Stage 1
Curriculum Handbook
2016
Stage 1 Subject Choices

From the Principal

It is my pleasure to present to you the 2016 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 centred 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 1and 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. There are:

- a Personal Learning Plan (PLP) at Stage 1 (to be completed across Years 10 and 11), 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 Educational 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
• Performance
• Sports Skills and Management
Expectations of a SACE Stage 1 Student

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 wishing 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
What is the Research Project?

Students must complete this 10 credit course with a “C” grade or better and completion of this subject is a compulsory requirement of the SACE. Students choose a topic of interest and learn to apply research processes and the knowledge and skills specific to their research topic. They will record their research and evaluate what they have learned. Students are expected to work independently and with others to initiate a topic, plan and manage their project, analyse information and reflect on the learning process. Students are assessed on a folio (consisting of preliminary ideas, a research proposal, research development and discussions), the research outcome and an external assessment.
SACE STAGE 1

Subjects offered:

Compulsory Subjects:

- Religion Studies
- English and Essential English
- Mathematics, General Mathematics and Essential Mathematics

Elective Subjects:

- Agriculture
- Biology
- Business Enterprise
- 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
- Psychology
- Physical Education
- Physics
- Specialist Mathematics
- Visual Arts Art
- Visual Arts Design
SACE STAGE 1 COMPULSORY SUBJECTS

Religion Studies

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

As the Religious Education Framework for Catholic schools state:

- 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.

Stage 1 English

English Subject Description:

In this subject, students are expected to:

- analyse relationships between purpose, context, and audience and how these influence texts and their meaning
- identify ways in which ideas and perspectives are represented in texts
- analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
- create oral, written, and/or multimodal texts for particular purposes, contexts, and audiences
- identify and analyse intertextual connections
- 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.

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.

- techniques to make meaning and to influence opinions. Students also develop an understanding of the ways in which texts are composed for a range of purposes and audiences. Students analyse ideas, values, and beliefs, and make connections with their personal experiences, ideas, values, and beliefs.
- **Assessment Type 2: Text Production**
  For this assessment type, students provide evidence of the extent and quality of their learning in producing written, oral, or multimodal texts. In producing texts, students aim to achieve a level of fluency, precision, style, and structure appropriate to audience and context. Students are encouraged to use language appropriately to convey meaning in a range of contexts.
Stage 1 Essential English

Essential English Subject Description:

In this subject, students are expected to:

- develop communication skills through reading, viewing, writing, listening, and speaking
- comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts
- identify and analyse how the structure and language of texts varies for different purposes, audiences, and contexts
- express information, ideas, and perspectives using a range of textual conventions
- 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.
The Mathematics Subjects

*Stage 1 Australian Curriculum Mathematics. All Year 11 Mathematical Subjects are being introduced for the first time.*

**Stage 1 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.
Stage 1 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.
Stage 1 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.
Stage 1 Elective Subjects

Agriculture

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 of 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 – OHSW 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
Biology

Subject Description

Biology helps students to develop an appreciation and understanding of the living world, and to understand the importance of using the resources of the environment in a sustainable way. Biology provides useful background knowledge for many occupations in fields such as agriculture, conservation, forestry, horticulture, medicine, pollution control, veterinary science and viticulture.

Subject Length: 1 or 2 semesters

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

Semester 1

- Cells and Cancer
- Ecology
- Microbiology

Semester 2

- Human Physiology
- Reproduction
- Animal Behaviour

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:
Chemistry

Subject Description
An understanding of Chemistry will help students appreciate the factors that influence the pursuit of science and that impact on the way people live, allowing students to make informed decisions about modifying and interacting with nature. Chemistry gives students the opportunity to gain a range of employment and life skills. Stage 1 provides a basis for further study in Stage 2 Chemistry as a pathway leading to tertiary study in Science areas.

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
Semester 1
- Atomic Theory
- Formulae and Equation
- Moles and Stoichiometry
- Bonding
- Acids, Bases and Salts
- Analytical Techniques

Semester 2
- Hydrocarbons
- Alcohols
- Esters
- Reduction and Oxidation
- Electrochemistry
- Esterification Technique

Assessments
- Practical skills and reports,
- Tests,
- Research assignments.
Child 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
- Folio
- Practical
- Issues Study
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
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. Students research and review sources within a framework of inquiry and critical analysis.

Subject Length
1 or 2 semesters

Advice to Students
Students should be aware that there are writing tasks, including an Issues Investigation, that require strong literacy and research skills. Independent learning skills would be an advantage.

Content
A 10 credit (1 semester) subject consists of:
- Skills of historical inquiry
- A minimum of two historical studies

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

Assessment:
- Practical
- Written Work
Food and 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 and 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.

Assessment

- Practical Skills
- Product and Documentation
- Issues Analysis
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 analyzing 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
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.

