This booklet provides an outline of each subject offered at Windsor Gardens Secondary College.

The college facilities have changed with a Music performance suite and a sound recording studio, upgraded sports/gym area, state of the art science laboratories, a large technology area that includes Computer Aided Design with 3D printers and electronics for clean technologies.

Our teachers are planning for the future with opportunities for student learning to be more personalised and more challenging.

The focus will be:

- Expanded Music courses from year 8-12 including Certificate III in Technical Production [MUSIC]
- Sport and Recreation programs from 8-12 including Certificate III in Sport and Recreation
- STEM Science Technology Engineering and Maths in years 8 and 9 that are project/inquiry based

We create successful learning by keeping all the teachers up to date with the latest quality professional learning and support them to develop and design learning in the most engaging ways. In 2015 all teaching staff are engaged in learning with the Institute of Educational Assessors, so that every student can be challenged to reach their potential with high quality task design.

We inspire students to push themselves to the limits not only in the classrooms but also by exposing our students to the experience the opportunities that our partners in the universities, businesses, TAFE and sporting associations can provide. Programs like the creative science technology “Concept to Creation” that challenges students to engage with new technologies.

Our students excel within a safe, supportive and challenging environment where they aspire to achieve their potential and in the senior school, students have the opportunity to experience university with a program of “Discovering University”. Stage 2 classes in Maths and Science run at UniSA, helping students to discover what university can do for them and making sure that they have planned and personalised pathways.

From 2016 there will be new developments with the way that we offer VET. Students can choose from the VET certificates that are offered in year 11 and 12 but the only ones that will be delivered at Windsor by our staff will be:

- Sport and Recreation Cert III [in with associations / clubs / universities]
- Technical Production [MUSIC] Cert III developed to begin in 2016
- Laboratory Skills Cert III in association with TAFE Gilles Plains]
- Hospitality Kitchen Operations Cert II
- Hospitality Restaurant Operations Cert II

Other VET courses will be offered through the NEVO courses across our neighbouring schools. Students completing a VET Certificate III course can use a Certificate III as part of their ATAR for university entry. The VET certificates offered at Windsor or as a NEVO course will only run if the number of students makes up a minimum class size.

My priorities for Windsor are:

- Students aim high and achieve their very best of the 3 A’s Attendance, Attitude and Achievement
- Teachers are learners and they develop the highest standards of quality education
- Students are supported to design personalised pathways

The curriculum we deliver is governed by two frameworks – The Australian Curriculum for Years 8-10 and the South Australian Certificate of Education (SACE) for Year 10 [Personal Learning Plan], 11 and 12.

Paulette Sargent
Principal
Windsor Gardens Secondary College
CREATING A SUPPORTIVE LEARNING ENVIRONMENT

Our focus is to develop a team of teachers with the highest quality teaching skills in working with young adolescents, enabling the transition of students into a secondary environment as well as into future pathways for study, training or employment.

TRANSITION INTO THE COLLEGE

The college plans and runs transition programs for students from Year 6 onwards with support from trained peer leaders. This continues at the beginning of Year 8 with a camp that focuses on:

- Positive relationships
- Respect for others
- Dealing with harassment
- Work ethic
- Valuing education

CASE MANAGEMENT THROUGH CARE GROUP STRUCTURE

Each student has available a support structure through small care groups. The purpose of this structure is to provide teachers the opportunity to get to know and support a small group of students by regular contact with parents or caregivers. This ensures issues are dealt with quickly and efficiently and the progress of each child is monitored. Each Year Level has a manager, to enable care group teachers to seek advice and direction regarding any student concerns or issues.

21ST CENTURY LEARNING

The college places a high priority on preparing students for their future by ensuring all Learning Areas promote 21st Century Learning. Whilst this does include the use of information technology, it also ensures students are given the opportunity to develop problem solving skills, the ability to work in teams and develop a style of learning that suits their needs.

Windsor Gardens Hearing Impaired/Deaf Centre students are integrated with students of Windsor Gardens Secondary College. The purpose of the Centre is to provide a broad balanced education that prepares the student for effective participation in society in accordance with DECD Guidelines.

Students attend college classes and can receive special instruction and have access to a team of Teachers of the Deaf and support staff who provide support and mentor each student.

All students learn AUSLAN (Australian Sign Language) in Year 8 which facilitates the successful integration of the Deaf students. Teachers of the Deaf frequently team teach with the college staff where Deaf/Hearing Impaired students are integrated.

A variety of support and integration models are used to suit the individual needs of students, providing students every opportunity to achieve positive learning outcomes. Our facilities are modern, specially designed for the needs of Hearing Impaired/Deaf students.

Please note: The subjects offered in any year level that are not compulsory can only run if the number of students who select the subjects during Course Counselling result in a viable class size.
Curriculum
WGSC Senior School includes Years 10 to 12. In 2016 the Senior School curriculum will be governed by two frameworks - the SACE will apply for Years 11 and 12 and the Australian Curriculum will apply for Year 10 as well as for all Year 11 Mathematics and English options.

Students are offered personalised study pathways enabling them to select from a wide range of traditional subjects along with VET options delivered at the college or flexibly through one of our high quality external providers.

Please note that the type of internal subject offerings in any year level are determined by the number of students who select the subjects during Course Counselling each year.

Pastoral Care
Pastoral care is provided by the Care Group teacher and may include studies packaged as Integrated Learning option, for example Career Education, Research Skills and Personal Development (Positive Education).

Assessment and Reporting
Student learning will be assessed using the Australian Curriculum Framework Achievement Standards and/or SACE Performance Standards as appropriate.

South Australian Certificate of Education (SACE)
To complete the South Australian Certificate of Education (SACE) students are required to complete 200 Credits of study over the course of Year 10, 11 and 12 where each semester of study in a subject equates to 10 Credits.

There are four compulsory components of the SACE – the Personal Learning Plan (PLP), Stage 1 Literacy, Stage 1 Numeracy and the Research Project. These must be completed at C grade or better.

At WGSC, the PLP is completed in Year 10 while all Literacy and Numeracy requirements as well as the Research Project are completed in Year 11. Workplace Practices is integrated in Year 12 studies.

The remainder of the SACE can include learning from other recognised subjects but must include at least 60 Credits of study at Stage 2 level (Year 12) at C- grade or better.
SACE and Australian Curriculum Capabilities
The following seven general capabilities underpin studies in most subjects:

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

Going to University
In order to go to university students will need to ensure that their study pathway makes them eligible for an ATAR. This means that they must meet SACE requirements including 80 Credits at Stage 2 (Year 12).

For more information please visit:

SACE: https://www.sace.sa.edu.au

VET: https://www.sace.sa.edu.au/students/studying-the-sace/studying-vet-in-the-sace#title#section1

After SACE: https://www.sace.sa.edu.au/students/after-sace

Senior School At Windsor Facebook Page
Please like and follow our Facebook page ‘Senior School at Windsor’ to stay in touch with what is happening in Senior School.

Vocational Education and Training (VET)
Vocational Education and Training (VET) is that part of tertiary education and training which provides accredited training in job related and technical skills. It covers a large number of careers and industries including trades and office work, retail, hospitality and technology. When studying a certificate course,

- Every 70 nominal hours can contribute 10 Credits toward SACE completion at Stage 1 or 2 depending on the type of course
- A completed Certificate III course can be counted as a SACE Stage 2 subject and contribute toward an ATAR.
- A VET course can provide you with work ready knowledge and skills and will assist you when applying for an Apprenticeship / Traineeship.
- Keep your options open to pursue further vocational education (such as courses at a TAFE), or move into higher education (such as undertaking courses at university).

If you wish to apply for a VET course, please refer to the How to Access VET form which can be downloaded from the Windsor Gardens Secondary College website – or collected from the front office.
<table>
<thead>
<tr>
<th>Year 8</th>
<th>Year 9</th>
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</thead>
<tbody>
<tr>
<td><strong>THE ARTS</strong></td>
<td><strong>THE ARTS</strong></td>
</tr>
<tr>
<td>Visual Art</td>
<td>Visual Art</td>
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<tr>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>Media Arts</td>
<td>Media Arts</td>
</tr>
<tr>
<td><strong>ENGLISH</strong></td>
<td><strong>ENGLISH</strong></td>
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<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td><strong>HEALTH AND PHYSICAL EDUCATION</strong></td>
<td><strong>HEALTH AND PHYSICAL EDUCATION</strong></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td><strong>LANGUAGES</strong></td>
<td><strong>LANGUAGES</strong></td>
</tr>
<tr>
<td>Auslan</td>
<td>Auslan</td>
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<tr>
<td><strong>MATHEMATICS</strong></td>
<td><strong>MATHEMATICS</strong></td>
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<tr>
<td>Mathematics</td>
<td>Mathematics</td>
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<tr>
<td><strong>SCIENCE</strong></td>
<td><strong>SCIENCE</strong></td>
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<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td><strong>HUMANITIES AND SOCIAL SCIENCES</strong></td>
<td><strong>HUMANITIES AND SOCIAL SCIENCES</strong></td>
</tr>
<tr>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td><strong>TECHNOLOGIES</strong></td>
<td><strong>TECHNOLOGIES</strong></td>
</tr>
<tr>
<td>Year 8 and 9 students may undertake studies in the following</td>
<td>Year 8 and 9 students may undertake studies in the following</td>
</tr>
<tr>
<td>Technologies’ subjects over a two year cycle.</td>
<td>Technologies’ subjects over a two year cycle.</td>
</tr>
<tr>
<td>Wood Technology</td>
<td>Wood Technology</td>
</tr>
<tr>
<td>Metal Technology</td>
<td>Metal Technology</td>
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<tr>
<td>Plastics</td>
<td>Plastics</td>
</tr>
<tr>
<td>Electronics</td>
<td>Electronics</td>
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<tr>
<td>Sustainable Technologies</td>
<td>Sustainable Technologies</td>
</tr>
<tr>
<td>CAD/CAM</td>
<td>CAD/CAM</td>
</tr>
<tr>
<td>Food &amp; Lifestyle (both years)</td>
<td>Food &amp; Lifestyle (both years)</td>
</tr>
</tbody>
</table>

Year 8 students will undertake studies in all 8 areas of learning.
Auslan is a compulsory language curriculum in Year 8.

