St Francis
of Assisi College
Laudato Si'

Curriculum Handbook

Senior School Years 10-12 | 2026

Faith *Compassion* *Integrity* *Acceptance* *Care*

Our College Motto

Laudato Si'

The College embraces the message of Laudato Si' (Praise be to you) in every manner of its operation.

Laudato Si' is the opening phrase of the thirteenth century canticle of St Francis of Assisi, and the title of the encyclical on ecological conversion written by Pope Francis in 2015.

A direct quotation from the canticle of St Francis, Laudato Si' translates to "Praise be to Thee my Lord through all Your creation…".

We praise God for our talents, and live lives of praise. We see our talents as God-given gifts to be developed for the sake of others. Each student in our care is a gathering of gifts, placed on this earth to help make it a better place, according to the mind of the Creator Father.

What we value

Our values are enduring compass points that enrich ours' and others' understanding of what we stand for.

They are Gospel inspired, heart driven and inspired by wisdom.

Faith.

Compassion.

Integrity.

Acceptance.

Care.

Contents

Principal's **Welcome**

At St Francis of Assisi College, we understand and value that as a parent there are few things more imperative than your child's education. We believe relationships are at the heart of excellent teaching and learning and view parents as their child's primary and ongoing educator.

We are committed to contemporary teaching and learning within a welcoming and safe environment where young people are free to be themselves and delight in their surroundings.

We motivate, support, and challenge our students and believe it is our essential role to promote a lifelong passion for learning. We encourage a learning space of questioning, interpretation, reflection, and problem solving while developing curiosity, creativity, and persistence.

As students progress through their senior years, identifying a pathway to support future aspirations is important and the subject counselling process is pivotal to mapping out their senior years and life beyond school. This handbook will assist you and your child by providing relevant information about the curriculum available to senior school students at St Francis of Assisi College.

The staff of St Francis of Assisi feel privileged to play an integral role in shaping children's lives. We are committed to nurturing thriving people, capable learners and leaders for the world God desires. I encourage you and your child to reach out to staff as you work through their pathway, if you have questions or require further assistance.

Nathan Hayes
Principal

The SACE

What is the SACE?

The South Australian Certificate of Education (SACE) 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.
You'll be awarded the SACE if you successfully complete requirements that include a range of skills and subjects you may study at school or may have acquired through other education, training or experience.

Year 10

Year 10 is an important year in thinking about the path you may want to take after school, and for making sure you're in the best position to work towards your education, training and career goals.
Exploring Identities and Futures (EIF) is a Stage 1 subject usually studied in Year 10, that gives you the opportunity to explore areas you value and are interested in.
EIF is the first compulsory subject of your SACE. It's a 10 credit Stage 1 subject that prepares you for a different way of thinking and learning in senior school.
You'll need to achieve a C grade or better in EIF to earn the 10 credits for your SACE.
In Year 10, you'll also plan your SACE, which means selecting the subjects that will help lead you on your preferred pathway. Your teachers or careers counsellor can help you identify the subjects that meet university prerequisites, provide a solid base for university learning, and are likely to help you do your best.

Stage 1 (usually Year 11)

Most students choose Stage 1 SACE subjects in Year 11 and follow with Stage 2 subjects in Year 12.
You can choose from the Stage 1 subjects offered at your school, as well as vocational education and training (VET) courses and other options.
When you begin Stage 1, you may have already completed Exploring Identities and Futures in Year 10. Now, you'll study some compulsory and some non-compulsory subjects that will earn you more of the credits towards your SACE.

Compulsory Stage 1 requirements

There are two compulsory Stage 1 requirements that most students complete in Year 11:

- Achieving a 'C' grade or higher in at least two semesters of an English subject or subjects (giving you 20 credits in total).
- Achieving a 'C' grade or higher in at least one semester of a mathematics subject (10 credits).

The equivalent of satisfactory achievement in courses from institutions, authorities, or organisations that have a primary focus on the development of literacy or numeracy skills; and English or mathematics courses from other Australian states and overseas, will also meet the SACE literacy or numeracy requirement.

In addition to these compulsory requirements, you'll add other, non-compulsory subjects to your study schedule.

Choosing your Stage 1 subjects

Most students study Stage 1 subjects in Year 11. When choosing your subjects it's important to think about your own interests and goals.

SACE subjects worth 10 credits are usually one-semester subjects, while 20-credit subjects usually involve a full year of study.

For most full-time students, a Stage 1 course load in Year 11 will earn them about half of their 200 credits.

These include the compulsory two semesters of an English subject or subjects, and one semester of a mathematics subject; or equivalent courses that you need to meet the literacy and numeracy requirements.

When choosing your subjects, you should think about your SACE planning to help you enter university or training or apply for the jobs you're interested in.
It may help to ask yourself:

- What am I interested in?
- What am I good at?
- What sort of job, or types of work, will help me follow my interests?
- What subjects do I need to study to improve my options?

Stage 1 assessment

In Stage 1, all of your assessment tasks are marked by teachers at your school.
Some of the tasks will count towards your SACE certificate. Others won't count for the certificate but are important in helping you learn, practise and prepare for future assessments.

Your Stage 1 work will be assessed using grades from A to E, according to performance standards for each subject.

The standards indicate the knowledge, skills and understanding you're expected to achieve, and your grade shows how your assessed materials match those standards.
In Stage 1, the assessment tasks you submit for the compulsory subjects are marked by your teachers, then checked by external SACE moderators to ensure that marking is consistent across all schools.

Stage 2 (usually Year 12)

In Year 12, you'll earn the remainder of the 200 credits you need to complete your SACE.
You will need to achieve a C– grade or better in 60 credits of Stage 2 subjects, or the VET equivalent and 10 credits for Research Project (Activating Identities and Futures from 2025).

Choosing your Stage 2 subjects

Choosing your Stage 2 subjects will be a similar process to choosing those you studied in Stage 1.

You may find it easier to select your Stage 2 subjects, as in choosing your Stage 1 subjects you'll have established the direction you wanted to take, in line with your interests and goals.

In Stage 2, most students reduce the number of subjects to create a manageable schedule that provides the credits they need. You should discuss with your teachers which subjects are best for you and allow you to follow the university or other paths you want to take after school.

If you're thinking about going on to further study after Year 12, it's important to familiarise yourself with entry requirements for university and TAFE. Make sure you check out Planning beyond SACE to help you choose the right subjects to get into the courses you want.

Stage 2 assessment

In each of your Stage 2 SACE subjects, 70% of your assessment tasks are marked by teachers at your school and checked by moderators outside the school. This ensures that marking within the subject is consistent across schools.
The remaining 30% of the assessment tasks – such as examinations, performances and major investigation assignments – will be marked outside your school, by SACE markers. This also ensures that they are viewed and graded consistently.
In Stage 2, the highest grade you can achieve is A+ and the lowest E-. These grades align with performance standards that define how well you have demonstrated what you know, understand and can apply in your assessment tasks. The standards provide benchmarks for your teachers and the SACE markers to follow when assessing your work.

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.
For more information about modified subjects, visit: www.sace.sa.edu.au/web/modified-subjects/

Special Provisions

Special provisions are available if a student has an illness, disability or experiences an unforeseen circumstance which significantly impacts their ability to participate in a SACE subject assessment.

For school-assessed tasks in Stage 1 or Stage 2 subjects, 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.

For more information about special provisions, visit: www.sace.sa.edu.au/web/special-provisions

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 subjects, or subject and course, combinations.
- Check their progress towards completing their SACE.
- Access their results.

Students can log in to Students Online using their SACE registration number and PIN at: www.sace.sa.edu.au/students-online

Further Information

Visit the SACE website (www.sace.sa.edu.au), particularly the studying the SACE section. Students are encouraged to talk with their subject teachers, Curriculum Leaders & the VET and Careers Counsellor about their study and pathway options.

SACE Requirements

To complete the qualification, you will need to attain 200 credits from a selection of Stage 1 and Stage 2 subjects. A 10-credit subject is usually one semester of study, and a 20-credit subject is usually over two semesters.

Compulsory Subjects

50 CREDITS

- EIF (10 credits)
- Literacy – English (20 Credits)
- Numeracy – Maths (10 Credits)
- AIF (10 credits)

+

Student Selected Subjects

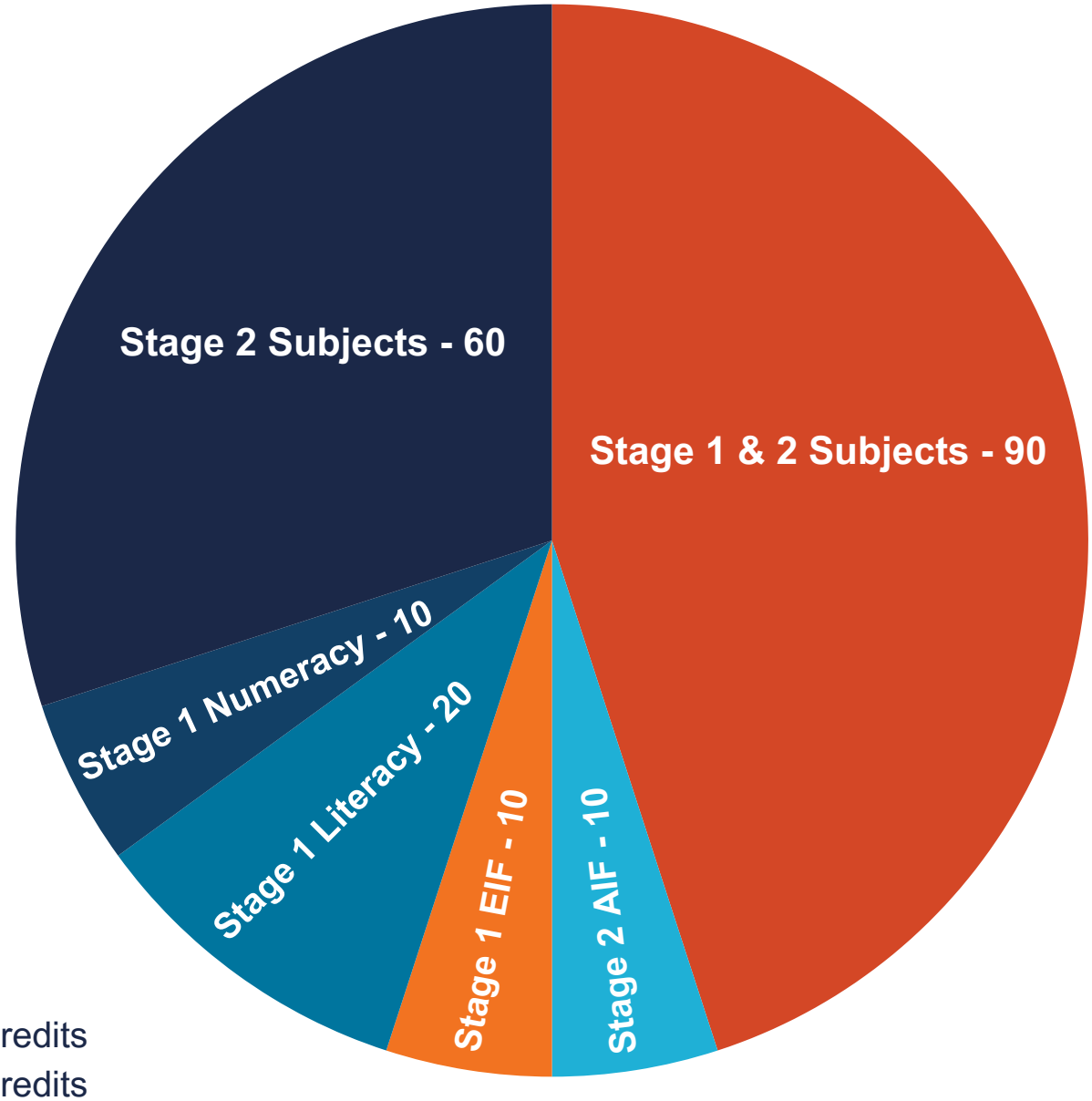
90 CREDITS

Choose and successfully complete a selection of Stage 1 and 2 subjects or recognized VET courses

+

60 CREDITS

Choose and successfully complete a selection of **Stage 2** subjects or recognized VET courses (Stage 2 Credits)



Stage 1 = 40 credits
Stage 2 = 70 credits
Stage 1 or 2 = 90 credits
200 Credits = SACE

SACE Stage 2 Subjects (Year 12)

List of Stage 2 Subjects available at St Francis of Assisi College

TAS – Tertiary Admission Subjects - is a SACE Stage 2 subject that has been approved by the universities and TAFE SA as providing suitable preparation for tertiary studies.

Learning Area	Subject	TAS	Exam
Religious Education	Spiritualities, Religion and Meaning (10 or 20 credits)	*	
English	Essential English	*	
	English	*	
	English Literary Studies	*	✓
Mathematics	Essential Mathematics	*	✓
	General Mathematics	*	✓
	Mathematical Methods	*	✓
	Specialist Mathematics	*	✓
Business, Careers and Futures	Activating Identities and Futures (AIF) (10 credits)	*	
	Workplace Practices	*	
	Business Innovation	*	
	Industry Connections		
Technologies	Material Solutions	*	
	Food and Hospitality	*	
	Digital Technologies	*	
Health and Physical Education	Physical Education	*	
	Health and Wellbeing	*	
	Child Studies	*	
	Outdoor Education	*	
Humanities and Social Sciences	Geography	*	✓
	Tourism	*	✓
	Modern History	*	✓
The Arts	Music Explorations	*	
	Solo Performance (10 credits)	*	
	Ensemble Performance (10 Credits)	*	
	Visual Arts – Arts	*	
	Visual Arts - Design	*	
Sciences	Biology	*	✓
	Chemistry	*	✓
	Physics	*	✓
	Nutrition	*	✓

The SACE planner

	Credits
Exploring Identities and Futures= 10 credits	
	10
	Subtotal 10
Literacy = 20 credits *Choose from a range of English subjects or courses*	
Numeracy = 10 credits *Choose from a range of mathematics subjects or courses*	
	Subtotal 30
Stage 2 subjects or courses = 60 credits *Choose from a range of Stage 2 subjects and courses*	
Activating Identities and Futures = 10 credits	
	10
	Subtotal 70
Additional choices = 90 credits *Choosef romarangeofStage1andStage 2 subjects and courses*	
	Subtotal 90
To gain the SACE, you must earn 200 credits	Total 200

Compulsory Stage1 CompulsoryStage 1andStage 2 Compulsory Stage2	Students must achieve a C grade or higher for Stage 1 requirementsanda C-orhigher for Stage2requirementsto completetheSACE.
Choiceofsubjectsand/orcourses (Stage 1and/or 2)	Students must achieve a grade or equivalent for subjects and/or courses selected.

VET (Vocational Education and Training)

How does VET operate?

Students at St Francis of Assisi College have the opportunity to undertake Vocational Education and Training (VET) as part of their studies. This enables students to earn credit towards a nationally recognised VET qualification whilst at the same time completing their South Australian Certificate of Education (SACE).

Most courses will require students to undertake:

- Off-the-job learning which might happen at school or with another training provider.
- On-the-job learning which will happen at an actual workplace, referred to as structured workplace learning.

