assisting with the conduct of recreation activities and facility maintenance and operations. Students plan, prepare and conduct their own group fitness class as well as participate in weekly classes to gain insight into the Fitness Industry.

Units include:
- Anatomy & Physiology
- Nutrition
- Plan and deliver gym programs
- First Aid

**Assessment:**
- Online quizzes
- Research tasks and assignments
- Exam
- Practical
History

Contact: Michelle Schwarz

Stage 1 (Year 11)
Ancient Studies and/or Modern History

The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions and phenomena students gain an insight into human nature and the ways in which individuals and societies function.

Students research and review sources within a framework of inquiry and critical analysis.

<table>
<thead>
<tr>
<th>Year 11 Stage 1 Ancient Studies (History) (1 Semester)</th>
<th>Year 11 Stage 1 Modern History (1 Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SACE Code: 1ANC10          Credits: 10</td>
<td>SACE Code: 1HSY10          Credits: 10</td>
</tr>
<tr>
<td>Essential Knowledge: A 'C' grade or better in ACARA History in Year 10 is of benefit to students. Students with a grade below a C should consult the History Coordinator before choosing this subject.</td>
<td>Essential Knowledge: A 'C' grade or better in ACARA History in Year 10 is of benefit to students. Students with a grade below a C should consult the History Coordinator before choosing this subject.</td>
</tr>
<tr>
<td>Content: The course investigates two ancient societies: Imperial Rome and Classical Greece.</td>
<td>Content: This course covers Topic 4 and 5 of the new Modern History curriculum.</td>
</tr>
<tr>
<td>Topic 1: Understanding Ancient History: Through the excavations of the buried city of Pompeii, students consider how evidence from the past has been lost and rediscovered. Artefacts are identified and investigated using scientific methods of authentication.</td>
<td>The first study introduces students to the Russian Revolution and investigates why the Tsar abdicated, with some focus on Rasputin. It then looks at the February Revolution, the Provisional government and the October Revolution which brought the Bolsheviks to power.</td>
</tr>
<tr>
<td>Topic 2: Art Architecture and Technology: Students explore what the material culture of Classical Greece tells us about this society. We consider architecture and its impact on the household and economic life such as pottery, water supply and sanitation. The use of technology is also analysed.</td>
<td>The second study focuses on a liberation movement, the Anti-Apartheid Movement in South Africa. It investigates the horrors of the Apartheid system, and the role of Nelson Mandela in the collapse of Apartheid.</td>
</tr>
<tr>
<td>Topic 3: Warfare and Conquest: Students identify the political economic and social impact of the Persian Wars on Classical Greece. They consider military encounters and the tactics weapons and role of the armies of Athens and Sparta and their influence today.</td>
<td>Assessment: Three historical skills assessments and one historical study of 1000 words.</td>
</tr>
<tr>
<td>Inquiry: Students choose their research from one of these ancient societies: Ancient Egypt, ancient China and Minoan Crete. They present an oral or written response.</td>
<td></td>
</tr>
<tr>
<td>Assessment: Three historical skills assessments and an Inquiry of 800 words.</td>
<td></td>
</tr>
</tbody>
</table>
Modern History

Contact: Michelle Schwarz

The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions and phenomena students gain an insight into human nature and the ways in which individuals and societies function.

Students research and review sources within a framework of inquiry and critical analysis.

<table>
<thead>
<tr>
<th>Year 12 Stage 2 Modern History (Full Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SACE Code: 2MOH20</td>
</tr>
</tbody>
</table>

**Essential Knowledge:**
A 'C' grade or better in Stage 1 Ancient Studies and/or History is of benefit to students. Students with a grade below a C should consult the History Coordinator before choosing this subject.

**Content:**
Modern History is a broad course looking at the people, places, events and ideas which have shaped our world since c1500.

The course has three components:
1. A thematic study on the topic 'Revolutions and Turmoil: Social and Political Upheavals since c.1500.' This study will focus on the Russian Revolutions of 1917.
2. An in-depth study on the topic 'An Age of Catastrophes: Depression, Dictators, and the Second World War, 1929-45.' This study will focus on the Great Depression, the rise to power of Adolf Hitler and the nature of the Second World War.
3. A 2000 word Investigation on a topic chosen by each student.

**Assessment:**
School-Based Assessment
• Folio: 50%
• Individual Essay: 20%
External Assessment
• Exam: 30%
Information Processing and Publishing (IPP)

Contact: Craig Moore

Stage 1 (Year 11) Information Processing & Publishing (One Semester only)

Stage 2 (Year 12) Information Processing & Publishing (Full Year) Page 73

Students in Information Processing and Publishing apply practical skills and design principles to provide creative solutions to text-based communication tasks. They create both hard copy (print) and electronic (digital publishing) 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 (newsletter, e-magazines, flyers etc).

<table>
<thead>
<tr>
<th>Year 11 Stage 1 Information Processing &amp; Publishing (1 Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SACE Code: 1IPR10</td>
</tr>
</tbody>
</table>

Essential Knowledge:
There is no assumed prior computing knowledge or keyboarding skills. However students need to be able to confidently work regularly in a self-directed environment. Prior knowledge of Microsoft Office, Adobe Photoshop, Adobe Illustrator or InDesign is an advantage.

Students need access to Microsoft Office or Adobe Creative Cloud at home or on their own device.

Content:
Stage 1 Information Processing and Publishing focuses on business publishing and digital presentations, whereby students investigate and publish documents such as flyers, menus, letters, CD covers and music programmes.

Business publishing involves using information processing and publishing skills in a business environment, focusing on paper-based publications such as brochures, menus and letterheads.

Digital presentations involve the development of digital presentations to enhance information presented, such as interactive kiosks, unattended product displays or audience presentations.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:
- Practical Skills
- Product and Documentation
- Issues Analysis
Students in Information Processing and Publishing apply practical skills and design principles to provide creative solutions to text-based communication tasks. They create both hard copy (print) and electronic (digital publishing) 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 (newsletter, e-magazines, flyers etc).

### Year 12 Stage 2 Information Processing & Publishing (Full Year)

**SACE Code:** 2IPR20  **Credits:** 20

**Essential Knowledge:**
It is assumed that students have some prior computing knowledge. Students must be able to work confidently in a self-directed environment. Prior knowledge of Microsoft Office and Adobe Creative Cloud programs is an advantage. Students need access to Microsoft Office or Adobe Creative Cloud at home or on their own device.

**Content:**
Students will learn and build skills in the industry-standard Adobe Creative Suites; focusing on InDesign for paper based publications and digital publishing. Students will use the design process to document and evaluate the development of their products.

Stage 2 Information Processing and Publishing consists of the following two focus areas:
- Electronic Publishing (Digital Publishing)
- Desktop Publishing (Print publications)

Students will also consider the social, ethical, and/or legal issues associated with electronic publishing (e.g. security, intellectual property, censorship, privacy, access, and health and safety).