Year 9 students will undertake studies in all 8 areas of learning.
They are able to make choices in the area of Arts & Languages

**NOTE:**
*If they wish to continue with Music &/or Auslan beyond Year 9 they will need to undertake at least one semester of that subject.*
### IMPORTANT INFORMATION ABOUT YOUR YEAR 10 CHOICES

- Year 10 students continue their studies in English, Maths, Science and Humanities and Social Sciences.
- Students who wish to study Music in Stage 1 (Year 11) will need to undertake Music in Year 10 for a full year.
- Students who wish to continue with AUSLAN at Years 11 and 12 will need to undertake AUSLAN in Year 10 for a full year.
- Students are able to make choices in Semester 1 and 2 in: Health & Physical Education, Technologies, The Arts and Languages.
- The PLP is a compulsory SACE unit undertaken at Year 10 with 2 lessons a week for the whole year.

### SEMESTER 1

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Subject Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>MATHS</strong></td>
<td>Maths</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Science</td>
</tr>
<tr>
<td><strong>HUMANITIES AND SOCIAL SCIENCE</strong></td>
<td>History</td>
</tr>
<tr>
<td><strong>PERSONAL LEARNING PLAN (PLP)</strong></td>
<td>2 lessons per week and caregroup</td>
</tr>
</tbody>
</table>

### SEMESTER 2

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Subject Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH</strong></td>
<td>English</td>
</tr>
<tr>
<td><strong>MATHS</strong></td>
<td>Maths</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Science</td>
</tr>
<tr>
<td><strong>HUMANITIES AND SOCIAL SCIENCE</strong></td>
<td>History or Geography</td>
</tr>
<tr>
<td><strong>INTEGRATED LEARNING (RESEARCH SKILLS)</strong></td>
<td>2 lessons per week</td>
</tr>
</tbody>
</table>

### SUBJECT CHOICES

**SEMESTER 1**

**Arts**
- Visual Arts (A)
- Music (A)
- Media Arts (A)

**Languages**
- AUSLAN

**Health and Physical Education**
- Physical Education (A)

**Technologies**
- Info Technology (A)
- CAD/CAM (A)
- Metal Technology (A)
- Wood Tech (Furniture) (A)
- Photography (A)
- Electronics/Control Technology (A)
- Pedal Prix Construction (A)
- Intro to Food & Hospitality (A)
- Intro to Child Studies (A)

**SEMESTER 2**

**Arts**
- Visual Arts (B)
- Music (B) (Compulsory for Stage 1 MUSIC)
- Media Arts (B)

**Languages**
- AUSLAN (Compulsory for Stage 1 AUSLAN)

**Health and Physical Education**
- Physical Education (B)

**Technologies**
- Info Technology (B)
- CAD/CAM (B)
- Metal Technology (B)
- Wood Tech (Furniture) (B)
- Photography (B)
- Electronics/Control Technology (B)
- Pedal Prix Construction (B)
- Intro to Food & Hospitality (B)
- Intro to Child Studies (B)

**PEER SUPPORT (SACE UNIT)**
<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts</strong></td>
<td><strong>Arts</strong></td>
</tr>
<tr>
<td>Creative Arts</td>
<td>Creative Arts</td>
</tr>
<tr>
<td>Visual Arts (Art A &amp; B)</td>
<td>Visual Arts (Art)</td>
</tr>
<tr>
<td>Music (A &amp; B)</td>
<td>Music - Ensemble Performance</td>
</tr>
<tr>
<td>Media Studies</td>
<td>- Individual Study</td>
</tr>
<tr>
<td></td>
<td>- Solo Performance</td>
</tr>
</tbody>
</table>

**Technologies**

<table>
<thead>
<tr>
<th>CAD/CAM</th>
<th>Design &amp; Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture Construction – wood</td>
<td>- Furniture Construction</td>
</tr>
<tr>
<td>Material Products (Textiles)</td>
<td>- Photography</td>
</tr>
<tr>
<td>Welding &amp; Fabrication – metal</td>
<td>Computer Aided Design &amp; Drafting</td>
</tr>
<tr>
<td>Photography</td>
<td>Food &amp; Hospitality</td>
</tr>
<tr>
<td>Child Studies</td>
<td>Food and Entertaining (Integrated Learning)</td>
</tr>
<tr>
<td>Food &amp; Entertaining (A &amp; B)</td>
<td>Child Studies (Integrated Learning)</td>
</tr>
</tbody>
</table>

**Cross-disciplinary Studies**

| Research Project | Workplace Practices |

**English**

<table>
<thead>
<tr>
<th>English</th>
<th>English Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential English</td>
<td>English Pathways</td>
</tr>
<tr>
<td>English as an additional Language</td>
<td>English as an additional Language</td>
</tr>
</tbody>
</table>

**Health & Physical Education**

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sports Studies (Integrated Learning)</td>
</tr>
</tbody>
</table>

**Humanities and Social Sciences**

| Geography | N/A for 2016 selection |
| History | |

**Languages**

| Auslan | Auslan |

**Mathematics**

| General Mathematics | Specialist Mathematics |
| Essential Mathematics | Mathematical Studies |
| Maths Methods | Mathematical Applications |
| Specialist Mathematics | Maths Pathways |

**Sciences**

| Biology (A) | Chemistry |
| Chemistry (A & B) | Nutrition |
| Nutrition (A) | Physics |
| Physics (A & B) | Scientific Studies |
COURSE COUNSELLING FOR ALL YEAR LEVELS FOR 2016 WILL BE HELD ON

WEDNESDAY 29TH JULY 2015

BOOKINGS WILL BE AVAILABLE ONLINE
### THE ARTS : VISUAL ART

**Course Description**
This subject aims to provide students with skills and knowledge about Arts in practice, analysing artworks and its place in society. Students will be provided with opportunities to work in both 2D and 3D areas of study to further develop previously acquired knowledge and skills. Students will experience the use of technology to enhance the development of their ideas and in the completion of their final works.

**Content**
- Drawing
- Painting
- Printmaking
- Design

**Assessment Components** : Practical Skills (60%), Folio and Theory Tasks (40%)

**Additional Information**
This leads to Year 10 Visual Arts.

### THE ARTS : MUSIC

**Course Description**
This subject aims to build on and improve both practical and theoretical concepts in music to increase the reading and performance of music. It involves students making and responding to music independently and in small groups, and with their teachers and communities. They explore music as an art form through listening, composing and performing.

**Content**
- Learn the basic elements of a recording studio and recorded songs
- Perform in small and large ensembles
- Participate in school concerts including Primary schools and college assemblies
- Use ACID / PRO-TOOLS music software to create compositions and soundtracks

**Assessment Components** : Practical Skills (50%), Performance (30%), Theory Tasks (20%)

**Additional Information**
If students study music for 2 semesters they must learn an instrument and attend a ½ hour instrumental lesson delivered by a HPI provider (regular practice at home is essential). This leads to Year 10 Music.

### THE ARTS : MEDIA ARTS

**Course Description**
Learning in Media Arts involves students learning to engage with communications technologies and cross-disciplinary art forms to design, produce, distribute and interact with a range of print, audio, screen-based or hybrid artworks. Students explore, view, analyse and participate in media culture from a range of viewpoints and contexts. It involves students making and responding to media arts independently and in small groups.

**Content**
- Digital photography & Image manipulation
- Filmmaking
- Use of the Adobe Master Collection
- Advertising
- Digital Graphic Design

**Assessment Components** : Practical Skills (60%), Folio and Theory Tasks (40%)

**Additional Information**
This leads to Year 10 Media Arts.
ENGLISH

Course Description
Through their study of English students will continue to improve their ability to control and use the English language in a wide variety of contexts. Topics/themes are negotiated with students and vary between classes. Throughout the year students will explore the three strands of the Australian Curriculum English: Literacy, Language and Literature.

Content may include
- Writing: Persuasive Arguments, Recounts, Narratives
- Analytical Essays

Assessment Components: Tasks will fall into either of two categories, Responding to Texts or Creating Texts. Within each category students may be required to undertake written tasks, oral/multimodal presentations, visual/creative tasks.

Additional Information
This subject is compulsory for a full year.

HASS : HISTORY

Course Description
The course is ‘The Making of the Modern World’ and examines events that occurred between 1750 and 1918. Students will develop critical thinking skills and their ability to use historical terminology. The course is designed to allow students to answer inquiry questions set out by the Australian Curriculum.

Content
- Industrial Revolution (1750-1914)
- Making a Nation: Australian History (1750-1918)
- World War One (1914-1918)

Assessment Components: Historical Essays/Explanations, Source Analysis, Research/Investigations

Additional Information
This subject is compulsory.

