



SENIOR SCHOOL CURRICULUM HANDBOOK 2017

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CONTENTS

CONTENTS.....	2
INTRODUCTION.....	5
PASTORAL CARE CURRICULUM.....	8
YEAR 10 2017	9
ARTS	13
MEDIA ARTS	13
VISUAL ARTS.....	14
DRAMA.....	15
MUSIC.....	16
CHRISTIAN LIFE.....	17
INDIVIDUALS & SOCIETY	18
GEOGRAPHY	18
HISTORY	19
LANGUAGE & LITERATURE.....	20
LANGUAGE ACQUISITION	21
MANDARIN 1.....	21
MANDARIN 2.....	21
GERMAN 1.....	22
GERMAN 2.....	22
MATHEMATICS.....	23
PHYSICAL & HEALTH EDUCATION	24
PHYSICAL & HEALTH EDUCATION	24
SHAPE (Sport, Health and Physical Education)	25
SCIENCES	26
DESIGN	27
ENGINEERING.....	29
THE SACE – STAGE 1 AND STAGE 2 2017	31
THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE).....	33
THE SACE AT PEDARE	36
COMMUNITY LEARNING	38
VOCATIONAL EDUCATION AND TRAINING (VET).....	40
TERTIARY EDUCATION REQUIREMENTS	42
TERTIARY EDUCATION ENTRANCE REQUIREMENTS	43
CHOOSING A COURSE AT STAGE 1 AND STAGE 2	44
NEED MORE INFORMATION	45
GLOSSARY.....	48
DESCRIPTION OF SUBJECTS.....	49
ARTS	50
DRAMA.....	50
DRAMA (STAGE 1)	50



DRAMA (STAGE 2)	52
MUSIC.....	54
STAGE 1 MUSIC (Advanced)	54
STAGE 2 MUSIC	56
VISUAL ARTS.....	60
STAGE 1 VISUAL ARTS	60
STAGE 2 VISUAL ARTS	62
BUSINESS ENTERPRISE AND TECHNOLOGY.....	64
STAGE 1 BUSINESS AND ENTERPRISE.....	64
STAGE 1 DESIGN & TECHNOLOGY.....	66
STAGE 2 DESIGN AND TECHNOLOGY	67
STAGE 2 FOOD TECHNOLOGY	69
STAGE 2 WORKPLACE PRACTICES	70
CROSS DISCIPLINARY STUDIES	72
STAGE 1 PERSONAL LEARNING PLAN.....	72
STAGE 1 RESEARCH PRACTICES.....	73
STAGE 2 RESEARCH PROJECT	74
ENGLISH	75
STAGE 1 ESSENTIAL ENGLISH	75
STAGE 1 ENGLISH	76
STAGE 2 ESSENTIAL ENGLISH	78
STAGE 2 ENGLISH	79
STAGE 2 ENGLISH LITERARY STUDIES.....	80
HEALTH & PHYSICAL EDUCATION	82
STAGE 1 PHYSICAL EDUCATION	82
PHYSICAL EDUCATION A	82
PHYSICAL EDUCATION B.....	83
STAGE 2 PHYSICAL EDUCATION	83
STAGE 1 CHILD STUDIES.....	85
HUMANITIES & SOCIAL SCIENCES.....	86
ANCIENT STUDIES	86
STAGE 1 ANCIENT STUDIES	86
GEOGRAPHY.....	87
STAGE 1 GEOGRAPHY.....	87
STAGE 2 GEOGRAPHY.....	88
HISTORY	90
STAGE 1 HISTORY	90
STAGE 2 MODERN HISTORY	91



LEGAL STUDIES.....	93
STAGE 1 LEGAL STUDIES.....	93
STAGE 2 LEGAL STUDIES.....	94
SOCIETY AND CULTURE	95
STAGE 2 SOCIETY & CULTURE	95
LANGUAGES	96
STAGE 1 LANGUAGES AT CONTINUERS LEVEL	96
STAGE 2 LANGUAGES AT CONTINUERS LEVEL	97
MATHEMATICS.....	99
STAGE 1 MATHEMATICS (Specialist Mathematics & Mathematical Methods)	100
STAGE 1 MATHEMATICS (General Mathematics).....	100
STAGE 1 ESSENTIAL MATHEMATICS	101
STAGE 2 GENERAL MATHEMATICS	102
STAGE 2 ESSENTIAL MATHEMATICS	103
STAGE 2 MATHEMATICAL METHODS.....	104
STAGE 2 SPECIALIST MATHEMATICS.....	105
RELIGION STUDIES	106
STAGE 1 RELIGION STUDIES	106
STAGE 2 RELIGION STUDIES	106
SCIENCES	108
BIOLOGY.....	108
STAGE 1 BIOLOGY.....	108
STAGE 2 BIOLOGY.....	109
CHEMISTRY.....	110
STAGE 1 CHEMISTRY	110
STAGE 2 CHEMISTRY	111
PHYSICS	112
STAGE 1 PHYSICS.....	112
STAGE 2 PHYSICS.....	113
PSYCHOLOGY.....	115
STAGE 1 PSYCHOLOGY	115
STAGE 2 PSYCHOLOGY	116
VET COURSES	117
CERTIFICATE II KITCHEN OPERATIONS	117
PARTIAL CERTIFICATE I IN ENGINEERING (METAL) MEM10105	117



INTRODUCTION

A warm welcome to parents and students of the Senior School.

This Curriculum Handbook has been prepared to provide parents and students with subject information for learning pathways from Year 10 through to Year 12 and beyond.

In Year 10, the courses of study are based on the requirements of the final year of the International Baccalaureate Middle Years Programme (IBMYP) and the Australian Curriculum; whereas for Years 11 and 12, the courses meet the requirements of the South Australian Certificate of Education (SACE).

All three levels of Senior School offer a curriculum that is challenging and diverse and provides students with flexibility:

- To pursue a variety of learning opportunities both within and outside of the College
- To develop knowledge and skills relative to their future career goals and aspirations

These will be further refined as students move through the Senior School.

The information in this Handbook is designed to help you to make informed choices, supported by your attendance at Parent/Student Information evenings and at individual Subject Counselling appointments.

As well as referring to this Handbook, students and their parents are encouraged to follow these steps:

1. Attend Open Days at the various Universities, TAFE and other tertiary educational institutions to become aware of the vast array of study courses available.
2. Refer to current copies of the SATAC University Guide, the SATAC Tertiary Entrance booklet and any other materials available on line from the institutions. Please also refer to the links that appear later on in this Handbook.

It is important to refer particularly to the SATAC Tertiary Entrance booklet to determine if there are any prerequisites for courses and if there are any subjects studied at Stage 2 level that are precluded combinations.

3. Decide on possible subjects to study at Stage 2 and then work backwards, using the subject information in this Handbook, to look at the subjects offered in Stage 1 and then Year 10, to ensure that they meet the desired pathway.
4. Remember that it is important to provide your child with a wide range of learning opportunities to keep their options open and to avoid confining them to too narrow a focus, too early.



The following staff at Pedare can assist you throughout this exciting, challenging and important decision-making process:

- Mrs Debbie Hollister, Director of Senior Studies and Pathways
- Mrs Gillian Edwards, Head of Senior School
- Mr Lindsay Jackson, Deputy Principal
- Ms Jan Robertson, Acting Assistant Head of Senior School and Year 10 Coordinator
- Learning Area Coordinators
- Individual subject teachers
- Home Group teachers

We look forward to working in partnership with you and wish you well in making considered and informed decisions based on thorough research. We encourage you to take full advantage of the support available.

Gillian Edwards

Head of Senior School



Choice + Opportunities + Success

2017 SHARED LEARNING CROSS CAMPUS STUDY & VET COURSES

Our new brand One⁺, said One Plus, captures our collaboration and cooperation equalled by no other Secondary Educational Campus in the Southern Hemisphere. The brand also makes distinct the opportunities available to students on this Campus situated in the North East suburbs, Opportunities North East⁺.

One⁺ is a centre of excellence in Shared Learning, where innovation, choice and opportunity are enriched by unique collaboration.

Shared Learning – What is it?

Students studying SACE (Year 11 and Year 12) have several options to personalise their educational pathway:

+ Shared Learning - In line with the One⁺ principle of Shared Learning, students may study one or more of these courses. The course may include students from all three schools and may be hosted by a teacher from any of the schools on campus. The courses are identified as 'Shared Learning VET' or 'Shared Learning SACE'.

+ Campus Study – At SACE Stage 1 or Stage 2 students may elect to study any one Campus subject. This means attending a subject hosted at one of the other schools on the One⁺ Campus.

It is common for students to make use of these enhanced subject opportunities when one school offers a specialised course of interest or in order to best fit a student's desired pathway. This effectively provides flexibility in student timetables to study a subject their home school may not offer.

Taking advantage of Choice, Opportunity, Success

The process for identifying interest and intent to study Cross Campus or via Shared Learning VET is as follows:



+ Take advantage of opportunities to find out more from VET Coordinators and course information evenings.

+ Indicate interest on your online selections.

+ Attend your Course Counselling session to discuss your interest. At this time you will be provided with advice on the suitability of this course for your identified pathway and formal application paperwork and processes will be explained.

+ Return the completed application form to your own school.

+ *Class viability will be determined by demand and staffing.

Support in Learning

All students taking advantage of Cross Campus Study or Shared Learning are inducted and supported in their study outside their own school. Progress checks and communications between schools is routine.

To see what Shared Learning may offer to enhance your pathway, visit each school's Curriculum Handbook and the Shared Learning VET brochure at

www.oneplus.sa.edu.au



PASTORAL CARE CURRICULUM

Pedare Christian College is committed to providing an environment that maximises the holistic educational opportunities of all students. We are a Christian community and as such Christian values underpin all that we do. The growth and learning of our students, and the safety and happiness of all are priorities. High expectations, equity, inclusiveness and respectful relationships are key features reflected in our College Core Values and Expectations.

Pedare's Core Values

Acceptance & Understanding, Commitment, Community, Compassion, Excellence, Faith, Integrity, Knowledge, Self-Discipline, Self-Worth, Service and Pride

Our aim is that these values are the accepted way in which we operate on a daily basis and are applied within the classroom, yard, on excursions and during extra-curricular activities.

To help achieve positive teaching and learning outcomes at Pedare, staff and students seek to abide by a Behaviour Plan based upon 'The 4 Ps':

- **Punctuality** – arriving at school and to each lesson on time ready to engage in learning
- **Personal Organisation** – being equipped with the necessary and required materials and aids for learning
- **Presentation** – being correctly attired according to the expected College Uniform and Grooming expectations
- **Performance** – behaving in a manner that respects the rights of all students to learn, teachers to teach, and the rights of all to be safe.

Students are assigned to one of five Communities, named after the original farms in the Golden Grove area: Brooklyn, Eldergreen, Greenwith, Hillcott and Surrey. Each Community is led by a Community Coordinator, who, together with the Home group teachers, are responsible for the pastoral welfare of the students and who oversee coordination of Community activities throughout the year.

Within each Community of the Senior School, there are two vertical Home groups made up of students from Years 11 and 12 and one Year 10 Home Group.

The Home Groups meet every morning and for one module on a fortnightly basis, called Community Lesson, that forms part of the pastoral curriculum for all students. The pastoral curriculum is designed to reflect and encourage the development of the 12 Core Values of the College.

Students also attend a fortnightly assembly where they have the opportunity to listen to guest speakers, to celebrate the efforts and achievements of their peers and to develop a sense of identity as a College.

Senior School students also attend a Senior School Worship Service conducted by the College Chaplain, held every fortnight. The alternate weeks each Community (Years 6-12) also meets at Community Gatherings.

Positive participation in COMMUNITY lesson and in all Home group and Community activities is an expectation of the Pastoral Care program and is an integral part of the overall curriculum at Pedare; and as such, forms part of the reporting process for students each semester.



YEAR 10 2017

Year 10 at Pedare is a year in which students:

1. Complete the IB Middle Years Program
2. Commence the SACE (South Australian Certificate of Education)

To comply with the requirements of the Australian Curriculum, every Year 10 student must study a **full year of Mathematics, Science and Language and Literature (English) and a semester of History** (Individuals and Society Learning Area) and **Physical and Health Education. At Pedare, Christian Life is also compulsory.**

To be eligible for the International Baccalaureate (IB) MYP Certificate, ALL students in Year 10 2017 must complete the following:

- Personal Project (begun in Year 9 2016)
- Study the following **Learning Areas**: Language & Literature, Mathematics, Sciences, Language Acquisition (Mandarin or German) and Individuals & Society.

The student's result from their elective subjects will be used for their IB MYP result.

Note:

- The study of a second language (German OR Mandarin at Pedare) in Year 10 is compulsory in the IB MYP and will be undertaken by all students in Semester 1 2017.
- Christian Life is compulsory at Pedare and constitutes our ninth Learning Area.

Each Learning Area is required to apply common assessment tasks and criteria as specified by the IB. These are then standardised across the year level, and samples of student work are used in a worldwide moderation process. This process ensures high academic standards, and is an ideal preparation for Stage 1 and Stage 2 of the SACE.

Each Learning Area has a maximum grade level of 7. To obtain the International Baccalaureate Organisation Middle Years Program Certificate, a student must:

- **Achieve a minimum score of 2 in each Learning Area;**
- **Achieve a minimum score of 3 in the Personal Project;**
- **Achieve a minimum total score (from 6 Learning Areas plus Personal Project)**

To comply with the IBMYP, there are some subject choices available to students (as detailed). This Handbook provides the necessary detail in terms of desirable background and pre-requisites for all subjects in Year 10 and beyond. All students entering Senior School at Year 10 are strongly encouraged to read the information carefully and to undertake a three-year plan to cover their course of study in Years 10, 11 and 12.

At the end of the assessment period, the criteria points are added up and the grade calculated according to the following:

POINTS RANGE	GRADE	POINTS RANGE	GRADE
1-5	1	19-23	5
6-9	2	24-27	6
10-14	3	28-32	7
15-18	4		

The Year 10 curriculum is listed below and shows the number of modules per week for each subject. There are 35 modules per week.



Subject	Modules Per Week
Language & Literature (English)	5
Language Acquisition (German or Mandarin)	5
compulsory for Semester 1	
Mathematics	5
Sciences	5
Christian Life	2
Life Long Learning (Personal Learning Plan)	2
Assembly/Community	1
Elective Subjects: (5 modules per subject)	10 in S1 & 15 in S2
Total	35

Students study **two elective subjects in Semester 1**, and **three in Semester 2** (Language Acquisition becomes an elective subject in Semester 2). These subjects are chosen from a range of either Full Year Subjects or Semester Length Subjects. These subjects are listed in the table below, with more detail being given in the Description of Subjects Section of this booklet. **Students must choose at least one semester length subject from each Learning Area.**

Learning Area	Subject	Semester/Full Year
Arts	Drama	Semester or Full Year
	Music	Semester or Full Year
	Media Arts	Semester or Full Year
	Visual Arts	Semester or Full Year
Language Acquisition	Mandarin	Compulsory for Semester 1 and Elective for Semester 2
	German	
Individuals & Society	Geography	Semester Compulsory in either Semester 1 or Semester 2
	History	
Physical & Health Education	Physical & Health Education	Semester
	SHAPE (Sport Health & Physical Education)	Semester
	Child Studies	Semester
Design	- CAD/CAM/Robotics	Semester
	- Digital Technology (Coding & Systems)	Semester
	- Food Technology	Semester
	- Product Design in Timber and Steel	Semester

See pages 13 to 29 for more details of all Year 10 subjects.

The next two pages give more details of two important aspects of the Year 10 curriculum at Pedare:

- The Personal Project
- The Personal Learning Plan



Personal Project

The Personal Project is a significant body of work produced over an extended period of time. It is a product of the student's own initiative and should reflect his/her experience of the IBMYP. The Personal Project is a significant component which provides an excellent opportunity for students to produce a truly creative piece of work of their choice and to demonstrate the skills they have developed in their learning. The project must take the student beyond just their own individual learning and be designed to have an impact on others, and/or the wider community.

All students at Pedare are required to complete a Personal Project. The timeframe for the project commences during Semester 2 in Year 4 of the IBMYP (Year 9) and will be fully completed during Semester 1 in Year 5 (Year 10).

Each student will work with a College Supervisor who will assist the student in planning and realising their goals in the Personal Project. Meetings with the supervisor will occur at the various stages of the planning and development process in the creation of the Personal Project. Feedback and constructive comments are a regular and healthy part of this process and this is an opportunity for students to reflect on their Middle School learning and experience at Pedare.

Examples of possible Personal Projects could include:

- An original work of art (visual, dramatic, or performance)
- A written piece of work on a special topic
- A piece of literary fiction
- An original science experiment
- An invention or specially designed object or system
- The presentation of a developed business, management or organisational plan
- Hosting a fundraising event.

The student and the supervisor must agree that whatever form the Personal Project takes, the finished product allows the student to investigate and focus on a theme, topic, issue or project closely related to one Global Context of the IBMYP.

Students will be encouraged to follow their own personal interests or ambitions, because passion produces sustainable results.

The following assessment criteria have been established by the IB for the Personal Project and provide the scaffold for completing the project:

CRITERION A:	Investigating	Maximum 8
CRITERION B:	Planning	Maximum 8
CRITERION C:	Taking action	Maximum 8
CRITERION D:	Reflecting	Maximum 8

Grade Boundaries

1	2	3	4	5	6	7
0-5	6-9	10-14	15-18	19-23	24-27	28-32

Note: Students must complete a Personal Project with a minimum achievement level of 3.



A. The Personal Learning Plan (PLP)

The Personal Learning Plan is a compulsory South Australian Certificate of Education (SACE) subject, undertaken in Year 10. Students consider their aspirations and research career, training and further study choices to help them map out their future. Students identify goals and plan how to achieve them through school and after finishing the SACE.

The Personal Learning Plan helps students to:

- identify and research career paths and options, including further education, training and work
- choose appropriate SACE subjects and courses based on plans for future work and study
- consider and access subjects and courses available in and beyond school
- review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
- gain skills for future employment
- develop goal setting and decision making skills
- gain understanding of citizenship and the importance of contribution to the community
- consider their learning styles
- identify strengths and weaknesses in the personal development, including health and well-being.

The Personal Learning Plan contributes 10 credits towards the SACE.

Students will be required to complete one week of work experience.

Students will be required to complete a minimum 10 hour volunteer work/community service.

Students need to achieve a C grade or above to pass the PLP and achieve their SACE.

For more details of the PLP, refer to page 74 of this booklet.



ARTS

MEDIA ARTS

ADVICE TO STUDENTS

Length: 1 or 2 units.

Desirable Background: Successful completion of Year 9 Art with an IB MYP achievement of grade 4 or above.

Students intending to continue with Art in Stage 1 and Stage 2 are encouraged to undertake both Year 10 Visual Art and Year 10 Media Art (2 units)

AIMS

- Students will enrich their Media Arts knowledge by expanding their conceptual and aesthetic understanding of the Arts
- Students will develop creating thinking skills in response to specific artists
- Students will explore different viewpoints and analyse artworks from a contemporary, cultural, personal and technical perspective
- Students will experiment with different mediums and present media artworks that manipulate convention

CONTENT

Knowledge of understanding of the elements and principals of art

Skill development in a variety of digital and non-digital mediums

Thinking creatively in response to alternative perspectives and imaginative solutions

Responding and evaluating the artwork of self and others

ASSESSMENT

Details of the assessment criterion and levels of achievement are documented in the International Baccalaureate (IB) Middle Years Programme Curriculum Handbook.

CRITERION A:	Knowing and understanding	Maximum 8
CRITERION B:	Developing skills	Maximum 8
CRITERION C:	Thinking creatively	Maximum 8
CRITERION D:	Responding	Maximum 8



VISUAL ARTS

ADVICE TO STUDENTS

Length: 1 or 2 units.

Desirable Background: Successful completion of Year 9 Art with an IB MYP achievement of grade 4 or above.

Students intending to continue with Art in Stage 1 and Stage 2 are encouraged to undertake both Year 10 Visual Arts and Year 10 Media Arts (2 units)

AIMS

- to develop their visualisation skills in a variety of areas using observational and intuitive approaches to art making
- to experience a wide range of materials and techniques
- to develop their research skills in both practical technique and theoretical analysis
- to develop reflection and evaluation skills

CONTENT

Practical work in a variety of 2D and 3D Mediums

Documentation of the development of technique and concepts

Theoretical analysis of Historical and Contemporary art pieces

Reflection and Evaluation through journal entries and class critiques

ASSESSMENT

Details of the assessment criterion and levels of achievement are documented in the International Baccalaureate (IB) Middle Years Programme Curriculum Handbook.