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

- School-Based Assessment:
  - Practical Skills (40%)
  - Issues Analysis (30%)
- External Assessment:
  - Product and Documentation (30%)
Students are given opportunities to develop knowledge, awareness and understanding of German language and culture in relation to their own. Students develop and apply linguistic and intercultural knowledge, understanding and skills by interacting with others to exchange information, ideas, opinions and experiences in German. They create texts in German for specific audiences, purposes and contexts and analyse a range of texts in German to interpret meaning. Students examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

**Year 11 Stage 1 German Continuers A**
(1 Semester)

<table>
<thead>
<tr>
<th>SACE Code: 1GEC10</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

**Essential Knowledge:**
As this is a sequential course, successful completion of Year 10 German is highly recommended.

**Content:**
This course is a two year Continuers' course and deals with three prescribed themes:
- The Individual
- The German Speaking Communities
- The Changing World

**Assessment:**
- Interaction
- Text Production
- Text Analysis
- Investigation

**Year 11 Stage 1 German Continuers B**
(1 Semester)

<table>
<thead>
<tr>
<th>SACE Code: 1GEC10B</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

**Essential Knowledge:**
As this is a sequential course, successful completion of Stage 1 German Continuers Unit A is highly recommended.

**Content:**
This course is a two year Continuers' course and deals with three prescribed themes:
- The Individual
- The German Speaking Communities
- The Changing World

**Assessment:**
- Interaction
- Text Production
- Text Analysis
- Investigation
Students are given opportunities to develop knowledge, awareness and understanding of German language and culture in relation to their own. Students develop and apply linguistic and intercultural knowledge, understanding and skills by interacting with others to exchange information, ideas, opinions and experiences in German. They create texts in German for specific audiences, purposes and contexts and analyse a range of texts in German to interpret meaning. Students examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

<table>
<thead>
<tr>
<th>Year 12 Stage 2 German (Full Year)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SACE Code:</strong> 2GEC20</td>
</tr>
<tr>
<td><strong>Essential Knowledge:</strong></td>
</tr>
<tr>
<td>As this is a sequential course, it is highly recommended that a successful completion of Stage 1 German Continuers Unit 2 is achieved.</td>
</tr>
<tr>
<td><strong>Content:</strong></td>
</tr>
<tr>
<td>The course continues to be based around the three prescribed themes:</td>
</tr>
<tr>
<td>• The Individual</td>
</tr>
<tr>
<td>• The German Speaking Communities</td>
</tr>
<tr>
<td>• The Changing World</td>
</tr>
<tr>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>School-Based Assessment</td>
</tr>
<tr>
<td>• Folio 50%</td>
</tr>
<tr>
<td>• In Depth Study 20%</td>
</tr>
<tr>
<td>External Assessment</td>
</tr>
<tr>
<td>• Exam 30%</td>
</tr>
</tbody>
</table>
Japanese

Contact: Kirsty Hansen

Stage 1 (Year 11) Japanese Continuers

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

Year 11 Stage 1 Japanese A (1 Semester)

<table>
<thead>
<tr>
<th>SACE Code: 1AJAC10</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

Essential Knowledge:
As this is a sequential course, successful completion of Year 10 Japanese is highly recommended.

Content:
This course is a two year Continuers' course and deals with three prescribed themes:
- The Individual
- The Japanese Speaking Communities
- The Changing World

Assessment:
- Interaction
- Text Production
- Text Analysis
- Investigation

Year 11 Stage 1 Japanese B (1 Semester)

<table>
<thead>
<tr>
<th>SACE Code: 1JAC10</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

Essential Knowledge:
As this is a sequential course, successful completion of Stage 1 Japanese Unit A is highly recommended.

Content:
This course is a two year Continuers' course and deals with three prescribed themes:
- The Individual
- The Japanese Speaking Communities
- The Changing World

Assessment:
- Interaction
- Text Production
- Text Analysis
- Investigation
Students develop an understanding of how Japanese is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts. Students explore a range of topics from the perspectives of diverse individuals and groups in the Japanese-speaking communities and in their own community.

**Year 12 Stage 2 Japanese (Full Year)**

- **SACE Code:** 2JAC20  
- **Credits:** 20

**Essential Knowledge:**
As this is a sequential course, it is highly recommended that a successful completion of Stage 1 Japanese Unit B is achieved.

**Content:**
The course continues to be based around the three prescribed themes:
- The Individual
- The Japanese Speaking Communities
- The Changing World

**Assessment:**
- **School-Based Assessment:**
  - Folio 50%
  - In Depth Study 20%
- **External Assessment:**
  - Exam 30%
Mathematics - Pathway Flowchart

Contact: Edward Liebelt

For students undertaking Stage 1 (2017) and Stage 2 (2018).
Mathematics - Information

Mathematics is a compulsory subject of the Australian Curriculum. To meet the SACE compulsory Numeracy requirement, students are required to study, AND PASS, one semester of Mathematics (10 credits), preferably at Stage 1. A PASS means they must achieve a C grade or better. If students do not meet this requirement in Semester 1 then they will need to continue to study Mathematics in Semester 2 (or even into Year 12) until this requirement is met. Most students study two or four semesters of Stage 1 Mathematics in preparation for Stage 2 Mathematics. Please refer to the summary below and the following page for information on Stage 2 Mathematics courses and their intended cohort.

PROGRESSION TO STAGE 2 MATHEMATICS SUBJECTS

Stage 2 Specialist Mathematics
Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods. Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students must complete stage 1 units: Mathematics Methods A, B and Specialist Mathematics C and D.

Stage 2 Mathematical Methods
Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences, preparing students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics. Students must complete stage 1 units: Mathematics Methods A and B.

Stage 2 General Mathematics
General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. The topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

The minimum requirement for progression is Stage 1 General Mathematics A and B.

Stage 2 Essential Mathematics
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. This subject is intended for students planning to pursue a career in a range of trades or vocations. The minimum requirement for progression is Stage 1 Essential Mathematics A and B.
Mathematics
- Essential Mathematics A & B

Contact: Edward Liebelt

PLEASE NOTE:
• There may be slight changes to topics studied due to current accreditation process being completed by SACE.
• SACE Board approved Graphics Calculators are a requirement for this subject.

Year 11 Stage 1 Essential Mathematics A & B (Full Year)

SACE Code: 1MEM10       Credits: 10 per unit
Unit A: Semester 1     Unit B: Semester 2

Essential Knowledge:
It is highly recommended that a completion of a Year 10 Mathematics course is achieved.

Content:
Students study the following topics, as outlined by SACE Board. Topics studied in either Semester 1 (A) or Semester 2 (B):
• Topic 1: Calculations, Time, and Ratio (A)
• Topic 2: Earning and Spending (A)
• Topic 3: Geometry (B)
• Topic 4: Data in Context (B)
• Topic 5: Measurement (A)
• Topic 6: Investing (B)

Assessment:
• Skills and Application Tasks (three Tests/unit)
• Folio (one/unit)

Mathematics
- General Mathematics A & B

Contact: Edward Liebelt

PLEASE NOTE:
• There may be slight changes to topics studied due to current accreditation process being completed by SACE.
• SACE Board approved Graphics Calculators are a requirement for this subject.

Year 11 Stage 1 General Mathematics A & B (Full Year)

SACE Code: 1MGM10       Credits: 10 per unit
Unit A: Semester 1     Unit B: Semester 2

Essential Knowledge:
It is highly recommended that a sufficient level of achievement in Year 10 Mathematics Studies or high achievement of Year 10 Applied Mathematics is achieved.

