



Gawler & District College B-12



Stage 1 Curriculum Guide

From Our Principal

We believe that:

- Learning is a partnership to be shared by the student, the school and their parents/carers.
- Our objective is to provide a supportive School environment in which students can achieve their greatest potential.
- This will be achieved if students, supported by their families, always strive for excellence and give of their best and view learning as a lifelong process.
- Every endeavour should be made to make learning engaging for students.

Angie Michael, Principal

Course Selection

Making choices of subjects is very important. Every student should make a serious effort to plan their curriculum pathway to enable them to follow their chosen career path and interests.

In selecting a course students should consider:

- The curriculum pattern
- Student interests
- Career choices and/or post school options
- Current subjects and progress
- Subject teacher recommendations

Students can get help to choose the most appropriate course by talking to:

- Parents and/or their friends
- Home Care Teacher
- Subject Teachers
- Year Level Manager
- School Counsellors
- The SACE Coordinator

Information to help choose wisely is available from:

- This Curriculum Guide
- The Job Guide
- SATAC Guides
- Internet
- Tertiary Institution information
- Pamphlets and booklets in the Year 11 & 12 Study Areas

Parents can help by:

- Being positive, supportive and encouraging
- Assisting in finding information
- Attending the course counselling days

Remember:

- Subject choices must be based on as much information as possible.
- YOU are responsible for YOUR subject choices.
- Subjects must be selected for the whole year.
- Choose carefully. Selections are considered to be FINAL and it may not be possible to make changes.
- The school will make every effort to offer the subjects that you select. However, this may not be possible.

You will be consulted if changes need to be made.



Introduction & Content

Choosing Subjects

Carefully read the subject descriptors before selecting your units.

Progression to the next level of study is dependent upon students meeting the work and assessment requirements to a satisfactory (C grade) standard. Promotion and course selection may have to be negotiated individually if student achievement is not satisfactory.

Additional information is available to students through sessions with Home Care teachers, year level assemblies, special assemblies for particular topics and discussions with subject teachers. Students are also encouraged to access other sources of information.

Students, with assistance from parents/caregivers and counselling from Home Care teachers and/or counselling personnel, nominate their subject preferences.

The school timetable is constructed on the basis of student choices within the constraints of staffing and school resources.

Although every effort is made to accommodate all student preferences this is not always possible. Where students are unable to study their selected subjects they are re-counselled to enable them to select appropriate replacement subjects.

Students, with support from parents, will have limited opportunities to make changes to the chosen course.

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41. Metalwork
42. Computer Aided Design
43. Doorways 2 Construction
44. Furnishing
45. Jewellery Making
46. Photography
47. Video Production
48. Art in the Community
49. Japanese
50. SAASTA



Senior School Curriculum

At Gawler & District College B-12 Year 11 (Stage 1) students complete both compulsory and elective subjects.

Compulsory Subjects

English or Essential English [Full Year] 20 Credits.

General Mathematics or Essential Mathematics or Mathematical Methods Minimum 1 Semester 10 Credits however 2 Semesters [Full Year] 20 Credits and Mathematical Methods [Full Year] 40 Credits.

Reserach Project [Full Year] 20 Credits.

Students are then to choose 90 Credits of electives subject choices.

Total Credits for Year 11 (Stage 1) = 140.

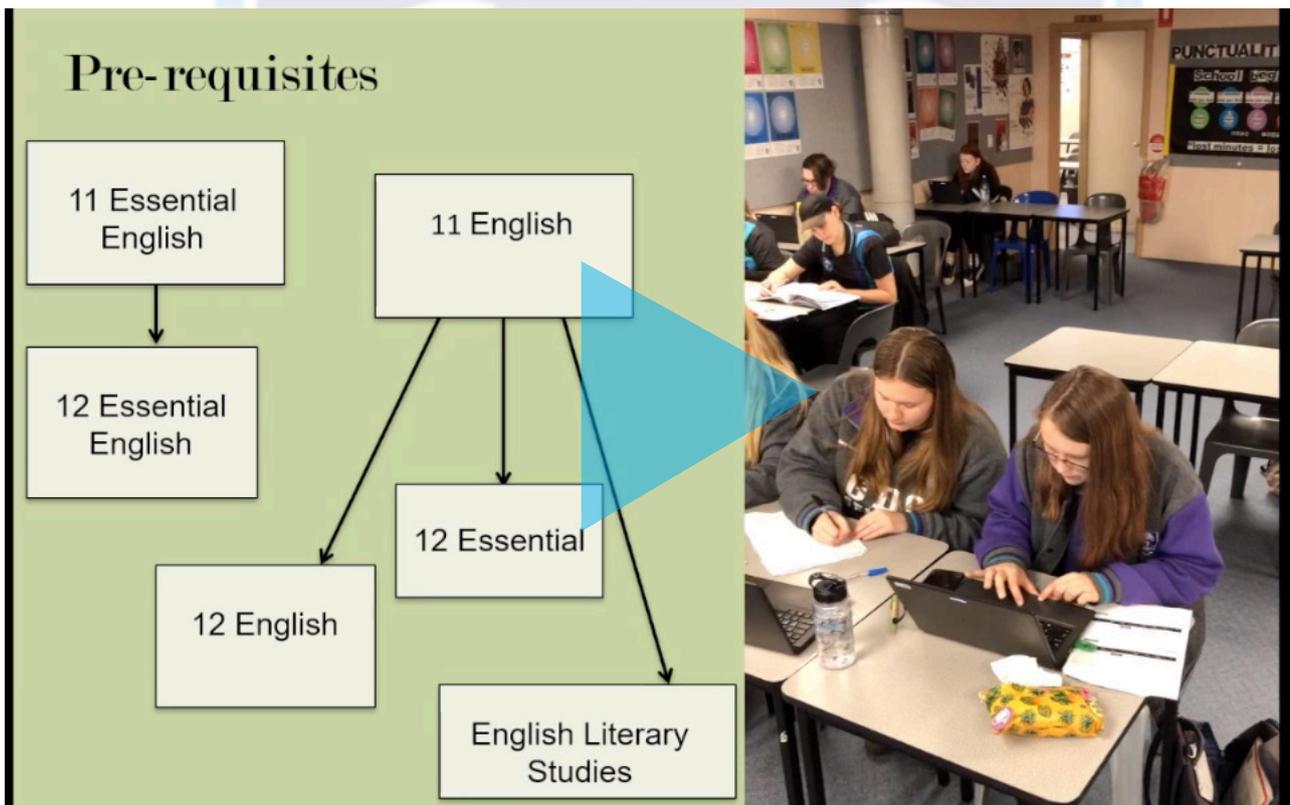


English

FULL YEAR / 20 CREDITS

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

Stage 1 English articulates with the Stage 2 English subjects.



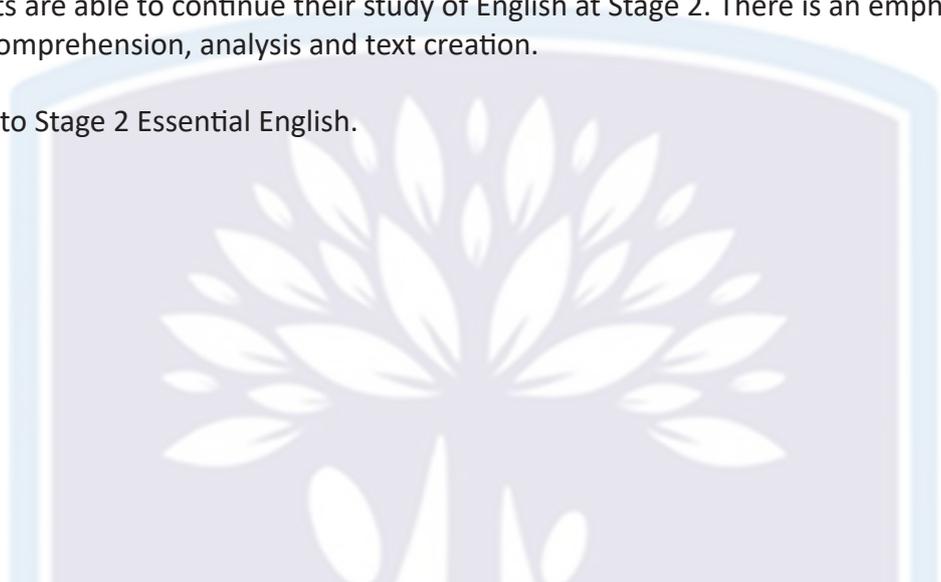


Essential English

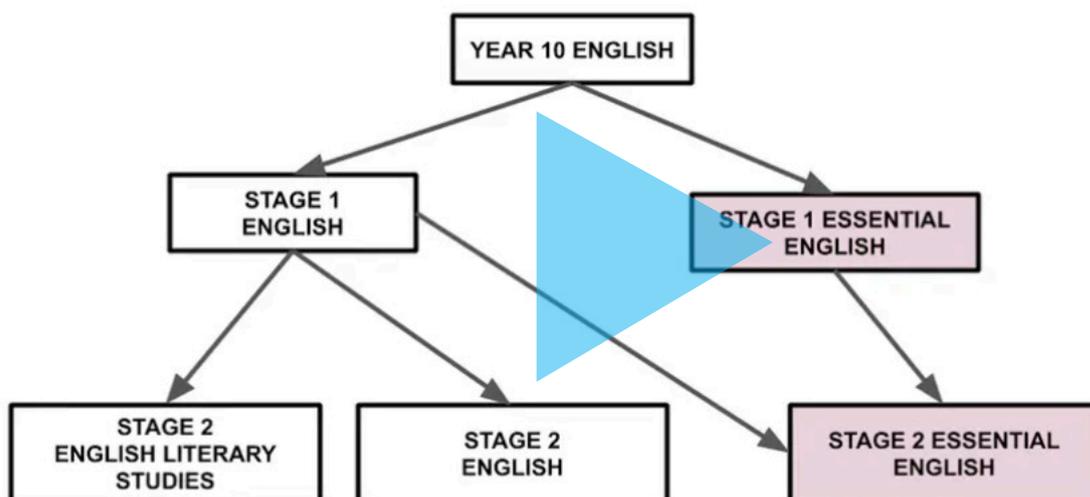
FULL YEAR / 20 CREDITS

Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement and students planning to pursue a career in a range of trades or vocational pathways. Students are able to continue their study of English at Stage 2. There is an emphasis on communication, comprehension, analysis and text creation.