CRITERION A:	Knowing and understanding	Maximum 8
CRITERION B:	Developing skills	Maximum 8
CRITERION C:	Thinking creatively	Maximum 8
CRITERION D:	Responding	Maximum 8



DRAMA

ADVICE TO STUDENTS

Length: 1 or 2 units.

Desirable Background: Successful completion of Year 9 Drama with an IB MYP achievement of grade 4 or above.

Notes: Students intending to continue with Drama in Stage 1 and 2 are encouraged to undertake a full year of Drama (2 units).

To study a full year of Drama: Students must achieve at least an IBMYP grade of 4 in Semester 1 of Year 10 Drama.

AIMS

- to develop skills in character development, stage skills and script analysis
- to develop research skills and awareness of Drama innovators
- to rehearse and present scripted monologues and group performances for assessment

CONTENT

Knowledge and understanding of Drama Theory and Innovators

Developing skills through practical work involving individual and group performances

Thinking creatively in response to alternative perspectives and imaginative solutions

Responding and evaluating to the dramatic performance of self and others

ASSESSMENT

Details of the assessment criterion and levels of achievement are documented in the International Baccalaureate (IB) Middle Years Programme Curriculum Handbook.

CRITERION A:	Knowing and understanding	Maximum 8
CRITERION B:	Developing skills	Maximum 8
CRITERION C:	Thinking creatively	Maximum 8
CRITERION D:	Responding	Maximum 8



MUSIC

ADVICE TO STUDENTS

Prerequisite: Successful completion of Year 9 Music with an achievement of at least an IBMYP grade of 4.

Notes: Students must be undertaking private instrumental lessons and are expected to have a practical level equivalent to Grade 3 AMEB.

AIMS

- to develop skills in performing, listening and creating
- to develop skills in using technologies as creative tools
- to develop an understanding of the role music plays in society
- to encourage discerning and informed listening through the study of several musical works
- to participate in class ensemble
- to plan and present performances to groups within the College and the wider community
- to achieve an understanding of Grade 3 (AMEB equivalent) Theory, Aural and Harmony
- to develop an appreciation and understanding of music in context

- to develop an awareness of career opportunities involving music

CONTENT

Knowledge and understanding of the elements of music theory and aural

Skill development through ensemble and solo performance

Creative responses to music through composition and arrangement

Responding and evaluating to the musical performance of self and others

ASSESSMENT

Details of the assessment criterion and levels of achievement are documented in the International Baccalaureate (IB) Middle Years Programme Curriculum Handbook.

CRITERION A:	Knowing and understanding	Maximum 8
CRITERION B:	Developing skills	Maximum 8
CRITERION C:	Thinking creatively	Maximum 8
CRITERION D:	Responding	Maximum 8



CHRISTIAN LIFE

ADVICE TO STUDENTS

Length: Full year compulsory (2 modules per week)

AIMS

The Christian Life Program underpins the Christian ethos of the College, and is taught by staff so as to raise awareness of the Anglican and Uniting Christian Tradition and to explore the religious basis of ethical and social justice issues.

CONTENT

The topics covered will be:

- The Writings of Luke
- The Power of Music
- Christian Literature and Film

- Contemporary Issues
- The History of the Church

ASSESSMENT

A variety of assessment tasks.

The following criteria are used in assessment. Note that not all criteria are used for each task:

CRITERION A:	Knowing and Understanding	Maximum 8
CRITERION B:	Investigating	Maximum 8
CRITERION C:	Communicating	Maximum 8
CRITERION D:	Thinking Critically	Maximum 8



INDIVIDUALS & SOCIETY

GEOGRAPHY

ADVICE TO STUDENTS

Length:

Notes: Students may choose one or two courses.

To study Geography in Stage 1 or Stage 2, students are encouraged to complete at least one semester of Year 10 Geography

AIMS

Geography allows students to:

- answer questions about the natural and human world
- understand a range of peoples and cultures, and a respect for different attitudes, views and beliefs
- develop spatial and information technology skills
- develop outstanding graphical and mapping skills
- develop unique ways of seeing the world
- explore issues of environmental change and sustainable development
- recognise the need for a just and equitable society
- develop practical skills through field work

CONTENT

Semester 1 or 2:

The geography of surfing: studying the natural and human features of the coastal areas. Why and how coastlines change over time, the popularity of the coast and the impact of humans will be discussed. Where are the best places to surf in South Australia?

Students will participate in a full day field study of the Adelaide coastline.

Don't panic – how many people can live on Planet Earth: studying trends in world population and the effect of population on development. A focus on Australia's ageing population and its management.

Poverty in the world: studying the factors that contribute to uneven human and economic development. Health, social, economic and population issues will be discussed.

ASSESSMENT

The following criteria are used in assessment. Note that not all criteria are used for each task.

CRITERION A:	Knowing and Understanding	Maximum 8
CRITERION B:	Investigating	Maximum 8
CRITERION C:	Communicating	Maximum 8
CRITERION D:	Thinking Critically	Maximum 8



HISTORY

ADVICE TO STUDENTS

Length: History is offered as one semester length course in Semester 1 or 2.

AIMS

This subject is designed to develop students':

- knowledge and understanding of major events of the past that have influenced our lives today
- understanding of causation
- knowledge and understanding of the role of groups and individuals who have influenced events
- research skills and the use of evidence.

CONTENT

World War 2

Students investigate wartime experiences through a study WW2 in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australian involvement.

Rights and freedoms (1945 – present)

Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.

The Globalising World

Popular Culture (1945 – present)

The nature of popular culture in Australia at the end of WW2, including music, film and sport.

ASSESSMENT

The following criteria are used in assessment. Note that not all criteria are used for each task.

CRITERION A:	Knowing and Understanding	Maximum 8
CRITERION B:	Investigating	Maximum 8
CRITERION C:	Communicating	Maximum 8
CRITERION D:	Thinking Critically	Maximum 8



LANGUAGE & LITERATURE

ADVICE TO STUDENTS

Length: Full year - compulsory

Prerequisite: Sound achievement in Year 9 Language & Literature (English)

AIMS

In Year 10 Language and Literature, students will experience three key areas:

- Composing and comprehending
- Language and communication
- Cultural and critical understanding

CONTENT

Students will study texts including prose, film, drama and poetry, of varying degrees of complexity. This will involve the study of literary techniques, intended message and audience, and the creation of students' own responses to literature.

Written work must show students' ability to express themselves clearly and accurately in responses to literature, to their wider reading, in comprehension exercises and in various forms of writing, such as letters, essays and recounts.

Oratory work will involve careful listening, and formal and informal speaking with clarity and regard to the audience.

ASSESSMENT

Students are assessed according to the IBMYP.

CRITERION A:	Analysing	Maximum 8
CRITERION B:	Organisation	Maximum 8
CRITERION C:	Producing Text	Maximum 8
CRITERION D:	Using Language	Maximum 8



LANGUAGE ACQUISITION

All students at Year 10 level need to complete one semester of Language Acquisition (Language B) in Semester 1 – either Year 10 Mandarin 1 or Year 10 German 1. Students who wish to continue with Mandarin or German can then choose Year 10 Mandarin 2 or Year 10 German 2 in Semester 2. Students who intend to do either Mandarin or German in Year 11 should preferably complete two semesters of the language, i.e. Course 1 *and* Course 2; however, **consideration will be given on an individual basis to students who have only completed Semester 1 Language B study.**

MANDARIN 1

ADVICE TO STUDENTS

Length: Semester 1

Prerequisite: Vocabulary and grammatical knowledge equivalent to approximately two years' study of the Mandarin language

AIMS

- To extend and broaden Mandarin language skills in Speaking, Reading, Writing and Listening
- To develop an appreciation of Mandarin culture history, and geography
- To foster an awareness of cultural diversity in a globalising world

CONTENT

In addition to concentrating on practical language skills and real life situations, students will further their vocabulary and grammatical knowledge. Students will examine aspects of Mandarin culture and history.

ASSESSMENT

An MYP grade of 4 or above in Year 10 Mandarin Semester 1 is needed to proceed to Year 10 Mandarin Semester 2.

MANDARIN 2

ADVICE TO STUDENTS

Length: Semester 2

Prerequisite: Year 10 Mandarin 1

AIMS

- To further extend and broaden Mandarin language skills in Speaking, Reading, Writing and Listening
- To further develop an appreciation of Mandarin culture, history and geography
- To further foster an awareness of cultural diversity in a globalising world
- To develop the ability to deal with travellers from a Mandarin-speaking country in a local setting

CONTENT

Students will build on the skills developed in Semester 1.

This semester provides useful preparation for Stage 1 Mandarin; however, in 2017 it is intended to also incorporate into the course 2 accredited units of competency from the TAFE Certificate 2 in Tourism (Conduct Basic Workplace Oral Communication in a Language other than English, and Provide Information to Customers) which the students can use towards further TAFE studies. Satisfactory completion would also provide 20 SACE credits at Stage 1 level.

ASSESSMENT

Assessment consists of a variety of reading, writing, speaking and listening tasks, a portfolio, and an end-of-year examination.

An MYP grade of 4 or above in Year 10 Mandarin Semester 2 is needed to proceed to Stage 1 Mandarin.



GERMAN 1

ADVICE TO STUDENTS

Length: Semester 1

Prerequisite: Vocabulary and grammatical knowledge equivalent to approximately two years' study of the German language

AIMS

- To extend and broaden German language skills in Speaking, Reading, Writing and Listening;
- To develop an appreciation of German culture, history and geography;
- To foster an awareness of cultural diversity in a globalising world

CONTENT

In addition to concentrating on practical language skills and real life situations, students will further their vocabulary and grammatical knowledge. Students will examine aspects of German culture and history.

ASSESSMENT

An MYP grade of 4 or above in Year 10 German Semester 1 is needed to proceed to Year 10 German Semester 2.

GERMAN 2

ADVICE TO STUDENTS

Length: Semester 2

Prerequisite: Year 10 German 1

AIMS

- To extend and broaden German language skills in Speaking, Reading, Writing and Listening.

- To develop an appreciation of German culture, history and geography.
- To foster an awareness of cultural diversity in a globalising world.
- To develop the ability to deal with travellers from a German-speaking country in a local setting.

CONTENT

Students will build on the skills developed in Semester 1.

This semester provides useful preparation for Stage 1 German; however, in 2017 it is intended to also incorporate into the course 2 accredited units of competency from the TAFE Certificate 2 in Tourism (Conduct Basic Workplace Oral Communication in a Language other than English, and Provide Information to Customers) which the students can use towards further TAFE studies.

Satisfactory completion would also provide 20 SACE credits at Stage 1 level.

ASSESSMENT

Assessment consists of a variety of reading, writing, speaking and listening tasks, a portfolio, and an end-of-year examination

An MYP Grade 4 or above is needed for the student to continue to Stage 1 German.

CRITERION A:	Comprehending spoken and visual text	Maximum 8
CRITERION B:	Comprehending written and visual text	Maximum 8
CRITERION C:	Communicating in response to spoken, written and visual text	Maximum 8
CRITERION D:	Using language in spoken and written form	Maximum 8



MATHEMATICS

Note: All programs incorporate the use of graphics calculator and/or computers, to support classroom teaching, learning and assessment.

ADVICE TO STUDENTS

Length: Full year – two units

AIMS

The program provides opportunities for students to develop the skills and understanding of Mathematics to enable them to cope effectively with everyday situations in our society and to prepare them for further study of Mathematics.

CONTENT

Topics include Geometry and Measurement, Algebra, Coordinate Geometry and Trigonometry, Pythagoras, Indices and Quadratic Equations.

All students cover the same core topics in this subject. Appropriate teaching strategies are employed to ensure each student is appropriately supported and extended in their mathematical understanding and development.

ASSESSMENT

At the end of the assessment period, the criteria points are added up and the grade calculated according to the following:

CRITERION A:	Knowing and Understanding	Maximum 8
CRITERION B:	Investigating	Maximum 8
CRITERION C:	Communicating	Maximum 8
CRITERION D:	Applying	Maximum 8



PHYSICAL & HEALTH EDUCATION

PHYSICAL & HEALTH EDUCATION

ADVICE TO STUDENTS

Length: one unit (one semester)

Note: In 2017 all students will do one semester of Physical and Health Education. They will also have the opportunity of undertaking an elective Physical Education related subject SHAPE (Sport, Health and Physical Education): see separate information for details of the SHAPE course. Students may therefore do:

- One semester of Physical and Health Education, or
- One semester of Physical and Health Education AND one semester of SHAPE, but ideally not in the same semester.

AIMS

At the end of this unit students will:

- be performing sports skills at a higher level of proficiency
- have a greater understanding of strategy, tactics and performance elements of sports and pastimes
- have a greater understanding of contemporary health issues and an individual's responsibility in dealing with them
- have a greater appreciation of active recreational pastimes for their future.

CONTENT

The practical component for this course will include a selection from the following activities:

- Individual and Team Sports
- Fitness and Conditioning

The Health (theory) component of this course will include a selection from the following topics:

- Performance enhancing substances used in Sport
- Ethics in Sport
- Performance enhancing substances used in Sport
- Presentation Assessment and basic first aid treatment of sports injuries

ASSESSMENT

Details of the assessment criterion and levels of achievement are documented in the International Baccalaureate (IB) Middle Years Programme Curriculum Handbook.

CRITERION A:	Knowing and Understanding	Maximum 8
CRITERION B:	Planning for performance	Maximum 8
CRITERION C:	Applying and performing	Maximum 8
CRITERION D:	Reflecting and improving performance	Maximum 8



SHAPE (Sport, Health and Physical Education)

Sport, Health and Physical Education is ideally suited to the student who enjoys Physical and Health Education. It is designed so that students examine subject material in greater depth and broaden their understanding of issues related to an individual's participation in Health and Fitness, Sport and Recreation pastimes. This course is designed to lead students into the Stage 1 Physical Education course.

ADVICE TO STUDENTS

Length: One unit

Pre-requisites: None

Desirable Background: Enthusiastic completion of all Physical & Health Education units in Years 8 and 9

AIMS

At the completion of this unit students will:

- Acquire and appreciate skills of leadership and teamwork as they relate to team sports, and more broadly
- Gain an understanding and appreciation of varied vocational opportunities in the Sport, Leisure and Recreation industries
- Be able to evaluate their diet and activity levels and understand the health consequences of lifestyle choices
- Complete both a personal fitness program and diet analysis and evaluate them in relation to set criteria

CONTENT

The **practical** components for this course will include a selection from the following topics:

- Participation in a variety of fitness tests, leading to participation in a 6-10 week fitness program
- Creation of a carefully designed circuit training session as an aide to improving and maintain fitness

- Group dynamics, problem solving/ initiative activities and various team sport activities designed to highlight and develop leadership and teamwork skills
- Extension of personal sporting skills through participation in individual sporting activities
- Excursions to and contact with a cross-section of the Sport, Leisure and Recreation Industries

We would like to propose a camp as part of this course. Developing a better transition into Stage 1 Physical Education and ensuring that criteria B is covered correctly. Additional expenses would occur to cover the cost of the camp.

The **theory** components for this course include:

- The Respiratory and Circulatory System of the body
- Energy Systems in the human body
- Fitness for Sport
- The Sport and Recreation Industry
- Sports Nutrition

Students will undertake a written examination at the end of the semester, in addition to ongoing assessment of both practical and theoretical units of work. The course consists of approximately 50% practical activity and 50% theory-related work.

ASSESSMENT

Details of the assessment criterion and levels of achievement are documented in the International Baccalaureate (IB) Middle Years Programme Curriculum Handbook.

CRITERION A:	Knowing and Understanding	Maximum 8
CRITERION B:	Planning for performance	Maximum 8
CRITERION C:	Applying and performing	Maximum 8
CRITERION D:	Reflecting and improving performance	Maximum 8



SCIENCES

This is a general Science course, and successful completion leads to all Stage 1 and Stage 2 Science courses.

ADVICE TO STUDENTS

Length: Full year

AIMS

- To stimulate curiosity, inquiry and interest in Science
- To provide the communication skills and foundation required for further study in related fields
- To provide theoretical and practical studies in Science
- To promote an awareness of the interrelationship of Science and Technology.

CONTENT

Topics include Chemistry, Geology, Biology, Physics, Psychology and Technology.

ASSESSMENT

The following criteria are used in assessment. Note that not all criteria are used for each task.

At the end of the assessment period, the criteria points are added up and the grade calculated according to the following:

CRITERION A:	Knowing and Understanding	Maximum 8
CRITERION B:	Inquiring and designing	Maximum 8
CRITERION C:	Processing and calculating	Maximum 8
CRITERION D:	Reflecting on the impacts of science	Maximum 8



DESIGN

ADVICE TO STUDENTS

The Content section below lists the units offered in Design:

All units are semester length courses.

Student demand and timetable/staffing constraints may determine which units will run.

Students are able to choose any two electives from the selection provided below.

AIMS

The Year 10 Design units at Pedare are structured into three main areas:

- **Information**
The units enable students to identify, access, evaluate and acknowledge a wide range of information sources and information based solutions. Students also communicate the information required to perform a task, achieve a purpose or solve a problem. Information based solutions will involve computer technology. Students are expected to select and use media and software that are appropriate to the problem being solved.
- **Materials**
Creating a solution to a problem will involve the use of materials. Students are asked to identify and select appropriate techniques and materials (particularly metal and timber) in order to solve a problem.
- **Systems**
Systems based solutions involves a group of independent items that interact regularly to perform a task or achieve a purpose. These items are materials, components or information that have been incorporated into a system in order to provide a solution to a problem.

CONTENT

CAD/CAM/Robotics (Systems)

In this unit students design a prototype of a mobile phone charging stand and an F1 inshools racecar using AutoDesk Inventor. This course builds on Year 9 experience in Robotics and Computer-Aided Design. This course covers the creation, modification, storage, and production of engineering and other technical drawings. It also involves the generation and use of full three dimensional models Students use 3D printers and CNC mills to realise their products. Robotics may also be incorporated into this course.

Digital Technology (Coding & Systems)

Students learn programming concepts and skills through several languages and implement digital solutions using micro-controllers.

They plan and manage digital projects using an iterative approach and evaluate information systems and their solutions in terms of sustainability, risk, innovation and enterprise.

Food & Technology (Materials)

Students investigate and analyse issues relating to healthy eating and meal planning. They will examine various Food Selection Guides and diet-related diseases. Students will have the opportunity to create their own healthy meals while developing appropriate cooking and preparation techniques.



Product Design in Timber and Steel (Materials)

In this unit students look at identifying and solving a real world problem by developing a practical working solution. Students will design, manufacture, and test a prototype of their solution which will be made from timber and steel in a workshop setting. Students will learn materials joining as well as assembly and finishing techniques in order to make a product.

ASSESSMENT

Details of the assessment criterion and levels of achievement are documented in the International Baccalaureate IB Middle Years Programme Curriculum Handbook.

CRITERION A:	Inquiring and Analysing	Maximum 8
CRITERION B:	Developing ideas	Maximum 8
CRITERION C:	Creating the solution	Maximum 8
CRITERION D:	Evaluating	Maximum 8



YEAR 10 Shared Campus Subject

ENGINEERING (completed as a Stage 1 Scientific Studies Unit receiving 10 SACE Credits)

****This is a shared campus subject and will have students from Gleeson College, Golden Grove High School and Pedare Christian College. ****

As this is a shared subject an application form must be completed and places are limited.

This subject is particularly useful for students planning to undertake Physics and or Chemistry at Stage 1.

ADVICE TO STUDENTS

Stage 1 Scientific Studies can be studied as a 10-credit subject in Semester 2 only. This course is designed for Year 10 students with an interest in studying Engineering at University and students will be required to apply for the course.

Prerequisite: an IB Grade 4 or greater in Year 10 Science (in Semester 1).

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

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

OVERVIEW

The study of Scientific Studies (Engineering) includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these

materials as well as the study of motion in two dimensions.

Students work in small groups as an Engineering team whilst studying the elements of Chemistry, Physics and Mathematics to design and make a sports shoe. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective and critical thinkers.

The focus **capabilities** for this subject are communication and learning.

