Stage 1 Subject Choices

From the Principal

It is my pleasure to present to you the 2017 Curriculum Handbook, which is a comprehensive guide to the breadth of curriculum we offer here at St Mark’s College.

The purpose of this publication is to assist students and their families to complete their subject selections for the coming school year. Our Curriculum Handbook thus becomes a document for the future.

Our Curriculum Handbook is a publication that understands that we live in a world that will continue to be a rapidly changing one. A good Curriculum such as ours at St Mark’s prepares for this change. We develop our St Mark’s students to be independent learners, self-directed, ethical, spiritually centered and emotionally intelligent. After the five years of the secondary education described in this publication our students become focused scholars, compassionate humans and skilled citizens. In selecting subjects and embracing the learning at St Mark’s students become effective communicators who are literate and numerate and able to operate confidently in the information technology landscape. For our world to survive and thrive we need St Mark’s students who will be responsible citizens and global contributors ready to act for a just and caring society. So looking through this document takes on significance.

Our students will access subject descriptions and will use a range of aptitudes, talents and intuitions to make sense of it all and to make plans. Our students will take a little of their hope for a career, a lot of love of a subject discipline, and then the trust that they have in faculty members. They will then create for themselves a pathway of scholarship. I want them to use their imagination as they study this document. I want them to construct all that they could become. I want them not fear the unknown but embrace the opportunities.

Our aim in the Senior School is to provide a rigorous curriculum that prepares students for employment or tertiary study. We are very proud to provide multiple pathways to students while still at school, making available Vocational and Educational Training opportunities. VET involvement is extremely rewarding and a highly regarded experience for students and staff.

I extend my best wishes on the journey and the decisions for subjects being considered. This is very exciting and will bring together a love of learning, curiosity and a foundation for the future. You will be fully supported by the academic staff and well look forward to watching your growth.

Greg Hay
Principal
The SACE

The South Australian Certificate of Education (SACE) is the qualification awarded to student who successfully complete the requirements outlined by the SACE Board of Stages 1 and Stage 2 (years 11 and 12). The SACE has been updated to ensure it meets the needs of students, families, higher and further education providers, employers and the community.

The Nature of the SACE

The SACE is designed to enable students to:

- develop the capabilities to live, learn, work and participate successfully in a changing world
- plan and engage in a range of challenging, achievable and manageable learning experiences, taking into account their goals and abilities
- build their knowledge, skills and understanding in a variety of contexts, for example, schools, workplaces, and training and community organisations
- gain credit for their learning achievements against performance standards

As part of the SACE students will:

- receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board
- be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken
- receive A to E grades in every Stage 1 subject, and A+ to E-grades in every Stage 2 SACE subject
- be expected to gain and demonstrate essential skills and knowledge for their future, focusing on communication, citizenship, personal development, work and learning
- have 30 percent of their work in every Stage 2 subject externally assessed. This will be done in a variety of ways, including exams, practical performances and presentations
- have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State
- to gain the new certificate students must earn 200 credits. Ten credits are equivalent to one semester or six months of study in a particular subject or course.
Some elements of the new SACE are compulsory. These are:

- a Personal Learning Plan (PLP) at Stage 1 (to be completed in Years 10), worth 10 credits
- at least 20 credits towards Literacy from English at Stage 1
- at least 10 credits towards numeracy from a range of Mathematics subjects at Stage 1
- a major project of extended studies called the Research Project (RP) at Stage 2, worth 10 credits
- completion of at least 60 additional credits in Stage 2 subjects and courses.

Students can then choose from a wide range of subjects and courses to earn the remaining credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2. The subjects offered will enable students to complete the compulsory units and patterns of particular subjects as required by the SACE Board of South Australia.

N.B. All compulsory elements need to be completed to a “C” grade standard or higher for the student to have successfully completed the requirements of the SACE.
Vocational Education and Training

Vocational Education and Training (VET) is a term used to describe education and training arrangements designed to prepare people for work. St Mark’s College has a number of VET modules embedded in Food and Hospitality and Agriculture. Students are also encouraged to research their own vocational study to work pathways through Australian School Based Apprenticeships or Industry offered traineeships.

Structured VET Programs
- are integrated with the general curriculum and include structured learning opportunities in the workplace
- Lead to nationally recognised qualifications based on nationally endorsed industry competency standards
- assess skills and knowledge to the standards that employers expect in real workplaces
- provide a range of flexible education and training pathways

The application process for VET courses is available in a separate booklet. For further information, please refer to the Careers and VET link on the St Mark’s website.

Australian School based Apprenticeships (ASbA)
An Australian School based Apprentice is a student, who while enrolled as a student at school and is currently studying SACE, is undertaking a Certificate II or III qualification with the host employer at the same time, with a formal agreement known as a ‘Contract of Training’. In some instances, the student may undertake related theory study through a Recognised Training Authority (RTO).