This subject leads to Stage 2 Essential English.



COURSE OPTIONS





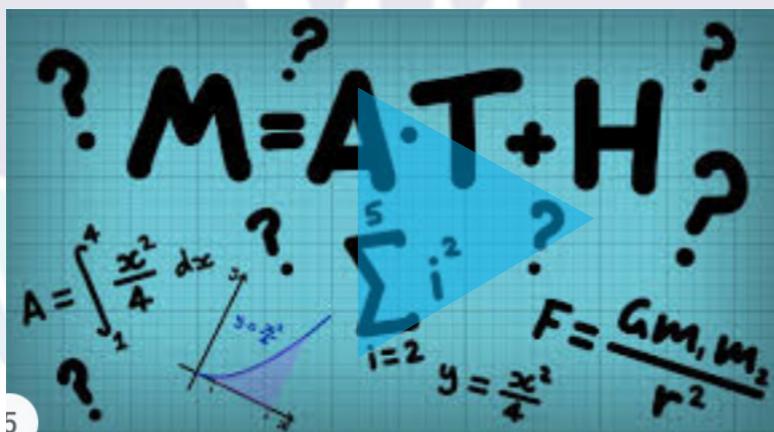
Essential Mathematics

1 SEMESTER OR FULL YEAR 10 / 20 CREDITS

Must choose 2 semesters if wanting to study Essential Mathematics in Year 12.

This course only allows students to study STEM in the Community in Year 12.

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



5



General Maths

1 SEMESTER OR FULL YEAR 10 / 20 CREDITS

Must choose 2 semesters if wanting to study General Mathematics in Year 12.

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

A 'C' grade or higher in Year 10 or approval from the Faculty Coordinator are required to undertake this maths course.





Mathematical Methods

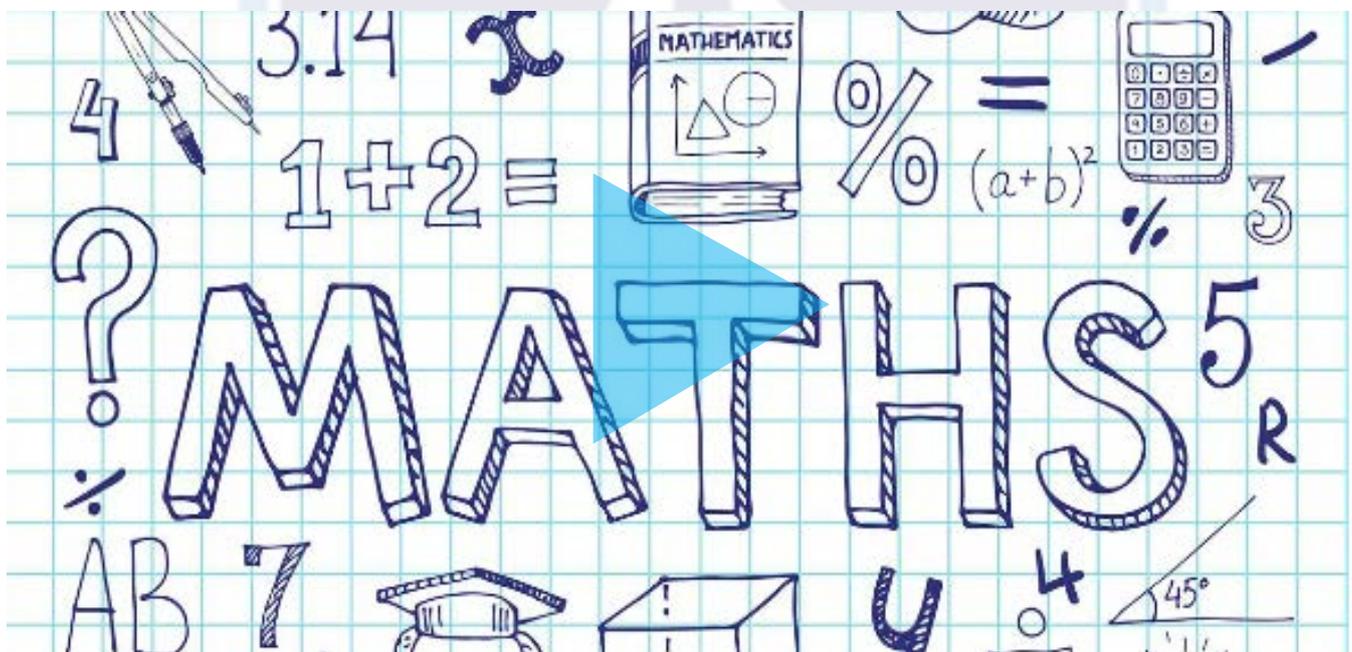
FULL YEAR / 40 CREDITS

Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Maths Methods and Stage 2 Specialist Maths.

Topics covered may include:

- Geometry and Mensuration
- Quadratics and other Polynomials
- Statistics
- Co-ordinate Geometry
- Functions and Graphs
- Planar Geometry
- Vectors
- Matrices
- Introduction to Calculus

Students must have achieved a 'B' grade or higher in Maths 10A or be approved by the Faculty Coordinator.





STEM (Science, Technology, Engineering and Maths)

1 SEMESTER / 10 CREDITS

Preference will be given to students who have achieved a 'B' or better in both Maths and Science in the previous year. This subject can be selected by both Year 10 and Year 11. This course is designed to offer extra opportunities in Science, Technology, Engineering, Mathematics and is excellent exposure for those interested in developing a level of thinking promoted by universities. Students will work to solve real-world issues within the community and will have the opportunity to engage with industry professionals.

Assessment:

Students will engage in a collaborative investigation, involving the identification and deconstruction of a problem, designing and testing a possible solution, documenting the outcomes and finally presenting this to an audience.

Students will investigate the impact of Science as a Human Endeavour in a relevant field of their choosing (e.g. The effect of 3D printing on accessibility to prosthetic limbs).

Tasks assessing practical scientific inquiry skills. Example activities may include: developing a filter for safe drinking water, utilising hydroponic systems to efficiently grow produce, creating a low-cost bionic hand.





Forensic Science

1 SEMESTER / 10 CREDITS

Preference will be given to students who have achieved a 'C' or better in Science at Year 10.

Forensic Science has long been of interest to many students, especially with the increased number of TV shows which have shown it is used to solve crimes. These shows have presented students with a particular image of forensic science.

The program provides opportunities for students to use knowledge from a range of science subjects, as well as mathematics and psychology, to understand the nature of forensic science. Students will participate in a number of practical activities which teach students the skills to perform analytical and microbiological tests, and to use their knowledge to help solve a 'crime'.

Chemical Analysis: Fingerprint Analysis, Chromatography- Ink samples, Fibre Analysis, Atomic Absorption Spectrometry

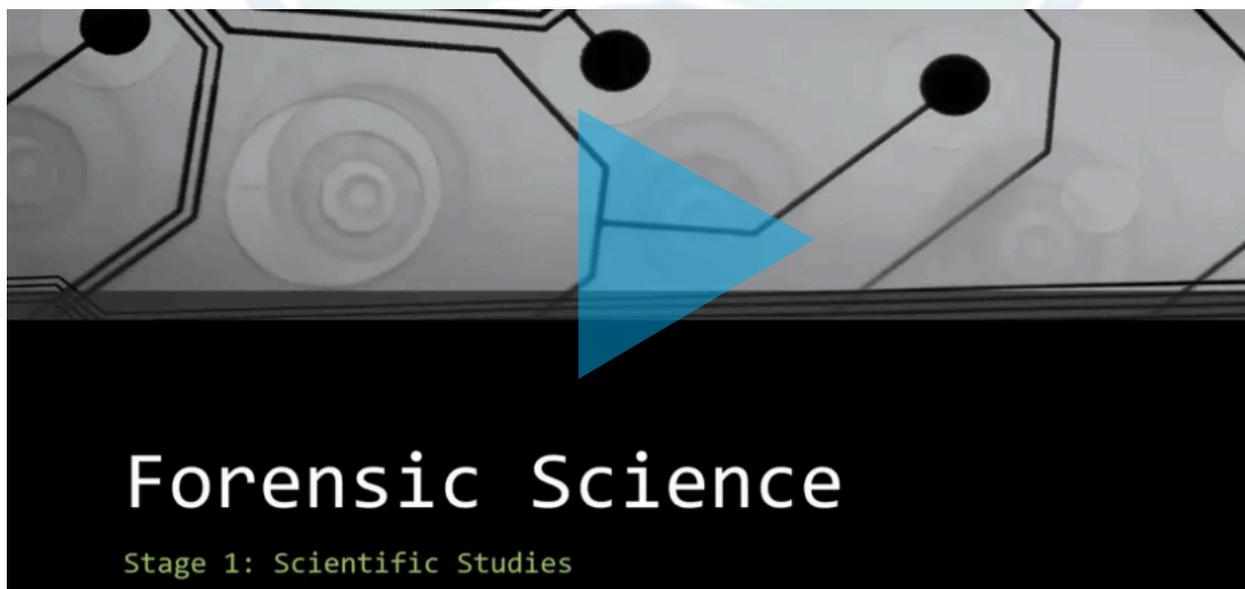
Biological Analysis: Fingerprint Analysis, Hair and Fibre Analysis, Blood typing and Blood Spatter DNA Fingerprinting, Current DNA Research, Pathology

Physics: Crash Investigation, Ballistics, hand writing analysis and Forgery

Mathematics: Criminal Statistics, Crash Investigation

Psychology: Criminal Profiling, Criminal Trials, Crime Scene Investigation

Students will complete a range of practical activities, investigate a true-crime and how forensics is instrumental in influencing the findings of a case.