HASS : GEOGRAPHY

Course Description
Through a study of Geography students will develop greater understanding of their physical world as well as the ways they are connected to it. Geography draws on the earth sciences as well as human geographies. Students will develop group work and critical thinking skills. By equipping them with the necessary skills students will be able to examine real world issues and propose possible solutions.

Content
- Biomes and Food Security
- Geographies of Interconnections: how are people connected in a globalised world

Assessment Components: Fieldwork, Research/Investigations, Reports

Additional Information
This is not a compulsory subject. Students can choose to study Geography for 1 or 2 semesters.
### MATHS

**Course Description**
This Maths course follows the Australian Curriculum and requires students to apply both skills and knowledge to identify and solve problems that are embedded with a focus on STEM (Science, Technology, Engineering & Maths).

**Content**
- Simple interest
- Ratio and scale factors
- Collecting data and probability
- Trigonometry and Pythagoras' Theorem
- Mean, medium and mode
- Area, volume and surface area

**Assessment Components**: Students will be engaged in assessment tasks that include knowledge, understanding and problem solving to assist students in meeting the Achievement Standards set for Year 9.

**Additional Information**
A 2 semester course that leads to Year 10 Mathematics.

### SCIENCE

**Course Description**
This Science course follows the Australian Curriculum and will require students to apply both skills and knowledge to identify and solve problems that are embedded with a STEM (Science, Technology, Engineering and Maths) focus.

**Content**
- Chemical Reactions
- Energy Transfers
- Geological processes and timescales
- Response of biological systems to change
- Social and technological factors that have influenced scientific developments
- Future applications of Science and Technology

**Assessment Components**: Students will engage in a variety of assessment tasks that include both knowledge and skills tasks to assist students in meeting the Achievement Standards set for Year 9.

**Additional Information**
A 2 semester course that leads to Year 10 Science.

### PHYSICAL EDUCATION

**Course Description**
Students will build on and improve basic motor skills in a wide range of practical sports including badminton, netball and volleyball. Students will practice drills and apply tactics in games. The health component of this course is aimed at promoting the individual’s awareness of healthy lifestyle choices by completing an anatomy, weights and fitness unit.

**Content**
- Fitness
- Sport skills
- Leadership and initiative activities
- Game skills - tactics
- Anatomy and Weight training

**Assessment Components**: Practical (80%), Theory and Homework Tasks (20%)

**Additional Information**
Leads to Year 10 Physical Education.
## TECHNOLOGIES: DESIGN AND TECHNOLOGY

**Course Description**
Through Design and Technologies students will be exposed to a range of activities that utilise differing technologies and materials to develop critiquing, designing and production skills. Course content will include traditional technologies, new and emerging technologies and digital technologies.

<table>
<thead>
<tr>
<th>Content</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woodwork</td>
<td>Electronics/systems control</td>
</tr>
<tr>
<td>Metalwork</td>
<td>CAD/CAM</td>
</tr>
<tr>
<td>Sustainable Technologies</td>
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</tbody>
</table>

**Assessment Components**: Practical components within Technologies will include an Integrated Information Technology component covering Digital Technologies /ICT skills.

**Additional Information**

## TECHNOLOGIES: FOOD AND LIFESTYLE

**Course Description**
Through Food and Technology students will be exposed to a range of activities that utilise differing technologies and materials to develop critiquing, designing and production skills.

<table>
<thead>
<tr>
<th>Content</th>
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</thead>
<tbody>
<tr>
<td>Australian Dietary Guidelines and Healthy Eating Habits</td>
</tr>
<tr>
<td>Safety and Hygiene (Personal and Occupational)</td>
</tr>
<tr>
<td>Practical food Preparation/Presentation</td>
</tr>
</tbody>
</table>

**Assessment Components**: Practical components within Technologies will include an integrated information Technology component covering Digital Technologies /ICT skills.

**Additional Information**

## AUSLAN

**Course Description**
In this course students will develop basic skills to communicate with Auslan users. They will develop an awareness of the deaf community, identity and culture, and reinforce their skills and knowledge of fingerspelling and Auslan grammar while building on their overall sign knowledge.

<table>
<thead>
<tr>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Individual :Personal identity, Relationships</td>
</tr>
</tbody>
</table>

**Assessment Components**: Assessment will depend on the class structure however will include the following assessment types. Signed assessment in pairs or small groups, individual signed assessment, analysis of a signed piece, investigation/research.

**Additional Information**
This course leads to Year 10 Auslan.
THE ARTS: VISUAL ARTS

Course Description
Learning in Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques and processes, and use materials as they explore a range of forms, styles and contexts.

Content
- Drawing
- Painting
- Printmaking
- Design

Assessment Components: Practical Skills (60%), Folio and Theory Tasks (40%)

Additional Information
Pre-Requisite: Completed a semester of Art in Year 9.
It is strongly recommended students study at least 1 semester of Art in Year 10 before choosing Stage 1 Art.

THE ARTS: MUSIC

Course Description
Learning in music involves listening, performing and composing music. Students learn about the elements of music. Aural skills are the particular listening skills students develop to identify and interpret the elements of music. Students learn a variety of techniques directly related to their chosen instrument during class time.

Content
- Perform as a soloist & ensemble member
- Develop and apply skills in sound recording via studio
- Introduction to multi track recording and record 1 or 2 songs for college CD
- Perform in a class band and participate in school concerts, college assemblies and end of year Music showcase
- Use “ACID” music software to create their own compositions SIBELIUS, PROTOOLS, AUDACITY

Assessment Components: Practical (80%), Theory and Homework Tasks (20%)

Additional Information
Must have completed Year 9 Music (1 or 2 semesters).
It is strongly recommended students study at least 1 semester of Music in Year 10 before choosing Stage 1 Music.

THE ARTS: MEDIA ARTS

Course Description
In Media Arts, students learn to clarify, intensify and interpret human experience through representations in images, sounds and text. Students engage with communications technologies and cross-disciplinary art forms to design, produce, distribute and interact with a range of print, audio, screen-based or hybrid artworks. It involves students making and responding to media arts independently and in small groups.

Content
- Digital Art & Design / Web Design
- Video production / filmmaking
- Digital Photography and Image manipulation
- Advertising / Interactive Media
- Use of the Adobe Master Collection

Assessment Components: Practical Skills (60%), Folio and Theory Tasks (40%)

Additional Information
This leads to Stage 1 Media Studies & Stage 1 Creative Arts.
It is strongly recommended students study at least 1 semester of Media Arts in Year 10 before choosing Stage 1 Media Studies or Creative Arts.
## ENGLISH

**Course Description**
Through their study of English students will continue to improve their ability to control and use the English language in a wide variety of contexts, in increasingly complex ways. Throughout the year students will explore the three strands of the Australian Curriculum English: Literacy, Language and Literature.

**Content may include but is not limited to:**
- Writing: Persuasive Arguments, Recount, Narrative
- Analytical Essays
- Studying: Novels, Poetry, Film

**Assessment Components:** Tasks will fall into either of two categories, Responding to Texts or Creating Texts. Within each category students may be required to undertake written tasks, oral/multimodal presentations, visual/creative tasks.

**Additional Information**
This subject is compulsory for a full year.

## HASS: HISTORY

**Course Description**
This course focuses on modern history with a focus on Australia and its connections to the world. It focuses on events from 1918 to the present day. By developing critical thinking skills, greater understanding of historical concepts and research skills students will gain an appreciation for the past and how it connects to their future. Students who select to study History for two semesters can negotiate an area of study in the second semester.

**Content**
- World War Two (1939-1945)
- Human Rights (1945-Present)
- Popular Culture (1945-Present)
- Environmental Movement (1960-Present)
- Migration Experiences (1945-Present)

**Assessment Components:** Historical Essays/Explanations, Source Analysis, Research/Investigations

**Additional Information**
This course is compulsory for one semester. Students can select History for two semesters. Students must select a Humanities subject in the second semester.

## HASS: GEOGRAPHY

**Course Description**
Through a study of Geography students will develop a greater understanding of the physical world, the challenges facing us in the 21st century and strategies for managing change. The topics studied allow students to investigate case studies from Australia and around the world.

**Content**
- Environmental Change and Management
- Geographies of Human Wellbeing
- Fieldwork
- Research/Investigations
- Reports

**Assessment Components:** Essays/Explanations, Source Analysis, Research/Investigations

**Additional Information**
This course is not compulsory. Students wishing to study Geography at Stage 1 (Year 11) should select Year 10 Geography in order to develop the necessary skills.
## MATHS

**Course Description**
This course follows the Australian Curriculum and will require students to apply both skills and knowledge to identify and solve problems that are embedded with a focus on STEM (Science, Technology, Engineering & Maths).

**Content**
- Simple and compound interest
- Linear equations and inequalities and expressions
- Algebraic and graphical representations
- Surface area and volume problems
- Parallel and perpendicular lines
- Statistical relationships

**Assessment Components**
Students will be engaged in assessment tasks that include knowledge, understanding and problem-solving tasks. Teachers will use a variety of tasks including both formal and informal assessments to assist students in meeting the Achievement Standard set for Year 10. Some of these will be common assessment tasks allowing us to moderate work for consistency and accuracy.

**Additional Information**
A 2 semester course that leads to Stage 1 Mathematics (either Essential, General, Methods or Specialist).

## SCIENCE

**Course Description**
This course follows the Australian Curriculum and will require students to apply both skills and knowledge to identify and solve problems that are embedded with a STEM (Science, Technology, Engineering and Maths) focus.