Content:
Students study the following topics, as outlines by SACE Board. Topics studied in either Semester 1 (A) or Semester 2 (B):
• Topic 1: Investing and Borrowing (B)
• Topic 2: Measurement (A)
• Topic 3: Statistical Investigation (B)
• Topic 4: Applications of Trigonometry (A)
• Topic 5: Linear Functions and their Graphs(B)
• Topic 6: Matrices and Networks(A)

Assessment:
• Skills and Application Tasks (three Tests/unit)
• Mathematical Investigation (one/unit)
# Mathematics

## Mathematics - Mathematical Methods A & B

**Contact:** Edward Liebelt

**PLEASE NOTE:**
- There may be slight changes to topics studied due to current accreditation process being completed by SACE.
- SACE Board approved Graphics Calculators are a requirement for this subject.

### Year 11 Stage 1 Mathematical Methods A & B (Full Year)

<table>
<thead>
<tr>
<th>SACE Code: 1MAM10</th>
<th>Credits: 10 per unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit A: Semester 1</td>
<td>Unit B: Semester 2</td>
</tr>
</tbody>
</table>

**Essential Knowledge:**
It is highly recommended that a high level of achievement in Year 10 Mathematical Studies (both semesters) is achieved.

**Content:**
Students study the following topics, as outlined by SACE Board. Topics studied in either Semester 1 (A) or Semester 2 (B):
- Topic 1: Functions and Graphs (A)
- Topic 2: Polynomials (A)
- Topic 3: Trigonometry (A)
- Topic 4: Counting and Statistics (B)
- Topic 5: Growth and Decay (B)
- Topic 6: Introduction to Differential Calculus (B)

**Assessment:**
- Skills and Application Tasks (three Tests/unit)
- Mathematical Investigation (one 1/unit)

## Mathematics - Specialist Mathematics C & D

**Contact:** Edward Liebelt

**PLEASE NOTE:**
- There may be slight changes to topics studied due to current accreditation process being completed by SACE.
- SACE Board approved Graphics Calculators are a requirement for this subject.

### Year 11 Stage 1 Specialist Mathematics C & D (Full Year)

<table>
<thead>
<tr>
<th>SSACE Code: 1MAM10</th>
<th>Credits: 10 per unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit C: Semester 1</td>
<td>Unit D: Semester 2</td>
</tr>
</tbody>
</table>

**Essential Knowledge:**
It is highly recommended that a high level of achievement in Year 10 Mathematical Studies (both semesters) is achieved.

**Content:**
Students study the following topics, as outlined by SACE Board. Topics studied in either Semester 1 (C) or Semester 2 (D):
- Topic 1: Arithmetic and Geometric Sequences and Series (C)
- Topic 2: Geometry (C)
- Topic 3: Vectors in a Plane (D)
- Topic 4: Further Trigonometry (D)
- Topic 5: Matrices (C)
- Topic 6: Real and Complex Numbers (D)

**Assessment:**
- Skills and Application Tasks (three Tests/unit)
- Mathematical Investigation (one/unit)
Essential Mathematics

Contact: Edward Liebelt

Please Note:
- There may be slight changes to topics studied due to current accreditation process being completed by SACE.
- SACE Board approved Graphics Calculators are a requirement for this subject.

When selecting a Stage 2 Mathematics subject to study, students should take in to account various factors such as their interest and aptitude in Mathematics, university or other course pre-requisites and assumed knowledge.

Year 12 Stage 2 Essential Mathematics (Full Year)

SACE Code: 2MEM20 Credits: 20

Essential Knowledge:
It is highly recommended that a successfully completion of two units of Stage 1 Essential Mathematics A and B is achieved. A grade of ‘B’ or higher is required.

Content:
Students study the following topics, as outlined by the SACE Board:
- Topic 1: Scales, Plans and Models
- Topic 2: Measurement
- Topic 3: Business Applications
- Topic 4: Statistics
- Topic 5: Investment and Loans

Assessment:
School-Based Assessment
- Skills and Application Tasks (4 Tests), 30%
- Folio, (3) 40%

External Assessment
- Examination 30% (Topics 2, 4 and 5)

General Mathematics

Contact: Edward Liebelt

Please Note:
- There may be slight changes to topics studied due to current accreditation process being completed by SACE.
- SACE Board approved Graphics Calculators are a requirement for this subject.

When selecting a Stage 2 Mathematics subject to study, students should take in to account various factors such as their interest and aptitude in Mathematics, university or other course pre-requisites and assumed knowledge.

Year 12 Stage 2 General Mathematical (Full Year)

SACE Code: 2MGM20 Credits: 20

Essential Knowledge:
It is highly recommended a satisfactorily completion of 2 Stage 1 units of Mathematical Methods A and B is achieved. A grade of ‘C’ or higher is preferred or successfully completed two Stage 1 units of General Mathematics A and B. A grade of ‘B’ or higher is required.

Content:
Students study the following topics, as outlined by the SACE Board:
- Topic 1: Modelling with Linear Relationships
- Topic 2: Modelling with Matrices
- Topic 3: Statistical Models
- Topic 4: Financial Models
- Topic 5: Discrete Models

*Open topic – school can develop unit to replace either Topic 1 or 2

Assessment:
School-Based Assessment
- Skills and Application Tasks (five Tests), 40%
- Mathematical Investigation (2), 30%

External Assessment
- Examination 30% (Topics 3, 4 and 5)
Mathematics

Mathematical Methods

Contact: Edward Liebelt

Please Note:
• There may be slight changes to topics studied due to current accreditation process being completed by SACE.
• SACE Board approved Graphics Calculators are a requirement for this subject.

When selecting a Stage 2 Mathematics subject to study, students should take into account various factors such as their interest and aptitude in Mathematics, university or other course prerequisites and assumed knowledge.

Year 12 Stage 2 Mathematical Methods (Full Year)

| SACE Code: 2MHS20 | Credits: 20 |

Essential Knowledge:
It is highly recommended that a successful completion of both Stage 1 units – Mathematical Methods A and B is achieved. Specialist Mathematics C and D at Stage 1 could also be studied but is not required for entry into this course. ’B’ grade or higher is required.

Content:
Students study the following topics, as outlined by the SACE Board:
• Topic 1: Further Differentiation and Applications
• Topic 2: Discrete Random Variables
• Topic 3: Integral Calculus
• Topic 4: Logarithmic Functions
• Topic 5: Continuous Random Variable and the Normal Distribution
• Topic 6: Sampling and Confidence Intervals

Assessment:
School-Based Assessment
• Skills and Application Tasks (6 Tests), 50%
• Mathematical Investigation, 20%

External Assessment
• Examination 30%

Specialist Mathematics

Contact: Edward Leibelt

Please Note:
• There may be slight changes to topics studied due to current accreditation process being completed by SACE.
• SACE Board approved Graphics Calculators are a requirement for this subject.

When selecting a Stage 2 Mathematics subject to study, students should take into account various factors such as their interest and aptitude in Mathematics, university or other course prerequisites and assumed knowledge.

Year 12 Stage 2 Specialist Mathematics (Full Year)

| SACE Code: 2MSC20 | Credits: 20 |

Essential Knowledge:
It is highly recommended that a successfully completed total of 4 Stage 1 units, consisting of Mathematical methods A & B, and Specialist Mathematics C & D is achieved. ’B’ grade or higher is required.