Conservation Land Management

1 SEMESTER / 10 CREDITS

We are intending to offer a one semester course at Stage 1 which will be open to students from both Year 10 and Year 11.

Students will discover the importance of environmental management, utilising the wetlands as a practical aspect of this subject. They will show evidence of their investigation and connection to their practical application.

Students will be given the opportunity to undertake the following:

- Weed identification and weed control measures – spray application, manual removal, competition.
- Lawn and ground maintenance – mowing, edging, fertilising
- Planting in the Wetlands – ground preparation, mulching, planting, monitoring growth
- Maintenance of native vegetation areas
- Maintenance of water and soil quality

Students will have the opportunity to receive training for the safe use of equipment and machinery: such as mower – ride on and push; brush cutter; mulcher / chipper: leaf/ grass blower; water pump.

Students will complete a range of assessment tasks.





Agriculture

1 SEMESTER or FULL YEAR / 10 or 20 CREDITS

Students may choose either one or both of the Agriculture at Stage 1.

The topics in Stage 1 Agriculture are negotiated to suit the interest of the students enrolled in the subject.

Topics may include:

- Animal Production
- Plant Production
- Agronomy (soil science)
- Viticulture (wine)
- Farm Management
- Forestry
- Aquaculture
- Sustainable Agriculture
- Technology in Agriculture

Successful completion of one of the Biology units may lead to Stage 2 Agriculture.





Biology

1 SEMESTER / 10 CREDITS or FULL YEAR / 20 CREDITS

Preference will be given to students who have achieved a 'C' or better in Science and/ or Agriculture at Year 10. Biology is a complementary subject for students studying PE.

Students may choose either one or both of the Biology units at Stage 1.

The topics in Stage 1 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

Topics covered include:

BIOLOGY A (Semester 1)

1 SEMESTER / 10 CREDITS

- Cells & Microorganisms
- Infectious Disease

BIOLOGY B (Semester 2)

1 SEMESTER / 10 CREDITS

- Multicellular Organisms
- Ecosystem Dynamics & Biodiversity

Successful completion of one of the Biology units may lead to Stage 2 Biology.





Chemistry

1 SEMESTER / 10 CREDITS or FULL YEAR / 20 CREDITS

The study of Chemistry gives students the opportunity to develop a better understanding of their environment and the role of Chemistry in everyday life. Students are taught practical chemical techniques in the that corresponds with the theory lessons.

The course content provides students with the opportunity to develop knowledge of a wide range of chemicals and chemical processes.

This knowledge is assumed for students studying Stage 2 Chemistry. The assessment methods can include topic tests in theory and practical formats, research assignments and oral presentations.

Topics covered include:

Semester 1

Topic 1: Materials and their atoms

Topic 2: Combination of Atoms

Topic 3: Molecules

Semester 2

Topic 4: Mixtures and Solutions

Topic 5: Acids and Bases

Topic 6: Redox Reactions

Students may exit at the end of Semester 1 but must complete semester 1 before attempting Semester 2. Successful completion of both Stage 1 Chemistry units may lead to the study of Stage 2 Chemistry.

Chemistry – Stage 1 in 2021



Physics

FULL YEAR / 20 CREDITS

Preference will be given to students who have achieved at least a 'C' grade in Science at Year 10. Those who struggled with Year 10 Science will find Stage 1 Physics particularly difficult. This course is designed for students who are interested in the fundamental processes of our world and in the many practical applications of Physics in everyday life.

Stage 1 Physics is a 20 unit course over two semesters. Only those who have covered two semesters worth of Physics will be adequately prepared for Stage 2 Physics. Students are not advised to continue with Physics in Semester 2 if they have not experienced success in Semester 1. Topics outlined below:

Semester 1

- Linear Motion
- Newton's Laws
- Momentum
- Work and Energy
- Waves

Semester 2

- Electric Fields
- Magnetic Fields
- Gravity
- Nuclear Physics

Students may exit at the end of Semester 1 but may not attempt Semester 2 unless they have completed Semester 1. Successful completion of both units may lead to the study of Stage 2 Physics.

Introduction

Stage 1 Physics





Psychology

10 CREDITS OR 20 CREDITS

Psychology explains the nature of human experience and how this can be influenced by people and culture. It helps students to better understand themselves and their social world, and is relevant in any career involving human interaction. As a subject it links the sciences and humanities, drawing upon students' backgrounds and prior knowledge and interests.

Prerequisite: It is expected that students have achieved a C or better in both Science and English at Year 10.

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

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

At least 2 of the following topics will be presented per semester:

- Cognitive Psychology
- Neuropsychology
- Lifespan Psychology
- Emotion
- Psychological Wellbeing
- Psychology in Context – for example; Indigenous psychology, cyberpsychology, organisational psychology, environmental psychology, forensic psychology, exercise and sports psychology
- Negotiated topic (this may expand an existing topic or introduce a new area of study)





Nutrition

1 SEMESTER / 10 CREDITS

Students investigate and learn about current scientific information on the role of nutrients in the body as well as social, cultural and environmental issues in nutrition. Students explore the links between food, health and diet related diseases and examine strategies to promote good health.

Topics covered include:

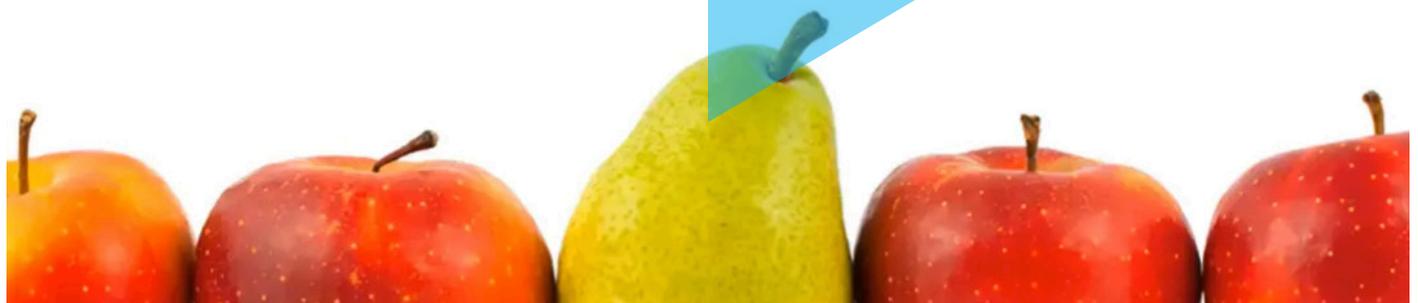
- Macro and micro nutrients
- Australian Dietary Guidelines
- Nutrition in the life cycle
- Social and cultural factors in food choices
- Food labels

Assessment will be based on 4-5 tasks, including at least one collaborative assignment. Tasks include:

- 2 Skills & Application Tasks (40%)
- 2 Practical Investigations (40%)
- 1 Issues Investigation (20%)

This subject is recommended preparation for SACE Stage 2 Nutrition.

Stage 1





Health

1 SEMESTER 10 CREDITS

Recommendations: Students have an interest to examine the Interrelationship of lifestyle, physical activity, social behaviour, health care and health care systems and the challenges of maintaining and promoting healthy environments and healthy living in society.

Students will learn lifelong skills to improve health outcomes and quality of life for themselves and their communities.

This course contains three assessment types:

Issues Response, Group Activity and an Investigation and students need to provide evidence of their learning through three or four assessments with at least one assessment from each assessment type.

Each assessment type will have a weighting of at least 20%. At least one assessment should focus on a core concept and at least one assessment will focus on an option study.

Core Concept topic: Ways of Defining Health

Option Study Topics: Health and Participation in an Active Lifestyle or the Effects of Alcohol, Tobacco and other Drugs in Health, Health and the Environment, Contemporary Health Priorities in Australia, Health and Relationships or Mental and Emotional Health.

(Topics selected will be negotiated based on teacher and students' interest).



Outdoor Activities

1 SEMESTER / 10 CREDITS

Recommendations: An interest and positive attitude towards physical activity and related theory. Topics include Golf, Camping and Bushwalking. This course can lead to Integrated Learning and Sports Studies at Stage 2. Development of physical skills with a focus on bushwalking and skills related to outdoor education.

Students are required to complete a half day bush walk and an overnight camp/hike.

Theory Components (40%) are included and based on Golf and Outdoor Education. An Issues Analysis based on a national or global environmental issue is required.





Physical Education

FULL YEAR 20 CREDITS

Prospective Stage 2 Physical Education students are strongly recommended to complete a full year of Stage 1 PE.

Recommendation for study in this area: An interest and positive attitude towards physical activities and related theory topics.

This course aims at developing students practical skills and understanding of sports with a focus on critical analysis of performance and use of technology to film, review and present evidence of learning. Principles of Skill Acquisition, Stages of learning, Coaching strategies and feedback along with developing an understanding of barriers and enablers to physical activity are also developed.

