



CARITAS COLLEGE



Years 7 - 12
Curriculum Handbook
2021

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Pastoral Care Statement

Pastoral Care is articulated in many aspects of school life, especially in the schools' vision and mission statements, policies, procedures, programs, teaching and learning curriculum, student activities, student and staff support and wellbeing services, student behaviour processes, family engagement community partnerships and school culture and Catholic identity. *CESA Pastoral Care in Catholic Schools Procedure*.

At Caritas College a key part of our intentional Pastoral Care is our Social and Emotional Learning Program, developed and implemented by teachers and delivered during a weekly Social and Emotional Learning lesson (SEL). An important aspect of the program is the inclusion of principles and practices from the field of Positive Education which are strengthened by our Catholic Christian faith basis and embedded throughout the life of the school, with specific skills explicitly taught in the SEL space.

Positive Education focuses on skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness, and encourage a healthy lifestyle. It aims to foster engagement amongst students, encourage them to achieve and, ultimately, equip them with the qualities to enable them to fulfil their life purposes.

SEL (Social and Emotional Learning) aligns with the Australian Curriculum General Capability: Personal and Social Capability. The four key elements of SEL are:

- Self-awareness
- Self-management
- Social awareness
- Social management

The programs developed for each year level include the following knowledge and skills;

Year 7:

- Character Strengths
- Social Skills and Emotions
- Resilience

Year 8:

- Personal development (positive education, growth mindsets, character strengths and resilience)
- Bullying
- Health, safety and wellbeing (risky situations and decision making)
- Leadership, service and kindness (effective communication, kindness and mindfulness)

Year 9:

All Year 9 students undertake the Rite Journey program in place of SEL. The Rite Journey is a yearlong program for students in Year 9. Students are given time for personal growth to build resilience and have open and honest discussions that will be invaluable as they make the journey from adolescence to adulthood. This program has been designed by the school in conjunction with Internationally renowned experts. Using a 'rites of passage' approach, students are encouraged to examine their values and how they affect others. By thinking deeply in this realm, students recognise who they are and make decisions about their future as well as prepare for difficult choices they may face as they enter adulthood.

As students journey through the year, they will explore four main themes:

- Relationship with self,
- Relationships with others,
- Relationship with Spirit, and
- Relationship with the World

Year 10:

- Emotional literacy
- Character strengths in action
- Positive coping/self-talk

- Problem solving strategies
- Developing a sense of purpose
- Reconciliation (developing a better understanding of the Impact of the Stolen Generation)
- Developing resilience

Year 11:

- Cyber-safety
- Study skills / work experience
- Subject counselling and post-school pathways
- Leadership

Year 12:

- Study skills
- Post-school options
- SATAC – Uni and TAFE pathways
- Preparing for transitions

Child Protection Curriculum

Keeping safe: Child Protection Curriculum (KS: CPC) is a child safety program for children and young people from age 3 to Year 12 and has two main themes:

- We all have the right to be safe
- We can help ourselves be safe by talking to people we trust

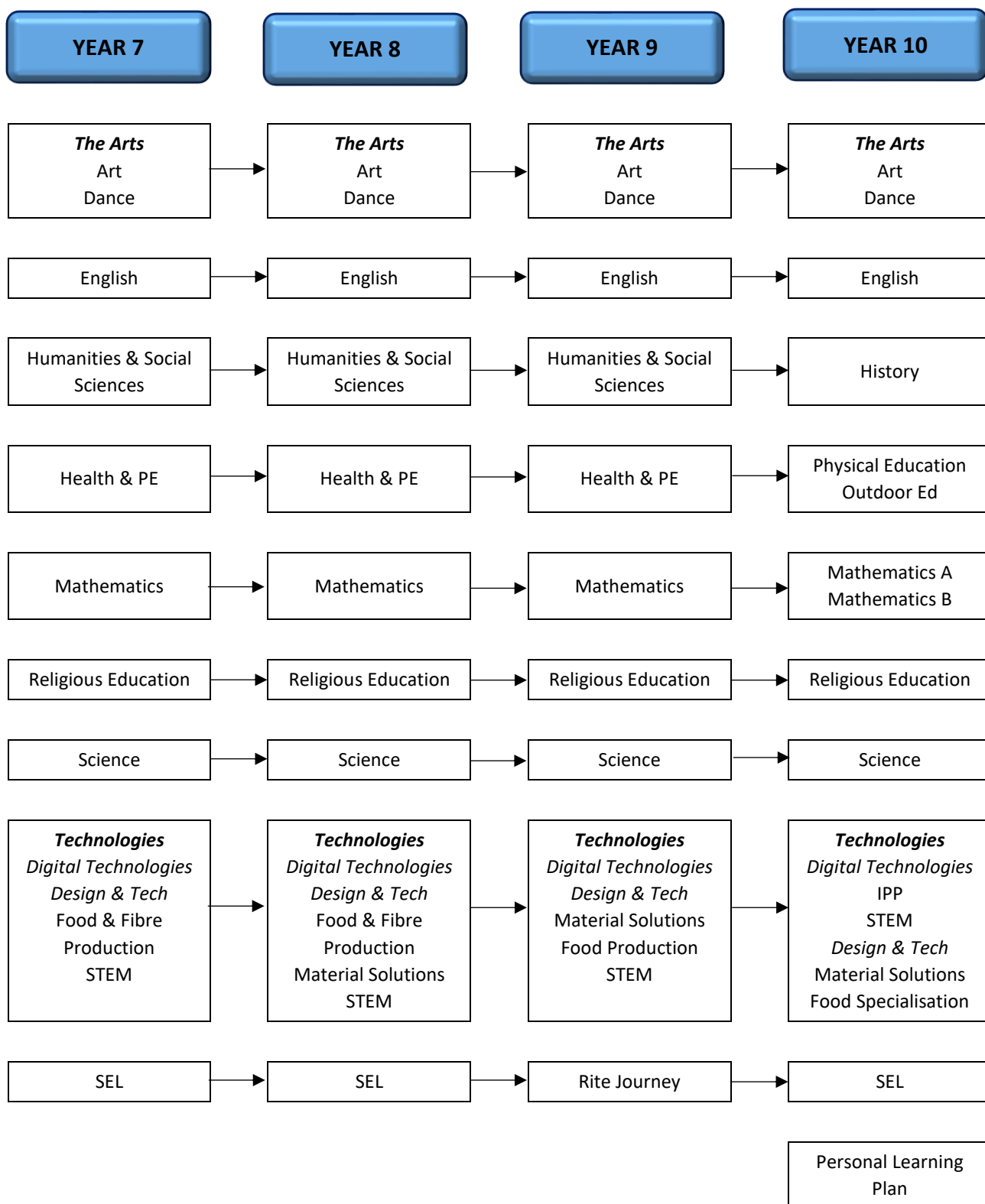
Which are explored through four focus areas:

- The right to be safe
- Relationships
- Recognising and reporting abuse
- Protective strategies

At Caritas College, the program is delivered by home class teachers, to all year levels during two, 45 minute sessions per term and follows the mandated curriculum document.

Families are encouraged to view the curriculum via the website: www.education.sa.gov.au/teaching/curriculum-and-teaching/keeping-safe-child-protection-curriculum

An Overview Year 7, 8, 9, & 10 - Curriculum



SACE Overview

What is the SACE?

The South Australian Certificate of Education (SACE) is the culmination of years of schooling for young people. In the global context of 2020 and beyond, SACE students are entitled to much more than a checklist of knowledge, skills and values – they are entitled to thrive.

The South Australian Certificate of Education (SA) is a modern, internationally-recognised secondary school qualification designed to equip you with the skills, knowledge, and [personal capabilities](#) to successfully participate in our fast-paced global society.

For further information follow the links below:

[Thrive - the SACE board's vision for a thriving learner](#)

[What is the SACE](#)

[Welcome to the SACE - a student guide](#)

[Personal capabilities](#)

What is the Personal Learning Plan?

The Personal Learning Plan (PLP) is a compulsory subject at Stage 1, normally undertaken at Year 10. The PLP helps students to plan for their future and assists them in choosing the subjects they will study in Years 11 and 12. Students must achieve a C grade or better to successfully complete the subject.

What is the Research Project?

The Research Project is a Stage 2 subject that all SACE students undertake. In the Research Project, you will have the opportunity to study an area of interest in depth. It will require you to use your creativity and initiative, while developing the research and presentation skills you will need in further study or work.

[Student and families FAQ about Research Project](#)

What is VET and how can I do it?

Vocational Education and Training (VET) enables students to acquire skills and knowledge for work through a nationally recognised industry-developed training package or accredited course. VET is delivered, assessed, and certified by registered training organisations (RTOs).

Undertaking VET may benefit students' exploration of a variety of career pathways; it is not just reserved for a pathway within the trades (e.g. plumbing, automotive, and construction). Students can complete VET qualifications in a diverse range of industries, including business administration, veterinary nursing, aged care, or sport and recreation.

Further information can be found on the SACE website at:

[SACE VET information](#)

Please refer to our website for information on our Industry Engagement Pathways & Specialised Learning Program and VET overview.

What is community Learning?

Community learning includes community-directed programs or self-directed programs approved by the SACE Board.

Students can count up to 90 credits of community learning at Stage 1 and/or Stage 2.

However, recognition of community learning is not granted in any of the compulsory parts of the SACE – the Personal Learning Plan (at Stage 1), the literacy or numeracy requirements, the Research Project (at Stage 2), or the requirement for 60 credits at C-grade or better at Stage 2.

Further information:

[SACE community learning](#)

University and TAFE SA entry

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. To be eligible for selection into a university course students need to complete their SACE, and obtain 90 credits at Stage 2, including at least 60 credits from Tertiary Admissions Subjects (TAS) and the other 30 credits from the flexible option which can consist of a combination of TAS and/or recognised studies. Students will also need to gain an Australian Tertiary Admission Rank (ATAR) and comply with rules regarding subject combinations and counting restrictions.

TAFE SA recognises the SACE as meeting the Course Admission Requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Details of university and TAFE entry requirements will be included in the SATAC booklet to be published by the South Australian Tertiary Admissions Centre.

Visit the SATAC website at <http://www.satac.edu.au/> for more information about tertiary entry. Detailed information about TAFE SA course admission requirements are available at: www.tafesa.edu.au

Students with disabilities

The SACE offers a range of modified subjects at Stage 1 and Stage 2 to provide opportunities for students with identified intellectual disabilities to demonstrate their learning.

A student's achievement in a modified subject will be reported as 'Completed', with the appropriate number of SACE credits. The SACE certificate will indicate that the student has achieved the SACE using one or more modified subjects.

Further information:

[SACE Modified Subjects](#)

Special Provisions

Special provisions supports students who have a disability, or have been affected by [misadventure](#) or personal circumstances beyond their control, to participate in the SACE.

Usually this involves [reasonable adjustments](#), such as rest breaks in an exam. Adjustments can vary between subjects and assessments according to the student's needs.

Further information:

[SACE Special Provisions](#)

Interstate, overseas and adult students

The SACE Board will grant status for equivalent learning in recognised areas for interstate, overseas and adult students.

[SACE Interstate and Overseas Students](#)

Students Online

Students Online is a one-stop shop for information about an individual student's SACE. It can help students:

- plan their SACE and look at different subject, or subject and course, combinations
- check their progress towards completing the SACE
- access their results.

Students can log in to Students Online using their SACE registration number and PIN at:

[SACE Students Online](#)

Further information

Visit the SACE website, particularly the *Students and Families* and *Subjects* sections. Students are encouraged to read a copy of the *Achieve* handbook, and to talk with their teachers about their study options.

[SACE Website](#)

For school-assessed tasks in Stage 1 or Stage 2, schools decide if a student is eligible for special provisions. The SACE Board will determine a student's eligibility for special provisions for external assessments at Stage 2 (examinations, investigations, etc.).

If a student applies for special provisions they need to provide evidence of how this impacts their ability to access assessment conditions.

<https://www.sace.sa.edu.au/web/special-provisions>

Interstate, overseas and adult students

The SACE Board will grant status for equivalent learning in recognised areas for interstate, overseas and adult students.

<https://www.sace.sa.edu.au/students/interstate-overseas-and-adult-students#title#section1>

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<https://www.sace.sa.edu.au/connect/students-online>

Further information

Visit the SACE website, particularly the *Students and Families* and *Subjects* sections. Students are encouraged to read a copy of the *Achieve* handbook, and to talk with their teachers about their study options.

<http://www.sace.sa.edu.au/>

An Overview Year 11 and 12 Curriculum

YEAR 11 Stage 1 SACE	YEAR 12 Stage 2 SACE
Studies in Religion (compulsory) 10 credits Studied as: Stage 2 Integrated Learning – Social Justice	Studies in Religion (compulsory) 10 credits
English 20 credits compulsory at Caritas College	Research Project (compulsory) 10 credits Completed in Year 11 at Caritas College
Mathematics 20 credits compulsory at Caritas College	<div data-bbox="1082 589 1235 613">Choice subjects</div> <div data-bbox="858 651 1461 710">For SACE Completion: students choose a further 60 credits (ie 3 full year subjects)</div> <div data-bbox="882 743 1434 828">For ATAR (Australian Tertiary Admission Rank): Students choose a further 90 credits (ie 4 full year subjects) + the Research Project (10credits)</div> <div data-bbox="948 862 1369 1424"> Accounting Biology Chemistry Child Studies Design and Technology- Material Solutions English Essential English English Literary Studies Health Mathematics – General Mathematical Methods Mathematics – Specialist Modern History Physical Education Physics Psychology Visual Arts Workplace Practices </div>
Personal Learning Plan (compulsory) 10 credits Completed in Year 10 at Caritas College	
Choice subjects –students must choose a further 60 credits <div data-bbox="260 842 687 1496"> Accounting Biology Chemistry Child Studies Community Studies Design and Technology – Material Solutions Digital Technology English Food and Hospitality Mathematics A Mathematics B Mathematics C (Specialist) Mathematics - General Mathematics – Essential Modern History Physical Education Physics Psychology Scientific Studies Spanish Visual Arts </div>	
All students do a total of 120 credits of Stage 1 including 10 credits of Religion Studies	All students do a total of 90 credits of Stage 2. 4x full year subjects and the Research project completed in Year 11 + 1 Stage 1 unit of Religion Studies (10 credits)
All subjects offered at Years 11 and 12 are provided only when a viable number of students elect to take the subject	

Students are advised to refer to the current SATAC publication Tertiary Entrance to check for precluded subject combinations and subjects with restrictions on the number of credits which can be counted for Tertiary selection. Tertiary entrance requirements are also available in this SATAC publication and the onus is on the student to check this carefully.

Compulsory Subjects in the SACE

Stage 1 Personal Learning Plan

The Personal Learning Plan (PLP) is a compulsory 10-credit subject undertaken at Stage 1

Students must achieve a C grade or better to complete the subject successfully and gain their SACE.

The PLP helps students to:

- plan their personal and learning goals for the future
- make informed decisions about their personal development, education, and training

Developing goals for the future will engage students in activities such as:

- selecting subjects, courses, and other learning relevant to pathways through and beyond school
- investigating possible career choices
- exploring personal and learning goals

Content

The content in the Stage 1 Personal Learning Plan comprises:

- The Seven Capabilities
- Personal and Learning Goals
- Suggested Topics

The Seven Capabilities

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The capabilities that have been identified are:

- Literacy
- Numeracy
- Information and communication technology capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

Students develop their knowledge and understanding of the seven capabilities through their learning in the pre-SACE years, and extend this learning through the Personal Learning Plan.

