YEAR 11 – SACE Stage 1 Subjects for 2016

There are a number of compulsory subjects required to complete your SACE at Stage 1:

- **Personal Learning Plan** (10 credits) – completed in Year 10
- **Literacy (English)** – at least 20 credits from the range of English subjects
- **Numeracy** – at least 10 credits from the range of Mathematics subjects
- **Research Practices** undertaken by all Stage 1 students in preparation for the Stage 2 Research Project.

(For each of the compulsory subjects - PLP, Literacy & Numeracy students will need to achieve a C grade or better)
YEAR 11 COMPULSORY SUBJECTS

English

English (Pre-Literary Studies)

Course Length: full year (20 credits)

Recommendation: Achievement of a B grade or better in Year 10 English and teacher recommendation.

Contact person: Sam King

Content
The Pre-Literary Studies course is organised in 3 sections:
1. Responding to Texts
2. Creating Texts
3. Intertextual study

This course is designed to prepare students for Stage 2 Literary Studies and, as such, there is a greater emphasis on studying literary texts than in the General English Course.

Assessment
Students will provide evidence of their learning through four assessment tasks each semester, with at least one from each of the assessment types listed above. At least one assessment task each semester will be an oral presentation.

Essential English

Course Length: full year (20 credits)

Recommendation: by Year 10 English Teacher

Contact person: Sam King

Content
The Essential English Course is organised into 2 sections:
1. Responding to Texts
2. Creating Texts

This course is designed to enable students to develop their literacy skills to enable them to interact effectively with others in their learning, work and community life. The focus of the course is how students use language to establish and maintain connections with people in different contexts.

Assessment
Students will provide evidence of their learning through four assessment tasks each semester, with at least one from each of the assessment types listed above. At least one assessment task each semester will be an oral presentation.

English (General)

Course Length: full year (20 credits)

Recommendation: Satisfactory completion of Year 10 English and teacher recommendation.

Contact person: Sam King

Content
The English course is organised in 3 sections:
1. Responding to Texts
2. Creating Texts
3. Intertextual study

Assessment
Students will provide evidence of their learning through four assessment tasks each semester, with at least one from each of the assessment types listed above. At least one assessment task each semester will be an oral presentation.

English as an Additional Language

Course Length: full year (20 credits)

Recommendation: This subject is available by invitation to eligible students only.

Contact person: Janette Bandjak

Content
Students access a wide variety of texts, including a range of short stories, films and guest speaker presentations. Students develop competence in making choices in English that are accurate and appropriate for a range of texts and contexts.

Assessment
Students demonstrate their learning through three assessment types:
1. Responding to Texts
2. Interactive Study
3. Language Study

(Each of these assessment types will have a weighting of at least 20%)
Mathematics

Mathematical Methods A, B & C

Course Length: Two units (20 credits) completed in Semester 1, one unit (10 credits) completed in Semester 2.

Recommendation: B grade or better in Year 10 Pre-Mathematical Methods.

Contact Person: Paul Vanner

Content
Mathematical Methods provides the foundation for further study in mathematics in Stage 2 Mathematical Methods. It is an algebra-rich subject for students preparing for university-level studies of economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Mathematical Methods can be combined with Specialist Maths (see below).

Note: It is recommended that students purchase a graphics calculator.

Assessment
Three summative tests and two investigations per semester course, plus an end of semester examination.

Specialist Mathematics

Course Length: 1 semester (Semester 2 only) (10 credits)

Recommendation: B grade or better in Stage 1 Mathematical Methods A and B

Contact Person: Paul Vanner

Content: This additional semester course is designed to prepare students who are intending to study Mathematical Methods and Specialist Mathematics in Stage 2. Specialist Mathematics can be a pathway to Mathematical Sciences, Engineering, Space Science, and Laser Physics. This subject includes more geometric topics and complex applications of ideas.

Assessment
Three summative tests and two investigations, plus an end of semester examination.

General Mathematics A & B

Course Length: full year (20 credits)

Recommendation: C grade or better in Year 10 Mathematics and teacher recommendation.

