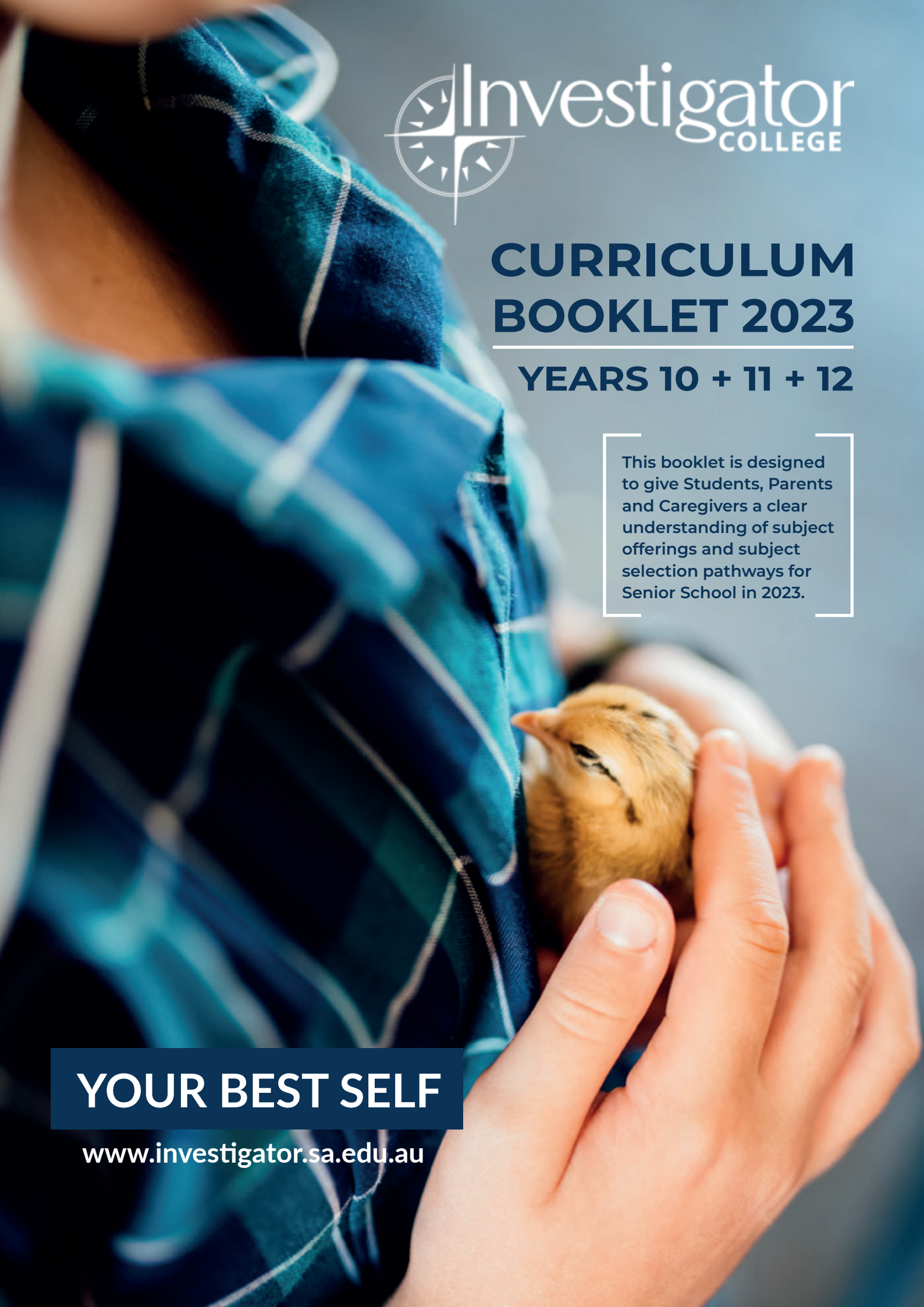

Investigator COLLEGE

CURRICULUM BOOKLET 2023

YEARS 10 + 11 + 12

This booklet is designed to give Students, Parents and Caregivers a clear understanding of subject offerings and subject selection pathways for Senior School in 2023.

YOUR BEST SELF

www.investigator.sa.edu.au

Investigator COLLEGE

Setting the benchmark, striving to be a leader in our community and recognised as the first-choice educator on the South Coast.

VISION

MISSION

Everything we do is an investment in community, wellbeing and the future.

VALUES

Providing the opportunity for you to be

YOUR BEST SELF

A happy, confident, well-rounded leader who is grateful for your opportunities.

ASPIRATION:
We want our community, our students and our staff to strive, to see the opportunities to be more, to do more and to continuously improve themselves and those around them.

IDENTIFYING OPPORTUNITIES:
We want to have a greater impact on our community, pro-actively listening to and looking for ways we can encourage our local community and empower each other to be at our best.

INDIVIDUALITY
We want people to understand their gifts, talents and unique nature. We want to uncover them and empower them to be their best self.

FOSTERING COMMUNITY
We want every person to belong, to feel welcome, encouraged, valued and supported to be their best self.

ANGLICAN VALUES
We want to share the hope of Jesus Christ with our community through our actions inspired by the teachings and moral values of our Christian faith and Anglican heritage.

INCLUSION
We want to remove the barriers around us that hold people back. No matter what we do, we want to ensure that those around us have the opportunity and the choice to join in.

TRANSPARENCY
We want to build a trusting and honest relationship with each other and the community we serve, valuing confidentiality and openness equally.

ACCOUNTABILITY
Whatever personal excellence looks like to you, we want to cultivate and encourage a high standard, working together to uphold it.

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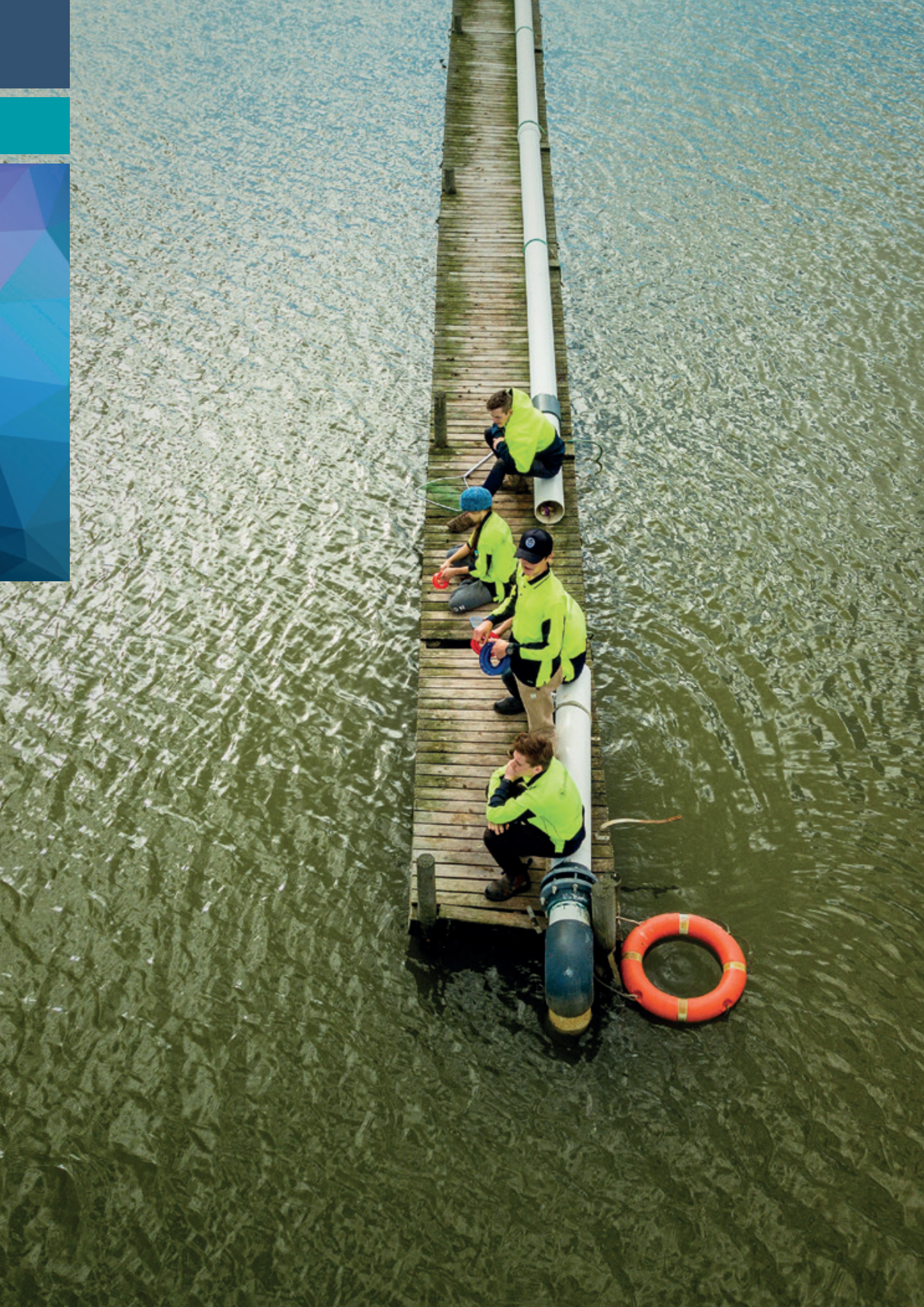


SENIOR SCHOOL OVERVIEW

ABOUT THIS BOOKLET

This booklet is designed to provide students and their families with important information about Senior School education at Investigator College. It describes curricular and co-curricular offerings, resources, and the values and principles that underpin the unique Senior School experience at Investigator College.