CONTENT

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

Area of Study	Topics
Carbon Chemistry	Hydrocarbons Organic nomenclature Materials
Two dimensional motion	Forces Movement in 2D
Skills	Experimental design Graphing

ASSESSMENT

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

- Investigations Folio
- Skills and applications Tasks

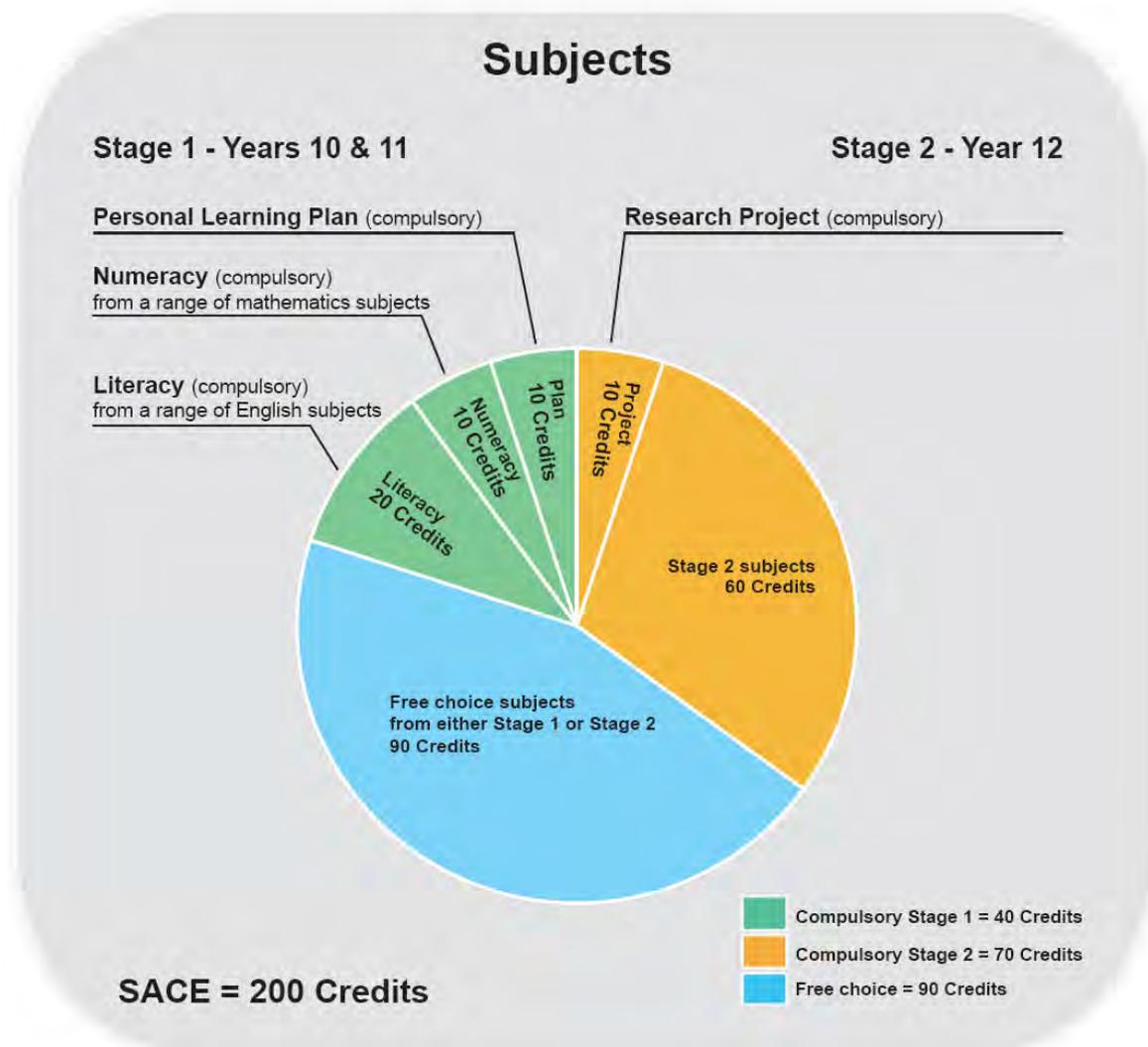


YEARS 11 AND 12 AT PEDARE



THE SACE – STAGE 1 AND STAGE 2 2017

SACE Course planner





SACE Course planner

You must complete the Personal Learning Plan, worth 10 credits

Personal Learning Plan

Credits

10

You must complete at least 20 credits* towards literacy

Choose from a range of English/English as a Second Language subjects or courses

You must complete at least 10 credits* towards numeracy

Choose from a range of mathematics subjects or courses

Subtotal

You must complete other subjects (free choice) worth at least 90 credits*

Choose Stage 1 or Stage 2 subjects

Subtotal

You must complete at least 60 additional credits* in Stage 2 subjects

Choose Stage 2 subjects

You must complete a major project of extended studies, worth 10 credits

Research Project

10

Subtotal

To gain the SACE, you must earn 200 credits

Total 200

- Compulsory Stage 1 subjects Students must achieve either an A, B, C or equivalent in the compulsory subjects to complete the SACE
- Compulsory Stage 2 subjects
- Free choice subjects (Stage 1 and/or 2) Students must achieve a grade in these subjects

* If your subject choices in a particular section exceed the minimum number of credits required, you should count the extra credits in another relevant section



THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

Students who successfully complete their secondary education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further study.

Achieving the SACE

To gain the SACE, students complete about two years of full-time study which most students spread over three years.

There are two stages to the SACE:

Stage 1, which most students do in Year 11, apart from the Personal Learning Plan, which most students are likely to do in Year 10.

Stage 2, which most students do in Year 12.

Each subject or course successfully completed earns 'credits' towards the SACE. At least 200 credits are required for students to gain the certificate. Ten credits are equal to one semester, or two terms, of study in a subject, and 20 credits are equal to a full-year subject.

Students will receive a grade from A to E (at Stage 1) and A+ to E- (at Stage 2) for each subject.

For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1)
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from range of mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board-recognised courses of a student's choice.



This table shows how the SACE fits together.

Requirements	Credits
Year 10	
Personal Learning Plan	10
Year 11 (Stage 1)	
Literacy (from a range of English subjects and courses)	20
Numeracy (from a range of mathematics subjects and courses)	10
Year 11 or 12 (Stages 1 or 2)	
Other subjects and courses of the student's choice	up to 90
Year 12 (Stage 2)	
Research Project	10
Other Stage 2 subjects and courses*	60 or more
Total	200

- Other subjects and courses
- Stage 1 compulsory subjects and courses
- Stage 2 compulsory subjects and courses

Most students will complete subjects or courses worth more than 70 credits at Stage 2



Stage 1

Year 10 – Personal Learning Plan

This compulsory subject is the first step in the SACE and is usually undertaken in Year 10.

In the Personal Learning Plan <http://www.sace.sa.edu.au/web/personal-learning-plan>, students explore subject choices for Years 11 and 12 and look at career options. To prepare for these goals, students also look at their strengths and areas in which they need to improve.

As this is a compulsory subject, students will need to achieve a C grade or better.

Year 11 – SACE Stage 1

Year 11 is the first full year of SACE study.

Students are able to choose from the range of SACE Stage 1 subjects offered.

In addition to the Personal Learning Plan, there are two other compulsory requirements to complete in Stage 1 - a full year of English subjects and a semester of a Mathematics subject. Again, **as these subjects are compulsory, students need to achieve a C grade or better.**

Stage 1 subjects are 100 per cent assessed by teachers and cross-checked by external experts.

Year 12 – SACE Stage 2

Students will have a choice of subjects

Teachers at the College will mark 70 per cent of work, while the remaining 30 per cent will be assessed by experts outside of the College. These experts will also double-check the marks students get from their teachers, to make sure everyone is marked according to the same standards.

The only compulsory subject in Stage 2 is the [Research Project](#). This is a one semester (or 10 credit) subject which everyone has to complete. **As with all compulsory subjects, students will need to achieve a C grade or better.**

The Research Project will allow students to explore something in which they are deeply interested – it could be a scientific study, an art project, a community-based project, an historical investigation, or any number of other options.

In Year 12, most students will do four, full-year subjects in addition to the Research Project.

Students interested in applying for **University and TAFE** entry may need to meet certain requirements.

SACE Planner and Checker

The SACE Planner and Checker is an online tool that allows students and teachers to plan and check enrolments. The tool is accessible via the SACE website at:

www.sace.sa.edu.au/spc



THE SACE AT PEDARE

The table on the following page summarizes the Stage 1 and Stage 2 subjects offered by Pedare.

Note:

Subjects will only run if there are sufficient students to form a class, and is also dependent on staffing and timetable constraints.

At Stage 1 – subjects listed as A (eg Biology A) are offered in Semester 1, and subjects listed as B (eg Biology B) are offered in Semester 2.

All semester length subjects are 10-credit subjects.

Semester 1: students will study 6 10-credit subjects.

Semester 2: students will study 5 10-credit subjects and complete the Research Project (a 10-credit Stage 2 subject).

At Stage 2 – subjects listed are 20-credit subjects whole year subjects (music subjects are the exception).

Most students will study four 20-credit subjects

All students in Year 11 and Year 12 will study Religion Studies for 2 modules a week for the whole year.

Religion Studies Stage 1 – 10-credit Stage 1 subject (studied at Year 11)

Religion Studies Stage 2 – 10-credit Stage 2 subject (studied at Year 12)

In Semester 1, all Year 11 students will study Research Practices, a 10 credit Stage 1 subject, for 2 modules a week, in preparation for the compulsory Research Project, which is to be completed in Semester 2.



Stage 1 Subjects	Stage 2 Subjects
ARTS Drama A and B Music Advanced A and B Visual Arts A and B	ARTS Drama 20-credit Music – a selection of 10-credit subjects Visual Arts 20-credit
BUSINESS, ENTERPRISE & TECHNOLOGY Design & Technology - Communication Products (Digital Technology) Design & Technology - Material Products (Furniture Construction) Design & Technology-Systems & Control Products (CAD/CAM)	BUSINESS, ENTERPRISE & TECHNOLOGY Design & Technology-Systems & Control Products (CAD/CAM) 20-credit Design & Technology - Communication Products (3D Animation) 20-credit Design & Technology - Material Products (Furniture Construction) 20-credit Design & Technology - Material Products (Food Technology) Workplace Practices 20-credit
CROSS-DISCIPLINARY STUDIES Personal Learning Plan <i>10-credit (Studied in Year 10)</i> Research Practices <i>10 credit (Studied in Semester 1 Year 11)</i>	CROSS-DISCIPLINARY STUDIES Research Project 10-credit <i>(Studied in Semester 2 Year 11)</i>
ENGLISH English A and B Essential English A and B	ENGLISH English 20-credit English Literary Studies 20-credit
HEALTH & PHYSICAL EDUCATION Physical Education A and B Child Studies	HEALTH & PHYSICAL EDUCATION Physical Education 20-credit
HUMANITIES & SOCIAL SCIENCES Ancient Studies Geography A and B History A and B Legal Studies	HUMANITIES & SOCIAL SCIENCES Geography 20-credit Legal Studies 20-credit Modern History 20-credit Society and Culture 20-credit
LANGUAGES Chinese (continuers) A and B German A and B	LANGUAGES Chinese (continuers) 20-credit German 20-credit
MATHEMATICS Essential Mathematics A General Mathematics A and B Mathematical Methods A and B Specialist Mathematics A and B	MATHEMATICS Essential Mathematics General Mathematics 20-credit Mathematical Methods 20-credit Specialist Mathematics 20-credit (Cross Campus)
SCIENCES Biology A and B Chemistry A and B Physics A and B Psychology A and B	SCIENCES Biology 20-credit Chemistry 20-credit Physics 20-credit Psychology 20-credit
VOCATIONAL EDUCATION Partial Cert I Engineering (Metal) Cert II Kitchen Operations 40 credit	



COMMUNITY LEARNING

The SACE Board continues to recognise learning that happens in a range of community settings.

SACE students can gain recognition for community learning in two ways:

- **Community-developed Programs** through a current award or certificate of a community-developed program, such as those offered by the Royal Life Saving Society or the Duke of Edinburgh's Award.
- **Self-directed Community Learning** such as taking care of a family member, supporting a refugee family, or volunteering for a community project. To gain recognition for this kind of community learning, students need to show evidence about what they have learnt.

Community Developed Programs

Many community organisations develop and accredit their own programs, and many of these are eligible for recognition towards the SACE. Examples of such programs include Australian Music Examinations Board, the Duke of Edinburgh's Award, and the SA Country Fire Service.

Students that have received an award or certificate from one of the organisations detailed in the table shown at: www.sace.sa.edu.au/subjects/recognised-learning/community-learning/community-developed-programs may be eligible for SACE Credits.

Self-Directed Programs

Self-directed Community Learning may be gained through learning experiences that do not follow a formal, accredited curriculum.

Individual students may participate in a range of programs or sets of activities that are not formally accredited. Examples of this type of learning include:

- Acting as the carer for an elderly or invalid person
- Creating media productions (e.g. films, websites) outside school
- Officiating at a series of sporting events
- Performing in sport at an elite level
- Planning and coordinating community or recreational events
- Taking a leadership role in community land-care or conservation groups
- Taking a leadership role in community theatrical productions
- Taking a leadership role in volunteer organisations
- Taking a leadership role in the workplace
- Teaching others specialised skills (e.g. dance).

The process for students to have their self-directed community learning considered for recognition as part of their SACE involves the student filling in an application form and attending an interview.

Areas of Community Learning

- Community Development
- Independent Living
- Performance
- Recreation Skills and Management
- Self-development



- Sports Skills and Management
- Volunteering
- Work Skills and Career Development

SACE Completion and Community Learning

Students can count up to 80 credits of community learning at Stage 1 and/or Stage 2 towards the completion requirements of the SACE.

However, students cannot count the same community learning more than once towards SACE completion. For example, a student who has used part of the Queen's Guide Award in a SACE subject, such as Community Studies or Physical Education, cannot then count the same award as community learning.

If the student's application for recognition is approved, the results are reported on the SACE Record of Achievement as status 'granted'. No grade or score is attached to the results for community learning. Students will be notified of the results in the same way and at the same time as they are notified of their results for all other subjects.

For more information about Community Learning visit the SACE Board website <http://www.sace.sa.edu.au/subjects/recognised-learning/community-learning/community-learning> or contact the Director of Senior Studies and Pathways, Mrs. Hollister



VOCATIONAL EDUCATION AND TRAINING (VET)

VET stands for Vocational Education and Training. In other words, VET is education and training that gives students skills and knowledge for work. VET operates through a national training system, particularly for the trades and other industry, and is certified by Registered Training Organisations, like TAFE. Students can gain recognition for up to 180 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

These recognition arrangements help students to build coherent pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

Internal VET Courses

At Pedare some of our staff have been trained to teach subjects that have VET embedded in them.

External VET Courses

It is also possible to study accredited VET programs through external providers, either organised through the College or privately. This may involve doing one or two subjects at TAFE or participating in an organized VET in schools course through a private provider.

Students who are accepted into a particular course would have their College studies modified, usually by dropping one subject. Successful completion of a semester course would generally provide the equivalent of two SACE 10-credit subjects.

As external courses are an optional part of the College curriculum, the fee charged by the external provider will be passed on to the student, with some adjustment of College fees being made when a subject is dropped. The cost of external courses is approximately \$600 per semester, depending on the course chosen.

Details of courses available will be sent to students as they become available.

When making choices, be aware of the following:

- VET qualifications are recognised nationally
- VET courses can be helpful in identifying pathways for further education and workplace training
- VET courses may mean access to further study at TAFE or other providers to add to qualifications begun at school

SACE Stage 2 and VET

Students choosing to study a VET Certificate I, II or part of Certificate III program at SACE Stage 2 will be enrolled in the SACE Stage 2 subject Workplace Practices, a TAS subject which can be counted towards an ATAR. Completion of Certificate III courses are recognised for ATAR calculation as 20 Credits (the average of the best 70 Credits of scaled scores) as part of the flexible 30 Credit option. Completion of most Certificate III best three 70 Credits of scaled.

Stage 1 and 2

All VET qualifications or units of competency that make up a qualification, in the Australian Qualifications Framework (AQF) can contribute to the completion requirements of the SACE.

The SACE Board determines the SACE stage at which qualifications will be granted recognition in the SACE. For details of how specific VET qualifications can earn SACE credits at Stage 1 and/or Stage 2, refer to the VET Recognition Register <http://www.sace.sa.edu.au/subjects/recognised-learning/recognition-register> on the SACE Board website.



Credits

Students can gain SACE credits for the successful completion of VET qualifications or units of competency that make up a qualification.

A student will earn 10 SACE credits for the successful completion of 70 nominal hours of VET, up to the maximum number of credits allocated to each qualification. A student will earn 5 SACE credits for the successful completion of 35 nominal hours of VET.

The VET Recognition Register lists the maximum and minimum number of SACE credits allocated to each qualification.

Students can use a maximum of two qualifications at Certificate I level to gain credits towards the completion of the SACE. There is no limit to the number of qualifications at Certificate II level or higher that students can use to gain credits towards the completion of the SACE.

For more information about any aspects of VET, contact Mrs Debbie Hollister (Director of Senior Studies and Pathways).



TERTIARY EDUCATION REQUIREMENTS

For TAFE entry, the SACE meets the minimum requirements for entry into most courses.

Gaining the SACE, or an interstate or overseas equivalent, and obtaining an Australian Tertiary Admission Rank (ATAR) is generally the requirement for university entry directly from School.

Applications for university and TAFE courses are handled by the [South Australian Tertiary Admissions Centre](#) (SATAC).

Tertiary Admission Subjects

A Tertiary Admission Subject (TAS) is a SACE Stage 2 subject which is recognised by the universities as providing appropriate preparation for tertiary studies. The universities require students to study a minimum number of credits of TAS to be eligible to receive a selection score or rank.

While most subjects in the SACE are recognised as TAS, there are some that won't be recognised by the universities for the purposes of calculating the ATAR. These non-TAS subjects include Community Studies, modified subjects (for students with severe disabilities) and the version of the Research Project subject which doesn't include a common written assessment.

Scaling

All results for SACE subjects contributing to a student's ATAR are scaled.

Scaling is a process which converts students' subject scores into tertiary admission points in each of their SACE Stage 2 (Year 12) subjects. This means that when different subjects are used to calculate an ATAR, the ATARs produced are comparable from student to student, regardless of the subjects they have studied. Scaling is a process determined by the universities and SATAC. SATAC has more information on scaling <http://www.satac.edu.au/pages/scaling>

Are all subject combinations allowed?

Some combinations of subjects are not allowed to count towards the SACE and university entrance, generally because the subjects are similar. These are called 'precluded combinations'.

Also there are limits on how many subjects in the same discipline can count towards university entrance, even if the subjects aren't precluded combinations. These are called 'counting restrictions'. Precluded combinations and counting restrictions are listed each year in SATAC's *Tertiary Entrance 2017, 2018, 2019 (SACE/NTCET)* <http://www.satac.edu.au/pages/satac-publications>



TERTIARY EDUCATION ENTRANCE REQUIREMENTS

The "**Tertiary Entrance 2017/2018/2019**" booklet details information regarding entrance to:

- Charles Darwin University
- Flinders University
- The University of Adelaide
- University of South Australia
- TAFE SA
- CQ University Australia
- Tabor College of Higher Education
- Torrens University Australia

The **Tertiary Entrance** booklet needs to be read carefully.

TAFE Entry

TAFE SA courses offered through SATAC have Course Admission Requirements (SAR) which all applicants must meet in order to be eligible for selection. CAR differ according to the level and type of course.

Course Admission Requirements

Courses may be considered competitive if there are limited places available, or non-competitive if all interested and qualified students will be accepted.

Admission requirements for competitive courses are either:

- satisfactory demonstration of reading, writing and numeracy skills by undertaking the Core Skills Profile for Adults (CSPA), or
- satisfactory demonstration of reading, writing and numeracy skills by undertaking the Core Skills Profile for Adults (CSPA) and satisfactory performance in an audition/written assessment/portfolio.

Most Certificate IV, Diploma and Advanced Diploma courses do not have any CAR, but some courses may require a lower level Certificate. SACE completion is a requirement for some courses.

There are no CAR for non-competitive Certificate I, II and III level courses at TAFE SA. Students are required to demonstrate satisfactory reading, writing and numeracy skills as part of course counselling before enrolling in a TAFE SA course.