**Content**
- The Periodic Table and the properties of elements
- Energy conservation
- Force, mass and acceleration
- The Origin of the Universe
- Heredity and evolution
- Interactions and cycles occurring on Earth

**Assessment Components**
Students will engage in assessment tasks that include both knowledge and skills tasks. Teachers will use a variety of tasks including both formal and observation assessments to assist students in meeting the Achievement Standard set for Year 10. Some of these will be common assessment tasks allowing us to moderate work for consistency and accuracy.

**Additional Information**
A 2 semester course that leads to Certificate III in Lab Skills (partial), Stage 1 Chemistry, Physics, Biology and Nutrition.

## HPE: PHYSICAL EDUCATION A

**Course Description**
Students will participate in a range of sports with specific emphasis on volleyball, badminton and table tennis. Focus will be on skill development, tactics and game awareness. Students will complete an Outdoor Education theory unit culminating in an overnight camp at Mt. Crawford Forest to demonstrate the skills students have learnt.

**Content**
- Fitness
- Sport skills
- Game skills - tactics
- Leadership and initiative activities
- Outdoor Education theory unit

**Assessment Components**
Practical based on skill checklists (70%) , Theory including the Outdoor Education theory unit and sports assignments (30%)

**Additional Information**
Students considering Year 11 and 12 Physical Education in future years are strongly recommended to select both Physical Education A and B.
### HPE: PHYSICAL EDUCATION B

**Course Description**
Students who select this course may have previously demonstrated an interest and ability in Physical Education A. In this course students will complete practical and theory tasks designed to extend their skill and understanding of Physical Education. This will enhance their progression into Year 11 and 12 Physical Education.

**Content**
- Fitness
- Sport skills
- Game skills - tactics
- Leadership and initiative activities
- Theory unit

**Assessment Components**: Practical based on skill checklists (70%), Theory including a dedicated theory unit and sports assignments (30%)

**Additional Information**
Students considering Year 11 and 12 Physical Education in future years are strongly recommended to select both Physical Education A and B.

### TECHNOLOGIES: WOOD TECHNOLOGY

**Course Description**
Wood Technology students will design and construct a furniture piece that will utilise skills and knowledge delivered during this semester course.

**Content**
- Safe working procedures
- Static machine/power tool operation and safety procedures
- Leg and Rail construction design task (DMA)
- CAD drawing
- Finishing and staining operations

**Assessment Components**: Practical (50%), Skills Task(15%), Theory (35%)

**Additional Information**
Course content may change, as courses are developed to encompass new and emerging technologies.

### TECHNOLOGIES: CAD/CAM

**Course Description**
Students will utilise current Computer Aided Design software to produce 2D and 3D drawings to industry drawing standards. Students will design, prototype and create designed products.

**Content**
- Produce 3D models using Autodesk Inventor
- Create simple and compound projected and revolved parts
- Create and print part drawings to AS1100 Drawing Standards
- Place and constrain parts & exploded views of an Assembly Model
- Use CNC and Additive manufacturing technologies to produce designed products

**Assessment Components**: Skills Tasks (30%), Major Product and Folio (70%)

**Additional Information**
Leads to Stage 1 CAD. This course will benefit students undertaking further study in all Technologies’ subjects and VET Pathways at Stage 1 and Stage 2 levels.
TECHNOLOGIES: ELECTRONICS

Course Description
Students will examine electrical and electronic principles and discover how electronic systems work together to provide communications, entertainment and control of domestic and industrial processes. A significant aspect of the course is hands-on circuit construction where students will develop and modify operating electronic circuits through problem-solving, mounting and soldering components and connections.

Content
- Component identification
- Soldering
- Simulating and Prototyping

Assessment Components: Theory (40%), Skills Tasks (20%), Project (40%)

Additional Information
Leads to continued study at Year 12 or TAFE Prevocational or Apprenticeship level.

TECHNOLOGIES: HUMAN POWERED VEHICLES ENGINEERING

Course Description
This course is designed to allow students to apply design skills to a real world engineering task based around the design and construction of a human powered vehicle which will race in the Pedal Prix racing series.

Content
- Design principles / Pedal Prix vehicles
- Materials and Applications
- Metalwork skills, including tube bending, welding and machining
- Gearing systems

Assessment Components: Practical (70%), Product Record/Folio (30%)

Additional Information
This course will assist students who wish to undertake Stage 1 & 2 Metal or other MEM05 modules in the Skilled Metals pathway.

TECHNOLOGIES: INFORMATION TECHNOLOGY

Course Description
This course is designed to give students a range of skills that will lead to a deeper understanding of Information and Communication Technologies and how they are utilised in our everyday life. Students will create databases, web based pages and digital documents as part of this course.

Content
- Operate word processing / spreadsheet and presentation applications
- Send and retrieve information over the Internet using browsers and email
- Maintain system security/integrity
- Create digital content
- Data compression techniques

Assessment Components: Skills Tasks (30%), Research and Folio (30%), Product (40%)

Additional Information
TECHNOLOGIES: METAL TECHNOLOGY

Course Description
This course is designed to expand on the skills, knowledge and processes taught in Year 9 Metal technology. Basic processes such as MIG welding and machining skills form a significant part of the course with a focus on the use of suitable power and hand tools. Student skills are developed around the construction of a number of projects.

Content may include but is not limited to:
- Oxy acetylene welding techniques
- Cutting, bending and shaping of metal
- Basic lathe operations
- Use of the milling machine
- Cutting threads with taps and dies

Assessment Components: Theory (30%), Skills Tasks (40%), Product (30%)

Additional Information
Incorporating Australian Curriculum capabilities and cross-curriculum priorities
Leads To: Stage 1 Metals

TECHNOLOGIES: PHOTOGRAPHY

Course Description
This course introduces the use of digital cameras and their capabilities. Students will learn to capture images in varying light conditions, portraiture work, theme interpretations and on location assignments. Adobe Photoshop will be used to edit and enhance images taken. A firm understanding of composition skills and planning processes required when working on photographic assignments will be emphasised.

Content
- Camera skills and terminology
- Composition
- Depth of Field
- Photographic themes and styles
- Digital enhancement and manipulation

Assessment Components: Design Folio (30%), Skills Task (30%), Major Assignment (40%)

Additional Information
Leads to Stage 1 Photography, Stage 2 Photography.
Supports students taking Stage 1 and Stage 2 Art.

TECHNOLOGIES: INTRODUCTION TO CHILD STUDIES

Course Description
This unit covers the changing needs of a child from conception to school age.

Content
- Conception and genetic issues
- Pregnancy and becoming a parent
- Child development and play
- Constructing a toy/learning aid
- Child safety
- Nutrition and food for children

Assessment Components: The course includes visits to child care centres.

Additional Information
Leads To: Stage 1 Community Services pathway, Stage 1 & 2 Child Studies.
## TECHNOLOGIES: INTRODUCTION TO FOOD & HOSPITALITY A

**Course Description**
Students will develop their understanding of kitchen safety, hygiene, nutrition, technology, food preparation and presentation. Students use the Design Model to investigate, plan and make their own dishes.

**Content**:
- Work in a socially diverse environment
- Food safety and hygiene
- Providing a link between Kitchen and Front of House service area
- Organising, preparing and presenting food
- Developing knowledge and skills in cooking (catering focus)
- Menu planning

**Assessment Components**: Practical Tasks and Investigations

**Additional Information**
Leads To: Stage 1 Hospitality – Certificate 1 in Hospitality (Kitchen Operations), Certificate 1 in Hospitality Operations (Restaurant Operations), Stage 1 Food and Entertaining A & B.

## TECHNOLOGIES: INTRODUCTION TO FOOD & HOSPITALITY B

**Course Description**
Students will develop their understanding of kitchen safety, hygiene, nutrition, technology, food preparation and presentation. Students use the Design Model to investigate, plan and make their own dishes. In Introduction to Food & Hospitality B students build on skills and knowledge gained in part A of this course.

**Content**:
- Work in a socially diverse environment
- Food safety and hygiene
- Providing a link between kitchen and Front of House service area
- Organising, preparing and presenting food
- Developing knowledge and skills in cooking (catering focus)
- Menu planning

**Assessment Components**: Practical Tasks and Investigations

**Additional Information**
Leads To: Stage 1 Hospitality Pattern – Certificate 1 in Hospitality (Kitchen Operations), Certificate 1 in Hospitality Operations (Restaurant Operations), Stage 1 Food and Entertaining A & B.

## LANGUAGES: AUSLAN

**Course Description**
Students will continue to develop basic skills to communicate with Auslan users and develop an awareness of the deaf community, identity and culture. They will reinforce their skills and knowledge of fingerspelling and Auslan grammar while building their overall sign knowledge. Students will also have opportunities to use their Auslan knowledge and skills in the community.

**Content**:
- The Individual: Personal identity, Relationships
- The Deaf and Hearing Communities: Lifestyles, Arts and Entertainment, Development of the deaf community, values, attitudes, beliefs

**Assessment Components**: Assessment will depend on the class structure however will include the following assessment types. Signed assessment in pairs or small groups, individual signed assessment, analysis of a signed piece, investigation/research.