Depending on the course, the provider and the training requirements, VET courses are offered: one day per week; one half-day per week; in block periods; or a variety of other modes.

Why do a VET course?

There are many benefits for students who undertake a VET course while at St Francis of Assisi College. These benefits include: obtaining a nationally recognised qualification Gaining credit towards their SACE. Some fully completed VET courses, at Certificate III level or above can contribute to an Australian Tertiary Rank (ATAR), required for university entry. Gaining skills, knowledge and confidence to enhance employability. Discovering future career pathways and networking with industry employers.

What courses are available?

St Francis of Assisi College students can access a wide range of VET courses across a variety of different industry areas. We work closely with a number of different RTOs so students can pursue their individual pathways and interests.

Some key areas that students can study include:

- Agriculture & Horticulture
- Automotive Beauty & Retail Cosmetics
- Business Building & Construction
- Coding & Game Development
- Early Childhood Education & Care
- Electrical/Electrotechnology Engineering & Metal Trades
- Sport & Recreation
- Hairdressing & Salon Assistant
- Hospitality
- ICT, Screen and Media
- Individual Support
- Plumbing
- Rural Operations.

Pastoral Care

The College Pastoral Care program is delivered by Home Group teachers in a double lesson every week. We aim to promote and nurture our students to develop a positive self-concept, provide opportunities for social connection, and develop the skills to bounce back when faced with challenges. St Francis of Assisi College incorporates the principles of positive education and intentional practice to provide a consistent, school wide approach to pastoral care and wellbeing. Positive Education focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness, and encourage a healthy lifestyle. Intentional practice guides our decision-making and brings our students to the core of what we do to ensure we are growth focused regarding student development.

Throughout the Senior Years, students are guided by and work alongside their home group teachers or key year level teachers to develop explicit skills and knowledge in:

- Building and maintaining positive relationships
- Study Habits and Goal Setting
- Career discernment and preparation
- Self-reflection and regulation
- Safe behaviours (parties, alcohol/drugs, driving)
- Healthy habits
- Restoring right relationships
- Independent and Collaborative Learning.

The Pastoral Care program facilitates experiences for our young people to engage with their Faith and Spirituality and to connect to the broader Riverland community through social justice initiatives. Community Service is encouraged for all students to participate in through Laudato Si' Action Group, and in community events. These options provide students with the skills to plan and promote initiatives (events, clubs, meetings, fundraisers) that are focussed on improving the College environment for students and to engage in projects that benefit the broader community.

Pastoral Care also covers the following Child Protection Curriculum Focus Areas;

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

In addition to scheduled Pastoral Care lessons, all Senior School students participate in Retreats centred on personal, social, and spiritual development.

Subject Selection

Acceptance into courses:

- To move from Year 9 to 10, Year 10 to Stage 1 and from Stage 1 to Stage 2, specific subject recommendations exist (refer to this handbook).
- Access to courses is determined by past performance based on semester results and examination results not by perceived or implied potential.
- A place in a subject is earned by demonstrating the necessary background that includes:
  - Academic achievement, i.e. required levels of performance in current studies.
  - Organisational skills (planning, completion of work, submission of work by the due date).
  - Fulfilment of expectations (application, attendance, punctuality, homework).
- Overall standard of work will be taken into account in the subject selection and subject approval process.
- Access to VET courses is dependent on a range of factors, including but not limited to availability, delivery site and fees.

Tips for Success

Choose senior subjects and courses carefully as decisions may affect your success at school, your feelings about school and your level of preparedness or eligibility for training or tertiary study after school.

Before you select the course and subjects that you wish to choose:

- Understand the content and requirements and read subject descriptions in this Curriculum Handbook carefully.
- Talk to your subject teachers, curriculum leaders and VET and Careers Counsellor.
- Consider your results, career goals and interests and determine your academic and vocational strengths.

Do NOT choose a subject or course:

- Because your friends are doing that subject or course.
- On the basis of a teacher's reputation.
- Because you think it might be easy.

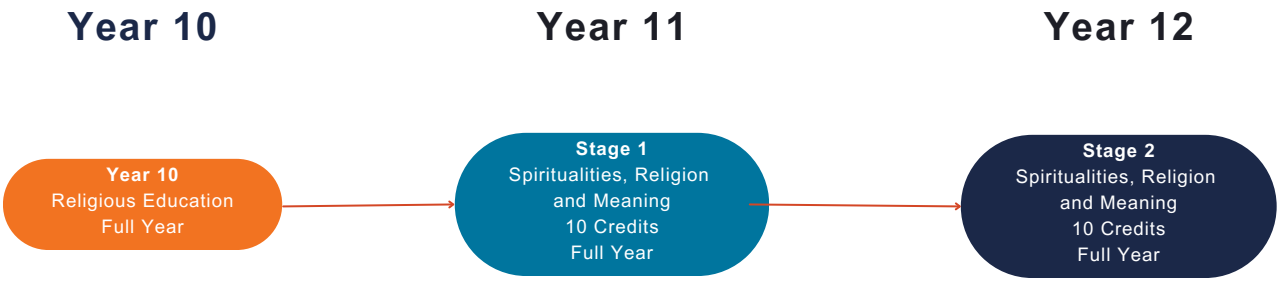
When planning your Tertiary Pathway, check:

- Prerequisites, assumed knowledge, precluded subjects pairs and preferred subjects for University Entry. Noting entry requirements vary between institutions (see the SATAC Tertiary Entrance Booklet).
- TAFE preferred pathways, subject and employment experience/s & industry demands.

Subject Selection at St Francis of Assisi

- Every effort will be made to place students into the subjects of their first choice (provided all requirements are met). However, the school cannot guarantee every choice made.
- Classes are dependent on one, or a combination, of the following:
  - Number of students selecting a subject (class size).
  - Availability of staff.
  - Availability of resources and facilities.

Religious Education



Compulsory at Year 10:
Students must complete a full year of Religious Education.

Compulsory at Year 11:
Students must complete a full year of Religious Education.

Compulsory at Year 12:
Students must complete a full year of Religious Education.

Religious Education

Year 10 Religious Education

Course Length: Full Year

Subject Description:
In Year 10, students develop an understanding of the Catholic Tradition, including its views on God, Jesus Christ, the Bible, moral living, and social teachings. They explore how Catholic beliefs relate to the world, religious identity, and cultural forces, reflecting on significant religious thinkers and personal experiences. Students engage critically and respectfully with Catholic perspectives, other religious worldviews, and media portrayals of religion, while also exploring religious freedom. They seek and interpret truth by analyzing Scripture and Church teachings, applying these insights to personal and social issues. Additionally, students learn the importance of discernment and acting with empathy and integrity, as they understand Catholic teachings on interconnectedness and respond thoughtfully to social justice issues.

Subject Content:
- Building relationships with God and others through creation- What is good, true and beautiful in our world?
- Catholic History and Other Religions
- Discipleship: How do we choose to live? A social justice relationship with Aged Care residence of Calvary Nursing Home.
- Liturgical Year Events.

Assessment:
Students will be assessed against the Crossways curriculum Performance Standards. Students will demonstrate evidence of learning based on the following criteria:
- Knowledge and Understanding
- Dialogue and Interpretation
- Spiritual Awareness and Agency.

The following assessment types enable students to demonstrate their learning in Year 10 Religion:
- Symbolic Creations and Representations
- Journal Entries and Reflections
- Practical Experiences
- Comparative Tasks
- Skills and Application Tasks.

Stage 1 Spiritualities, Religion and Meaning

Course Length: Full Year (10 credits)

Subject Description:
Australia's rich spiritual and religious landscape includes the ancient Aboriginal and Torres Strait Islander traditions, alongside diverse spiritualities introduced by various migrant groups since the late 18th century.

In this Year 11 subject, students explore how spirituality and religion influence identity and community. They use key ‘big ideas’ to frame inquiries, delve into concepts, and reflect on meanings within different spiritual and religious contexts. Students analyze images, texts, and media to understand how spiritual and religious perspectives impact communities and social justice, and they investigate contemporary issues related to these big ideas.

Subject Content:
1 or 2 big ideas from the following will be explored and linked with the Crossways Curriculum:

Big ideas
1. Growth, belonging, and flourishing
2. Community, justice, and diversity
3. Story, visions, and futures
4. Spiritualities, religions, and ultimate questions
5. Life, the universe, and integral ecology
6. Evil and suffering.

Assessment:
Students provide evidence of their learning through three or four assessments, including the external assessment component.

Students undertake:
- One or two reflective analysis tasks
- One connections task
- One transformative action task.

Religious Education

Stage 2 Spiritualities, Religion and Meaning

Course Length: One Year (10 credits)

Subject Description:
Australia's rich tapestry of spiritualities and religions includes ancient Aboriginal and Torres Strait Islander traditions, which are over 65,000 years old, and a variety of spiritualities introduced by migrants since the late 18th century. This makes Australia one of the most multicultural and religiously diverse countries in the world.

This subject uses key 'big ideas' to frame inquiries into how spirituality and religion influence meaning, identity, and connections with the transcendent. Students explore issues, concepts, and ideas, reflecting on personal and shared meanings within different spiritual and religious contexts.

In Stage 2, students engage in reflective analysis through stimuli such as guest speakers, documentaries, and excursions. They explore concepts or issues from spiritual and/or religious perspectives and collaborate to apply their learning. For the 10-credit course, students individually assess an existing initiative related to a local, national, or global issue, considering spiritual and/or religious viewpoints.

Subject Content:
1 or 2 big ideas from the following will be explored and linked with the Crossways Curriculum:

Big ideas

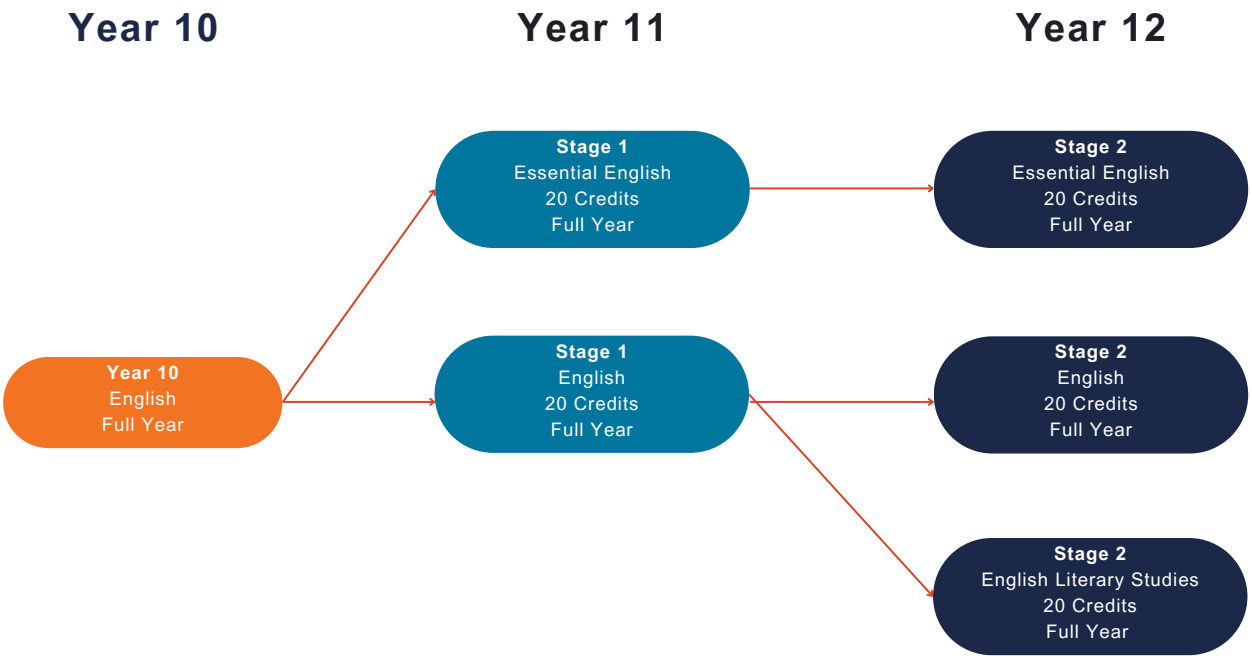
1. Growth, belonging, and flourishing
2. Community, justice, and diversity
3. Story, visions, and futures
4. Spiritualities, religions, and ultimate questions
5. Life, the universe, and integral ecology
6. Evil and suffering.

Assessment:
Students should provide evidence of their learning through three or four assessments, including the external assessment component.

Students undertake:

- Two Reflective Analysis Tasks (40%)
- One Connections Task (30%)
- One Transformative Action Task (External Assessment: 30%).

English



Compulsory at Year 10:
Students must complete a full year of English.

Compulsory at Year 11:
Achieving a 'C' grade or higher in least two semesters of an English subject or subjects (20 credits).

English

Year 10 English

Course Length: Full Year

Subject Description:
By the end of Year 10, students interact with others, and listen to and create spoken and multimodal texts including literary texts. With a range of purposes and for audiences, they discuss ideas and responses to representations, making connections and providing substantiation. They select and experiment with text structures to organise and develop ideas.

They read, view and comprehend a range of texts created to inform, influence and engage audiences. They analyse the effects of text structures, and language features including literary devices, intertextual connections, and multimodal features, and their contribution to the aesthetic qualities of texts.

They create written and multimodal texts, including literary texts, for a range of purposes and audiences, expressing ideas and representations, making connections and providing substantiation. They select, vary and experiment with language features including literary devices, and experiment with multimodal features.

Subject Content:
- Finding our Voice + Heywire Narrative
- Transformative
- Documentaries
- Novel Study – Catching Teller Crow
- Shakespeare
- Slam Poetry
- Persuasive Writing
- Debate.

Assessment:
Students will be assessed against the Australian curriculum achievement standards.

Students will demonstrate evidence of learning through the following types of assessment:
- Analytical responses in paragraph and essay form
- Reviews
- Multimodal presentations
- Narratives
- Expositions
- Debates.

English

Stage 1 Essential English

Course Length: Full Year (20 Credits)

Subject Description:
In Stage 1 Essential English, 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.

Subject Content:
Responding to Texts
Students consider a variety of ways in which texts communicate information, ideas, and perspectives. They explore the relationship between structures and features and the purpose, audience, and context of texts.
Students examine and respond to how language is used in social, cultural, community, workplace, and/or imagined contexts.

Creating Texts
Students develop their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication. They create a range of texts, using appropriate language features, content, and mediums for different purposes, audiences, and contexts.

Assessment:
Students complete 4 assessment tasks per semester.

Assessment Type 1: Responding to Texts (At least one per semester).
Assessment Type 2: Creating Texts (At least one per semester).

Stage 1 English

Course Length: Full Year (20 credits)

Subject Description:
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. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students 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.

Subject Content:
- Responding to texts
- Creating texts
- Intertextual study.

Assessment:
Students complete 4 assessment tasks per semester.

Assessment Type 1: Responding to Texts (At least one per semester).
Assessment Type 2: Creating Texts (At least one per semester).
Assessment Type 3: Intertextual Study (One per semester).

English

Stage 2 Essential English

Course Length: Full Year (20 Credits)

Subject Description:
In Stage 2 Essential English, 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.