Content:
Students study the following topics, as outlined by the SACE Board:
• Topic 1: Mathematical Induction
• Topic 2: Complex Numbers
• Topic 3: Functions and Sketching Graphs
• Topic 4: Vectors in Three Dimensions
• Topic 5: Integration Techniques and Applications
• Topic 6: Rates of Change and Differential Equations

Assessment:
School-Based Assessment
• Skills and Application Tasks (6 Tests), 50%
• Mathematical Investigation, 20%

External Assessment
• Examination 30%
Music

Contact: Frank Cammans

Students engage in a range of activities including performance, music technologies, composing and theoretical studies. Students will work individually and collaboratively to present a range of skills in creative, technical and aural processes. It is recommended that students choose both units sequentially, however there is scope to complete Semester 1 unit only. This ‘Music Advanced’ course is designed for students with existing experience in Music and is a pathway to Stage 2 Music Units. A and B is preferred for lead in to Stage 2 Music.

Year 11 Stage 1 Music A (1 Semester)

<table>
<thead>
<tr>
<th>SACE Code: 1MUV10</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

**Essential Knowledge:**
It is highly recommended that a satisfactory pass in grade and attitude in Year 10 Music or ability to demonstrate skills level equivalent to AMEB Grade 3 is achieved.

**Content:**

**Performance**
Solo and ensemble performance skills are developed through a range of styles, skill development and live performance opportunities. Students should carefully select a repertoire that develops technique, skills and confidence.

**Musicianship**
Thorough grounding in theory, aural recognition and musical analysis at an equivalent level of AMEB Grade 4 level. Harmony and compositional techniques are explored using contemporary and jazz approaches.

**Composing and Arranging**
Students study a range of composition and arranging techniques. Students prepare compositions through a guided process culminating in a folio demonstrating skills, knowledge and final products.

**Please note: Students must attend instrumental lessons on an instrument or voice at College or elsewhere.**

**Assessment:**
- Skills Presentation
- Skills Development
- Skills Folio

Year 11 Stage 1 Music B (1 Semester)

<table>
<thead>
<tr>
<th>SACE Code: 1MUV10</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

**Essential Knowledge:**
It is highly recommended that a satisfactory pass in grade and attitude in Year 10 Music or ability to demonstrate skills level equivalent to AMEB Grade 3 is achieved.

**Content:**

**Performance**
Solo and ensemble performance skills are developed through a range of styles, skill development and live performance opportunities. Students carefully select a repertoire that develops technique, skills and confidence. Students are encouraged to develop smaller group ensembles for both class and public performances. **Please note: Students must attend instrumental lessons on an instrument or voice at College or elsewhere.**

**Students choose between one of the following options to complement their Performance studies.**

**Option A Musicianship:**
Students develop further skills in theoretical techniques in harmony, arranging, aural development and analysis. Tasks consist of tests, homework and investigations.

**Option B Music Technology:**
Students create a folio of processes and techniques accompanied by a final major product consisting of a digital recording or individual composition task.

**Assessment:**
- Skills Presentation
- Skills Development
- Skills Folio
The Year 12 Stage 2 Music units are semester long subjects. A minimum of two and a maximum of four units can be studied at Stage 2.

Year 12 Stage 2 Music - Composing & Arranging (Full Year)

SACE Code: 2MCG10  Credits: 10

Essential Knowledge:
It is highly recommended that a satisfactory completion of a full year of Musicianship at Stage 1 or demonstrated ability of AMEB Grade 5 theoretical knowledge is achieved.

Content:
Stage 2 Composing and Arranging is a 10 credit subject in which students’ musical imagination and creativity are developed by composing and/or arranging musical works. The following two areas of study must be covered:
- Folio of Minor Works (6-7 minutes) with Commentary (1000 words)
- Major Work with Analysis

Assessment:
School Assessment
- Folio of Minor Works 50%
- Commentary 20%

External Assessment
- Major Work with Analysis 30%

Year 12 Stage 2 Music - Ensemble Performance (Full Year)

SACE Code: 2MBL10  Credits: 10

Essential Knowledge:
It is highly recommended that a satisfactory completion of Stage 1 Music demonstrating a strong ability in music performance is achieved.

Content:
This 10-credit unit allows students to develop skills in ensemble performing on an instrument or voice. Each student (selected group) needs to develop a 20 minute repertoire that can demonstrate the skills of the student. Students prepare and present three public performances throughout the year.

Please note: Students must attend instrumental lessons on an instrument or voice at College or elsewhere, for this unit.

Assessment:
School Based Assessment
- First Performance 30%
- Second Performance 40%

External Assessment
- Final Performance 30%
The Year 12 Stage 2 Music units are semester long subjects. A minimum of two and a maximum of four units can be studied at Stage 2.

**Year 12 Stage 2 Music - Musicianship (Full Year)**

SACE Code: 2MNP10  Credits: 10

**Essential Knowledge:**
It is highly recommended that a satisfactory completion of a full year of Musicianship at Stage 1 or demonstrated ability of AMEB Grade 5 theoretical knowledge is achieved.

**Content:**
This 10 credit unit allows students to develop their aural acuity and ability to acquire fundamental, functional musical knowledge, and associated aural, theoretical and notational skills. Students learn theory, aural recognition, and musical techniques in a variety of contexts through a variety of learning activities.

Students study arranging techniques and analysis to complete a major arranging task.

Skills Development tests consist of two 75 minute school based tests covering aural, theory and analysis.

**Assessment:**
- School Assessment
  - Skills Development Tests 30%
  - Arrangement 40%

- External Assessment
  - Examination 30%

**Year 12 Stage 2 Music - Music Individual Study (Full Year)**

SACE Code: 2MVS10  Credits: 10

**Essential Knowledge:**
It is highly recommended that a satisfactory completion of Stage 1 Music is achieved.

**Content:**
Stage 2 Music Individual Study is a 10 credit subject that allows students to undertake an individually negotiated topic in an area of interest that is not covered in any other Stage 2 Music subject.

**Topic areas include:**
- Tutoring
- Community
- Music Industry
- Instrument Building
- Music Cultures

This unit requires significant independence, planning and self-regulation in completing an approved topic chosen by the student.

Students must negotiate their topic with teacher and seek approval from SACE.

Students are guided by their own outline and planning in regular consultation with their teacher, and preferably an industry based professional.

**Assessment:**
- School Assessment
  - Folio 30%
  - Product 40%

- External Assessment
  - Report 30%
The Year 12 Stage 2 Music units are semester long subjects. A minimum of two and a maximum of four units can be studied at Stage 2.

**Music - Music Technology**

**Contact:** Frank Cammans

**Essential Knowledge:**
It is highly recommended that a satisfactory completion of Music Technology Option Semester 2 and Stage 1 Music or demonstrating the ability and passion in music technologies is achieved.

**Content:**
Stage 2 Music Technology is a 10 credit subject that is designed to develop students’ skills in, and knowledge of, music technology.

Core Topics include:
- Acoustics
- The Mixing Console
- Microphones
- Digital Audio Basics

Students complete 5 minor recording, MIDI or Loops based projects lasting 30 seconds with a commentary of 1200 words.

Students complete a Major Task between 3-5 minutes including a 1200 word commentary

**Assessment:**
School Assessment
- Folio – Part 1 40%
- Folio – Part 2 30%

External Assessment
- Major Project 30%

**Year 12 Stage 2 Music - Performance Special Study**

**Contact:** Frank Cammans

**Essential Knowledge:**
It is highly recommended that a satisfactory completion of Stage 1 Music demonstrating a strong ability in music performance is achieved.