St Mark’s College students are currently undertaking apprenticeships in the following areas:
- Retail
- Aged Care
- Nursing
- Automotive
- Business Administration

Community Learning
The learning that a student gains from being a part of community activities or services can count towards their SACE, and is known as Community Learning. Students can participate in a Community-Developed Program (e.g. St John’s Ambulance Australia, Australian Music Examinations Board, SA Emergency Service etc.) and earn credits towards their SACE. Community Learning is reported on the SACE Record of Achievement under the following categories:
- Volunteering
- Community Development
- Recreation Skills and Management
- Independent Living
Expectations of SACE Stage 1 Students

Students
☐ are expected to complete a full years’ study in English or Essential English, Mathematics (Mathematics, General Mathematics or Essential Mathematics) and Religious Education
☐ are expected to use their diaries for the recording of homework, deadlines and tests
☐ are expected to do a minimum of 2.5 hours of homework each night
☐ are expected to be committed to their studies and show initiative in order to attain success
☐ must follow the College deadline policy for completing and handing in all work
☐ must take responsibility for the planning and completion of all work

Choice Subjects
While SACE Stage 1 subjects are one semester in length, some subjects must be studies for a full year if a student’s wish to continue in that subject in Stage 2. Please consult your subject counsellor or the Director of Curriculum for further information.

Overview of the SACE
SACE STAGE 1
Subjects offered

Compulsory Subjects:
- Religion Studies
- English or Essential English
- Mathematics, General Mathematics or Essential Mathematics

Elective Subjects:
- Agriculture
- Biology
- Business Studies
- Chemistry
- Child Studies
- Drama
- History
- Food and Hospitality Studies
- Information Process and Publishing
- Legal Studies
- Material Products – Furniture Construction
- Material Products - General Engineering
- Material Products - Textiles
- Music
- Nutrition
- Physical Education
- Physics
- Psychology
- Scientific Studies
- Specialist Mathematics
- Visual Arts Art
- Visual Arts Design
- VET Studies
Religion Studies

Religious Education makes a critical contribution to the curriculum of the Catholic School.

As the Religious Education Framework for Catholic schools states:
- the underlying reason for the existence of the Catholic School is the quality of the religious instruction that is integrated into the overall education of the students.
- Religious Education is a scholastic discipline with the same demands and rigour as other disciplines.
- Religious Education nurtures a rich set of outcomes focused on the capabilities of communication, citizenship and personal development.

This subject consists of:
- study of two religious and spiritual traditions studies
- study of two ethical or social justice issue studies

Students demonstrate evidence of their learning through the following assessment types:
- Practical Activity
- Issues Investigation
- Reflection
English Subjects

In order to meet the English requirements of the SACE, students need to complete two semesters of English from the following subjects: Essential English or English. Placement in these classes will be determined by Semester 2 Year 10 English results (including exam results) and teacher recommendation.

English

English Subject Description:

In this subject, students are expected to:

1. analyse relationships between purpose, context, and audience and how these influence texts and their meaning
2. identify ways in which ideas and perspectives are represented in texts
3. analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
4. create oral, written, and/or multimodal texts for particular purposes, contexts, and audiences
5. identify and analyse intertextual connections
6. apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions.

Subject length: 2 semesters

Advice to students:
This course is literature-based and leads to the study of either English or English Literary Studies at Stage 2. There is an exam in both Semester 1 and Semester 2.

Content and Assessment:

In English, students analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. The content includes:

- Responding to Texts
- Creating Texts
- Intertextual Study.

Responding to Texts

Students explore the human experience and the world through reading and examining a range of texts, including Australian texts, and making intertextual connections. The responses may be written, oral, and/or multimodal. The texts may be functional, informational, analytical, imaginative, interpretive, and/or persuasive in purpose.
English continued...

Creating Texts

Students create imaginative, interpretive, and/or persuasive texts for different purposes, contexts, and audiences in written, oral, and/or multimodal forms. In creating texts, students aim to achieve a level of precision, fluency, and coherence appropriate for audience and context.

Intertextual Study

In the intertextual study students connect two or more texts in relation:
- to the context in which each text was generated
- to the context in which each text is read or viewed.

Students may either produce responses to texts or create texts to demonstrate their understanding of intertextuality.
Essential English

Essential English Subject Description:

In this subject, students are expected to:

1. develop communication skills through reading, viewing, writing, listening, and speaking
2. comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts
3. identify and analyse how the structure and language of texts varies for different purposes, audiences, and contexts
4. express information, ideas, and perspectives using a range of textual conventions
5. create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts.

Subject length: 2 semesters

Advice to students: There is a degree of flexibility in this course as it is designed for the specific learning needs or styles of individual students. Students who undertake Essential English in Stage 1 will be able to continue with Essential English in Stage 2 but will not be able to enrol in any other Stage 2 English course.