Information about the CSPA and admission requirements for individual courses is available at www.tafesa.edu.au

University Entrance

Selection into a university is based on ELIGIBILITY AND RANK

To be ELIGIBLE you must obtain a university aggregate and an Australian Tertiary Admission Rank (ATAR) for entry in 2017 and:



- qualify for the SACE/NTCET
 - comply with the rules regarding precluded combinations
 - comply with the rules regarding counting restrictions
 - complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2 in a maximum of three attempts of the 90 credits of study
 - a minimum of 70 credits of study must be from 20 credit Tertiary Admissions Subjects (TAS)* and a maximum of 20 credits can be Recognised Studies
- *Normally 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same area, when studied in pairs, can substitute for a 20 credit subject. The university aggregate is used to calculate the ATAR
- Meet any pre-requisite subject requirements of the course

Take note of the section of the booklet that lists the courses for the four universities, and the relevant prerequisites and assumed knowledge for 2018 entrance.

CHOOSING A COURSE AT STAGE 1 AND STAGE 2

ADVICE TO STUDENTS

Look into several courses, not just one.

There are many resources that can be investigated to help determine possible career options. The Director of Senior Studies and Pathways has a lot of information that students can access and many Internet sites with valuable information can be accessed on pages 45 and 46.

Consider the advantages of further study.

Consider your development as a person, not just preparation for a job.

WHEN CHOOSING

Check your reasons – think carefully about your reasons for selecting a particular course of study.

Find out what each subject involves:

- read the information in this booklet
- talk to teachers involved in that subject and students who have studied that subject.

Check that the subjects you have chosen are necessary for:

- your career choice
- further study at tertiary level
- (check the prerequisites and assumed knowledge for certain courses in the Tertiary Entrance booklet or University/TAFE handbooks)

Consider your chances of success and be realistic.

- Are you prepared for long hours of study?
- With what subjects are you likely to have most success?
- What subjects do you enjoy doing?
- Have you had reasonable success at school?

Note: During the counselling process, the College may recommend which subject's students should attempt. The responsibility for a final choice does; however, lie with the student and parents. If this choice is different from the College's advice and recommendation, then the responsibility for the consequences of the choice lie with the parents of the student.



NEED MORE INFORMATION

Below is a list of some of the resources that students can access for information re careers, further study, university entrance, etc.

- **SACE Board**
Telephone: 8372 7400 www.saceboard.sa.edu.au
- **SATAC (South Australian Tertiary Admissions Centre)**
Telephone: 1300 138 440 www.satac.edu.au
- **SATAC GUIDE 2017** (issued to all Year 12 students) – University version
Available in the Catford Library, from the Director of Senior Studies and Pathways, or can be purchased from newsagents.
- **TAFE INSTITUTES (TECHNICAL AND FURTHER INFORMATION)**
Telephone: 1800 882 661 (TAFE Information Service) www.tafesa.edu.au
- **UNIVERSITIES**
 - **Adelaide University**
Telephone: 8313 5208 www.adelaide.edu.au
 - **Flinders University**
Telephone: 1300 354 633 www.flinders.edu.au
 - **University of South Australia**
Telephone: 8302 2376 www.unisa.edu.au
 - **Charles Darwin University**
Telephone 1800 061 963 www.cdu.edu.au
 - **Tabor College of Higher Education**
Telephone 8373 8777 www.taboradelaide.edu.au
 - **CQ University Australia**
Telephone 13 27 86 www.cqu.edu.au
 - **Torrens University Australia**
Telephone 1300 575 803 www.torrens.edu.au
- **PUBLICATIONS**
 - All universities produce Course Guide Booklets (booklets are in the Director of Senior Studies and Pathway's Office)
 - Directory Undergraduate booklet – in the Director of Senior Studies and Pathway's Office and available on loan from the Director of Senior Studies and Pathways



CAREER PATHWAY RESOURCES



General career information (excellent for all course and career info)

<http://myfuture.edu.au/>

Career Bullseyes

<http://myfuture.edu.au/career-bullseyes>

School subjects you like & jobs they can lead to

<http://docs.education.gov.au/node/21546>

The Job Guide (SA edition)

<http://www.jobguide.thegoodguides.com.au/Study-work-and-career-support/State-Info/SA>

Career Choices in South Australia:

http://www.skills.sa.gov.au/DesktopModules/Bring2mind/DMX/Download.aspx?Command=Core_Download&EntryId=188&PortalId=6&TabId=1936

Australian Jobs 2016

https://docs.employment.gov.au/system/files/doc/other/australianjobs2016_0.pdf

Job search information www.joboutlook.gov.au

The Australian Government Department of Employment <https://employment.gov.au/>

Worksite expectations (conditions, wages, etc) www.worksite.actu.org.au

The Australian Government Department of Education <http://education.gov.au/>

Apprenticeship information <http://www.australianapprenticeships.gov.au/>

Building careers and associated choices www.citb.org.au

VET training package information <http://training.gov.au/>



If you need more information about courses (subject selection/subject content), please feel free to contact the relevant person(s) from the list below. They can be contacted by phone at the College (8280 1700) or by email.

Deputy Principal

Lindsay Jackson
ljackson@pedarecc.sa.edu.au

Head of Senior School

Gillian Edwards
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Debbie Hollister
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Community Relations Manager

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Learning Area Coordinators

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GLOSSARY

MODERATION	A process by which school assessments may be adjusted by the SACE Board to ensure that assessments within a subject are comparable across all schools and teachers.
CREDITS	10-credit subjects are equivalent to one semester of study. 20-credit subjects are equivalent to two semesters of study.
SACE	South Australian Certificate of Education
SATAC	South Australian Tertiary Admissions Centre – a statutory body which administers tertiary selection.
SEMESTER	A half year of study.
TAS	Tertiary Admissions Subject
ATAR	Australian Tertiary Admission Rank is derived from the university aggregate and is an indicator of how well a student has performed relative to others. It is reported as a number between 0 and 99.95.
UNIVERSITY AGGREGATE	A score out of 90



DESCRIPTION OF SUBJECTS

How to interpret the information

Each subject description contains:

- Flowchart diagram to summarise the subjects available in a particular curriculum area and the ways in which they are related.

Note: a dotted line (- - - - - ►) shows that it is **desirable** that the former subject be satisfactorily completed.

a solid line (———►) shows that the former subject is a **prerequisite** and must be completed to the degree indicated in the subject description.

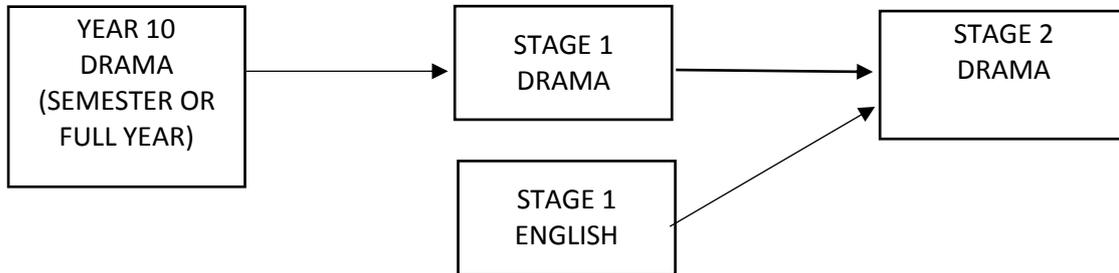
- ADVICE TO STUDENTS (length of course, desirable background, prerequisite)
- AIMS
- CONTENT
- ASSESSMENT

Further information on Stage 2 subjects can be found in various SACE Board publications, or on the SACE Board website (www.saceboard.sa.edu.au).



ARTS

DRAMA



Drama			
Subjects	Drama (Stage 1)	Credits	10 20
	Drama (Stage 2)	Credits	20
Learning Area	Arts		

DRAMA (STAGE 1)

ADVICE TO STUDENTS

Stage 1 Drama can be studied as a 10-credit subject or a 20-credit subject.

Assumed Knowledge & Prerequisite: to study either semester of Stage 1 Drama students must achieve an MYP grade of 4 in Year 10 Drama. To continue studies of Stage 1 Drama in Semester 2, students must achieve a grade C or above in Semester 1 of Stage 1 Drama.

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

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

AIMS

In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and

imagination, creativity, individuality, self-identity, self-esteem and confidence.

CONTENT

Stage 1 Drama consists of the following three areas of study:

- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation.

ASSESSMENT

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

Performance	40
Folio	30
Investigation and Presentation	30

School Assessment

Assessment Type 1: Performance

Students participate in a group dramatic performance and undertake one major performance. The development of students as



actors or as off-stage practitioners is encouraged through a study of text and characterisation.

The group dramatic performance offers students opportunities to engage with different views, cultures, and societies.

Students develop an understanding of the rehearsal and performance process, and ways of developing self-confidence and the ability to work with and understand the views of other people. The creative process is fostered and developed through continuous self-evaluation of work, as well as reflection on the work of other students in the class.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- knowledge and understanding
- application

Assessment Type 2: Folio

Students prepare and present a folio containing at least one assessment on dramatic theory and practice. The assessment may be in written, oral, or multimodal form.

Written assessments could include, character studies, research projects, reports, reviews, directorial/design concepts, essays and text-based studies.

The folio should be a maximum of 2000 words if written or a maximum of 12 minutes if oral, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- knowledge and understanding
- analysis.

Assessment Type 3: Investigation and Presentation

Students undertake at least one investigation and presentation in which they investigate an area of interest within the dramatic arts. They may research dramatic elements, social issues, genres, and important events in the history of drama. Students can apply their research in areas such as, acting, design, dramaturgy, front-of-house, multimedia/film and video, stage management, scriptwriting and directing.

Students give a presentation of a maximum of 10 minutes in which they demonstrate application of the knowledge and skills they have acquired through their investigation. The presentation could take a variety of forms, although it should be dramatic in nature.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- knowledge and understanding
- application
- analysis.



DRAMA (STAGE 2)

ADVICE TO STUDENTS

Stage 2 Drama is studied as a 20-credit subject.

Assumed Knowledge and Prerequisite: to study Stage 2 Drama, students must have achieved a 'C' grade or above in Stage 1 Drama.

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

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

AIMS

In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

CONTENT

Consists of the following four areas of study.

- Group presentation
- Folio - Review and Reflection
- Interpretative Study
- Presentation of Dramatic Works

ASSESSMENT

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

<i>School-based Assessment</i>	<i>Weighting</i>
Group presentation	20%
Folio	30%
Interpretative Study	20%
<i>External Assessment</i>	
Performance	30%

School Assessment

Assessment Type 1: Group Presentation (20%)

Students take part in a group presentation, but are assessed individually. The group presentation could take a variety of forms, including, for example, a live performance or film, a workshop, or a tutorial. Students demonstrate their knowledge and understanding of the play-script or dramatic innovator through the process of practical application.

For this assessment, students work in groups of between two of five members. The length of the presentation depends on the number of students involve and ranges from a minimum of 8 minutes to a maximum of 15 minutes.

Students have a shared and equal responsibility for the creation of the final presentation. During the preparation of the group presentation, students keep a record of evidence that provides supporting evidence for the assessment of their analysis, and the demonstration of their knowledge, understanding, and application.

A student's involvement in this area of study may focus on acting, design, dramaturgy, front-of-house, multimedia/film and video, scriptwriting and directing.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- knowledge and understanding
- application
- analysis.

Assessment Type 2: Folio (30%)

In the Folio students undertake one report and at least two reviews.

Report

The report focuses on the student's own experiences in the Performance. Students expand their knowledge and understanding of drama as a performing art, and develop skills of observation, analysis, and criticism, and the ability to apply arts-specific terminology.



Review

During the program of study, students view, review, and analyse a range of live or recorded theatrical performances. Students have the opportunity to use the knowledge and experience they acquire to reflect on, and evaluate, the work they have viewed.

For the folio one review must be of live theatre or recorded live theatre; the other may be of a current film.

The reviews can be either of a single production, or a compilation of a number of viewed performances relating to an aspect, or aspects, of a range of productions.

The folio should be a maximum of 4000 words if written or a maximum of 20 minutes if oral, or the equivalent in multimodal form.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- analysis
- evaluation.

Assessment Type 3: Interpretative Study 20%

Students undertake one of the following individual interpretative studies:

- investigate and respond to a play-script adopting the role of a director, actor, or designer.
- investigate and respond to a dramatic innovator by developing a question that they answer through their study.

Students must provide evidence of how they have applied their knowledge of the play-script or dramatic innovator investigated. Students may provide relevant evidence, including research or influences from additional sources such as visual material, sketches, diagrams, displays, poems, novels, audio, music, songs, film/video excerpts, live performance excerpts, staged readings, or any other material that

supports their conceptual understanding and demonstrates evidence of their learning. A bibliography and appropriate acknowledgment of sources must be used in this assessment.

The interpretative study should be a maximum of 1500 words.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- knowledge and understanding
- application
- analysis.

External Assessment

Assessment Type 4: Performance (30%)

Students participate in a live group performance, in an on-stage or off-stage role, and develop an understanding of the rehearsal and performance process.

Each student is assessed on either:

- a focused group performance as an on-stage performer
- or
- an individual presentation about an off-stage role related to the group performance.

On-stage performers should present a focused performance of between 10 and 15 minutes; students who work off-stage should spend a maximum of 15 minutes presenting evidence relevant to their specific off-stage role.

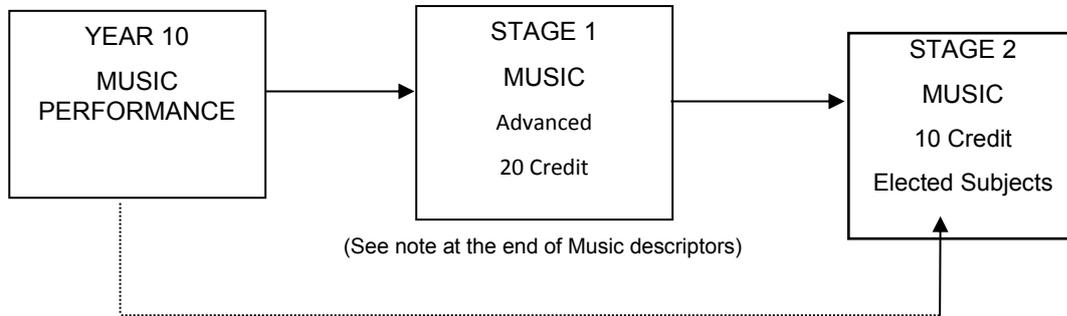
A student's involvement in the group performance may be in an area such as acting, design, dramaturgy, front-of-house' multimedia/film/video or stage management.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

knowledge and understanding application.



MUSIC



Students will select Music courses under the guidance of the Director of Music.

STAGE 1 MUSIC (Advanced)

ADVICE TO STUDENTS

Stage 1 Music is studied as a 20-credit subject.

Prerequisite: An MYP grade of 4 or above in Year 10 Music

Music Advanced programs should provide pathways to the range of Stage 2 music subjects.

Music Advanced Program A (Stage 1)	Credits	10
Music Advanced Program B (Stage 1)		10

AIMS

Through the study of music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students' cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

The focus capabilities for this subject are personal development, citizenship, communication and learning.

CONTENT

Students have the opportunity to engage in some of the following activities:

- Composing and Arranging
- Solo and ensemble performance
- Music in Context
- Developing Theory, Aural and Harmony skills

ASSESSMENT

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

- Skills Presentation
- Skills Development
- Folio

Assessment Type 1: Skills Presentation

Students undertake at least one skills presentation assessment. Suitable assessments could include, for example:

- soloist or as a member of an ensemble
- composing and/or improvising
- sound reinforcement system
- presenting a workshop
- giving an oral and/or multimedia presentation.



For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- practical application
- knowledge and understanding.

Assessment Type 2: Skills Development

Students undertake at least one skills development assessment on aspects of their learning.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- practical application
- knowledge and understanding
- analysis and reflection.

Assessment Type 3: Folio

Students keep a folio of work undertaken during their study that should include, but not be restricted to, one or more of the following assessments:

- research project
- report
- review
- essay
- journal
- analysis
- arrangement
- composition
- recorded performance.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- practical application
- knowledge and understanding
- analysis and reflection.



STAGE 2 MUSIC

ADVICE TO STUDENTS

Stage 2 Music subjects may be undertaken as one or more 10-credit subjects which each go for the duration of a year.

Ensemble Performance	Credits	10
Musicianship	Credits	10
Music Technology - cross campus	Credits	10
Performance Special Study	Credits	10
Solo Performance	Credits	10

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

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

AIMS

Through the study of music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students' cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

The focus capabilities for this subject are personal development, citizenship, communication and learning.

STAGE 2 ENSEMBLE PERFORMANCE

ADVICE TO STUDENTS

This 10-credit subject develops students' skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble.

CONTENT

Students who study Ensemble Performance and/or Performance Special Study and/or Solo Performance may perform on the same instrument in all subjects.

In general, students participate in one of the following throughout the subject:

- A small ensemble of two or more performers
- An orchestra
- A band
- A choir, vocal ensemble, or with a solo performer (as an accompanist)
- A performing arts production (as a singer or an instrumentalist).

Students perform on only one instrument or the voice and in only one ensemble. Students may perform as a vocalist and as an instrumentalist. They may also perform with recognised doublings such as saxophone and clarinet.

Students prepare and present three public performances, comprising two initial performances and one final performance.

ASSESSMENT

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

<i>School-based Assessment</i>	<i>Weighting</i>
First Performance	30%
Second Performance	40%
<i>External Assessment</i>	
Final Performance	30%



Information on the External Assessment

Final Performance

Students perform in the ensemble in a practical examination, comprising one public summative performance of 10 to 12 minutes, either live or filmed. Students are required to perform, individually, selections from their parts in the final performance.

The Final Performance is marked by external assessors with reference to performance standards.

STAGE 2 MUSICIANSHIP

ADVICE TO STUDENTS

Stage 2 Musicianship is a 10-credit subject.

CONTENT

Stage 2 Musicianship is designed to be undertaken as a 10-credit subject. The following three areas of study must be covered:

- Theory, Aural Recognition, and Musical Techniques
- Harmony
- Arrangement.

Theory, Aural Recognition, and Musical Techniques

Students develop their aural acuity and ability to acquire fundamental functional musical knowledge, and associated aural, theoretical, and notational skills. They learn theory, aural recognition, and musical techniques in a variety of contexts through a variety of learning activities. Students develop their understanding of the relationship between theoretical notation and sound, using aural and visual recognition, and notation.

Harmony

Students learn to harmonise a melody by applying theoretical knowledge. Students undertake Jazz-related Harmony.

Arrangement

Students develop their musical imagination and ability to write musical arrangements.

They learn to apply fundamental knowledge of theoretical concepts, musical styles, and associated aural and notational skills.

Students create a notated arrangement of a melody of their choice, taken from the existing repertoire (not created by the student). The arrangement is submitted with a score using standard notation, a recording, and a statement outlining the ideas in, and the musical intention of, the arrangement.

ASSESSMENT

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

<i>School-based Assessment</i>	<i>Weighting</i>
Skills Development	30%
Arrangement	40%
<i>External Assessment</i>	
Examination	30%

Information on the External Assessment

Examination (1¼ hour)

Students undertake a 1¼-hour external examination, which is divided into two parts:

Part 1: Theory, Aural Recognition, and Musical Techniques (70%)

Part 2: Harmony (30%).

Part 1 consists of multiple-choice and short-answer questions on aspects of rhythm, pitch, and musical techniques. It draws on the aspects of music outlined in the 'Theory, Aural Recognition, and Musical Techniques' section of the content. Students have approximately 1 hour to complete Part 1.

Part 2 consists of one harmonisation question. Students can undertake the harmonisation question for Option A,



Option B, or Option C. Students have approximately 45 minutes to complete Part 2.

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

STAGE 2 PERFORMANCE SPECIAL STUDY
ADVICE TO STUDENTS

Stage 2 Performance Special Study is a 10-credit subject. Performance Special Study gives instrumentalists and vocalists the opportunity to address the technical and musical demands of performing an approved work in public. Students may perform as a soloist or as a member of a chamber ensemble (one performer per part).

Students who study Performance Special Study and/or Solo Performance and/or Ensemble Performance may perform on the same instrument in all subjects.

CONTENT

This 10-credit subject consists of two areas of study:

- Part 1: Performance of an Approved Work
- Part 2: Commentary.

Part 1: Performance of an Approved Work

This part develops and extends the student’s skills on a chosen instrument or the voice and the application of these skills, musical understanding, and aesthetic awareness in a performance as an instrumental or vocal soloist or as a member of a chamber ensemble.

The approved work may be:

- an extended work
- selected movements from an extended work
- a folio of related works or syntactically linked works.

Part 2: Commentary

This part develops the student’s analytical skills and the application of these skills, through analysis of the approved work.

Students submit a written analysis at the second public performance.