Subject Content:
Responding to texts

- Students respond to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts.
- Students may explore the different points of view presented in a text by analysing content, attitudes, stylistic features, and language features. Students reflect on ways in which texts may be interpreted through identifying the effect of language choice.

Creating texts

- When creating their own procedural, imaginative, analytical, persuasive, and/or interpretive texts, students are encouraged to consider the intended purpose of the text, the representation of ideas and issues, and the possible response of the audience.

Language study

- The language study focuses on the use of language by people in a context outside of the classroom.

Assessment:
School Assessment (70%)

Assessment Type 1: Responding to Texts (30%)
Assessment Type 2: Creating Texts (40%)
External Assessment (30%)
Assessment Type 3: Language Study (30%).

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

English

Stage 2 English

Course Length: Full Year (20 Credits)

Subject Description:
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. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students 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.

Subject Content:
Responding to Texts

- In Stage 2 English, students read and view a range of texts, including texts created by Australian authors. In comparing texts students analyse the relationships between language and stylistic features, text types, and contexts.

Creating Texts

- In the study of English, students extend their experience of language and explore their ideas through creating their own texts, and reading and viewing the texts of others.

Assessment:
School assessment (70%)

Assessment Type 1: Responding to Texts (30%)
Assessment Type 2: Creating Texts (40%)
External assessment (30%)
Assessment Type 3: Comparative Analysis (30%).

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

English

Stage 2 English Literary Studies

Course Length: Full Year (20 Credits)

Subject 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.

Students produce responses that show the depth and clarity of their understanding. They extend their ability to sustain a reasoned critical argument by developing strategies that allow them to weigh alternative opinions against each other.

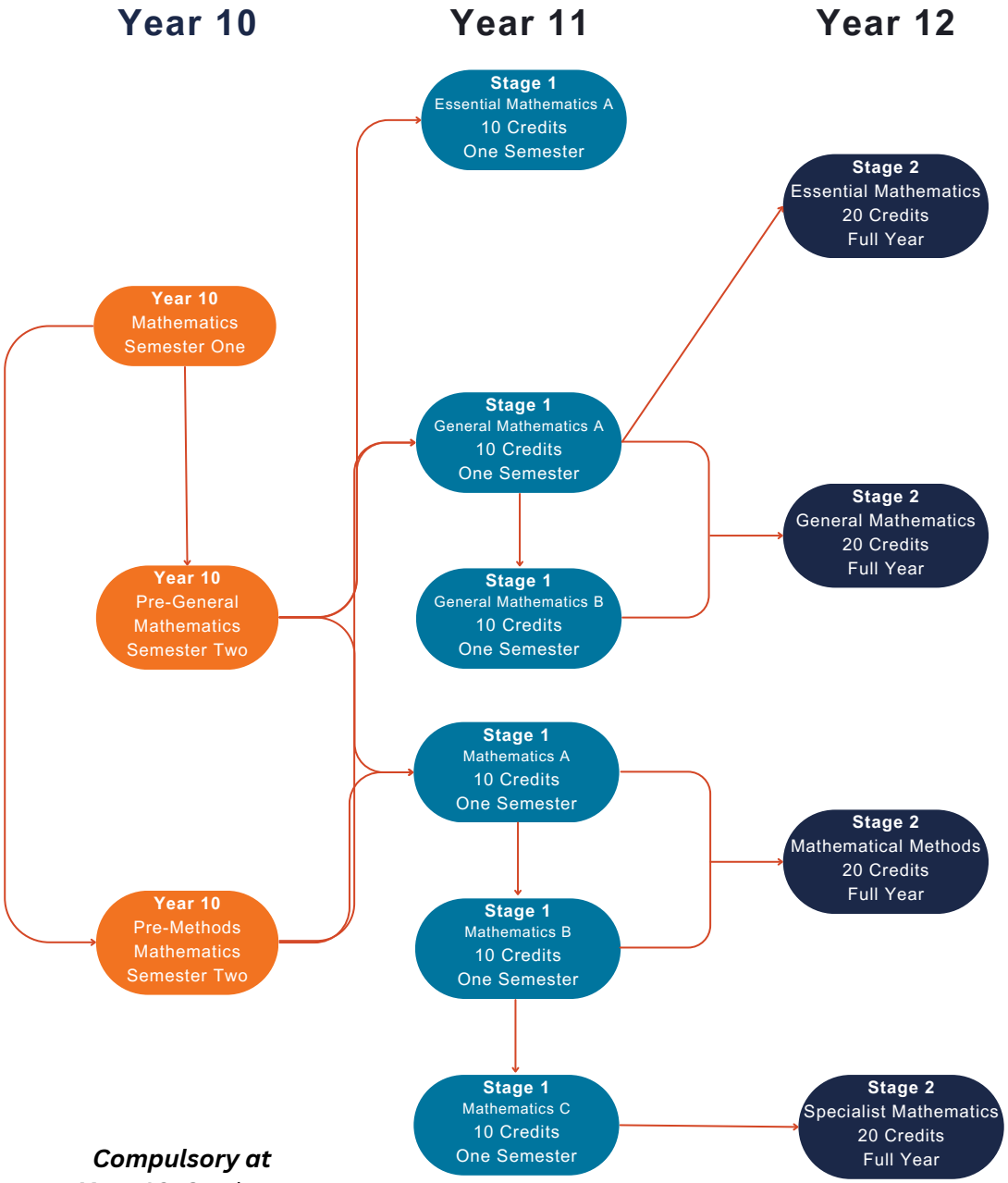
Subject Content:
- Responding to texts
- Creating texts.

Assessment:
School assessment (70%)

Assessment Type 1: Responding to Texts (30%)
Assessment Type 2: Creating Texts (40%)
External assessment (30%)
Assessment Type 3: Text Study

Part A: Comparative Text Study (15%)
Part B: Critical Reading (100-minute E-examination) (15%).

Mathematics



Compulsory at Year 10: *Students are required to study mathematics for the full year. In Semester 2, students will be placed in either Pre-General or Pre-Methods Mathematics, based on school recommendations and in consultation with parents/caregivers.*

Compulsory at Year 11: *Achieving a 'C' grade or higher in at least one semester of a mathematics subject (10 credits).*

Mathematics

Year 10 Mathematics

Course Length: One Semester

Subject Description:
In Year 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Subject Content:
- Topic 1: Univariate Statistics
- Topic 2: Measurement
- Topic 3: Equations and Inequalities
- Topic 4: Bivariate Statistics

Assessment:
Students will be assessed against the Australian curriculum achievement standards. Students will demonstrate evidence of learning through the following types of assessment:
- Skills and Application Tasks
- Mathematical Investigations.

Year 10 Pre-General Mathematics

Course Length: One Semester

Subject Description:
In Year 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Subject Content:
- Topic 1: Right Angled Trigonometry
- Topic 2: Financial Mathematics
- Topic 3: Netowrks
- Topic 4: Probability and Chance

Assessment:
Students will be assessed against the Australian curriculum achievement standards. Students will demonstrate evidence of learning through the following types of assessment:
- Skills and Application Tasks
- Mathematical Investigations.

Mathematics

Year 10 Pre-Methods Mathematics

Course Length: One Semester

Subject Description:
In Year 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Subject Content:
- Topic 1: Trigonometry - Right and non-right angles
- Topic 2: Quadratics
- Topic 3: Exponentials and Logarithms
- Topic 4: Relations and Functions

Assessment:
Students will be assessed against the Australian curriculum achievement standards. Students will demonstrate evidence of learning through the following types of assessment:
- Skills and Application Tasks
- Mathematical Investigations.

Mathematics

Stage 1 Essential Mathematics A

Course Length: One Semester (Semester One)

Subject Description:
Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This subject is intended for students planning to pursue a career in a range of trades or vocations.

Completion of 10 or 20 credits of Stage 1 Essential Mathematics with a C grade or better, will meet the numeracy requirement of the SACE.

Subject Content:
- Topic 1: Calculations, time, and ratio
- Topic 2: Earning and spending
- Topic 3: Geometry.

Assessment:
Type 1: Skills and Assessment Tasks
Students complete at least two skills and applications tasks.
Type 2: Folio.

Students complete at least one folio task.

Stage 1 Essential Mathematics B

Course Length: One Semester (Semester Two)

Subject Description:
Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This subject is intended for students planning to pursue a career in a range of trades or vocations.

Completion of 10 or 20 credits of Stage 1 Essential Mathematics with a C grade or better, will meet the numeracy requirement of the SACE.

Subject Content:
- Topic 1: Data in Context
- Topic 2: Measurement
- Topic 3: Investing.

Assessment:
Type 1: Skills and Assessment Tasks
Students complete at least two skills and applications tasks.
Type 2: Folio.

Students complete at least one folio task.

Mathematics

Stage 1 General Mathematics A

Course Length: One Semester (Semester One)

Subject Description:
Stage 1 General Mathematics A is studied as a 10-credit subject.

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.

Topics studied cover a range of applications of mathematics, including trigonometry, modelling using linear functions, and discrete modelling using networks and matrices. In this subject, there is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically.

Completion of 10 or 20 credits of Stage 1 General Mathematics with a C grade or better, will meet the numeracy requirement of the SACE.

Subject Content:
- Topic 1: Applications of trigonometry
- Topic 2: Linear and exponential functions and their graphs
- Topic 3: Matrices and networks.

Assessment:
Type 1: Skills and Assessment Tasks
Students complete at least two skills and applications tasks.
Type 2: Mathematical Investigations.

Students complete at least one investigation.

Stage 1 General Mathematics B

Course Length: One Semester (Semester Two)

Subject Description:
Stage 1 General Mathematics B is studied as a 10-credit subject.

Students need to have achieved a C-Grade or better in General Mathematics A to continue with General Mathematics B.

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.

Topics studied cover a range of applications of mathematics, including personal financial management, measurement, and the statistical investigation process. In this subject, there is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically.

Completion of 10 or 20 credits of Stage 1 General Mathematics with a C grade or better, will meet the numeracy requirement of the SACE.

Subject Content:
- Topic 1: Investing and borrowing.
- Topic 2: Measurement
- Topic 3: Statistical investigation.

Assessment:
Type 1: Skills and Assessment Tasks
Students complete at least two skills and applications tasks.
Type 2: Mathematical Investigations.

Students complete at least one investigation.

Mathematics

Stage 1 Mathematics

Course Length: One Semester (10 Credits or Full Year (20 Credits)

Subject Description:
Mathematics develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using mathematical models. By using functions, 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.

Stage 1 Mathematics A and Stage 1 Mathematics B must be successfully completed by students looking to undertake further study in mathematics in Stage 2 Mathematical Methods and/or Stage 2 Specialist Mathematics.

Stage 2 Mathematical Methods can lead to tertiary studies of economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science, and laser physics. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Completion of 10 or 20 credits of Stage 1 Mathematics with a C grade or better, will meet the numeracy requirement of the SACE.

Subject Content:
Semester One (Mathematics A) 10 Credits

- Topic 1: Functions and graphs
- Topic 2: Counting and statistics
- Topic 3: Trigonometry

Semester Two (Mathematics B) 10 Credits

- Topic 4: Counting and statistics
- Topic 5: Introduction to differential calculus
- Topic 6: Growth and Decay

Semester Two (Mathematics C) 10 Credits

- Topic 7: Vectors in the plane
- Topic 8: Real and complex numbers
- Topic 9: Further Trigonometry

Assessment:
Type 1: Skills and Assessment Tasks
Students complete at least four skills and applications tasks.
Type 2: Mathematical Investigations.

Students complete at least two investigations.

Mathematics

Stage 2 Essential Mathematics

Course Length: Full Year (20 Credits)

Subject Description:
Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This subject is intended for students planning to pursue a career in a range of trades or vocations.

Subject Content:

- Topic 1: Scales, plans, and models
- Topic 2: Measurement
- Topic 3: Business applications
- Topic 4: Statistics
- Topic 5: Investments and loans.

Assessment:
Type 1: Skills and Assessment Tasks (30%)
Students complete at least four skills and applications tasks.
Type 2: Folio (40%).
Students complete two or three folio tasks.
Type 3: Examination (30%).

Covering Topics 2, 4 and 5.

Stage 2 General Mathematics

Course Length: Full Year (20 Credits)

Subject Description:
General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

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

Students who complete this subject with a C grade or better will meet the numeracy requirement of the SACE.

Subject Content:
Stage 2 General Mathematics consists of the following six topics:

- Topic 1: Modelling with linear relationships
- Topic 2: Modelling with matrices
- Topic 3: Statistical models
- Topic 4: Financial models
- Topic 5: Discrete models
- Topic 6: Open topic.

Assessment:
Type 1: Skills and Assessment Tasks (50%)
Students complete at least five skills and applications tasks.
Type 2: Mathematical Investigations (20%).
Students complete at least two investigations.
Type 3: Examination (30%).

Covering Topics 3, 4 and 5.

Mathematics

Stage 2 Mathematical Methods

Course Length: Full Year (20 Credits)

Subject 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.

Students who complete this subject with a C grade or better will meet the numeracy requirement of the SACE.

Subject Content:
Stage 2 Mathematical Methods consists of the following six 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
- Topic 6: Sampling and confidence intervals.

Assessment:
Type 1: Skills and Assessment Tasks (50%)
Students complete six skills and applications tasks.
Type 2: Mathematical Investigations (20%)
Students complete at least one investigation.
Type 3: Examination (30%).

Stage 2 Specialist Mathematics

Course Length: Full Year (20 Credits)

Subject 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.

The topics in Stage 2 extend students' mathematical experience and their mathematical flexibility and versatility, in particular, in the areas of complex numbers and vectors. The general theory of functions, differential equations, and dynamic systems provides opportunities to analyse the consequences of more complex laws of interaction.

Specialist Mathematics topics provide different scenarios for incorporating mathematical arguments, proofs, and problem-solving.