**Content:**
This unit consists of two areas of study:
- Part 1: Performance of Approved Work(s) at 15-18 minutes in total
- Part 2: Commentary: An analysis of the approved works.

This unit is designed for students to demonstrate a very high level of performance skill and presentation.

**Please note:** Students must attend instrumental lessons on an instrument or voice at College or elsewhere, for this unit.

**Assessment:**
School Based Assessment
- First Performance 20%
- Second Performance 30%
- Commentary 20%

External Assessment
- Final Performance 30%
Music - Solo Performance

Contact: Frank Cammans

The Year 12 Stage 2 Music units are semester long subjects. A maximum of four units can be studied at Stage 2.

<table>
<thead>
<tr>
<th>Year 12 Stage 2 Music - Solo Performance (Full Year)</th>
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</thead>
<tbody>
<tr>
<td>SSACE Code: 2MFC10</td>
</tr>
<tr>
<td>Credits: 10</td>
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</tbody>
</table>

**Essential Knowledge:**
It is highly recommended that a satisfactory completion of Stage 1 Music demonstrating a strong ability in music performance is achieved.

**Content:**
This 10-credit unit allows students to develop skills in solo performing on an instrument or voice.

Each student must perform as an instrumental or vocal soloist demonstrating skills in accuracy, technique and musicianship qualities.

Each student needs to develop an 18 minute repertoire that can demonstrate a contrasting and technical program.

Students prepare and present three public performances throughout the year.

*Please note: Students must attend instrumental lessons on an instrument or voice at College or elsewhere, for this unit.*

**Assessment:**
- School Based Assessment
  - First Performance 30%
  - Second Performance 40%
- External Assessment
  - Final Performance 30%
## LIFE (Learning in Faith Education)

**Contact:** Craig Chidgey

<table>
<thead>
<tr>
<th>Year 11 Stage 1 LIFE (1 Semester)</th>
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<tbody>
<tr>
<td><strong>SACE Code:</strong> 1REL10</td>
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</table>

### Content:

**Service Component:**
- Serving Christ through helping others – at Faith or in neighbouring schools, Nursing Homes and other community organisations. Students analyse and respond to ways in which Christians and others are challenged to serve, respect and value all people.

**OR**
- Leading Peer Support Groups - Year 11s will have an opportunity to develop mentoring and leadership skills. They will use their new skills and knowledge to plan, implement and lead groups of Year 8s in a personal skills program.

**Discussion Component:**
- Religious Traditions Study – Leadership: Students investigate the role leadership plays in communities and the wider society. They investigate leaders, leadership styles and traits. Students focus on how personal and religious beliefs impact individual leaders and their role in society.

- Social Justice: Students are initially presented with relevant information on the nature of social justice, and the factors, including religious perspectives that contribute to decision making. Students select a Social Justice issue of interest such as poverty, homelessness, racism, deforestation etc. which they are then required to research in more detail. As part of their research they will also need to identify different religious perspectives on their issue.

### Assessment:
There are three SACE assessment tasks:
- Religious Traditions study
- A Social Justice task on a topic of personal choice
- A Reflective task on Service in general as well as their personal involvement in the College Service Program.
- Students are also assessed on their contribution and interaction as a part of their service to others.
### LIFE (Learning in Faith Education)

**Contact:** Craig Chidgey

**Year 12 Stage 2 LIFE (Learning in Faith Education) (Full Year)**

<table>
<thead>
<tr>
<th>Semester 1 and Semester 2</th>
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<tbody>
<tr>
<td>Students will have an opportunity to be proactive in engaging with their learning and development through applying personal experiences and knowledge to investigate Life challenges and rewards beyond the secondary school environment.</td>
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<tr>
<td>Students will select from a variety of electives that focus on:</td>
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<tr>
<td>• Finding Meaning</td>
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<tr>
<td>• Ethical Understanding</td>
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<tr>
<td>• Spiritual Development</td>
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<tr>
<td>• Service Learning and Application</td>
</tr>
<tr>
<td>• Mentoring Others</td>
</tr>
<tr>
<td>• Creative Arts in Worship</td>
</tr>
</tbody>
</table>

**Assessment:**
Feedback is provided to parents indicating student participation, interaction with peers and staff and engagement with the topic.
VET Vetamorphus

Contact: Dianne Sanders

This VET course can be completed in a full year of Year 11 or Year 12.

<table>
<thead>
<tr>
<th>Year 11 VET Vetamorphus (Full Year)</th>
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<tbody>
<tr>
<td>VET Course: Certificate III in Christian Ministry</td>
</tr>
<tr>
<td>Credits: 55 - 65 (Stage 2)</td>
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<tr>
<td>Essential Knowledge:</td>
</tr>
<tr>
<td>Nil</td>
</tr>
<tr>
<td>Vetamorphus is a Christian Leadership Training program for senior secondary students that offers academic credits towards students SACE.</td>
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<tr>
<td>Content:</td>
</tr>
<tr>
<td>• Ministry Practice</td>
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<tr>
<td>• Retreats</td>
</tr>
<tr>
<td>• Peer Group</td>
</tr>
<tr>
<td>• Bible Engagement</td>
</tr>
<tr>
<td>• Mentoring</td>
</tr>
<tr>
<td>• Christian Community</td>
</tr>
<tr>
<td>Vetamorphus also places discipleship at the heart of a student's education and provides significant opportunity for students to develop in their faith, life and leadership.</td>
</tr>
</tbody>
</table>
Research Project

Contact: Alison McLean

The Research Project is a compulsory 10 credit SACE subject, independently researched and managed by the individual student about a topic of choice. The results of this subject count towards the ATAR.

The Research Project has been designed to encourage students to take control and ownership of their learning, whilst receiving support and guidance from teachers, parents and other significant people.

Students have a choice as to whether to study the Research Project in:
- Semester 1 of Year 12
- Semester 2 of Year 11
- Offline option – no formal classes but supervised independently. Start Semester 2 of Year 11 and end during Semester 1 Year 12

PLEASE NOTE: Students who do not wish to attain an ATAR from this subject can follow a similar Research Project subject (Research Project A) which requires less analysis. Allocation to this course is upon teacher recommendation only. Research Project can also be studied in Year 11.

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**Year 12 Stage 2 Research Project (1 Semester)**

<table>
<thead>
<tr>
<th>SACE Code: 2RSP10</th>
<th>Credits: 10</th>
</tr>
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</table>

**Content:**
Students choose a research topic that is based on an area of interest and use a research framework as a guide to develop their knowledge, understanding and skills in their chosen area. Students report on their findings in either a written or oral format.

**Folio** - This includes:
- Proposal: outline of research question/subject
- Research Development: record of research and analysis of information gained. The folio needs to demonstrate a learning journey.

**Research Outcome**
The key findings can be reported in a range of different formats ranging from reports, films, posters and transcripts.

**Evaluation**
- This is externally assessed and requires students to evaluate the research processes of their Research Project in written mode (maximum of 1500 words)

**Assessment:**
- School-based Assessment
  - Folio 30%
  - Research Outcome 40%
- External Assessment
  - Evaluation 30%
# Biology

## Contact: Louise Pumpa

Biology is the scientific study of the diversity of life and living systems, how they have evolved and how they continue to change. Knowledge and understanding provided by Biology helps us to explore and explain how the living world works, and allows us to join in and initiate debates about biological issues.