Content and Assessment:

Stage 1 Essential English subject focuses on the development of students’ skills in communication, comprehension, language and text analysis, and creating texts, through:

- Responding to Texts
- Creating Texts.

Responding to Texts

Students produce written, oral, and/or multimodal responses to a text or texts. Students consider a variety of ways in which texts communicate information, ideas, and perspectives. They explore the relationship between structures and features and the context, purpose, and audience of texts. Students examine and respond to how language is used in social, cultural, community, workplace, and/or imagined contexts.

Creating Texts

Students create written, oral, and/or multimodal texts. The texts may be functional, informational, analytical, imaginative, interpretive, and/or persuasive in purpose. Students develop their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication. They create a range of texts using appropriate language features, content, and mediums for different purposes, audiences, and contexts.
Essential Mathematics

Subject Description: In Stage 1 Essential Mathematics students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject. Topics studied cover a range of applications of mathematics, including: general calculation, measurement and geometry, money management, and statistics. Throughout Essential Mathematics there is an emphasis on extending students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. Successful completion of two units in Essential Mathematics will enable students to study Essential Mathematics in Year 12 at Stage 2. [On condition that it is offered as a subject in Year 12]

Subject Length: 1 unit studied in Semester 1 and 1 unit in Semester 2

Technology Required: TI – 84 Graphics calculator

Advice to Students: Students need to demonstrate and interest in Mathematics and have a commitment to achieve a compulsory C grade for SACE requirements.

Content: A selection of materials from the following topics:

- Topic 1: Calculations, Time, and Ratio
- Topic 2: Earning and Spending
- Topic 3: Geometry
- Topic 4: Data in Context
- Topic 5: Measurement
- Topic 6: Investing

Assessment: Assessment in each unit will consist of 2 components:

- Skills Applications Tasks (60%)
- Practical Report (40%)
  There are 3-5 assessment tasks and an Exam for each unit.
General Mathematics

Subject Description:

Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problems-based approach is integral to the development of mathematical skills and the associated key ideas in this subject. Areas studied cover a range of applications of mathematics, including: personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices. In this subject there is an emphasis on consolidating students’ computational and algebraic skills and expanding their ability to reason and analyse mathematically. Successful completion of two units in General Mathematics will enable students to study General Mathematics in Year 12 at Stage 2.

Subject Length: 1 unit studied in Semester 1 and 1 unit in Semester 2

Technology Required: TI – 84 Graphics calculator

Advice to Students: Students need to demonstrate an interest in mathematics and good skills in time management in order to satisfactorily complete the variety of tasks required in the subject.

Content: A selection of materials from the following topics:

- Topic 1: Investing and borrowing
- Topic 2: Measurement
- Topic 3: Statistical Investigation
- Topic 4: Applications of Trigonometry
- Topic 5: Linear Functions and their Graphs
- Topic 6: Matrices and Networks.

Assessment: Assessment in each unit will consist of 2 components:

- Skills Applications Tasks (70%)
- Mathematical Investigation (30%)

There are 3-5 assessment tasks and an Exam for each unit.
Mathematics

Subject Description:

Year 11 Mathematics consists of topics that prepare students for Mathematical Methods and Specialist Mathematics in Year 12. Mathematics at Stage 1 builds on the mathematical knowledge, understanding, and skills that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability during Year 10. Stage 1 Mathematics is organised into topics that broaden students’ mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction. Some topics require mathematical proofs Successful completion of the three units is essential for students wishing to study Mathematical Methods at Stage 2.

Subject Length: 2 units are studied in Semester 1 and 1 unit in Semester 2

Technology Required: TI – 84 Graphics calculator

Advice to Students: Students need to have demonstrated a very good knowledge of Year 10 Mathematics and be prepared to work with topics that have an emphasis on algebra, equations, trigonometry, graphing and geometry.

Content: A selection of materials from the following topics:

- Topic 1: Functions and graphs
- Topic 2: Trigonometry
- Topic 3: Counting and Probability
- Topic 4: Statistics
- Topic 5: Growth and Decay
- Topic 6: Introduction to Differential Calculus.
- Topic 7: Arithmetic and Geometric Sequences and Series
- Topic 8: Geometry
- Topic 9: Vectors in the Plane
- Topic 10: Trigonometry
- Topic 11: Matrices
- Topic 12: Real and Complex Numbers.

Assessment: Assessment in each unit will consist of 2 components:

- Skills Applications Tasks (70%)
- Mathematical Investigation (30%)
- There are 3-5 assessment tasks and an Exam for each unit.
SACE STAGE 1 ELECTIVE SUBJECTS

Agriculture and Horticulture Studies

N.B. Students undertaking Agriculture should have an up-to-date tetanus immunisation and will use protective clothing and appropriate footwear during work practice sessions.