ASSESSMENT

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

<i>School-based Assessment</i>	<i>Weighting</i>
First Performance	20%
Second Performance	30%
Commentary	20%
<i>External Assessment</i>	
Final Performance	30%

Information on the External Assessment

Final Performance

Students perform the approved work in its entirety as a soloist or member of a chamber ensemble (one player per part) in a practical examination.

The Final Performance is marked by external assessors with reference to performance standards.

STAGE 2 SOLO PERFORMANCE
ADVICE TO STUDENTS

This 10-credit subject develops students’ skills on a chosen instrument or the voice and the application of these skills, musical understanding, and aesthetic awareness in a solo performance.

Students who study Ensemble Performance and/or Performance Special Study and/or Solo Performance may perform on the same instrument in all subjects.

CONTENT

Each student must perform as an instrumental or vocal soloist or as a vocalist and instrumentalist. The performance of a vocalist who accompanies himself or herself may include solo parts from each. Students may also perform with recognised doublings, such as piccolo and flute, tenor saxophone and alto saxophone, flute and saxophone,



electric guitar and acoustic guitar. Students must present their program on an instrument chosen from the following list:

- Flute
- Recorder
- Oboe
- Clarinet
- Bassoon
- E flat alto saxophone
- B flat tenor saxophone
- Horn in F
- E flat tenor horn
- Trombone
- Euphonium
- Baritone
- Tuba
- Percussion
- Indigenous Australian instruments
- Traditional instruments (e.g. bagpipes)
- Violin
- Viola
- Cello
- Double bass
- Harp
- Pipe Organ
- Voice
- Piano
- Harpsichord
- Electric keyboard (e.g. clavinova)
- Classical guitar

- Guitar (steel string, acoustic or electric)
- Electric bass.

Students prepare and present public performances.

ASSESSMENT

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

<i>School-based Assessment</i>	<i>Weighting</i>
First Performance	30%
Second Performance	40%
<i>External Assessment</i>	
Final Performance	30%

Information on the External Assessment

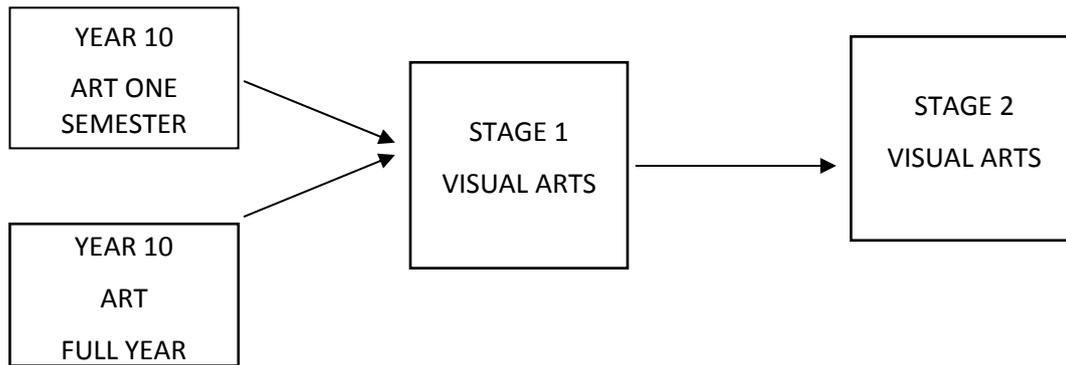
Final Performance

Students perform in a practical examination. A solo summative performance of 10 to 12 minutes must be presented (live) for assessment.

The Final Performance is marked by external assessors with reference to performance standards



VISUAL ARTS



Visual Arts		
Subjects		
Visual Arts (Stage 1)	A	10
	B	10
Visual Arts (Stage 2)	(full year)	20
Learning Area	Arts	

STAGE 1 VISUAL ARTS

ADVICE TO STUDENTS

Stage 1 Visual Arts can be studied as a 10-credit subject or 2 discrete 10 credit subjects (one in each Semester).

Assumed knowledge and Prerequisite: An MYP grade of 4 or above in Year 10 Art. To continue studies in Stage 1 Art in Semester 2, students must achieve at least a C in Semester 1 of Stage 1 Art.

The Visual Arts Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of the subject. The school-based assessments will be marked with reference to the performance standards.

AIMS

In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon

visual art works in their cultural and historical contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

CONTENT

The following three areas of study are covered:

Visual Thinking

Practical Resolution

Visual Arts in Context

ASSESSMENT

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

<i>School-based Assessment</i>	<i>Weighting</i>
Folio	40%
Practical	30%
Visual Study	30%



A copy of the student's school-based assessments must be kept at the school for moderation purposes.

Information for School Assessment

Folio (40%)

The folio is a work in progress that should include visual, practical, written, and/or oral forms of evidence. Written evidence may include, for example, notes, annotations, analytical reports, and/or a structured essay. As a guide, there should be a total of thirty A3 sheets (or equivalent) of visual and written and/or oral evidence to support one resolved practical work or a body of resolved work.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- practical application
- knowledge and understanding
- analysis and synthesis.

Practical (30%)

The practical is resolved from the visual thinking and learning documented in the folio.

The practical assessment consists of two parts:

- art practical work
- the practitioner's statement.

Producing the final resolved practical work involves the application of technical skills. This may include the production of multiple copies, print runs, sets or suites, or the making of an artefact. Art practicals may take any of the following forms: film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, and/or textiles.

Students prepare a written practitioner's statement of maximum of 250 words for the resolved practical.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- practical application
- analysis and response.

Visual Study (30%)

A visual study is an exploration of one or more styles, ideas, concepts, media, materials, methods, techniques, technologies, or processes. Students base their exploration and experimentation on critical analysis of the work of other practitioners, individual research, and the development of visual thinking and technical skills. They present the findings of their visual study as well as their conclusions, insights, and personal opinions about aesthetics.

Students should submit a maximum of ten A3 pages (or equivalent) of visual study, integrated with a maximum of 1000 words of written text (source references not included) or a maximum of 6 minutes of recorded oral explanation.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- practical application
- analysis and synthesis
- inquiry and exploration.



STAGE 2 VISUAL ARTS

Stage 2 Visual Arts is studied as a 20-credit subject.

Assumed Knowledge and Prerequisite: to study Stage 2 Art, students must have achieved a 'C' grade or above in Stage 1 Visual Arts.

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

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

In Visual Arts 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.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

CONTENT

The following three areas of study are covered:

Visual Thinking

Practical Resolution

Visual Arts in Context

ASSESSMENT

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

<i>School-based Assessment</i>	<i>Weighting</i>
Folio	40%
Practical	30%
External Assessment	
Visual Study	30%

School BASED Assessment

Assessment Type 1: Folio (40%)

For a 20-credit subject, students produce one folio that documents their visual learning, in support of their two works of art or design.

A work of art may be a single resolved practical or body of resolved work.

The folio is a work in progress that should include visual, practical, written, and/or oral forms of evidence. Written evidence may include, for example, notes, annotations, analytical reports, and/or a structured essay.

For a 20-credit subject, as a guide, there should be a total of sixty A3 sheets (or equivalent) of visual and written and/or oral evidence to support two resolved practical works, one or both of which may be one body of resolved work.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- practical application
- knowledge and understanding
- analysis and synthesis.

Assessment Type 2: Practical (30%)

All practicals are resolved from visual thinking and learning documented in the folio.

The practical assessment consists of two parts:

- art practical work
- the practitioner's statement.

Art or Design Practical Work



For a 20-credit subject, students produce two practicals, which must be resolved works or one body of resolved work.

Producing the final resolved practical work or works of art involves the application of technical skills. This may include the production of multiple copies, print runs, sets or suites, or the making of an artefact, model, or prototype.

Art practicals may take any of the following forms: film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, and/or textiles.

The Practitioner's Statement

For a 20-credit subject, students prepare two written practitioner's statements

Each practitioner's statement should be a maximum of 500 words.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:

- practical application
- analysis and synthesis.

External Assessment

Assessment Type 3: Visual Study (30%)

Students produce one visual study.

A visual study is an exploration of, and/or experimentation with, one or more styles, ideas, concepts, media, materials, methods, techniques, technologies, or processes. Students base their exploration and/or experimentation on critical analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills. They present the findings of their visual study as well as their conclusions, insights, and personal opinions about aesthetics.

Students develop an idea for a visual study that may:

- answer a question about a practical application

- explore and/or experiment with concepts, ideas, media, materials, techniques, technologies, and/or processes
- support or refute a visual arts-in-practice statement.

Students are expected to understand and apply a process that leads to conclusions or findings of some significance. The process should involve:

- locating and acknowledging information about the chosen visual study
- analysing and interpreting the work of relevant practitioners and works of art or design in context; this may be used as a starting point, and could continue throughout the visual study to inform the explorations and/or experiments
- exploring and/or experimenting with styles, genres, processes, media, materials, methods, techniques, and/or technologies, to further develop visual thinking and technical skills
- critically analysing and synthesising information and ideas, and/or visual thinking and technical skills, learning, and thoughts on visual arts, including issues and/or questions
- developing and communicating insights into the visual arts, and findings and opinions about a personal aesthetic.

For 20-credit subjects, students should submit a maximum of twenty A3 pages (or equivalent) of visual study, integrated with a maximum of 2000 words of written text (source references not included) or a maximum of 12 minutes of recorded oral explanation.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- practical application
- analysis and synthesis
- inquiry and exploration.



BUSINESS ENTERPRISE AND TECHNOLOGY

Business and Enterprise			
Subjects	Stage 1 Business and Enterprise	Credits	10
Learning Area	Business, Enterprise and Technology		

STAGE 1 BUSINESS AND ENTERPRISE

ADVICE TO STUDENTS

Stage 1 Business and Enterprise is studied as a 10-credit subject.

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

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

AIMS

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

The focus **capabilities** for this subject are communication, citizenship, and learning.

CONTENT

Stage 1 Business and Enterprise comprises two core topics and nine option topics.

For the 10-credit subject, students undertake:

- *one* core topic
- *two to three* option topics

Core Topics

- Core Topic 1: Introduction to Business and Enterprise
- Core Topic 2: Business and Enterprise in Practice



Option Topics

- Establishing a Business
- Business Plans
- Business Management and Communication
- Financial Planning and Management
- Technology for Business
- Marketing
- Employment Relations
- Entrepreneurship: the Enterprising Person
- Global Business.

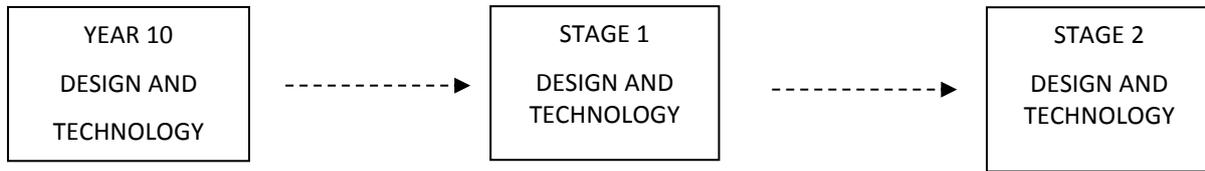
ASSESSMENT

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

- Folio
- Practical
- Issues Study



DESIGN & TECHNOLOGY



Design and Technology			
Subjects	Design and Technology (Stage 1) A	Credits	10
	Design and Technology (Stage 1) B		10
	Partial Certificate I Metal Engineering		20
	Design and Technology (Stage 2)	Credits	20
Learning Area	Business, Enterprise and Technology		

STAGE 1 DESIGN & TECHNOLOGY

ADVICE TO STUDENTS

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

Pedare will offer the following topics to fit in with the 10-credit subjects listed below:

Digital Technology (Communication products)

Furniture Design (Material products)

CAD/CAM (Systems & Control Products)

The Design and Technology Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of the subject. The school-based assessments will be marked with reference to the performance standards.

AIMS

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

Stage 1 and Stage 2 Design and Technology provides enrolment options in the following three focus areas:

Material Products – Students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials. Contexts include metals and timber.

Systems and Control Products - students use devices that are electronic and mechanical, and interface components including programmable control devices to design and make products.

Communication products – students use images, video and sound, or other data to design and make products that communicate information.

ASSESSMENT

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

Skills and Applications Tasks

Folio

Product

Partial Certificate I in Engineering.



STAGE 2 DESIGN AND TECHNOLOGY

ADVICE TO STUDENTS

Stage 2 Design and Technology at Pedare will be offered as 20-credit subjects.

Pedare will offer the following topics to fit in with the subjects listed below:

- 3D Animation (Communication products)
- CAD/CAM (Systems and Control products)
- Furniture Construction (Material products)
- Food Technology (Material products)

The Design and Technology Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

AIMS

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

Stage 2 Design and Technology provide enrolment options in the following three focus areas:

- Material Products
- Systems and Control Products
- Communication Products

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

Systems and Control Products – students use devices that are electronic and mechanical, and interface components including programmable control devices to design and make products.

Communication products – students use images, video and sound, or other data to design and make products that communicate information.

ASSESSMENT

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

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

Information on the External Assessment

Folio

Students complete a Folio that contains documentation of their investigation and planning for their product, process, or system.

The Folio consists of two parts:

Part 1: Documentation and Analysis of the Design Process

Part 2: Evaluation of the Realised Product

Documentation and Analysis of the Design Process

Students document investigation and planning skills. When documenting their investigation skills in Part 1, students include a report on the impact of technological practices related to their product, on individuals, society and/or the environment.



Evaluation of the Realised Product

Students provide up to 15 pieces of evidence that best illustrate the key design phases of investigating, planning, and evaluation. The evidence should include up to a maximum of 2000 words or 8 minutes of recorded oral explanation, analysis, and evaluation.

The Folio is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the Folio with reference to performance standards.



FOOD TECHNOLOGY



FOOD TECHNOLOGY			
Subjects	Food Technology	Credits	20
Learning Area	Business Enterprise and Technology		

STAGE 2 FOOD TECHNOLOGY

Stage 2 Food Technology is studied as a 20-credit subject

Pre-requisite: A grade of 6 or 7 for Year 10 Food Technology or completion of Cert II in Kitchen Operations is preferable but placement in the class is subject to approval by the teacher.

ADVICE TO STUDENTS

The course provides opportunities for the students to develop practical skills working with food and an in-depth understanding of the design process. Students complete two skills and one materials application task before they begin the Folio design task, in order to help them to develop the necessary skills and knowledge required for the production of their minor and major product.

CONTENT

The topics studied are “Functional Properties of Food, Food Storage and Preservation & Current Food Trends.” The knowledge and understanding that students gain from these topics as well as teacher negotiation will help them to make informed decisions as to what products they are going to produce. This will allow the students to produce

products that are of interest and within their ability.

ASSESSMENT

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

<i>School-based Assessment</i>	<i>Weighting</i>
Skills & Applications Tasks	20%
Product	50%
<i>External Assessment</i>	
Folio	30%

Information on the External Assessment

Folio

Students complete a Folio that contains documentation of their investigation and planning for their product (2000 words). The folio is double marked, firstly by the student’s teacher and secondly by an external assessor appointed by the SACE Board using the relevant performance standards.



WORKPLACE PRACTICES

Workplace Practices			
Subjects	Workplace Practices (Stage 2)	Credits	20
Learning Area	Business, Enterprise and Technology		

STAGE 2 WORKPLACE PRACTICES

ADVICE TO STUDENTS

Stage 2 Workplace Practices can be studied as a 20-credit subject.

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

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

AIMS

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

The focus capabilities for this subject are personal development, work, and learning.

CONTENT

There are three focus areas of study of this subject:

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

Students must include the following areas of study:

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

For the Industry and Work Knowledge component, students undertaking:

Workplace Practices (20-credits), study the three topics from the list below:

- Topic 1: Work in Australian Society
- Topic 2: The Changing Nature of Work
- Topic 3: Industrial Relations

ASSESSMENT

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

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

Information on the External Assessment Investigation

The Investigation may be either a practical investigation or an issues investigation.

Practical Investigation – Students undertake a practical investigation based on a product,



task, or service in which they have been involved. The practical investigation may be presented in written, oral or multimodal form. Students complete a report on their practical investigation in which they document the process of planning, making, delivering, and evaluating.

The report should be up to a maximum of 2,000 words for a 20 credit subject, if in written form, or the equivalent in other forms.

Issues Investigation – Students undertake an investigation of a local, national, and/or global issue, culture or environment relating to the focus industry. It should be based on one or

more of the topics studied. The issues investigation may be presented in written, oral or multimodal form.

The report should be up to a maximum of 2,000 words for a 20-credit subject, if in written form, or the equivalent in other forms.

The investigation is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.



CROSS DISCIPLINARY STUDIES

STAGE 1 PERSONAL LEARNING PLAN

Personal Learning Plan			
Subjects	Personal Learning Plan (Stage 1)	Credits	10
Learning Area	Cross-disciplinary Studies		

ADVICE TO STUDENTS

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

AIMS

The Personal Learning Plan (PLP) is a compulsory 10-credit SACE subject. The PLP helps students plan for their future by helping them to make informed decisions about:

the subjects they will study in Years 11 and 12, and any course outside of school

possible career choices and ideas for community service, how best to prepare for their career options and other goals.

Students normally begin the PLP in Year 10 so that they can plan for successful SACE learning in Years 11 and 12.

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

The SACE Capabilities

The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts. They are central to learning in the Personal Learning Plan and are incorporated in the assessment of the subject.

The capabilities are:

- Literacy
- Numeracy
- Ethical Understanding
- Intercultural Understanding

- Personal and Social
- Information and Communication Technology
- Critical and Creative Thinking

Specific Content:

- Planning and Decision-making Skills
- Employability and Work – related Skills - (including one week Work Experience placement)
- Health and Well-being
- Community Service – (including an 8 hour Community Service placement)
- Skills and Abilities
- Goal setting and Evaluation
- Career Mapping and Pathways

ASSESSMENT

Assessment at Stage 1 is school-based. Teachers design a set of assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the PLP.

Teachers use performance standards to assess how well each student has demonstrated his or her learning, based on the evidence provided through the set of assessments. This assessment is subject to external moderation conducted by the SACE Board to confirm the final grade.

Students provide evidence of their learning through a set of assessments, which address the seven SACE capabilities. Each task will contribute to one of the two SACE assessment types:

- Folio Tasks 40%
- Review Tasks 60%



STAGE 1 RESEARCH PRACTICES

Research Practices			
Subjects	Research Practices (Stage 1)	Credits	10
Learning Area	Cross-disciplinary Studies		

ADVICE TO STUDENTS

Research Practices is a compulsory subject for all Year 11 students at Pedare and will be studied in Semester 1 in preparation for the Research Project studied in Semester 2.

AIMS

This subject provides students with opportunities to:

- Examine the purpose of research
- Explore a range of research approaches
- Develop their investigative and inquiry skills

- Capabilities
- literacy
- numeracy
- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding



STAGE 2 RESEARCH PROJECT

Research Project			
Subject	Research Project	Credits	10
Learning Area	Cross-Disciplinary Studies		

ADVICE TO STUDENTS

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

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

AIMS

The Research Project is a compulsory 10-credit Stage 2 subject that students need to complete with a 'C' grade or better to achieve the SACE. All students study this subject in Semester 2.

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

The Research Project can take many forms, for example:

- community-based projects
- technical or practical activities
- work-related research
- subject-related research

In this subject, students will have opportunities to develop the seven capabilities:

- literacy
- numeracy

- information and communication technology capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding

Students at Pedare will complete Research Project B.

Research Project B, which has an external assessment that must be undertaken in written form, is for students wishing to include the subject in the calculation of their Tertiary Entrance Rank (TER).