Students select and develop one or more capabilities relevant to achieving their personal and learning goals.

Students review how they developed their selected capability or capabilities, and how this helped to achieve their personal and learning goals.

Personal and Learning Goals

Students identify, explore, and develop personal and learning goals, and strategies to achieve them. They learn a variety of ways to plan to achieve their personal and learning goals by, for example:

- selecting subjects, courses, and other learning relevant to pathways through and beyond school.
- investigating possible career choices

Suggested topics include:

- Communication

- Social Living and Responsibility
- Personal Development
- Work Skills
- Learning and Thinking Skills
- Planning and Decision Making Skills
- Interpersonal and Relationship Skills

Assessment

Assessment at Stage 1 is school-based

Teachers design a set of assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the PLP. Teachers use performance standards to decide how well each student has demonstrated his or her learning, based on the evidence provided through the set of assessments.

Students provide evidence of their learning through a set of four to five assessments. These may be presented in an integrated format, such as a portfolio and discussion, or in a number of formats, for example:

- a plan (in chart, table, or map format) and discussion
- a portfolio, which may be electronic
- a discussion of evidence
- a personal web page
- a résumé
- a round-table presentation
- an interview
- an oral presentation
- a diary
- a multimedia presentation.

Performance Standards

The Personal Learning Plan Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of the subject.

Stage 2 Research Project

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

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

The external assessment for Research Project B must be written.

Students can choose to present their external assessment for Research Project A in written, oral, or multimodal form.

Research Project A and B may contribute to a student's Australian Tertiary Admission Rank (ATAR).

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

The term 'research' is used broadly and may include:

- practical or technical investigations
- formal research, or
- exploratory inquiries

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world.

The Research Project enables students to explore an area of interest in depth, while developing skills to prepare them for further education, training, and work.

Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems.

Content

The content of Research Project B consists of:

- developing the capabilities
- applying the research framework

In Research Project B students choose a research question that is based on an area of interest. They identify one or more capabilities that are relevant to their research.

Developing the Capabilities

The purpose of the capabilities is to develop in students the knowledge, skills and understanding to be successful learners, confident and creative individuals, and active and informed citizens.

The capabilities that have been identified are:

- Literacy
- Numeracy
- Information and communication technology capability
- Critical and creative thinking
- Personal and social capability
- Ethical and understanding
- Intercultural understanding

The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts.

Applying the Research Framework

The four parts of the research framework for Research Project B are:

- Initiating and planning the research
- Developing the research
- Producing and substantiating the Research Outcome
- Evaluating the research

Assessment

School- assessment	
Assessment Type 1: Folio (30%)	70%
Assessment Type 2: Outcome (40%)	
External assessment	
Assessment Type 3: Evaluation for Research Project B OR Review for Research Project A	30%

Performance Standards

The Research Project Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student's completion of the subject.

The school-based assessments and the external assessment will be marked with reference to the performance standards.

Final editing of the subject outline may result in further changes to this subject summary.

SACE Stage 1 and Stage 2 Assessment Deadline Policy

Deadlines for each Assignment

1. A due date will be set or negotiated between the teacher and the students.
2. An extension may be granted if there are acceptable grounds, and if the extension is not requested later than two days before the due date, and if the other students in the group are not disadvantaged by the extra time extended to the student requesting the extension.
3. Failure to submit on the due date results in a zero or 'not completed' for that assignment. A letter may also be sent home to parents to inform them.
4. If the assignment is summative, the zero will be counted and the student will be unable to redeem the mark for summative assessment.

Student Responsibility

1. If absent, the student must enquire if assignments have been set and the deadlines for completion.
2. If exceptional grounds apply at the last moment, an explanatory note from the parent is required for an extension to be given.
3. If a student is seriously ill on the day an assessment task is due, the student must notify the school and make every effort to have the work delivered to the school. Work handed in after the deadline will need to be accompanied by a medical certificate.

How do I apply for an extension?

If you believe that you fit the criteria as set out above, then you need to negotiate with your subject teacher well in advance of the approaching deadline – not less than two days before (except in the case of unexpected illness or family/personal trauma). You will then need to meet this amended due date.

Plagiarism

Work that is not a student's own cannot be accepted and will be given a zero. When there is any doubt the onus is on the student to prove authenticity.

Absence from Tests

If a student misses a summative test due to medical reasons, a medical certificate or other acceptable documentation is needed. Where there are other compassionate reasons for the absence an explanatory

Note from a parent must be presented. Usually a missed test will be completed on the day the student returns to school or at a time determined by the subject teacher, school and SACE Board.

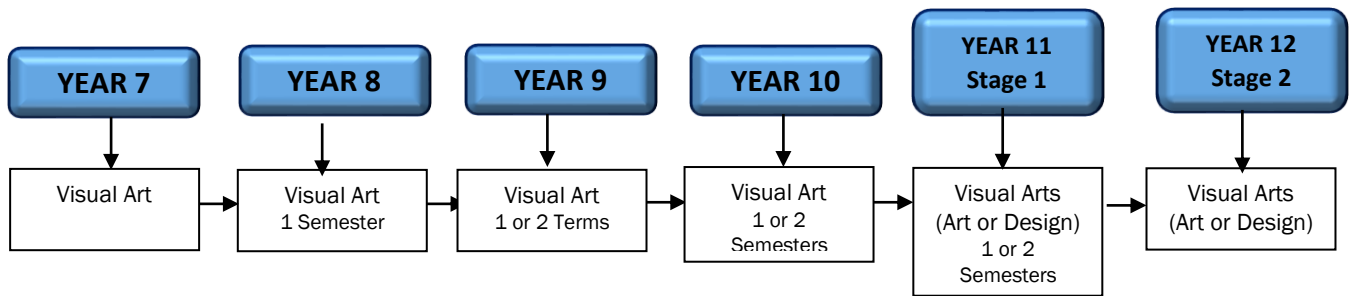
Absence from Exams

The Director of Learning and Wellbeing or SACE Coordinator should be contacted as soon as it is known that a student is too ill to sit an exam. A medical certificate is always required in these circumstances. Where possible for school based exams, an opportunity will be given for the student to do the exam at a negotiated time.

It is not possible to sit a Stage 2 SACE exam at another time.

THE ARTS

Visual Art



Year 7 Art

Length of Course: Students may have the opportunity to study Visual Arts as part of the elective program.

Course Description:

Students may undertake studies in the following; but are not limited to,

- Foundation Drawing Skills.
- Foundation Painting Skills.
- Basic understanding of the Elements of Art.
- Visual Arts Analysis.

Assessment:

In Art, Assessment tasks are mostly completed during class time with some independent short activity skill building tasks assessed as bookwork.

Relationship to further study:

Topics covered will provide students with the required skills to undertake year 8 Visual Art.

Year 8 Art

Length of Course: 1 Semester.

Assumed Knowledge or Background: Nil.

Course Description:

Students may undertake studies in the following; but are not limited to,

- Foundation skills and techniques (Painting, Drawing, Perspective, Portraiture, Still Life.)
- Print Making/Product design – following the Design Cycle.
- Further develop understanding and interpretation of the Elements of Art and Principles of Design.
- Lead Pencil Drawing Techniques.
- Visual Arts Analysis/Development of Visual Arts Vocabulary. (Utilising Basic Four Stage Plan Analysis Framework)

Assessment:

In Art, Assessment tasks are mostly completed during class time with some independent short activity skill building tasks assessed as bookwork.

Relationship to further study:

Topics covered will provide students with the required skills to undertake year 9 Visual Art.

Year 9 Art

Length of Course: 1 Term.

Assumed Knowledge or Background: Year 8 Art.

Course Description/topics:

This Course engages students in the practical application of the Art making process. Students use class time to undertake skills building tasks with time allocated to the development of visual arts vocabulary.

Art Movements Students May learn about include:

Cubism, Fauvism, Impressionism, Post-Impressionism, Indigenous Australian Art, Surrealism, Pop Art, Op Art, Abstract Expressionism, Art Nouveau, Futurism, Graffiti Art and Pointillism.

Topics Students May explore:

- Foundation skills and techniques (Painting, Drawing, Perspective, Portraiture, Print Making.)
- Colour Psychology.
- Visual Arts Analysis. (Utilising Basic Four Stage Plan Analysis Framework)

Assessment:

In Art, Assessment tasks are mostly completed during class time with some independent short activity skill building tasks assessed as bookwork.

Relationship to further study:

Topics covered will provide students with the required skills to undertake year 10 Visual Art.

Year 10 Art

Length of Course: 1 Semester.

Assumed Knowledge or Background: Year 8 & 9 Art.

Course Description:

During this course students undertake studies in the practical application of art making and also focus on the use of Visual Arts vocabulary to discuss understandings and interpretations of their own work and the work of others.

Topics students may study:

- Fauvist Portraiture.
- Post Impressionistic Still Life Painting.
- Pointillist Landscape Painting.
- Lead Pencil Still Life Drawing.
- Contemporary mixed media portraiture.
- Visual Arts Analysis. (Utilising Basic Four Stage Plan Analysis Framework)

Assessment:

In Art, Assessment tasks are mostly completed during class time with some independent short activity skill building tasks assessed as bookwork.

Relationship to further study:

Topics covered will provide students with the required skills to undertake year 11 (Stage 1) Visual Art.

Stage 1 Visual Arts (Art or Design)

Length of Course: 1 or 2 Semesters

Credits: 10 or 20 Credits

Assumed Knowledge or Background: Year 8 – 10 Art

Course Description:

The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, and exploration, experimentation with media and technique, and resolution and production of practical work. Stage 1 Visual Art is highly recommended as it provides students with the framework for Stage 2 Visual Art. Students will develop their skills in visual recording, visual conventions and practical application of ideas.

For both 10-credit and 20-credit programs, with a focus on either art or design, the following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment:

For a 10-credit subject, students provide evidence of their learning through the following three assessments.

- Assessment Type 1: One Folio
- Assessment Type 2: One Practical, including one practitioners statement.
- Assessment Type 3: One Visual Study.

Relationship to further study:

Desirable pre-requisite for Year 12 Visual Art (Art or Design)

Stage 2 Visual Arts (Art or Design)

Length of Course: 2 Semesters

Credits: 20 Credits

Assumed Knowledge or Background: Year 8 - 11 Art

Course Description:

Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and

opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

the following three areas of study must be covered:

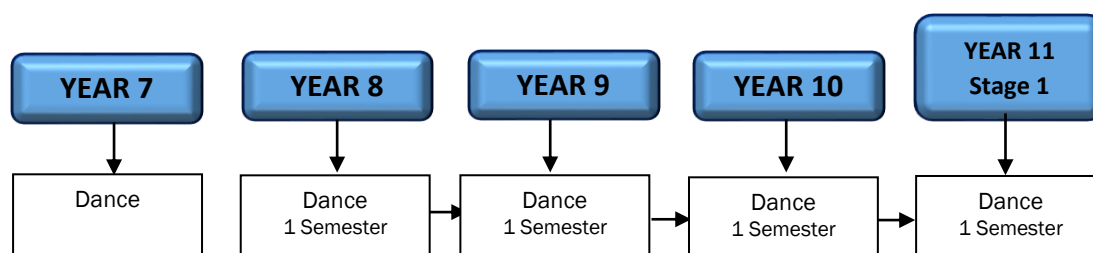
- Visual Thinking:
- Visual thinking skills for artists are integral to the creative and problem-solving process.
- Practical Resolution:
- Enable students to take part in the resolution process of Art making, this is done using the various practical genres of Art.
- Visual Arts in Context:
- Students have opportunities to contextualise art; that is, to place works of art culturally, socially, and/or historically.

Assessment:

Students demonstrate evidence of their learning through three assessment types:

<i>School Assessment</i>	<i>Weighting</i>
Assessment Type 1: Folio	30%
Assessment Type 2: Practical	40%
<i>External Assessment</i>	
Assessment Type 3: Visual Study	30%

Dance



Year 7 Dance

Length of Course: Students may have the opportunity to study dance as part of the elective program.

Course Description:

Students will learn about Dance as an artistic expression and how to communicate an idea or theme to an audience. They will be given the opportunity to demonstrate an understanding of Safe Dance Practice, how the Elements of Dance, form and structure of Dance and Stage Craft elements assist in the expression of an idea on stage.

Assessment:

Students explore dance as an art form through choreography, performance and appreciation.

Using the following assessment tasks:

- Safe Dance Practice
- Elements of Dance highlighted with Short Composition tasks and Reflections
- Extended Student Composition task with Reflections

Relationship to further study:

Topics covered will provide students with the required skills to undertake year 8 Dance.

Year 8 Dance

Length of Course: 1 Semester.

Course Description:

Students create, learn and analyse dances, building creativity, confidence and collaborative skills. They explore elements of dance, choreographic devices and production elements, and experience dances of different genres. They will demonstrate an understanding of Safe Dance Practice, the Elements of Dance, form and structure of Dance and Stage Craft elements and demonstrate this learning by presenting extended dance work showcasing these skills.

Assessment:

Assessment tasks include progress in technical skills, rehearsal processes and performance, composition tasks and written work.

Using the following assessment tasks:

- Safe Dance Practice – Warm up Creation
- Elements of Dance highlighted in relations to the Dance Genres studied with short Composition tasks
- Extended Student Composition task with Reflections
- Class Dance Performance
- Response to a Live Dance Performance

Relationship to further study:

Topics covered will provide students with the required skills to undertake Year Dance.

Year 9 Dance

Length of Course: 1 Semester.

Assumed Knowledge or Background: Year 8 Dance

Course Description/topics:

Dance enables students to develop a movement vocabulary with which students will explore and refine imaginative ways of moving individually and collaboratively. Students choreograph, rehearse, and perform and respond as they engage with dance practice in their own and other cultures and communities.

Assessment:

Students will be assessed on their individual dance technique, the ability to choreograph a creative small group work and a research assignment on a chosen dance style.

- Choreographing includes students drawing on their developing movement vocabulary as they engage in the creative process of making dance
- Performing includes students acquiring skills by practising, rehearsing, refining and applying physical and expressive techniques
- Appreciating includes students describing, explaining, evaluating and critically analysing their own dances and other dances viewed

Relationship to further study:

Topics covered will provide students with the required skills to undertake Year 10 Dance.

Year 10 Dance

Length of Course: 1 Semester.

Assumed Knowledge or Background: Year 9 Dance

Course Description:

Students will be involved in the explorative process of creating, making and presenting dance in a small group and as a class.

Assessment:

Assessment tasks include progress in technical skills, rehearsal processes and performance, composition tasks and written work. Students are assessed on their ability to choreograph, perform and appreciate Dance, for example:

Choreography

- Using dance knowledge to create symbolic representations of concepts through creatively produced movements.

Performance

- Perform developmentally appropriate movement sequences to develop technical and expressive skills.

Appreciation

- Deciphering professional works in order to write a written analysis and evaluation of live and recorded performances.

Relationship to further study:

Topics covered will provide students with the required skills to undertake Stage 1 dance.

Stage 1 Dance

Length of Course: 1 Semester.

Assumed Knowledge or Background: Year 10 Dance

Course Description:

Stage 1 Dance consists of three strands; understanding dance, creating dance and responding to dance. It offers opportunities for the development of students' creativity, self-discipline, self-esteem, personal identity, and confidence. This is achieved through experiences that encourage collaboration and creative problem-solving, the acquisition of skills, knowledge, understanding, and the development of aesthetic awareness.