Contact Person: Paul Vanner

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

This subject can lead to Stage 2 General Mathematics, and is suitable for students wanting to continue studies in technical trades, business, human services and health sciences and prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Assessment
Three tests and two folio tasks per semester.

Essential Mathematics

Course Length: 1 or 2 semesters (10 or 20 credits)

Recommendation: A minimum C grade in Year 10 Maths and teacher recommendation.

Contact Person: Paul Vanner

Content
This subject is designed for students who are seeking to meet the SACE numeracy requirement; or students who are planning to pursue a trades or vocational pathway. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

This subject can lead to Stage 2 Essential Mathematics, but is not intended for students considering any Tertiary Maths study.

Assessment
Assessment consists of Skill Assessment Tasks and Folio investigations, which will depend on the context of the work studied.
Research Practices

Course Length – 1 semester (10 credits)

Contact Person: Nick Pizimolas

Content
The course focuses on the development of student research and information skills. Students will apply these skills through source analyses, planning and evaluation of a variety of research processes, applied to an investigative topic of the students’ choice.

The course is designed to thoroughly prepare students for the Stage 2 Research Project. Research Practices is a compulsory subject that all students must undertake in 2015 as part of the SACE.

Assessment
Students will be assessed at various points throughout the course, including oral, written and multimedia components. Assessment will focus on skills in analysis, evaluation, and application of research processes.
YEARS 11 CHOICE SUBJECTS

ARTS

Creative Arts: Digital Media & Photography

Course Length – 1 semester (10 credits)

Recommendation: Satisfactory completion of a Year 10 Creative Arts: Digital Media or Graphic Design or as recommended by an Arts teacher.

Contact Person: Beth Sztekel / Catherine Bourn / Algis Laurinaitis

Content
The focus of this course is on digital and emerging media. Students participate in the design, development and presentation of finished Creative Arts products. Products may take the form of:
- advertisements
- digital products: electronic game, podcasts, vodcasts
- entertainment programs for targeted audiences
- environmental design projects
- film/video: documentary, narrative (storytelling), educational DVDs, music video clips, local tourism, community events
- graphic novels, illustrated children’s books
- interactive learning games
- presentations for community screenings / performances
- animation: digital, stop motion and Claymation
- public art, installations
- promotional packages: DVD, print, online
- websites: corporate, virtual art galleries, museums etc.

Students are particularly encouraged to take responsibility for aspects of the Heights Website as part of their work.

Assessment
Products (70%) - students present two finished products, including support materials.
Folio (30%) - students produce two portfolios.
  Folio 1 - based on an investigation.
  Folio 2 - is a record of skills development.

Creative Arts: Drama

Course Length: 1 semester (10 Credits)

Recommendation: Satisfactory completion of a Year 10 Drama or as recommended by an Arts teacher.

Contact Person: Ian Benjafield / Algis Laurinaitis

Content
Students participate in the production and presentation of finished drama based products that could include:
- Backstage: set design and building
- Makeup for stage
- Costume: design and creation
- Props and set dressing: design and production
- Lighting: design and application
- Sound: design and application
- Directing: making a vision live
- scripts for radio, stage or film
- film/video: documentary, educational DVDs, narrative (storytelling), music video clips, local tourism, community events
- presentations for community screenings / performances

Assessment
Products (70%) - students present two finished products, including support materials.
Folio (30%) - students produce two portfolios.
  Folio 1 - based on an investigation.
  Folio 2 - is a record of skills development.

Creative Arts: Graphic Design

Course Length – 1 semester (10 credits)

Recommendation: Satisfactory completion of a Year 10 Creative Arts: Digital Media or Graphic Design or as recommended by an Arts teacher.

Contact Person: Beth Sztekel / Catherine Bourn / Algis Laurinaitis

Content
The focus of this course is on digital publishing and print media. Students participate in the design, development and presentation of finished Creative Arts products. Students are encouraged to work on real life projects where possible as a part of their studies. Products may take the form of:
- advertisements
- environmental design projects
- graphic novels
- illustrated children’s books
- packaging design
- photographic exhibitions
- promotional packages: print (logos, letterheads etc.)
- public art / art exhibitions
• presentations for community screening / performances
• magazines: print and online
• website design

Assessment
Products (70%) - students present two finished products, including support materials.
Folio (30%) - students produce two portfolios.
  Folio 1 - based on an investigation.
  Folio 2 - is a record of skills development.