**Additional Information**
This course leads to Stage 1 Auslan continuers.
<table>
<thead>
<tr>
<th>PERSONAL LEARNING PLAN (PLP)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
</tr>
<tr>
<td>Through the Personal Learning Plan students extend the journey of exploring, planning and developing their personal and learning goals leading to informed decision making about their future education and training.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>- Identify, explore, and develop personal and learning goals, and strategies to achieve them</td>
</tr>
<tr>
<td>- Select and develop one or more of the capabilities</td>
</tr>
<tr>
<td>- Select, understand, and explain one or more capabilities relevant to achieving their goals</td>
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<tr>
<td>- Review their learning</td>
</tr>
<tr>
<td><strong>Assessment Components</strong> : Folio (70%), Review (30%)</td>
</tr>
<tr>
<td><strong>Additional Information</strong></td>
</tr>
<tr>
<td>The Personal Learning plan must be completed in Year 10. This is a compulsory SACE subject worth 10 credits.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTEGRATED LEARNING: PEER SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
</tr>
<tr>
<td>Integrated Learning allows students to explore key areas of study linked to the SACE capabilities. In this program students will focus on developing their understanding of the concepts of leadership and peer support.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>- Participating in a variety of programs to support Year 8 students transition to High School</td>
</tr>
<tr>
<td>- Reviewing and evaluating learning</td>
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<tr>
<td>- Participating in a variety of programs focused on developing teamwork, communication and leadership skills</td>
</tr>
<tr>
<td><strong>Assessment Components</strong> : Folio and discussion (30%), Practical (40%), Group Activity (30%)</td>
</tr>
<tr>
<td><strong>Additional Information</strong> :</td>
</tr>
<tr>
<td>Additional selection criteria may apply if numbers exceed places. This is a SACE Stage 1 subject worth 10 credits.</td>
</tr>
</tbody>
</table>

Please note: The subjects offered in any year level that are not compulsory can only run if the number of students who select the subjects during Course Counselling result in a viable class size.
**ARTS: MEDIA STUDIES**

**Course Description**
In Media Studies students will undertake a combination of inter-related media analysis and production tasks. Students will view and analyse a variety of visual texts and conduct research to enable them to produce their final products. Students will work independently and in small groups to create and examine a range of media texts.

**Content**
- Digital design and publication
- Film analysis and production
- Ethics in media (Individual Investigative Study)
- Digital Photography and image manipulation
- Web and interactive media design
- Use of the Adobe Master Collection

**Assessment Components**:
- Project (40%)
- Digital Portfolio (30%)
- Theory (30%)

**Additional Information**
- This leads to Stage 2 Media Studies & Stage 2 Creative Arts.
- It is strongly recommended students study at least 1 semester of Media Studies before choosing Stage 2 Media Studies or Creative Arts.

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**ARTS: VISUAL ARTS**

**Course Description**
In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio-visual techniques. Students use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

**Content**
- Folio: Students produce one folio that documents their visual learning, in support of their one or two works of art or design.
- Practical: Students produce one or two practicals. One may be a minor work.
- Students prepare a written statement for one practical (maximum of 250 words).
- Visual Study: This should be between eight and twelve A3 sheets of practical study, a maximum of 750 words if written or a maximum of 5 minutes if oral.

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

**Additional Information**
- This subjects leads to Stage 2 Visual Art.
- It is strongly recommended students study at least 1 semester of Visual Arts before choosing Stage 2 Visual Arts or Creative Arts.

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**ARTS: CREATIVE ARTS**

**Course Description**
This subject is designed so that students have opportunities to specialise in dance, drama, music, media arts and the visual arts: art and design. Creative arts products may take the form of musicals, plays or concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and in vocal groups or other ensembles.

**Content**
- Creative Arts Process
- Development and Production
- Core Concepts in Arts Disciplines
- Creative Arts in Practice

**Assessment Components**:
- Folio (60%)
- Product (40%)

**Additional Information**
- This leads to Stage 2 Visual Arts & Stage 2 Creative Arts.
- It is strongly recommended students study at least 1 semester of Media Arts in Year 10 before choosing Stage 1 Media Studies or Creative Arts.
## ARTS: MUSIC EXPERIENCE

### Course Description
In Music Experience students engage in musical activities such as performing, composing, arranging, improvising, researching and developing and applying music technologies. Students appreciate the value of working collaboratively and present musical works.

### Content
- Ensemble Performance
- Solo Performance
- Mixing Class Band on Pro Tools Computer Software
- Stage Presence Techniques
- Aural and Rhythmic dictation
- Song writing

### Assessment Components
- 2 Class Band Assessments, 2 Solo Assessments, attend instrumental lessons, complete research and written tasks, Aural testing, Songwriting and Pro tools Assignments.

### Additional Information
Pre-requisites: Successful completion (C grade or better) of year 10 music 1 or 2 semesters. This subject leads to Solo Performance, Ensemble Performance and Individual Study in Stage 2.

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## ENGLISH

### Course Description
Over the course of a semester students will read, view and listen to a range of texts and create a variety of responses. Tasks will have specific purposes such as to inform, analyse or persuade. The course requires students to examine the content, ideas and themes of a text as well as structure and intentions of the author. When creating original texts students will demonstrate their ability to control language and utilise English conventions.

### Content may include but is not limited to
- Analysis of Novels/Extended Prose, Poetry/Song Lyrics
- Analysis of Films, Media/Electronic/Advertising texts
- Creation of Essays, Websites, Reports

### Assessment Components
- Within any component tasks may be written, oral or multimodal. Written tasks must be a maximum of 800 words and oral tasks a maximum of 5 minutes. Oral tasks must be recorded for moderation purposes.

### Additional Information
This subject is compulsory for a full year. The course is split into two separate semesters to provide maximum flexibility for students. Students must complete this course (both semesters) with a C grade or higher to meet the requirements for SACE.

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## ENGLISH AS AN ADDITIONAL LANGUAGE

### Course Description
English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. Students develop skills in communication, comprehension research and academic study.

### Content
- The topics and themes studied are flexible and dependent on the interests of students. Students complete both oral and written responses to texts.
- Responses may include a narrative, essay, formal letter, review, multimodal article, a podcast, role play, video, magazine article.

### Assessment Components
- Responding to texts, Interactive study, Applied language activity

### Additional Information
This subject leads to Stage 2 EALD which is an ATAR subject. Students must complete both semesters with a C grade or better to meet the requirements for SACE.
### ENGLISH: ESSENTIAL ENGLISH

**Course Description**
Through Essential English students will read, respond to and produce a range of texts. The focus is on the ways in which students use language to establish and maintain effective connections and interactions with other people. Learning will require students to consider how language is used in a variety of vocational, cultural and social contexts. Through developing their skills students will be able to demonstrate control of language in a range of settings.

**Content may include but is not limited to**
- Analysis of novels, drama scripts or live performances
- Analysis of media, advertising texts or films
- Creation of Essays, Recounts, Reflections, Reviews
- Creation of Speeches or Visual/Creative responses

**Assessment Components**: Within either component tasks may be written, oral or multimodal. Written tasks must be a maximum of 800 words and oral tasks a maximum of 5 minutes. Oral tasks must be recorded for moderation purposes.

**Additional Information**
This subject is compulsory for a full year. The course is split into two separate semesters to provide maximum flexibility for students. Students must complete this course (both semesters) with a C grade or higher to meet the requirements for SACE.

### HASS: HISTORY

**Course Description**
This course provides students with an opportunity to make sense of an increasingly complex world by connecting the past and present. This is achieved by investigating the human experience over time, including the way individuals and societies function. Students are asked to make comparisons and draw conclusions. The focus of study will fall between 500 AD and the present.

**Content may include but is not limited to**
- Issues: revolutions, freedom and oppression, conflict etc
- History of a Region: Australia, Asia, Middle East etc
- Local History: a specific building, group or event
- A special Interest Topic: fully negotiated

**Assessment Components**: Students will be required to complete 4-5 written, oral or multimodal tasks, each with a maximum word limit of 1000 words/6 minutes in length.

**Additional Information**
Successful completion of this course will attract 10 SACE Credits.

### HASS: GEOGRAPHY

**Course Description**
Through Geography students develop an understanding of the inter-relationships between people, places and environments. Students learn to describe places, identifying variations and similarities over time through studying environmental phenomena and human activities. Through the nominated themes students may investigate natural hazards, landforms, tourism, economic development, agriculture and urban planning as well as other relevant issues/topics.

**Content:**
- Location and Distribution
- Natural Environments at Risk
- Issues for Geographers
- People, Resources and Development

**Assessment Components**: Skills and Applications Tasks, Inquiry, Fieldwork, Investigation

**Additional Information**
Successful completion of this course will attract 10 SACE Credits. Participation in fieldwork excursions may require small financial contributions from students.
MATHS: ESSENTIAL MATHS

Course Description
In Essential Mathematics students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Content may include but is not limited to
- Calculations, Time, and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing

Assessment Components: Folio Tasks (40%); Skills and Application Tasks (60%)

Additional Information
This subject is intended for students planning to pursue a career in a range of trades or vocations.
For a 10-credit subject students study three of the topics.
For a 20-credit subject students study all six topics.

MATHS: GENERAL MATHS

Course Description
General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problems-based approach is integral to the development of mathematical models and the associated key ideas in the topics.

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

Assessment Components: Folio Tasks (40%), Skills and Application Tasks (60%)

Additional Information
For a 10-credit (1 semester) subject students study three topics chosen from the list.
For a 20-credit (2 semesters) subject students study six of the topics in the list.

MATHS: MATHS METHODS

Course Description
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.