Studying Biology provides an exciting opportunity to engage with the work of classical and contemporary biologists and to develop the skills necessary to pursue biological sciences at tertiary level. A sound grounding in Biology helps to inspire many careers, including those associated with medical, veterinary, sports and marine science, biotechnologies, biosecurity and disease control, and conservation and eco-tourism.

## Year 11 Stage 1 A Biology (1 Semester)

<table>
<thead>
<tr>
<th>SACE Code: 1BIG10</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

### Essential Knowledge:
It is highly recommended that a successful completion of Year 10 Science to a ‘C’ standard (or better) is achieved.

### Content:
- **Cells**
  - Requirements of cells
  - Levels of organisation
  - Cell structure & function
  - Movement into/out of cells
  - Cell Division
  - Microorganisms
- **Experimental Design**
  - Scientific method
- **Infectious Diseases**
  - Types of diseases and pathogens
  - Methods of transmission
  - Protection & immunity
  - Vaccination

### Assessment:
- **Investigations Folio:**
  - Practical investigations
  - Science as a Human Endeavour Investigation
- **Skills and Application Tasks:**
  - Supervised Tests
  - Biological Applications
- **Examination:**
  - 1.5 hour

### Other Information:
A separate subject for 10 credits, or paired with Biology B for 20 credits. All student work is assessed by the teacher.

## Year 11 Stage 1 B Biology (1 Semester)

<table>
<thead>
<tr>
<th>SACE Code: 1BIG10</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

### Essential Knowledge:
It is highly recommended that a successful completion of Year 10 Science to a ‘C’ standard (or better) is achieved.

### Content:
- **Multicellular Organisms**
  - Structure and function of organ systems
  - Examples of organ systems in animals and plants
- **Biodiversity & Ecosystems**
  - Biological classification systems
  - Living in an ecosystem
  - Food chains & food webs
  - Energy flow through ecosystems
  - Population size
- **Adaptations, natural selection & Evolution**
  - Environmental factors & adaptations
  - Human impacts on ecosystems
  - Change in ecosystems
  - Ecological succession
  - Natural selection
  - Speciation

### Assessment:
- **Investigations Folio:**
  - Practical investigations
  - Science as a Human Endeavour Investigation
- **Skills and Application Tasks:**
  - Supervised Tests
  - Biological Applications
- **Examination:**
  - 1.5 hour

### Other Information:
A separate subject for 10 credits, or paired with Biology A for 20 credits. All student work is assessed by the teacher.
Biology

Contact: Louise Pumpa

Biology is the scientific study of the diversity of life and living systems, how they have evolved and how they continue to change. Knowledge and understanding provided by Biology helps us to explore and explain how the living world works, and allows us to join in and initiate debates about biological issues.

Studying Biology provides an exciting opportunity to engage with the work of classical and contemporary biologists, and to develop the skills necessary to pursue biological sciences at tertiary level. A sound grounding in Biology helps to inspire many careers, including; those associated with medical, veterinary, sports and marine science, biotechnologies, biosecurity and disease control, and conservation and eco-tourism.

Year 12 Stage 2 Biology (Full Year)

<table>
<thead>
<tr>
<th>SACE Code: 2BIG20</th>
<th>Credits: 20</th>
</tr>
</thead>
</table>

**Essential Knowledge:**
It is highly recommended that Stage 1 Biology A is achieved. Preference – Stage 1 Biology A & B

**Content:**
(NB there will be some changes in 2018 with the introduction of a new curriculum in SA)

- **Macromolecules**
  - Organic molecules e.g. DNA and enzymes
  - Common ancestry and biotechnologies

- **Cells**
  - Cell structures and processes
  - Cell division and bioengineering

- **Organisms**
  - Homeostasis and energy production
  - Reproduction and genetic manipulation

- **Ecosystems**
  - Populations and communities
  - Natural selection and evolution

**Assessment:**
School-based Assessment
- Investigation Folio Tasks 40%
- Practical investigations
- An Issues Investigation
- Skills and Application Tasks 30%
- Supervised tests

External Assessment
- Examination (3 hour) 30%

**Other Information:**
Investigations folio and Skills and Applications work (70%) is assessed by teacher. The Exam (30%) is assessed by the SACE Board.
Chemistry helps people to develop an understanding of the processes that determine the behaviour of matter from the small (atoms, molecules and ions) to larger quantities. It is a subject for students who are interested in natural and processed materials and the ways in which people obtain, manufacture and use materials in their everyday lives.

Chemistry gives students the opportunity to gain a range of employment and life skills, such as the ability to work collaboratively to produce a successful outcome, and skills in organising and processing information.

The study of Chemistry also provides a pathway to a number of university courses and associated careers in areas such as biotechnology, engineering, environmental studies, medicine, pharmacy, nursing and soil science.

### Year 11 Stage 1 Chemistry A (1 Semester)

**SACE Code:** 1CME10  
**Credits:** 10

**Essential Knowledge:**
It is highly recommended that a successful completion of Year 10 Science to a ‘C’ standard (or better) and satisfactory completion of the mid-year Science Examination is achieved.

**Content:**
This unit, through both laboratory and classroom work, introduces the students to the practice and theory of Chemistry. The basic particles of matter are discussed and the way these combine to form various classes of compounds is developed. Acids and bases are the theme through which chemical change is investigated.

Finally, an introduction will be gained to the diversity of organic molecules when investigating the chemistry of the element carbon.

**Topics Covered:**
- Topic 1: Materials and their Atoms
- Topic 2: Combinations of Atoms
- Topic 3: Molecules

**Assessment:**
- Investigations Folio (practical investigations and issues investigation)
- Skills & Application Tasks
- Semester 1 Examination

### Year 11 Stage 1 Chemistry B (1 Semester)

**SACE Code:** 1CME10  
**Credits:** 10

**Essential Knowledge:**
It is highly recommended that a successful completion of Chemistry Unit A (in Semester 1) to a ‘C’ standard (or better) is achieved.

**Content:**
An awareness of the importance of the molar quantities and the ratios of reactants to products during chemical reactions will be developed. Acids and bases are the theme through which chemical change is investigated.

This unit also continues to foster the understanding of chemical change through the study of Reduction-Oxidation. Finally, an introduction will be gained to the diversity of organic molecules when investigating the chemistry of the element carbon.

**Topics Covered:**
- Topic 4: Mixtures and Solutions
- Topic 5: Acids and Bases
- Topic 6: Redox Reactions

**Assessment:**
- Investigations Folio (practical investigations and issues investigation)
- Skills & Application Tasks
- Semester 2 Examination
Chemistry

Contact: Ian Jaensch

Chemistry helps people to develop an understanding of the processes that determine the behaviour of matter from the small (atoms, molecules, and ions) to larger quantities. It is a subject for students who are interested in natural and processed materials and the ways in which people obtain, manufacture and use materials in their everyday lives.

Chemistry gives students the opportunity to gain a range of employment and life skills, such as; the ability to work collaboratively to produce a successful outcome, and skills in organising and processing information.

The study of Chemistry also provides a pathway to a number of university courses and associated careers in areas, such as; biotechnology, engineering, environmental studies, medicine, pharmacy, nursing and soil science.