Creative Arts: Music

Course Length: 1 semester (10 Credits)

Recommendation: Satisfactory completion of a Year 10 Music subject or as recommended by an Arts teacher.

Contact Person: Beth Sztekel / Catherine Bourn / Algis Laurinaitis

Content
The focus of this course is on practical and creative music making which may include song writing and / or Music Technology. Students participate in the production and presentation of finished music based products that could take the form of:
- advertising jingles
- concerts and performances for entry in local and national festivals
- educational DVDs
- entertainment programs for targeted audiences
- Music technology e.g. sound recording / engineering, film / video: music video clips
- presentations for community screenings / performances
- song writing
- Soundtracks for Film composition

Assessment
Products (70%) - students present two finished products, including support materials.
Folio (30%) - students produce two portfolios.
  Folio 1 - based on an investigation.
  Folio 2 - is a record of skills development.

Drama

Course Length: 1 or 2 semesters (10 or 20 credits)

Recommendation: Satisfactory completion of at least one semester of Year 10 Drama or as recommended by an Arts teacher.

Contact Person: Ian Benjafield / Algis Laurinaitis

Content
The course aims to develop skills in writing, acting and directing drama. Group work is a major part of the course so the ability of students to work in a group and to take individual responsibility for their part in a group production is a vital element of the course. This subject also aims to foster an appreciation of drama so attendance at some live performances may be necessary. Students will:
- study the elements of Drama and styles of theatre
- review live theatre
- develop a play for performance

Assessment:
The subject is assessed through devising works for performance (direction, script writing, play building, off-stage roles and characterisation); presenting performances of both student-devised drama and scripted text; and written tasks including essays, and assignments.

Drama performance (40%)
Applied theory, Oral presentation (40%)
Folio (20%)

Music

Course Length: 1 or 2 semesters (10 or 20 credits)
Note: students may opt out at the end of Semester 1 but cannot join in Semester 2 unless approved by Algis Laurinaitis

Recommendation: Satisfactory completion of Year 10 Music and interview with music staff.

It is essential that students are studying a musical instrument with an Instrumental teacher.

Contact Person: Algis Laurinaitis

Content
Through the study of Music students have the opportunity to engage in musical activities which focus on skilled performance, creative music making through music technology and responses to the performances and creations of others.

Course content involves Solo and Ensemble performance, Applied Theory including aural studies, creative music making as well as music technology and individual study projects relating to research into specific areas of the Music Industry.

Assessment
Music performance (40%)
Applied Theory, Aural and creative skills development (40%)
Folio (20%)
Visual Art

**Course Length:** 1 or 2 semesters (10 or 20 credits)

**Recommendation:** Satisfactory completion of a Year 10 Visual Art or as recommended by an Arts teacher.

**Contact Person:** Catherine Bourn / Beth Sztekel / Algis Laurinaitis

**Content**

**Area of Study 1: Visual Study**
Students study 3 artists and analyse, respond, reflect and evaluate their work.
Students reproduce 3 pieces of work to learn / adopt different styles and techniques.

**Area of Study 2: Visual Thinking (Folio)**
Students produce a folio of work that documents their visual learning, in support of their major resolved visual art work.

**Area of Study 3: Practical Resolution (The Practical including a Practitioner’s Statement)**
Finished art works could take the form of a painting or drawing but could also include more diverse products such as video, installation, assemblage, digital imaging, mixed media, printmaking, photography, sculpture, ceramics, or textiles.
Students provide an explanation of their intended meaning and evaluation of their own work through a Practitioner’s Statement.

**Assessment**
- Visual Study (40%)
- Folio (30%)
- Practical (30%)

DESIGN & TECHNOLOGY

Community Studies - through the Pedal Prix

**Offered as a Stage 1 or Stage 2 subject**

**Course Length:** 1 or 2 semesters - usually offline (10 credits or 20 credits)

**Contact Person:** Roger Button / Lynn Charlesworth

Students involved in the school’s Pedal Prix teams can gain credit towards their SACE by:
- Completing a contract of work.
- Keeping a journal of their involvement in the program over the year.