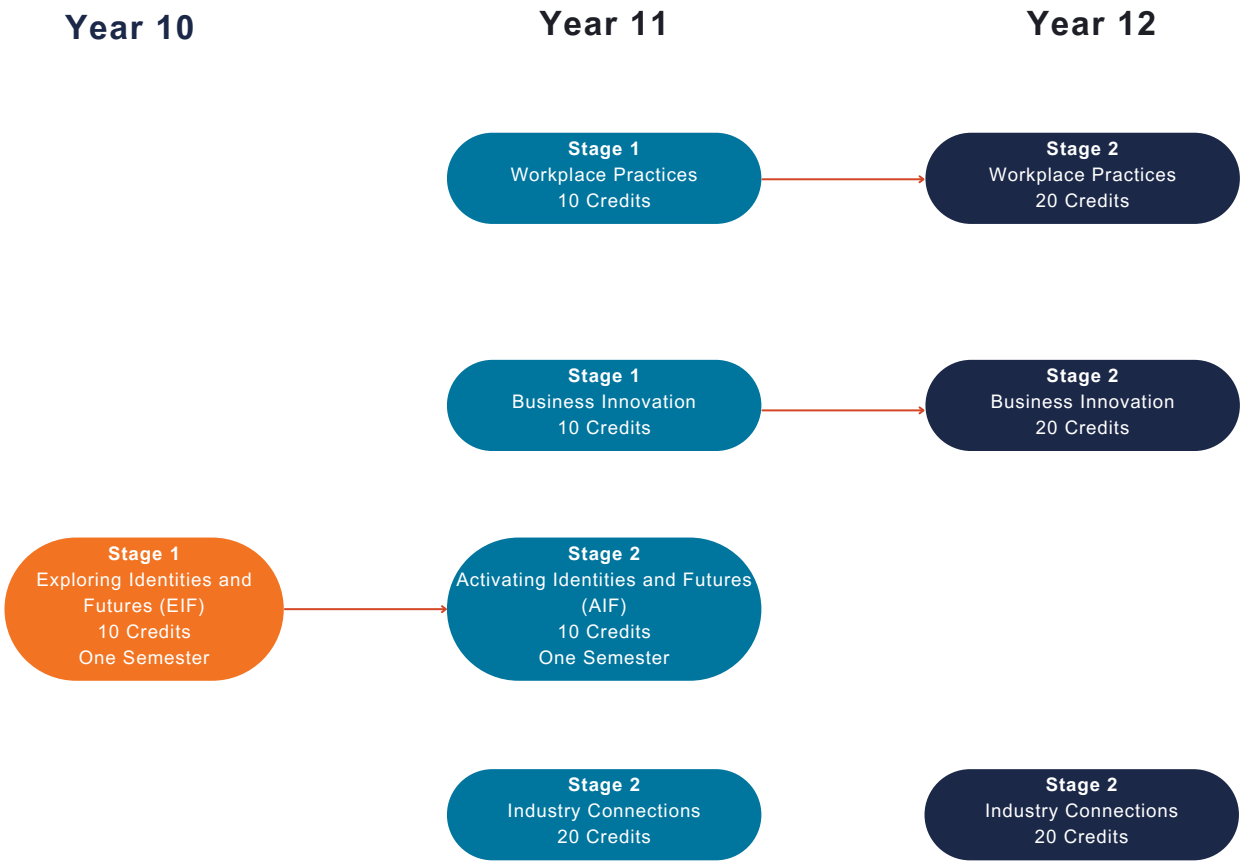
Students who complete this subject with a C grade or better will meet the numeracy requirement of the SACE.

Subject Content:
Stage 2 Specialist Mathematics consists of the following six 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.

Assessment:
Type 1: Skills and Assessment Tasks (50%)
Students complete six skills and applications tasks.
Type 2: Mathematical Investigations (20%)
Students complete at least one investigation.
Type 3: Examination (30%).

Business, Careers and Futures



Compulsory at Year 10:
Achieve a C grade or higher in EIF (10 credits).

Compulsory at Year 11:
Achieve a 'C-' grade or higher in AIF (10 credits).

Business, Careers and Futures

Stage 1 Exploring Identities and Futures (EIF)

Course Length: One Semester (10 SACE Credits)

Subject Description:
Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future.

The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads: uncovering their interests, discovering the world, exploring work and/or further learning. The exploration of identities and futures in this subject will continue into the Activating Identities and Futures subject at Stage 2.

Subject Content:
Throughout Stage 1 Exploring Identities and Futures, students develop agency by exploring their identity, interests, strengths, skills, capabilities and/or values; and making choices about their learning.

Students demonstrate self-efficacy and self-regulation through planning and implementing actions to develop their capabilities, connect with future aspirations, achieve goals and make decisions. Furthermore, they develop their communication skills and reflective practice by collaborating and connecting with others, valuing feedback, and sharing evidence of their learning progress with an audience.

Assessment:
Assessment Type 1: Exploring me and who I want to be.
Assessment Type 2: Taking action and showcasing my capabilities.

Stage 1 Workplace Practices

Course Length: One Semester (10 SACE Credits)

Subject Description:
Students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They undertake negotiated topics designed for their needs, interests, and aspirations to gain knowledge of issues particularly relevant to their working environment or aspirations. Students undertake Vocational Education and/or Training (VET) and develop and reflect on their capabilities and interests.

Subject Content:
Workplace Practices three areas of study:
- Industry and Work Knowledge
  Possible Topics
  - Topic 1: Future Trends in the World of Work
  - Topic 2: The Value of Unpaid Work to Society
  - Topic 3: Workers' Rights and Responsibilities
  - Topic 4: Career Planning
  - Topic 5: Negotiated Topics.
- Vocational Learning
- VET.

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 1 Workplace Practices:
Assessment Type 1: Folio
Assessment Type 2: Performance
Assessment Type 3: Reflection.

Business, Careers and Futures

Stage 1 Business Innovation

Course Length: One Semester (10 SACE Credits)

Subject Description:
n Stage 1 Business Innovation, students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. In a time when design-led companies outperform other companies, students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. The customer is at the centre of the innovation process and the generation of viable business products, services, and processes.

Initially, students may be guided through structured processes to develop their understanding of underlying problems or needs, and begin to propose and test hypotheses relating to the customer, problem, and solution. As students develop these skills, they will anticipate, find, and solve their own problems. These structured processes create a learning environment where risk is encouraged and provide an opportunity to pivot during the iterative process of proposing, developing, testing, and refining solutions.

Integral to learning through finding and solving dynamic, real-world problems is the opportunity for students to work collaboratively, where students are encouraged to build up ideas. They collect and analyse financial and business information that informs the process of proposing, developing, and testing solutions. Students develop and extend their financial awareness and skills in decision-making. Students apply these skills in the iterative development of business models for start-up and existing businesses, analysing data to inform the decision-making process, and communicating with a range of stakeholders.

Students consider the opportunities and challenges associated with start-up and existing businesses in the modern, connected world. They consider how digital and emerging technologies may present opportunities to enhance business models and analyse the impacts of proposed business models on global and local communities.

Subject Content:
Stage 1 Business Innovation is a 10-credit subject subject and is studied through the following two contexts:

- start-up business
- existing business.

Through these contexts, students develop and apply their understanding of the following learning strands:

- finding and solving problems
- financial awareness and decision-making
- business information and communication
- global, local, and digital connections.

Students gain an understanding of fundamental business concepts and ideas, including:

- the nature and structure of business
- key business functions
- forms of ownership and legal responsibilities.

Assessment:
The school assessment component for Stage 1 Business Innovation consists of two assessment types (100%).

- *Assessment Type 1:* Business Skills (At least two business skills tasks and one business model summary per semester).
- *Assessment Type 2:* Business Pitch (At least one per semester).

Business, Careers and Futures

Stage 2 Activating Identities and Futures

Course Length: One Semester (10 SACE Credits)

Subject Description:
Activating Identities and Futures aims to foster independent learning and the skills of lifelong learning in students. The belief that students have the ability and the will to positively influence their own lives and the world around them is integral to the course. This subject supports students to be more proactive and reflective in their learning and to develop and use a broad set of transferable learning strategies.

Activating Identities and Futures requires students to take greater ownership and agency over their learning as they select, test, and explore relevant strategies and perspectives in the pursuit of a Learning Goal of their choice. They seek feedback on their learning processes, become metacognitive about their thinking, and make informed decisions to enhance their learning. Each student will have a different learning journey that they tailor to their Learning Goal. Approaches, contexts, and strategies will vary to suit the individual student. Students showcase the achievement of their Learning Goal with an Output of Learning.

Students will develop greater awareness and understanding of their own thought processes, decision making, and organisation in relation to the learning process. These understandings are often enhanced by feedback from peers, mentors, and teachers.

Subject Content:
Throughout Stage 1 Activating Identities and Futures, students develop agency by setting a Learning Goal, exploring a topic of their choice and showcasing their Output of Learning.

Students demonstrate self-regulation in time management, decision-making, and the consideration of strategies, perspectives, and feedback to achieve their Learning Goal.

They develop and apply metacognitive skills by showing awareness of their own thinking in relation to the learning process and engaging in continuous reflection about their learning.

Furthermore, students develop their reflective practices and evaluative judgement through relevant feedback about the learning process in relation to their progression to the Learning Goal.

Assessment:
School assessment.

- *Assessment Type 1:* Portfolio (35%)
- *Assessment Type 2:* Progress Checks (35%)

External assessment

- *Assessment Type 3:* Appraisal (30%).

Business, Careers and Futures

Stage 2 Industry Connections

Course Length: Full Year (20 SACE Credits)

Subject Description:
Industry Connections provides students the opportunity to develop industry-specific skills and knowledge through immersive, industry-related projects. This program emphasizes authentic learning experiences, allowing students to connect with and reflect on their learning in practical ways.
Students choose an industry (eg Trades, Construction, Child care, Hospitality) or skills development context and co-design learning activities with teachers, aiming to explore and refine their skills for future career pathways. Industry Connections can be tailored for individual students or groups, using project-based learning models, and is flexible enough to accommodate those already engaged in industry or those with shared industry interests.

Subject Content:
Students build a work skills portfolio demonstrating knowledge, skills, and understanding of concepts related to their industry focus.
Students individually select an area of interest or skill(s) relevant to their chosen industry for individual focused development. They undertake a project and in doing so demonstrate planning, organisation, problem-solving and decision-making skills appropriate to the project. Students will communicate ideas and insights, solve problems, make decisions, and reflect on personal learning.
Authentic industry links are essential, providing genuine experiences to practice and refine skills relevant to future pathways.

Assessment:
School Assessment (70%)
- *Assessment Type 1:* Work Skills Portfolio (50%)
- *Assessment Type 2:* Reflection (20%)

External Assessment (30%)
- *Assessment Type 3:* Industry Project.

Stage 2 Workplace Practices

Course Length: Full Year (20 SACE Credits)

Subject Description:
Students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They undertake negotiated topics designed for their needs, interests, and aspirations to gain knowledge of issues particularly relevant to their working environment or aspirations. Students undertake Vocational Education and/or Training (VET) and develop and reflect on their capabilities and interests.

Subject Content:
Stage 2 Workplace Practices has three areas of study:
• Industry and Work Knowledge
Possible Topics
- Topic 1: Work in Australian Society
- Topic 2: The Changing Nature of Work
- Topic 3: Industrial Relations
- Topic 4: Finding Employment
- Topic 5: Negotiated Topics.

• Vocational Learning
• VET.

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 2 Workplace Practices:

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%).

Stage 2 Business Innovation

Course Length: Full Year (20 SACE Credits)

Subject Description:
In Stage 2 Business Innovation students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. In a time when design-driven companies consistently outperform other stock market companies, Business Innovation foregrounds design thinking and assumption-based business planning tools to promote an iterative, human-centred approach to innovation and the transformation of business products, services, and processes.

Students 'learn through doing' in Business Innovation, using design thinking and assumption-based planning processes to anticipate, find, and solve problems. They learn in an environment in which risk is encouraged, where ideas are built up rather than broken down, and fear of failure is replaced with the opportunity to iterate as initial assumptions about problems, customers, or solutions are refined. Integral to this is the opportunity for students to work collaboratively in uncertain environments to identify problems or customer needs, generate and explore ideas and solutions, and make decisions based on incomplete information.

Students learn to innovate and think like designers to find and solve problems that matter to specific people in a business environment characterised by change and uncertainty.

Subject Content:
Stage 2 Business Innovation is a 20-credit subject structured around three key contexts:

- designing business
- sustaining business
- transforming business.

Students explore at least two of these contexts. Through these contexts, students develop and apply their understanding of the following underpinning learning strands:

- innovation
- decision-making and project management
- financial literacy and information management
- global, local, and digital perspectives.

Assessment:
School assessment (70%)

- *Assessment Type 1:* Business Skills (40%)
- *Assessment Type 2:* Business Model (30%)

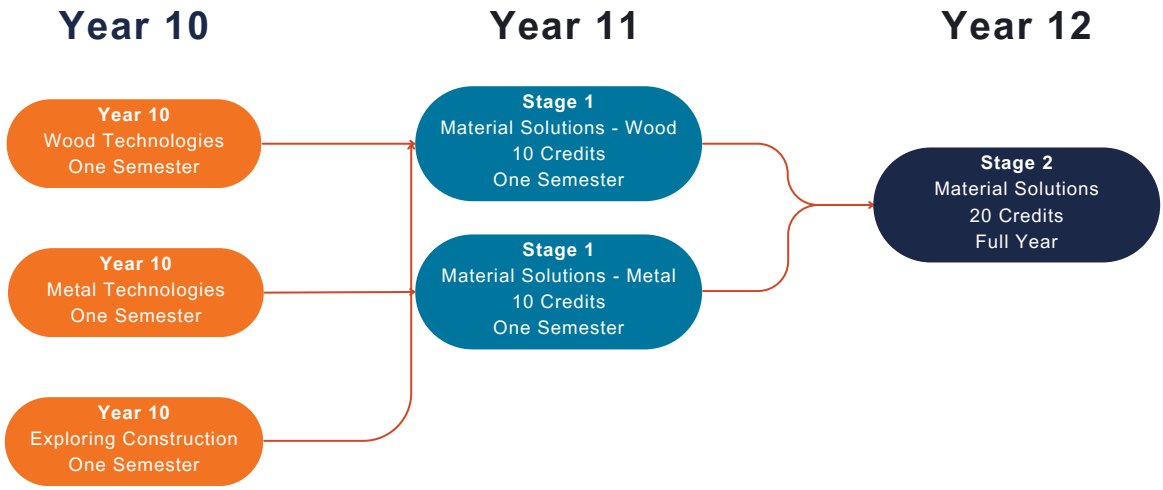
External assessment (30%)

- *Assessment Type 3:* Business Plan and Pitch (30%).

Technologies

Design & Technologies

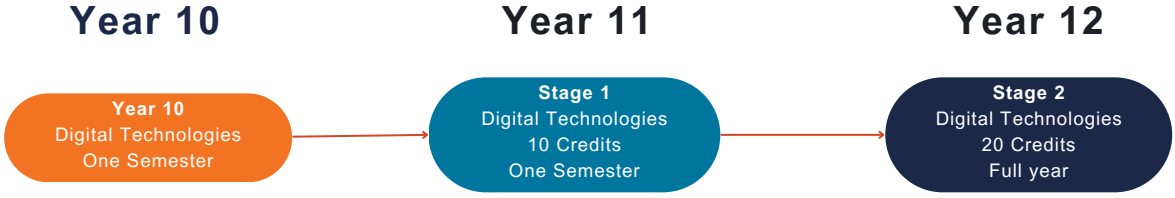
Wood and Metalwork



Food Technologies

Digital Technologies

Digital Technologies



Technologies
Wood and Metalwork

Year 10 Wood Technologies

Course Length: One Semester

Subject Description:
This course covers essential topics in safe working practices, material impacts, technical drawings, CAD software, and design and construction. Students will learn to identify hazards in workshops and job sites, construct risk management plans, and comply with Safe Operating Procedures.

The course explores factors in product design and production, sustainable logging practices in the timber industry, and the impacts of logging on selected timber types. Students will develop proficiency in using perspective and orthogonal drawing techniques, as well as CAD software, to construct technical drawings.

Additionally, students will interpret and analyse design briefs, plan product projects with detailed technical drawings and timelines, construct designed solutions, and evaluate processes and outcomes to meet design criteria.