### Year 12 Stage 2 Chemistry (Full Year)

<table>
<thead>
<tr>
<th>SACE Code: 2CME20</th>
<th>Credits: 20</th>
</tr>
</thead>
</table>

**Essential Knowledge:**
It is highly recommended that Stage 1 Chemistry (both units) to a ‘C’ standard (or better) and satisfactory completion of the Mid-Year and End of Year Chemistry Examinations is achieved.

**Content:**
Chemistry is the study of the properties and reactions both of elements and compounds. The Stage 2 course provides the background knowledge and skills necessary for further study and employment in Chemistry. It also provides useful background knowledge and skills for extension in other Sciences and Technologies and a more complete understanding of the environment.

**Topics Covered:**
(NB there will be some changes in 2018 with the introduction of a new curriculum in SA)
- Topic 1: Elemental and Environmental Chemistry
- Topic 2: Analytical Techniques
- Topic 3: Using and Controlling Reactions
- Topic 4: Organic and Biological Chemistry
- Topic 5: Materials

**Assessment:**
- School-based Assessment
  - Investigations Folio 40%
  - Skills & Application Tasks 30%
- External Assessment
  - Examination 30%
Physics involves the study of forces, matter, energy, light and sound waves, heat, motion, electricity and magnetism, and the atom and nucleus. A knowledge of Physics provides a framework for understanding physical phenomena from nuclear reactions to rainbows, from modelling global weather, to improving X-ray machines and building more efficient air conditioners. Physics provides the basics for solving engineering problems, for example, building safer cars or autonomous cars, minimising earthquake damage, improving mobile phones and designing better winery equipment.

Physics is essential for many careers, including those associated with engineering (including aeronautics, acoustics, structures, mining, petroleum and electronics), electrician, refrigeration mechanic, defence planning, pilot, medicine, (including physiotherapy, radiography), communication systems, sports science, renewable energy technologies, atomic/nuclear physics, sound engineering, nanotechnology, renewable energy, meteorology, metallurgy and space science.

<table>
<thead>
<tr>
<th>Year 11 Stage 1 Physics 1 (1 Semester)</th>
<th>Year 11 Stage 1 Physics 2 (1 Semester)</th>
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</thead>
<tbody>
<tr>
<td>SACE Code: 1PHY10  Credits: 10</td>
<td>SACE Code: 1PHY10  Credits: 10</td>
</tr>
<tr>
<td><strong>Essential Knowledge:</strong></td>
<td><strong>Essential Knowledge:</strong></td>
</tr>
<tr>
<td>It is highly recommended Year 10 Science (C grade or better) is achieved.</td>
<td>It is highly recommended Stage 1 Physics 1 (C grade or better) is achieved.</td>
</tr>
<tr>
<td><strong>Content:</strong></td>
<td><strong>Content:</strong></td>
</tr>
<tr>
<td>• Waves</td>
<td>• Linear Motion and Forces</td>
</tr>
<tr>
<td>• Light</td>
<td>• Energy</td>
</tr>
<tr>
<td>• Electric Circuits</td>
<td>• Momentum</td>
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<tr>
<td>• Nuclear Models</td>
<td>• Heat</td>
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<tr>
<td>• Radioactivity</td>
<td>• Practical Research</td>
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<td>Practical Research</td>
<td>• Data analysis</td>
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<tr>
<td>• Data analysis</td>
<td>• Using electronic probes</td>
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<tr>
<td>• Using electronic probes</td>
<td>• Reporting</td>
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<td>• Reporting</td>
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<td><strong>Assessment:</strong></td>
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<tr>
<td>Science Inquiry Skills</td>
<td>Science Inquiry Skills</td>
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<tr>
<td>• Practical Investigations</td>
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</tr>
<tr>
<td>Science as a Human Endeavour</td>
<td>Science as a Human Endeavour</td>
</tr>
<tr>
<td>• Physics applications</td>
<td>• Careers in Physics</td>
</tr>
<tr>
<td>Science Understanding</td>
<td>Science Understanding</td>
</tr>
<tr>
<td>• Tests</td>
<td>• Tests</td>
</tr>
<tr>
<td>• 90 minute semester exam</td>
<td>• 90 minute semester exam</td>
</tr>
<tr>
<td><strong>Other information:</strong></td>
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</tr>
<tr>
<td>• Physics 1 and 2 are highly recommended to be taken for entry into Stage 2 Physics.</td>
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</tr>
</tbody>
</table>
Physics

Contact: Michael Borgas

Physics involves the study of forces, matter, energy, light and sound waves, heat, motion, electricity and magnetism, and the atom and nucleus. A knowledge of Physics provides a framework for understanding physical phenomena from nuclear reactions to rainbows, from modelling global weather, to improving X-ray machines and building more efficient air conditioners. Physics provides the basics for solving engineering problems, for example, building safer cars or autonomous cars, minimising earthquake damage, improving mobile phones and designing better winery equipment.

Physics is essential for many careers, including those associated with engineering (including aeronautics, acoustics, structures, mining, petroleum, and electronics), electrician, refrigeration mechanic, defence planning, pilot, medicine, (including physiotherapy, radiography), communication systems, sports science, renewable energy technologies, atomic/nuclear physics, sound engineering, nanotechnology, renewable energy, meteorology, metallurgy and space science.

### Year 12 Stage 2 Physics (Full Year)

<table>
<thead>
<tr>
<th>SACE Code: 2PHY20</th>
<th>Credits: 20</th>
</tr>
</thead>
</table>

**Essential Knowledge:**
It is highly recommended that Stage 1 Physics 1 & 2 (C grade or better) is achieved.

**Content:**
(NB there will be some changes in 2018 with the introduction of a new curriculum in SA)
- Motion in 2 Dimensions
  - Circular and Projectile Motion
  - Momentum, Gravity and Satellites
- Electricity and Magnetism
  - Electric fields
  - Magnetic fields
- Light and Matter
  - Electromagnetic Waves
  - Wave/Particle nature
- Atoms and Nuclei
  - Atomic Structure
  - Nuclear Energy

**Investigation folio tasks:**
- Data analysis
- Reporting

**Assessment:**
- School Based Assessment
  - Investigation Folio Tasks (40%)
  - Practical Investigations
  - Issues Investigation
  - Skills and Applications Tasks (30%)
  - Timed tests
- External Assessment
  - Examination (30%)

**Other information:**
Investigations folio and Skills and Applications tasks are assessed by the teacher and the examination is assessed by the SACE Board.
Psychology

Contact: Claire Codrington

Psychology allows students to develop their skills in identifying and describing behaviour by using the four levels of explanation. Students examine a wide range of concepts including types of experiments, various behavioural theories and the ethical considerations in Psychological research.

<table>
<thead>
<tr>
<th>Year 11 Stage 1 Psychology (1 Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SACE Code: 1PSC10</td>
</tr>
</tbody>
</table>

**Essential Knowledge:**
Nil. However, it is highly recommended that solid English and Maths skills are achieved.

**NOTE:** This is a semester course. Students may choose to study Stage 1 Psychology in Semester 1 OR 2. The course offered in Semester 2 is a repeat of the Semester 1 Content, and as such cannot be studied twice.