- Completing a major task that supports or improves the operation of the Pedal Prix. (To be negotiated with your teacher as part of your contract).

- **Literacy Task** – i.e. students will write and send a letter to a local community business or organisation, requesting sponsorship for the school’s Pedal Prix team or thanking an organisation for their sponsorship.

- Maintaining contact with the team through email and regular meetings, trainings and workshops.

- Contributing towards fundraising and attending at least 2 of the 3 annual Pedal Prix events.

- **A Written Evaluation:** Once the major task has been completed, it must be evaluated through a written evaluation of the outcomes and submitted for assessment. Students may negotiate an aural / audio-visual presentation to be delivered at the awards evening.

The Design & Technology Learning Area, through the Pedal Prix offers students the following areas of study:

- **Arts and the Community**
  Students can be involved in vehicle and uniform graphics.

- **Communication and the Community**
  Students can be involved in the publicity of the pedal prix to the school community through regular articles in the school’s newsletter and year book. Includes the use of digital photography in the production of publications.

- **Foods and the Community**
  Students can be involved in the planning and preparation of team meals for the 3 events.

- **Health, Recreation and the Community**
  Students can be involved in the training of team members for the 3 events.

- **Science, Technology and the Community**
  Students can be involved in the construction and maintenance of the team’s pedal prix vehicles.

- **Other areas of study may be adapted / negotiated with your teacher.**

Students must find a community mentor or specialist teacher to assist and guide them with their major task(s).

**Assessment**
- Completed contract and (Folio) of work (70%)
- Reflection (30%)
### CAD/CAM

**Course Length:** 1 semester (10 credits)

**Recommendation:** There are no prerequisites for this course. Those who have been successful at Year 10 CAD/CAM are encouraged to further develop their skills and knowledge while those with no experience will be guided through the basics.

**Contact Person:** Ian Pfitzner

**Content**
The course gives students the opportunity to develop an understanding of Technical Drawing practices that are used in the construction and manufacturing sectors. The techniques and methods used conform to the Australian Standards. Set tasks will require the use of CADD software AutoCAD and Inventor. Students will be exposed to 2 and 3 dimensional drawing systems. A design task is a required component of this course.

Where possible students will be given the opportunity to design and produce a small item using a computer controlled milling machine and/or laser cutting machine (CAD/CAM).

**Assessment**
The assessment tasks consist of:

- **Skills and Application**
  - Processes and Skills – Series of set skill development exercises using AutoCAD and Inventor.
  - Material Application – Investigate and analyse the characteristics and properties of two or more processes that could be used in the creation of a product students will design.

- **Design Task**
  - Students develop a personal design brief for a product within given parameters.
  - Students investigate the impact of their product or a process used in its manufacture on individuals, society, and/or the environment.

- **Product**
  - Students use Inventor software to produce a working model and Orthographic drawings of the product they have designed.
  - Evaluate the product against the design brief and suggest possible modifications.

A Folio containing evidence of the design process and other written work is to be submitted at the conclusion of the course.

### Electronics

**Course Length:** 1 semester (10 credits)

**Recommendation:** Completion of Year 10 Electronics is preferred but not essential.

**Contact Person:** Roger Button

**Content**
Students will be involved in designing, making and critiquing printed circuit boards. Circuit and product analysis is undertaken and a range of theory topics are taught including component recognition and function; soldering and circuit documentation. Students will learn to read schematic wiring diagrams and prototype circuits before they are manufactured. Integrated circuits and robotics are also covered. Circuit measurements are made using a multimeter.

**Note:** School fees cover the basic learning objectives, although additional payments may be required to cover the cost of additional materials.

**Assessment**
- **Skills and Application**
  - Processes and Skills – Students complete a series of skill development tasks culminating in production of a set product.
  - Material Application – Investigate and analyse the characteristics and properties of two or more materials that could be used in the creation of a product students will design.

- **Design Task**
  - Students use the design process to develop a solution to a given problem within a set of parameters. They then develop a work plan and drawings in preparation for production.
  - Students investigate the impact of their product or a process used in its manufacture on individuals, society, and/or the environment.