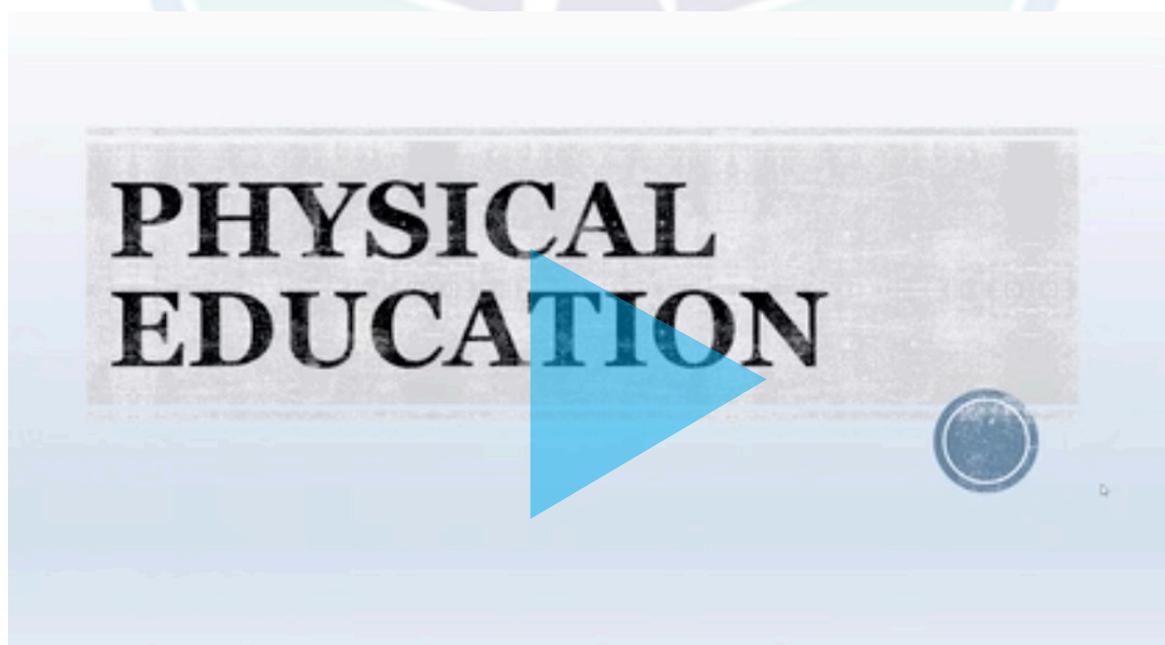
Assessment:

Students are required to provide evidence of their learning through five assessment tasks over the year.

Students undertake:

- Barriers and Enablers to Physical Activity
- Engine Room Task
- Coaching with constraints task
- Spikeball Inclusivity
- Basketball Communication and Collaboration

Prerequisite: A 'C' grade or better in Year 10 Physical Education/Health.





Physical Education

1 SEMESTER / 10 CREDITS

Students who have an interest and positive attitude towards physical activities and related theory topics and wish to only undertake one semester have the option to choose the 10 credit unit of PE. The 10 credit unit will run only in the first semester and students will integrate with those undertaking the 20 credit program.

As with the 20 credit course the 10 credit program aims at developing students practical skills and understanding of sports with a focus on critical analysis of performance and use of technology to film, review and present evidence of learning. Principles of Skill Acquisition, Stages of learning, Coaching strategies and feedback along with developing an understanding of barriers and enablers to physical activity are also developed.

Assessment:

Students are required to provide evidence of their learning through three assessment tasks over the semester.

Students undertake:

- Barriers and Enablers to Physical Activity
- Engine Room Task
- Coaching with constraints task

Prerequisite: A 'C' grade or better in Year 10 Physical Education/Health.



Drama

1 SEMESTER or FULL YEAR 10 OR 20 CREDITS

Students are involved in the study and development of performance work. Students will complete the following assessment tasks:

Performance 40%

- Be involved in a group production as an actor, technician or designer
- Take part in workshops, which explore styles of performance.

Folio 30%

- Review a stage production
- An evaluation on a group production demonstrating knowledge and understanding of the skills relevant to their role.

Investigation and Presentation 30%

- Study a dramatic text as a class
- Deliver a focussed presentation on the text studied, to demonstrate student's confidence, understanding of ensemble and realisation of the page to stage in groups.

Students are required to view professional theatrical work which will incur a small fee.

Prerequisite: 'C' grade or better in at least 1 unit of Year 10 Drama or by interview with the Arts Coordinator.

Pathway: Stage 2 Drama



Music

FULL YEAR / 20 CREDITS

Students need to select one of two Music pathways described below. All students are required to play an instrument and attend a weekly instrumental lesson provided by the school or sourced privately.

Music Advanced - 20 credits

This unit offers students a pathway to study up to four music units at Stage 2 level (40 credits) and is a more intensive musical study looking at various aspects of performance, creativity, theory, technology and industry content.

Music Experience - 20 credits

This unit offers students a pathway to study up to two music units at Stage 2 level (20 credits) and is a general overview of mostly performance based content with some music theory, technology and industry exploration.

Prerequisite: 'C' grade or better in 2 units of Year 10 Music or by interview





Arts and the Community

1 SEMESTER or FULL YEAR 10 OR 20 CREDITS

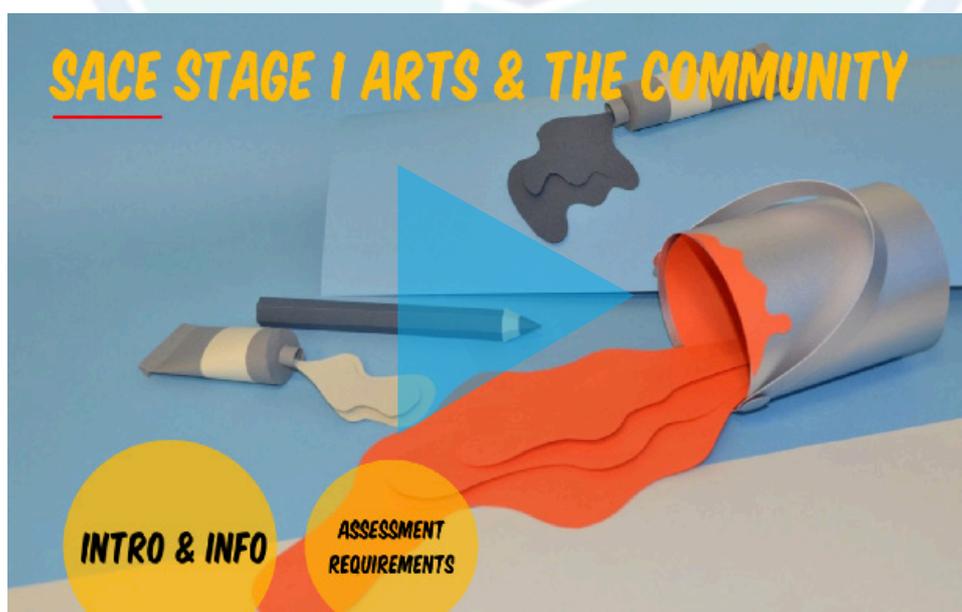
This new subject is aimed at students who are more interested in the practical aspects of Visual Arts and prefer to work in a group or individually on one topic for the semester. Students can negotiate a project with the teacher individually and/or as a group and will be expected to work with a community organisation or member to produce a Visual Art product.

This product may include one of the following:

- Public mural/sculpture on a wall of a business/organisation
- Storybook for Junior school students
- Designing a fashion item for a show
- Pottery cup set for a group of people in the community
- Garden art for school grounds
- Design of a logo for an organisation

Assessment Type 1 – Completion of a contract of work and folio as evidence to plan and organise and complete the Art product

Assessment Type 2 – Reflection on development of skills and knowledge and the value of the product on the community.





Visual Art: Art

1 SEMESTER or FULL YEAR 10 OR 20 CREDITS

Students who have strong skills and interest in at least one area of Visual Arts are invited to enrol in this course.

Students will complete the following SACE Assessment Tasks:

- FOLIO (40%): Creative and visual thinking, exploration and experimentation of ideas using methods and materials including painting, drawing and 3D techniques as well as ongoing evaluation in the form of annotations.
- PRACTICAL (30%): A final presentation of 2 artworks based on work completed in the Folio. A written artist's statement (500 words) reflecting on the production of artworks.
- VISUAL STUDY (30%): A written (750 word) and practical exploration and investigation into art styles, artists and themes as negotiated with the teacher.

Some excursions to view professional exhibitions may incur a small fee.

Prerequisite: 'C' grade or better in at least 1 unit of Year 10 Visual Art or by interview with the Arts Coordinator.

STUDENT WORK & ADVICE

If you are interested in finding out more please speak with one of the art teachers or current year 11 students.

artwork analysis

Scott Naismith

Visual studies
dream, desire
what I love...

The collage features several pieces of student work: a portrait of a person with a textured green background, a landscape painting with mountains and a sun, a circular artwork with a checkered pattern and a dark mountain peak, a painting of a person's face with red flowers, a painting of a landscape with trees, and a drawing of a hand holding a pen.



Visual Arts: Design

1 SEMESTER or FULL YEAR 10 OR 20 CREDITS

Students who have strong skills and interest in at least one area of Visual Arts and/or completed Year 10 Art or Design are invited to enrol in this course. Students will focus on graphic, environment and product design.

Students will complete the following SACE Assessment Tasks:

- FOLIO (40%): Production of a Design Brief which includes creative and visual thinking, exploration and experimentation of concepts using methods and materials including Adobe software as well as ongoing evaluation of design solutions in the form of annotations.
- PRACTICAL (30%): A final presentation of Designs based on work completed in the Folio. A written practitioner's statement (500 words) reflecting on the production of design.
- VISUAL STUDY (30%): A written (750 word) and practical exploration and investigation into design styles and designers as negotiated with the teacher.

Some excursions to view design may incur a small fee.

Prerequisite: 'C' grade or better in at least 1 unit of Year 10 Visual Art or by interview with the Arts Coordinator.