Assessment:

Students will be assessed against SACE Stage 1 Dance performance standards. They will provide evidence of their learning through the following assessment types each semester:

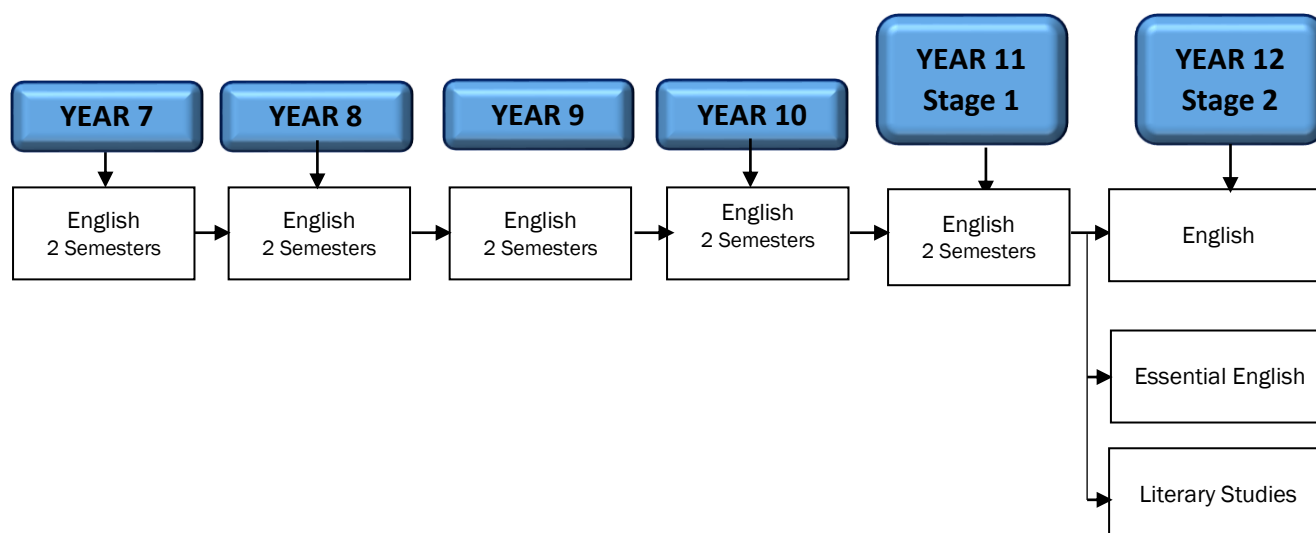
Assessment Types:

1. Skills Development
2. Creative Explorations
3. Dance Contexts

Relationship to further study:

Completion of Stage 1 Dance will lead to Stage 2 Dance.

ENGLISH



Year 7 English

Length of Course: 2 Semesters

Assumed Knowledge or Background: Students are expected to have basic written language skills in grammar, spelling, punctuation, sentence structure and paragraphing and basic reading and comprehension skills.

Course Description:

Students will:

Learn to listen to, read, view, speak, write, create and reflect on the basic through to increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.

Students will also focus on the increasing prevalence of digital access to information, developing critical and digital literacy skills as well as their ability to communicate across a number of modes and media types.

Course Description:

Text Production

- Students will compose a variety of texts designed to entertain and inform including persuasive, narrative and recount writing.

Text Responses

- Students will view/read a variety of shared and independent texts including; prose, poetry and film and respond critically.

Spelling/Grammar

- Students will take part in a number of exercises and activities designed to improve their writing skills.

Assessment:

All learning is assessed against the Australian Curriculum achievement standards.

Relationship to further study:

Students continue to study English in Year 8.

Year 8 English

Length of Course: 2 Semesters

Assumed Knowledge or Background: Students are expected to have basic written language skills in grammar, spelling,

punctuation, sentence structure and paragraphing and basic reading and comprehension skills.

Course Description:

Reading

- Read/view a selected choice of shared texts eg. Prose, film, drama, poetry and critically respond.
- Independent reading program
- Poetry
- Media studies

Writing

- Formal essay writing
- Journal writing
- Poetry
- Other genre forms (eg letters, reviews, reports, personal response, summary, analysis)
- Grammar
- Sentence structure & paragraphing skills

Speaking & Listening

- Individual and group presentations in relation to class texts and wider reading, as well as in other situations will be required.

Students will also focus on the increasing prevalence of digital access to information, developing critical and digital literacy skills as well as their ability to communicate across a number of modes and media types.

Assessment:

All learning is assessed against the Australian Curriculum achievement standards.

Relationship to further study:

Students continue to study English in Year 9.

Year 9 English

Length of Course: 2 Semesters

Assumed Knowledge or Background:

Students should have basic written, grammar and punctuation skills; sound reading skills; ability to construct paragraphs; knowledge of topic sentences

Course Description:

Reading

- Read/view a selected choice of shared texts eg. Prose, film, drama, poetry and critically respond.
- Independent reading program
- Poetry
- Media studies

Writing

- Main areas covered:
- Formal essays
- Creative writing
- Journals
- Poetry
- Other written forms eg letters, reviews, reports, reflective personal response. Characterisation, plot and setting

Speaking and Listening

- Individual and group oral presentations in relation to class texts or current issues will be required.

Students will also focus on the increasing prevalence of digital access to information, developing critical and digital literacy skills as well as their ability to communicate across a number of modes and media types.

Assessment:

All learning and assessment tasks at year 9 are in line with the Australian Curriculum guidelines.

Year 10 English

Length of course: 2 Semesters

Assumed Knowledge or Background: All students will continue to develop skills learnt in Years 8 and 9 with greater emphasis on personal and critical response to literature and formal essay writing.

Course Description:

Reading

- 3 or 4 shared texts, e.g. Prose, Drama, Film-age appropriate
- and suitably challenging
- Independent reading program
- Poetry
- Media studies

Writing

- Main areas covered
- Formal essays
- Journals
- Poetry
- Other written forms, e.g. letters, reviews, reports, reflective, personal response

Speaking and listening

- Individual and group presentations in relation to class texts and wider
- reading, as well as in other situations, will be required.

Assessment:

All learning and assessment tasks at year 10 are in line with the Australian Curriculum guidelines

Relationship to further study:

English (or ESL) remains compulsory for students in Stage 1. In Stage 2, students may take English Studies, English Communications or English as a Second Language Studies as part of their overall course.

Stage 1 English

Length of course – 2 Semesters

Assumed Knowledge or Background:

Stage One English will build on the literacy skills students have been developing throughout their schooling years.

Course description:

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

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 1 English:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study
- Assessment will be continuous and be undertaken in a variety of formats including written, oral and multi-modal.

Relationship to Further Study:

This course will help prepare students for Stage 2 English. It will give students practice in analysis of literature, in essay-writing and other forms of communication.

Other Comments:

To fulfil the SACE requirements, a student must gain a minimum of a C grade in 2 units of Stage 1 or Stage 2 English.

Stage 2 English

Length of course: 2 Semesters

Credits: 20 credits

Assumed Knowledge or Background:

Successful completion of Stage 1 English. Negotiation with the subject teacher is desirable.

Course Description:

English is a 20-credit subject at Stage 2. In English students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Assessment:

<i>School Assessment</i>	<i>Weighting</i>
Responding to Texts	30%
Creating Texts	40%
<i>External Assessment</i>	
Comparative Analysis	30%

For a 20-credit subject, students should provide evidence of their learning through eight assessments, including the external assessment component.

Students complete:

- three responses to texts
- four created texts (one of which is a writer's statement)
- one comparative analysis.

Relationship to Further Study:

This course will help develop student's communication skills. It will give students practise in analysis of literature, in essay-writing and other forms of communication.

Students will be given opportunities for creative writing.

Stage 2 Essential English

Length of course: 2 Semesters

Credits: 20 credits

Assumed Knowledge or Background:

Completion of Stage 1 English.

Course Description:

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. This course is developed with students to ensure practical and engaging texts are analysed and created. Topics include advertising, television shows, current issues, biographical texts, instructional writing and sports stories.

Students who complete this subject with a C- grade or better will meet the literacy requirement of the SACE. Students are marked on their communication, comprehension, analysis and application. The course requires two tasks to be conducted via an oral presentations of no more than five minutes. The other four tasks can be 800 words written or the multimodal equivalent with an option to create additional tasks in oral presentation format if desired. The final language study is a 1, 500 word report on a context and language based question designed by each individual student.

Assessment:

<i>School Assessment</i>	<i>Weighting</i>
Responding to Texts (three tasks)	30%
Creating Texts (three tasks)	40%
<i>External Assessment</i>	
Language Report/Study	30%

Relationship to Further Study:

Develops practical communication and comprehension skills relevant to student contexts and experiences. This course also exposes students to a variety of text types and conventions useful in different workplace and study environments.

Stage 2 English – Literary Studies

Length of course: 2 Semesters

Credits: 20 credits

Assumed Knowledge or Background:

Successful completion of Stage 1 English. Negotiation with the subject teacher is desirable.

Course Description:

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

Assessment:

<i>School Assessment</i>	<i>Weighting</i>
Responding to Texts	50%
Creating Texts	20%
<i>External Assessment</i>	
Comparative Text Study	15%
Critical Reading	15%

Students provide evidence of their learning through up to nine assessments, including the external assessment component.

Students complete:

- up to five responses to texts
- two created texts
- two tasks for the text study (one comparative text study and one critical reading).

Relationship to further study:

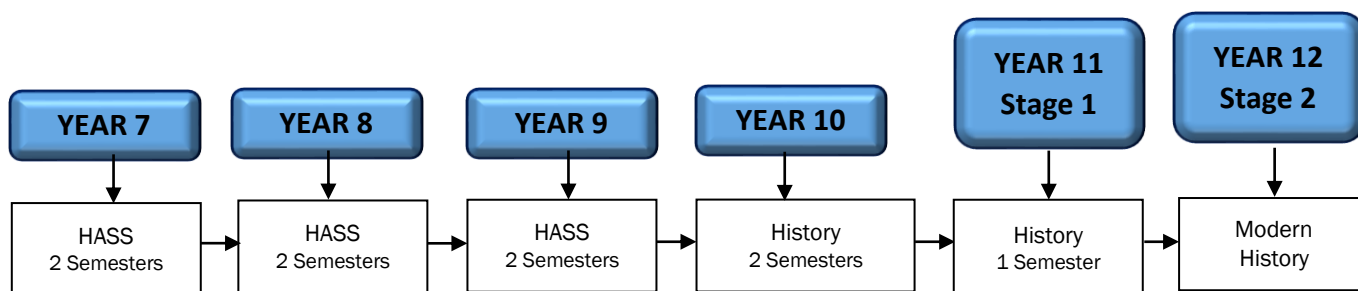
English Studies provides an excellent basis for all tertiary study, particularly courses which require an ability to carry out intense research, analytical and critical reading and extensive written assignments.

In addition, all faculties, whether at the secondary or tertiary level, expect that students have a sound grasp of language, the ability to understand and interpret the requirements of assignments and examinations and to analyse and interpret logically and objectively the subject matter of their texts.

Other comments:

The study of this subject requires students to be able to write clearly in essay form due to the major assessment component demands. A love of reading is highly desirable.

HASS – HUMANITIES AND SOCIAL SCIENCES



Year 7 HASS

Length of Course: 2 Semesters

Course Description:

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future. The Humanities and Social Sciences learning area includes a study of history, geography, civics and citizenship and economics and business.

History: The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies.

Geography: There are two units of study in the Year 7 curriculum for Geography:

1. Water in the world focuses on water as an example of a renewable environmental resource.
2. Place and liveability focuses on the concept of place through an investigation of liveability.

Civics and Citizenship: The Year 7 curriculum provides a study of the key features of Australia's system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia's democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia's secular system of government supports a diverse society with shared values

Economics and Business: The Year 7 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups.

Assessment:

Tasks will be varied in nature and may include, written reports, topic tests, essays, oral presentations, field investigations, dramatizations, journal writing and research assignments. Achievement is assessed against the Australian Curriculum achievement standards.

Relationship to further study:

This subject leads HASS at Year 8.

Year 8 HASS

Length of Course: 2 Semesters

Course Description:

The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future. The Humanities and Social Sciences learning area includes a study of history, geography, civics and citizenship and economics and business.

History: The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other.

Geography: There are two units of study in the Year 8 curriculum for Geography:

1. Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms.
2. Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution.

Civics and Citizenship: The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy.

Economics and Business: The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation.

Assessment:

These tasks will be varied in nature and may include, written reports, topic tests, essays, oral presentations, assignments, field investigations, dramatizations, journal writing and research. Achievement is assessed against the Australian Curriculum achievement standards.

Relationship to further Study:

This subject leads HASS at Year 9.

Year 9 HASS

Length of Course: 2 Semesters

Course Description: The humanities and social sciences are the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The humanities and social sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

The Humanities and Social Sciences learning area includes a study of history, geography, civics and citizenship and economics and business.

History: The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought.

Geography: There are two units of study in the Year 9 curriculum:

1. Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production
2. Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments.

Civics and Citizenship: The Year 9 curriculum builds students' understanding of Australia's political system and how it enables change.

Economics and Business: The Year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy.

Assessment:

These tasks will be varied in nature and may include, written reports, topic tests, essays, oral presentations, field investigations, dramatizations, journal writing and research assignments. Achievement is assessed against the Australian Curriculum achievement standards.

Relationship to further study:

This subject leads to Studies in Religion, Legal Studies, Accounting, Modern History, and Geography.

Year 10 History

Length of Course: 1 Semester

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

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives,

empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

Assessment:

These tasks will be varied in nature and may include written reports, topic tests, oral presentations, journal writing and research assignments.

Stage 1 Modern History

Length of Course: Stage 1 History can be studied as a 10credit subject or a 20-credit subject.

Assumed Knowledge or Background:

Knowledge of history helps but is not essential. An ability to write fluently and solid general knowledge is an advantage. Previous experience with simple source analysis, knowledge of timelines, skills in noting and organisation of ideas.

Course Description:

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals. They explore the impacts that these developments and movements had on people's ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies. Students build their skills in historical method through inquiry, by examining and evaluating the nature of sources, including who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new spaces in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

Assessment:

Assessment Component 1: Folio

Assessment Component 2: Sources Analysis

Assessment Component 3: Investigation

Relationship to further study:

Stage 1 is used as a base for Stage 2 History

Other Comments:

The Individual Investigation: The purpose is for each student to engage in the process of historical enquiry into a historical question of personal interest and to apply the concepts and skills of history. The student formulates a question, researches the area of interest and then produces an answer to the posed question.

The form of presentation can take a variety of forms, including oral assessment, report, audio visual presentation, multimedia, web page, essay or a combination of forms.

The length of written response could be up to a maximum of 1000 words.

Stage 2 Modern History

Length of Course: 2 Semesters

Assumed Knowledge or Background:

It is an advantage to have completed Stage 1 History as noting, essay writing and source analysis are part of this course. Competent written skills and enthusiasm for History are desirable.

Course Description:

In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations.

In their study of one nation, students investigate the social, political, and economic changes that shaped the development of that nation. They develop insights into the characteristics of a modern nation, and the crises and challenges that have confronted it. Students also consider the ways in which the nation has dealt with internal divisions and external challenges, and the paths that it has taken.

At Stage 2, students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world.

Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. This includes who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new ways in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

Topics:

Students study one topic from 'Modern Nations' and one topic from 'The World since 1945'.

Modern Nations

Topic 3: Germany
(1918–48)

The World Since 1945

Topic 7: The Changing World Order
(1945–)

Students provide evidence of their learning through seven assessments, including the external assessment component (exam).

Students undertake:

- five historical skills assessments
- one historical study
- one 2-hour external examination that is divided into two sections

Section 1: Essay (Modern Nations Topic 3)

Section 2: Sources Analysis

Relationship to further study:

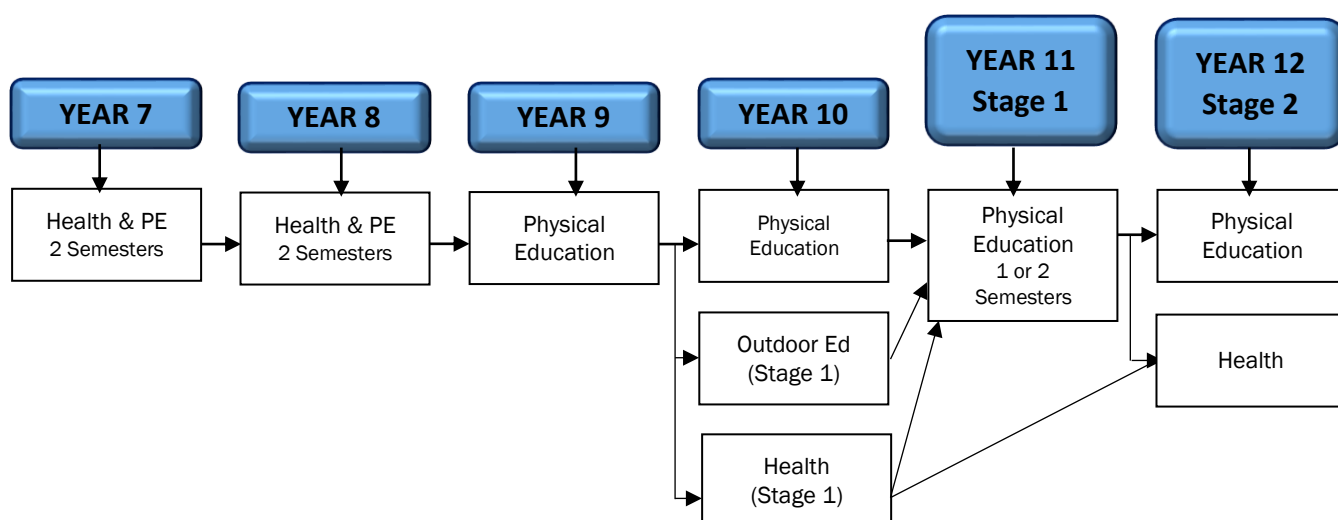
This subject is relevant to understanding the development of conflict between societies and the consequences for western and eastern civilization, and as such would advantage students who wish to pursue any Humanities or Social Sciences course at university level.

School Assessment

<i>School- Assessment</i>	<i>Weighting</i>
Assessment Type 1: Historical Skills	50%
Assessment Type 2: Historical Study	20%
<i>External Assessment</i>	
Examination	30%

HEALTH AND PHYSICAL EDUCATION

Physical Education



Year 7 Health and Physical Education

Length of Course: 2 Semesters

Assumed Knowledge or Background: Nil

Course Description:

The Year 7 Health & Physical Education course aims to develop specialised movement skills and understanding in a range of physical activity settings. Students begin to analyse how body control and coordination influences performance and they learn to transfer movement skills and concepts to a variety of physical activities. Students have the opportunity to undertake the sports of athletics, handball, ultimate frisbee, cricket and netball.

Theory topics aim to develop students' knowledge to help them achieve successful outcomes in social, movement and online situations. They examine the nature of their relationships and other factors that influence people's beliefs, decisions, behaviours and actions. They also explore the concept of Sport Education (SEPEP) which teaches them the many facets involved with organising and participating in sports competitions.

Assessment:

- Skill development
- Understanding of concepts
- Rules and strategies
- Research assignments
- Oral presentations.

Relationship to further study:

Provides a framework for Year 8 Health and Physical Education.

Year 8 Health and Physical Education

Length of Course: 2 Semesters

Assumed Knowledge or Background: Nil

Course Description:

Year 8 students are enrolled in a full-year practical course in which the sports of athletics, basketball, Gaelic football, hockey, softball and cricket are covered. Students are taught basic skills, rules and concepts of the sports and specific minor games as a lead to the full game situation.

Theory components include skill learning and coaching styles. Students apply their understanding of coaching and skills to present a coaching session to a primary class; Body systems, specifically the muscular and skeletal. They also aim to develop an understanding of identity development, safe behaviours, adolescent specific health issues and strategies for prevention and group dynamics.

Theory lessons aim to develop an understanding of identity development, safe behaviours, adolescent specific health issues and strategies for prevention and group dynamics.

Assessment:

- Skill development
- Understanding of concepts and rules
- Participation in class
- Tests
- Coaching session
- Reports
- Oral presentations

Relationship to further study:

Provides a framework for Year 9 Health and Physical Education.

Year 9 Physical Education

Length of Course: 2 Semesters

Assumed Knowledge or Background: Year 8 Health and Physical Education.

Course Description:

Year 9 students are enrolled in a full year practical course. The sports of athletics, handball, netball, touch football, volleyball

and badminton are covered. Each student is required to participate in fitness activities and a Fitness Test.

Assessment:

Students are assessed on:

- Skill development
- Understanding of concepts and rules
- Participation in class

Relationship to further study:

Provides a framework for future study in Year 10 Health, Physical Education and Stage One Outdoor Education.

Year 10 Physical Education

Length of Course: 1 Semester

Assumed Knowledge or Background: Successful completion of Year 9 Physical Education. Students wishing to study this course will need recommendation from their Year 9 PE teacher.

Course Description:

The course is designed for students who have a strong interest in Health and Physical Education and are considering continuing with this subject in Year 11. The course content will include practical and theoretical components. Practical units will consist of athletics, volleyball, basketball, badminton, handball, flag football and touch football. Theoretical components will include:

- Fitness evaluation
- Prevention and treatment of sports injuries
- Body systems and training for health and skill related fitness
- Energy systems.

Assessment:

Students are assessed on:

- Skill development
- Understanding of concepts
- Knowledge of rules
- Theoretical knowledge
- Effort
- Attitude
- Cooperation with peers

Practical component (60%), theoretical component (40%), including examination.

Relationship to further study:

Provides a framework for Year 11 Physical Education. Students wishing to undertake further study in Physical Education will benefit from having studied Year 10 Physical Education.

Year 10 Outdoor Education (Stage 1)

Length of Course: 1 Semester

Assumed Knowledge or Background:

An interest in participating in outdoor activities will be assumed. There are no pre-requisites for this course.

Course Description:

Outdoor Education provides an opportunity for students to connect with the natural world. Students will develop an understanding and respect for their natural environment and their place within it so they can contribute to a sustainable world. The course places emphasis on developing student's leadership, communication, resilience and teamwork as they complete tasks and assessments.

The course will aim to prepare students before, and support them during their participation in a bush camp. This course has significant theoretical components that will consist of the majority of the course

Theory

- Planning for participation in Trek
- Risk management
- Minimal impact, bushwalking and camping
- BELS First Aid Course (6 hours)
- Equipment care and use
- Navigation
- Menu planning
- History and indigenous perspectives of local area

Practical

- Tent pitching
- Leadership and group dynamics
- Packing a rucksack
- Participation in a Trek Trial
- Participation in Trek

Assessment:

Students will add to a folio that will be continually assessed as tasks are completed. The folio will consist of:

- First Aid
- Self-reflections and evaluations
- Navigation
- Tutorial
- Risk Assessment
- Goal Setting and responsibilities
- Minimal impact
- Sustainability task

Weighting of the course which does not reflect percentage of time dedicated to practical/theory lessons

- Practical 50%
- Theory 50%

Year 10 Health (Stage 1)

Length of Course: 2 Semesters

Assumed Knowledge or Background: Nil

Course Description:

In Health, students focus on the health and well-being of individuals, communities, and societies in the environments they share. Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. They gain an understanding of how Health incorporates the underpinning principles of respect for diversity, social justice, and supportive environments. They consider the physical, emotional, social, cognitive, and spiritual dimensions of wellbeing.

Option Studies covered

Mental and Emotional Health
Health and Relationships

Core Concepts

Ways of Defining Health
Health Literacy

Assessment:

Assessment Type 1: Issues Response
Assessment Type 2: Group Activity
Assessment Type 3: Investigation

Stage 1 Physical Education

Length of Course: Stage 1 Physical Education can be studied as a 10-credit subject or a 20-credit subject.

Assumed Knowledge or Background: Successful completion of Year 10 Health and Physical Education.

Course Description:

In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations. The focus capabilities for this subject are learning in, Through and About Physical Education.

Assessment:

Practical Skills and Application (50%)
Course Work (50%)

Practical Skills and Applications:

- For a 10-credit subject, students complete two or three practicals.
- For a 20-credit subject, students complete four to six practicals.

Principles and Issues (consists of the following two areas of study)

- The Nature of Physical Activity
- Issues Analysis

The Nature of Physical Activity

This area of study requires an experimental, analytical approach to physical activity and well-being. Topics include:

- body systems
- fitness
- human physical performance
- participation in physical activity
- sports injuries
- training principles and methods

Issues Analysis

Students analyse issues that are relevant to local, national or global communities through topics of interest to them. Topics focus on physical activity and could include:

- alcohol, tobacco and other drugs
- children
- corruption
- cultural diversity
- fitness
- disability
- equal opportunity
- gender
- health risk factors
- play education
- professionalism in sport
- safety, risk management
- sport in society
- sports injuries

Relationship to further study:

Stage 2 Physical Education

Stage 2 Physical Education

Length of Course: 2 Semesters

Credits: 20 credits

Assumed Knowledge or Background:

Year 11 Physical Education highly desirable.

Course Description:

In Stage 2 Physical Education students undertake three practicals, which are balanced across a range of individual and team activities. The practicals will cater for the different skills, interests, and needs of students where they will develop skills in communication, initiative, collaboration, and practical application of skills. These practicals will strongly link to students theoretical learning and will enable students to extend on learning in Stage One and greater develop their ability to learn in, through and about physical education. Students develop a more critical understanding of exercise physiology and physical activity, the acquisition of skills and the biomechanics of movement.

Assessment:

School Assessment	Weighting
Assessment Type 1: Diagnostics (2 tasks – 3000 words max altogether or 18 minutes of multimodal presentation time)	30%
Assessment Type 2: Improvement Analysis (1 task – 1500 words or 9 minutes of multimodal presentation time)	40%
External Assessment	
Assessment Type 3: Group Dynamics (1 task – 2000 words or 12 minutes of multimodal presentation time)	30%

Practical: 3 sports: team and individual based – specifically linked to all assessment tasks.

- Skill Acquisition and Biomechanics
- Exercise Physiology
- Training Principles and Methods

Relationship to further study:

Bachelor of Applied Science (Human Movement)

Bachelor of Education: Junior Primary, Upper Primary or Lower Secondary (major in PE)

TAFE: Certificate IV in Fitness

Diploma in Sport (Coaching)

Diploma in Sport and Recreation

Health Sciences

Stage 2 Health

Length of Course: 2 Semesters

Credits: 20 credits

Assumed Knowledge or Background: Nil

Course Description:

In Health, students focus on the health and well-being of individuals, communities, and societies in the environments they share. Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. They gain an understanding of how Health incorporates the underpinning principles of respect for diversity, social justice, and supportive environments. They consider the physical, emotional, social, cognitive, and spiritual dimensions of well-being.

For a 20-credit subject, it is recommended that students:

- study at least one core concept
- undertake three option studies

Core Concepts

- Health Literacy
- The Social and Economic Determinants of Health

Option Studies

- Health Promotion in the Community
- Health and Environment
- Sexuality and Health
- Health and Relationships
- Risks and Challenges to Health
- Stress and Health
- Vocational Studies and Applications in Health

Assessment:

<i>School Assessment</i>	<i>Weighting</i>
Group Investigation and Presentation	30%
Issue Analysis	20%
Practical Activity	20%
<i>External Assessment</i>	
Investigation	30%

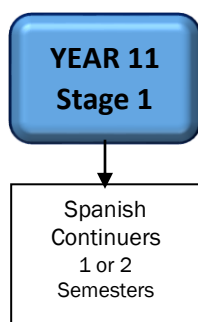
For a 20-credit subject, it is recommended that students provide evidence of their learning through seven to nine assessments, including the external assessment component. Students undertake:

- at least one group investigation and presentation
- at least two issues analysis assessments
- at least two practical activities
- one investigation.

Relationship to further study:

Good foundation for a number of university courses or post school pathways.

LOTE – LANGUAGES OTHER THAN ENGLISH



Stage I Spanish Continuers

Length of Course: 1 or 2 Semesters

Students intending to study Spanish at Stage Two must complete both units.

Assumed Knowledge or Background: A satisfactory pass in Year 10 Spanish

Course Description:

The Spanish Stage 1 Continuers Level curriculum is designed to develop students;

- Ability to use Spanish to communicate with others
- Understanding and appreciation of the cultural context that Spanish is used today
- Ability to reflect on their own cultural through the study of other cultures.
- Understanding of language as a system.
- Potential to apply Spanish to work, further study, training or leisure.

Through the study of the three prescribed themes;

- The Individual
- Spanish speaking communities
- changing world

Students should be able at the end of the program be able to:

- Exchange information , opinions and experience s in Spanish
- Express ideas through the production of original texts in Spanish.
- Analyse, process and respond to texts that are in Spanish.
- Understanding aspects of the language and the culture of Spanish speaking Communities.