- **Product**
  - Students create the product they have designed.
  - Evaluate the product against the design brief and suggest possible modifications.

A Folio containing evidence of the design process and other written work is to be submitted at the conclusion of the course.

### Furniture Construction A
*(Cabinet making)*

**Course Length:** 1 semester (10 credits)

**Recommendation:**
Completion of Year 10 Woodwork is an advantage but not essential. Those with no experience will be guided through the basics.

**Contact Person:** Roger Button

**Content**
Students develop basic cabinet making skills before designing and constructing their own piece, or pieces of furniture. A small cabinet with 1 or 2 fitted doors is the basic requirement. Students will need to produce a comprehensive folio documenting the design process of their chosen design.
**Note:** School fees cover the basic learning objectives, although payments will be required to cover the cost of any additional materials.

**Assessment**

**Skills and Application**

- Processes and Skills – Students complete a series of skill development tasks culminating in production of a set product.
- Material Application – Investigate and analyse the characteristics and properties of two or more materials that could be used in the creation of a product students will design.

**Design Task**

- Students use the design process to develop a solution to a given problem within a set of parameters. They then develop a work plan and drawings in preparation for production.
- Students investigate the impact of their product or a process used in its manufacture on individuals, society, and/or the environment.

**Product**

- Students create the product they have designed.
- Evaluate the product against the design brief and suggest possible modifications.

A Folio containing evidence of the design process and other written work is to be submitted at the conclusion of the course.

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### Furniture Construction B (Woodturning)

**Course Length:** 1 semester (10 credits)

**Recommendation:**
Completion of Year 10 Woodwork is an advantage but not essential. Those with no experience will be guided through the basics.

**Contact Person:** Roger Button

**Content**

Students experience basic wood turning and framing joint skills before designing and constructing a table or stool consisting of a turned central column, 4 shaped legs and a top. Students will need to produce a comprehensive folio documenting the design process of each piece.

**Note:** School fees cover the basic learning objectives, although payments will be required to cover the cost of any additional materials.

**Assessment**

**Skills and Application**

- Processes and Skills – Students complete a series of skill development tasks culminating in production of a set product.
- Material Application – Investigate and analyse the characteristics and properties of two or more materials that could be used in the creation of a product students will design.

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### Metal Technology A & B

**Course Length:** 1 or 2 semesters (10 or 20 credits)

**Recommendation:** There is no prerequisite for this course. Those with no experience will be guided through the basics.

**Contact Person:** Ian Pfitzner

**Content**

Students will learn skills and gain knowledge in areas of Metal Fabrication using Oxy-Acetylene and Electric welding processes; also Metal Machining using the Lathe and Mill. A variety of hand tools and equipment will be used to shape, fit and assemble components of the set projects.

**Note:** Although school fees pay for basic project materials, students may be required to pay additional cost if their projects exceed the allocated amount.

**Assessment**

**Skills and Application**

- Processes and Skills – Students complete a series of skill development tasks culminating in production of a set product.
- Material Application – Investigate and analyse the characteristics and properties of two or more materials that could be used in the creation of a product students will design.

**Design Task**

- Students use the design process to develop a solution to a given problem within a set of parameters. They then develop a work plan and drawings in preparation for production.
- Students investigate the impact of their product or a process used in its manufacture on individuals, society, and/or the environment.

**Product**

- Students create the product they have designed.
- Evaluate the product against the design brief and suggest possible modifications.

A Folio containing evidence of the design process and other written work is to be submitted at the conclusion of the course.
**HEALTH AND PHYSICAL EDUCATION**

**Child Studies**

*COURSE LENGTH:* 1 or 2 semesters (10 or 20 credits)

*CONTACT PERSON:* Valerie Beatty

*CONTENT*

Students will develop an understanding of pregnancy and parenting.

**Semester 1** – Course work will involve preparing nutritious meals for a pregnant woman; organising and running a child’s party; preparing a gift box suitable for a baby and investigating issues related to children in the wider society.

**Semester 2** – Course work will involve preparing nutritious meals for children; helping young children prepare their own meals; construct a storybook/toy suitable for a child 0 to 6 years of age and investigate the needs of children using technology as a resource.