STAGE 1 VISUAL ARTS - DESIGN





Child Studies

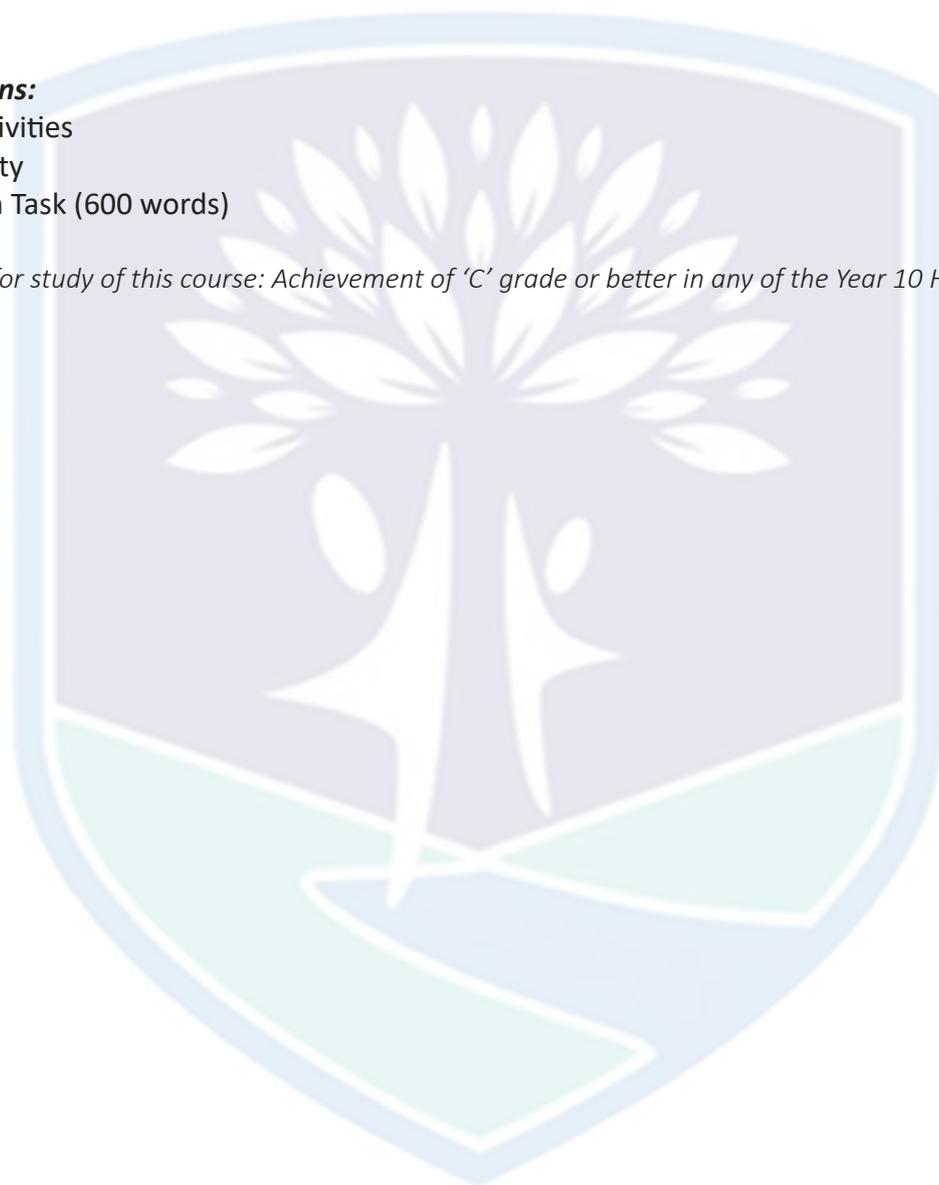
1 SEMESTER or FULL YEAR 10 OR 20 CREDITS

The focus is on children from conception to 8 years of age. The physical, emotional, cognitive and social development of children will be investigated and practical activities undertaken to support the developmental stages.

The course contains:

- 2 Practical Activities
- 1 Group Activity
- 1 Investigation Task (600 words)

Recommendations for study of this course: Achievement of 'C' grade or better in any of the Year 10 Home Economic courses.





Food and Hospitality

1 SEMESTER or FULL YEAR 10 OR 20 CREDITS

The focus of this course is centered around broadening students' knowledge of the food and hospitality industry.

Students will engage in professional catering functions for GDC staff and the local community. Students will engage in development of research around contemporary issues regarding the impact of technology, healthy eating initiatives and safe food handling practices. A large focus for this unit is based around the importance of sustainability within the industry.





Textiles

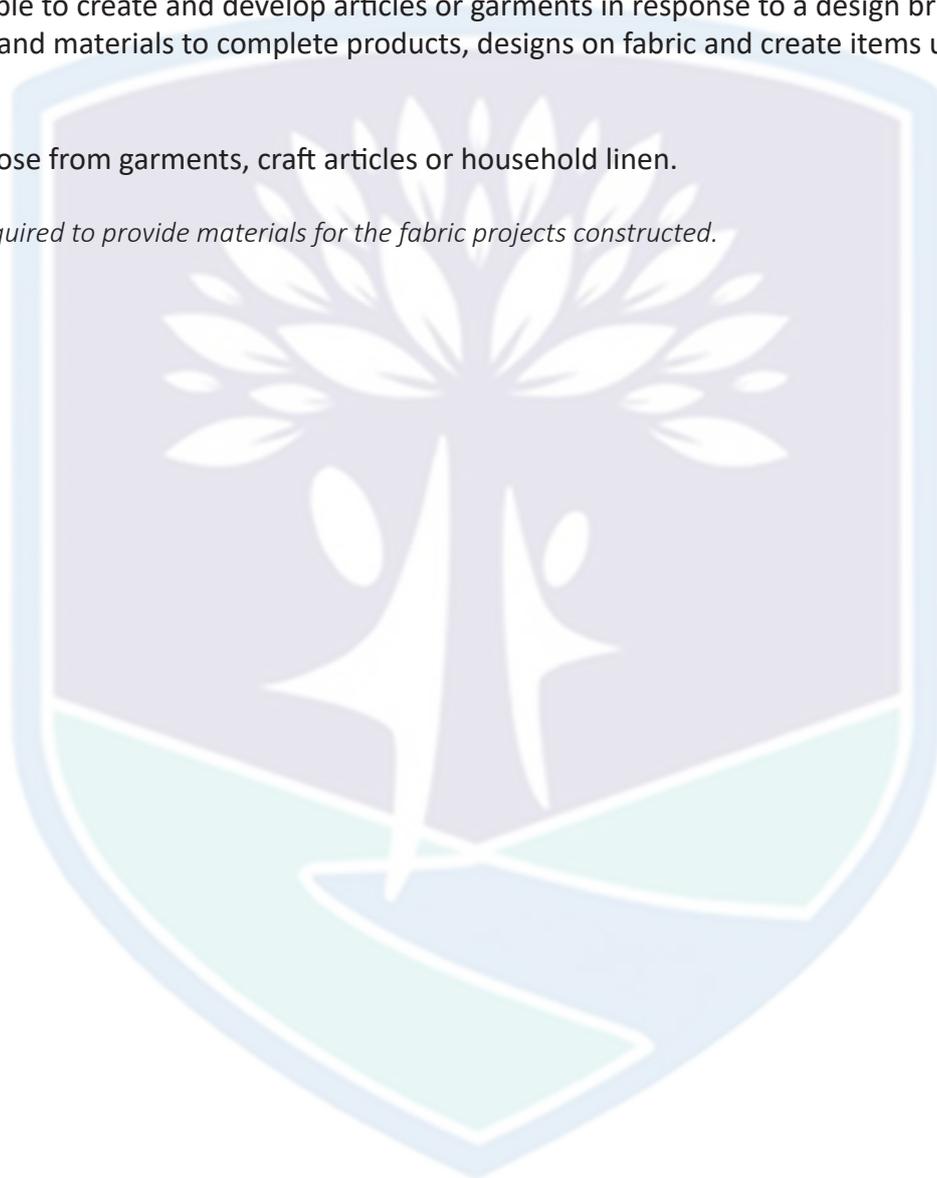
1 SEMESTER or FULL YEAR 10 OR 20 CREDITS

Students wanting to do this course should have a keen interest in machine and hand stitching.

Students will be able to create and develop articles or garments in response to a design brief. They will learn to use tools and materials to complete products, designs on fabric and create items using a range of fabrics.

Students may choose from garments, craft articles or household linen.

Students may be required to provide materials for the fabric projects constructed.





Society and Culture

1 SEMESTER or FULL YEAR 10 OR 20 CREDITS

Recommendation: Achievement of a 'C' grade or better in Year 10 HASS subjects.

Course Outline: Society & Culture allows students to explore the world around them through the eyes of different people who want to know more about themselves and the world around them.

Students are provided with the opportunity to investigate a wide range of topics including, but not limited to: Current affairs, Power and Authority in Society and Refugee and Migrant experiences.

Society and Culture is relevant to people who wish to work in areas related to Education, Tourism, Journalism, Nursing, Retail, International Studies, Business, Social Work or Community Development.

Assessment: Students demonstrate their learning by completing a range of tasks. This can include Essays, Biographies, Video-stories, Museum exhibits and Source Analysis tasks.





Business & Innovation

1 OR 2 SEMESTERS / 10 OR 20 CREDITS

At Stage 1, this can be studied for a Semester or a Full Year.

A key feature of this subject is the 'Business Pitch', in which students individually prepare a business model summary of a solution to a customer need or problem. This includes:

- Developing a branding concept, including business name and tag line
- Highlighting a gap in the market
- Proposing products, services, or process which customers will want
- Analysing competitors and how to counteract them
- An analysis of cost and revenue models

After the 'Business Pitch' students will undertake a range of assignments which allow them to (for example):

- Develop a 30-day plan for their business, documenting the strategies and actions they would take to achieve a set objective
- Write a short social-media campaign around a key milestone in their business
- Map the phases of their business through start-up, growth, maturity, and decline on a timeline or storyboard
- Analyse information on a business case presented to them and complete an assessment about what is working for the business and what is not
- Students identify and investigate an environmental or social need facing a community and recommend possible solutions to the board of a social enterprise.

Students will also undertake a range of short 'Skills & Summary' tasks. These enable students to demonstrate their learning individually, and/or in a school or community-based group. They may collaborate face-to-face or in a digital environment including social media. In these tasks, students will develop an understanding of:

- customer service skills
- business and finance models
- opportunities to build business through new technologies
- communication and collaborative skills required to be successful in business





Modern History

1 OR 2 SEMESTERS / 10 OR 20 CREDITS

Recommendation: Achievement of a 'C' grade or better in Year 10 HASS subjects.

Course Outline: History is relevant to people who enjoy learning about how the world and societies constantly change. In the study of Stage 1 Modern History, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short-term and long-term consequences for societies, systems and individuals. Topics may include: Imperialism, Decolonisation, Indigenous Peoples, Social Movements, Revolution and an elective. History is relevant to people who enjoy learning about how the world and societies constantly change and those who want to work in areas related to Education, Tourism, Journalism, International Studies, Media, the Business World and the Law.