CONTENT

The content in the Stage 2 Research Project includes:

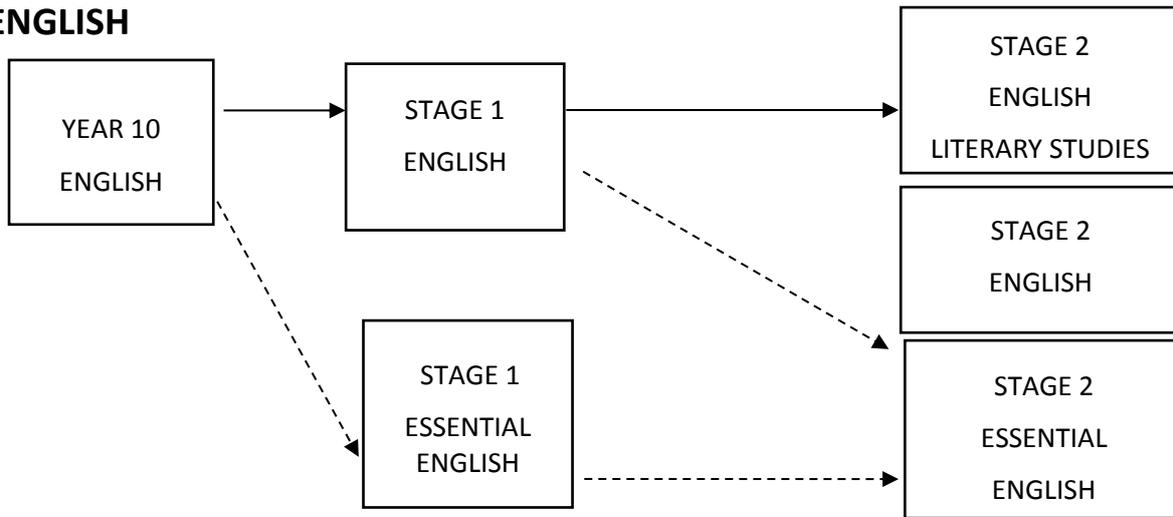
- the seven capabilities
- research skills

ASSESSMENT

<i>School-based assessment</i>	
Assessment Type 1: Folio (30%)	70%
Assessment Type 2: Research Outcome (40%)	
<i>External assessment</i>	
Assessment Type 3: Evaluation	30%



ENGLISH



English (Stage 1)			
Subjects	English A	Credits	10
	English B		10
	Essential English A		10
	Essential English B		10
Learning Area	English		

Stage 1 and 2 Essential English courses are designed to provide an avenue of success for students who may not otherwise be able to attain their compulsory SACE English Credits.

STAGE 1 ESSENTIAL ENGLISH

ADVICE TO STUDENTS

Essential English is a non-elective course that will only be run according to student need and suitable numbers. Eligibility will be determined by the English Learning Area Coordinator and Head of Senior School.

Students must complete a total of 20 credits of literacy throughout their Stage 1 and Stage 2 studies.

Stage 1 Essential English can be undertaken either for a full year and satisfy this requirement or for a semester satisfying just 10 of these credits.

In order to achieve their SACE students must gain a C grade or above in their Stage 1 and/or Stage 2 English courses.

EVIDENCE OF LEARNING

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

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts

For a 10-credit subject, students should provide evidence of their learning through four assessments, with at least one assessment from each assessment type. At least one assessment should be an oral or multimodal presentation, and at least one should be in written form. Each assessment type should have a weighting of at least 20%.

For a 20-credit subject, students should provide evidence of their learning through eight assessments, with at least two assessments from each assessment type. At



least two assessments should be oral or multimodal presentations, and at least two should be in written form. Each assessment type should have a weighting of at least 20%.

Responding to texts

In 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.

The reading of a wide range of texts enables students to comprehend and interpret information, ideas, and perspectives in texts. They locate and extract information and ideas by, for example, skim-reading to support comprehension of key information.

Creating Texts

By examining the links between language and the context in which texts are produced, students are supported to create their own 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.

Students recognise and use textual conventions and language features to communicate information and ideas that convey simple and complex thoughts in a range of mediums and digital technologies.

STAGE 1 ENGLISH

ADVICE TO STUDENTS

Students must complete a total of 20 credits of literacy throughout their Stage 1 and Stage 2 studies.

Stage 1 English can be undertaken either for a full year and satisfy this requirement or for a semester satisfying just 10 of these credits.

In order to achieve their SACE students must gain a C grade or above in their Stage 1 and/or Stage 2 English courses.

In order to enter Stage 1 English it is recommended that students complete the IB MYP Year 5 Language A (or any Year 10 English) course with satisfactory criterion levels.

Students who enjoy the study of texts and the creation of their own texts will enjoy this subject.

EVIDENCE OF LEARNING

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

Assessment Type 1: Responding to Texts
Assessment Type 2: Creating Texts
Assessment Type 3: Intertextual Study

For a 10 credit subject, students should provide evidence of their learning through four assessments, with at least one assessment from each assessment type. At least one assessment should be an oral or multimodal presentation, and at least one should be in written form. Each assessment type should have a weighting of at least 20%.

For a 20 credit subject, students should provide evidence of their learning through eight assessments, with at least two assessments from each assessment type. At least two assessments should be oral or multimodal presentations, and at least two should be in written form. Each assessment type should have a weighting of at least 20%.

Responding to texts

In responding to texts, students consider ways in which the authors, readers, and viewers of texts use language and stylistic features to make meaning and influence opinions.

Students also develop an understanding of ways in which texts are composed for a range of purposes and audiences.

In responding to texts, students develop skills in supporting conclusions with the direct reference to evidence taken from their reading, viewing, or listening to the text(s).



Creating Texts

In creating texts, students aim to achieve a level of precision, fluency, and coherence appropriate for audience and context.

Intertextual Study

In the intertextual study students connect two or more texts in relation:

- to the context in which each text was generated
- to the context in which each text is read or viewed.

Students may either produce responses to texts or create texts to demonstrate their understanding of intertextuality.



English (Stage 2)			
Subjects	Essential English	Credits	20
	English		20
	English Literary Studies		20
Learning Area	English		

STAGE 2 ESSENTIAL ENGLISH

ADVICE TO STUDENTS

Stage 1 and 2 Essential English courses are designed to provide an avenue of success for students who may not otherwise be able to attain their compulsory SACE English Credits. As such, Essential English is a non-elective course that will only be run according to student need and suitable numbers. Eligibility will be determined by the English Learning Coordinator and Head of Senior School.

At Stage 2, Essential English is a 20 credit SACE subject.

SUBJECT DESCRIPTION

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

ASSESSMENT

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

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%)

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

- three assessments for responding to texts
- three assessments for creating texts
- one language study.

Responding to Texts

Students produce three responses to texts. At least one of the responses must be produced in written form, and at least one response in oral or multimodal form.

Creating Texts

Students create written, oral, and multimodal texts for procedural, imaginative, analytical, persuasive, and/or interpretive purposes.

Students create:

- one advocacy text
- two additional texts.

At least one of the responses must be in written form, and at least one in oral or multimodal form.

Language Study

For this assessment type, students complete an independent language study. The focus of study is an understanding of the use of spoken, non-verbal, visual, and/or written language by people in a chosen context beyond the classroom.



STAGE 2 ENGLISH

ADVICE TO STUDENTS

It is highly recommended that students complete either the 10 or 20-credit Stage 1 English course prior to undertaking Stage 2 English.

This is a creative and rigorous course and it is important that students who choose to undertake it have excellent time management skills.

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.

ASSESSMENT

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

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.

Students complete:

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

Responding to Texts

Students produce three responses to texts. Two of the responses must be written, and one must be oral. Either the oral response or one of the written pieces may be replaced by a multimodal response.

Creating Texts

Students create written, oral, and/or multimodal texts for procedural, imaginative, analytical, persuasive, and/or different purposes.

Students create:

- three texts
- one writer's statement.

At least one of the created texts should be written.

Comparative Analysis

Students complete a written comparative analysis of two texts and evaluate how the language features, stylistic features, and conventions in these texts are used to represent ideas, perspectives, and/or aspects of culture, and to influence audiences.



STAGE 2 ENGLISH LITERARY STUDIES

ADVICE TO STUDENTS

Stage 2 English Literary Studies is only available as a full year (20-credit) subject and thus entirely satisfies the SACE literacy requirement as long as the student achieves a C grade or above. It is highly recommended, however, that students complete either the 10 or 20-credit Stage 1 English course in order to prepare them for the depth and rigour of this subject.

Students who enjoy reading and have a passion for the English language will enjoy this analytical subject.

The English Literary Studies Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A+ to E- at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

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. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 2 English Literary Studies:

School Assessment (70%)

- Assessment Type 1: Responding to Texts (50%)
- Assessment Type 2: Creating Texts (20%)

External Assessment (30%)

- Assessment Type 3: Text Study:
 - Part A: Comparative Text Study (15%)
 - Part B: Critical Reading (15%)

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

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

Responding to Texts

Students produce up to five responses to their text studies; together, the responses comprise a maximum of 5000 words. One of these responses can be oral or multimodal in form, where 6 minutes is equivalent to 1000 words. There is flexibility within this study for the texts to be considered in terms of each other, leading to a single response or set of responses of up to 5000 words.



Creating Texts

Students create:

- one transformative text linked to another text, with a writer's statement (1500 words, or 9 minutes, or equivalent in multimodal form)
- one written, oral, or multimodal text (1000 words, or 6 minutes, or equivalent in multimodal form).

Text Study

The external assessment is divided into two sections, Part A and Part B.

Part A: Comparative Text Study (15%)

A comparative text study that compares one of the texts studied in the shared studies with another text individually chosen by the student, in a response of a maximum of 1500 words. This response is a critical essay, in which the two texts are discussed in relation to each other. Students frame their own question and develop their response during the year, and submit the completed response for external assessment.

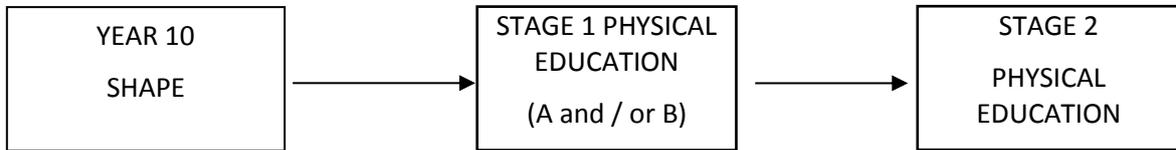
Part B: Critical Reading (15%)

A critical reading of one or more short texts. The short texts may be in a variety of forms (e.g. prose, fiction, non-fiction, poetry, texts with graphic or visual elements, or excerpts from film or soundtracks).

The critical reading is a 90-minute examination developed by the SACE Board.



HEALTH & PHYSICAL EDUCATION



Physical Education			
Subjects	Physical Education (Stage 1) A	Credits	10
	Physical Education (Stage 1) B		10
	Physical Education (Stage 2)	Credits	20
Learning Area	Health and Physical Education		

STAGE 1 PHYSICAL EDUCATION

ADVICE TO STUDENTS

Stage 1 Physical Education can be studied as a 10-credit subject or as 2 discrete 10-credit subjects (one in each semester).

Prerequisites: Overall achievement of MYP level 4 minimum with a 5 for Knowledge and understanding in Year 10 SHAPE

AIMS

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

The focus capabilities for this subject are communication, learning, and personal development.

CONTENT

Stage 1 Physical Education consists of the following two areas:

- Practical Skills and Application
- Principles and Issues

PHYSICAL EDUCATION A

Practical Skills and Applications

For a 10-credit subject, students complete two or three practicals. These may include two or more from the following:

- Volleyball
- Netball
- Badminton
- Fitness Testing

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

Energy Sources for Physical Performance

Training and Evaluation of Physical Performance

Issues Analysis

Topics may include:

- Anatomy and Physiology – body systems
- Human physical performance
- Fitness – testing and training
- Training principles and training methods
- Sedentary and Lifestyle Diseases
- Issues Analysis

- Students analyse issues that are relevant to local, national or global communities through topics of interest to them.



PHYSICAL EDUCATION B

Practical Skills and Applications

For a 10-credit subject, students complete two or three practicals. These may include:

- Skills Acquisition
- Practical Coaching
- Aquatics Camp

Principles and Issues (consists of the following area of study)

‘Coaching Aussie Youth’

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

Topics may include:

- Skills Learning Theories
- Coaching Theory
- Games Modification Theory
- Sports Administration

N.B. There are additional expenses of approximately \$200 associated with this course, to cover the costs of the camp.

ASSESSMENT

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

- Practical
- Folio

A copy of student assessments must be kept at the school for moderation purposes.

STAGE 2 PHYSICAL EDUCATION

ADVICE TO STUDENTS

Stage 2 Physical Education is a 20-credit subject.

Pre Requisites: satisfactory completion of both Semester 1 and Semester 2 Stage 1 Physical Education. Individual cases will be taken into consideration for students who have successfully completed one Semester of Health and Physical Education.

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

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

AIMS

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

The focus capabilities for this subject are communication, learning, and personal development

CONTENT

Stage 2 Physical Education consists of two key areas of study and related key concepts:

Practical Skills and Applications

Principles and Issues

Practical Skills and Applications

Students complete at *least three* practicals that are balanced across a range of individual, fitness, team, racket, aquatic, and outdoor activities and that cater for the different skills, interests of the students.



N.B. There are additional expenses of approximately \$200 associated with this course, to cover the costs for the 3 day aquatics camp.

Principles and Issues (consists of the following three topics):

- Exercise Physiology and Physical Activity
- The Acquisition of Skills and the Biomechanics of Movement
- Issues Analysis

Topics include:

Exercise Physiology and Physical Activity

Key Concept 1: The sources of energy affecting physical performance

Key Concept 2: The effects of training and evaluation on physical performance

Key Concept 3: The specific physiological factors affecting performance

The Acquisition of Skills and the Biomechanics of Movement

Key Concept 1: Skill acquisition

Key Concept 2: Specific factors affecting learning

Key Concept 3: The effects of psychology of learning on the performance of physical skills

Key Concept 4: The ways in which biomechanics improve skilled performance

Issues Analysis

Students analyse and interpret their findings from investigating a chosen issue.

Topics include, for example:

- Commercialism;
- Patterns of physical activity;
- Culture/race relations;
- Equity;
- Gender;
- Media;
- Professionalism;
- Patterns of physical activity;
- Sport in the Australian context;
- The Paralympics’;
- The science of drugs;
- Technology

ASSESSMENT

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

<i>School-based Assessment</i>	<i>Weighting</i>
Practical	50%
Folio	20%
<i>External Assessment</i>	
Examination	30%

A copy of student assessments must be kept at the school for moderation purposes.

Information on the External Assessment

Examination

Students undertake a 2-hour external examination, which is divided into two parts:

Short-answer and Extended-response Questions

The examination covers the content of the ‘Exercise Physiology and Physical Activity’ and ‘The Acquisition of Skills and the Biomechanics of Movement’ topics.

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



STAGE 1 CHILD STUDIES



Physical Education			
Subjects	Child Studies (Stage 1)	Credits	10
Learning Area	Health and Physical Education		

ADVICE TO STUDENTS

Stage 1 Child Studies is studied as a 10-credit subject.

Desirable Background: an interest in the needs and development of young children and the completion of Year 10 Child Studies.

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

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

AIMS

The Stage 1 subject examines the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing

roles of children in a contemporary consumer society.

The focus **capabilities** for this subject are citizenship, personal development, and learning.

CONTENT

Students study topics within one or more of the following three areas of study:

- The Nature of Childhood and the Socialisation and Development of Children
- Children in Wider Society
- Children, Rights and Safety

ASSESSMENT

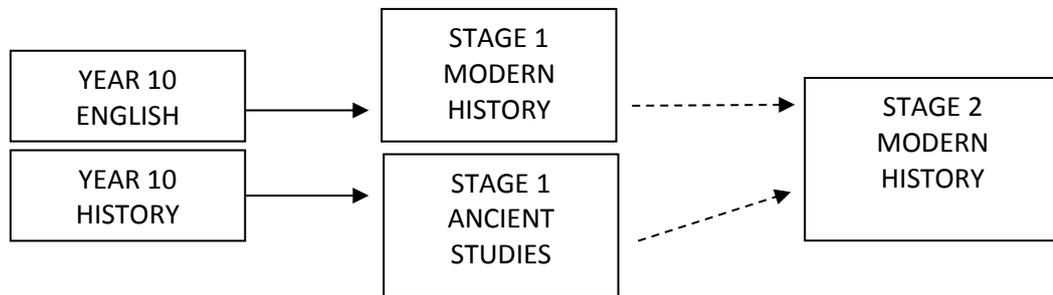
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Practical Activity
- Group Activity
- Investigation



HUMANITIES & SOCIAL SCIENCES

ANCIENT STUDIES



Ancient Studies			
Subjects	Ancient Studies (Stage 1)	Credits	10
Learning Area	Humanities and Social Sciences		

STAGE 1 ANCIENT STUDIES

ADVICE TO STUDENTS

Stage 1 Ancient Studies is a 10-credit subject. It is offered in either Semester 1 or Semester 2

Prerequisites: An IB MYP score of 4 or above in Year 10 English and History.

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

AIMS

In this subject, students are expected to:

1. Demonstrate knowledge and understanding of the nature of historical and/or archaeological evidence.
2. Demonstrate knowledge and understanding of texts, artefacts, ideas, events, and/or people.
3. Understand life in the ancient world, including beliefs, attitudes, and/or values.
4. Apply inquiry skills to analyse and evaluate sources and perspectives, and synthesise evidence.

5. Research and understand the ideas and innovations that emerged from the ancient world, and consider their influence.
6. Communicate ideas and arguments, using subject-specific language.

CONTENT

In this 10-credit subject, students study at *least two* ancient societies or cultures.

ASSESSMENT

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

Assessment Type 1: Skills and Applications

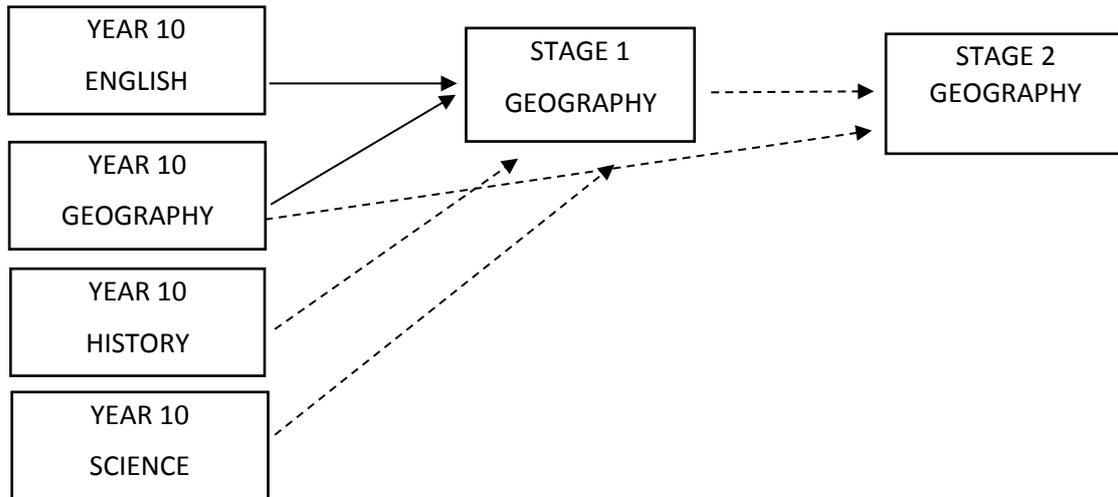
Assessment Type 2: Inquiry

For this subject, the assessment design criteria are:

- Knowledge and understanding
- Research and analysis
- Application



GEOGRAPHY



Geography			
Subjects	Geography (Stage 1) A	Credits	10
	Geography (Stage 1) B	Credits	10
	Geography (Stage 2)	Credits	20
Learning Area	Humanities and Social Sciences		

STAGE 1 GEOGRAPHY

ADVICE TO STUDENTS

Stage 1 Geography can be studied as a 10-credit subject or as two discrete 10-credit subjects (one in each semester).

Prerequisites: An IB MYP Score of 4 or above in Year 10 English.

Desirable Background: one semester of Geography at Year 10 level.

Also:

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

Students will be required to cover the cost of a Geography camp. Semester 1 and Semester 2 have Geography camps.

AIMS

Geography is a living and breathing study of the earth, how and why it formed and what it will be like in the future. Geography examines the world's issues at a global and local scale.

The subject of Geography includes weather, global warming and climate change, natural hazards, designing cities and town planning, migration, population, conservation, geology, mapping and geo-spatial technologies.

As the world is our classroom we learn through fieldtrips around Adelaide and camps in South Australia in interesting and diverse environments including the Flinders Ranges, the Riverland, the Coorong and Kangaroo Island. Students have fun developing new and valuable field skills and enjoy being tourists in their own state.

CONTENT

For a 10-credit subject, students study at least 2 topics from one or two of the themes.

For a 20-credit subject, students study at least 4 topics, with at least one topic from each theme.

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

Semester 1

Topics:

Rural and remote places, Hazards, Local and Global Issues

Field Trip: Morialta

Camp: Flinders Ranges

Semester 2

Topics:

Hot Cities, Wild Wetlands, Local Issues

Field Trip: Adelaide

Camp: Coorong or the Riverland

ASSESSMENT

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

- Geographical skills and Applications
- Fieldwork

STAGE 2 GEOGRAPHY

ADVICE TO STUDENTS

Stage 2 Geography is a 20-credit subject.