*NOTE:* Students are required to bring fabric for a child’s toy / garment plus food for summative practical activities.

*ASSESSMENT*

Practical (60%)

Written assignments (40%)

**Food and Hospitality A**

*COURSE LENGTH:* 1 semester (10 credits)

*RECOMMENDATION:* At least 1 semester of Year 10 Food is an advantage.

*CONTACT PERSON:* Valerie Beatty

*CONTENT*

Students will be encouraged to develop their basic skills as they work with others to plan, prepare, present and serve a wide variety of foods.

The course will look at trends in the Hospitality industry, safe food practices, creative food presentation and an in depth study of the Hospitality industry and career pathways offered.

*NOTE:* Students are required to supplement lessons with food from home in summative activities.

*ASSESSMENT*

Practical (60%)

Written assignments (40%)

**Food and Hospitality B**

*COURSE LENGTH:* 1 semester (10 credits)

*RECOMMENDATION:* Students complete Food and Hospitality A or at least Year 10 Food.

*CONTACT PERSON:* Valerie Beatty

*CONTENT*

Students will develop an understanding of formal meal preparation as they plan, purchase, prepare and present food from a variety of countries and extend their skills at buffet presentation and service.

The course will look at socio-cultural influences in the Hospitality industry through preparing food from a range of cultures, small group catering enterprises, interpersonal skills and customer relations.

*NOTE:* Students are required to supplement lessons with food from home in summative activities.

*ASSESSMENT*

Practical (60%)

Written (40%)

**Physical Education**

*COURSE LENGTH:* 1 or 2 semesters (10 credits per semester)

*RECOMMENDATION:* Successful completion of at least one semester of Year 10 Physical Education or by negotiation with the Physical Education Coordinator.

*CONTACT PERSON:* Andrew Costello

*CONTENT*

Stage 1 Physical Education consists of the following two areas:

- Practical Skills and Application (60%)
  For each 10 credit subject, students complete 2 or 3 practicals.
- Theory Units (40%)
  Semester 1
  Topic - Exercise Physiology
    - Fitness Testing
      - Fitness Lab report (10%)
      - Issues analysis (20%)
      - Exam (10%)
  Semester 2
  Topic – Coaching & Skills Acquisition
    - Folio & Journal (20%)
    - Exam (20%)

*ASSESSMENT*

Students demonstrate evidence of their learning through practical and folio assessment types as well as an end of semester exam.
Specialist Cricket

**Course Length:** 1 Semester (10 credits)
2 semesters (20 credits)

**Recommendation:** Either completion of Year 10 Specialist Cricket Program or an application from new students. The application process consists of two parts:
1. application form (to be completed by student, parents and class teacher)
2. practical skills try out

**Contact Person:** Andrew Costello

**Content**
Theory topics covered –
- Level 1 Cricket Coaching course
- Basic First Aid – injury prevention and management
- Fitness development/testing
- Sports Psychology
- Exercise Physiology
- Community Service

**Assessment**
Practical skills (50%)
Written tasks (50%)

Geography

**Course Length:** 1 semester (10 or 20 credits)

**Recommendation:** Satisfactory completion of Year 10 Geography, History and / or English

**Contact Person:** Nick Pizimolas

**Content**
Geography is the study of natural and human environments, focussing particularly on the interaction between the natural and human elements of environments. It provides a framework for making sense of local and global environmental issues. The course develops skills in researching; interpreting graphs, maps and diagrams; clear presentation of information. Students will experience using G.I.S. technology to present graphical information.

**Semester 1 & 2**
1. Location and Distribution of natural and human features
2. Natural environments at risk
3. People, resources and development
4. Issues for Geographers – Individual Student Investigation (fieldwork study)

**Notes:**
- It is advisable for students planning to do Stage 2 Geography to take at least 1 semester of Stage 1 Geography.
- There is likely to be one full day excursion with an approximate cost of $15.