Content:
- Major Topics: Functions and Graphs, Trigonometry, Growth and Decay, Introduction to Differential Calculus
- Minor Topics: Statistics, Counting and Probability

Assessment Components: Folio Tasks (40%), Skills and Application Tasks (60%)

Additional Information:
When studied together with Specialist Mathematics, this subject can be a pathway to engineering, space science, and laser physics.
For a 10-credit subject students study three of the topics: 2 major topics and 1 minor topic
For a 20-credit subject students study all six topics
A B grade pass or higher in Year 10 Maths is a prerequisite.
MATHS: SPECIALIST MATHS

Course Description
Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

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

Assessment Components: Folio Tasks (40%), Skills and Application Tasks (60%)

Additional Information
This is an ATAR subject.
For a 10-credit subject students study three of the topics.
For a 20-credit subject students study all six topics.
An A grade pass in Year 10 Maths is a prerequisite.

SCIENCE: BIOLOGY A

Course Description
Learning and working in Biology will enable students to understand the structure and function of living things and how these living things interact with other members of their own species, with other species and with their environments. In Biology, students learn about the cellular and overall structures and functions of organisms, such as how those organisms gain nutrition and reproduce and how they live in a variety of ecological habitats.

Content
- Cellular Biology
- Physiology
- Ecology

Assessment Components: Investigations Folio (40%), Skills and Applications Tasks (60%)

Additional Information
Leads to Stage 1 and 2 Nutrition and Stage 2 Scientific Studies.
Stage 1 Biology will be undertaken as a 10 Credit subject.
A pass in Year 10 Science is recommended.

SCIENCE: NUTRITION A

Course Description
Good nutrition is integral to a healthy and active life, and it is important that accurate information on nutrition is made available to individuals and communities. Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as on social and environmental issues related to nutrition.

Content:
- Macronutrients and micronutrients
- Fresh versus processed foods
- Australian dietary guidelines
- Sustainable food futures

Assessment Components: Folio tasks (40%), Skills and Application Tasks (60%)

Additional Information
A pass in Year 10 Science or Stage 1 Biology is recommended.
Leads to Stage 2 Nutrition and Scientific Studies.
Stage 1 Nutrition will be undertaken as a 10-Credit subject.
**SCIENCE: CHEMISTRY A**

**Course Description**
The study of Chemistry offers students opportunities to consider the use that human beings make of the planet’s resources and the impact of human activities on the environment. An understanding of structure and reactivity of chemicals and the application of this understanding helps students to appreciate the factors that influence the pursuit of science and to make informed decisions about modifying and interacting with nature.

**Content**
- Atomic Structure, Periodic Table and Bonding
- Water and Chemical reactions

**Assessment Components**
- Investigations Folio (40%)
- Skills and Applications Tasks (60%)

**Additional Information**
Leads to Stage 1 Chemistry B in semester 2.
Both semesters of Stage 1 Chemistry must be completed to do Stage 2 Chemistry.
An A or B grade in Year 10 Science is recommended.

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**SCIENCE: CHEMISTRY B**

**Course Description**
The study of Chemistry offers students opportunities to consider the use that human beings make of the planet’s resources and the impact of human activities on the environment. An understanding of structure and reactivity of chemicals and the application of this understanding helps students to appreciate the factors that influence the pursuit of science and to make informed decisions about modifying and interacting with nature.

**Content**
- Chemical Calculations
- Reactions, Redox and Acids

**Assessment Components**
- Investigations Folio (40%)
- Skills and Applications Tasks (60%)

**Additional Information**
Must have passed Stage 1 Chemistry A to study this course.
Leads to Stage 2 Chemistry.

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**SCIENCE: PHYSICS A**

**Course Description**
Learning about and working in Physics gives students an understanding of the processes that direct the universe and the world, so that they appreciate and respect them. Through exploring the processes that shape the universe, Physics students debate and advance understanding of its workings and of the ways in which actions may affect the future of the Earth.

**Content**
- Energy
- Electricity and Magnetism

**Assessment Components**
- Investigations Folio (60%)
- Skills and Applications Tasks (40%)

**Additional Information**
Leads to Stage 1 Physics B in Semester 2.
Both semesters of Stage 1 Physics must be completed to do Stage 2 Physics.
An A or B grade in Year 10 Science is recommended.
### SCIENCE: PHYSICS B

**Course Description**
Learning about and working in Physics gives students an understanding of the processes that direct the universe and the world, so that they appreciate and respect them. Through exploring the processes that shape the universe, Physics students debate and advance understanding of its workings and of the ways in which actions may affect the future of the Earth.

**Content**
- Movement
- Forces
- Waves

**Assessment Components**: Investigations Folio (60%), Skills and Applications Tasks (40%)

**Additional Information**
Leads to Stage 2 Physics after an A or B pass in 2 semesters (20 credits) of Stage 1 Physics and a Stage 1 Maths.

### HPE: PHYSICAL EDUCATION

**Course Description**
Students complete two sports practicals focusing on skill development and teamwork. Theory is divided into two units that help prepare students for Year 12 Physical Education.

**Content**
- Two sports practicals. Examples include volleyball, basketball, netball, table tennis
- Individual Investigation on sports topic of student’s choice
- Theory units include; Introduction to energy systems, fitness testing, biomechanics and skill acquisition
- Students who choose Physical Education B also have the opportunity to go on a 3 day aquatics camp

**Assessment Components**: Practical (60%), Folio and Theory Tasks (40%)

**Additional Information**
Students intending to select Physical Education at Year 12 are strongly recommended to choose Physical Education A and B in Year 11.

### TECHNOLOGIES: CAD/CAM

**Course Description**
In Communication Products – CAD students will use software and appropriate hardware to produce designed outcomes. Students will have the opportunity to research, design and produce prototypes using additive manufacturing technology. Students will demonstrate the knowledge and skills associated with using CAD software to communicate design thinking in both 2D and 3D formats.

**Content**:  
- Students develop skills in the use of CAD software  
- Develop skills in producing appropriate rendered images of designed products  
- Analyse products and processes involving real world design problems  
- Prototyping of designed products will utilise 3D printing technology  
- Completed work will be presented in digital format for marking

**Assessment Components**: Skills Exercises (30%), Materials Application Task (20%), Product - Major and Minor (50%)

**Additional Information**
TECHNOLOGIES: FURNITURE

Course Description
In Material Products (Furniture) students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials.

Content
- Developing, making and evaluating a product
- Developing skills in using both hand and power tools
- Use of manufactured boards
  - Analysing products and processes involving real world design problems
  - Designing, making and evaluating an item of furniture

Assessment Components: Skills & Applications (20%), Folio (20%), Product (60%)

Additional Information
Experience with Woodwork at Year 10 would be an advantage.

TECHNOLOGIES: MATERIAL PRODUCTS (TEXTILES)

Course Description
In this practical hands-on program you will develop your drawing and fashion design skills. You will develop and produce a variety of textile items working from a design brief whilst creating your own portfolio to showcase your ideas and skills.

Content
- Investigate the purpose, design concepts, processes and production techniques of existing textile products
- Apply appropriate knowledge to use a range of materials, components, techniques and equipment to create a product safely and accurately
  - Develop solutions to problems that arise during production and evaluate the effectiveness of the product

Assessment Components: Skills and Applications Task (20%), Folio (20%), Product (60%)

Additional Information

TECHNOLOGIES: MATERIAL PRODUCTS (METALS)

Course Description
In Material Products – Metals students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials.

Content:
- Centre lathe and basic turning operations on both ferrous and non ferrous metals
- Developing skills in MIG welding
- Designing, making and evaluating an integral part of a quick action clamp
  - Hand/machine tools skills in performing basic fitting operations including tapping and threading
  - Analysing products and processes involving real world design problems

Assessment Components: Skills & Applications (20%), Folio (20%), Product (60 %)

Additional Information
Experience in Metalwork at Year 10 is recommended.
TECHNOLOGIES: PHOTOGRAPHY

Course Description
In Digital Photography students utilise Digital SLR camera techniques and photographic editing software to design products that communicate information through various media both traditional and digital.

Content
- Use of the digital SLR Camera
- Composition skills
- Digital manipulation of photographs
- Analysing products and processes
- Designing, making and evaluating digital and published products

Assessment Components: Skills & Applications (20%), Folio (20%), Product (60%)

Additional Information
Experience with Photography at Year 10 is recommended.

TECHNOLOGIES: CHILD STUDIES

Course Description
Students examine the period of childhood from conception to eight years and issues related to the growth, health and wellbeing of children. They will 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.

Content
- The nature of childhood, socialisation and development of children
- Children’s rights and safety (safety issues for children)
- Children in wider society

Assessment Components: Practical Activities (50%), Group Activity (25%), Investigation (25%)

Additional Information:
This subject leads to Stage 2 Child Studies.

TECHNOLOGIES: FOOD & HOSPITALITY A&B

Course Description
This topic investigates safe food handling issues. We look at food preparation and presentation, including cultural influences on eating patterns in Australia. We also investigate issues related to catering for small functions, as well as current trends in hospitality. We will develop practical and organisational skills working individually or as part of a group.

Content:
- Celebration food
- Cultural influences on food in Australia
- Food as gifts / Celebration food
- Healthy eating, planning & recipe adaption
- Critical analysis of contemporary food trends
- Safety & Hygiene

Assessment Components: Practical Activity (50%), Group Activity (25%), Investigation (25%)

Additional Information
Leads to Stage 2 Food and Hospitality.
AUSLAN

Course Description
Throughout this course students will develop the skills needed for communicating meaningfully and purposely in Auslan, develop and apply linguistic and intercultural knowledge, understanding, and skills, as well as developing an understanding of deaf culture and deaf identity.

Content
- The Individual: Personal identity, Relationships
- The Deaf and Hearing Communities: Lifestyles, Arts and Entertainment, Development of the deaf community, values, attitudes, beliefs

Assessment Components: Informal Signed Assessment, Formal Signed Assessment, Text Analysis, Investigation

Additional Information
All assessments are equally rated. This is a semester course and is worth 10 SACE credits.