Assessment: Students demonstrate their learning by completing a range of tasks. This can include Essays, Biographies, Video-stories, Museum exhibits and Source Analysis tasks

Modern History



Tourism

1 SEMESTER / 10 CREDITS

Recommendation: Achievement of a 'C' grade or better in Year 10 HASS subjects.

Course Outline: Tourism concerns the investigation of human activities and their impact upon environments and culture. In Stage 1 Tourism students will study how tourism activities have social, cultural, and environmental effects that can change many facets of a host community, for better or worse. Students will also identify how sustainable management of tourism activities are central to the Tourism industry.

Possible topics include:

- History of Tourism
- Exploring Tourism in the Local Area
- Examining Tourism and Technological
- Change Appreciating Tourism in Australia
- Preparing for International Travel Ecotourism
- The importance of Tourism in the World Market.

This subject is relevant to people who want to work in the Tourism or Hospitality industries, Retail, the Business World and those who have an interest in the environment. Assessment: Students demonstrate their understanding by completing tasks including Case Studies, Source Analysis, Practical Activities and Investigation. Students will be expected to attend field trips as part of the course





Philosophy

1 SEMESTER / 10 CREDITS

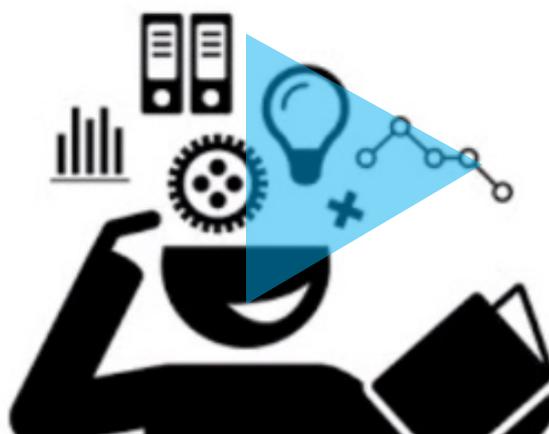
Recommendation: Achievement of a 'C' grade or better in Year 10 HASS subjects.

Course Outline: Philosophy is part of life; it shapes what we think, what we value and what we accept as being the truth. In Stage 1 Philosophy students will question the ideas and beliefs of Philosophers from Socrates to Descartes to Singer. They will develop skills in analysing the arguments of others and in constructing their own arguments. Many of the issues for discussion will include such Ethical dilemmas as 'Abortion' and 'Euthanasia' as well as topics of a more profound nature such as 'Are we really free?' and 'How do we know what we know?'

Philosophy is relevant to people who want to work in areas related to Education, Tourism, Journalism, International Studies, the Business World and the Law.

Assessment: Students demonstrate their learning by completing a range of tasks. This can include essays, scripts, multimedia tasks, debates and oral presentations.

How Do We Know What We Know?





Politics, Power and People

1 or 2 SEMESTERS / 10 or 20 CREDITS

Politics, Power, and People is a 10-credit subject or a 20-credit subject at Stage 1.

Politics, Power, and People is the study of how power is distributed and exercised in all levels of society. The subject explores ideas related to cooperation, conflict, crises, and the political intricacies of a government. Students develop an understanding of expressions of power and politics and the effect of these on individuals, schools, families, workplaces, communities, governments, law, media, and institutions in the commercial world. Through inquiry and reflection, students challenge their existing political understanding and move from 'right or wrong' thinking towards appreciating nuances that are 'grey'. They explore abstract ideas, then put this learning into action as they move to understand the various themes and concepts related to politics, power, and people at local, state, national, and international levels.

Students develop a broad understanding of political events and their effects through the integration of historical, legal, cultural, philosophical, geographical, and economic perspectives.

Students explore the themes by collaboratively critiquing political ideas and transferring their learning to other situations and cultural contexts. They explore the boundaries and conflicts between social power and civil disobedience. Case studies provide students with the opportunity to construct knowledge and to connect the contextual understanding of political structures with political theories. Students apply their understanding of elements of the Australian political system to a global context. They learn to understand why conflicts occur and the mechanisms used to negotiate and resolve these. Through the study of Politics, Power, and People, students begin to appreciate the complexity and diversity of approaches to solving local and global challenges related to human rights, equality, welfare, poverty, and the distribution of resources.

Students develop skills in written and oral communication, critical and creative thinking, analysis, and conducting ethical, reliable, and valid research. These skills empower students to become active citizens, voters, and participants in local, national, and international communities. They explore how different systems of government offer varied opportunities for participation, and make informed decisions about the right to dissent and the limits of tolerance in relation to social justice, morals, and ethics.

The investigations allow students to carry out in-depth research on the theme of their choice or an area of interest. They are encouraged to use a range of investigative methods (e.g. quantitative, qualitative, or mixed), using primary and/or secondary data. Students use political terms to articulate their understandings and justify their political reasoning.

Students will learn about the spatial interrelationships between people, places and environments. Topics range from urban planning, agricultural land use, globalisation and the investigation of human rights.

This subject is relevant to people who want to work in Tourism, Education, Government, Resource Management, Urban and Rural Planning.



Legal Studies

1 or 2 SEMESTERS 10 OR 20 CREDITS

Stage 1 Legal Studies focuses on the use of laws and legal systems to create harmony within dynamic and evolving communities. Through an inquiry-based process, students explore and develop their understanding of the concepts of rights, fairness and justice, power, and change. These concepts are examined in the context of law-making, law enforcement, and dispute resolution, and should be applied to a range of contemporary Australian issues. Opportunities exist to consider alternative perspectives such as international law, customary law, and systems used in other jurisdictions.

Legal Studies is explored through the mechanism of asking 'big questions'. Big questions are typically open ended, stimulate deep and conceptual thinking, and involve the consideration of a range of perspectives. Big questions encourage debate and active learning. In providing a response to the questions, students must evaluate, analyse and apply contextually appropriate legal principles, processes, evidence, and cases.

Through Legal Studies, students develop an appreciation and awareness of their role as a citizen in the Australian legal system, the skills to communicate their ideas, and the confidence to make informed and effective decisions regarding legal issues.

Legal Studies is a 10-credit subject or a 20-credit subject at Stage 1.

- For a 10-credit subject, students study Focus area 1: Law and communities, and at least two other focus areas.
- For a 20-credit subject, students study Focus area 1: Law and communities, and at least four other focus areas.



Workplace Practices

1 SEMESTER or FULL YEAR 10 OR 20 CREDITS

Students develop knowledge, skills and understanding of the nature, type and structure of workplaces. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices and local, national and global issues affecting the workplace.

There are three areas of study within Workplace Practices:

Industry and Work Knowledge

Vocational Learning and

Vocational Education and Training (VET).

At Stage 1 and at Stage 2, all students undertake Industry and Work Knowledge and one of the following options:

Vocational Learning or VET or Vocational Learning and VET. ASSESSMENT

Stage 1

- Assessment Type 1: Folio
- Assessment Type 2: Performance
- Assessment Type 3: Reflection

Stage 2

- (School Assessment 70%)
- Assessment Type 1: Folio (25%)
- Assessment Type 2: Performance (25%)
- Assessment Type 3: Reflection (20%)
- EXTERNAL ASSESSMENT (30%)
- Assessment Type 4: Investigation (30%).



Community Studies

1 SEMESTER or FULL YEAR 10 OR 20 CREDITS

Students may study more than one Community Studies subject.

In developing an individual program of learning around his or her 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.

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

- Negotiate, plan, and make decisions about a community activity, and develop challenging and achievable goals for the contract of work
- Identify and apply existing knowledge and skills, including literacy and numeracy skills, and identify one or more capabilities for focused development
- Work individually and with others
- Locate, select, organise, and use ideas, resources, and information
- Learn in a range of settings, including the school and the wider community
- Take practical action in the community
- Seek feedback from the community
- Present the activity to the community
- Evaluate and reflect on the completion of the contract, the feedback received, and their own learning

These learning requirements form the basis of the:

- Learning scope
- Evidence of learning that students provide
- Assessment design criteria
- Levels of achievement described in the performance standards.



Outdoor Education

1 SEMESTER (\$150 FEE APPLIES TO COVER CAMPS)

Recommendation for study in this area: Students should have a keen interest in the outdoors particularly relating to camps/ expeditions (including planning and organisation) and to learning about the environment and sustainability.

Assessment Conditions: By participating in outdoor activities, students develop knowledge and skills, and reflect on

their personal, group, and social development. They gain an understanding of ecology, environmental sustainability, cultural perspectives and physical, emotional, and spiritual health. Through outdoor journeys, students develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts for sustainable futures.

Students will be assessed on a practical component (40%), their folio of work (40%) and a final report on the major expedition (20%).

Outdoor Education will be offered at Stage 1 Level to Year 10 students. This will allow students to gain 10 credits towards SACE in Year 10 and lead into the Stage 2 course that will be offered to Year 11 students.

Topics Covered include: Bushwalking, Orienteering, Bicycle Touring and possibly Rock climbing. Theory will focus on the environment and reflections on outdoor activities.

Prerequisites: The ability to pay or make arrangements to cover an upfront fee for the course to pay for the costs of camps. Fee to be advised.



OUTDOOR EDUCATION

FIND YOUR ADVENTUROUS SPIRIT!!



Integrated Learning: Sports Studies

Sports Studies

A lead in to Stage 2 Integrated Learning Sports Studies





Research Practices/Project (Compulsory)

FULL YEAR / 20 CREDITS

The focus capabilities for this subject are critical and creative thinking, literacy, numeracy, ICT, personal and social, ethical understanding and intercultural understanding.

The Research Practices/Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The Research Project can take many forms, for example: community-based projects, technical or practical activities, work-related research, subject-related research.

Students receive a result in one of two forms:

- Research Project A, which has an external assessment that may be undertaken in a range of formats.
- Research Project B, which has an external assessment that must be undertaken in written form. Students wishing to include this subject in the calculation of their Tertiary Entrance Rank (ATAR) must do Research Project B.