Subject Content:
Unit 1: Safe Working Practices
Unit 2: Material Impacts
Unit 3: Technical Drawings and CAD Software
Unit 4: Design & Construction

Assessment:
Students will be assessed against the Australian curriculum achievement standards. Students will demonstrate evidence of learning through the following types of assessment:
Formative Task 1: Risk Assessment (Unit 1)

Summative Task 1: Timber Impact Investigation (Unit 2)
Summative Task 2: CAD Test (Unit 3)
Summative Task 3: Carcass Design & Construction (Unit 4)
Summative Task 4: Platform Design & Construction (Unit 4).

Year 10 Metal Technologies

Course Length: One Semester

Subject Description:
This course provides comprehensive training in tools and machinery, essential skills, and design and fabrication in metalwork. Students will name and define key hand tools and machinery used in metalwork, research specific tools or machines used in steel fabrication, and report on their historical development and industry impact. They will learn and evaluate their ability to cut and fold sheet metal and perform MIG welding.

The course also involves interpreting and analyzing design briefs, planning product projects with detailed technical drawings, cut lists, proposed tools, and timelines, and fabricating designed solutions by following these technical drawings and client briefs.

Students will evaluate their ideas, processes, skills, and solutions to improve and achieve design criteria.

Subject Content:
Unit 1: Tools & Machinery
Unit 2: Skills
Unit 3 & 4: Design & Fabrication (Minor & Major Products)

Assessment:
Students will be assessed against the Australian curriculum achievement standards. Students will demonstrate evidence of learning through the following types of assessment:
Assessment Type 1: Investigation (20%)
Assessment Type 2: Skills Folio (10%)
Assessment Type 3: Minor Product & Evaluation (20%)
Assessment Type 4: Major Product & Evaluation (50%).

Year 10 Exploring Construction

Course Length: One Semester

Subject Description:
This course introduces students to various careers within the construction industry, helping them identify and investigate trades and professions of interest.

Students will document their learning across several trades, including timber framing and bracing, plasterboard, painting, tiling, plumbing, and irrigation. They will receive White Card certification training and gain additional trade exposure through Registered Training Organizations (RTOs). A one-week work experience in a construction trade or profession is required, with students providing reflective evidence of their experience.

Throughout the course, students will reflect on their acquired knowledge, skills, and understandings of the construction industry, particularly focusing on their planning, organizational, problem-solving, and decision-making abilities.

Subject Content:
Unit 1: Construction Careers
Unit 2: Work Skills
Unit 3: Industry Immersion Work Experience
Unit 4: Course Reflection

Assessment:
Students will be assessed against the Australian curriculum achievement standards. Students will demonstrate evidence of learning through the following types of assessment:
Assessment Type 1: Investigation (20%)
Assessment Type 2: Work Skills Folio (50%)
Assessment Type 3: Industry Immersion (10%)
Assessment Type 4: Reflection (20%).

Technologies
Wood and Metalwork

Stage 1 Material Solutions - Wood

Course Length: One Semester (10 Credits)

Subject Description:
In Stage 1 Material Solutions, students use the design and realisation process to engineer solutions for the development of products. They learn to create a design brief that provides the basis for the development of potential solutions to design problems and challenges, and review design features, processes, materials, and production techniques to assist with the realisation of the solution.

This course involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and timber materials.

Students analyse influences on a product or system including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or on design solutions.
Students apply appropriate skills, processes, procedures, and techniques whilst implementing safe work practices when creating the solution.

Subject Content:
Unit 1: Timber Joints (AT1)
Unit 2: Benchtop Construction (AT1)
Unit 3: Design Process (AT2)
Unit 4: Product Realisation and Evaluation (AT2)

Assessment:
Assessment at Stage 1 is school based.

Assessment Type 1: Specialised Skills Task (40%)
Students undertake two specialised skills tasks

Assessment Type 2: Design Process and Solution (60%)
Students undertake one design process and solution task.

Stage 1 Material Solutions - Metal

Course Length: One Semester (10 Credits)

Subject Description:
In Stage 1 Material Solutions, students use the design and realisation process to engineer solutions for the development of products. They learn to create a design brief that provides the basis for the development of potential solutions to design problems and challenges, and review design features, processes, materials, and production techniques to assist with the realisation of the solution.

This course involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and metal materials.
Students analyse influences on a product or system including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or on design solutions.

Students apply appropriate skills, processes, procedures, and techniques whilst implementing safe work practices when creating the solution.

Subject Content:
Unit 1: Welded Joints (AT1)
Unit 2: Table Top (AT1)
Unit 3: Design Process (AT2)
Unit 4: Product Realisation and Evaluation (AT2)

Assessment:
Assessment at Stage 1 is school based.

Assessment Type 1: Specialised Skills Task (40%)
Students undertake two specialised skills tasks

Assessment Type 2: Design Process and Solution (60%)
Students undertake one design process and solution task.

Technologies
Wood and Metalwork

Stage 2 Material Solutions

Course Length: Full Year (20 Credits)

Subject Description:
In Stage 2 Material Solutions, students use an iterative design process to explore possible solutions to a problem or opportunity. They investigate and analyse the purpose, design features, materials, and production techniques used in diverse situations including industry, community, and tertiary organisations. This information is used to create a design brief that provides the basis for the development of potential solutions. The importance of the design process as a preliminary to the realisation process is emphasised, as is ongoing evaluation of the solution and vice versa.

This course involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as metals and timber.

Students analyse influences on a solution including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or on design solutions.
Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices when creating the solution.

Subject Content:
Students undertake:

Two specialised skills tasks which may involve:
- conducting a finite element analysis test using a CAD program.
- programming a profile cut for a plasma cutter.
- using specialised equipment to decorate products through embellishment.

Up to three design process and solution tasks that include:
- Investigation and Analysis
- Design Development and Planning
- Production
- Evaluation

One Resources Study task involving two parts:
- Resource Investigation
- Issue Exploration

Assessment:
Students will be assessed on the following assessment types:

School Based Assessment
Assessment Type 1: Specialised Skills 20%
Assessment Type 2: Design Process and Solution 50%

External Assessment
Assessment Type 3: Resources Study 30%.

Year 10 Food and Hospitality

Course Length: One Semester

Subject Description:
This unit of work has a large focus on food trends that influence all of us in the modern world. Students will learn about an array of important topics within Food and Hospitality, these include Food safety and hygiene, trending influences, locally sourced produce, budgeting, menu design and catering for a targeted audience. Students will learn about coffee and learn to make, market and sell through our school cafe.

Subject Content:
- Food Safety & Hygiene
- Food Trends
- Coffee and Cafe Culture

Assessment:
Students will be assessed against the Australian curriculum achievement standards. Students will demonstrate evidence of learning through the following types of assessment:
- Practical Activity
- Research
- Micro-Credential in Barista.

Technologies
Food Technologies

Stage 1 Food and Hospitality

Course Length: One Semester (10 Credits)

Subject Description:
In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation.

They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating.

Subject Content:
- Canteen Menu Options
- Fusion Food
- Street Food
- The Hospitality Industry

Assessment:
Practical Activity – 60%
Group Activity – 20%
Investigation – 20%.

Stage 2 Food and Hospitality

Course Length: Full Year (20 Credits)

Subject Description:
Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine contemporary and future issues within the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national, and global levels.

Subject Content:
Students will focus on the following topics within their assessment pieces, Technological influences, local and seasonal produce, breakfast board, specialty Cakes and a closer look at contemporary takeaway food.

Assessment:
Practical Activity – 50%
Group Activity – 20%
Investigation – 30%.

Year 10 Digital Technologies

Course Length: One Semester

Subject Description:
In this subject, students use computational thinking and information systems to define, design and implement digital solutions.

In addition to the overarching aims for the Australian Curriculum: Digital Technologies more specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Design, create, manage and evaluate sustainable and innovative digital solutions
- Use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation
- Confidently use digital systems to automate the transformation of data into information
- Apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences
- Apply systems thinking to monitor, analyse, predict and shape the interactions within and between digital systems and the impact of these systems.

Subject Content:

- Digital Systems
- Coding
- Collecting and Managing Data
- Robotics solutions
- Collaborating and Managing projects

Assessment:
Students will be assessed against the Australian curriculum achievement standards.

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

- Modify a POS with inventory for small business.
- Using Mbots, create and program a robot.

Technologies
Digital Technologies

Stage 1 Digital Technologies

Course Length: One Semester (10 Credits)

Subject Description:
Digital technologies have changed the ways that people think, work, and live. The application of digital technologies can lead to discoveries, new learning, and innovative approaches to understanding and solving problems.

In Digital Technologies students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Subject Content:
Programming / Exploring Innovations.

Assessment:
Type 1: Project Skills
- At least two project skills tasks

Type 2: Digital Solution
- At least one digital solutions

Stage 2 Digital Technologies

Course Length: Full Year (20 Credits)

Subject Description:
The study of Digital Technologies provides a platform for deep interdisciplinary learning. Students make connections with innovation in other fields and across other learning areas.

At Stage 2, students develop and apply their skills in computational thinking and in program design, and engage in iterative project development, where a product or prototype is designed and tested and/or implemented in stages. They follow agile practices and/or iterative engineering design processes. Learning environments in Digital Technologies may include physical, online, and/or simulated spaces.

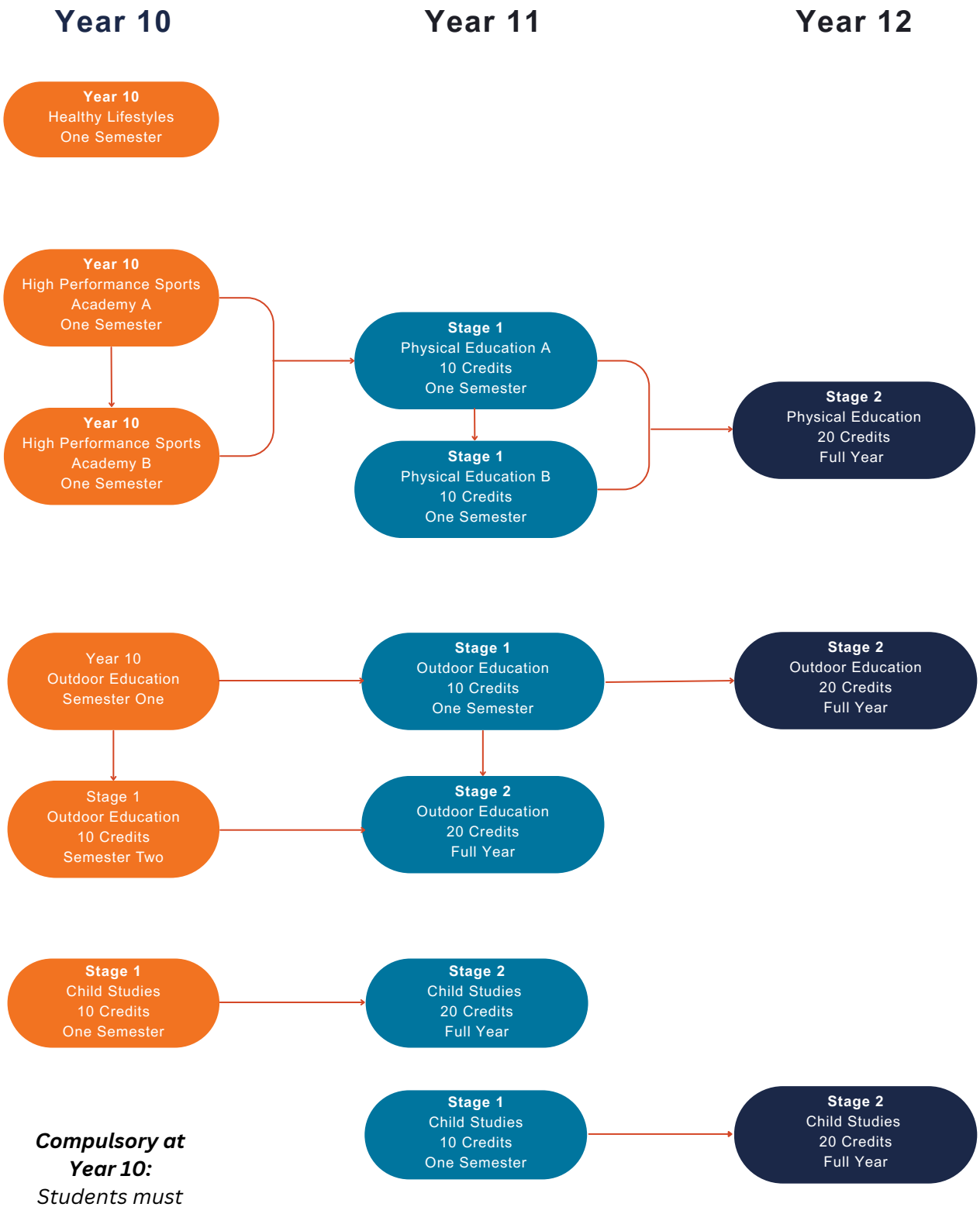
Digital Technologies promotes learning through initiative, collaboration, creativity, and communication, using project and inquiry based approaches.

Subject Content:
- Focus area 1: Computational thinking
- Focus area 2: Design and programming
- Focus area 3: Data analytics
- Focus area 4: Iterative project development.

Assessment:
School assessment (70%)
- *Assessment Type 1:* Project Skills (50%)
- *Assessment Type 2:* Collaborative Project (20%)

External assessment (30%)
- *Assessment Type 3:* Individual Digital Solution (30%).

Health and Physical Education



Compulsory at Year 10:
Students must complete one semester of either healthy lifestyles or high performance sports academy.

Health and Physical Education

Year 10 Healthy Lifestyles

Course Length: One Semester

Subject Description:
In Year 10 Healthy Lifestyles, students explore the elements of maintaining a healthy lifestyle. Students design, implement and evaluate personalised wellness plans, explore the impact of media on body image and develop media literacy, assisting them in making informed decisions about their health and wellbeing.

Students are provided with opportunities to participate in physical activities and sports designed to enhance overall wellbeing. The subject aims to promote positive health behaviours in a supportive learning environment.

Subject Content:
- Healthy Lifestyles theory – nutrition, physical activity, sleep, technology habits
- Healthy Lifestyles practical – Walking, Pilates, yoga, social games, etc.
- Table Tennis
- Media Literacy and Body Image
- Fielding and Striking Games

Assessment:
Students will be assessed against the Australian curriculum achievement standards. Students will demonstrate evidence of learning through the following types of assessment:
- Practical development
- Media Literacy analysis
- Individual plans for wellbeing and reflection.

Year 10 High Performance Sport A

Course Length: One Semester

Subject Description:
The Year 10 High Performance Sport subject allows students to develop their knowledge, understanding and skills through an athletic performance lens.

Students are provided with opportunities to bring their chosen focus sport into their learning through theoretical applications and skill practice.

Subject Content:
- Athletics
- Nutrition for Performance
- Recovery Methods
- Striking & Fielding Games
- Net & Wall Games
- Biomechanics & Performance Analysis

Assessment:
Students will be assessed against the Australian curriculum achievement standards. Students will demonstrate evidence of learning through the following types of assessment:
- Practical development and evaluation
- Theoretical Investigations
- Individual plans for performance.

Health and Physical Education

Year 10 High Performance Sport B

Course Length: One Semester

Subject Description:
The Year 10 High Performance Sport subject allows students to develop their knowledge, understanding and skills through an athletic performance lens.