As a learning community, Investigator College prides itself on building educational partnerships with students, parents and teachers; these relationships are the cornerstone of success in Senior School education. We encourage parents and caregivers to discuss the content of this booklet with their son/daughter and welcome the opportunity to meet with families to discuss our Senior School offerings.

PASTORAL CARE

Investigator College strives to provide all students the opportunity to be their "best self". It is only when students are secure in their learning environment that they are able to approach learning with confidence and without distraction. Investigator College remains dedicated to providing care for all students within a safe and secure environment. The approach to pastoral care of students at Investigator College is multifaceted but, in the first instance, is the responsibility of the home group teachers. At "Investigator College Senior" we recognise that the social and learning needs of senior students are complex and ever-changing. Twenty-first century learning is all about collaboration, problem solving and connecting with higher education and the world of work. Investigator Senior provides a state-of-the-art facility encompassing the very latest in flexible learning options in a distinctly "Senior School" learning environment.

This structure allows the College to nurture students within smaller sub-school communities, maintaining a family feel, while benefitting from the economies of scale only available to larger schools. The Heads of Middle and Senior School manage the day-to-day operation of their sub-school, leading and supporting the College community, with greater focus on parents, caregivers and students, to ensure excellent pastoral care relationships are maintained and student wellbeing is paramount.

Investigator College has adopted the evidence-based "Positive Education" approach that brings together the science of Positive Psychology with best practice teaching to encourage and support individuals, schools and communities to flourish. Positive Education focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle. Investigator College provides its students with an increased capacity to learn effectively, as well as offering them a strong foundation on which they can build a successful life.

STANDARDS

It is important that Senior School students adopt a positive approach to their learning, so that both class and homework times are enjoyable and productive. At Investigator College, we promote an environment of 'high expectations' - that is, an environment in which all students, no matter what their level of ability, strive for personal excellence: their best self.

UNIFORM

We are proud of our Senior School students and expect that they, in turn, demonstrate pride in belonging to our College community. The way in which students wear their uniforms is a demonstration of respect for both themselves and for the College.

We consider every student an ambassador and as such require students to wear the correct uniform at all times. The College also expects that students and their families will ensure that uniform items are clean and tidy and in a state of good repair.

BEHAVIOUR

At Investigator College, we value the relationship between families and the school, and endeavour to work together to provide a positive framework for student behaviour.

SENIOR SCHOOL OVERVIEW

Senior School students work in a more independent environment than in the Middle School, and as such we encourage independent ownership of behaviour. We encourage students to relate positively in all situations in order to achieve effective and productive class and activity time.

We provide a support structure to encourage and reinforce behaviour that is courteous, respectful and cooperative. We encourage behaviour that reflects our high standards, and which reflects our Anglican ethos and the College in all situations. As College leaders, Senior School students act as role models for the younger students of the College.

HOMEWORK & STUDY

Being a Senior School student means being busy! It means having a number of demands at both school and home. The Homework Policy at Investigator College recognises that students have a 'life outside of school' that may include family, social, sport and work commitments. We intend to keep homework to a reasonable level—generally 60 - 90 minutes per night for Year 10 students (including weekends).

However, homework is an important component of every subject, especially in Years 11 and 12, as it provides an opportunity for students to consolidate and develop skills and knowledge acquired at school. National experience tells us that, for students seeking a high Australian Tertiary Admissions Rank (ATAR), 2 - 3 hours per day for 7 days per week is a general expectation for SACE students (Year 11 and 12).

WORK EXPERIENCE & SENIOR SCHOOL CAMPS

Senior School camps have been designed to give Year 10 and 11 students choice and offer a range of different experiences to accommodate the diverse needs and interests of our students.
With an emphasis on teamwork, resilience, independence and peer relations, Year 10 and 11 students may select from a cultural experience, activities and/or outdoor expedition camp(s), and international tours such as Europe, Japan and the Cebu Mission trip. Alternatively, students may undertake additional work experience, volunteer and community placements, or extended study as an alternative to camps.

All Year 12 students attend the 'City Retreat' at the beginning of the school year, staying in university accommodation and touring city tertiary facilities and local attractions. The focus during the retreat is on providing students with the opportunity to gain valuable 'adult' living experiences and become 'natives' of urban Adelaide.

INTERNATIONAL TOURS

(subject to COVID-19 restrictions)

EUROPEAN STUDY TOUR

Offered every second year and led by highly experienced staff and guides, this study tour truly brings to life what lessons in a classroom never could! Rome, Berlin, Prague, Venice, Florence and Athens are just some of the highlights. Students experience, first-hand, the great events, monuments, discoveries, people and places that underpin Western Civilisation. Students not only experience living history, but can also see, feel, touch and taste the cultures of other lands and peoples. For any student interested in History, Art, Literature or Science, this is a once in a lifetime tour not to be missed!

JAPAN TRIP

Students in Years 9 to 11 may participate in a unique opportunity to travel to Japan as part of an ongoing exchange program. During their two week visit, students are hosted by Japanese families in a rural village, and experience travelling to many significant sites and cities across Japan. The cost for this exchange is the responsibility of the individual participants.

SELECTING LEARNING PATHWAYS

When selecting subjects, consideration must be given to future pathways, including future educational plans, interest in areas of specific study such as the sciences, arts or literature, and long-term career choices. Knowing all of the answers to these questions is not always easy. Reflection on what careers/vocations students are

drawn to - what they enjoy doing outside school and what sparks their interest and enthusiasm - is a good place to start. Teachers and family members can help students in these considerations.
A balance of subjects should be selected to provide the prerequisites for career pathways beyond school while providing students with opportunities to explore, follow and build on their personal interests. When undertaking these reflections, students must also explore their level of commitment to further study. Students and their families need to be realistic about the level of commitment required to be successful in some subjects. When reviewing each subject outline, consideration should be given to the individual student's strengths, subject preferences, preferred learning situations (theoretical/practical), assessments criteria (research based/assignments/tests) etc. The subjects that students choose throughout Senior School should be those that suit their abilities, interests and aspirations. Senior School should be a positive learning experience during which students can reach their potential and be successful on an individual level.

FULL YEAR OR SINGLE SEMESTER SUBJECTS

At Investigator College, students encounter a wide variety of subjects offered in order to broaden experience and place them in a position to be able to make informed decisions about their subject choices. In Years 11 and 12, students study fewer core subjects and more specialised subjects. In Year 10, most specialist subjects are offered as Single Semester subjects. By undertaking a range of Single Semester specialist subjects, students have the opportunity to develop an understanding of the expectations, content and suitability of the Stage 1 courses. Year 10 students may choose to study a Year 11 (SACE Stage 1) subject provided they have the recommendation of their teacher, and provided that subject can be scheduled within their timetable. Similarly, appropriately prepared students may elect to complete a Year 12 (Stage 2) subject while in Year 11. Please note subject availability may be dependant on levels of student demand.

RECOGNISED COMMUNITY-DEVELOPED PROGRAMS

Students are also able to earn SACE Credits for learning undertaken within the community. Community programs currently listed for recognition are (subject to ongoing SACE review):

- Australian Air Force Cadets
- Australian and New Zealand Cultural Arts Limited
- Australian Army Cadets
- Australian Business Week
- Australian Guild of Music and Speech
- Australian Music Examinations Board
- Australian Teachers of Dancing, Ltd
- Catholic Education SA
- Ceccheti Ballet Australia Inc.
- Commonwealth Society of Teachers of Dancing
- Construction Industry Training Board
- Duke of Edinburgh's Award
- Equestrian Federation of Australia
  Guides Australia
- International Music Examinations Board of Australia
- Microsoft Certification Program
- Operation Flinders Foundation
- Royal Academy of Dance
- Royal Life Saving Society (SA Branch)
- AUSTSWIM (SA Business Centre)
- SA Country Fire Service
- Scouts Australia
- St Cecilia School of Music (limited options)
- St John Ambulance Australia Cadets
- STV One and All Sailing Program
- Trinity College London

PREREQUISITE SUBJECTS

Students may be required to complete some defined prerequisite subjects in order to enrol in further study in both Year 11 and 12 (Stage 1 and 2). Some subjects offered at Year 10 are also suitable prerequisite subjects for some Year 12 (Stage 2) subjects. Prerequisite subjects can be identified in the Subjects Prerequisites table (refer to page 12).

SENIOR SCHOOL OVERVIEW

HOW DO I KNOW WHAT THE RIGHT CHOICE IS?

Most students are aware of their own strengths and weaknesses and their likes and dislikes. With the support and guidance of teachers, students are provided with all of the information necessary to decide which subjects are right for them. Important information sessions are held throughout the year. These events, along with the Head Start Program and Senior School Information and Subject Selection Evening, provide families with a chance to gain an understanding of the subject selection process, subject workloads and prerequisites. Should parents, caregivers or students have concerns about subject selections, please make a time to meet with the Head of Senior School. Additionally the College coordinates a number of exclusive opportunities for Senior School students to meet with tertiary advisors and guest speakers. One such opportunity is the Fleurieu Tertiary Studies and Careers Day, presented by Investigator College and held annually. At this trade show style event, students and parents can review a range of information regarding educational pathways offered through TAFE, university, Australian Defence Forces, SAPOL and more...

Please note: Investigator College seeks to offer all subjects listed in a face-to-face setting. It is our experience that, at Senior level, the relationship between students and subject-expert teachers is crucial to success.

WHAT IS SACE?

Students who successfully complete their Senior School education are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study, ensuring that students gain the skills they need for the future, as citizens and members of the workforce. Each subject or course successfully completed earns 'Credits' towards the SACE, with a minimum of 200 Credits required for students to gain the Certificate. The Certificate is structured around stages of achievement and includes some compulsory subjects. Students will receive a grade from A to E for each subject completed. For compulsory subjects, students will need to achieve a C grade or above at Stage 1 and a C– or above at Stage 2.