RESEARCH PROJECT

Course Description
Through the Research Project students are presented with the opportunity to explore an area of personal interest. They apply the research framework in order to develop relevant knowledge, skills and understanding relating to their chosen topic and they explore the concept of one or more SACE capabilities, and how it/they can be developed in the context of their research.

Content: in this subject students will
- Generate ideas to plan and develop a research project
- Understand and develop one or more capabilities in the context of their research
- Develop specific knowledge and skills
- Analyse information and explore ideas to develop their research
- Produce and substantiate a research outcome
- Evaluate their research.

Assessment Components: Folio (30%), Research Outcome (40%), Research Project B - Evaluation (30%), Research Project A - Review (30%)

Additional Information
Students enrol in either Research Project A or Research Project B. The evaluation for Research Project B must be written. Students can choose to present their review for Research Project A in written, oral, or multimodal form. Only Research Project B may contribute to a student’s Australian Tertiary Admissions Rank (ATAR).

Please note: The subjects offered in any year level that are not compulsory can only run if the number of students who select the subjects during Course Counselling result in a viable class size.
### ARTS: VISUAL ART

**Course Description**
In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques. Students have opportunities to research, understand and reflect upon visual art works in cultural and historical contexts.

**Content**
- Students produce one folio that documents their visual learning, in support of their two works of art or design
- Students produce two practicals
- Students prepare two written statements, for each practical. (maximum of 500 words each)
- Students produce one Visual Study

**Assessment Components**: Folio (40%), Practical (30%), External Assessment - Visual Study (30%)

**Additional Information**
This is an ATAR subject.
It is recommended that students only choose this subject if they have received a successful completion (C grade or better) in Stage 1 Visual Arts.
Leads to: Further tertiary studies at both University and Tafe.

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### ARTS: CREATIVE ARTS

**Course Description**
Students have opportunities to specialise in media arts. Students develop and present creative arts products. These may take the form of visual artefacts, digital media, film and video, public arts projects.

**Content**
- Creative Arts Process
- Development and Production
- Core Concepts in Arts Disciplines
- Creative Arts in Practice

**Assessment Components**: Product (50%), Practical Skills (50%), Investigation (20%). This has a 30% External Moderation

**Additional Information**
This is an ATAR subject.
It is recommended that students only choose this subject if they have received a successful completion (C grade or better) in at least 1 of the following Stage 1 subjects: Visual Art – Media Studies – Creative Arts (1 or 2 Semesters).
Leads to: Further tertiary studies at both University and Tafe.

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### ARTS: MUSIC - SOLO PERFORMANCE

**Course Description**
This subject extends student musicianship and technical proficiency on either a chosen instrument or voice. Students also develop skills in solo performance, engaging an audience, and preparing and presenting a repertoire.

**Content:**
- Perform as an instrumentalist and/or vocal soloist
- Required to perform 3 times throughout the year
- Students must perform 18 minutes of Year 12 standard music to an audience

**Assessment Components**: First Performance (30%), Second Performance (40%), External Assessment – Final Performance (30%)

**Additional Information**
This is an ATAR subject.
Students may only choose this subject if they have a successful completion (C grade or better) of Stage 1 Music (1 or 2 Semesters).
If students are wishing to study at University they must choose another music course to make up 20 credits.
### ARTS: MUSIC - ENSEMBLE PERFORMANCE

**Course Description**
This subject develops students' performance skills on an instrument or voice, within a group. Musicianship, technical proficiency, the ability to interact musically with others and to perform a range of works that engage an audience are all developed. Students perform on only one instrument or the voice. Students may perform as a vocalist and as an instrumentalist. Students prepare and present three public performances, comprising two initial performances and one final performance totalling 20 minutes.

**Content (participate in one of the following)**
- A band
- A choir, vocal ensemble, or with a solo performer

**Assessment Components**: First Performance (30%), Second Performance (40%), External Assessment – Final Performance (30%)

**Additional Information**
This is an ATAR subject. Students may only choose this subject if they have a successful completion (C grade or better) of Stage 1 Music (1 or 2 Semesters). If students are wishing to study at University they must choose another music course to make up 20 credits.

### ARTS: MUSIC - INDIVIDUAL STUDY

**Course Description**
For this subject students undertake an individually negotiated study. Specific outcomes depend on the nature of the study, but skills in planning, negotiating, implementing, reviewing, adapting and evaluating could be developed. Students will be required to negotiate and plan with their teacher a topic they have chosen for their individual study.

**Content**
- Tutoring – students teach a younger student on their instrument a series of instrumental lessons
- Community – allows students to investigate and experience the social, political, and/or cultural aspects of music in the community

**Assessment Components**: Folio (30%), Product (40%), Evaluation (30%)

**Additional Information**
This is an ATAR subject. Students may only choose this subject if they have a successful completion (C grade or better) of Stage 1 Music (1 or 2 Semesters). If students are wishing to study at University they must choose another music course to make up 20 credits.

### ENGLISH AS AN ADDITIONAL LANGUAGE

**Course Description**
English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. This subject focuses on development and use of skills and strategies in communication, comprehension research and academic study.

**Content**
- Students study a variety of oral, written and multimodal texts
- Students develop confidence in creating texts for different purposes, for example written reports, speech, text analysis, interviews, narrative
- Students will complete an investigation into an issue of their own choosing
- Students complete both oral and written responses to texts

**Assessment Components**: Communication Study (20%), Text Production (30%), Language application (20%), Investigation (30%)

**Additional Information**
This is an ATAR subject
ENGLISH: COMMUNICATIONS

Course Description
This course is designed to expose students to a range of different texts and writing styles. Learning focuses on developing a deep understanding of the ways language is used for a variety of purposes in a range of contexts. Students will be asked to analyse their personal connections with texts as well as the content, structure, language features and author’s intention.

Content may include but not limited to:
- Analysis of novels, drama scripts or live performances
- Analysis of media or advertising texts or films

Assessment Components: Assessment tasks may be written, oral or multimodal. Any spoken task must be recorded for moderation purposes. Text Analysis (20%), Text Production (20%), Communication Study (30%), Folio (30% externally assessed)

Additional Information
This is an ATAR subject.
Successful completion of this course will attract 20 SACE Credits. Attending live performances may require small financial contributions from students.

ENGLISH: PATHWAYS

Course Description
Through this course students will read, respond to, and produce texts. The focus is on the ways in which students use language to establish and maintain effective connections and interactions with people in different contexts. Learning will require students to consider the language used in a range of vocational, cultural and social contexts. Through developing their skills students will be able to demonstrate control of language in a range of settings.

Content
- Analysis of novels, drama scripts or live performances
- Analysis of media, advertising or films

Assessment Components: Assessment tasks may be written, oral or multimodal. Any spoken task must be recorded for moderation purposes. Text Analysis (30%), Text Production (40%), Language Study (30% Externally Assessed)

Additional Information
This is an ATAR subject.
Successful completion of this course will attract 20 SACE Credits. Attending live performances may require small financial contributions from students.

MATHS: SPECIALIST MATHS

Course Description
Specialist Mathematics enables students to experience and understand mathematics as a growing body of knowledge for creative use in application to an external environment covering scientific, professional and social contexts.

Content:
- Trigonometric
- Polynomials and Complex Numbers
- Vectors and Geometry
- Calculus
- Differential Equations

Assessment Components: Skills and Applications (45%), Folio (25%), External Assessment: Examination (30%)

Additional Information
This is an ATAR subject.
This subject is taught off campus @ UniSA Mawson Lakes campus. An A or B pass in all semesters of Stage 1 Mathematics is recommended.
This course must be studied with Mathematical Studies.
An A grade pass in Stage 1 Maths Studies is a prerequisite.
MATHS: MATHEMATICAL STUDIES

Course Description
Mathematical Studies allows students to explore, describe and explain aspects of the world around them in a Mathematical way by modelling practical situations.

Content may include but not limited to:
- Working with Statistics
- Working with Linear Equations and Matrices
- Working with Functions and Graphs using calculus

Assessment Components: Skills and Applications Tasks (45%), Folio (25%), External Assessment: Examination (30%)

Additional Information
This is an ATAR subject.
An A or B pass in 2 semesters of Stage 1 Mathematics is desirable.

MATHS: MATHEMATICAL APPLICATIONS

Course Description
Stage 2 Mathematical Applications enables students to appreciate, experience and understand Mathematics as a growing body of knowledge in realistic contemporary situations

Content
- Applied Geometry
- Investment and Loans and Small Business
- Matrices
- Optimisation
- Share Investments
- Statistics and Working with Data

Assessment Components: School-based Assessment: Investigations Folio (40%), Skills and Applications (30%). External Assessment: Examination (30%)

Additional Information
This is an ATAR subject.
A B grade or higher in 2 semesters of Stage 1 Mathematics is a pre-requisite.

MATHS: MATHS PATHWAYS

Course Description
In the study of mathematics students participate in a wide variety of problem-solving activities. Mathematics Pathways gives students the mathematical abilities and skills required in the workplace and in everyday life.

Content:
- Maths in work
- Maths in social settings
- Sustainability
- Maths in design

Assessment Components: Skills and Applications Tasks (45%), Folio (25%), External Assessment of an Investigation (30%)

Additional Information
This is an ATAR subject.
A pass is Stage 1 Maths is a prerequisite.
SCIENCE: CHEMISTRY

Course Description
Through the study of chemistry, students develop an understanding of the physical world that enables them to be questioning, reflective and critical thinkers. Chemistry can explore the reactions and production of both natural and processed materials.