Students are provided with opportunities to bring their chosen focus sport into their learning through theoretical applications and skill practice.

Subject Content:
- Invasion Games
- Striking & Fielding Games
- Athletic Based Strength & Conditioning
- Officiating, Coaching & Event Management
- Introduction to Energy Systems

Assessment:
Students will be assessed against the Australian curriculum achievement standards. Students will demonstrate evidence of learning through the following types of assessment:
- Practical development and evaluation
- Theoretical Investigations
- Individual plans for performance.

Year 10 Outdoor Education

Course Length: One Semester

Subject Description:
The Year 10 Outdoor Education course provides a strong foundation for students intending to pursue Stage 1 and Stage 2 Outdoor Education. Students are introduced to the academic and practical elements of these courses through a combination of classroom learning, academic research, and multi-day outdoor journeys.

The course emphasises personal accountability, teamwork, and environmental awareness, equipping students with the knowledge and experience needed for more advanced studies in Outdoor Education.

Subject Content:
As part of their studies, students will engage with, research and report on environmental systems and issues, and will evaluate management strategies for sustainable futures.

Additionally, they will be supported to independently and collaboratively plan for safe multi-day outdoor journeys that enable them to develop their social skills and practical outdoor skills, such as cooking, navigation, and lightweight packing. Across both their journeys, there will be a focus on developing personal independence.

Assessment:
Students will be assessed against the Australian Curriculum achievement standards in Geography and Health and Physical Education. Students will demonstrate evidence of learning through the following types of assessment:
- Assessment Type 1: About Natural Environments
  - Issues Analysis Report
  - Sustainable Strategy Report
- Assessment Type 2: Experiencing Natural Environments
  - The First Journey: Preparation and Growth
  - A Day Alone: Discovering Independence

Health and Physical Education

Stage 1 Physical Education

Course Length: One Semester (10 credits) or Full Year (20 Credits)

Subject Description:
Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning in Physical Education supports an Arnoldian educational framework that promotes deep learning 'in, through, and about' physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity.

Subject Content:
Physical Education A (Semester 1)

- Body systems
- Energy systems
- Data collection and analysis

Physical Education B (Semester 2)

- Skill acquisition and learning
- Movement concepts and strategies
- Data collection and analysis.

Assessment:
Assessment at Stage 1 is school based. The following Assessment Types enable students to demonstrate their learning in Stage 1 Physical Education.

Assessment Type 1: Performance Improvement 50%
Assessment Type 2: Physical Activity Investigation 50%.

Stage 1 Outdoor Education

Course Length: One Semester (10 Credits)

Subject Description:
Stage 1 Outdoor Education provides students with opportunities to develop planning, risk management, and practical skills through direct experiences in natural environments. Focusing on three key areas — environment and conservation, planning and management, and personal and social growth — students learn how to engage with the outdoors safely and sustainably. They develop an understanding of ecosystems and human impact, while building conservation awareness and skills for minimal impact travel.

Through group activities and outdoor journeys, students strengthen teamwork, leadership, and self-confidence. As they reflect on their learning, students evaluate their personal growth, collaborative abilities, and their developing relationship with nature. These experiences support their health and wellbeing and foster a lifelong appreciation for natural environments and responsible outdoor behaviour.

Subject Content:

- Focus Area 1: Environment and conservation
- Focus Area 2: Planning and management
- Focus Area 3: Personal and social growth and development.

Students will participate in a range of outdoor activities and journeys including two 3-day camp experiences.

Assessment:

- Assessment Type 1: About Natural Environments (40%)
  - Human Impact Report
  - Water Management Report
- Assessment Type 2: Experiences in Natural Environments (60%)
  - A Resilience Story
  - Finding My Way

Health and Physical Education

Stage 1 Child Studies

Course Length: One Semester (10 Credits)

Subject Description:
Child Studies focuses on children and their development from conception to 8 years. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and caregivers. They also consider the importance of behaviour management, child nutrition, and the health and well-being of children.

Subject Content:
- Conception
- Pregnancy
- Birth
- Pre-natal nutrition
- The importance of play.

Assessment:
Practical Activity – 50%
Group Activity – 25%
Investigation – 25%.

Health and Physical Education

Stage 2 Physical Education

Course Length: Full Year (20 Credits)

Subject Description:
Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning in Physical Education supports an Arnoldian educational framework that promotes deep learning 'in, through, and about' physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity.

Subject Content:

- Energy sources and physical performance
- Physiological factors affecting physical performance
- Effects of training on physical performance
- Biomechanics and technical developments
- Psychology of sporting performance
- Movement concepts and strategies
- Barriers and enablers to physical activity
- Collaboration for physical activity purposes
- Evidence of participation or performance in physical activity
- Learning theories

Assessment:
School Assessment (70%)

- *Assessment Type 1:* Diagnostics – weighting 30%
- *Assessment Type 2:* Self-Improvement Portfolio – weighting 40%

External Assessment (30%)

- *Assessment Type 3:* Group Dynamics – weighting 30%.

Stage 2 Outdoor Education

Course Length: Full Year (20 Credits)

Subject Description:
Stage 2 Outdoor Education engages students in experiential learning across three focus areas: conservation and sustainability, human connections with nature, and personal and social growth. Students develop skills in preparation, planning, risk management, leadership, and self-reliance through outdoor experiences. They explore Indigenous, scientific, and other perspectives to understand how human actions impact ecosystems and critically analyse these relationships to support sustainable practices. Direct engagement in natural environments allows students to reflect on their personal growth, group dynamics, and the broader role of nature in health, wellbeing, and social justice. Through reflective practice, students evaluate their own learning and progression in practical skills, leadership, and their connection to nature, implementing strategies for continuous improvement.

Subject Content:

- Focus Area 1: Conservation and sustainability
- Focus Area 2: Human connections with nature
- Focus Area 3: Personal and social growth and development

Students participate in outdoor activities and journeys in natural environments for a minimum total of 9 days in the field across three journeys. The first two journeys are scaffolded for students to build self-reliance and work towards completing their final 3-day journey under indirect supervision

Assessment:

- Assessment Type 1: About Natural Environments (20%)
  - Bookmark Creek Ecological Study
  - Pest & Disease Impacts
- Assessment Type 2: Experiences in Natural Environments (50%)
  - A Story of Personal Development
  - The Journey to Self-Reliance
- Assessment Type 3: Connections with Natural Environments (30%)
  - Exploring my Place

Health and Physical Education

Stage 2 Child Studies

Course Length: Full Year (20 Credits)

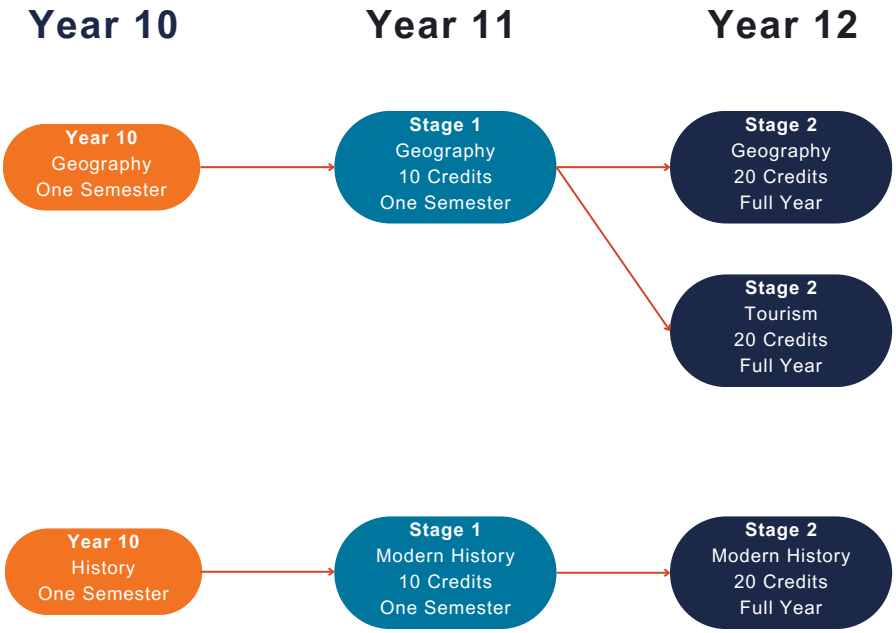
Subject Description:
Students investigate contemporary issues that are relevant to children and their development. They may consider broad themes such as those related to children who are migrants or refugees, displacement, health issues for children in Indigenous communities, access to education, the exploitation of children, literacy and numeracy, disability and equity, child protection, gender stereotyping in play, clothing, textiles, and merchandising, and children's television. Students analyse current trends in relation to children, and critique government and global initiatives and strategies for the well-being and protection of children.

Subject Content:
- Child development
- Nutrition
- Social and cultural influences
- Play and learning

Assessment:
School Assessment (70%)
- Practical Activity – 50%
- Group Activity – 20%

External Assessment (30%)
- Investigation – 30%.

Humanities and Social Sciences



Compulsory at Year 10:
Students must complete one semester of history.

Humanities and Social Sciences

Year 10 Geography

Course Length: One Semester

Subject Description:
The Year 10 curriculum aims to equip students with a robust understanding of both environmental and human geography, preparing them to tackle future challenges in sustainability and human wellbeing. Year 10 Geography is designed to explore two key sub-strands, providing students with a comprehensive understanding of environmental and human geography.

Within the Geographies of Human Wellbeing sub-strand, students will investigate global, national, and local disparities in human wellbeing, focusing on the different measures used to assess wellbeing and the underlying causes of these global variations. The curriculum will examine spatial differences in wellbeing within and between countries and explore programs aimed at reducing these disparities.

The Environmental Change and Management sub-stand explores the environmental functions vital to supporting all life, the significant challenges to their sustainability, and the various world views that shape how individuals perceive and respond to these challenges. Students will have opportunities to engage in fieldwork to compare and contrast various environmental scenarios and management practices in place.

Subject Content:
Year 10 Geography is structured around 3 key content areas:

1. Environmental Change and Management:
    - Causes and Consequences
    - Case Studies
    - Sustainable Practices
2. Geographies of Human Wellbeing:
    - Defining Wellbeing
    - Global Patterns
    - Case Studies
3. Geospatial Skills and Tools:
    - Mapping and Data Interpretation
    - Fieldwork

Assessment:
The school assessment component for Year 10 consists of four assessment types (100%)
Assessment Type 1: Inquiry
Assessment Type 2: Presentation
Assessment Type 3: Fieldtrip Report
Assessment Type 4: Essay response.

Humanities and Social Sciences

Year 10 History

Course Length: One Semester

Subject Description:
The Year 10 History 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 20th century became a critical period in Australia's social, political, economic, cultural, environmental 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, and the demands for rights and recognition by First Nations Australians.

An overview of the study of the modern world and Australia requires students to develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1918, such as significant events and ideas during the inter-war years between the First World War and the Second World War, including the Great Depression, and developments post the Second World War, including Cold War international relations. It also involves understanding related historical themes of the post-Second World War world and how they relate to Australia, such as the major rights and freedom movements globally, and the achievement of independence by former colonies, both of which contributed to Australia's migrant experience.

Subject Content:
- Interwar Period and the Rise of Hitler in Germany
- The Holocaust
- The Second World War in the Pacific Theatre
- World War Two on the Australian Home Front
- Rights and Freedom Fighters in Australia and Worldwide

Assessment:
In Year 10 History, students have the opportunity to showcase their learning in a variety of assessment tasks and formats. These include:
- Essays and Photographic Essays
- Empathy Writing
- Source Analysis
- Inquiry Question Development and One Pager.

Humanities and Social Sciences

Stage 1 Geography

Course Length: One Semester (10 SACE Credits)

Subject Description:
Geography is a 10-credit subject or a 20-credit subject at Stage 1 and a 20-credit subject at Stage 2.

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

Geography provides a systematic, integrative way of exploring, analysing, and applying the concepts of place, space, environment, interconnection, sustainability, scale, and change. Students of Geography identify patterns and trends, and explore and analyse geographical relationships and interdependencies. They use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities.
Through a humanities lens, students investigate spatial aspects of society using inquiry methods that are analytical, critical, and speculative.

Through a science lens, students develop an appreciation of the interdependence between the biophysical environment and human activities.
Students engage in geographical inquiry by using geographical methods and skills. They pose geographical questions, seek answers, and evaluate responses, using a range of fieldwork and spatial technology skills. Fieldwork, in all its various forms, is central to the study of Geography, as it enables students to develop their understanding of the world through direct experience.

Subject Content:
There are seven topics which are organised under three themes, as follows:

Theme 1: Sustainable Places
Topic 1: Rural and/or remote places
Topic 2: Urban places
Topic 3: Megacities.

Theme 2: Hazards
Topic 4: Natural hazards
Topic 5: Biological and human-induced hazards.

Theme 3: Contemporary Issues
Topic 6: Local issues
Topic 7: Global issues.

For a 10-credit subject, students study at least two topics per semester

Assessment:
The school assessment component for Stage 1 Geography consists of two assessment types (100%).

Assessment Type 1: Geographical Skills and Applications (at least two tasks per semester)

Assessment Type 2: Fieldwork (least one fieldwork activity that is linked to a topic of study per semester).

Stage 1 Modern History

Course Length: One Semester (10 SACE Credits)

Subject Description:
In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals. Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems. Students also look at how recognition of the rights of individuals and societies has created challenges and responses.

Subject Content:
In one semester, Stage 1 Modern History covers TWO or THREE of the following topics:

- Topic 1: Imperialism
- Topic 2: Decolonisation
- Topic 3: Indigenous peoples
- Topic 4: Social movements
- Topic 5: Revolution
- Topic 6: Elective.

Assessment:
Assessment Type 1: History Skills
For a 10-credit subject, students complete three historical skills assessments.

Assessment Type 2: History Study
For a 10-credit subject, students complete one historical study.

Stage 2 Geography

Course Length: Full Year (20 SACE Credits)

Subject Description:
Geography is a 20-credit subject at Stage 2.
Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world. Geography develops an appreciation of the importance of place in explanations of economic, social, and environmental phenomena and processes.

Geography provides a systematic, integrative way of exploring, analysing, and applying the concepts of place, space, environment, interconnection, sustainability, scale, and change. Students of Geography identify patterns and trends, and explore and analyse geographical relationships and interdependencies. They use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities.

Through a humanities lens, students investigate spatial aspects of society using inquiry methods that are analytical, critical, and speculative. Through a science lens, students develop an appreciation of the interdependence between the biophysical environment and human activities.

Students engage in geographical inquiry by using geographical methods and skills. They pose geographical questions, seek answers, and evaluate responses, using a range of fieldwork and spatial technology skills. Fieldwork, in all its various forms, is central to the study of Geography, as it enables students to develop their understanding of the world through direct experience.

Subject Content:
Stage 2 Geography consists of the following content:

- The transforming world
- Fieldwork.

The transforming world focuses on the following five topics, which are organised under the two themes of environmental change and social and economic change.

Theme 1: Environmental Change

- Topic 1: Ecosystems and people
- Topic 2: Climate change

Theme 2: Social and Economic Change

- Topic 3: Population change
- Topic 4: Globalisation
- Topic 5: Transforming global inequality.