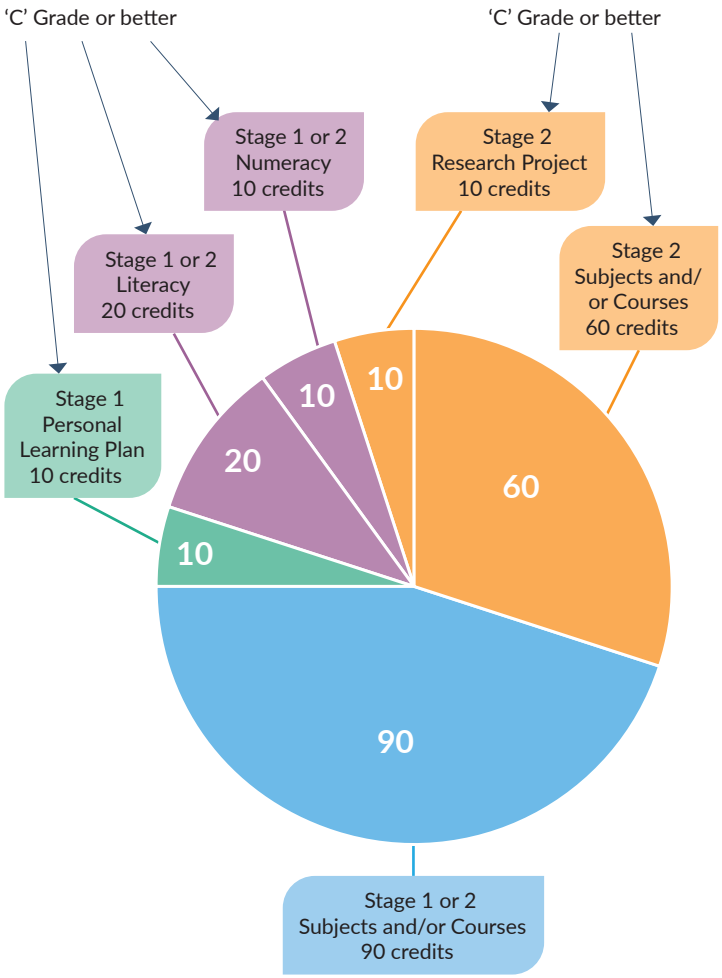
FINDING OUT MORE ABOUT SACE

The SACE website contains a range of helpful information for students, parents and caregivers. Families are encouraged to visit the SACE website to find out more about how SACE works, special provisions, and specific learning areas not covered within this booklet. The site also features great study tips and online forums.

REQUIREMENTS FOR SACE

Students must complete a minimum of 200 Credit points across Years 10, 11 and 12 to achieve the SACE. The Credit points can be gained in a range of subjects, however, the following must be achieved at a C- or above level within the 200:

- Personal Learning Plan (undertaken in Year 10) - 10 Credits
- Research Project (undertaken in Year 11) - 10 Credits
- Stage 1 English subjects - 20 Credits
- Stage 1 Mathematics subjects - 10 Credits
- Stage 2 subjects - 60 Credits



REQUIREMENTS

Year 10
Personal Learning Plan — 10

Year 11 (Stage 1) or Year 12 (Stage 2)
Literacy (from a range of English subjects and courses) — 20
Numeracy(from a range of mathematics subjects and courses) — 10

Year 12 (Stage 2)
Research Project — 10
Other Stage 2 subjects and courses* — 60

Year 11 or Year 12 (Stages 1 or 2)
Other subjects or courses of the student's choice — 90

TOTAL

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

** Many students will complete subjects or courses with more than 70 credits at Stage 2*

SACE GLOSSARY

Assumed Knowledge	The knowledge that students are assumed to have from previous study, but which is not a prerequisite for admission to university.
Prerequisite/s	A formal requirement that needs to be met before proceeding to further study at university.
SATAC	South Australian Tertiary Admissions Centre - the body that accepts all applications to universities or TAFE.
Scaled Score	A Stage 2 Subject Achievement Score adjusted for university entrance purposes.
Semester/Credits	Half-year (one semester) SACE Stage 1 subjects equal 10 Credits. A full-year subject equals 20 Credits.
SACE Board	The State body, independent of both the Education Department and tertiary institutions, with the specific responsibility for the administration of the assessment and issuing of the SACE.
Stage 1	The first stage of the SACE. Usually completed during Year 11.
Stage 2	The second stage of the SACE. Usually undertaken in Year 12. (Stage 1 and Stage 2 are used rather than Years 11 and 12 because students may complete them over a number of years.)

SENIOR SCHOOL OVERVIEW

PERSONAL LEARNING PLAN

(Undertaken in Year 10 at Investigator College)
The Personal Learning Plan (PLP) is a compulsory SACE subject, worth 10 Credits. As it is compulsory, students need to achieve a C grade or above. The PLP is a Stage 1 subject, which is undertaken in Year 10. The course asks students to consider their aspirations and research career, training and further educational requirements for their chosen vocation. Students are required to identify goals and develop an action plan based on creating a Learning Pathway, which includes SACE and tertiary study choices.

RESEARCH PROJECT

(Undertaken in Year 11 at Investigator College)
The Research Project is a compulsory SACE subject, worth 10 Credits. As it is compulsory, students need to achieve a C- grade or above. The Research Project gives students the opportunity to undertake in-depth study in an area of interest. It allows students to use their creativity and initiative, while developing research and presentation skills, which they will need in further study or work.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) UNIVERSITY ENTRY

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. To obtain a university aggregate and an Australian Tertiary Admission Rank (ATAR) a student must:

- Qualify for the SACE.
- Comply with the rules regarding precluded combinations.
- Comply with the rules regarding counting restrictions.
- Complete at least 90 Credits of study in Tertiary Admissions Subjects (TAS–a Tertiary Admissions Subject is a SACE Stage 2 subject which has been approved by the universities and TAFE SA as providing appropriate preparation for tertiary studies) and Recognised Studies at Stage 2 from a maximum of three attempts.
- Within these 90 Credits –
  - a minimum of 60 Credits must come from 20 Credit (full year) Tertiary Admissions Subjects.
  - a maximum of 20 Credits can be Recognised Studies (generally Certificate III or VET courses).

Universities may also specify required subjects for some of their courses.

TAFE ENTRY

TAFE recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes. Full details of university and TAFE entry requirements are included in the SATAC Guide and the Tertiary Entrance Booklet (hard copy and online-https://www.satac.edu.au/satac-publications), published annually by the South Australian Tertiary Admissions Centre. More information is available on the SATAC website at www.satac.edu.au and www.tafesa.edu.au

VOCATIONAL EDUCATION AND TRAINING (VET)

Education and Training gives students skills for work, particularly in the trades and industry. VET courses are often offered by TAFE Colleges and a range of other registered training organisations. The SACE allows students to study a range of VET courses. Students can earn up to 150 of the 200 Credits required to complete the SACE, through recognised Vocational Education and Training courses. The remaining 50 Credits can be completed through subjects with a VET focus. This means the 200 SACE Credits (required to complete the SACE) can be gained through VET studies, provided that the Personal Learning Plan, Research Project, and the Stage 1 Literacy and Numeracy requirements are also satisfied. The inclusion of VET courses in the SACE encourages students to attain the Certificate, while studying vocational subjects.

Please check the SATAC Guide carefully with your son/daughter before making subject selections. Some tertiary courses list prerequisite (required) Stage 2 subjects and assumed knowledge* (recommended) Stage 1 or 2 subjects.
www.satac.edu.au/satac-publications

*Some university courses/programs recommend that commencing students have background knowledge in one or more specified Stage 1 or Stage 2 subjects or have an identified skill which will enhance the student's understanding of the course/program. This is known as assumed knowledge. Assumed knowledge is not compulsory and is not used in the selection process for entry to university courses/programs. Statements of assumed knowledge are intended purely to assist students in understanding course/program content and to allow them to make subject choices which may be of benefit to them in their future tertiary studies.

ENQUIRIES AND CONTACTS

Your student's home group teachers may be able to assist with your enquiry. Our Senior School home group teachers will know your student's circumstance better than anyone and they are directly responsible for their welfare. Parents are encouraged to address all concerns to home group teachers in the first instance.

Should you require further information about enrolments, curriculum or the Investigator College Senior School, please feel free to contact us.