Assessment Tasks:(30%)

Assessment Type 1: Folio(30%)

Involves a Proposal, Research Development and Discussion (10 min presentation)

Assessment Type 2: Research Outcome 40% Research Project A (1500 words), Research Project B (2000 words)

Assessment Type 3: (30%)

Research Project A: Review (1500 words),

Research Project B: Evaluation (1500 words)

The Research Project is a compulsory 10-credit Stage 2 subject undertaken at Stage 1 and students need to achieve a 'C' or better to be successful.



Information Processing and Publishing (IPP)

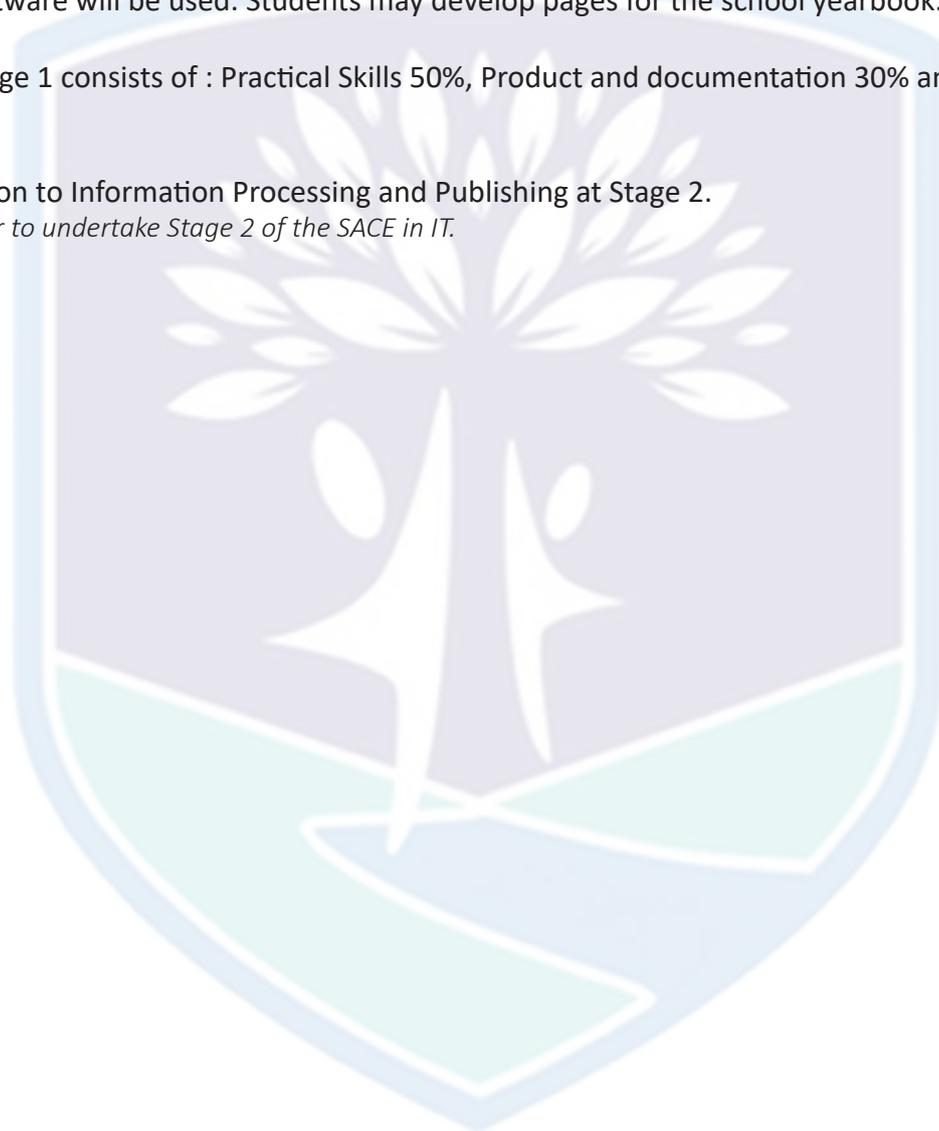
This 10 credit SACE course is for students to enhance skills in production of paper based publications such as magazine pages, menus, invitations and brochures.

Students will develop keyboarding skills and touch typing techniques to Australian standards. A variety of hardware and software will be used. Students may develop pages for the school yearbook.

Assessment in Stage 1 consists of : Practical Skills 50%, Product and documentation 30% and Issues Analysis 20%.

This course leads on to Information Processing and Publishing at Stage 2.

A 'C' grade or better to undertake Stage 2 of the SACE in IT.





Metalwork

FULL YEAR / 20 CREDITS

Students will study a range of metal fabricating technologies such as Welding, Machining and the use of CNC Equipment. Students will design, investigate, analyse and critique in order to develop a design brief and ideas to design a product. Students are required to develop a range of skills in the production of different welded joints, testing materials, developing product folios and detailing processes as well as developing a designed product to fabricate using the skills they have previously learned. Students will build on skills they have developed in Years 8, 9 and 10 Design and Technologies.

Students will be required to complete the following:

3 Specialized Skills Tasks

1 Resource Study

1 Design Process and Solution

Stage 1 Material Solutions

Metalwork



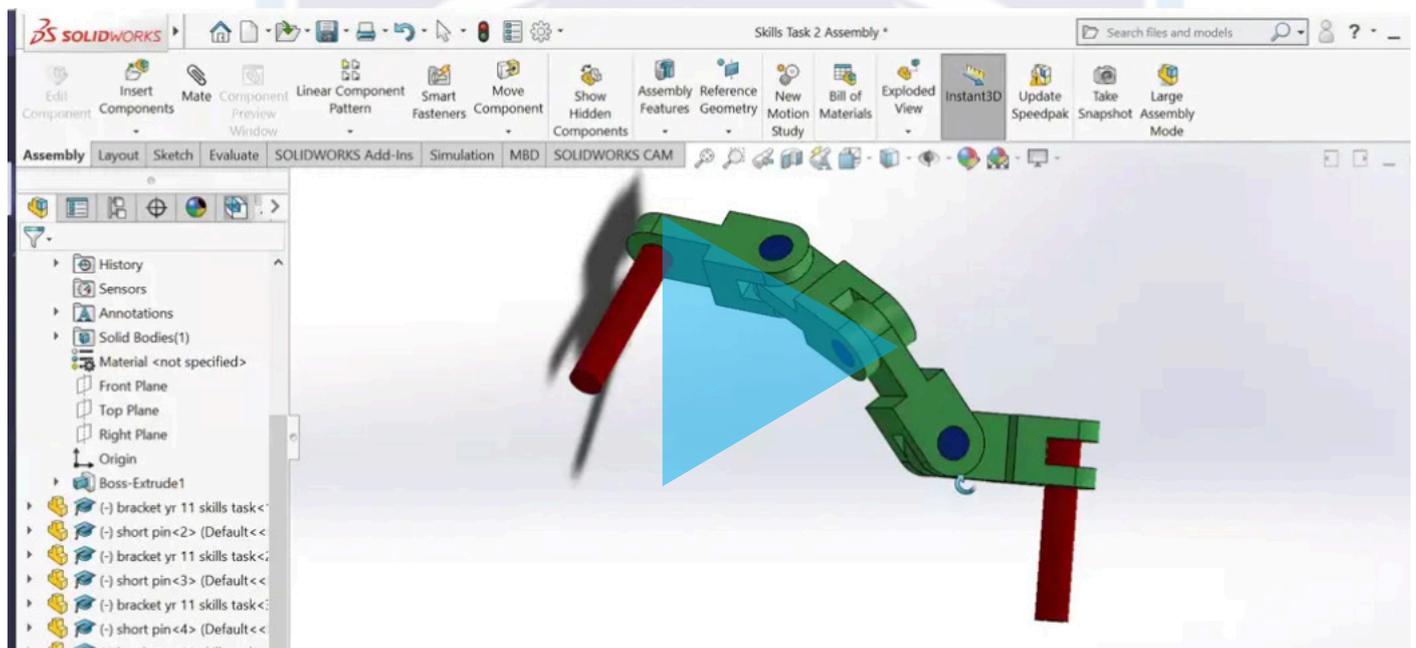
Computer Aided Design

1 SEMESTER / 10 CREDITS

Students will use a computer aided Design program to develop skills and knowledge of basic drawing techniques and CAD. They will develop designing and planning skills within

a structured design exercise and manufacture their product using a computer controlled 3D printer.

Recommended: for students interested graphic and product design, students considering entering any construction trades and following the Industry Pathways Program and students desiring to participate in Stage 1 CAD.





Doorways 2 Construction Industry Pathways Program

As part of Doorways 2 Construction students are recommended to enrol in a full year unit of Stage 1 Essential Mathematics.

Students will construct a range of construction projects throughout the school to develop their construction skills. During this subject students will complete a Certificate 1 in construction.

Students will be required to undertake 3 weeks (160 hours) work placement in the Building Industry that develop skills, knowledge and capabilities that are valued in the workplace.

NOTE: This program is a prerequisite for the Doorways 2 Construction PLUS program at Stage 2. A charge will be levied if excess materials are used.





Wood Work - Furnishing

FULL YEAR / 20 CREDITS

Students will study a range of manufacturing technologies such as tools, machines and systems to make products. Students will design, investigate, analyse and critique in order to develop a design brief and ideas to design a product. Students are required to develop a range of skills in the production of joints, testing materials, developing product folios and detailing processes as well as developing a designed product to make. Students will build on skills they have developed in Years 8, 9 and 10 Design and Technologies.

Students will be required to complete the following:

Specialised Skills Tasks

Design Process and Solution

Resource Study Part – Investigation

A charge will be levied at the start of the course to cover the cost of materials used.





Jewellery Making

1 SEMESTER / 10 CREDITS

Material Solutions involves the use of manufacturing technologies for contemporary jewellery as a creative object making practice and to develop their understanding of tools, machines and systems to make products. Students investigate, analyse and critique a broad range of products, processes and production techniques used in industrial situations. Students produce a design brief and use a range of strategies to develop their ideas and their understanding of physical properties of materials used. Students will elaborate on the skills developed in previous years and develop clear and detailed written tasks in the form of a Design Folio, Materials Investigation and a range of Skills Tasks. Material Products is a SACE based subject.