Subject Description

Students develop knowledge, understanding, skills, values and attitudes in relation to scientific theories and practices, the production and marketing of primary commodities, the environment and the complete social, cultural and economic factors that affect primary industries. The course emphasises the development of skills and the appreciation of concepts used in practical situations. Students undertaking this subject will also undertake Certificate 1 in Rural Operations. The modules are imbedded within the overall syllabus.

Subject Length

1 or 2 semesters

Advice to Students

This course contains a significant amount of challenging theory as well as practical components, requiring consistent and thorough effort. Students are in charge or preparing and showing two lead steers in the Crystal Brook and Adelaide Shows. It is recommended that students complete both semesters, or at least Semester 1 if interested in attending the Adelaide Show competition.

Content

The areas of study are:

- Farm safety – WHS Course
- Water harvesting and conservation – Investigation
- Sheep crutching – equipment and maintenance, skills course
- Horticulture – Alternative food production systems, investigation, garden plot trials
- Beef Cattle – Preparing steers for the show (skills course), judging meat quality, cattle marketing
- The Grain Industry – Investigation and trials, grain sampling skills course
- Sheep shearing – skills course, wool classing, sheep marketing (investigation)
- Aquaculture – Alternative fresh water systems, water quality testing, feeding, skills and investigation
Subject Description

Stage 1 Biology using the Australian Curriculum will be taught for the first time in 2017.

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

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

Advice to Students
This is quite a challenging course, requiring extensive learning of theory. Those students who wish to study Biology at Stage 2 should complete both semesters of study, or complete a full year of Stage 1 Chemistry.

Content
The following topics provide the framework for learning in Stage 1 Biology:
- Topic 1: Cells and Microorganisms
- Topic 2: Infectious Disease
- Topic 3: Multicellular Organisms
- Topic 4: Biodiversity and Ecosystem Dynamics

Assessment
Each semester there are five summative assessment tasks comprising of 2 tests, a human awareness essay, a practical and a field study.
BUSINESS AND ENTERPRISE

Subject Description

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial and technological skills, participate in planning, developing and controlling business activities, and evaluate decisions on business practices. They have an opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprise and technology on the well-being and lifestyle of individuals, communities, the economy and the environment.

Subject Length

1 or 2 semesters

Content

Stage 1 Business and Enterprise comprises of two core topics and nine option topics. For a 10 credit (1 semester) subject, students undertake one core topic and two option topics.

Core Topics

- Core Topic 1: Introduction to Business and Enterprise
- Core Topic 2: Business and Enterprise in Practice

Option Topics

- Establishing a Business
- Business Plans
- Business Management and Communication
- Financial Planning and Management
- Technology for Business
- Marketing
- Employment Relations
- Global Business
- Entrepreneurship: The Enterprising Person

Assessment

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

- Folio
- Practical
- Issues Study
CHEMISTRY

Subject Description

Stage 1 Chemistry will be taught for the first time in 2017.

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understanding, which is organised into six topics.
In their study of these topics, students develop and extend their understanding of some of the fundamental principles and concepts of chemistry, including structure, bonding, polarity, solubility, acid-base reactions, and redox. These are introduced in the individual topics, with the mole concept and some energy concepts introduced gradually throughout these topics.

Subject Length
1 or 2 semesters

Advice to Students

This course contains a significant amount of challenging theory as well as practical components, requiring consistent and thorough effort. Those students wishing to do Stage 2 Chemistry should complete both semesters of Stage 1 Chemistry.

Content
The following topics provide the framework for learning in Stage 1 Chemistry:
- Topic 1: Materials and their Atoms
- Topic 2: Combinations of Atoms
- Topic 3: Molecules
- Topic 4: Mixtures and Solutions
- Topic 5: Acid and Bases
- Topic 6: Redox Reactions

Assessments

Practical skills and reports, Tests, Issues Investigations.
CHILDS STUDIES

**Subject Description**

Students undertake three assessment components – Practical Activity, Group Activity and Investigation – to provide a balanced assessment of all the learning requirements. Students research a variety of data, analyse and develop and opinions, plan practical applications, demonstrate understanding and skills, and evaluate the final outcome.

**Subject Length**
1 or 2 semesters

**Advice to Students**
Student undertaking this course should have an interest in children and childhood development. There is a strong emphasis on communication skills and cooperative working relationships. Reasonable literacy skills are required to complete the written tasks.

**Content**
- **Semester 1 (0-3 years)**
  - Antenatal Development
  - Infants Sensory Development
  - Infant Health and Nutrition
  - The Developing Child – birth to 3 years
  - Environmental Impacts of Development

- **Semester 2 (3-8 years)**
  - Cognitive and Language Development
  - Contemporary Issues Relating to Parenting
  - Childhood Health and Nutrition (3-8 years)
  - Children and Entertainment
  - Importance of Play in Childhood Development

**Assessment**
- Practical Activity
- Group Activity
- Investigation
DRAMA

Subject Description

While Drama emphasises theatre and film analysis and theory, there is also a considerable practical component in the course.