**Assessment**
Skills and Applications Tasks
Inquiry
Fieldwork
Investigations

HUMANITIES and SOCIAL SCIENCES [HASS]

Ancient Studies

**Course Length:** 1 semester (10 Credits)

**Recommendation:** Achievement of a C grade or better in Year 10 English.

**Contact Person:** Dale Pope / Nick Pizimolas

**Content**
Students learn about the history, literature, society and culture of ancient civilisations, including Australasia, the Americas, Europe and Western Asia, and the classical civilisations of Greece and Rome.

Students will draw on the fields of architecture, politics, religion and geography. Ancient Studies enables students to consider environmental, social, economic, religious, cultural and aesthetic factors that shape societies and provide personal and shared identity.

**Assessment**
Students demonstrate evidence of their learning through the following assessment types:
- Folio
- Sources Analysis
- Special Study
**Legal Studies**

**Course Length:** 1 or 2 semesters (10 or 20 credits)

**Recommendation:** Satisfactory completion of Year 10 English, History and / or Philosophy

**Contact Person:** Nick Pizimolas

**Content**

**Semester 1:** Law and Society plus a minimum of 2 other topics

**Semester 2:** Law and Society plus 5 other topics.

Topic options include:
- People, Structures and Processes
- Lawmaking
- Justice and Society
- Young People and the Law
- Victims and the Law
- Motorists and the Law
- Young Workers and the Law
- Relationships and the Law

**Note:** There will be a full day excursion to the Magistrate and Supreme Courts.

**Assessment**

- Course Work / Folio
- Issues Study
- Individual or Group Presentation

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**Society and Culture**

**Course Length:** 1 semester (10 Credits)

**Recommendation:** Completion of Year 10 HASS and a minimum of a C grade in Year 10 English

**Note:** Students need to have a sound standard of literacy, analysis and interpretation skills. There is a great deal of reading and comprehension in this course.

**Contact Person:** Sharon Tibbits / Nick Pizimolas

**Content**

Students will use a variety of media e.g. movies, television, news etc., to become more informed about the personal, social, political, economic and cultural factors that affect Australia and the World.

In Society and Culture students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups.

**Assessment**

There will be individual and group assessment tasks including researching, written work, oral presentations, PowerPoint presentations etc.

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**Philosophy**

**Course length:** 1 semester (10 Credits)

**Recommendation:** Achieve a C grade or better in Year 10 English

**Contact Person:** Alex Christodoulou / Nick Pizimolas

**Content**

Philosophy shapes what people think, what they consider to be of value, what they accept as being the truth, and how they engage with others and the world around them. Understanding how arguments work is essential to being a good reasoner, a problem-solver and critical thinker.

In Stage 1 Philosophy students will develop clarity of thought and present ideas in a logical way. Philosophy is a subject that encourages the development of high order thinking skills. These are skills that can be used in other subjects, and other aspects of their lives.

**Assessment**

Includes a Guided Ethical Issues Analysis, a student negotiated Issues Study and two Folio assignments on logic and reasoning.

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**Sustainable Futures**

**Course Length:** 1 semester (10 Credits) or 2 semesters (20 Credits)

**Recommendation:** Satisfactory completion of Year 10 History & Geography and / or English.

**Contact Person:** Gordon Heitmann / Roy Page / Nick Pizimolas

**Content**

We spend significant time and energy studying the past. We can also become locked into certain ways of thinking in particular subject areas. Sustainable Futures, seeks to address these shortcomings. This is a course that requires consideration of possible futures and the application of knowledge and understanding gained from a range of disciplinary
areas to issues around sustainability. Students will develop their capabilities in the areas of ‘communication’, ‘citizenship’ and ‘personal development’ through group work as well as individual exploration of the issues as they develop social foresight – being not merely past driven but responsive to emerging near-term future contexts.

Assessment
Assessment for this course involves a group project, two skills and applications tasks and one analysis. There are opportunities for a range of assessment forms and these may include written, oral and multimodal presentations. Students will be involved in one major extended project.

SCIENCE

Biology A

Course Length: 1 semester (10 Credits)

Recommendation: Satisfactory completion of Year 10 Science

Contact Person: Julie Tetlow / David Eglinton / Arthur Roubanis

Content
Topics studied will come from three main themes – Cellular Biology, Ecology, Physiology.