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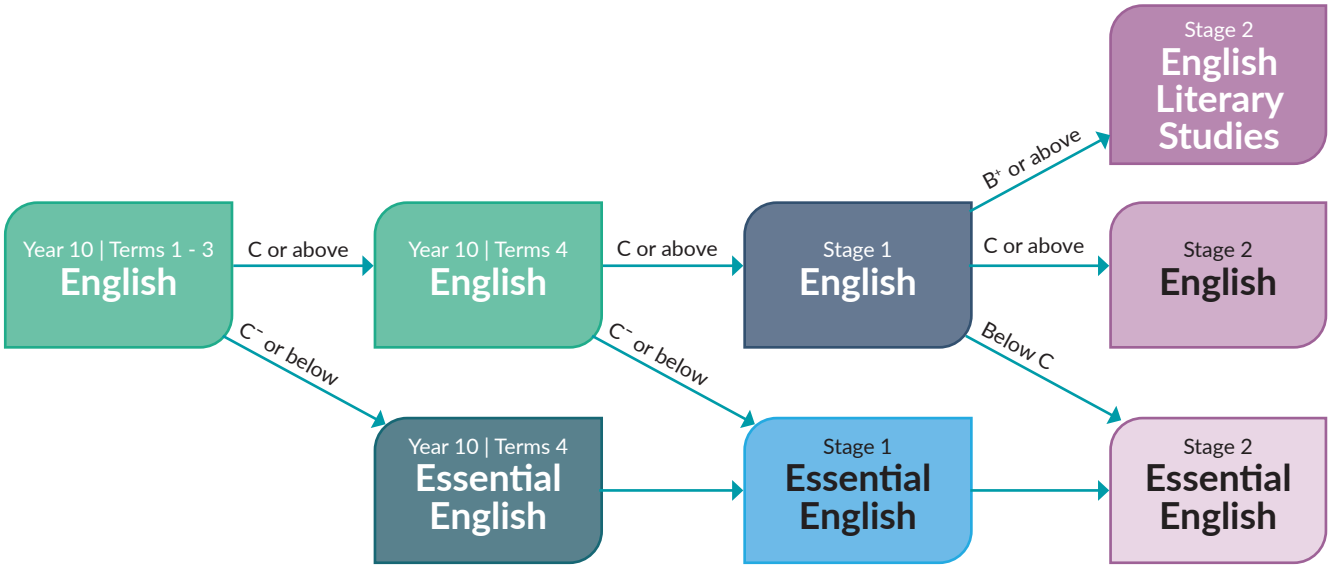
ENGLISH PATHWAYS OVERVIEW



ENGLISH PATHWAYS OVERVIEW

In Senior School English divides into streams according to complexity and student ability or interest.

Two streams are offered at Year 10 and 11, while three streams are offered at Year 12. Selection of and progression in these streams will be determined by student grades and teacher recommendation. In Year 10 all students will complete three terms of English. However, in Term 4 some students will be recommended for the Essential English pathway. Essential English is specifically designed to meet the needs of students who have achieved C- or lower during terms 1 - 3 of Year 10 English. In Year 11 students will progress through either the English pathway or the Essential English pathway. In Year 12 students who have undertaken Essential English in Stage 1 can select to continue this pathway in Stage 2. Students who have undertaken the English pathway can select either the English or English Literary Studies pathways in Stage 2.

There are three Stage 2 (Year 12) English subjects:

ENGLISH LITERARY STUDIES

Designed for highly capable students who have a strong interest in reading, writing and studying language, and a desire to pursue those to an advanced level. A preparedness to be involved in all aspects and to apply a consistent work ethic will be a key to success.

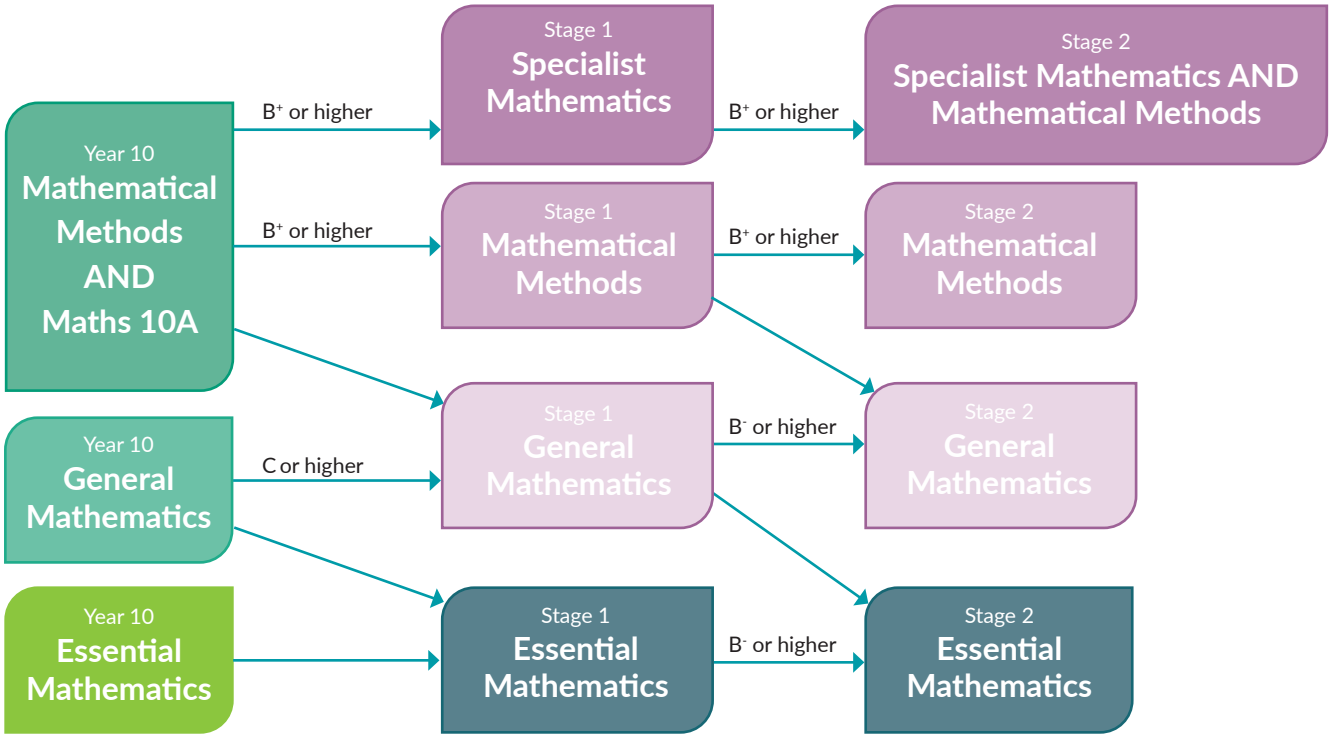
ESSENTIAL ENGLISH

An emphasis on communication, comprehension, analysis and text creation. This subject places an emphasis on communication, comprehension, analysis and text creation. Students engage with a range of visual, media and written texts as well as create texts for a range of familiar contexts and purposes.

ENGLISH

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

MATHEMATICS PATHWAYS OVERVIEW



In Senior School, Mathematics separates into streams according to delivery speed and complexity. Four streams are offered at Year 10, 11 and 12. Students may progressively select streams which are less complex or delivered at a slower pace. However, students must be aware that it is not always possible to move up to more advanced and intermediate subjects once a lower level of study has been undertaken. In Year 10, students will be placed in classes according to prerequisite competency. Students will be automatically assigned to a Mathematics class based on their Year 9 Mathematics results. Mathematics 10A is available in addition to Mathematical Methods in Semester Two. It is essential for students intending to study Mathematical Methods or Specialist Mathematics at Year 11.

SPECIALIST MATHEMATICS

Specialist Mathematics is the most difficult Mathematics. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science and physical sciences. Students envisaging careers in related fields will benefit from studying this subject. Specialist Mathematics is studied in conjunction with Mathematical Methods.

MATHEMATICAL METHODS

This subject provides the foundation for further study in mathematics, economics, computer sciences and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to careers as diverse as engineering, physical science, laser physics, IT and more!

GENERAL MATHEMATICS

This subject may be undertaken by students who intend to pursue study or work for which some mathematics is required. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

ESSENTIAL MATHEMATICS

This subject has an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

PREREQUISITE/S SUBJECTS TABLE

There are a range of companion subjects which provide a good foundation for further study in Stage 1 and 2. These are listed in each of the individual course outline pages. The table below indicated COMPULSORY prerequisite subjects and grade requirements for entry in to Stage 1 and Stage 2 courses.

COMPLETED YEAR 10 COURSE	MINIMUM GRADE	YEAR 11 (STAGE 1) COURSE	MINIMUM GRADE	YEAR 12 (STAGE 2) COURSE
Essential English	Completed	Essential English (Stage 1)	C	Essential English (Stage 2)
English	Below C	Essential English (Stage 1)	C	Essential English (Stage 2)
	C	English (Stage 1)	Completed	
			C	English (Stage 2)
			B+	English Literary Studies (Stage 2)
Maths Methods AND Maths 10A	B+	Specialist Maths AND Maths Methods (Stage 1)	B+	Specialist Mathematics (Stage 2) Students must also enrol in Mathematical Methods (Stage 2)
	B+	Maths Methods (Stage 1)	B+	Mathematical Methods (Stage 2)
General Maths or higher level Maths	C	General Maths (Stage 1) or higher level Maths with C pass	B-	General Maths (Stage 2)
Essential Maths or higher level Maths	Completed	Essential Maths (Stage 1) or higher level Maths with C pass	B-	Essential Maths (Stage 2)
Science	C	Biology (Stage 1)	No compulsory prerequisite for Stage 2 studies	
	B	Chemistry (Stage 1)	B	Chemistry (Stage 2)
	B	Physics (Stage 1) (Must be undertaken with Maths Methods or General Maths Stage 1)	B	Physics (Stage 2)
Japanese	C+	Japanese (Stage 1)	C	Japanese (Stage 2)
Music AND Private Instrument Study	Completed	Music (Stage 1) AND Min. of 2 years of private instrument study	Completed	Music Explorations, Music Performance – Solo, Music Performance – Ensemble or Music Studies (Stage 2) AND Min. of 3 years of private instrument study
History	C	Modern History (Stage 1)	No compulsory prerequisite for Stage 2 studies	
Geography	C	Geography (Stage 1)	No compulsory prerequisite for Stage 2 studies	
		Digital Technologies (Stage 1)	1 Semester	Digital Technologies (Stage 2)
		Horticulture (Cert II)	Completed	Conservation and Land Management (Cert III)

YEAR 10

YEAR 10

ENGLISH

DURATION OF COURSE

Full Year

TYPE

Core Subject

COURSE DESCRIPTION

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

COURSE CONTENT

Receptive Modes (listening, reading and viewing)
By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. Students develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive Modes (speaking, writing and creating)
Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of the following activities:

- Formal and informal written responses to a variety of texts
- Production of a range of texts for a variety of purposes and audiences
- Independent and shared reading and viewing
- Small group and class discussions
- Note-taking and written responses to questions
- Group work and presentations

ASSESSMENT

Students will be assessed in a range of written, oral and/or multi-modal forms including:

- Creating texts (narratives, expositions, recounts, informative and procedural texts, podcasts).
- Responding to texts (formal essay responses, group presentations, short and extended answer questions).