All topics will be studied. Topic 1 and Topic 3 are the focus of Section 2 of the external examination.

Assessment:
The school assessment component for Stage 2 Geography consists of (70%):

- *Assessment Type 1:* Geographical Skills and Applications (40%)
- *Assessment Type 2:* Fieldwork Report (30%)

The external assessment component for Stage 2 Geography consists of (30%):

- *Assessment Type 3:* Examination (30%)

Stage 2 Tourism

Course Length: Full Year (20 SACE Credits)

Subject Description:
In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, sociocultural, and environmental impacts and interactions of tourism activity. Students also develop an understanding of tourism from the perspectives of host community, tourism business, government bodies, and traveller. They investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of people's lives and on the environment. Students' understanding of the sustainable management of tourism is central to this subject.
Students consider the ever-changing nature of tourism and how it responds to challenges, opportunities, and realities such as globalisation, economic crises, security issues, environmental needs, world events, and technological developments. Students explore tourism as a business and its impact on the economy. Tourism presents opportunities and benefits, as well as problems and threats, to people and the environment. For example, as a people-oriented industry, tourism provides many jobs and can revitalise local economies and cultures. At the same time it may have a negative impact on the well-being of many people in the host community and threaten to change their cultural and environmental heritage.
Students identify and investigate tourism trends, developments, or contemporary issues. They apply their knowledge, skills, and understanding about tourism to form personal opinions, make informed recommendations, form reasoned conclusions, and predict future options.

Subject Content:
Stage 2 Tourism is a 20-credit subject.
The content of the subject consists of themes and topics and practical tourism skills.

Themes:
- Operations and Structures of the Tourism Industry
- Travellers' Perceptions, and the Interaction of Host Community and Visitor
- Planning for and Managing Sustainable Tourism

Topics:
- Applications of Technology in Tourism
- The Economics of Tourism
- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Special Interest Tourism
- Responsible Travel
- The Role of Governments and Organisations in Tourism
- Tourism Industry Skills

Assessment:
School assessment (70%):

- *Assessment Type 1:* Folio (at least two critical analysis assessments for the folio) (20%)
- *Assessment Type 2:* Practical Activity (at least two practical activities) (25%)
- *Assessment Type 3:* Investigation (25%)

External assessment (30%):
- *Assessment Type 4:* Examination (30%).

Humanities and Social Sciences

Stage 2 Modern History

Course Length: Full Year (20 SACE Credits)

Subject Description:
In Stage 2 Modern History, 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.

Subject Content:
In Stage 2 Modern History, students study one topic from 'Modern nations' and one topic from 'The world since 1945', selected from the following list of topics:

Topic 1: Australia (1901–56)
Topic 2: United States of America (1919–45)
Topic 3: Germany (1918–48)
Topic 4: The Soviet Union (1945-1991)
Topic 5: Indonesia (1942–2005)
Topic 6: China (1949–1999)
Topic 7: The changing world order (1945–)
Topic 8: Australia's relationship with Asia and the South Pacific Region (1945–)
Topic 9: National self-determination in South-East Asia (1945–)
Topic 10: The struggle for peace in the Middle East (1945–)
Topic 11: Challenges to peace and security (1945–)
Topic 12: The United Nations and establishment of a global perspective (1945–)

Assessment:
School Assessment (70%)

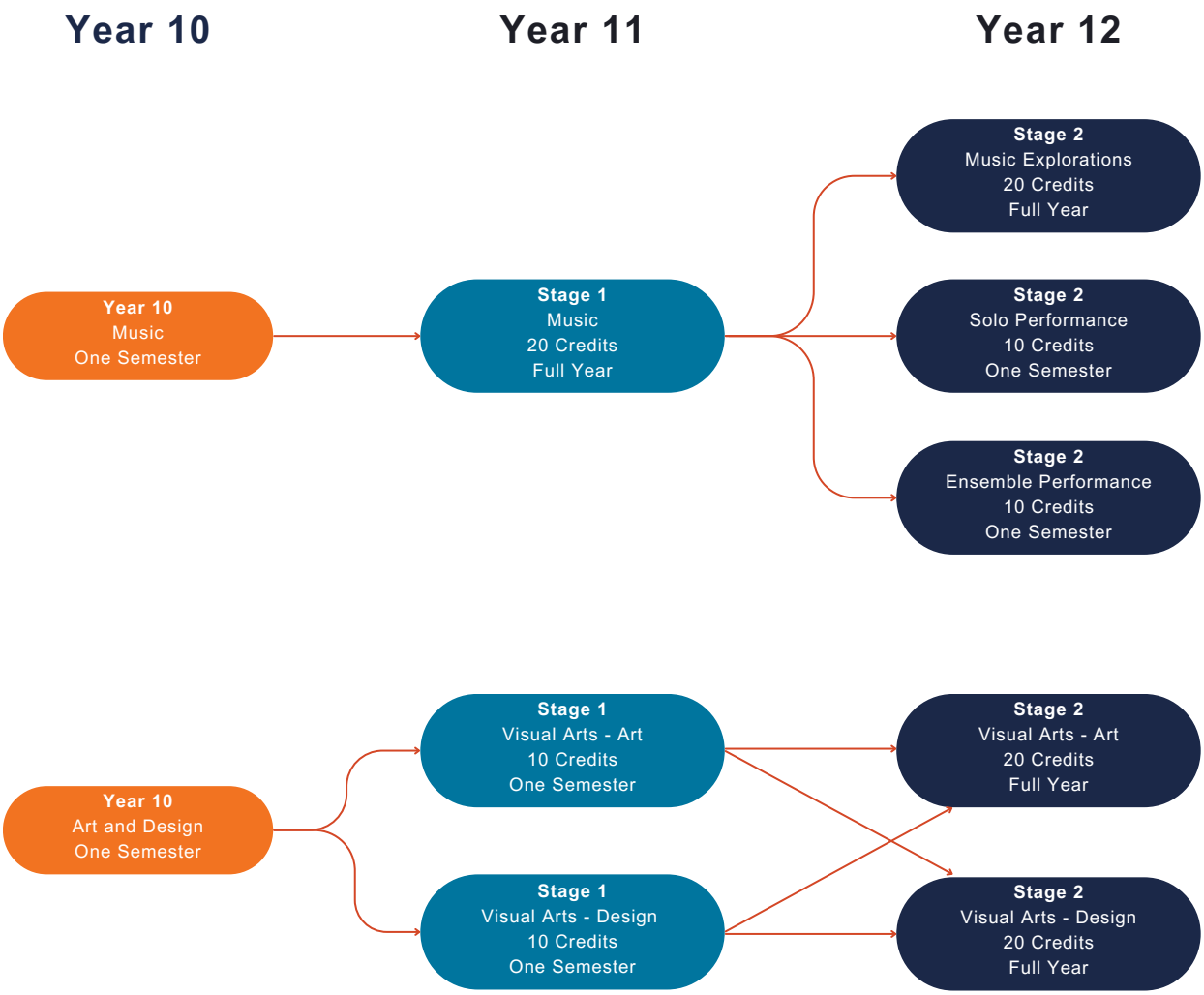
- *Assessment Type 1:* Historical Skills (50%)
- Students complete five historical skills assessments.
- *Assessment Type 2:* Historical Study (20%)

Students undertake an individual historical study based on an aspect of the world since c.1750. Students inquire into, explore, and research a historical idea, event, person, or group in depth. They interpret and synthesise evidence to support their argument and draw conclusions.

External Assessment (30%)

- *Assessment Type 3:* Examination (30%).

The Arts


Year 10
Year 11
Year 12
Year 10
Music
One Semester
Stage 1
Music
20 Credits
Full Year
Stage 2
Music Explorations
20 Credits
Full Year
Stage 2
Solo Performance
10 Credits
One Semester
Stage 2
Ensemble Performance
10 Credits
One Semester
Year 10
Art and Design
One Semester
Stage 1
Visual Arts - Art
10 Credits
One Semester
Stage 1
Visual Arts - Design
10 Credits
One Semester
Stage 2
Visual Arts - Art
20 Credits
Full Year
Stage 2
Visual Arts - Design
20 Credits
Full Year

The Arts
Art

Year 10 Art and Design

Course Length: One Semester

Subject Description:
In Year 10 Visual Arts, students build on their prior learning and experiences by analyzing how and why visual conventions, processes, and materials are manipulated in the artworks they create or experience. They evaluate how artists from various cultures, times, and contexts use these elements to represent or challenge ideas, perspectives, and meanings. This exploration includes evaluating how visual arts celebrate and challenge perspectives of Australian identity.

Students draw inspiration from multiple sources to generate and develop ideas for their artworks. They document and reflect on their visual arts practice, using their knowledge of visual conventions, processes, and materials to create artworks that communicate ideas, perspectives, and meanings. Additionally, they curate and present exhibitions of their own and others' artworks, engaging audiences in the process.

Subject Content:
- Printmaking
- Street Art
- Sustainable Art and Art Exhibition
- Clay work and Pottery

Assessment:
Students will be assessed against the Australian curriculum achievement standards. Students will demonstrate evidence of learning through the following types of assessment:
- Folio work (includes artist analysis)
- Practical assessments.

Stage 1 Visual Arts - Art

Course Length: One Semester (10 Credits)

Subject Description:
Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation 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, and provide observations of their lived or imagined experiences in visual form.

Subject Content:
Stage 1 Visual Arts content is categorised into three sections Visual Thinking, Practical Resolution and Visual Arts in Context. For students to obtain their 10 credits they are to complete a total of between twelve and twenty A3 sheets (or equivalent) of visual and written and/or oral evidence to support one resolved practical work or a body of resolved work and evidence of learning through three or four assessments.

Assessment:
Assessment Type 1: Folio
Assessment Type 2: Practical
Assessment Type 3: Visual Study.

The Arts
Art

Stage 1 Visual Arts - Design

Course Length: One Semester (10 credits)

Subject Description:
Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation 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, and provide observations of their lived or imagined experiences in visual form.

Subject Content:
Stage 1 Visual Arts Design content is categorised into three sections Visual Thinking, Practical Resolution and Visual Arts in Context. For students to obtain their 10 credits they are to complete a total of between twelve and twenty A3 sheets (or equivalent) of visual and written and/or oral evidence to support one resolved practical work or a body of resolved work and evidence of learning through three or four assessments.

Assessment:
The school assessment component for Stage 1 Visual Arts consists of three assessment types:
Assessment Type 1: Folio
Assessment Type 2: Practical
Assessment Type 3: Visual Study.

Stage 2 Visual Arts - Art

Course Length: Full Year (20 Credits)

Subject Description:
Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation 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, and provide observations of their lived or imagined experiences in visual form.

Subject Content:
Students are to complete a folio between twenty and forty A3 sheets (or equivalent) of visual and written and/or oral evidence to support either one or two resolved practical works or a body of resolved work. One or two practical works, including a practitioner's statement for each practical work or body of resolved work and a Visual Study.

Assessment:
School Assessment (70%)
- *Assessment Type 1:* Folio (40%)
- *Assessment Type 2:* Practical (30%)

External Assessment (30%)
- *Assessment Type 3:* Visual Study (30%)

Stage 2 Visual Arts - Design

Course Length: Full Year (20 credits)

Subject Description:
Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation 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, and provide observations of their lived or imagined experiences in visual form.

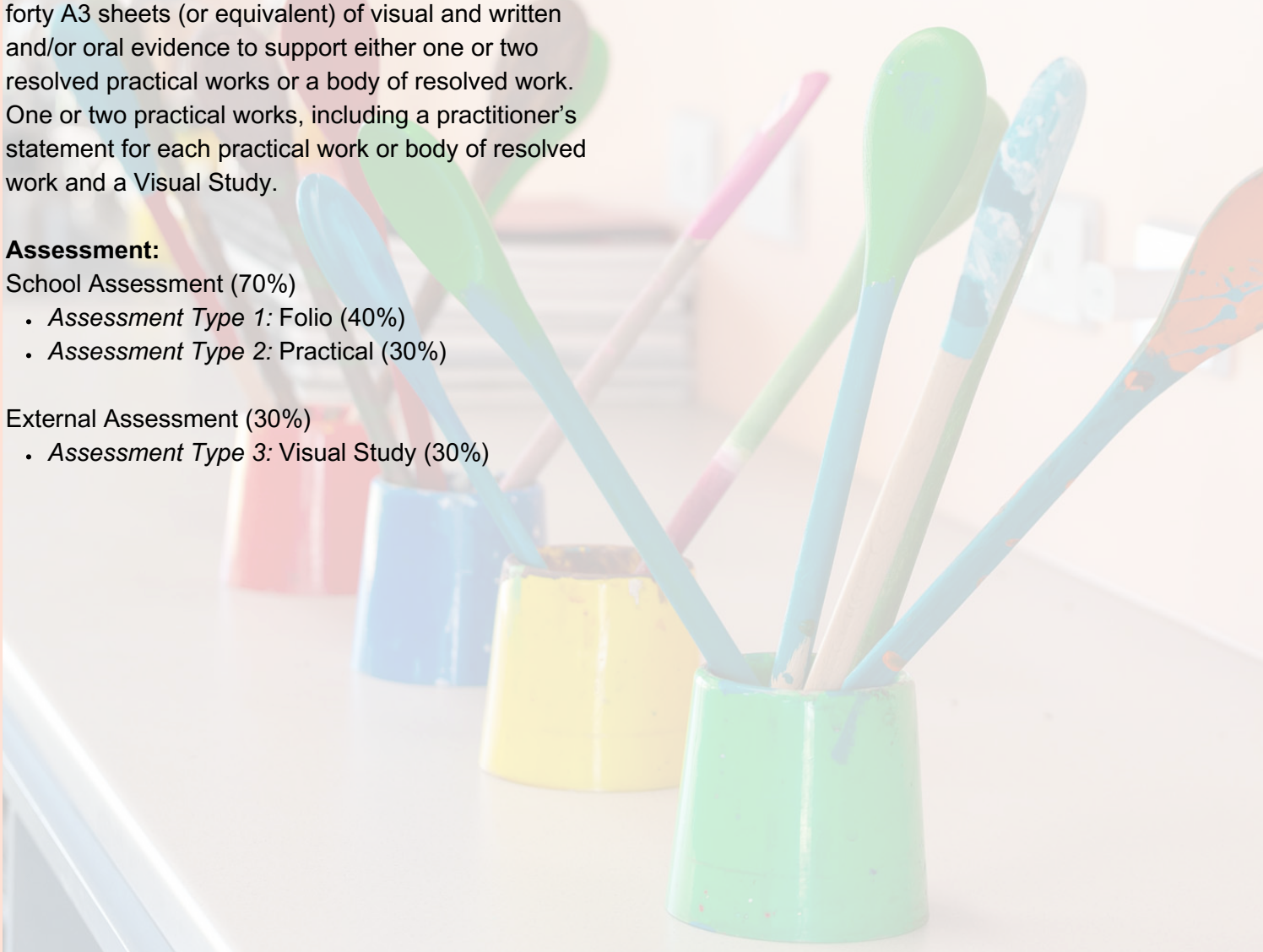
Subject Content:
Students are to complete a folio between twenty and forty A3 sheets (or equivalent) of visual and written and/or oral evidence to support either one or two resolved practical works or a body of resolved work. One or two practical works, including a practitioner's statement for each practical work or body of resolved work and a Visual Study.