Topics could include Cells and Cancer, Physiology of our Sense System and Ecosystems.

Assessment
Students demonstrate evidence of their learning though the following assessment types:
• Investigations Folio, e.g. practical work, Issues Investigation
• Skills and Application tasks e.g. tests, practical work, projects, research assignments
• end of Semester exam

Biology B

Course Length: 1 semester (10 Credits)

Recommendation: Satisfactory completion of Year 10 Science

Contact Person: Julie Tetlow / David Eglinton / Arthur Roubanis

Content
Topics studied will come from three main themes: Cellular Biology, Physiology, Ecology

Topics could include Biotechnology and Food; You are What You Eat; and Australia’s Arid Inland.

Assessment
Students demonstrate evidence of their learning though the following assessment types:
• Investigations Folio, e.g. practical work, Issues Investigation
• Skills and Application tasks e.g. tests, practical work, projects, research assignments
• end of Semester exam

Chemistry A and B

Course Length: full year (20 credits)

Recommendation: B grade or better in Year 10 Science plus teacher recommendation. Students planning to study Chemistry B must have successfully completed Chemistry A

Contact Person: Arthur Roubanis

Content
Chemistry A (Semester One)
• Atomic structure and the Periodic Table
• Bonding and Structure
• Substances in solution
• Acid Base Reactions

Chemistry B (Semester Two)
• Quantitative Chemistry
• Organic Chemistry
• Redox reactions

Learning outcomes – [addressed in both semesters]
• Designing investigations to test chemical hypotheses
• Manipulating apparatus and recording observations
• Analysing data and drawing conclusions
• Demonstrating knowledge and understanding of chemical concepts
• Obtaining information about Chemistry from a variety of sources
• Developing solutions to chemical problems
• Using chemical knowledge to make informed decisions
• Communicating effectively in a variety of forms

Assessment
Students demonstrate evidence of their learning though the following assessment types:
• Investigations Folio
• Skills and Application tasks e.g. tests, practical work, projects and an end of Semester exam.
Physics A and B

Course Length: (20 credits)

Recommendation: B grade or better in Year 10 Science and Year 10 Mathematics (pre-Studies plus teacher recommendation).

Contact Person: Alix Verdon / Arthur Roubanis

Content
Physics A (Semester 1) is an introductory course covering three topics - Waves, Light and Sound; Energy Work and Power; and Motion. The course is mainly conceptual with some mathematical problem solving.

Physics B (Semester 2) is more rigorous, with a greater focus on numerical problem solving, including the use of vectors. It covers the topics of Forces including Newton's Laws of Motion; Momentum, and Nuclear Physics and Radioactivity.

Assessment
Each semester, students demonstrate evidence of their learning through the following assessment types:
- Investigations Folio - practical work, research assignment (60%)
- Skills and Application tasks - tests, oral presentation, end of semester exam (40%)

Psychology A

Course Length: 1 semester (10 Credits)

Recommendation: Satisfactory completion of Year 10 Science

Contact Person: Julie Tetlow / David Eglinton / Arthur Roubanis

Content
Compulsory Topic
- Introduction to Psychology (A)

and at least 2 of the following:
- Social influences and social interactions
- Emotion
- Brain and behaviour
- Cognition
- Human Development
- Intelligence

The focus of the Introduction to Psychology topic will change in each semester so that students planning to do 2 semesters of Psychology will not have to repeat content.

Assessment
Students demonstrate evidence of their learning though the following assessment types:
- Investigations Folio
- Skills and Application tasks e.g. tests, practical work, projects and an end of Semester exam.

Psychology B

Course Length: 1 semester (10 Credits)

Recommendation: Satisfactory completion of Year 10 Science

Contact Person: David Eglinton / Julie Tetlow / Arthur Roubanis

Content
Compulsory Topic
- Introduction to Psychology (B)

and at least 2 of the following that were not studied in Semester 1:
- Social influences and social interactions
- Emotion
- Brain and behaviour
- Cognition
- Human Development
- Intelligence

Assessment
Students demonstrate evidence of their learning though the following assessment types:
- Investigations Folio
- Skills and Application tasks e.g. tests, practical work, projects and an end of Semester exam.