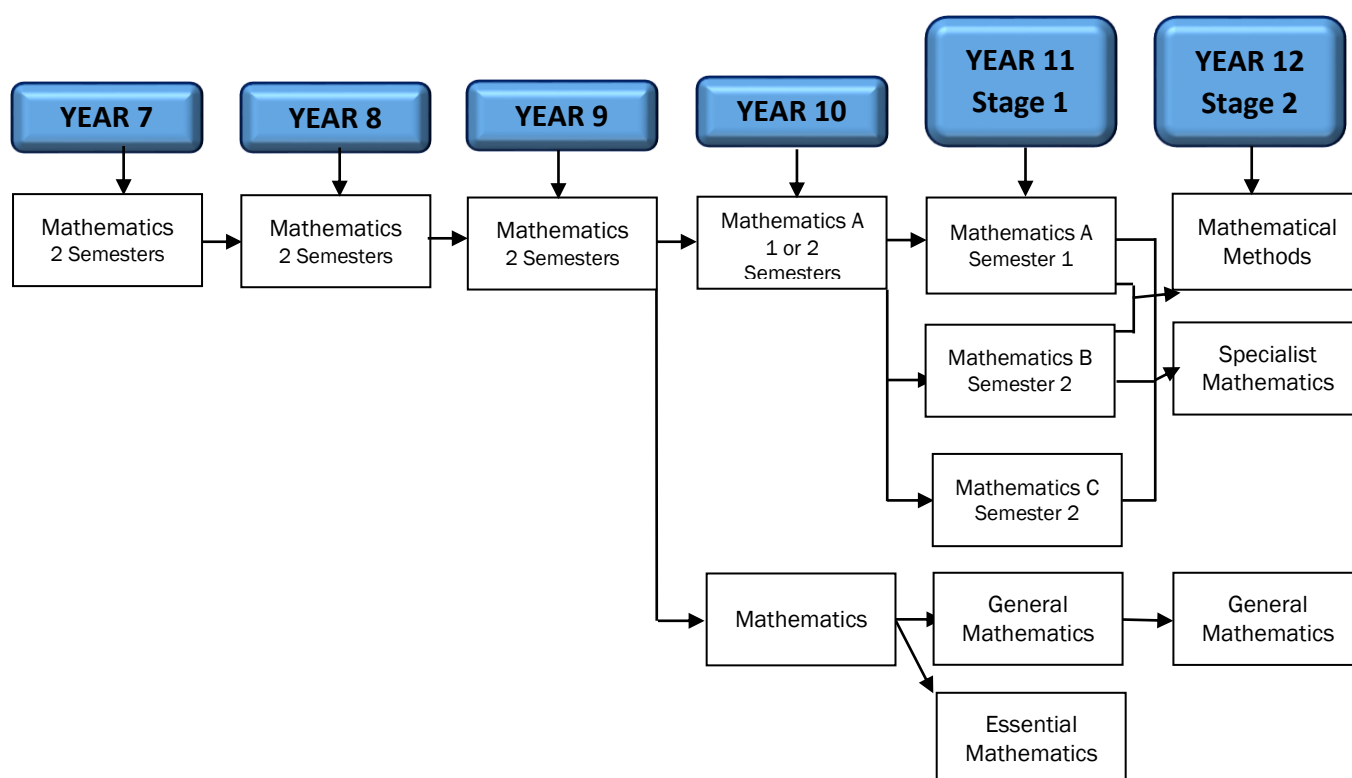
Assessment:

- Assessment each semester is through
- Oral tasks
- Written task
- Text analysis task
- Investigative task

Relationship to further study:

The Stage I curriculum will prepare students for further study in Spanish at the Stage 2 level but will also provide students with a range of skills that can be easily transferable to other areas of study

MATHEMATICS



Year 7 Mathematics

Length of Course: 2 Semesters

Assumed Knowledge or Background: Nil

Course Description: The following aims ensure that students develop:

- Engagement in their learning of mathematical concepts.
- The confidence to be analytical, investigative, skillful and informed mathematicians, both individually and collaboratively.
- Their mastery of mathematics through developing skills of understanding, problem solving, reasoning and fluency.
- Understanding of how to use knowledge and skills to build a future as a lifelong learner of mathematics.

Assessment:

Curriculum content is based on the achievement standards outlined in the Australian Curriculum. Students are assessed through a selection of task types including directed investigations, worded questions and formal tests.

Year 8 Mathematics

Length of Course: 2 Semesters

Assumed Knowledge or Background:

Satisfactory completion of Year 7 Mathematics.

Course Description:

This is a full year course which consolidates fundamental skills in all areas of Mathematics. The course is developed in

accordance with the Australian Curriculum Framework. The framework is arranged into the following strands and content:

Number and Algebra

1. Ratio and rate
2. Index laws
3. Calculation
4. Algebra
5. Linear equations
6. Coordinates
7. Profit and Loss

Statistics and Probability

1. Statistical measures
2. Data investigation
3. Probability
4. Representing probability

Measurement and Geometry

1. Congruence
2. Measurement formulas
3. Circles
4. Location
5. Visualisation

Assessment:

Assessment is in accordance with the proficiency strands:

- Understanding
- Fluency
- Problem solving
- Reasoning

Assessment types include directed investigations, worded questions and formal tests.

Relationship to further study:

This course prepares students for Year 9 Mathematics.

Year 9 Mathematics

Length of Course: 2 Semesters

Assumed Knowledge or Background:

Satisfactory completion of Year 8 Mathematics.

Course Description:

This is a full year course which consolidates fundamental skills in all areas of Mathematics. The course is developed in accordance with the Australian Curriculum Framework. The framework is arranged into the following strands and content:

Number and Algebra

1. Real Number
2. Money and Financial Mathematics
3. Patterns and Algebra
4. Linear and non-linear relationships

Measurement and Geometry

1. Using units of Measurement
2. Geometric Reasoning
3. Pythagoras and Trigonometry

Statistics and Probability

1. Chance
2. Data Representation and Interpretation

Assessment:

Students are assessed on their inquiry and active participation as well as their proficiency in reasoning, problem solving, fluency and understanding of mathematical concepts.

Relationship to further study: This course prepares students for Year 10 Mathematics A or Year 10 Mathematics.

Year 10 Mathematics A

Length of Course: 1 or 2 Semester

Assumed Knowledge or Background: Successful completion of Year 9 Mathematics.

Course Description:

This is a half or full year course which continues to establish and extend fundamental skills in all areas of Mathematics. Topics covered include:

- Financial Mathematics
- Algebra
- Measurement
- Linear Relationships
- Trigonometry
- Statistics
- Geometry
- Non-Linear Relationships
- Probability
- Indices and Surds

Assessment:

Assessment is continuous by way of Topic Tests and Homework Assignments, Directed Investigations and some Project Work. Students have an examination at the end of each semester.

Relationship to further study:

This course prepares students for Stage 1 Mathematical Studies or Stage 1 Mathematical Applications in Year 11.

Other Comments:

Stage 1 Mathematical Studies prepares students for Stage 2 Mathematical Studies and Stage 2 Specialist Mathematics. Stage 1 Mathematical Applications prepares students for Stage 2 Mathematical Applications

Year 10 Mathematics

Length of Course: 1 or 2 semesters

Assumed Knowledge or Background

Satisfactory completion of Year 9 Mathematics.

Course Description:

This is a full or half year course which continues to establish fundamental skills in practical and social areas of Mathematics. Topics covered include:

- Measurement
- Pythagoras and Surds
- Coordinate Geometry
- Trigonometry
- Indices
- Geometry
- Chance and Simulation
- Data and Statistics
- Linear Equations
- Expanding and Factoring
- Financial Mathematics

Assessment:

Assessment is by way of Topic Tests, Assignments, Directed Investigations and Project Work.

Relationship to further study:

This course prepares students for Stage 1 General Mathematics or Essential Mathematics.

Other Comments:

This course is offered when there is a need, and is designed for students who are interested in the applications of mathematics in everyday living.

Stage 1 Mathematics A

Length of Course: 1 Semester (Semester 1 only)

Assumed Knowledge or Background: Minimum of B grade for Year 10 Maths A.

Course Description:

This is a Semester course which continues to establish and develop fundamental skills in areas of Mathematics including:

- Functions and Graphs,
- Polynomials,
- Trigonometry

Assessment:

Assessment is by way of Skills and Applications Tasks and Mathematical Investigations. There is an examination at the end of the unit.

Relationship to further study:

This subject, together with Mathematics B and Mathematics C prepares students for Stage 2 Mathematical Methods, Stage 2 Specialist Mathematics or Stage 2 General Mathematics.

Other Comments:

Students who have chosen the 2 unit Mathematics option have the opportunity to change their subject choice to General Mathematics at the end of Semester 1.

Stage 1 Mathematics B

Length of Course: 1 Semester (Semester 2 only)

Assumed Knowledge or Background: C Grade or better in Semester 1 Mathematics

Course Description:

This is a semester course which continues to establish and develop fundamental skills in areas of Mathematics including

- Counting and Statistics
- Growth and Decay
- Introduction to Differential Calculus

Assessment:

Assessment is by way of Skills and Applications Tasks and Mathematical Investigations. There is an examination at the end of the unit.

Relationship to further study:

This subject, together with Mathematics A and Mathematics C prepares students for Stage 2 Mathematical Methods, Stage 2 Specialist Mathematics or Stage 2 General Mathematics.

Other Comments:

Both Mathematics A and B are compulsory for students intending to do Stage 2 Mathematical Methods

Stage 1 Mathematics C (Specialist Mathematics)

Length of Course: 1 Semester (Semester 2 only)

Assumed Knowledge or Background: Minimum of B Grade for Year 10 Maths A and Year 11 Mathematics A

Course Description:

This is a semester course which continues to establish and develop fundamental skills in areas of Mathematics. Three topics from the following list will be studied:

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

Assessment:

Assessment is by way of Skills and Applications Tasks and Mathematical Investigations. There is an examination at the end of the unit.

Relationship to further study:

This subject, together with Mathematics A and Mathematics C prepares students for Stage 2 Mathematical Methods, Stage 2 Specialist Mathematics or Stage 2 General Mathematics.

Other Comments:

All three units of Mathematics A and B and C are compulsory for students intending to do Stage 2 Specialist Mathematics in Year 12.

NB In order for students to be eligible to study either Maths Methods or Specialist Maths at Stage 2 they must have studied them at Stage 1.

Stage 1 General Mathematics

Length of Course: 1 or 2 Semesters

Assumed Knowledge or Background: Satisfactory completion of Year 10 Mathematics or General Mathematics.

Course Description:

This subject provides opportunities for students to meet the numeracy requirement of the SACE and to gain additional numeracy support for their studies and future pathways. Students who complete 10 credits of Stage 1 General Mathematics with a C grade or better will meet the numeracy requirement of the SACE.

Students extend their mathematical skills in ways that apply to practical problem-solving and mathematical modelling in everyday contexts. A problem-based approach is integral to the development of mathematical skills and the associated key ideas in this subject.

Content

Topics studied cover a range of applications of mathematics and there is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically.

Topics include:

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

Assessment:

Assessment is school based by way of Skills and Application Tasks (65%) and Investigations (35%)

Relationship to further study:

Satisfactory completion of the 2 unit course in General Mathematics is a minimum prerequisite for Stage 2 General Mathematics.

Stage 1 Essential Mathematics

Length of Course: 2 Semesters

Assumed Knowledge or Background:

Satisfactory completion of Year 10 General Mathematics or Essential Mathematics.

Course Description:

This subject provides opportunities for students to meet the numeracy requirement of the SACE and to gain additional numeracy support for their studies and future pathways. Students who complete 10 credits of Stage 1 Essential Mathematics with a C grade or better will meet the numeracy requirement of the SACE.

Essential Mathematics is designed to enable students to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. This subject is intended primarily for those students who, through their personal learning plans, have identified numeracy skills as an area for development.

Content:

Topics studied cover a range of applications of mathematics, including: general calculations, measurement and geometry, money management and statistics. Topics include:

- Calculations, time and ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing

Assessment

Assessment at Stage 1 is school based by ways of Skills and Application Tasks (50%) and Investigations (50%)

Relationship to further study:

Satisfactory completion of the 2 unit course in Essential Mathematics is a minimum prerequisite for Stage 2 Essential Mathematics.

Stage 1 Accounting

Length of Course: 1 semester

Assumed Knowledge or Background: Nil

Course Description:

Accounting is the language of business and is used to tell the financial story of an entity. Accounting helps business owners to understand their business so that they can make informed decisions. The practice of accounting is used to record, report, analyse, and communicate past events, current activities, and potential challenges and opportunities.

In Stage 1 Accounting, students develop their understanding of accounting, including selected concepts and conventions that underpin and inform the practice of accounting. They apply this understanding to create and interpret accounting information. Students explore and analyse the ways in which qualitative and quantitative information can be used in the decision-making process and they explore the different reporting needs of a range of stakeholders.

Content:

A 10-credit subject studies any two of the following focus areas:

- Understanding accounting
- Understanding financial sustainability
- Perspectives in accounting.

These focus areas are underpinned by the following learning strands:

- Financial literacy
- Stakeholder information and decision-making
- Innovation

These learning strands outline the knowledge, skills, understanding and capabilities fundamental to the learning in the subject.

Assessment:

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

- Accounting Skills (75%)
- Accounting Inquiry (25%)

Relationship to further study:

Stage 1 Accounting provides an excellent background for students studying Stage 2 Accounting.

Stage 2 Mathematical Methods

Length of Course: 2 Semesters

Credits: 20 credits

Assumed Knowledge or Background:

Students who undertake this course must have successfully completed 2 units of Stage 1 Mathematical Studies.

Course Description:

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods provides the foundation for further study in mathematics, 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. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

Content:

Consists of the following topics:

Topic 1: Further Differentiation and Applications

Topic 2: Discrete Random Variables

Topic 3: Integral Calculus

Topic 4: Logarithmic Functions

Topic 5: Continuous Random Variables and the Normal Distribution

Topic 6: Sampling and Confidence Intervals.

Assessment:

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

<i>School Assessment</i>	<i>Weighting</i>
Skills and Applications Tasks	50%
Folio	20%
<i>External Assessment</i>	
Examination	30%

Relationship to further study:

This course leads to university studies with a mathematical component such as architecture, economics, the sciences and engineering.

Stage 2 Specialist Mathematics

Length of Course: 2 Semesters

Credits: 20 credits

Assumed Knowledge or Background: Students who study this subject must simultaneously study Stage 2 Mathematical Methods. They must have successfully completed, to a high standard, 3 units of Stage 1 Mathematical Studies: Mathematical Studies A and B and Specialist Mathematics.

Course Description:

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Content:

Consists of the following topics:

Topic 1: Mathematical Induction

Topic 2: Complex Numbers

Topic 3: Functions and Sketching Graphs

Topic 4: Vectors in Three Dimensions

Topic 5: Integration Techniques and Applications

Topic 6: Rates of Change and Differential Equations

Each topic consists of a number of subtopics, which are presented as key questions and ideas.

Assessment:

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

<i>School Assessment</i>	<i>Weighting</i>
Skills and Applications Tasks	50%
Folio	20%
<i>External Assessment</i>	
Examination	30%

Relationship to further study:

In conjunction with Mathematical Studies, this course leads to university studies with a strong mathematical component such as mathematical sciences, engineering, computer science, and the physical sciences.

Stage 2 General Mathematics

Length of course: 2 Semesters

Credit: 20 credits

Assumed Knowledge or Background:

Students who undertake this course must have successfully completed at least two units of General Mathematics at Stage 1.

Course Description:

General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem-solving in everyday workplace contexts.

A problem based approach is integral to the development of both the models and the associated key concepts in the topics.

Content:

- Modelling with linear Relationships
- Modelling with Matrices
- Statistical Models
- Financial Models
- Discrete Models

Assessment:

<i>School Assessment</i>	<i>Weighting</i>
Skills and Applications Tasks	40%
Folio	30%
<i>External Assessment</i>	
Examination (on Topics 3, 4 and 5 only)	30%

Relationship to further study:

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Stage 2 Accounting

Length of Course: 2 Semesters

Assumed Knowledge or Background: There are no prerequisites, although completion of 1 Semester of Stage 1 Accounting is an advantage.

Course Description:

Accounting is the language of business and is used to tell the story of an entity. Accounting helps business owners to understand their business so that they can make informed decisions. The practice of accounting is used to record, report, analyse, and communicate past events, current activities, and potential challenges and opportunities.

Content:

This subject is structured around three focus areas:

- Understanding accounting concepts and conventions
- Managing financial sustainability
- Providing accounting advice

These focus areas provide real-world opportunities and environments in which students can develop, extend, and apply their skills, knowledge and understanding, and capabilities to study accounting practices in a range of enterprises, including, for example:

- Local, National and Multinational enterprises
- Small, medium and large businesses
- Public-Private partnerships
- Online enterprises

Through their study of each of the three focus areas, students develop and apply their understanding of the following underpinning learning strands:

- Financial literacy
- Stakeholder information and decision-making
- Innovation

These learning strands outline the knowledge, skills, understanding and capabilities fundamental to the learning in the subject. The strands of financial literacy and stakeholder information and decision-making provide opportunities for students to understand and apply accounting concepts and conventions. The learning strand of innovation is focussed on the use of new and emerging technologies to create, store and communicate accounting information. Technology enables effective connections with business and opens up opportunities to better understand the changing nature of the accounting needs of stakeholders and to better provide advice and recommendations to meet these needs.