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

AIMS

Geography deals with environmental phenomena and human activities as diverse as natural hazards, coasts, landforms, tourism, economic development, agriculture, and urban planning and population.

Through the study of Geography, students develop an understanding of the spatial

interrelationships of people, places, and environments. They develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities, challenges, and constraints of different locations.

CONTENT

Core Topic: Population, Resources, Development and Water as a Resource.

Students are introduced to the processes involved in population change and become aware of the impacts of population and resource consumption on the environment. Water as a Resource is a case study.

Option Topics:

Students must study issues related to *two* of the following option topics:

- Option Topic 1: Urbanisation
- Option Topic 2: Rural Places
- Option Topic 3: Tourism
- Option Topic 4: Sources and Use of Energy
- Option Topic 5: Coasts
- Option Topic 6: Biodiversity
- Option Topic 7: Climate Change
- Option Topic 8: Soils
- Option Topic 9: Environmental Hazards
- Option Topic 10: Globalisation
- Option Topic 11: Drylands
- Option Topic 12: Negotiated Topic.

The option topics are assessed through a Fieldwork Report and Inquiry.

ASSESSMENT

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

<i>School-based Assessment</i>	<i>Weighting</i>
Fieldwork	25%
Inquiry	20%
Folio	25%
<i>External Assessment</i>	
Examination	30%



Information on the External Assessment Examination (2 hours)

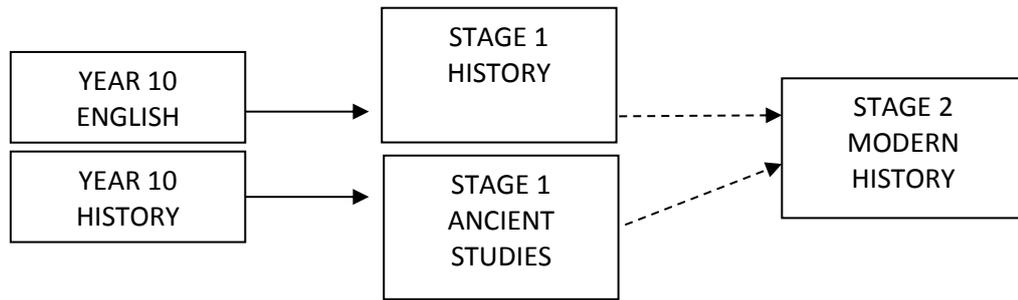
Students undertake a 2-hour written examination that focuses on the core topic. The examination consists of short-answer and

extended-answer questions on knowledge, skills, application, and analysis of issues.

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



HISTORY



History			
Subjects	History (Stage 1)	Credits	10
	Modern History (Stage 2)	Credits	20
Learning Area	Humanities and Social Sciences		

STAGE 1 HISTORY

ADVICE TO STUDENTS

Stage 1 Modern History is a 10-credit subject. It may be offered as two discrete 10 credit subjects, one in each semester.

Prerequisites: An IB MYP score of 4 or above in Year 10 History and Year 10 English.

The school-based assessments will be marked with reference to the SACE performance standards.

AIMS

In this subject, students are expected to:

1. Understand and explore historical concepts.
2. Understand and explore the role of ideas, people, and events in history.
3. Analyse developments and/or movements in the modern world, and their short and long-term impacts.
4. Analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges.
5. Apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments.

6. Draw conclusions and communicate reasoned historical arguments.

CONTENT

For a 10-credit subject students study 2 or more topics.

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

- Assessment Type 1: Historical Skills
- Assessment Type 2: Historical Study



STAGE 2 MODERN HISTORY

ADVICE TO STUDENTS

Stage 2 Modern History is a 20-credit subject.

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

AIMS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 2 Modern History. In this subject, students are expected to:

1. Understand and explore the role of ideas, people, and events in history.
2. Understand and explore the role of ideas, people, and events in history.
3. Analyse ways in which the development of modern nations has been shaped by both internal and external forces and challenges.
4. Analyse interactions and relationships among nations, states, and/or groups, and their short and long-term impacts on national, regional, and/or international development.
5. Apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments.
6. Draw conclusions and communicate reasoned historical arguments.

CONTENT

Students study:

one topic from “Modern Nations”

one topic from “The World since 1945”

<i>Modern Nations</i>	<i>The World since 1945</i>
Topic 1: Australia (1901-1956)	Topic 7: The Changing World Order (1945-)
Topic 2: United States of America (1914-1945)	Topic 8: Australia’s Relationship with Asia and the South Pacific Region (1945-)
Topic 3: Germany (1918-1948)	Topic 9: National Self-determination in South-East Asia (1945-)
Topic 4: The Soviet Union and Russia (1945-c.2004)	Topic 10: The Struggle for Peace in the Middle East (1945-)
Topic 5: Indonesia (1942-2005)	Topic 11: Challenges to Peace and Security (1945-)
Topic 6: China (1949-c.2012)	Topic 12: The United Nations and Establishment of a Global Perspective (1945-)

ASSESSMENT

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

<i>School-based Assessment</i>	<i>Weighting</i>
Historical Skills	50%
Historical Study	20%
<i>External Assessment</i>	
Examination	30%



Information on the External Assessment

Examination (2 hours)

The 2 hour external examination consists of two parts:

Section 1: Source Analysis

Section 2: Essay

Section 1: Sources Analysis

This part of the examination will focus on the skills of source analysis. Students are required to answer the sources analysis section.

Students use the skills of historical inquiry to evaluate the origin, reliability, usefulness, limitations and contestable nature of sources. They analyse, interpret and synthesise

evidence from different types of sources to recognise and evaluate differing perspectives on and interpretations of the past.

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

Section 2: Essay

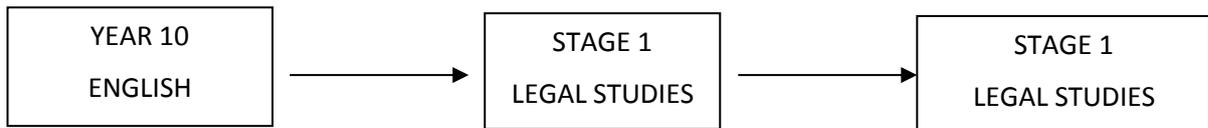
Students complete an argumentative essay based on the topic they have studied from "Modern Nations".

Students provide evidence of their learning in Stage 2 Modern History in relation to:

- Understanding and exploration
- Application and evaluation
- Analysis



LEGAL STUDIES



Legal Studies			
Subjects	Legal Studies (Stage 1)	Credits	10
	Legal Studies (Stage 2)		20
Learning Area	Humanities and Social Sciences		

STAGE 1 LEGAL STUDIES

ADVICE TO STUDENTS

Stage 1 Legal Studies can be studied as a 10-credit subject.

Prerequisites: An IB MYP score of 4 or above in Year 10 English.

Students examine the Australian legal system. They read and write about, and discuss, analyse, and debate issues. They use a variety of methods to investigate legal issues, including observing the law in action in courts and through various media.

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

AIMS

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect

on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

CONTENT

A 10-credit subject consists of:

Topic 1: Law and Society
a minimum of *two* other topics.

Topics

Topic 1: Law and Society

Topic 2: People, Structures and Processes

Topic 3: Law Making

Topic 4: Justice and Society

Topic 5: Young People and the Law

Topic 6: Victims and the Law

Topic 7: Motorists and the Law

Topic 8: Young Workers and the Law

Topic 9: Relationships and the Law

ASSESSMENT

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

- Folio
- Issues Study
- Presentation



STAGE 2 LEGAL STUDIES

ADVICE TO STUDENTS

Desirable background: Study of ONE Semester of Stage 1 Legal Studies. Stage 2 Legal Studies is a 20-credit subject.

Students explore the Australian legal system from the local level to its global connections. They examine the key concepts of parliamentary democracy, constitutional government, and participation.

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

AIMS

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

CONTENT

At Stage 2 students study the following four topics:

- Topic 1: The Australian Legal System
- Topic 2: Constitutional Government
- Topic 3: Law-making
- Topic 4: Justice Systems.

ASSESSMENT

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

<i>School-based Assessment</i>	<i>Weighting</i>
Folio	50%
Inquiry	20%
<i>External Assessment</i>	
Examination	30%

Information on the External Assessment

Examination (3 hours)

The examination is divided into two parts:

- Part A: Short Responses
- Part B: Extended Responses

Part A: Short Responses

Part A consists of some compulsory questions. Students may also be required to respond to short-answer questions, analyse a media article, respond to a stimulus, or analyse a legal process. All topics are examined in this part.

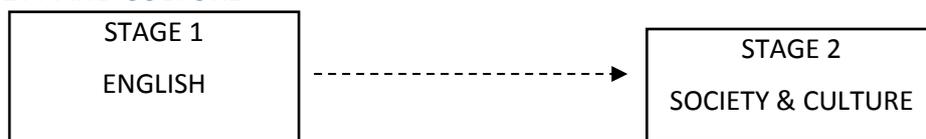
Part B: Extended Responses

Students answer two questions, including at least one extended response.

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



SOCIETY AND CULTURE



STAGE 2 SOCIETY & CULTURE

ADVICE TO STUDENTS

Stage 2 Society and Culture is a 20-credit subject.

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

AIMS

In Society and Culture students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society.

CONTENT

For a 20-credit subject, students study three topics (each from a different group of topics)

Topics

Topic group 1:
Culture
Cultural Diversity
Youth Culture
Work and Leisure
The Material World.

Topic group 2:
Contemporary Challenges
Social Ethics
Contemporary Contexts for Aboriginal and Torres Strait Islander Peoples
Technological Revolutions

People and the Environment.
Topic group 3: Global Issues
Globalisation
A Question of Rights
People and Power.

ASSESSMENT

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

<i>School-based Assessment</i>	<i>Weighting</i>
Folio	50%
Interaction	20%
<i>External Assessment</i>	
Investigation.	30%

Schools are required to use the external assessment type specified in this subject outline.

Information on the External Assessment

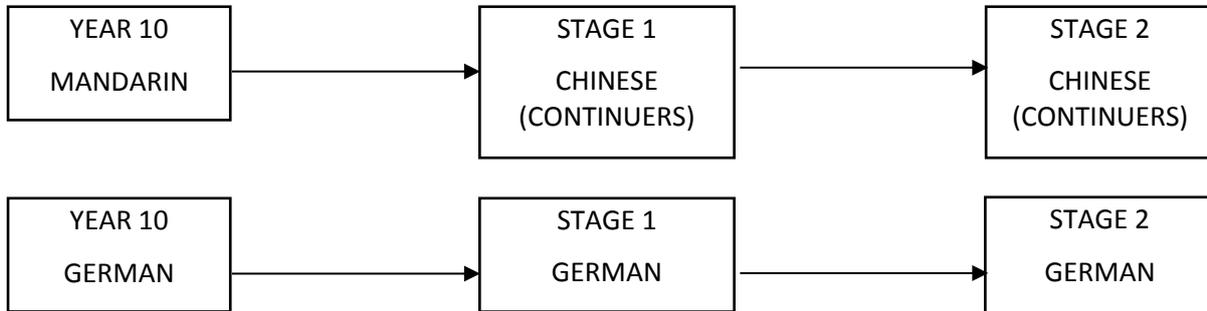
Investigation - The investigation should be up to a maximum of 2000 words for a 20-credit subject.

Students undertake an independent investigation of a contemporary social or cultural issue. The issue may arise from a topic covered in the study of the subject, or it may be a topic linked to a student's personal interest.

The investigation is double marked, firstly by the student's teacher and secondly by an external assessor appointed by the SACE Board. The teacher and the external assessor make a decision about the quality of the investigation with reference to the performance standards.



LANGUAGES



LANGUAGES AT CONTINUERS LEVEL			
SUBJECTS	German (Stage 1) A German (Stage 1) B	credits	10 or 20
	German (stage 2)	credits	20
	Chinese (continuers) (Stage 1) A Chinese (continuers) (Stage 1) B	credits	10 or 20
	Chinese (continuers) (Stage 2)	credits	20
LEARNING AREA	Languages		

STAGE 1 LANGUAGES AT CONTINUERS LEVEL

ADVICE TO STUDENTS

Stage 1 Languages at Continuers Level can be studied as a 10-credit subject (Semester 1 only) or one 20-credit subject. Language A is a prerequisite for Language B.

The Locally Assessed Languages at Continuers Level Subject Outline includes performance standards, which describe five levels of achievement that are reported with the grades A to E at the student's completion of the subject.

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

The student should have completed Year 10 German or Mandarin with an MYP grade of 4 or higher.

It is preferable that the student has completed Semester 1 and Semester 2 German or Mandarin. Consideration will be given on an individual basis to students who have only completed Semester 1.

AIMS

The Continuers Level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

In these languages subject's students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.



The focus capabilities for this subject are communication and citizenship.

CONTENT

Stage 1 Languages at Continuers Level consist of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The Mandarin or German-speaking Communities
- The Changing World.

ASSESSMENT

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

- Interaction
- Text Production
- Text Analysis
- Investigation

STAGE 2 LANGUAGES AT CONTINUERS LEVEL

ADVICE TO STUDENTS

Stage 2 Languages at Continuers Level is a 20-credit subject.

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

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

The student should have successfully completed 20 credits of Stage 1 German or Mandarin with a minimum Grade of C.

AIMS

The Continuers Level languages are designed for students who have studied the language for 400 to 500 hours by the time they have

completed Stage 2, or who have an equivalent level of knowledge.

In these languages subject's students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

The focus capabilities for this subject are communication and citizenship.

CONTENT

Stage 2 Languages at Continuers Level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The Individual
- The Mandarin or German-speaking Communities
- The Changing World.

ASSESSMENT

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

<i>School-based Assessment</i>	<i>Weighting</i>
Folio	50%
In-depth Study	20%
<i>External Assessment</i>	
Examination	30%

Information on the External Assessment
The examination consists of:

- Oral examination
- Written examination

Oral Examination

The oral examination will take 10–15 minutes and consists of two sections:

- Section 1: Conversation
- Section 2: Discussion



Written Examination (3 hours)

The written examination has three sections:

Section 1: Listening and Responding

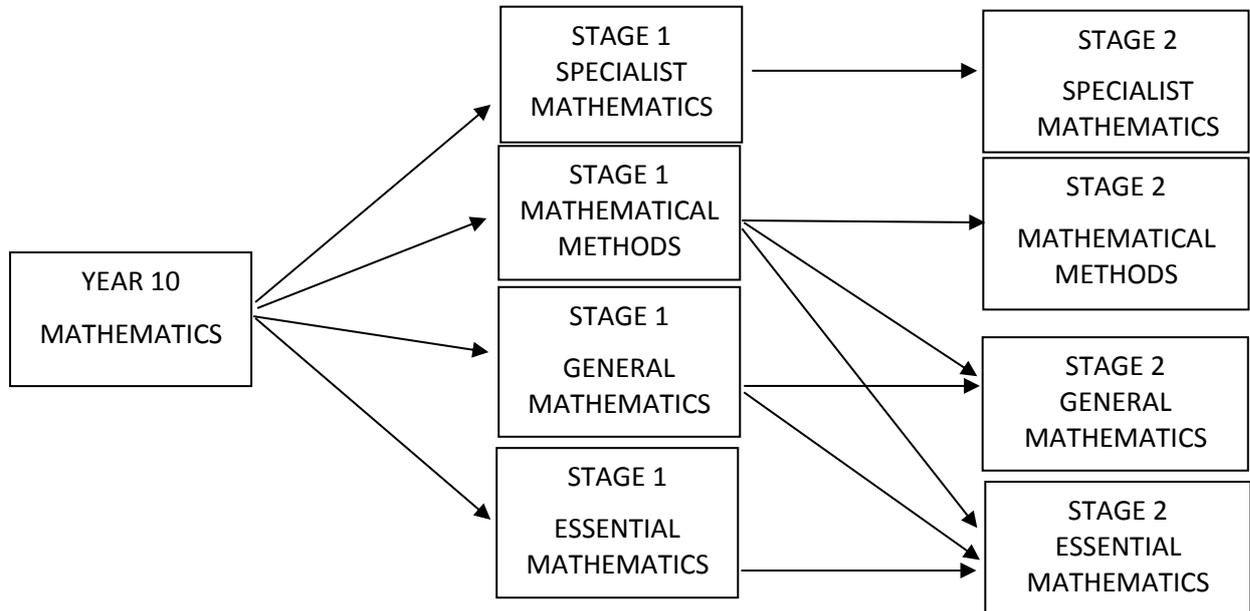
Section 2: Reading and Responding

Section 3: Writing in Mandarin or German.

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



MATHEMATICS



Note: All programs incorporate the use of graphics calculator and/or computers, to support classroom teaching, learning and assessment.

Stage 1 Mathematics			
Subjects	Specialist Mathematics A	Credits	10
	Specialist Mathematics B		10
	Mathematical Methods A		10
	Mathematical Methods B		10
	General Mathematics A		10
	General Mathematics B		10
	Essential Mathematics A		10
	Essential Mathematics B		10
Learning Area	Mathematics		



STAGE 1 MATHEMATICS (Specialist Mathematics & Mathematical Methods)

ADVICE TO STUDENTS

Stage 1 Mathematics is studied as a 10-credit subject.

Prerequisites: IBMYP score of 5 or above. If a score of 4 is achieved in IB MYP consultation with Mathematics Learning Area Coordinator is required to pursue these subjects.

NB Mathematical Methods A and Specialist Mathematics A are prerequisites for Mathematical Methods B and Specialist Mathematics B.

AIMS

In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

SACE NUMERACY REQUIREMENT

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

The capabilities for this subject are literacy, numeracy, information and communication technology, critical and creative thinking, personal and social, ethical understanding and intercultural understanding.

CONTENT

Stage 1 Mathematics consists of the following topics:

- Topic 1: Functions and graphs
- Topic 2: Polynomials
- Topic 3: Trigonometry
- Topic 4: Counting and Statistics
- Topic 5: Growth and Decay
- Topic 6: Introduction to Differential Calculus
- Topic 7: Arithmetic and Geometric Sequences and Series
- Topic 8: Geometry

- Topic 9: Vectors in the Plane
- Topic 10: Further Trigonometry
- Topic 11: Matrices
- Topic 12: Real and Complex Numbers.

Students who want to undertake Stage 2 Mathematical Methods should study at least 20 credits of Stage 1 Mathematical Methods. This may be two 10-credit subjects or one 20-credit subject. Students who want to undertake Stage 2 Specialist Mathematics should study at least 10 additional credits of Stage 1 Specialist Mathematics.

Students must study Stage 1 Mathematical Methods A in conjunction with Specialist Mathematics A for at least Semester 1. In Semester 2 students can have the option of just choosing Mathematical Methods B, or choosing Mathematical Methods B and Specialist Mathematics B.

ASSESSMENT

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

- Skills and Applications Tasks
- Folio

STAGE 1 MATHEMATICS (General Mathematics)

ADVICE TO STUDENTS

Stage 1 Mathematics is studied as a 10-credit subject or two discrete 10-credit subjects (one in each semester).

AIMS

In the study of mathematics students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.



Stage 1 Mathematics allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or better in this subject meet the compulsory 10-credit numeracy requirement.

SACE NUMERACY REQUIREMENT

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.

The capabilities for this subject are literacy, numeracy, information and communication technology, critical and creative thinking, personal and social, ethical understanding and intercultural understanding.

CONTENT

Stage 1 Mathematics consists of the following topics:

- Topic 1: Investing and Borrowing
- Topic 2: Measurement
- Topic 3: Statistical Investigation
- Topic 4: Applications of Trigonometry
- Topic 5: Linear and Exponential Functions and their Graphs
- Topic 6: Matrices and Networks

Topics covered provide a background for students proceeding to Stage 2 General Mathematics.

STAGE 1 ESSENTIAL MATHEMATICS

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.

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.

SACE NUMERACY REQUIREMENT

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.

The capabilities for this subject are literacy, numeracy, information and communication technology, critical and creative thinking, personal and social, ethical understanding and intercultural understanding.

CONTENT

Stage 1 Essential Mathematics consists of the following topics:

- Topic 1: Calculations, Time and Ratio
- Topic 2: Earning and Spending
- Topic 3: Geometry
- Topic 4: Data in Context
- Topic 5: Measurement
- Topic 6: Investing

Topics covered provide a background for students proceeding to Stage 2 Essential Mathematics.