**Content:**
The topics studied are:
- Introduction to Psychology
- Emotion
- Social Behaviour

**Assessment:**
Investigations Folio
Skills and Applications Tasks
Psychology

Contact: Claire Codrington

Psychology allows students to develop their skills in identifying and describing behaviour by using the four levels of explanation. Students examine a wide range of concepts including: types of experiments, various behavioural theories and the ethical considerations in Psychological research.

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>SACE Code: 2PSC20</td>
</tr>
<tr>
<td>Credits: 20</td>
</tr>
</tbody>
</table>

**Essential Knowledge:**
No Essential Knowledge necessary, however solid English and Maths skills are needed. Students do not need to complete Stage 1 Psychology to study Stage 2.

**Content:**
The topics studied are:
- Introduction to Psychology
- Psychobiology of Altered States of Awareness
- Learning
- Personality
- Social Cognition
- Healthy Minds

**Assessment:**
School Based Assessment
- Investigations Folio 30%
- Skills and Applications Tasks 40%
External Assessment
- External SACE Examination 30%
Stage 1 Visual Arts can be studied as one or two 10-credit subjects. Students have the option of choosing Visual Arts: Art and/or Visual Arts: Design. At Stage 1 students can complete 20 credits of either Art or Design (or both).

The learning area of Visual Arts includes the subjects of Art and Design, where students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and digital programmes leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in various cultural, historical and contemporary contexts.

**Essential Knowledge:** A satisfactory pass in grade and work practices in one unit of Year 10 Art and/or Design

There is no written examination in Stage 1 or Stage 2 Visual Arts: Art or Design.

Stage 2 Visual Arts: Art or Design *Please Note students cannot study both Art and Design in Year 12

**Preferred knowledge and skills:**
A satisfactory pass in grade and work practices in 1 unit of Stage 1 Visual Arts – Art or Design

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**Year 11 Stage 1 Visual Arts - Art**

(1 Semester)

SACE Code: 1VAA10  Credits: 10

The broad area of ART includes artistic methods outcomes, including the development of ideas, research, analysis and experimentation with a variety of media, techniques, resolution and production.

- **Semester 1:** Painting and Mixed Media, with a Visual Study on Drawing in Context.
- **Semester 2:** Sculpture and Assemblage with a Visual Study on Printmaking in Context.

**Content:**
For 10-credit and 20-credit programmes the following three areas of study are covered:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

**Assessment:**
Students demonstrate their learning through the assessment types:
- Folio 30%
- Practical 30%
- Visual Study 40%

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**Year 11 Stage 1 Visual Arts - Design**

(1 Semester)

SACE Code: 1VAD10  Credits: 10

The broad area of DESIGN includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

- **Semester 1:** Topics include wine labels and post modernism in design.
- **Semester 2:** Topics include architecture, typography and College publications.

**Content:**
For 10-credit and 20-credit programmes the following three areas of study are covered:
- Visual Thinking
- Practical Resolution
- Visual Arts in Context

**Assessment:**
Students demonstrate their learning through the assessment types:
- Folio 30%
- Practical 30%
- Visual Study 40%
Visual Arts - Art

Contact: Cherie O’Dea

Stage 1 (Year 11)
Visual Arts: Art Page 101

Stage 2 (Year 12)
Visual Arts: Art

Stage 1 (Year 11)
Visual Arts: Design Page 101

Stage 2 (Year 12)
Visual Arts: Design

Stage 2 Visual Arts can be studied as one or two 10-credit subjects. Students have the option of choosing Visual Arts: Art and/or Visual Arts: Design. At Stage 2 students can complete 20 credits of either Art or Design (or both).

**Year 12 Stage 2 Visual Arts**
- Art (Precluded subject combination)
  (Full Year)

SACE Code: 2VAA20  Credits: 20

Media, topics and themes are student driven in Year 12.
- Art Practicals can be made by digital imaging, painting, drawing, mixed media, printmaking, photography, sculpture, ceramics or textiles.

FOLIO: Students produce two Folios of 20 pages each which include visual, practical and written evidence to support the Practical.

PRACTICAL: Students produce two Practical works of Art and two written Practitioner’s Statements to be displayed in the annual Faith College Visual Arts Show.

VISUAL STUDY: A 2000 word 20 page inquiry based project of an Art related topic integrated with practical applications.

Assessment:
School-based Assessment
- Folio 40%
- Practical 30%
- Visual Study 30%

**Year 12 Stage 2 Visual Arts**
- Design (Precluded subject Combination)
  (Full Year)

SACE Code: 2VAD20  Credits: 20

Media, topics and themes are student driven in Year 12.
- Design Practicals can be product design, environmental design, graphic design or visual communication.

FOLIO: Students produce two Folios of 20 pages each which include visual, practical and written evidence to support the Practical.

PRACTICAL: Students produce two Practical works of Design and two written Practitioner’s Statements to be displayed in the annual Faith College Visual Arts Show.

VISUAL STUDY: A 2000 word 20 page inquiry based project of a Design related topic integrated with practical applications.

Assessment
School-based Assessment
- Folio 40%
- Practical 30%
- Visual Study 30%

*by Year 10 Design student - Helena Radocaj*  
*by Year 10 Art students*  
*by Brodie Maul, 2015*
Workplace Practices

Contact: Craig Moore

Stage 1 (Year 11) Workplace Practices

In this subject students study the world of work in relation to an industry area in which they are interested in pursuing. Students learn about the way work has changed over the years and they investigate work related issues or practices that are evident locally, nationally and globally. Students who have participated in this subject in the past have enjoyed studying various industrial relations issues in their chosen industry. Students also prepare their own employment portfolios as they participate in Mock Interviews within the community.

Some students who select this subject are also signed up as SBATs or TGSS students or simply enrolled in a VET Qualification. Some don’t know what they want to do and choose this subject to help them make some decisions about their future pathway. All students need to complete 50-60 hours of work placement, which could be paid employment, SBAT, or volunteer work.

Year 11 Stage 1 Workplace Practices
(1 Semester)

SACE Code: 1WPS10  Credits: 10

Essential Knowledge:
Nil but those students undertaking a VET course are encouraged to participate in this course.

Content:
• Industry and Work Knowledge
• Vocational Learning – 30 hours of work placement linked to a career interest and/or VET pathway

Topic 1: Future Trends in the World of Work
Topic 2: The Value of Unpaid Work to Society

Assessment:
• Folio
• Performance
• Reflection
In this subject students study the world of work in relation to an industry area in which they are interested in pursuing. Students learn about the way work has changed over the years and they investigate work related issues or practices that are evident locally, nationally and globally. Students who have participated in this subject in the past have enjoyed studying various industrial relations issues in their chosen industry. Students also prepare their own employment portfolios as they participate in Mock Interviews within the community.

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### Year 12 Stage 2 Workplace Practices (Full Year)

<table>
<thead>
<tr>
<th>SACE Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>2WPC20</td>
<td>20</td>
</tr>
</tbody>
</table>

**Essential Knowledge:**
Nil but those students undertaking an SBAT / TGSS / VET course are encouraged to participate in this course.

**Content:**
- Industry and Work Knowledge
- Vocational Learning
- Folio topics

**Topics:**
1. The Changing Nature of Work
2. Finding Employment
3. Industrial Relations

**Assessment:**
- School-based Assessment
  - Folio 25%
  - Performance 25%
  - Reflection 20%
- External Assessment
  - Investigation 30%