Subject Length
1 or 2 semesters

Advice to Students
This subject can be studied for either one or two semesters. There is an expectation that students will be involved in at least one major production per semester. This requires a commitment to some out of hours/weekend rehearsals. For a student wishing to study Drama at Stage 2 level, successful completion of a full year of Stage 1 Drama is highly recommended.

Content
The aim of this course is to develop the students’ understanding of theories and styles through a practical and theoretical study. Ongoing training in performance skills and stagecraft is a significant aspect of the course. Students will work through four areas:

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

Assessment:
- Practical
- Written Work
HISTORY

Subject Description
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. Student’s research and review sources within a framework of inquiry and critical analysis.

Stage 1 Modern History is a 10-credit subject that consists of:
Assessment Type 1: Historical Skills
Assessment Type 2: Historical Study

Content
Stage 1 Modern History consists of the following topics:

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

Each topic includes key ideas and concepts that provide a focus for study. Students study two or more topics, one of which may be an elective topic.

Assessment
Students demonstrate evidence of their learning through the following assessment types:
Students undertake:
• three historical skills assessments (20% each)
• one historical study. (40%)

* Please note all students will complete an end of semester exam for this subject
FOOD & HOSPITALITY STUDIES

Subject Description

Students undertake three assessment components – Practical Activity, Group Activity and Investigation – to provide a balanced assessment of all the learning requirements. Students research a variety of data, analyse and develop an opinion, plan practical applications, demonstrate understanding and skills in cookery and evaluate the final outcome. Individual semesters are separately assessed, and VET modules successfully achieved will be registered with TAFE.

The introductory VET units embedded are:
- Develop and Update Hospitality Industry Knowledge
- Working with Colleagues and Customers
- Safe Working Environment
- Workplace Hygiene Procedures
- Work in a Socially Diverse Society

Subject Length
1 or 2 semesters

Advice to Students
This is a practical subject with written work closely linking to activities. Students will be required to undertake a research and analysis task that links closely to the hospitality industry. Therefore, an interest in that area is an advantage.

Content
- Safe Food Handling/Storage and Serving
- Meal Planning, Food Selection, Preparation and Presentation
- The Hospitality Sector
- Running a Catering Venture
- Contemporary Food Trends

Assessment
- Practical Activity 50%
- Group Activity 25%
- Investigation 25%
INFORMATION PROCESSING & PUBLISHING

Subject Description
This subject consists of a combination of the following topics, each either a full or half unit:
- Business Publishing
- Digital Publishing
- Digital Presentations
- Personal Publishing

Subject Length
1 or 2 semesters

Advice to Students
A strong knowledge of the design process is beneficial for students undertaking Information Processing and Publishing. A high degree of independent thinking and working is also involved in this course. Sound literacy and critiquing skills are required to complete the Issues Analysis component.

Content
☐ Business Publishing
Involves the use of Information Processing and Publishing tools in a business context. Students will have the opportunity to develop print-based publications. Integral aspects of this topic are publication design and the production of print-based publications such as letters, business reports, agendas, minutes of meetings, invitations, menus, advertisements, itineraries, business forms and brochures.

☐ Digital Presentation
Involves the development of digital presentations. Students incorporate the use of Information Processing and Publishing equipment as well as image projectors, monitors, or televisions to display presentations that are either interactive or self-running.

☐ Digital Publishing
Involves the development of products to be published in a digital format. Students who undertake this topic develop skills in creation, manipulation, storage and the use of digital media to solve publishing problems in personal, community or business contexts.

☐ Personal Publishing
Students follow the designing process to produce, for personal use, paper-based publications such as essays, letters, reports, flyers, menus and invitations.
LEGAL STUDIES

Subject Description

Legal studies explores Australia’s heritage and the dynamic nature of the Australian legal system within a global context. Legal Studies provides students with a sound understanding of the structures of the Australian Legal systems and demonstrates how that system responds and contribute to social change while acknowledging tradition. By analysing the Australian legal system, students consider how diverse groups in society, including Indigenous Australians, influence and are influenced by the Legal system.

Subject Length

1 or 2 semesters

Topics

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

Content

A 10 credit (1 semester) subject consists of:

- Law and Society
- A minimum of two topics

Assessment

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

- Folio
- Issues study
- Presentation

* Please note all students will complete an end of semester exam for this subject
MATERIAL PRODUCTS

Subject Description

Design and Technology students design and manufacture products or prototypes that fit a chosen design brief and develop knowledge and skills associated with using materials, systems and processes. Students combine their design and making skills with knowledge and understanding of materials, information and systems to undertake activities that will lead to making quality products for an intended purpose. Students will use graphic, oral and written techniques that incorporate information communication technologies to communicate, generate and develop design proposals. Material Products consists of two subjects: Furniture Construction and General Engineering. Each of these can be studied for either 1 semester or a full year.