Assessment:

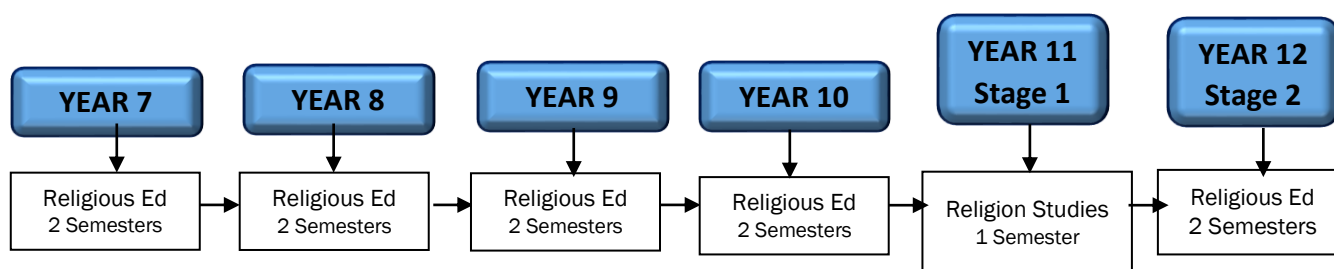
<i>School Assessment</i>	<i>Weighting</i>
Accounting Concepts and Solutions	40%
Accounting Advice	30%
<i>External Assessment</i>	
Examination	30%

Stage 2 Accounting provides an excellent background for students wishing to pursue employment or further study in Small Business, Commerce, Accounting, Management, and Economics.

Other Comments:

This course is suited to students who want to acquire an understanding of the financial information processes used in society. It will help students to develop skills in critical thinking, problem-solving, and communication, and enable them to apply accounting information in financial decision-making for a range of accounting entities. Students should be well organised and have solid mathematical skills to successfully complete this subject.

RELIGIOUS EDUCATION



Year 7 Religious Education

Length of Course: 2 Semesters

Assumed Background: Nil

Aims:

- To educate, inspire and support students in their religious self-understanding and spiritual awareness.
- To deepen their knowledge and understanding of, and ability to dialogue with, the Catholic Tradition and its foundation in God who is Love and revealed in Jesus Christ and the Holy Spirit, and with the broader Christian tradition and its relationship with other religious and philosophical worldviews.
- To enable students to seek truth and meaning through their learning and develop their ability to interpret experience and perspectives.
- To inspire and challenge students to engage more fully in life, the Church and society with growing wisdom, religious identity and moral purpose to promote a just and nonviolent world.

Course Description:

The program is informed by the Crossways Redesign Curriculum Framework which consists of a Skills and Dispositions Strand known as Wisdom and five Knowledge and Understanding Strands.

Wisdom Sub Strands

- Spiritual and religious self-awareness
- Dialogue and respect
- Interpretation and seeking truth
- Discernment and engagement

Knowledge and Understanding Sub Strands

- God, Us and Faith God
- Sacred Texts
- Church for the World
- Moral Life
- Sacramentality and Prayer

Assessment:

Student achievement is assessed according to the outcomes from the curriculum frameworks. Assessment types are varied and designed to take into account differences in learning styles, abilities and interests.

Year 8 Religious Education

Length of Course: 2 Semesters

Assumed Background: Nil

Aims:

- To educate, inspire and support students in their religious self-understanding and spiritual awareness.
- To deepen their knowledge and understanding of, and ability to dialogue with, the Catholic Tradition and its foundation in God who is Love and revealed in Jesus Christ and the Holy Spirit, and with the broader Christian tradition and its relationship with other religious and philosophical worldviews.
- To enable students to seek truth and meaning through their learning and develop their ability to interpret experience and perspectives.
- To inspire and challenge students to engage more fully in life, the Church and society with growing wisdom, religious identity and moral purpose to promote a just and nonviolent world.

Course Description:

The program is informed by the Crossways Redesign Curriculum Framework which consists of a Skills and Dispositions Strand known as Wisdom and five Knowledge and Understanding Strands.

Wisdom Sub Strands

- Spiritual and religious self-awareness
- Dialogue and respect
- Interpretation and seeking truth
- Discernment and engagement

Knowledge and Understanding Sub Strands

- God, Us and Faith God
- Sacred Texts
- Church for the World
- Moral Life
- Sacramentality and Prayer

Assessment:

Student achievement is assessed according to the outcomes from the curriculum frameworks. Assessment types are varied and designed to take into account differences in learning styles, abilities and interests.

Year 9 Religious Education

Length of Course: 2 Semesters

Assumed Knowledge: Year 8 RE

Aims:

- To educate, inspire and support students in their religious self-understanding and spiritual awareness.

- To deepen their knowledge and understanding of, and ability to dialogue with, the Catholic Tradition and its foundation in God who is Love and revealed in Jesus Christ and the Holy Spirit, and with the broader Christian tradition and its relationship with other religious and philosophical worldviews.
- To enable students to seek truth and meaning through their learning and develop their ability to interpret experience and perspectives.
- To inspire and challenge students to engage more fully in life, the Church and society with growing wisdom, religious identity and moral purpose to promote a just and nonviolent world.

Course Description:

The program is informed by the Crossways Redesign Curriculum Framework which consists of a Skills and Dispositions Strand known as Wisdom and five Knowledge and Understanding Strands.

Wisdom Sub Strands

- Spiritual and religious self-awareness
- Dialogue and respect
- Interpretation and seeking truth
- Discernment and engagement

Knowledge and Understanding Sub Strands

- God, Us and Faith God
- Sacred Texts
- Church for the World
- Moral Life
- Sacramentality and Prayer

Assessment:

Student achievement is assessed according to the outcomes from the curriculum frameworks. Assessment types are varied and designed to take into account differences in learning styles, abilities and interests.

Year 10 Religious Education

Length of Course: 2 Semesters

Assumed Knowledge: Year 9 RE

Aims:

- To educate, inspire and support students in their religious self-understanding and spiritual awareness.
- To deepen their knowledge and understanding of, and ability to dialogue with, the Catholic Tradition and its foundation in God who is Love and revealed in Jesus Christ and the Holy Spirit, and with the broader Christian tradition and its relationship with other religious and philosophical worldviews.
- To enable students to seek truth and meaning through their learning and develop their ability to interpret experience and perspectives.
- To inspire and challenge students to engage more fully in life, the Church and society with growing wisdom, religious identity and moral purpose to promote a just and nonviolent world.

Course Description:

The program is informed by the Crossways Redesign Curriculum Framework which consists of a Skills and Dispositions Strand known as Wisdom and five Knowledge and Understanding Strands.

Wisdom Sub Strands

- Spiritual and religious self-awareness
- Dialogue and respect
- Interpretation and seeking truth
- Discernment and engagement

Knowledge and Understanding Sub Strands

- God, Us and Faith God
- Sacred Texts
- Church for the World
- Moral Life
- Sacramentality and Prayer

Assessment:

Student achievement is assessed according to the outcomes from the curriculum frameworks. Assessment types are varied and designed to take into account differences in learning styles, abilities and interests.

Stage 1 Religion Studies

Length of Course: 1 Semester

Year 11 Religion Studies will be studied as a 10-credit subject through Stage 2 Integrated Learning 1 – Social Justice.

Assumed Knowledge or Background: Nil

Course Description:

Stage 2 Integrated Learning- Social Justice is undertaken as a 1 unit course over the first semester. The course is designed in accordance with the SACE Integrated Learning 1 Learning Requirements. The key areas of study are:

- Learning (Key Area 1)
- Citizenship (Key Area 2)
- Personal Development (Key Area 3).

For a 10-credit subject, students undertake one or two of these key areas of study.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 Integrated Learning:

School Assessment (70%)

- Assessment Type 1: Practical (30%)
- Assessment Type 2: Group Activity (20%)
- Assessment Type 3: Folio and Discussion (20%)

External Assessment (30%)

- Assessment Type 4: Project (30%).

For a 10-credit subject, students should provide evidence of their learning through four assessments, including the external assessment component. Students undertake:

- one practical
- one group activity
- one assessment for the folio and discussion
- one project.

Relationship to further study:

In Year 12, students undertake the Religious Education Course structured as seminar days.

Stage 2 Religious Education

Length of Course: 10-credit course delivered through Seminar Days over two Semesters

Assumed Knowledge or Background: Nil

Course Description:

Year 12 Studies in Religion is undertaken as a 1-unit Stage 1 course over seminar days throughout the year.

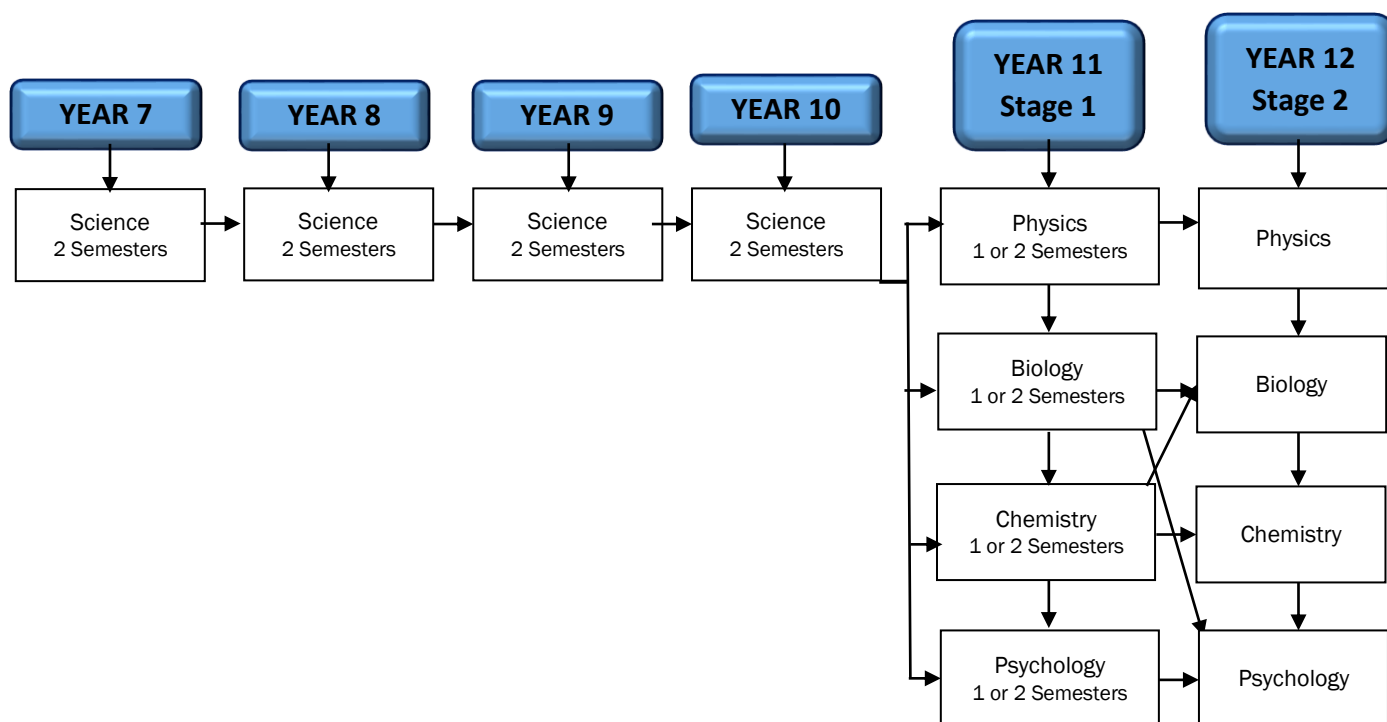
The course outline includes:

- Catholic Social Justice teaching
- Catholic Morality and Ethics
- Human Moral Development
- Contemporary living of the Catholic Spirituality Including a retreat experience.

Assessment:

Student achievement is assessed according to the outcomes from the curriculum frameworks. Assessment types are varied and designed to take into account differences in learning styles, abilities and interests.

SCIENCE



Year 7 Science

Length of Course: 2 Semesters

Assumed Knowledge or Background: Nil

Course Description:

The Year 7 Science course explores the diversity of life on Earth and develops students' understanding of the role of classification in ordering and organising information. Students have the opportunity to make accurate measurements and control variables to analyse relationships between system components and consider the role of science in decision making processes. The following topics are studied in Year 7 Science:

- Laboratory and practical report writing skills
- Earth in Space
- Forces
- Separating Mixtures
- Ecosystems
- Renewable and non-renewable resources

Assessment:

Practical activities, model making, tests, research assignments, practical reports

Relationship to further study:

To provide students with a foundation for further study in all branches of Science.

Year 8 Science

Length of Course: 2 Semesters

Assumed Knowledge or Background: Nil

Course Description:

Year 8 Science is an introduction to the understanding of people, the natural environment and everyday phenomena.

This understanding is developed through practical activities, research and classroom activities. Problem solving skills and the use of computer technology is incorporated into topics and activities. The following topics are studied in Year 8.

- Basic Laboratory skills
- Matter
- Cells and organisms
- Energy and forces
- Earth Science

Assessment:

Tests, practical activities, homework, research and assignments.

Relationship to further study:

To provide students with a foundation for further study in all branches of Science.

Year 9 Science

Length of Course: 2 Semesters

Assumed Knowledge or Background: Nil

Course Description:

Year 9 Science builds on the ideas covered in Year 8 by extending students' knowledge, practical experiences, problem solving skills and computer technology skills.

This is a full year course which consolidates fundamental skills in all areas of Science. The course is developed in accordance with the Australian Curriculum Framework. The framework is arranged into the following strands and content:

Science understanding:

Biology

- Body Systems coordination and control
- Ecosystems

Chemistry

- Atomic structure and bonding
- Chemical reactions
- Acids and Bases

Physics

- Energy pathways, production and sustainability
- Heat, Light and Sound Energy

Geology

- Plate tectonics
- Geological formation

Science as a Human Endeavour

- Nature and development of science
- Use and influence of science

Inquiry Skills

- Questioning and predicting
- Planning and conducting
- Processing and analysing data and information
- Evaluating
- Communicating

Assessment:

Tests, practical activities, homework, research and assignments.

Relationship to further study:

To provide students with a foundation for further study in all branches of Science.

Year 10 Science

Length of Course: 2 Semesters

Assumed Knowledge or Background: Nil

Course Description:

The Year 10 Science course extends the knowledge, practical experiences and problem solving skills established in Years 8 and 9 to enhance student interest and understanding. Students study Biology, Chemistry, Physics and Earth Science for one term each.

Biological Science

- DNA and Genetics
- Cell division
- Evolution and Natural selection

Chemical Science

- Atomic theory
- Chemical reactions and equations

Physical Science

- Linear motion
- Newton's Laws of Motion
- Energy

Earth and Space Sciences

- Big Bang Theory
- Global Cycles

Assessment:

- Tests
- Practical Activities
- Research Assignments

Relationship to further study:

Year 10 Science prepares students for Biology, Physics, Chemistry and Scientific Studies at Stage 1 level, with discussion and negotiation with their Science teacher.