- Assessment Type 2: Folio
  Students are to design a Carcass Constructed project (eg Bedside Cabinet) and communicate this design with the assistance of investigation, concept
General Engineering

Subject Description

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
This is a flexible program designed for students whose experience and knowledge of music may vary, but who have a strong interest in music.

Subject Length
1 or 2 semesters

Advice to Students
Students are required to have some competency on a musical instrument. Knowledge of music theory is an advantage but is not essential.

Content
- Solo/Ensemble Performance
- Music Arranging/ Transcribing or Improvisation
- Music Theory and Aural
- Music in Culture
- Performance Review Writing/ Research Project/ Journal
- Setting up the Public Address System

Assessment
Assessment consists of the following components:
- Presentation
- Tests
- Folio
Nutrition

Subject Description

Good nutrition is integral to a healthy and active life, and it is important that accurate information on nutrition is made available to individuals and communities. Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as on social and environmental issues related to nutrition. Students integrate scientific knowledge and skills gained in their study of nutrition and apply them to designing and carrying out investigations that explore the links between food, health, and diet-related diseases. In practical investigations, students formulate and test hypotheses by collecting, presenting, analysing, and evaluating empirical data in order to describe trends and clarify theoretical concepts related to nutrition. This acquired knowledge helps students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes, so that they may participate fully in their communities.

Subject Length

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

Advice to students

Nutrition falls under the banner of Sciences, therefore sound skills of analysis and investigation are an advantage for the preparation to excel in Stage 2.

Content

The following list is presented as a guide to the scope of topics considered appropriate at Stage 1. The list is neither prescriptive nor exhaustive.

- Macronutrients and micronutrients
- Fresh versus processed foods
- 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

Assessment

- Practical Investigation
- Issues Investigation
- Skills and Application Task
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
- Soft Crosse
- 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

Physics helps people understand the world around them. It is a subject for students interested in the fundamental processes of nature. The study of physics provides and understanding of the processes that determine the behaviour of systems, from the very small (atoms and nuclei) to the very large (solar systems and the universe). Stage 1 Physics programs assume that students have had experience in simple graphing and have basic algebraic skills. Stage 1 Physics programs provide background for students who intend to study Physics or other science subjects at Stage 2. Maths Studies is needed to supplement the understanding of graphing and physics concepts.

Subject Length
1 or 2 semesters

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
Semester 1
- Linear Motion
- Newton’s Laws
- Momentum and Energy

Semester 2
- Electrostatics Fields
- Electricity
- Waves
- Optics and Sound

Assessment
- Tests
- Practical Skills and Reports
- Folio
Scientific Studies

Subject Description

Learning and working with science enables people to understand and shape the world in which they live, as well as to appreciate, respect, and conserve it. By exploring the interactions of physical forces, chemical components and reactions, and the structure and functions of living things, scientists advance understanding of the world and how human actions can affect it. In Scientific Studies, students have the opportunity to engage with the work of classical and modern scientists and to initiate and participate in discussions on how science impacts on their own lives and on society and the environment.

Subject length

Scientific Studies may be undertaken as a 10-credit subject or a 20-credit subject at Stage 1.

Advice to students

Scientists take an inquiry-based approach to their work, gathering information, evaluating evidence, synthesising new knowledge, and applying their learning to related ideas and issues. Students undertaking Scientific Studies take the same approach in developing their scientific knowledge, skills, and understanding.

Content

An example of a theme and topics is:
- **Theme** — The importance of science in contemporary Australia
- **Topics**
  - Climate change
  - Food technologies
  - Water conservation
  - Recycling
  - Transport
  - Air quality
  - Sustainability
  - Resources
  - Carbon trading
  - Pollution
  - Wind farms

A student-centred inquiry approach to investigating chosen topics is suggested. This would enable students to define the scope of their learning by identifying investigable questions, designing their research using scientific approaches, collecting data and other evidence, and analysing and critiquing their findings. The scientific topics chosen, or issues that arise during investigations, should be informed by the application of key scientific ideas, skills, concepts, and understanding.

Assessment

- Practical Investigations
- Issues Investigations
- Skills and Application Tasks
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 have satisfactorily completed Mathematical Studies 1 in the first semester. This unit is intended to accompany Stage 1 Mathematical Studies 2 and is for students who want to proceed to Mathematical Studies or Specialist Mathematics at Stage 2. Successful completion of this unit and the two units of Mathematical Studies is essential for those wishing to study Specialist Mathematics in Stage 2.

Subject Length
1 semester length and is studied in Semester 2 only

Technology Required
A Graphics calculator. The Texas Instrument brand is preferred.

Advice to Students
Students need to demonstrate 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:
- Circular and Deductive Geometry
- 2D Vectors
- Periodic Phenomena

Assessment
Assessment will consist of 2 components:
- Skills and Applications Tasks
- Folio

There are 5 assessment tasks for the semester.
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 of completing the visual studies will include both written and practical elements. Student findings will be presented as and A3 folio of work.

  ✓ Semester 1 – Visual Communication
  ✓ `Semester 2 – Product Design