Students will be required to complete the following:

Specialised Skills Tasks

Design Folio, Product and Product Record.

A charge will be levied to cover the cost of materials used.





Photography

1 SEMESTER / 10 CREDITS

This NEW subject is a pathway from Media Arts Year 10 and focuses on Digital Photography. Students will investigate the functions of a camera and explore the characteristics of different photographic styles and techniques. Students develop and refine their understanding of Photoshop and demonstrate their ability to capture photographs, plan and produce photographic products to a brief.

Assessment Tasks:

- Product (60%):** Students develop and design a photography product and present a folio in 2 parts.
Part 1 – INVESTIGATION, ANALYSIS, DESIGN & PLANNING – Students develop a folio showing evidence of their investigation and analysis of photography as well as their design and planning stages for their product. This is a maximum of 1000 words written or maximum 6 minutes if oral.
Part 2 – EVALUATION – Students create their product and evaluate its implementation. This component is 500 words if written and 3 minutes if oral.
- Specialised Skills Task (40%):** Students develop knowledge and skills through completing two specialise photography skills tasks, applying them to a negotiated context. This will help them in the development and design of their Photography Product. Task should be completed in multimodal form of maximum of 3 minutes and/or 750 words.

Prerequisite: 'C' grade or better in Year 10 Media Arts or by interview with the arts coordinator.

Pathway: Stage 2 PHOTOGRAPHY / CREATIVE ARTS / VISUAL ARTS / ART-DESIGN





Video Production

1 SEMESTER / 10 CREDITS

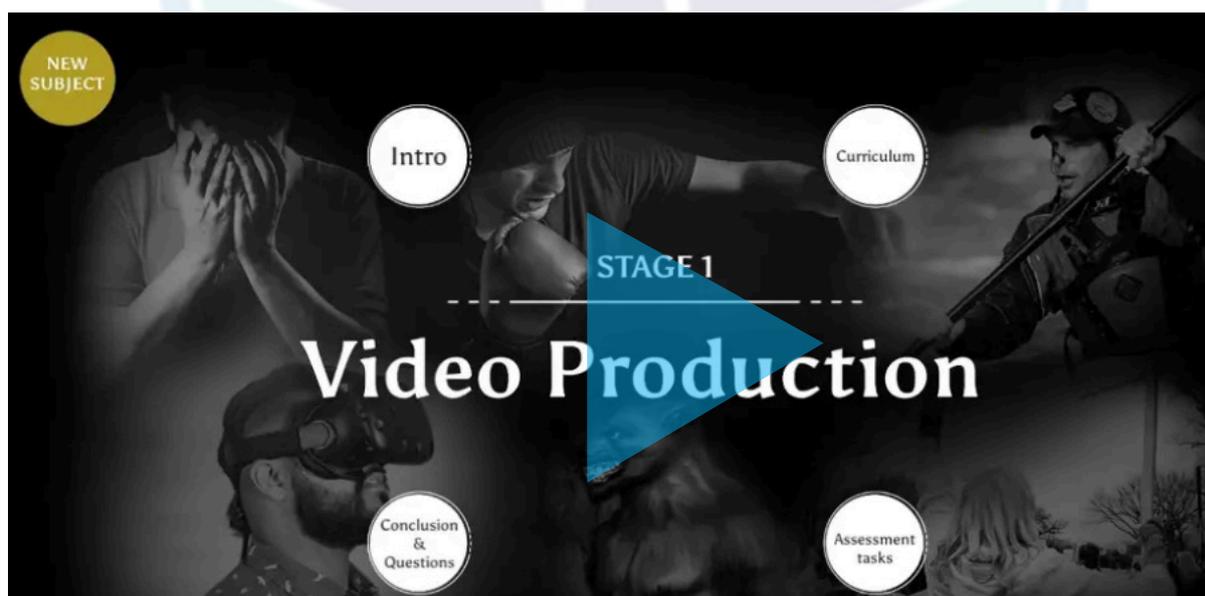
This NEW subject is a pathway from Media Arts Year 10 and focuses on Video Production. Students will investigate the characteristics of different video styles and techniques within one of the nine available topics. Students develop and refine their understanding of Premiere and demonstrate their ability to plan, produce and edit a video product for a range of applications such as documentary, news, short film, vlogs etc.

Assessment Tasks

1. Folio (40%): Students undertake at least 1 video exploration either individually or in a group to explore, research and reflect on an issue or topic. (800 words or 5 minutes)
2. Interaction Study (20%): Students undertake at least 1 interaction study of a topic of their choice and analyse how video productions are used and the effect it has on the community (800 words or 5 minutes oral)
3. Product (40%): Students undertake at least 1 video production task individually or in a group following video production processes completed in the folio. Students develop a plan for production, develop skills and techniques and complete and evaluate their final video product. Video productions should run for approximately 5 minutes.

Prerequisite: 'C' grade or better in Year 10 Media Arts or by interview with the arts coordinator.

Pathway: Stage 2 PHOTOGRAPHY / CREATIVE ARTS





Art in the Community

1 SEMESTER / 10 CREDITS

This new subject is aimed at students who are more interested in the practical aspects of Visual Arts and prefer to work in a group or individually on one topic for the semester. Students can negotiate a project with the teacher individually and/or as a group and will be expected to work with a community organisation or member to produce a Visual Art product.

This product may include one of the following:

Public mural/sculpture on a wall of a business/organisation

Storybook for Junior school students

Designing a fashion item for a show

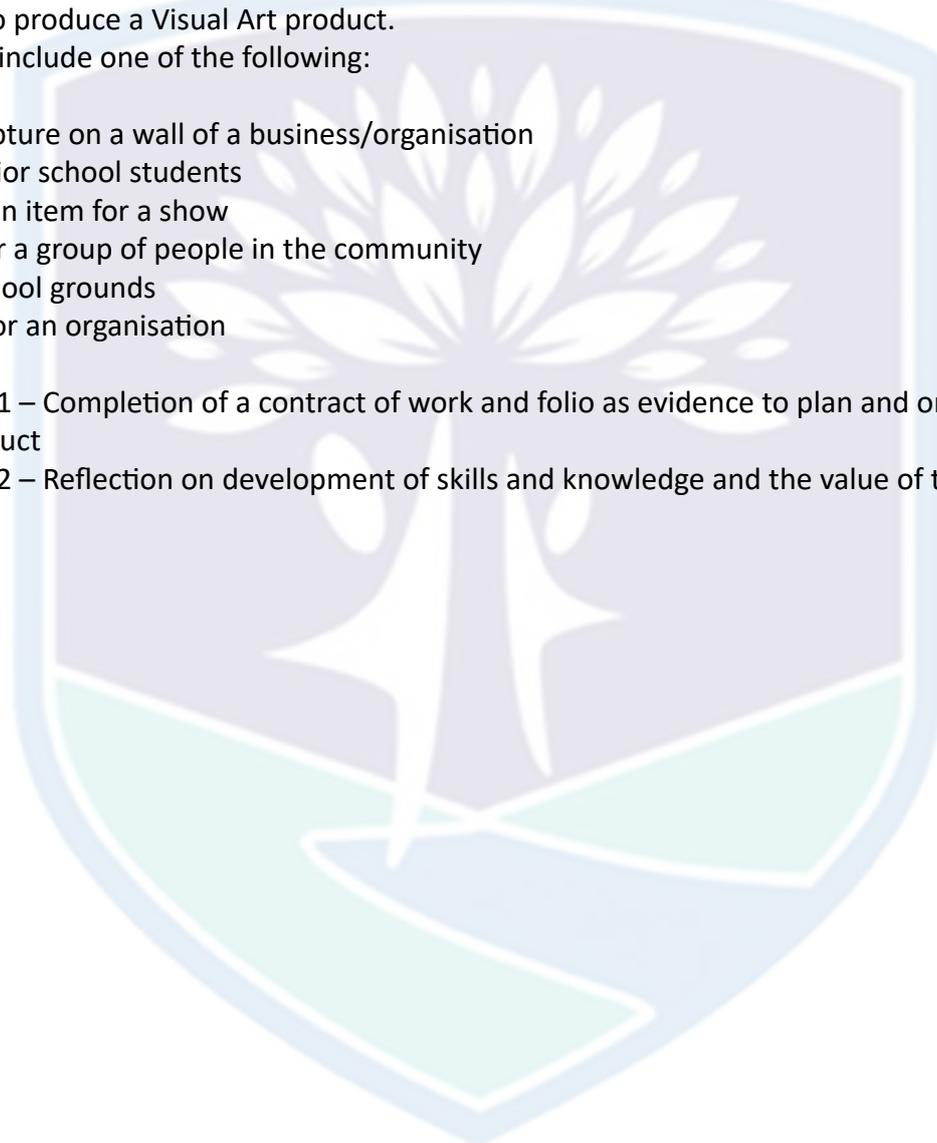
Pottery cup set for a group of people in the community

Garden art for school grounds

Design of a logo for an organisation

Assessment Type 1 – Completion of a contract of work and folio as evidence to plan and organise and complete the Art product

Assessment Type 2 – Reflection on development of skills and knowledge and the value of the product on the community.





Japanese

FULL YEAR - 20 CREDITS

Prerequisite: Achievement of 'C' grade of better in the previous year of study.

Students develop and apply linguistic and intercultural knowledge, understanding, and skills to:

- Interact with others to exchange information, ideas, opinions and experiences in Japanese
- Create texts in Japanese to express information, feelings, ideas and opinions
- Analyse texts in Japanese to interpret meaning
- Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Content:

Stage 1 & 2 Japanese at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics.

These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity.

The three prescribed themes are:

The Individual: The Japanese Speaking Communities and The Changing World





SAASTA Aboriginal Power Cup (Aboriginal Studies)

10 STAGE 1 CREDITS

Aimed at both male and female students the Aboriginal Power Cup (APC) subject offers a dynamic curriculum which culminates in the annual Aboriginal Power Cup Carnival.

The three-day event focuses on cultural activities, health, career and tertiary pathways and a 9-A-Side football competition which is hotly contested by each of our academies.