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 1 STUDY

Stage 1 English requires an achievement of a **C grade or above** in Year 10 English.
Stage 1 Essential English caters for those students who achieve a **C- grade or below** in Year 10 English

ESSENTIAL ENGLISH

DURATION OF COURSE

Term 4

TYPE

Core Subject

COURSE DESCRIPTION

Entry into this single term subject is by teacher recommendation based on Term 1 – 3 results in English. Essential English is designed for a range of students, including those who are planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of Essential English at Stages 1 and 2. There is an emphasis on communication, comprehension, analysis, and text creation. Students respond to, and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

COURSE CONTENT

Receptive Modes (listening, reading and viewing)
By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. Students develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive Modes (speaking, writing and creating)
Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of the following activities:

- Formal and informal written responses to a variety of texts
- Production of a range of texts for a variety of purposes and audiences
- Independent and shared reading and viewing
- Small group and class discussions
- Note-taking and written responses to questions
- Group work and presentations

ASSESSMENT

Students will be assessed in a range of written, oral and/or multi-modal forms including:

- Creating texts (recounts, informative and procedural texts)
- Responding to texts (short and extended answer questions, group presentations)

SUBJECT LEVIES

Textbooks and/or materials will NOT be required for this subject.

STAGE 1 STUDY

Stage 1 Essential English caters for those students who have undertaken Year 10 Essential English

YEAR 10

ESSENTIAL MATHEMATICS

DURATION OF COURSE

Full Year

TYPE

Core Subject

COURSE DESCRIPTION

Mathematics can be described as an expanding and changing set of tools and techniques that allow us to function effectively in many different arenas in an increasingly technological world.

The mathematical concepts, skills and processes that students will need to acquire are those that will support them to work effectively and confidently with rapid, pervasive change. It is desirable for each student to leave their formal schooling equipped with the abilities to be competent lifelong learners who use mathematics confidently and ethically in their home and working lives. Issues such as understanding the applications of mathematics, the impact of technological change, and new requirements of the workforce and education/training courses will be the catalysts for mathematics learning.

COURSE CONTENT

By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. Students apply deductive reasoning to numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They evaluate statistical reports.
Students find unknown values after substitution into formulas. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. They calculate quartiles and inter-quartile ranges.

TEACHING AND LEARNING STRATEGIES

- Simulations of Math concepts and puzzles
- Group and individual work
- Non-calculator Mathematics
- Quizzes/Tests/Examinations
- Textbook activities
- Directed investigations and projects

ASSESSMENT

Unit Tests	40%
Assignments/ Projects	50%
Homework/ Bookwork	10%

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site

STAGE 1 STUDY

Essential Mathematics at Stage 1.

GENERAL MATHEMATICS

DURATION OF COURSE

Full Year

TYPE

Core Subject

PREREQUISITE

C or above in Year 9 Mathematics

COURSE DESCRIPTION

Mathematics can be described as an expanding and changing set of tools and techniques that allow us to function effectively in many different arenas in an increasingly technological world. The mathematical concepts, skills and processes that students will need to acquire are those that will support them to work effectively and confidently with rapid, pervasive change.

It is desirable for each student to leave their formal schooling equipped with the abilities to be competent lifelong learners who use mathematics confidently and ethically in their home and working lives. Issues such as understanding the applications of mathematics, the impact of technological change, and new requirements of the workforce and education/training courses will be the catalysts for mathematics learning.

COURSE CONTENT

By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations. Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students find unknown values after substitution into formulas. They solve pairs of simultaneous equations. They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. They calculate quartiles and inter-quartile ranges.

TEACHING AND LEARNING STRATEGIES

- Simulations of Maths concepts and puzzles
- Group and individual work
- Non-calculator Mathematics
- Directed investigations and projects
- Quizzes/Tests/Examinations
- Textbook activities

ASSESSMENT

Unit Tests	40%
Assignments/Projects	35%
Semester Examination	25%

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 1 STUDY

General Mathematics (Stage 1) requires an achievement of a C grade or higher in Year 10 General Mathematics.

YEAR 10

MATHEMATICAL METHODS

DURATION OF COURSE
Full Year

TYPE
Core Subject

PREREQUISITE
B or above Year 9 Mathematics

COURSE DESCRIPTION
Mathematics can be described as an expanding and changing set of tools and techniques that allow us to function effectively in many different arenas in an increasingly technological world. The mathematical concepts, skills and processes that students will need to acquire are those that will support them to work effectively and confidently with rapid, pervasive change. It is desirable for each student to leave their formal schooling equipped with the abilities to be competent lifelong learners who use mathematics confidently and ethically in their home and working lives. Issues such as understanding the applications of mathematics, the impact of technological change, and new requirements of the workforce and education/training courses will be the catalysts for mathematics learning.

COURSE CONTENT
Students will study the following units:
- Money and financial mathematics
- Patterns and algebra
- Linear and non-linear relationships
- Using units of measurement
- Geometric reasoning
- Pythagoras and trigonometry
- Chance
- Data representation and interpretation

TEACHING AND LEARNING STRATEGIES
- Hands-on activities
- Group, individual and whole class discussion
- Software use
- Individual study – textbook activities
- Physical enactments/simulations of Maths concepts
- Quizzes/Tests
- Directed Investigations
- Examinations
- External testing (e.g. PAT Maths test, Australian Mathematics (Westpac) Competition, UNSW)

ASSESSMENT

Unit Tests	45%
Assignments/Projects	30%
Semester Exam	25%

SUBJECT LEVIES
Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 1 STUDY
Students completing Mathematical Methods will also complete Mathematics 10A in Semester Two in preparation for entry into both Stage 1 Mathematical Methods and Stage 1 Specialist Mathematics.

MATHEMATICS 10A

DURATION OF COURSE

Single Semester

TYPE

Core Subject

PREREQUISITE

B or above in Year 10 Mathematical Methods in Semester One

COURSE DESCRIPTION

Mathematics 10A (studied in conjunction with Mathematical Methods in Semester Two) is a prerequisite subject for students intending to study Mathematical Methods and Specialist Mathematics at Year 11. Mathematics 10A is advisable for students who may wish to study tertiary engineering, science, mathematics, information technology and other courses.

Students will learn to:

- apply a wide variety of strategies to engage with situations and solve problems, and adapt these strategies to new situations
- develop and evaluate mathematical arguments and proofs
- organise and consolidate their mathematical thinking to communicate to peers, teachers and others
- recognise and use connections between different mathematical ideas and to contexts outside of mathematics

COURSE CONTENT

Students will study the following units from:

- Advanced Trigonometry
- Relations and Functions
- Polynomials
- Exponential Functions
- Geometry of Circles and Conic sections

TEACHING AND LEARNING STRATEGIES

- Hands-on activities
- Group, individual and whole class discussion
- Software use
- Individual study – textbook activities
- Physical enactments/simulations of Maths concepts
- Quizzes/Tests
- Directed Investigations
- Examinations

ASSESSMENT

Unit Tests	45%
Assignments/Projects	30%
Semester Exam	25%

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 1 STUDY

Achievement of a B+ grade or above is required in Mathematical Methods and Mathematics 10A in Year 10. This subject is required for both Stage 1 Mathematical Methods and Stage 1 Specialist Mathematics.

YEAR 10

SCIENCE

DURATION OF SUBJECT

Full Year

TYPE

Core Subject

COURSE DESCRIPTION

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

COURSE CONTENT

By the end of Year 10, students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. They explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. Students describe and analyse interactions and cycles within and between Earth's spheres. They evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review.

TEACHING & LEARNING STRATEGIES

- Designing and conducting experiments
- Note-taking and other written exercises
- Gaining information from multimedia sources
- Quizzes/Tests/Examinations
- Group and individual work
- Research projects and assignments

ASSESSMENT

Unit Tests	30%
Assignments/Projects	25%
Practical Reports	20%
Semester Examination	25%

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 1 STUDY

Biology requires an achievement of a C grade or higher in Year 10 Science.

Chemistry requires an achievement of a B grade or higher in Year 10 Science.

Physics requires an achievement of a B grade or higher in Year 10 Science.

HISTORY

DURATION OF COURSE

Single Semester

TYPE

Core Subject

COURSE DESCRIPTION

History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others. History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day. History, as a discipline, has its own methods and procedures which make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate, and encourages thinking about human values, including present and future challenges.

COURSE CONTENT

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations. Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame a historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past.

TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of the following activities:

- Independent and shared reading and viewing
- Small group and class discussions and debates
- Note-taking and written responses to questions
- Group work and presentations
- Oral and dramatic presentations
- Formal and informal written responses to a variety of sources

ASSESSMENT

In History, students are assessed in a range of forms:

- Formal historical essay writing
- Sources analysis
- Reports
- Presentations
- Test

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 1 STUDY

Modern History (Stage 1) requires an achievement of a C grade or higher in Year 10 History.