ASSESSMENT

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

- Skills and Application Tasks
- Folio



STAGE 2 GENERAL MATHEMATICS

General Mathematics			
Subject Outline	General Mathematics (Stage 2)	Credits	20
Learning Area	Mathematics		

ADVICE TO STUDENTS

Prerequisite: Completion at grade C or above in Stage 1 Mathematical Methods

AIMS

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.

CONTENT

Stage 2 General Mathematics consists of the following six topics:

1. Modelling with Linear Relationships
2. Modelling with Matrices

3. Statistical Models
4. Financial Models
5. Discrete Models
6. Open Topic

Students study five topics from the list of six topics above. All students must study topics 1, 3, 4, and 5.

ASSESSMENT

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

<i>School-based Assessment</i>	<i>Weighting</i>
Skills and Application Tasks	40%
Mathematical Investigation	30%
<i>External Assessment</i>	
Examination (2 hours)	30%



STAGE 2 ESSENTIAL MATHEMATICS

Essential Mathematics			
Subject Outline	Essential Mathematics (Stage 2)	Credits	20
Learning Area	Mathematics		

AIMS

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.

CONTENT

Stage 2 Essential Mathematics consists of the following six topics:

- Topic 1: Scales, Plans, and Models
- Topic 2: Measurement
- Topic 3: Business Applications
- Topic 4: Statistics
- Topic 5: Investments and Loans
- Topic 6: Open Topic

Students study five topics from the list of six topics above. All students must study topics 2, 4, and 5.

ASSESSMENT

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

<i>School-based Assessment</i>	<i>Weighting</i>
Skills and Application Tasks	30%
Folio	40%
<i>External Assessment</i>	
Examination (2 hours)	30%

Students undertake a 2-hour external examination in which they answer questions on the following three topics:

- Topic 2: Measurement
- Topic 4: Statistics
- Topic 5: Investments and Loans.



STAGE 2 MATHEMATICAL METHODS

Mathematical Methods			
Subject Outline	Mathematical Methods (Stage 2)	Credits	20
Learning Area	Mathematics		

AIMS

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation. Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

CONTENT

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 and the Normal Distribution
 Topic 6: Sampling and Confidence Intervals.

ASSESSMENT

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

<i>School-based Assessment</i>	<i>Weighting</i>
Skills and Application Tasks	50%
Mathematical Investigation	20%
<i>External Assessment</i>	
Examination (3 hours)	30%



STAGE 2 SPECIALIST MATHEMATICS

Specialist Mathematics			
Subject Outline	Specialist Mathematics (Stage 2)	Credits	20
Learning Area	Mathematics		

AIMS

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

CONTENT

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

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

<i>School-based Assessment</i>	<i>Weighting</i>
Skills and Application Tasks	50%
Mathematical Investigation	20%
<i>External Assessment</i>	
Examination (2 hours)	30%



RELIGION STUDIES

Religion Studies			
Subjects	Religion Studies (Stage 1)	Credits	10 (over the length of a full year)
	Religion Studies (Stage 2)	Credits	10 (over the length of a full year)
Learning Area	Humanities & Social Sciences		

STAGE 1 RELIGION STUDIES

ADVICE TO STUDENTS

Length: 10 Credits

All students will study this unit for 2 modules per week for the full year, hence counting as a 10 Credit Subject.

OVERVIEW

In this course students have the opportunity to focus on an aspect of religion or spirituality within the Anglican/Uniting Tradition, as well as across other traditions, and to explore the religious basis of an ethical or social justice issue.

Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs.

The focus capabilities of this subject are communication, citizenship and personal development

CONTENT

Stage 1 Religion Studies will be studied as a 10 credit subject in Year 11.

The course includes:

One Religious & Spiritual Traditions Study
One Ethical or Social Justice Issue Study

Topic One: Understanding Religion

Part A: A Search for Meaning

Part B: A Christian View of Love and Death

Topic Two: Ethical & Social Justice Issue Study

Part A: Sneaking Suspicions

Reflection on the ways in which religion provides a basis for personal and ethical decision making.

Part B: In-depth Issue Study

Investigation

Report (750 – 1000 words)

ASSESSMENT

Assessment Criteria

- Knowledge and Understanding
- Investigation and Application
- Communication
- Analysis and Personal Reflection

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

- Practical Activities
- Issues Investigations
- Reflection

STAGE 2 RELIGION STUDIES

ADVICE TO STUDENTS

Length: 10 Credits

All students will study this unit for 2 modules per week for the full year, hence counting as a 10 Credit Subject.

The focus capabilities for this subject are communication, citizenship and personal development

AIM



Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs.

CONTENT

The course includes:

Introduction:

Understanding Religion

What is Religion

Topic One: Religious Traditions:

Christianity

Historical Background

Beliefs and Practice

Life of Jesus

Religion in Australia

Topic Two: World Religions:

Judaism

Islam

Buddhism

Hinduism

Topic Three: Ethics

ASSESSMENT

Design Assessment Criteria

Knowledge and Understanding

Investigation and Application

Analysis and Evaluation

Reflection

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

School Based Assessment (70%):

Sources Analysis (25%)

Folio Assessment 1 (25%)

Folio Assessment 2 (20%)

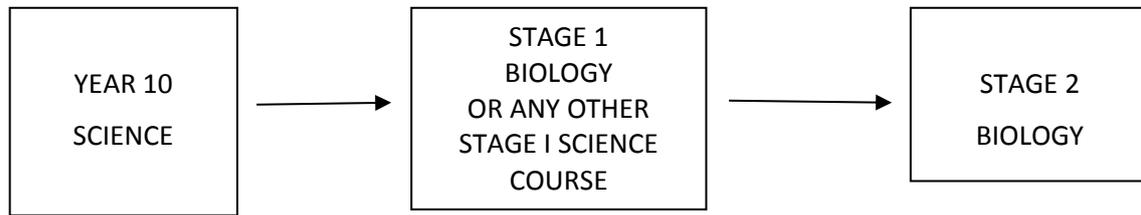
External Assessment (30%)

Investigation (30%) In this investigation students have the opportunity to focus on an aspect of religion or spirituality within the Anglican/Uniting Tradition, or across other traditions, and to explore the religious basis of an ethical or social justice issue.



SCIENCES

BIOLOGY



Biology			
Subjects	Biology (Stage 1) A	Credits	10
	Biology (Stage 1) B		10
	Biology (Stage 2)	Credits	20
Learning Area	Sciences		

STAGE 1 BIOLOGY

ADVICE TO STUDENTS

Stage 1 Biology can be studied as a 10-credit subject or as 2 discrete 10-credit subjects (one in each semester).

Prerequisite: at least an MYP grade of 4 in Year 10 Science in Semester 2, (or in the Biology unit).

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

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

OVERVIEW

In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of

biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

The focus capabilities for this subject are communication and learning.

CONTENT

Examples of areas of study include.

- Cells and Microorganisms
- Infections Disease
- Multicellular Organisms

ASSESSMENT

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

- Investigations Folio
- Skills and Applications Tasks



STAGE 2 BIOLOGY

ADVICE TO STUDENTS

Stage 2 Biology is a 20-credit subject.

Prerequisite: Satisfactory completion of any 10-credit Stage 1 Science.

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

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

OVERVIEW

In Biology students investigate and learn about the structure and function of a range of living organisms, how they interact with other living things, and with their environments. Students have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

The focus capabilities for this subject are communication and learning.

CONTENT

Stage 2 Biology is organized around the following four themes:

- Organisation
- Selectivity
- Energy Flow
- Perpetuation

Each theme is divided into the following six threads:

- Evolution
- Human Awareness
- Macromolecules
- Cells
- Organisms
- Ecosystems.

ASSESSMENT

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

School based assessment is subject to external moderation by the SACE (Board).

<i>School-based Assessment is subject to external moderation by the SACE (Board)</i>	<i>Weighting</i>
Investigations Folio	40%
Skills and Applications Tasks	30%
<i>External Assessment</i>	
Examination	30%

Information on the External Assessment

Examination (3 hours)

The examination consists of:

Multiple-choice questions

Short-answer questions

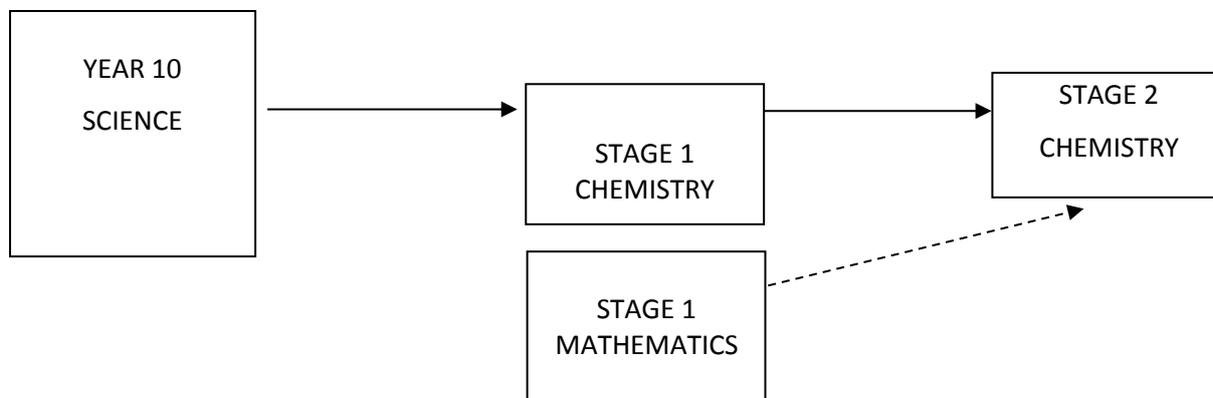
Extended response questions (two)

Questions will cover all themes and threads and will include experimental skills.

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



CHEMISTRY



Chemistry			
Subjects	Chemistry (Stage 1) A	Credits	10
	Chemistry (Stage 1) B		10
	Chemistry (Stage 2)	Credits	20
Learning Area	Sciences		

STAGE 1 CHEMISTRY

ADVICE TO STUDENTS

Stage 1 Chemistry can be studied as a 10-credit subject (in Semester 1 only) or two 10-credit subjects. Chemistry A is a **prerequisite** for Chemistry B.

Prerequisite: At least an MYP grade of 4 overall in Year 10 Science (in Semester 2)

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

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

OVERVIEW

The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also

includes a critical study of the social and environmental impact of materials and chemical processes.

Students consider how human beings make use of the earth's resources and the impact of human activities on the environment.

Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

The focus capabilities for this subject are communication and learning.

CONTENT

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

- Matter – particles, physical properties
- Reactions – chemical changes, equations
- Carbon – hydrocarbons, organic nomenclature
- Chemical – mole concept, significant figures
- Skills – experimental design, graphing



ASSESSMENT

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

Investigations Folio
Skills and Applications Tasks

STAGE 2 CHEMISTRY

ADVICE TO STUDENTS

Stage 2 Chemistry is a 20-credit subject.

Prerequisite: A grade of C or above in Semester 2 Chemistry B (Stage 1).

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

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

OVERVIEW

The study of chemistry involves investigating and learning about the properties, uses, means of production, and reactions of natural and processed materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

The focus capabilities for this subject are communication and learning.

CONTENT

Stage 2 Chemistry is organised so that each intended student learning is related to a key chemical idea or concept within five topics. Through the study of these key ideas and

concepts students develop their chemistry investigation skills.

Topics:

- Materials and their Atoms
- Combining Atoms
- Molecules
- Mixtures and Solutions
- Acids and Bases
- Redox Reactions

ASSESSMENT

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

<i>School-based Assessment is subject to external moderation by the SACE (Board)</i>	<i>Weighting</i>
Investigations Folio	40%
Skills and Applications Tasks	30%
<i>External Assessment</i>	
Examination	30%

Information on the External Assessment

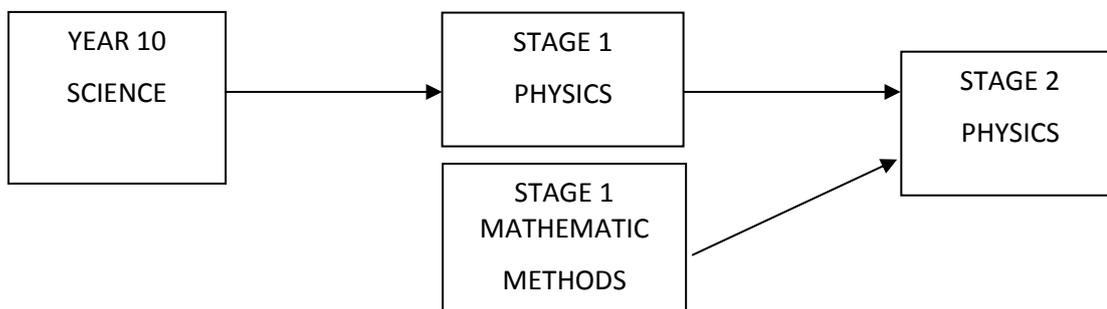
Examination (3 hours)

Students are assessed on their knowledge and understanding of the key ideas and the intended student learning in the five topics and the investigation skills. Students are given a sheet containing a periodic table, standard SI prefixes, and a table showing the relative activities of a number of metals.

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



PHYSICS



Physics			
Subjects	Physics (Stage 1) A	Credits	10
	Physics (Stage 1) B	Credits	10
	Physics (Stage 2)	Credits	20
Learning Area	Sciences		

STAGE 1 PHYSICS

ADVICE TO STUDENTS

Stage 1 Physics can be studied as a 10-credit subject in (Semester 1 only) or two 10-credit subjects. Physics A is **prerequisite** for Physics B.

Prerequisite: At least an MYP grade of 4 overall for Year 10 Science and Mathematics in Semester 2

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

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

OVERVIEW

The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying

knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations

The focus capabilities for this subject are communication and learning.

CONTENT

The design and content of the program is determined at the school level. Examples of areas of study with possible topics and applications include:

Waves: sound and light, CD, DVD and Blue-ray technology

Astronomy: astrophysics, establishing a colony on Mars

Electricity and magnetism: DC circuits, wind farms and solar.

ASSESSMENT

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



Investigations Folio
Skills and Applications Tasks

STAGE 2 PHYSICS

ADVICE TO STUDENTS

Stage 2 Physics is a 20-credit subject.

Prerequisite: A grade C or above in Stage 1 Physics Semester 2 and a C or above in Stage 1 Mathematical Studies.

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

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

OVERVIEW

The study of physics offers opportunities for students to understand and appreciate the physical world. This subject requires the investigation and interpretation of phenomena of physics through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei.

The focus capabilities for this subject are communication and learning.



CONTENT

Stage 2 Physics is organised into four sections.

Each section is divided into four topics

Section	Topics
Linear Motion and Forces	Projectile Motion
	Uniform Circular Motion
	Gravitation and Satellites
	Momentum in Two Dimensions
Electric Circuits	Electric Fields
	The Motion of Charged Particles in Electric Fields
	Magnetic Fields
	The Motion of Charged Particles in Magnetic Fields
Heat, Energy, Momentum and Waves	Electromagnetic Waves
	The Interference of Light
	Photons
	Wave Behaviour of Particles
Nuclear Models and Radioactivity	The Structure of the Atom
	The Structure of the Nucleus
	Radioactivity
	Nuclear Fission and Fusion

ASSESSMENT

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

<i>School-based Assessment is subject to external moderation by the SACE (Board)</i>	<i>Weighting</i>
Investigations Folio	40%
Skills and Applications Tasks	30%
<i>External Assessment</i>	
Examination	30%

Information on the External Assessment Examination (3 hours)

Students undertake a 3-hour written examination consisting of questions of different types, such as short-answer, paragraph answer, mathematical calculations, data and practical skills, extended response, and graphical interpretation. Questions will cover all topics, including the applications and experimental skills, and some may require

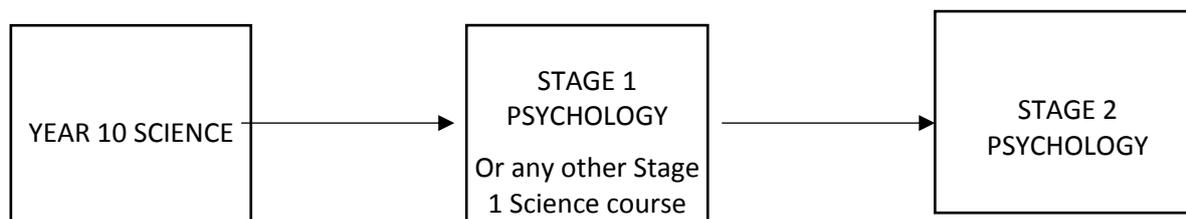
students to integrate their knowledge from a number of topics.

An equation sheet will be included in the examination question booklet.

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



PSYCHOLOGY



Note: Although Psychology provides an insight into ourselves and others, Stage 1 Psychology and Stage 2 Psychology *do not* provide professional training in Psychology.

Psychology			
Subjects	Psychology (Stage 1) A	Credits	10
	Psychology (Stage 1) B		10
	Psychology (Stage 2)	Credits	20
Learning Area	Science		

STAGE 1 PSYCHOLOGY

ADVICE TO STUDENTS

Stage 1 Psychology can be studied as a 10-credit subject (in Semester 1 only) or as two 10-credit subjects. Psychology A is prerequisite to Psychology B.

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

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

OVERVIEW

Psychology is the systematic study of thoughts, feelings and behaviour and the factors that influence these.

Stage 1 and Stage 2 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

The focus capabilities for this subject are communication and learning.

CONTENT

The 10-credit subject consists of the compulsory topic and *two* topics (Psychology A).

The 20-credit subject consists of the compulsory topic and *five* topics (Psychology A & B).

Topics

Introduction to Psychology (compulsory)
 Social Behaviour
 Intelligence
 Cognition
 Brain and Behaviour
 Human Psychological Development
 Emotion
 Negotiated Topic

ASSESSMENT

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

- Investigations Folio
- Skills and Applications Tasks



STAGE 2 PSYCHOLOGY

ADVICE TO STUDENTS

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

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

OVERVIEW

Psychology is the systematic study of thoughts, feelings and behaviour and the factors that influence these.

The focus capabilities for this subject are communication and learning.

CONTENT

For the 20-credit subject *all* topics must be studied.

Topics

Introduction to Psychology (compulsory)

Social Cognition

Learning

Personality

Psychobiology of Altered States of Awareness

Healthy Minds

ASSESSMENT

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

<i>School-based Assessment is subject to external moderation by the SACE (Board)</i>	<i>Weighting</i>
Investigations Folio	30%
Skills and Applications Tasks	40%
<i>External Assessment</i>	
Examination	30%

Examination (2 hours)

For the 20-credit subject students undertake a 2-hour external examination. The examination consists of short-answer and extended-response questions.

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



VET COURSES

CERTIFICATE II KITCHEN OPERATIONS

ADVICE TO STUDENTS

Certificate II Kitchen in Operations is studied as a 40 credit subject, one day per week for a full year. Students must have a keen interest in the Food & Hospitality Industry. Under unit SITHCCC207, it is mandatory for each student to complete 50 hours of work placement.

CONTENT

List of Competencies:

BSBWOR203B	Work effectively with others
SITXFSA101	Use hygienic practices for food safety
SITXWHS101	Participate in safe work practices
SITHCCC201	Produce dishes using basic methods of cookery
SITHCCC207	Use cookery skills effectively
SITHKOP101	Clean kitchen premises and equipment
SITXINV202	Maintain the quality of perishable supplies
SITHCCC101	Use food preparation equipment
SITHCCC202	Produce appetisers and salads
SITHCCC203	Produce stocks, sauces and soups
SITHCCC204	Prepare vegetable fruit egg and farinaceous
SITHCCC103	Prepare sandwiches
SITHCCC306	Handle and serve cheese

Pedare students also receive Barista and First Aid Training.

The course incurs an additional fee to cover the costs of uniform, theory software and food.

PARTIAL CERTIFICATE I IN ENGINEERING (METAL) MEM10105

The Certificate I in Engineering (Metal) course will start you on your way for future careers in the manufacturing, engineering, advanced manufacturing, mining, resources and defence industries.

You will gain nationally recognised qualifications and gain skills in welding (oxy and mig), cutting, shaping and manufacturing metal structures and components, machining using lathes and milling machines as well as design.

Demand for engineering tradespeople in fabrication and mechanical trades is high and opportunities for future apprenticeships are very good. You will also be credited with at least 20 SACE Stage 1 Credits for undertaking this course.