Furniture Construction

Subject Length
1 or 2 semesters

Advice to Students
This is a practical based course where 70% of the marks come from making a Major Project and completing a Skills Task. Good practical skills and technical drawing skills are an advantage, as is a sound knowledge and understanding of the computer drawing program QIKDRAW. Sound literacy skills are an advantage in the completion of a Product Analysis and Evaluation of the Major Project. There is no exam in this subject. It is recommended that students have completed Woodwork at Year 10.

Content and Assessment

Semester 1

□ Assessment Type 1: Skills and Applications Tasks
Students are to make a picture frame or similar using a selected method of framing joint.

□ Assessment Type 2: Folio
Students are to design a framed project (eg Occasional Table) and communicate this design with the assistance of investigation, concept sketches, CAD to AS1100 and cutting/costing calculations on a spreadsheet.

□ Assessment Type 3: Product
Based on the specifications provided by assessment component 2, students make the framed project. An evaluation on the outcome is also required.

Semester 2

□ Assessment Type 1: Skills and Applications Tasks
Students are to make a series of common carcass construction joints that could be chosen in major project.
MATERIAL PRODUCTS continued...

- **Assessment Type 2: Folio**
  Students are to design a Carcass Constructed project (e.g., Bedside Cabinet) and communicate this design with the assistance of investigation, concept sketches, CAD to AS1100 and cutting/costing calculations on a spreadsheet.

- **Assessment Type 3: Product**
  Based on the specifications provided by assessment component 2, students are to make the carcass constructed project. An evaluation on the outcome is also required.
GENERAL ENGINEERING

Subject Length
1 or 2 semesters

Advice to Students
This is a practical based course where 70% of the marks come from making a Major Project and completing a Skills Task. Good practical skills and technical drawing skills are an advantage, as is a sound knowledge and understanding of the computer drawing program QIKDRAW. Sound literacy skills are an advantage in the completion of a Product Analysis and Evaluation of the Major Project. It is recommended that students have completed Metalwork at Year 10.

Content and Assessment

Semester 1
- Assessment Type 1: Skills and Applications Tasks Students are to complete a series of welding skills using the MIG and Oxy welder.
- Assessment Type 2: Folio Students are to design a steel tubular project (sack truck or step ladder) and communicate design with the assistance of investigation, concept sketches, CAD to AS1100 and cutting/costing calculations on a spreadsheet. An evaluation of the outcome is also required.
- Assessment Type 3: Product Based on the specifications provided by assessment component 2, students are to make a steel tubular project. The project will be negotiated with the teacher.

Semester 2
- Assessment Type 1: Skills and Applications Tasks Students are to make a Small Hack Saw to accurate specifications from a prepared working drawing.
- Assessment Type 2: Folio Students are to design a Framed Project or negotiated task and communicate design with the assistance of investigation, concept sketches, CAD to AS1100 and cutting/costing calculations on a spreadsheet. An evaluation of the outcome is also required.
- Assessment Type 3: Product Based on the specifications provided by assessment component 2, students are to make the major project.
MUSIC

Subject Description

By engaging in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies, students appreciate the value of working collaboratively and present musical works.

Subject Length

Semester One or as a full year subject.

When studied as a full year subject, Music Experience provides pathways to a combination of two of the following Stage 2 subjects; Ensemble Performance, Solo Performance and Music Individual Study.

Advice to students

Students are encouraged to own or have access to an instrument (voice), for the purposes of practising.

Content

Students engage in some of the following activities, which are selected according to the needs and interests of the students.

- Composing, Arranging, Transcribing, Improvising
- Performing (Solo and Ensemble)
- Music Technology
- Musical Styles
- Developing Theory and Aural Skills

Evidence of Learning

Assessment Type 1: Skills Presentation
- Performing as a soloist or as a member of an ensemble

Assessment Type 2: Skills Development
- Theory/Aural testing, Setting up and operating a sound reinforcement system, Instrumental/Vocal part testing and/or Application of technical skills for their instrument/voice

Assessment Type 3: Folio
- Song analysis, Arrangement and/or Composition (Song writing)
NUTRITION

Subject Description

Duration of Course - Semester (10 credits)
- Full Year (20 credits) Entry Point - Semester 1 or 2

Subject Description
Students investigate the role of nutrients in the body as well as methods of food production and distribution that affect the quantity and quality of food and consider the ways in which these methods and associated technologies influence the health of individuals and communities. They explore the links between food, health and diet-related diseases, examining factors that influence food culture and choices. The study of Nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their own health outcomes.

Content
For a 10-credit subject, students undertake the study of two or three topics. For a 20-credit subject, students undertake the study of five or six topics. The following list is presented as a guide to the scope of topics which may be considered.