YEAR 10

PERSONAL LEARNING PLAN (STAGE 1)

DURATION OF COURSE

Full Year

TYPE

Core Subject

COURSE DESCRIPTION

Personal Learning Plan (PLP) allows students to plan for personal tertiary and vocational pathways. Students consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students work towards goals they need to achieve as they progress through school towards work, training or further study. Within the PLP students:

- Identify and research career paths and options (including further education, training and work).
- Choose appropriate SACE subjects and courses based on plans for future work and study.
- Consider and access subjects and courses available in and beyond school.
- Gain skills for future employment.
- Identify goals and plans for improvement.
- Review and adjust plans to achieve goals.
- Research processes and pathways for tertiary study.
- Review their strengths and areas they need to work on, including literacy, numeracy and information and communication technology (ICT) skills.

COURSE CONTENT

Subject content includes:

- Identifying and exploring learning goals, needs and abilities
- Developing, making and communicating informed decisions about learning goals
- Communication
- Personal characteristics
- Health and wellbeing
- Interpersonal, work and relationship skills
- Planning and decision-making skills
- Thinking skills and techniques
- Learning skills

TEACHING & LEARNING STRATEGIES

Students demonstrate their learning by providing evidence of their performance in a structured learning program. Assessment activities relating to the development and use of the plan will allow students to demonstrate their learning at the highest performance standard. Evidence of learning can be demonstrated through a variety of forms, including, for example: portfolio and discussion, plan (in chart, table, or map formats) and discussion, electronic portfolio, discussion of evidence, personal web page, resume, round table presentation, interview, oral presentation, diary and/or multimedia presentation.

ASSESSMENT

Each student provides evidence of his/her learning through a range of written and oral learning activities.

SUBJECT LEVIES

Materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.

PLP is a compulsory SACE subject and students must obtain a C grade minimum.

HEALTH

DURATION OF COURSE

Single Semester

TYPE

Specialist Subject

COURSE DESCRIPTION

The Year 10 Health curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health information to devise and implement personalised plans for maintaining a healthy lifestyle. They also propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

COURSE CONTENT

By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities.

TEACHING & LEARNING STRATEGIES

Teachers and students will participate in some or all of the following activities in order to develop skills and understanding, and to meet learning outcomes:

- Bookwork, class discussions and involvement.
- Major assessment tasks
- Worksheets
- PowerPoint presentations
- Click View
- Group work activities
- Oral presentations
- Value Lines
- Debates
- Class discussions

ASSESSMENT

Assignment Folio

SUBJECT LEVIES

Students undertaking this subject will be required to attend a camp/excursions which will be charged accordingly throughout the year. Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 1 STUDY

This subject is useful preparation for the study of Stage 1 Health and Wellbeing.
One of Health, Physical Education or Sports Coaching (Certificate III) must be studied in Year 10.

YEAR 10

PHYSICAL EDUCATION

DURATION OF COURSE

Single Semester

TYPE

Specialist Subject

COURSE DESCRIPTION

In Year 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in a range of physical activities.

COURSE CONTENT

Throughout the course, students will apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. Teamwork, leadership and a positive attitude are also important aspects of this learning area and are integrated into the activities. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. The course may cover any or all of the following activities:

- Basketball
- Football
- Netball
- Soccer
- Touch Football
- Volleyball
- Badminton
- Training Program
- Performance Analysis
- Physical Activity Investigation

ASSESSMENT

- Practical component 50%
- Assignment Folio 50%

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site. A subject levy may also apply to this subject and will be charged in the appropriate semester.

STAGE 1 STUDY

This subject is useful background for the study of Physical Education (Stage 1).
One of Health, Physical Education or Sports Coaching (Certificate III) must be studied in Year 10.

AGRICULTURE

DURATION OF COURSE

Single Semester

TYPE

Specialist Subject

COURSE DESCRIPTION

Students consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and how agriculture impacts on their lives, their communities, and the environment.

COURSE CONTENT

Content will be selected from the following topics:

DESIGN TASK

- Cows Create Careers
- Aquaponics

SKILLS, KNOWLEDGE AND APPLICATION

- Incubation and Poultry
- Soils, Composting and Gardening

SCIENCE AS A HUMAN ENDEAVOUR

- Careers in Agriculture

TEACHING AND LEARNING STRATEGIES

Students will be expected to participate in all tasks, discussions and practical work. During practical activities, students will be expected to act in a responsible manner using work safe practices. In folders, students will be required to keep all notes and handouts in an organised way, as to form units of work on a particular topic, which will aid the successful completion of tests and assignments.

ASSESSMENT

- Design Tasks
- Tests
- Practical Skills
- Skills and Applications Tasks

SUBJECT LEVIES

Materials will be required for this subject.
These will need to be purchased independently via Lighthouse Books.

A subject levy may also apply to this subject and will be charged to Fee Accounts in the appropriate semester.

STAGE 1 STUDY

Agriculture and Horticulture is a great foundation for complementary subjects offered in Stage 1 and Stage 2, including Stage 1 Agriculture, Stage 2 Agricultural Systems, Certificate II in Horticulture and Certificate II and III in Conservation and Land Management.

YEAR 10

DESIGN AND TECHNOLOGIES
WOOD

DURATION OF COURSE
Single Semester

TYPE
Specialist Subject

COURSE DESCRIPTION
Design and Technologies Wood enables students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers. Design and Technologies (Wood) actively engages students in creating quality designed solutions from timber. Students manage projects independently and collaboratively from conception to realisation. The Design and Technologies processes and production skills strand focuses on creating designed solutions by:

- Investigating and defining
- Generating and designing
- Producing and implementing
- Evaluating
- Collaborating and managing

COURSE CONTENT
By the end of Year 10, students explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments. When producing designed solutions for identified needs or opportunities, students evaluate the features of timber and construction techniques. Students create designed solutions for timber products based on a critical evaluation of needs or opportunities. They consider and analyse product environmental and ethical sustainability, which is used to evaluate their ideas and designed solutions and processes. They create and connect design ideas and processes of increasing complexity and justify decisions. Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans. They select and use appropriate technologies skillfully and safely to produce high-quality designed solutions suitable for the intended purpose.

TEACHING AND LEARNING STRATEGIES
Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Class discussions
- Short quizzes/tests
- Group work
- Practical demonstrations

ASSESSMENT

Skills and Application Tasks x 2 (producing/managing/evaluating)	20%
Folio (investigating and defining/ generating and designing/evaluating)	40%
Practical (producing and implementing/ collaborating and managing)	40%

SUBJECT LEVIES
Materials will be required for this subject. These will need to be purchased independently via Lighthouse Books. A subject levy may also apply to this subject and will be charged to Fee Accounts in the appropriate semester.

STAGE 1 STUDY
Design and Technologies–Wood is excellent preparation for Stage 1 Design and Technology Materials Products: Wood.

DIGITAL TECHNOLOGIES

DURATION OF COURSE

Single Semester

TYPE

Specialist Subject

COURSE DESCRIPTION

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

COURSE CONTENT

Students explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They explain simple data compression, and why content data are separated from presentation.

Students plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They take account of privacy and security requirements when selecting and validating data. Students test and predict results and implement digital solutions. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.

TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Projects and assignments
- Internet based research
- Group and individual work
- Programming
- Class discussions
- Multimedia presentations

ASSESSMENT

Assignments/ Projects	100%

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 1 STUDY

This subject is useful background to several SACE studies, including Digital Technologies.

YEAR 10

DRAMA

DURATION OF COURSE

Single Semester

TYPE

Specialist Subject

COURSE DESCRIPTION

Telling stories and representing our humanity to each other are basic human activities. They are the essence of drama. Students learn by participating in creative problem-solving; generating, analysing, and evaluating ideas; developing personal interpretations of texts; learning to set goals and working collaboratively to achieve them; rehearsing, workshopping, and improvising solutions; as well as presenting their product or performance.
Students have the opportunity to develop their curiosity and imagination, creativity, individuality, personal identity, self-esteem, and confidence. They also have opportunities to improve their skills in experimentation, communication, self-discipline, collaboration, teamwork, and leadership. Students learn to acknowledge and respect diversity and different perspectives on the world.

COURSE CONTENT

Drama is divided into three areas of study:

- Understanding and responding to drama
- Company and performances
- Drama and technology

Through the study of the main theatrical movements of western civilization, students will participate in practical workshops of particular genres and innovators including Stanislavski, Brecht and Australian theatre. Students are also given the opportunity to develop a practitioner's role where the concepts of design are investigated in a major project, culminating in a technical demonstration (lights, set, sound, costume, front of house).

TEACHING & LEARNING STRATEGIES

Teachers and students will participate in some or all of the following activities in order to develop skills and understanding, and to meet learning outcomes:

- Class discussions
- Improvisations and workshops
- Review and report writing
- Script writing
- Oral presentations
- Performance examinations
- Research tasks
- Design projects (mask making)
- Team building exercises and rehearsal processes
- Public group performance

ASSESSMENT

Group Production	40%
Writing Folio	30%
Individual Study	30%

SUBJECT LEVIES

Consumable materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.

STAGE 1 STUDY

This subject is useful background to several SACE studies, including Drama.

ECONOMICS AND LEGAL STUDIES

DURATION OF COURSE

Single Semester

TYPE

Specialist Subject

COURSE DESCRIPTION

Young Australians will face a number of social, economic and moral challenges in their lifetimes that will impact on their lives and choices. It is critical that students are equipped with the knowledge, understanding and skills that will empower them to actively participate in society and the economy as individuals and more broadly as global citizens.

Economics and Legal Studies gives students the opportunity to develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. Students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.

COURSE CONTENT

Students develop an understanding of Australia's system of government and examine Australia's roles and responsibilities, such as its involvement with the United Nations. Students also study the purpose and work of the High Court. They investigate the values and practices that enable a democratic society to be sustained.