Stage 1 Physics

Length of Course: Stage 1 Physics can be studied as a 10 credit subject or a 20-credit subject

Assumed Knowledge or Background: Successful completion of Year 10 Maths and Year 10 Science.

Course Description:

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations. Ref: A536940

Content:

The design of content provides the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science:

- Science inquiry skills
- Science as a human endeavor
- Science understanding.

The topics for Stage 1 Physics are:

- Linear motion and forces
- Electric circuits
- Heat
- Energy and momentum
- Waves
- Nuclear models and radioactivity

Assessment:

School based assessment and SACE assessment will be based on:

- Investigations Folio
- Skills and Applications Tasks

Relationship to further study:

This course prepares students for studying Stage 2 Physics.

Stage 1 Biology

Length of Course: Stage 1 Biology can be studied as a 10-credit subject or a 20-credit subject

Assumed Knowledge or Background:

Successful completion of Year 10 General Science

Course Description:

By investigating biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes through to macroscopic ecosystem dynamics, students extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

Content

Examples of areas of study include.

- Cellular Biology
- Infectious Diseases
- Multicellular Organisms
- Ecology

Assessment:

Assessment at Stage 1 is school based and includes:

- Investigations Folio
- Skills and Applications Tasks

Relationship to further study:

Although not essential as a prerequisite for Stage 2 Biology is a very useful preparatory course particularly if other Science subjects (Physics and Chemistry) have not been studied at Stage 1.

Stage 1 Chemistry

Length of Course: Stage 1 Chemistry can be studied as a 10-credit subject or a 20-credit subject.

Assumed Knowledge or Background:

Completion of Year 10 Science and Year 10 Maths

Course Description:

Students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Content

The design and content of the program is determined at the school level. Examples of areas of learning and topics include:

- Atomic theory Periodic Table
- Atoms and Molecules
- Mixtures and Solutions
- Acids and Bases
- Redox Reactions
- Scientific Inquiry Skills
- Sciences as a Human Endeavour

Assessment:

Assessment at Stage 1 is school based and includes:

- Investigations Folio
- Skills and Applications Tasks

Relationship to further study:

This course prepares students for studying Stage 2 Chemistry

Stage 1 Psychology

Length of Course: Stage 1 Psychology can be studied as a 10-credit subject or a 20-credit subject

Assumed Knowledge or Background:

Successful completion of Year 10 Science

Course Description:

Most of us hold beliefs about why people do what they do, the way they do it, and when and where they do it. Some of these beliefs must be accurate in at least some contexts; otherwise we could not interact effectively in society. Different individuals and different cultures, however, often hold very different beliefs about behaviour. Psychology offers ways to determine which of these beliefs apply to which people in which contexts. To do this, psychologists use a wide variety of research methods that enable research to be conducted with precision and to produce evidence that can be verified. Stage 1 Psychology allows students an insight into these behaviours and enables students to learn about and test these theories.

Content

The following eight topics are offered in Stage 1 Psychology:

Compulsory Topic

Introduction to Psychology

Option Topics

Semester 1: Brain and Behaviour, Forensic Psychology

Semester 2: Cognition, Social Behaviour

Assessment:

Assessment at Stage 1 is school based and includes:

- Investigations Folio
- Skills and Applications Tasks

Relationship to further study:

Although not essential as a prerequisite for Stage 2 Psychology is a very useful preparatory course and is recommended.

Stage 2 Physics

Length of course: 2 Semesters

Credits: 20 credits

Assumed knowledge or Background:

Successful completion of Stage 1 Physics to a high standard.

Course Description:

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations

The design of content provides the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science:

- Science inquiry skills
- Science as a human endeavour
- Science understanding.

Three topics will be covered in stage 2 Physics:

- Motion and relativity
- Electricity and magnetism
- Light and atoms

Assessment

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

School Assessment	Weighting
Skills and Applications Tasks	40%
Investigations Folio	30%
External Assessment	
Examination	30%

One 2 hour exam set by SACE Board consisting of questions of different types, such as short-answer, paragraph answer, mathematical calculations, data and practical skills, extended response and graphical representation. Questions will cover science inquiry skills and science understanding from all topics. Some questions may require students to show an understanding of science as a human endeavor and apply their science understanding from more than one topic. Students are given an equation sheet and standard SI prefixes.

The examination will be marked by external assessors with reference to performance standards.

Stage 2 Biology

Length of Course: 2 Semesters.

Credits: 20 credits

Assumed Knowledge or Background: Successful completion of Stage 1 Chemistry and Biology will be an advantage.

Course Description:

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

In their study of Biology, students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations into biology-related issues, developments, and innovations.

Students explore the dynamic nature of biological science and the complex ways in which science interacts with society, to think critically and creatively about possible scientific approaches to solving everyday and complex problems and challenges. They explore how biologists work with other scientists to develop new understanding and insights, and produce innovative solutions to problems and challenges in local, national, and global contexts, and apply their learning from these approaches to their own scientific thinking.

Topics:

The topics in Stage 2 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- Science inquiry skills
- Science as a human endeavour
- Science understanding.

The topics for Stage 2 Biology are:

- Topic 1: DNA and Proteins
- Topic 2: Cells as the Basis of Life
- Topic 3: Homeostasis
- Topic 4: Evolution

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 Biology:

<i>School Assessment</i>	<i>Weighting</i>
Skills and Applications Tasks	40%
Investigations Folio	30%
<i>External Assessment</i>	
Examination	30%

Students provide evidence of their learning through eight assessments, including the external assessment component. Students complete:

- at least two practical investigations
- one investigation with a focus on science as a human endeavour
- at least three skills and applications tasks
- one 2-hour examination.

At least one investigation or skills and applications task should involve collaborative work.

Relationship to post school pathways:

In Biology, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students can also pursue scientific pathways, for example in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.

Stage 2 Chemistry

Length of course: 2 Semesters

Credits: 20 credits

Assumed knowledge or Background:

Successful completion of Stage 1 Chemistry to a high standard.

Course Description:

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Topics:

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical Processes
- Topic 3: Organic and Biological Chemistry
- Topic 4: Managing Resources

Assessment:

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

<i>School Assessment</i>	<i>Weighting</i>
Skills and Applications Tasks	40%
Investigations Folio	30%
<i>External Assessment</i>	
Examination	30%

One two hour exam set by SACE Board. Students are assessed on their knowledge and understanding of the key ideas and the intended student learning in the four topics and the investigation skills. Students are given a sheet containing a periodic table, and a data sheet.

The examination will be marked by external assessors with reference to performance standards.

Stage 2 Psychology

Length of Course: 2 Semesters

Credits: 20-credit subject

Assumed Knowledge or Background:

Successful completion of Stage 1 Psychology and Biology will be an advantage.

Course Description:

Stage 2 Psychology is designed around four levels of explanation of behaviour:

- The *biological level of explanation*, which focuses on the biological and chemical processes underlying behaviour.
- The *basic processes level of explanation*, which focuses on the psychological processes that are universal (or at least very widespread) across humans.
- The *person level of explanation*, which focuses on individual differences in behaviour.
- The *sociocultural level of explanation*, which focuses on the influence that other people exert on behaviour by studying behaviour in social and cultural contexts.

The list below shows the relationship between the topics and the levels of explanation of behaviour:

<i>Level of Explanation</i>	<i>Topic</i>
Sociocultural	Social Cognition
Basic processes	Learning
Person	Personality
Biological	Psychobiology of Altered States of Awareness
Integration of levels	Healthy Minds

Assessment:

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

<i>School Assessment</i>	<i>Weighting</i>
Skills and Applications Tasks	40%
Investigations Folio	30%
<i>External Assessment</i>	
Examination	30%

Students will provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- one individual investigation and at least one group investigation for the folio
- at least four skills and applications tasks
- one external examination

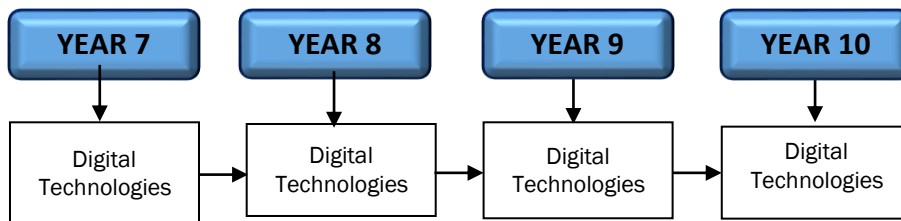
Assessment opportunities are provided in a range of supervised settings (e.g. classroom, laboratory, and field).

Relationship to further study:

Bachelor of Psychology
Degrees in the Health Sciences
Nursing
Medicine

TECHNOLOGIES

Digital Technologies



Year 7: Digital Technologies

Length of Course: 1 Year

Assumed Background: Nil

Course Description:

In this subject, students will be required to:

- Learn to confidently navigate the Office 365 environment, including; design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions.
- Evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability.
- Understand their rights and responsibilities as digital citizens.
- Learn about and promote safety procedures for gaming, browsing and interacting online.
- Reflect on the importance of binary code in computer programming.
- Follow design processes to develop solutions to problems experienced in everyday life.

Assessment:

Assessment is based on:

- Assignments representing their knowledge and understandings of content.
- Class discussions.
- Collaborative work.

Year 8: Digital Technologies

Length of Course: 1 Term

Assumed Background: Nil

Course Description:

In this subject, students will be required to:

- Develop the speed and accuracy of their typing and data input skills
- Learn to confidently navigate the Office 365 environment, including:
 - Using OneDrive to store information
 - Sharing and collaborating using Microsoft Teams
- Develop their word processing and powerpoint presentation skills
- Understand their rights and responsibilities as digital citizens

- Learn about and promote safety procedures for gaming, browsing and interacting online
- Be introduced to basic programming fundamentals.

Assessment:

Assessment is based on:

- Predominantly online proficiency tests
- Some media (poster) production
- Ongoing checklists measured against performance criteria

Year 9: Digital Technologies

Length of Course: 1 Term

Assumed Background: Nil

Course Description:

Students will be required to:

- Use Microsoft Office 2010 Applications, such as Excel, Word, PowerPoint
- Select an appropriate graphic design program to create artwork for a given topic
- To generate project costing's using a spreadsheet program
- Use Microsoft PowerPoint to create a timed slideshow for an event
- Select Adobe Dreamweaver CS5 to publish information via a webpage
- To use a variety of online tools to find information via the web.

Assessment:

Assessment is based on:

- Completion of practical computing assignments
- Written folio assignments
- Class tests

Relationship to further study:

The course provides foundational skills across Information and Communication Technology (ICT) and a sound knowledge and understanding for further study in Computer Studies in Year 10.

Year 10: Information Communication & Technology (ICT)

Length of Course: 1 Semester

Assumed Background: The course assumes a basic understanding of computing and a desire to learn more about computers and communication systems.

Course Description:

Students will develop skills and knowledge to perform digital literacy tasks using a personal computer and a range of software applications and digital devices. The course provides foundational skills across Information and Communication technology (ICT) functions that are encountered in virtually any industry.

All work is completed on Windows desktop computers.

Assessment:

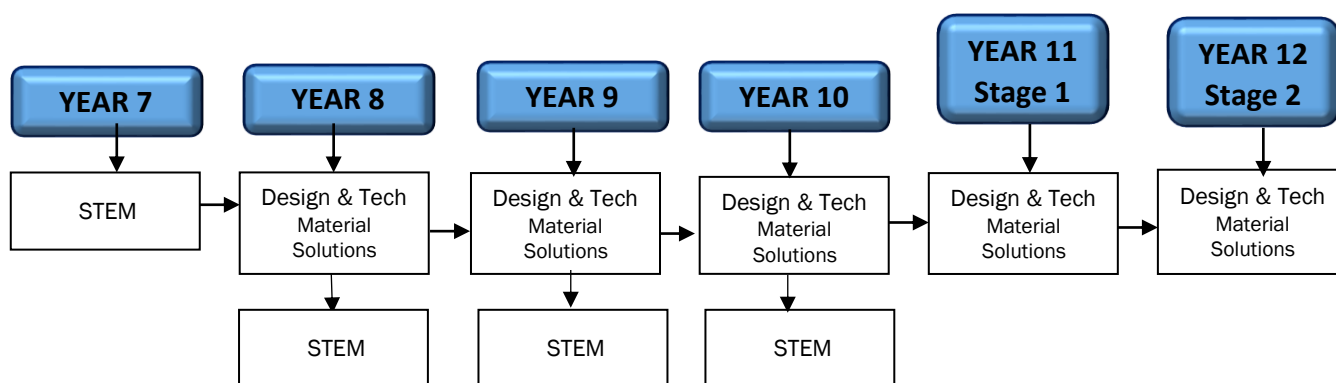
Assessment is based on:

- Investigating issues surrounding data collection
- Analysing and improving an existing information system
- Undertaking programming and coding exercises

Relationship to further study:

Provides a sound background for further study in Information Technology in Years 11 and 12.

Design and Technologies



Year 7 STEM

Length of Course: 1 or 2 Semesters

Assumed Knowledge or Background: Nil

Course Description: Year 7 STEM combines aspects from the areas of science, technology, engineering and mathematics, with a focus on using knowledge to solve problems. Students build familiarity with problem solving approaches, and the use of iterative approaches to design solutions.

The course covers a number of different focus areas, tailored to student interests, including aspects of digital technologies.

Assessment:

Students are assessed through a variety of open-ended projects where they apply problem solving processes within the context of different focus areas to solve a problem. Creativity is encouraged as students define the problem, design, test, and refine their solution, and reflecting on the success and challenges of their solution.

Year 8 Design and Technology

Material Solutions

Length of Course: 1 Semester

Assumed Knowledge or Background: Nil

Course Description:

This course introduces students to the safe use of hand tools and the safe use of some machines. Students work mainly with wood as they develop skills in design and construction.

Assessment:

Whilst there is a major weighting on the practical work, there is a significant allocation of marks to product design and communication, safety and the comprehension of processes.

Relationship to further study:

Leads to Year 9 Design and Technology

Year 8 STEM

Length of Course: 1 or 2 Semesters

Assumed Knowledge or Background: Nil

Course Description:

Year 8 STEM draws on understandings from the areas of science, technology, engineering and mathematics, with a focus on using knowledge to solve problems. Students build

familiarity with problem solving approaches, and the use of iterative approaches to design solutions. Students become familiar with computational thinking, considering how information can be collected and processed in order to solve a problem.

The course covers a number of different focus areas, tailored to student interests, including aspects of digital technologies.

Assessment:

Students are assessed through a variety of open-ended projects where they apply a problem-solving process within the context of different focus areas to solve a problem. Creativity is encouraged as students consider the problem, design, test, and refine their solution, before reflecting on the success and challenges of their solution.

Year 9 Design and Technology

Material Solutions

Length of Course: 1 Term

Assumed Knowledge or Background: Nil

Course Description:

This course continues to introduce students to the safe use of hand tools and the safe use of some machines. Students work mainly with wood and metal as they develop skills in design and construction.

Assessment:

Whilst there is a major weighting on the practical work, there is a significant allocation of marks to product design and communication, safety and the comprehension of processes.