- Macronutrients and micronutrients
- Fresh versus processed food
- Dietary related diseases
- Food labelling
- Australian dietary guidelines and nutrition in the life cycle
- The psychology of food marketing
- Indigenous Australians: food changes from the traditional to the contemporary
- Contaminated food
- Safe food handling
- Organic food versus genetically modified food
- Sustainable food futures
- Water

Evidence of Learning
At Stage 1 assessment is school-based. Teachers make decisions about the extent and quality of the evidence of student learning with reference to the performance standards.
Students have the opportunity to demonstrate evidence of their learning in Stage 1 Nutrition through the following assessment types:

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

Other Information
The study of Stage 1 Nutrition provides good grounding for Stage 2 Nutrition. It should be noted that this is a science based subject.
PSYCHOLOGY

Subject Description

The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Students apply psychological knowledge to improve outcomes and experiences in various areas of life, such as education, relationships, child rearing, employment and leisure. The study of Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and evidence) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

Subject Length

Psychology can be studied as a 10 credit (1 semester) or 20 credit (2 semester) subject

Advice to students

Psychology falls under the banner of social sciences, therefore sound skills of analysis and comprehension are of considerable advantage.

Content

The following topics are offered in Stage 1 Psychology:

- Introduction to Psychology
- Cognition
- Brain and Behaviour
- Social Behaviour
- Intelligence
- Positive Psychology

Assessment

- Investigations Folio: issues investigation, group investigation
- Skills and Applications Tasks: tests, assignment, exam
PHYSICAL EDUCATION

Subject Description

The Stage 1 Physical Education program aims to involve students in physical activity in a way that promotes immediate as well as long-term benefits. Students acquire an understanding of human functioning and physical activity, an awareness of the community structures and practices that influence participation in physical activity, skills in communication and investigation, and the ability to apply theory to practical situations.

Subject Length
1 or 2 semesters

Advice to Students
Successful completion of Year 10 Physical Education is an advantage. Students need to be aware that the course consists of both practical and theoretical topics.

Content
In each semester there is a Practical and a Theory component. Two Practicals will be chosen in each semester from the following:
- Archery
- Badminton
- Soccer
- Tennis
- Softcrosse
- Softball
- Table Tennis
- Netball
- Touch
- Volleyball
- Weight Training

The theory component is:

Semester 1
- Training Programs
- Sports Injuries

Semester 2
- Heart Rate Analysis
- Children in Sport/Skill Development

Assessment
- Assessment Type 1: Practical
- Assessment Type 2: Folio
PHYSICS

Subject Description

Stage 1 Physics according to the Australian Curriculum will be taught for the first time in 2017.

Stage 1 Physics may be undertaken as a 10-credit

Science inquiry skills and science as a human endeavour are integral to students’ learning in this subject and are interwoven through their study of science understanding, which is organised into six topics. Through the study of these topics, students develop and extend their understanding of the interaction between matter, energy, and forces in linear motion, and electric circuits and the transfer and transformation of energy. They study the wave model to better understand how energy can be transferred through matter and space. Students examine the structure of matter, spontaneous nuclear reactions, and the ionising radiation that results from these processes.

Advice to Students
This course contains a significant amount of challenging theory work as well as practical components requiring consistent and thorough effort. Those students wishing to study Stage 2 Physics should complete both semesters of Stage 1 Physics.

Content
The following topics provide the framework for learning in Stage 1 Physics:
- Topic 1: Linear Motion and Forces
- Topic 2: Electric Circuits
- Topic 3: Heat
- Topic 4: Energy and Momentum
- Topic 5: Waves
- Topic 6: Nuclear Models and Radioactivity

Assessment
- Tests
- Practical Skills and Reports
- Folio
SCIENTIFIC STUDIES

Subject Description

Duration of Course - Semester (10 credits)
- Full Year (20 credits) Entry Point - Semester 1 or 2

Subject Description
Through Scientific Studies students develop a knowledge of scientific principles and concepts through their own investigations. They develop the skills and abilities to explain scientific phenomena and to draw evidence-based conclusions from investigations of science-related issues. In this way students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related and everyday life in a world shaped by science and technology.

Content
A student-centred inquiry approach is used to investigate the topics listed below. This enables students to define the scope of their learning through identification of investigable questions, design their research using scientific approaches, collect data and evidence and analyse and critique their findings. The scientific topics that are chosen or issues that arise during investigations are informed by the application of key scientific ideas, skills, concepts and understandings.