Content:
- Elemental and Environmental Chemistry
- Analytical Techniques
- Using and Controlling reactions
- Organic and Biological Chemistry
- Materials

Assessment Components: School-based Assessment: Investigations Folio (40%), Skills and Applications Tasks (30%) External Assessment: Examination (30%)

Additional Information
This is an ATAR subject. This subject may be taught off campus. Stage 2 Chemistry will be undertaken as a 20 Credit subject. Successful sound completion of 2 semesters of Stage 1 Chemistry is a pre-requisite.

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SCIENCE: NUTRITION

Course Description
The study of Nutrition encourages students to think about the role of nutrition in their own futures and more broadly about its importance in social, economic and cultural development in Australia and the rest of the world.

Content:
- Macronutrients and micronutrients and water
- Organic food versus genetically modified food
- Fresh versus processed foods
- Sustainable food futures
- Australian dietary guidelines and nutrition in the lifecycle
- The psychology of food marketing
- Safe food handling

Assessment Components: School-based Assessment: Practical Investigations (40%), Skills and Applications Tasks (30%) External Assessment: Examination (30%)

Additional Information
This is an ATAR subject. Stage 2 Nutrition will be undertaken as a 20-Credit subject. Successful completion of either Stage 1 Biology or Stage 1 Nutrition is recommended. Nutrition complements the Cert III Sport and Recreation and Cert III Hospitality VET courses.

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SCIENCE: PHYSICS

Course Description
Physics students will develop their knowledge of the principles and concepts of Physics. They will use that knowledge to formulate questions and hypotheses and identify opportunities and challenges. Students develop the skills and abilities to observe, record and explain the phenomena of Physics and to draw evidence-based interpretations from investigations of issues.

Content:
- Motion in two dimensions
- Light and Matter
- Electricity and Magnetism
- Atoms and Nuclei

Assessment Components: School-based Assessment: Investigations Folio (40%), Skills and Applications Tasks (30%) External Assessment: Examination (30%)

Additional Information
This is an ATAR subject. This subject may be taught off campus. Stage 2 Physics will be undertaken as a 20-Credit subject. An A or B pass of both semesters of Stage 1 Physics and Stage 1 Maths is a necessary pre-requisite.
## SCIENCE: SCIENTIFIC STUDIES

**Course Description**
Through Scientific Studies, students develop their knowledge and understanding of scientific principles and concepts as well as their skills in the investigation and communication of Science-related issues including drawing Science based conclusions.

**Content** : Topics may include
- Forensic Science
- Sports Science
- Scientific Truth in Advertising

**Assessment Components** : Investigations Folio (40%), Skills and Application Tasks (30%), Practical Investigation (30%)

**Additional Information**
This is an ATAR subject.

## HPE: PHYSICAL EDUCATION

**Course Description**
Students complete three sports practicals focusing on skill development and teamwork. Theory focuses on exercise physiology, fitness testing, skill acquisition and biomechanics.

**Content**
- Three sports practicals – one team based (usually Volleyball), one individual sport (usually Badminton) and one of the class’s choice
- Fitness Testing
- Biomechanics

**Assessment Components** : Practical Skills - externally moderated (50%), Folio (20%), External Examination (30%)

**Additional Information**
This is an ATAR subject.

## HPE: SPORTS STUDIES (INTEGRATED LEARNING)

**Course Description**
Students complete three sports practicals focusing on skill development and teamwork. They are also involved in group work and complete an individual sports related project.

**Content**:
- Three sports practicals and a journal about their development
- Production of a folio of their work
- A group activity (leading a sports session)
- An individual sports related project of the student’s choice

**Assessment Components** : Sports Practical and Journal (30%), Folio and Discussion (20%), Group Activity (20%), Individual Project – externally moderated (30%)

**Additional Information**:
This is an ATAR subject.
## TECHNOLOGIES: FURNITURE CONSTRUCTION

**Course Description**
Furniture Construction students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to make useful products. Students demonstrate knowledge and skills associated with using systems, and processes with wood and wood composites.

**Content**
- Developing skills in using both hand and power tools to manipulate manufactured boards
- Using appropriate and effective jointing and joining methods
- Designing, making and evaluating an item of furniture

**Assessment Components**: Skills and Applications Tasks (20%), Product (50%), External Assessment: Folio (30%)

**Additional Information**
Experience with Furniture Construction at Stage 1 would be an advantage. This is an ATAR subject.

## TECHNOLOGIES: DIGITAL PHOTOGRAPHY

**Course Description**
In Communication Products (Digital Photography) Students demonstrate knowledge and skills associated with using Digital Photography as a communication media. They explore technologies in both contemporary and historical settings, and analyse the impacts of this technology on social, environmental issues and sustainability.

**Content**
- Digital SLR Camera skills including depth of field and motion photography
- Developing skills in digital imaging software packages
- Developing skills in composing photographs
- Analysing existing products and processes
- Designing, making and evaluating a digital photography calendar

**Assessment Components**: Skills and Applications Tasks (20%), Product (50%) External Assessment Folio (30%)

**Additional Information**
Experience with Photography at Stage 1 would be an advantage. This is an ATAR subject.

## TECHNOLOGIES: CAD/CAM

**Course Description**
In Communication Products – CAD students will use software and appropriate hardware to produce designed outcomes. Students will have the opportunity to research, design and produce prototypes using additive manufacturing technology. Students will demonstrate the knowledge and skills associated with using CAD software to communicate design thinking in both 2D and 3D formats.

**Content**
- Students develop skills in the use of CAD software. Production of a folio of their work
- Completed work will be presented in digital format for marking
- Analyse products and processes involving real world design problems
- Prototyping of designed products will utilise 3D printing technology

**Assessment Components**: Skills Exercises, and Materials Application Task (20%), Product- Major and Minor (50%), External Assessment Folio - externally marked (30%)

**Additional Information**
Prerequisite: Successful completion of Stage 1 CAD. This is an ATAR subject.
## TECHNOLOGIES: FOOD AND HOSPITALITY

### Course Description
Students will develop practical, organisational and research skills. Students work individually and in groups to plan, organise and implement a range of practical activities. Students identify a relevant contemporary issue related to a selected area of study and state this issue as a research question or hypothesis.

### Content
- Methods of food selection, preparation and presentation
- Investigate the food and hospitality industry
- Safe handling & storage of foods

### Assessment Components
: School-based Assessment: Practical Assessment (50%), Group Activity (20%), External Assessment: Investigation (30%)

### Additional Information
This is an ATAR subject.

## TECHNOLOGIES: FOOD AND ENTERTAINING (INTEGRATED LEARNING)

### Course Description
Integrated Learning (Food and Entertaining) allows students to explore key areas of study linked to the SACE capabilities. In this program students will investigate and demonstrate the significance of food in their daily lives. Topics covered may include entertaining, health and nutrition.

### Content: Students may
- Develop food preparation skills and cooking techniques
- Investigate and analyse concepts, ideas, and skills relating to food and entertaining from different perspectives, using a variety of sources
- Work collaboratively with others to develop meal plans or prepare for entertaining at an event
- Develop and understand connections between the program focus and the capability in a chosen key area of study

### Assessment Components
: Folio and discussion (20%), Group Activity (20%), Practical (30%), Project (30%) - External

### Additional Information
This is an ATAR subject.

## TECHNOLOGIES: CHILD STUDIES (INTEGRATED LEARNING)

### Course Description
Integrated Learning (Child Studies) allows students to explore key areas of study linked to the SACE capabilities. In this program students will focus on examining the period of childhood from conception to eight years, and issues related to the growth, health and wellbeing of children.

### Content:
- Design and teach short lessons to pre-schoolers
- Prepare healthy food for children
- Investigate a career that has a child centred focus
- Design age appropriate and safe play equipment

### Assessment Components
: Folio and discussion (20%), Group Activity (20%), Practical (30%), Project (30%) - External

### Additional Information
This subject is suitable for students who are interested in a future career in child care or in teaching.
This is an ATAR subject.
AUSLAN

Course Description
Throughout this course students will further develop the skills needed for communicating meaningfully and purposely in Auslan, develop and refine linguistic and intercultural knowledge, understanding, and skills, as well as developing an understanding of deaf culture and deaf identity.

Content
- The Individual : Personal identity, Relationships
- The Changing World: Technology, The world of work, Travel, Social issues
- The Deaf and Hearing Communities: Lifestyles, Arts and Entertainment, Development of the deaf community, values, attitudes, beliefs

Assessment Components : School Assessment: Folio (50%), In-depth study (20%), External Assessment (30%)

Additional Information
This is an ATAR subject.

WORKPLACE PRACTICES

Course Description
At WGSC all Year 12 students complete Workplace Practices as it provides the foundation for successful transition into the adult world of tertiary studies and work. Students develop their knowledge and understanding of the nature, type and structure of the workplace and they learn about important aspects of industrial relations, including WHS. Workplace Practices accredits the learning students already do through part-time work, VET, Volunteering or caring responsibilities.

Content
- Finding employment
- WHS in the Workplace
- Your rights and responsibilities as an employee
- Exploring your strengths and potential career pathways

Assessment Components : Folio Tasks (25%), Performance Task (25%), Reflections (20%), Investigation (30%)

Additional Information
These important transition studies can also be counted as an ATAR subject.

Please note: The subjects offered in any year level that are not compulsory can only run if the number of students who select the subjects during Course Counselling result in a viable class size.