Relationship to further study:

Leads to Year 10 Design and Technology

Year 9 STEM

Length of Course: 1 or 2 Semesters

Assumed Knowledge or Background: Nil

Course Description:

Year 9 STEM aims to bring together previous understandings and skills from the areas of science, technology, and mathematics and to extend those skills to solve problems. By combining concepts from the areas of science, technology, and mathematics, as well as introducing engineering concepts such as the design process, students are challenged to extend

their problem-solving skills as they develop and test prototype solutions to problems.

The course covers a number of different focus areas, which may include aspects of electronics and computing.

Assessment:

Students are assessed through a variety of open-ended projects where they apply the design process within the context of different focus areas to solve a problem. Creativity is encouraged as students consider the problem, design, test, and refine their solution, before reflecting on the success and challenges of their solution.

Year 10 Design and Technology

Material Solutions

Length of Course: 1 Semester

Assumed Knowledge or Background: Nil

Course Description:

This course develops skills in design and construction and introduces machining processes. There is an emphasis on general workshop safety and machine safety while students become familiar with the use of a variety of appropriate hand tools and machines. Students work with both wood and metal.

Assessment:

Whilst there is a major weighting on the practical work, there is a significant allocation of marks to product design and communication, safety and the comprehension of processes.

Relationship to further study:

Leads to Year 11 Design and Technology at Stage 1.

Year 10 STEM

Length of Course: 1 or 2 Semesters

Assumed Knowledge or Background: Year 9 STEM would be helpful, but not essential.

Course Description:

Year 10 STEM continues to bring together understandings and skills from the areas of science, technology, engineering, and mathematics and to extend those skills to solve problems. Students consider more complex overlaps between STEM disciplines in order to deconstruct and attempt to solve more involved problems.

The course continues to cover a number of different focus areas, which may include aspects of electronics and computing.

Assessment:

Students are assessed through a variety of open-ended projects where they apply the design process within the context of different focus areas to solve a problem. Creativity is encouraged as students consider the problem, design, test, and refine their solution, before reflecting on the success and challenges of their solution.

Stage 1 Design and Technology

Material Solutions

Length of Course: Stage 1 Design and Technology can be studied as one or more 10-credit subjects.

Assumed Knowledge or Background:

It is desirable that students have acquired some skills in Design and Technology in Years 8, 9 and 10.

Course Description:

Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products, processes, or systems. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

Stage 1 Design and Technology at Caritas College provides enrolment options in the following focus area: Material Solutions

- *Material Solutions* – students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include metals and wood.

Assessment:

Assessment is based on:

- Specialised Skills Task
- Design process and solution

Relationship to further study:

This course leads to Design and Technology - Material Products – at Stage 2.

Stage 2 Design and Technology

Material Solutions

Length of Course: 2 Semesters

Credits: 20

Assumed Knowledge or Background:

It is desirable that students have acquired sound skills in design and construction in working with timber and/or metal from Years 8, 9, 10 and 11.

Course Description:

In Design and Technology, students apply their knowledge and understanding of technological concepts to the investigation, analysis, development, and communication of ideas for product production and evaluation. Students develop the skills and knowledge to use tools, materials, and systems appropriately, safely, and competently to create a product. The course aims to develop:

- A heightened awareness of workshop safety and safe work practices as well as OHS&W guidelines
- An increased skill level when constructing projects using hand tools, power tools and machinery.
- The practical ability to apply a range of machining, production, assembly and finishing skills.
- An understanding of the design process and the ability to apply effective design and layout principles in planning and completing communication tasks.
- An understanding of the effects of design and technology on society and an ability to critically analyse purpose, design concepts and production techniques.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 Design and Technology:

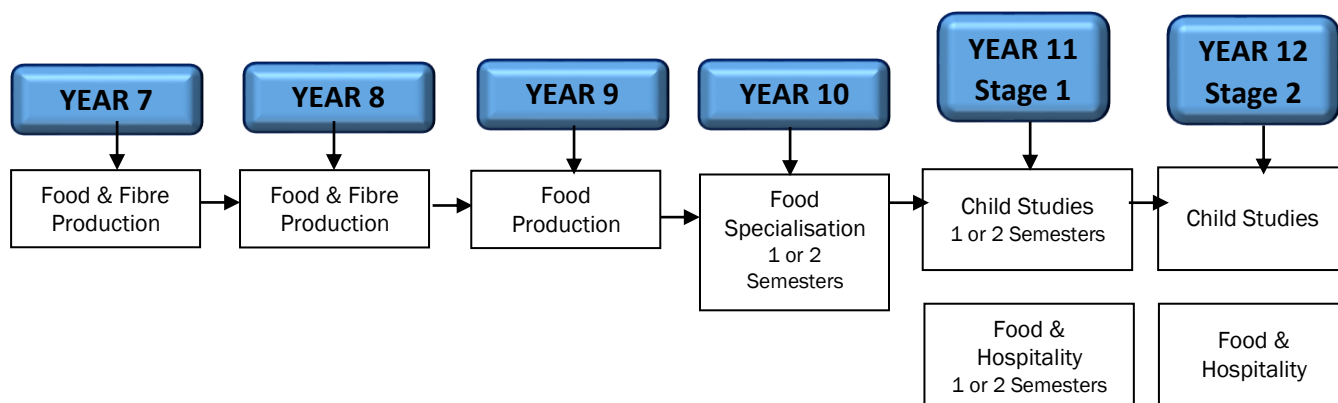
<i>School Assessment</i>	<i>Weighting</i>
Specialised Skills Task	20%
Design Process and Solution	50%
<i>External Assessment</i>	
Resource Study	30%

For a 20-credit subject, students should provide evidence of their learning through seven or eight assessments, including the external assessment component. Students undertake:

- skills and applications tasks
- major and minor products
- folio.

Relationship to further study:

The study of Timber/Metal Construction provides the basis for a wide range of vocational pathways. It develops specialised skills and an awareness of workshop protocol. These skills can be transferred to a variety of employment options from first and second fix carpentry to cabinet making and the furniture or metal industries.



Year 7 Food and Fibre Production

Length of Course: 1 Semester for each

Assumed Knowledge or Background: Nil

Course Description:

Students learn about the origins of food and fibres, their uses, properties and impact of use on the environment. They apply design processes and apply management skills to prepare food items and sewn products. Students reflect on their product development, how well it meets the design criteria and their organisation and collaborative skills.

Assessment:

Continuous assessment of food preparation skills, hand and machine sewing skills, teamwork, time management and organisation; evaluation of practical tasks; research assignment

Year 8 Food and Fibre Production

Length of Course: 1 Semester

Course Description:

Students work in pairs to prepare and present small meals and snacks. They evaluate their own diets in relation to current food selection models and investigate factors that influence our food choices. Students also design a functional cushion and/or pencil case, learning how to safely use a sewing machine.

Assessment:

Continuous assessment of food preparation skills, teamwork, time management and organisation; evaluation of practical tasks; research assignment.

Year 9 Food Production

Unit 1: Eating Out at Cafes and Restaurants

Course Description:

Students broaden their knowledge of the types of meals currently served at cafes and restaurants. During practical lessons students prepare food from breakfast, lunch and dinner menus. Current trends in the food and hospitality industry will be examined.

Assessment:

Continuous assessment of food preparation and presentation, teamwork, time management and organisation. Progressive evaluation of practical tasks. Working in small groups plan,

prepare and present a meal for guests that reflects current trends. Evaluation of individual and group performance.

Unit 2: Catering for Small Groups

Course Description:

Students learn about food safety and how to cater for groups with specific needs. During practical lessons students prepare appetisers, entrees, soups, main courses and desserts. They also examine what is involved in developing a canteen special and create their own dish suitable for serving at the canteen. Students are given the opportunity to choose manageable recipes based around a particular theme at various stages throughout the semester.

Assessment:

Continuous assessment of food preparation and presentation, teamwork, time management and organisation. Working in small groups to cater for guests at a luncheon and evaluating their performance.

Year 10 Food Specialisation

Length of Course: 1 Semester

Course Description:

Semester 1: International Food and Culture – Students learn about the food and culture of different countries. What food is typical in these countries, unusual ingredients and cooking methods used and the role food plays in celebrations specific to these countries. Practical lessons are based around preparing food from around the world.

Assessment:

Practical Activities based on planning, preparing and evaluating food from other cultures, ongoing assessment of food preparation, presentation, teamwork, time management and organisation. Group Activity based around preparing a two course meal for guests that reflects Asian cuisine.

Semester 2: Food Presentation and Service – Students experiment with current trends in food presentation. During practical lessons students practice presenting entrees, main courses and desserts in an attractive way. They learn how to make their own pasta and pastry. Preparation of cakes and decorating techniques are also explored. Students learn how to adapt recipes to increase nutritional value, and look at catering for individuals with special dietary needs.

Assessment:

Practical Activities based on preparing entrees, main courses and a cake suitable for a celebration, ongoing assessment of food preparation, presentation, teamwork, time management and organisation.

Relationship to further study:

Leads to Stage 1 Home Economics, Stage II Food and Hospitality or Child Studies

Stage 1 Child Studies

Length of Course: Stage 1 Child Studies can be studied as a 10-credit subject for one semester

Course Description:

We start with prenatal development, the birth process and the nutritional requirements during pregnancy. The lifestyle changes that come with parenthood are investigated, including dietary requirements, budgetary considerations and how to access support services. There is also the opportunity to care for a Sim baby. The course then explores the importance of play in early childhood development. Students follow a design process to create a child's toy and then work as a group to plan and run a playgroup. There is a strong community focus to the subject with regular guest speakers and opportunities to interact with community groups and our junior primary classes.

Assessment:

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

- Group Activity
- Practical Activity
- Investigation

Relationship to further study:

Leads to Stage 1 Home Economics, Stage2 Food and Hospitality or Child Studies

Stage 1 Food and Hospitality

Length of Course: Stage 1 Food and Hospitality can be studied as a 10-credit subject for one semester

Course Description

The study of Food and Hospitality integrates active, problem-solving approaches to learning. Students participate in collaborative activities to support healthy eating practices. They develop their ability to think critically and to solve problems related to the food and hospitality industry in individual, family and community contexts.

Students develop skills in using technology and safe work practices in the preparation, storage and handling of food. They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as trends, consumer protection and the nutritional impact of different food choices.

In Food and Hospitality the emphasis is on the capabilities of communication, work and learning.

Content:*Semester 1:*

- Safe food handling
- The Celebrity Cookbook phenomenon
- Managing particular dietary needs in the Food and Hospitality industry
- Catering for a target audience

Assessment:

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

- Practical Activity
- Group Activity
- Investigation

Stage 2 Child Studies

Length of Course: 2 Semesters

Credits: 20 Credits

Assumed Knowledge or Background:

Stage 1 Home Economics desirable

Course Description:

This subject focuses on children's growth and development from conception to eight years. Students critically examine attitudes and values about parenting and care-giving, and gain an understanding of the growth and development of children. They develop a variety of research, management, and practical skills, and work independently and collaboratively to achieve common goals. Students investigate contemporary issues that are relevant to children and their development.

Child Studies is a practical based subject and will include food based practicals, sewing and/or craft, excursions to child focused venues such as kindergartens and the Special School. Time will also be spent working with our junior primary classes.

Content:

Assignments include:

- investigating child friendly meal options when eating out,
- broadening children's eating experiences through multiculturalism and education about the origins of foods,
- planning and constructing learning aids for children with special needs
- investigating the importance of imaginative play
- encouraging children to enjoy reading books

Assessment:

<i>School Assessment</i>	<i>Weighting</i>
Practical Activities	50%
Group Activities	20%
<i>External Assessment</i>	
Investigation	30%

Stage 2 Food and Hospitality

Length of Course: 2 Semesters

Credits: 20 credits

Assumed Knowledge or Background:

Stage I Home Economics – but not essential

Course Description:

This subject examines the food and hospitality industry in Australia. Students study contemporary trends in the industry. They look at how Australian cuisine has changed over time, and how what we eat has been influenced by other countries. Students develop a variety of research, management, and practical skills. They work independently as well as collaboratively to achieve common goals. Food and Hospitality is a practical-based subject that gives students the opportunity to prepare food individually and in small groups. The opportunity to work together to cater for small and large groups will arise throughout the year.

Content includes:

- Safely preparing high risk foods for service at a local café or restaurant
- Exploring the impact of Italian immigration on Australian cuisine and preparing a gourmet pizza or home-made pasta dish
- Preparing desserts and examining marketing strategies
- Examining the food truck phenomenon and preparing curries suitable for service from a mobile food van.
- Providing health options when catering for a group of people.

Assessment:

<i>School Assessment</i>	<i>Weighting</i>
Practical Activities	50%
Group Activities	20%
<i>External Assessment</i>	
Investigation	30%

Stage 1 Community Studies: Project Based Learning

Project Based Learning is for selected students in Years 8-10.

This has replaced the equivalent of timetabled lessons for one day a week.

Course Description:

This has replaced the equivalent of timetabled lessons for one day a week.

- The program has been designed around the strengths, interests and skills of students and will provide an opportunity for targeted development in literacy and numeracy.
- The program covers the performance standard of Stage 1 Community Studies and therefore with successful completion, students will gain 10 SACE points.
- Student eligibility for inclusion in the project is based on achievements in Literacy and Numeracy (NAPLAN) data, Progressive Achievement Test (PAT), Year 9 Learning Conversations, school-based assessment, and current engagement in learning.

Goals and Structure of PBL:

- Build Student confidence in numeracy and literacy skills
- Increase engagement in learning
- Capitalise on student capacity for practical learning
- Value student skills in critical and creative thinking
- Increase enjoyment in learning
- Apply learning to real life contexts
- Improve problem solving skills
- Introduce students to an industry pathway
- Time allocated as a block to maximise effective use of time
- Student data informs targeted development in literacy and numeracy.

Stage 1 Community Studies

Length of Course: 1 or 2 Semesters

Assumed Knowledge or Background: None.

Course Description:

Community Studies is a flexible option which involves developing an individual program of learning around the students' interests, knowledge, and skills. Each student prepares a contract of work to undertake a community activity in one of the following six areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology, and the Community
- Work and the Community

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 1 Community Studies:

- Assessment Type 1: Contract of Work
Development of Contract
Folio
Community Activity
- Assessment Type 2: Reflection

Stage 2 Workplace Practices

Length of Course: 2 Semesters

Assumed Knowledge or Background: None, however good writing and research skills are essential and an interest in workplace issues.

Course Description:

There are three focus areas of study of this subject:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET).

Students must include the following areas of study:

- Industry and Work Knowledge, and
- Vocational Learning and/or Vocational Education and Training (VET).

For the Industry and Work Knowledge component, students study three or more topics from the list below:

Topic 1: Work in Australian Society
Topic 2: The Changing Nature of Work
Topic 3: Industrial Relations
Topic 4: Finding Employment
Topic 5: Negotiated Topic.

Work experience or work placement is completed in the student's desired industry pathway. A student may be enrolled in a School Based Apprenticeship (SBA) or the work requirement may be achieved through the students own paid employment in their chosen pathway.

Assessment:

Assessment Methods used will include use of research assignments, role play, workplace performance and reflection and an investigation. Students have been given a wide range of choice for their assessment items for example written, oral and power point presentation. Assignments will reflect the student's area of interest. Students demonstrate evidence of their learning through the following assessment types:

<i>School Assessment</i>	<i>Weighting</i>
Folio	25%
Performance	25%
Reflection	20%
<i>External Assessment</i>	
Investigation	30%

Relationship to further study:

Students may continue study in their Industry area towards gaining further units and Certificates and proceed to Apprenticeships or Traineeships after completing year 12.