Students explore why and how governments manage economic performance to improve living standards, along with the reasons why economic performance and living standards differ within and between economies. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce.

TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Class discussions
- Group work
- Guest speakers
- Article analysis
- Research
- Assignments

ASSESSMENT

Students are assessed in a range of forms:

- Tests
- Case Studies
- Reports
- Extended Response Questions
- Presentations
- Exam

SUBJECT LEVIES

None

STAGE 1 STUDY

This subject is useful background to several SACE studies, including Economics and Legal Studies.

YEAR 10

YEAR 10

FOOD TECHNOLOGY

DURATION OF COURSE

Single Semester

TYPE

Specialist Subject

COURSE DESCRIPTION

Food Technology covers content from both the Design & Technology and the Health & Physical Education learning areas. Student use their knowledge and understanding of Design & Technology, Health, and production principles to produce solutions, identify needs, and identify opportunities of relevance to individuals, and regional and global communities. Students work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study. Increasingly, study has a global perspective, with opportunities to understand the complex interdependencies involved in the development of technologies and enterprises. Students specifically focus on preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration.

COURSE CONTENT

Knowledge & Understanding

By the end of Year 10, students can investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.

Processes & Production Skills

Students will evaluate design ideas, processes and solutions against comprehensive criteria for success, recognising the need for sustainability.

Personal, Social & Community Health

Critically analyse and apply health information from a range of sources to health decisions and situations.

TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Class discussions
- Planning and evaluating
- Investigations
- Group work
- Practical work

ASSESSMENT

The Design Process

- Planning
- Producing (practical work)
- Evaluating
- Theory – comprehensions, short answer questions, research tasks

SUBJECT LEVIES

Materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.

A subject levy may also apply to this subject and will be charged to Fee Accounts in the appropriate Semester.

STAGE 1 STUDY

This subject is a useful background for Food & Hospitality (Stage 1).

GEOGRAPHY

DURATION OF COURSE

Single Semester

TYPE

Specialist Subject

COURSE DESCRIPTION

In a world of increasing global integration and international mobility, it is critical to the wellbeing and sustainability of the environment and society that young Australians develop a holistic understanding of the world. This requires deep knowledge and understanding of why the world is the way it is and the interconnections between people, places and environments over place and time.

Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

COURSE CONTENT

By the end of Year 10, students explain how interactions between geographical processes at different scales change the characteristics of places. Students identify, analyse and explain significant interconnections between people, places and environments and explain changes that result from these interconnections and their consequences. They predict changes in the characteristics of places and environments over time, across space and at different scales, and explain the predicted consequences of change. They evaluate alternative views on a geographical challenge and alternative strategies to address this challenge using environmental, economic, political and social criteria and draw a reasoned conclusion. Students record and represent multi-variable data in the most appropriate digital and non-digital forms, including a range of graphs and maps that use suitable scales and comply with cartographic conventions. They use a range of methods and digital technologies to interpret and analyse maps, data and other information to make generalisations and inferences, propose explanations for significant patterns, trends, relationships and anomalies across time and space and at different scales, and predict outcomes. They analyse and synthesise data and other information to draw reasoned conclusions, taking into account alternative perspectives.

TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of the following activities:

- Fieldwork
- Note-taking and written responses to questions
- Group work and presentations
- Quizzes and tests
- Creation of posters or visual displays

ASSESSMENT

In Geography, students are assessed in a range of forms:

- Inquiry/Fieldwork tasks and reports
- Extended essay responses and group presentations
- Unit tests/Exam
- Sources analysis

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 1 STUDY

Year 10 Geography is excellent preparation for Stage 1 Geography.

YEAR 10

JAPANESE

DURATION OF COURSE

Single Semester or Full Year

TYPE

Specialist Subject

PREREQUISITE

C+ or higher in Year 9 Japanese and an ability to read and write all hiragana and most katakana characters is expected.

COURSE DESCRIPTION

Year 10 is a period of language exploration, vocabulary expansion, and experimentation with different modes of communication. Learners use Japanese to communicate and interact, to access and exchange information, to express feelings and opinions, and to participate in imaginative and creative experiences. By the end of Year 10 students are able to read and write using hiragana, katakana and an increasing number of kanji. Their writing is more sophisticated and they engage with more complex language structures.

COURSE CONTENT

Students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing. They ask and respond to questions, elaborating responses by providing reasons or explanations. They use kanji to read and write some verbs and adjectives. Students extract, analyse and evaluate information from extended spoken, written and multimodal texts. They translate and interpret texts, explaining words and expressions that are difficult to translate. They make connections and comparisons between their own and others' culturally shaped perspectives. Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; katakana for borrowed words and some onomatopoeia; and kanji for nouns, verbs, adjectives and some adverbs. Students use the 'te' form and some plain forms of verbs as a basis for grammar conjugations. They describe and compare language features and rules of sentence construction.

Topics include School Trips, Part-time Work, Careers, Aspirations and Homestays.

TEACHING AND LEARNING STRATEGIES

Students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Oral presentations and role plays
- Written, reading, and listening comprehension tasks
- Group work
- Interviews
- Short quizzes/tests

ASSESSMENT

Various assessment tasks throughout the course focus on:

- Listening and responding
- Reading and responding
- Writing in Japanese
- Oral interactions

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books. A subject levy may also apply and will be charged to fee accounts in Semester One.

STAGE 1 STUDY

Achievement of a C+ grade or above in two semesters of Year 10 Japanese is required for completion of Stage 1 Japanese.

MUSIC

DURATION OF COURSE

Single Semester or Full Year

TYPE

Specialist Subject

COURSE DESCRIPTION

Music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Skills and techniques developed through participation in music learning allow students to manipulate, express and share sound as listeners, composers and performers. Music learning has a significant impact on the cognitive, affective, motor, social and personal competencies of students. As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music.

COURSE CONTENT

By the end of Year 10, students analyse different scores and performances aurally and visually. They evaluate the use of elements of music and defining characteristics from different musical styles. They use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions. Students interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles. They interpret and perform music with technical control, expression and stylistic understanding. They use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences. They use knowledge of the elements of music, style and notation to compose, document and share their music.

TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in some or all of the following activities:

- Class discussion
- Note taking and other written exercises
- Research assignment
- Individual, pair and group work
- Viewing of and listening to performances
- Ensemble and solo performance

ASSESSMENT

Solo Performance–Performing own choice of repertoire on student's chosen instrument.
Ensemble Performance–Performing chosen repertoire as part of a class ensemble on student's chosen instrument.

Composition & Arranging–Writing new music and arranging existing music using music software and handwritten scores.

Musicianship–The study of music theory including melody, harmony and rhythm.

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books Site.

STAGE 1 STUDY

Music Experience (Stage 1) requires students to complete two semesters of Year 10 Music.

INSTRUMENTAL LESSONS

Students MUST also undertake individual tuition on their instrument of choice; tuition costs for instrument lessons are the responsibility of the individual.

YEAR 10

VISUAL ARTS

DURATION OF COURSE

Single Semester

TYPE

Specialist Subject

COURSE DESCRIPTION

Visual Arts includes the fields of art, craft and design. Learning in and through these fields, students create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries. Similarly with the other art forms, the visual arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

COURSE CONTENT

By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

TEACHING AND LEARNING STRATEGIES

Teachers and students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Individual and group practical exercises in a range of media
- Class and round table discussions
- One on one conversations about individual art works
- Group work using graphic organisers

ASSESSMENT

- Practical
- Folio
- Visual Study

SUBJECT LEVIES

Materials will be required for this subject. These will need to be purchased independently via Lighthouse Books. A subject levy may also apply to this subject and will be charged in the appropriate semester.

STAGE 1 STUDY

This subject is useful background for Stage 1 and Stage 2 Visual Arts and Stage 1 and Stage 2 Design and Technology Communication Products: Photography.

STAGE 1

STAGE 1

ENGLISH

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

English (Stage 1) is for students who achieved a C or higher in Year 10 English.

COURSE DESCRIPTION

In English students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal. Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

WORK REQUIREMENTS

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

- analyse relationships between purpose, audience, and context, and how these influence texts and their meaning
- identify ways in which ideas and perspectives are represented in texts
- analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
- create oral, written, and/or multimodal texts for particular purposes, audiences, and contexts

ASSESSMENT

The following assessment types enable students to demonstrate their learning:

Assessment type 1: Responding to texts
Assessment type 2: Creating texts
Assessment type 3: Intertextual study

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 2 STUDY

Students achieving a C or higher can study Stage 2 English. Students achieving a B+ or higher can study Stage 2 English Literary Studies.

ESSENTIAL ENGLISH

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Essential English (Stage 1) is for students who achieved a C- or lower in Year 10 English, or who completed the Essential English course in Year 10.

COURSE DESCRIPTION

In this subject students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

WORK REQUIREMENTS

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

In this subject, students are expected to:

- develop communication skills through reading, viewing, writing, listening, and speaking
- comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts
- identify and analyse how the structure and language of texts vary for different purposes, audiences, and contexts
- express information, ideas, and perspectives, using a range of textual conventions
- create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Essential English.

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

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 2 STUDY

Students achieving a C or above can study Stage 2 Essential English.

STAGE 1

ESSENTIAL MATHEMATICS

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Year 10 Essential Mathematics.

COURSE DESCRIPTION

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

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

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

AREAS OF STUDY

Essential Mathematics is organised into seven possible topics. A 10 Credit subject consists of three topics while a 20 Credit subject consists of six topics. The seven possible topics are:

- Topic 1: Calculations, Time, and Ratio
- Topic 2: Earning and Spending
- Topic 3: Geometry
- Topic 4: Data in Context
- Topic 5: Measurement
- Topic 6: Investing

WORK REQUIREMENTS

It is expected that students take notes and listen attentively in class to all explanations given. This is to be reinforced with set questions and the reading of the relevant sections of the text directly before/after each lesson. It is the student's responsibility to catch up on work missed, in their own time.