Assessment:
School Assessment (70%)

- *Assessment Type 1:* Folio (40%)
- *Assessment Type 2:* Practical (30%)

External Assessment (30%)

- *Assessment Type 3:* Visual Study (30%)



The Arts
Music

Year 10 Music

Course Length: One Semester

Subject Description:
In Year 10, learning in Music continues to build on each student's prior learning and experiences As they grow more proficient and self-assured in music's core activities—listening, composing, and performing—they apply their musical abilities and understanding in meaningful and inventive ways. They use music knowledge and skills in purposeful and creative ways that are informed by their engagement with the work of composers and performers from globally such as countries or regions in Asia, including use of hybrid forms. This awareness of diverse music practices, genres and/or styles informs their own music practices. They work collaboratively with peers and teachers.

In Year 10 music, students focus on the following skills:

- Exploring and responding to music
- Developing practices and skills
- Composing in genres/forms
- Presenting performances to audiences

Subject Content:

- Elements of music
- Performance etiquette
- Group performance skills
- Music Technology
- Indigenous Artists
- Impact of Indigenous Music

Assessment:
Students will be assessed against the Australian curriculum achievement standards. Students will demonstrate evidence of learning through the following types of assessment:

- Practical Performances (both individual and ensemble)
- Music Composition
- Music Analysis.

Stage 1 Music

Course Length: Full Year (20 Credits)

Subject Description:
The study of music enables students to appreciate the world in unique ways, through aesthetic treatments of sound across cultures, times, places, and contexts. It forms a vital part of the transmission of histories, knowledge, and stories among generations.
Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works that express their ideas and emotions.
Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions.

Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.
Through their learning, students engage with, gain insights into, and are inspired by the transformative powers of music.

Subject Content:
Students have the opportunity to engage in the following activities:

- Composing, Arranging, Transcribing, Performing
- Music in Contexts
- Developing Theory and Aural Skills

Assessment:
The school assessment component for Stage 1 Music consists of two assessment types:
Assessment Type 1: Creative Works
Assessment Type 2: Musical Literacy.

The Arts
Music

Stage 2 Music Explorations

Course Length: Full Year (20 Credits)

Subject Description:
Music Explorations emphasises learning through exploring and experimenting with music. Through exploration of musical styles and influences, the elements of music, and how music is made, students process and synthesise the key learning that has taken place. Students develop musical literacy and engage critically and creatively with music through responding to their own and others' works. This subject is flexible in its design, allowing individual and collaborative exploration options in performing, composing, arranging and exploring music technology. Through practical application of their understanding of musical elements, students learn to analyse and deconstruct music, manipulate sound and create musical works that express their ideas and emotions.

Subject Content:
Students complete 3 musical literacy tasks, including a song analysis, and composition task.

Assessment:
School assessment (70%)
- Assessment Type 1: Musical Literacy (30%)
- Assessment Type 2: Explorations (40%).

External assessment (30%)
- Assessment Type 3: Creative Connections (30%).

Stage 2 Solo Performance

Course Length: One Semester (10 Credits)

Subject Description:
Students develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, and in developing stage presence and skills in engaging an audience. Students analyse their chosen repertoire, and critique strategies to develop their performances, and reflect on and evaluate their performances as a soloist. They apply their knowledge and understanding of the style, structure, and conventions appropriate to their chosen repertoire, in crafting their musical performances, developing their musical imagination, and in communicating their own ideas about and appreciation of music.

Subject Content:
Stage 2 Solo Performance is a 10-credit subject and will need to be combined with another 10-credit subject to make a full (20-credit) subject. The other 10 credit subject available in Music at Stage 2 is Ensemble Performance.

Students will develop their practical performance skills, developing their technique and tone on their chosen instrument. Students will also analyse and discuss their repertoire and demonstrate knowledge of style, technique, form, and musical structure through these means.

Assessment:
School assessment (70%)
- Assessment Type 1: Performance (30%)
- Assessment Type 2: Performance and Discussion (40%).

External assessment (30%)
- Assessment Type 3: Performance Portfolio (30%).

Stage 2 Ensemble Performance

Course Length: One Semester (10 Credits)

Subject Description:
Students develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music. Students analyse their repertoire, and critique strategies to rehearse and develop their performances, and contribute and collaborate as effective members of an ensemble. They apply their knowledge and understanding of the style, structure, and conventions appropriate to the repertoire, in developing and refining their musical performances, their musical imagination, and their own ideas about and appreciation of music.

Subject Content:
Stage 2 Ensemble Performance is a 10 credit subject and will need to be combined with another 10 credit subject to make a full (20 credit) subject. The other 10 credit subject available in Music at Stage 2 is Solo Performance. Students will develop their practical performance skills, developing their technique and tone on their chosen instrument. Students will also analyse their repertoire and demonstrate knowledge of style, technique, form, and musical structure through these means. In addition, students will take part in a 2 minute part-testing for each assessment.

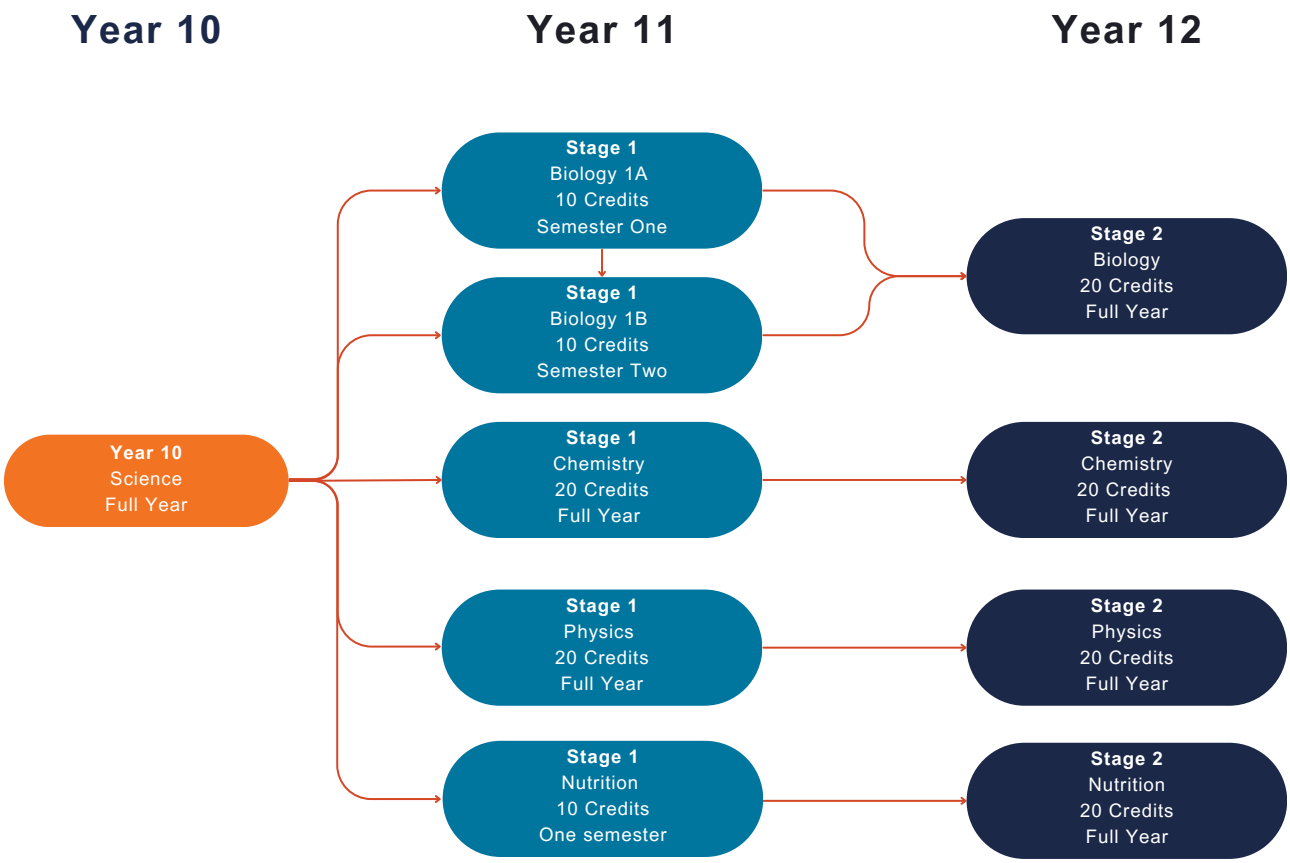
Assessment:
School assessment (70%)

- Assessment Type 1: Performance (30%)
- Assessment Type 2: Performance and Discussion (40%).

External assessment (30%)

- Assessment Type 3: Performance Portfolio (30%).

Sciences



Compulsory at Year 10:
Students must complete a full year of science.

Sciences

Year 10 Science

Course Length: Full Year

Subject Description:
In Year 10 students explore the biological, chemical, geological and astronomical evidence for different theories, such as the theory of natural selection and the big bang theory. Through investigating natural selection and processes of heredity they come to understand the evolutionary feedback mechanisms that ensure the continuity of life. They appreciate how energy drives the Earth system and how climate models simulate the flow of energy and matter within and between Earth's spheres. Students develop a more sophisticated understanding of atomic theory to understand patterns and relationships within the periodic table. They understand that motion and forces are related by applying physical laws and can be modelled mathematically. Students analyse and synthesise data from systems at multiple scales to develop evidence-based explanations for phenomena. They learn that all models involve assumptions and approximations, and that this can limit the reliability of predictions based on those models.

Subject Content:
- Genetics
- Evolution
- Forces
- The Universe
- Periodic Table
- Reaction Rates
- Climate Change
- Forensics

Assessment:
Students will be assessed against the Australian curriculum achievement standards. Students will demonstrate evidence of learning through the following types of assessment:
- Skills and Application Tasks
- Practical Investigations
- Science as a Human Endeavour Assignments.

Sciences

Stage 1 Biology

Course Length: One Semester (10 credits) or Full Year (20 Credits)

Subject 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.

Subject Content:
Semester One (Biology A)

- Topic 1: Cells and microorganisms
- Topic 2: Infectious disease

Semester Two (Biology B)

- Topic 3: Multicellular organisms
- Topic 4: Biodiversity and ecosystem dynamics

Assessment:
Assessment at Stage 1 is school based. The following Assessment Types enable students to demonstrate their learning in Stage 1 Biology

- Skills and Application Tasks
- Practical Investigations
- Science as a Human Endeavour Assignments.

Stage 1 Chemistry

Course Length: Full Year (20 Credits)

Subject Description:
In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between 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.

Subject Content:
Topic 1: Materials and their atoms
Topic 2: Combinations of atoms
Topic 3: Molecules
Topic 4: Mixtures and solutions
Topic 5: Acid and bases
Topic 6: Redox reactions

Assessment:
Assessment at Stage 1 is school based. The following Assessment Types enable students to demonstrate their learning in Stage 1 Chemistry

- Skills and Application Tasks
- Practical Investigations
- Science as a Human Endeavour Assignments.

Sciences

Stage 1 Physics

Course Length: Course Length: Full Year (20 Credits)

Subject 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.

Subject Content:
Topic 1: Linear motion and forces
Topic 2: Electric circuits
Topic 3: Heat
Topic 4: Energy and momentum
Topic 5: Waves
Topic 6: Nuclear models and radioactivity.

Assessment:
Assessment at Stage 1 is school based. The following Assessment Types enable students to demonstrate their learning in Stage 1 Physics

- Skills and Application Tasks
- Practical Investigations
- Science as a Human Endeavour Assignments.

Stage 1 Nutrition

Course Length: One Semester (10 credits)

Subject Description:
Nutrition is a science that immerses students in the fundamentals of human nutrition, physiology, and health, and promotes investigation of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. Students apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Students use technologies, scientific evidence, and research to critically analyse information and make informed decisions or recommendations.

Subject Content:
Topic 1: Fundamentals of Nutrition
Topic 2: Food Marketing and Nutrition Guidelines
Topic 3 Food Processing

Assessment:
Assessment at Stage 1 is school based.
The following Assessment Types enable students to demonstrate their learning in Stage 1 Nutrition

- Skills and Application Tasks
- Practical Investigations
- Science as a Human Endeavour Assignments.

Stage 2 Biology

Course Length: Full Year (20 Credits)

Subject 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.

Subject Content:
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:

School assessment (70%)
- *Assessment Type 1:* Investigations Folio (30%)
- *Assessment Type 2:* Skills and Applications Tasks (40%).

External assessment (30%)
- *Assessment Type 3:* 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 examination.

Stage 2 Chemistry

Course Length: Full Year (20 Credits)

Subject Description:
In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between 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.

Subject Content:
Topic 1: Monitoring the environment
Topic 2: Managing chemical processes
Topic 3: Organic and biological chemistry
Topic 4: Managing resources.

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 2 Chemistry:
School assessment (70%)

- *Assessment Type 1:* Investigations Folio (30%)
- *Assessment Type 2:* Skills and Applications Tasks (40%).

External assessment (30%)

- *Assessment Type 3:* 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 examination.

Stage 2 Physics

Course Length: Full Year (20 Credits)

Subject 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.

In Physics, 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 also pursue scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

Subject Content:
Topic 1: Motion and relativity
Topic 2: Electricity and magnetism
Topic 3: Light and atoms.

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

School assessment (70%)
- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%).

External assessment (30%)
- Assessment Type 3: 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 examination.

Stage 2 Nutrition

Course Length: Full Year (20 Credits)

Subject Description:
Nutrition is a science which immerses students in the fundamentals of human nutrition, physiology and health and promotes investigation of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. Students apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Students use technologies, scientific evidence, and research to critically analyse information and make informed decisions or recommendations.

Students consider how the food and nutrition needs of different population demographics are affected by food availability and product development. Students examine political, economic, cultural, and ethical influences and ecological sustainability in order to recommend actions or develop arguments about future food needs and food ethics. Critical literacy and numeracy skills and a deep understanding of nutrients enable students to analyse diets that improve health outcomes for individuals, community groups, and/or society.

Students develop an understanding of the need to evaluate food systems and food quality standards, marketing of food, food availability, and cultural influences on food selection. Through this understanding, students develop their personal and social capabilities, and ethical and intercultural understanding. Students explore the link between food systems, environmental impacts, climate change, and food sustainability.

They suggest solutions to complex issues, informed by current research and Australian consumer-protection practices.

Subject Content:
Stage 2 Nutrition is a 20-credit subject that consists of the following three concepts and two underpinning skill sets:

Concepts
- Principles of nutrition, physiology, and health
- Health promotion and emerging trends
- Sustainable food systems

Underpinning skill sets
- Nutrition literacy and numeracy
- Nutrition and technology.

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

School assessment (70%)
- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)

External assessment (30%)
- Assessment Type 3: Examination.

Students provide evidence of their learning through six assessments, including the external assessment component. Students complete:
- one design practical investigation
- one investigation with a focus on science as a human endeavour
- three skills and applications tasks, one of which must be a case study
- one examination.

St Francis of Assisi College

Laudato Si'

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Faith *Compassion* *Integrity* *Acceptance* *Care*