The topics covered are:

Semester 1
- Forensic Science
- Environmental Science

Semester 2
- Psychology
- Race to Space

Evidence of Learning
At Stage 1 assessment is school-based. Teachers make decisions about the extent and quality of the evidence of student learning with reference to the performance standards. Students have the opportunity to demonstrate evidence of their learning in Stage 1 Scientific Studies through the following assessment types:

- Assessment Type 1: Practical Skills and Application tasks
- Assessment Type 2: Investigation Folio
- Assessment Type 3: Timed Assessment

Other Information
The study of Scientific Studies at Stage 1 provides a solid foundation for Scientific Studies at Stage 2.
SPECIALIST MATHEMATICS

Subject Description
This course has an emphasis on Algebraic, Geometric and Trigonometric concepts leading to a wide range of career choices. Students who enrol in this subject should also be studying 2 units of Mathematics in preparation for Mathematical Methods at Stage 2. Successful completion of the two units of Stage 1 Specialist Mathematics is essential for students wishing to study Specialist Mathematics at Stage 2.

Subject Length: 1 unit is studied in Semester 1 and 1 unit in Semester 2

Technology Required: TI – 84 Graphics calculator

Advice to Students: Students need to have demonstrated an excellent knowledge of Year 10 Mathematics and be prepared to work with topics that have an emphasis on algebra, equations, trigonometry, graphing and geometry.

Content: A selection of materials from the following topics:

- Topic 7: Arithmetic and Geometric Sequences and Series
- Topic 8: Geometry
- Topic 9: Vectors in the Plane
- Topic 10: Trigonometry
- Topic 11: Matrices
- Topic 12: Real and Complex Numbers.

Assessment will consist of 2 components:

- Skills and Applications Tasks (70%)
- Mathematical Investigation (30%)

There are 4 assessment tasks and an Exam for this unit.
VISUAL ARTS - ART

Subject Description

Art involves a process of creation which includes the initiation and development of ideas, research, analysis, and exploration, experimentation with media and technique, and resolution and production of practical work. Students are engaged in conceptual, practical, analytical and conceptual aspects of art. An integral part of Visual Arts is the documentation of visual thinking and the development of technical skills. By analysing the work of other artists, students gain knowledge and understanding of their styles, concepts, content, forms and conventions, and learn to respond to these works in informed ways.

Subject Length
1 or 2 semesters

Advice to Students
Students need to have experience in developing ideas and concepts for artworks, as the practical component is derived from and driven by the student’s own ideas. Reasonable literacy skills are required to complete the written components of the course.

Content and Assessment

- Folio
  Students produce a folio that documents their visual learning, in support of a resolved work of art. The folio should include evidence of visual learning, such as: starting points for visual thinking, sources of inspiration and influence, the analysis of works of art, the development and evaluation of ideas, annotated comments, explorations with media and techniques, and the refinement of ideas leading up to decisions about the final resolved product.

- Practical
  The practical work is resolved from visual thinking and learning documented in the folio. Students produce at least one major resolved artwork per semester. The practical may be in any of the art forms, but must demonstrate the application of technical skills. The resolved work is to be accompanied by a practitioner’s statement of 250 words.

- Visual Study
  Students produce a visual study that is an exploration of, and/or experimentation with, a style, an idea, a concept, media, material, methods, techniques and/or technologies. The presentation involves both practical and written or oral forms, including between eight and twelve A3 sheets (or equivalent) of practical study and a maximum of 750 words of written or 5 minutes of oral material.
VISUAL ARTS - DESIGN

Subject Description

Design provides students with the opportunity to explore and experiment with a range of design techniques and ideas. Practical work is developed using the design process and is primarily driven by students own ideas and problem solving abilities. Each resolved design must be supported by a folio documenting the stages of the design process. Students also undertake a theoretical component in which a selected design concept is investigated in depth. Analytical skills and contextual understandings form the basis of this component which will also include some practical experimentation.

Subject Length
1 or 2 semesters

Advice to Students
A strong knowledge of the design process is beneficial for students undertaking Design. A high degree of independent thinking and working is also required in this course. Reasonable literacy skills are required to complete the written components.

Content and Assessment

☐ Folio
Students develop and maintain a visual folio that documents the development of each of their designs. The folio must include information such as sources of inspiration, analysis of existing designs, evaluation of ideas, experimentation with media and techniques, and refinement of final ideas. Students must ensure that the design process is adhered to and recorded in their folio.

☐ Practical
Students produce one major design work for assessment each semester. This may be based on teacher allocated themes. Design works will be produced following the design process. Students will be required to develop a practitioner’s statement to accompany each design work produced.

☐ Visual Study
Students will produce one visual study per semester. The studies will explore and experiment with one or more styles, ideas, concepts, media, methods, techniques or technologies involved in design. The process completing the visual studies will include both written and practical elements. Student findings will be presented as an A3 folio of work.

*Semester 1 – Visual Communication
Semester 2 – Product Design
St Mark's College
455 The Terrace
Port Pirie SA 5540

Postal Address:  PO Box 796, Port Pirie SA 5540

Telephone:    (08) 8632 2800
Facsimile:    (08) 8633 0104
Email:        Info@stmarkspirie.catholic.edu.au
Website:      www.stmarkspirie.catholic.edu.au