ASSESSMENT TASKS

Four Tasks in total are required per semester divided as follows:

- At least one Folio Task
- At least two Skills and Applications Tasks

SUBJECT LEVIES

Textbooks and/or materials may be required for this subject. These will need to be purchased independently via Lighthouse Books.

STAGE 2 STUDY

Essential Mathematics (Stage 2) requires the achievement of a B- grade or above in Essential Mathematics (Stage 1).

GENERAL MATHEMATICS

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Achievement of a C grade or above in Year 10 General Mathematics.

COURSE DESCRIPTION

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

AREAS OF STUDY

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

WORK REQUIREMENTS

It is expected that students take notes and listen attentively in class to all explanations given. This is to be reinforced with set questions and the reading of the relevant sections of the text directly before/after each lesson. It is vital that every lesson is attended due to the nature of the course. It is the student's responsibility to catch up work missed, in their own time.

ASSESSMENT TASKS

- Investigations (25%)
- Skills and Applications Tasks (75%)

SUBJECT LEVIES

Textbooks and/or materials (including a graphics calculator) will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 2 STUDY

General Mathematics (Stage 2) requires an achievement of a B-grade or above in two semesters of General Mathematics (Stage 1).

STAGE 1

MATHEMATICAL METHODS

DURATION OF COURSE

Full Year (30 Credits) Methods Unit 1,2,3

PREREQUISITE/S

Achievement of a B+ grade or above in Mathematical Methods and Mathematics 10A in Year 10.

COURSE DESCRIPTION

Mathematical Methods allows students to explore, describe and explain aspects of the world around them in a mathematical way. It focuses on the development of mathematical skills and techniques to facilitate this exploration. It places mathematics in relevant contexts and deals with relevant phenomena from the students' common experiences as well as from scientific, professional and social contexts. The coherence of the subject comes from its focus on the use of mathematics to model practical situations and on its usefulness in such situations. Modelling, which links the six mathematical areas to be studied, is made more practicable by the use of electronic technology.

AREAS OF STUDY

Mathematical Methods consists of the following topics:

Unit 1

- Functions & Relations
- Polynomials
- Circular trigonometric functions

Unit 2

- Trigonometry & Geometry
- Growth & Decay
- Matrices

Unit 3

- Intro to Differential Calculus
- Probability & Counting
- Statistics & The Normal Distribution

WORK REQUIREMENTS

Mathematical Methods will involve formative problem solving tasks for class work and homework, the maintenance of a folio of work, tests and an exam. Each semester students undertake:

- Three skills and applications tasks (tests) (half of one task to be undertaken without the use of a calculator or notes)
- One investigation for the folio
- One examination

ASSESSMENT TASKS

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

- Skills and Applications Tasks (Total 75%) (tests)
- Folio (25%)

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject including a Graphics Calculator which students will need to use in all assessment tasks. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 2 STUDY

Mathematical Methods (Stage 2) requires an achievement of a B+ grade or higher in Mathematical Methods (Stage 1).

SPECIALIST MATHEMATICS

DURATION OF COURSE

Second Semester (10 Credits)

PREREQUISITE/S

Achievement of a B+ grade or above in Mathematical Methods and Mathematics 10A at Year 10. Specialist Mathematics Stage 1 must be studied in conjunction with Mathematical Methods Stage 1.

COURSE DESCRIPTION

Through the study of Specialist Mathematics students gain the insight, understanding, knowledge and skills to follow pathways that will lead them to become proficient in the application of mathematics in a variety of contexts. The subject provides pathways into university courses in mathematical sciences, engineering, computer science, physical sciences, surveying as well as some careers in the armed forces. Students envisaging careers in other related fields, including economics and commerce, may also benefit from studying this subject.

AREAS OF STUDY

Specialist Mathematics consists of the following topics:

- Vectors in the Plane
- Further Trigonometry
- Complex Numbers

WORK REQUIREMENTS

Specialist Mathematics will involve formative problem solving tasks for class work and homework, the maintenance of a folio of work, tests and an exam. Students undertake:

- Three Skills and Applications Tasks (tests) (half of one task to be undertaken without the use of a calculator or notes)
- One Investigation
- One Examination

ASSESSMENT TASKS

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

- Skills and Applications Tasks (Total 75%) (tests)
- Investigation (25%)

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject including a Graphics Calculator which students will need to use in all assessment tasks. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 2 STUDY

A grade of B+ or higher in Specialist Mathematics (Stage 1) is required to undertake Specialist Mathematics (Stage 2). Students must also enrol in Mathematical Methods (Stage 2).

STAGE 1

AGRICULTURE

DURATION OF COURSE

Single Semester (10 Credits) or Full Year (20 Credits)

PREREQUISITE/S

Year 10 Agriculture & Horticulture is desirable but not essential.

COURSE DESCRIPTION

Students analyse benefits and risks of different methods of agricultural production, and develop their awareness of how agriculture affects their lives, society and the environment. They develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavour, and are encouraged to pursue future pathways, including in agriculture, horticulture, land management, agricultural business practice, natural resource management, veterinary science, food and marine sciences, biosecurity, and quarantine.

AREAS OF STUDY

Content will be selected from the following topics:

DESIGN TASK

- Poultry Experiment Trials
- Plant Experiment Trials

SKILLS, KNOWLEDGE AND APPLICATION

- Anatomy, Physiology and Health in Plants
- Anatomy, Physiology and Health in Animals
- Lamb Marking
- Economics, sustainability, social issues and technology in Agriculture
- Remnant Vegetation Assessment and Water Quality Testing

SCIENCE AS A HUMAN ENDEAVOUR

- Issues Investigation
- Developing Sustainable Solutions – Integrated Pest Management

WORK REQUIREMENTS

Students will be expected to participate in all tasks, discussions and practical work. During practical activities students will be expected to act in a responsible manner using work safe practices. In folders, students will be required to keep all notes and handouts in an organised way, as to form units of work on a particular topic, which will aid the successful completion of tests and assignments.

ASSESSMENT TASKS

- Agricultural Reports
- Tests
- Written Assignments
- Practical Skills

SUBJECT LEVIES

Materials will be required for this subject. These will need to be purchased independently via Lighthouse Books. A subject levy may also apply for this subject per semester and will be charged to Fee Accounts in the appropriate semester.

STAGE 2 STUDY

Agricultural Systems (Stage 2) does not require the completion of Agriculture (Stage 1).

BIOLOGY

DURATION OF COURSE

Single Semester (10 Credits) or Full Year (20 Credits)

PREREQUISITE/S

Achievement of a C grade or above in Year 10 Science.

COURSE DESCRIPTION

Biology is a study of our environment and the ways in which plants and animals interact with it. Biology consists of two independent single semester courses (10 Credits each). Students may undertake either or both courses.

AREAS OF STUDY

- Scientific investigations
- Planning, creating a hypothesis, experimenting, interpreting and reporting
- Cell structure and function
- Microorganisms and their role in DNA technology and cell culturing
- Cell membranes
- Cell division and regulation
- Infectious diseases and their control
- The human immune system and its function
- The hierarchical organisation of organisms
- Physiology–human and animal systems
- Enzymes
- Cellular respiration and photosynthesis
- Exchange of materials in plants
- Populations, communities and the importance of biodiversity
- Ecosystems, succession, human impact, fieldwork and sampling

WORK REQUIREMENTS

Note-taking, class discussions, practical work, tests, assignments

ASSESSMENT TASKS

- Investigations Folio
- Skills and Applications Tasks

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 2 STUDY

Biology (Stage 2) does not require the completion of Biology (Stage 1); however, 2 semesters of Biology (Stage 1) or 1 semester of Biology (Stage 1) and 1 semester of Chemistry (Stage 1) is preferred.

STAGE 1

CHEMISTRY

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Achievement of a B grade or above in Year 10 Science.

COURSE DESCRIPTION

Chemistry is the study of matter and energy, which involves the investigation of the composition of substances from the physical and biological world, their preparation, and their effects on one another. Chemistry is an integration of the processes and skills from its practice with the concepts and theories that form its body of knowledge. It involves both systematic learning through ordered processes as well as sudden shifts in conceptual understanding.

AREAS OF STUDY

- Scientific investigations
- Planning, creating a hypothesis, experimenting, interpreting and reporting
- Atomic structure
- Mixing and separating substances
- Metals, non-metals and their properties
- The Periodic Table
- Bonding – ionic, covalent, metallic
- Chemical reactions (redox, precipitation, dissociation, ionisation, acid-base reactions)
- Energy in reactions and enthalpy
- Acids and bases
- Quantitative chemistry (stoichiometry)
- Electrochemical reactions (including electrolysis)
- Organic chemistry and polymers

WORK REQUIREMENTS

It is expected that students take notes and listen attentively in class to all explanations given. This is to be reinforced with set questions and the reading of the relevant sections of the text directly after each lesson. It is vital that every lesson is attended due to the nature of the course. It is the student's responsibility to catch up work missed, in their own time.

ASSESSMENT TASKS

- Investigations Folio
- Skills and Applications Tasks (tests)

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 2 STUDY

Chemistry (Stage 2) requires an achievement of a B grade or above in Chemistry (Stage 1).

CHILD STUDIES

DURATION OF COURSE

Single Semester (10 Credits)

PREREQUISITE/S

None

COURSE DESCRIPTION

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

TEACHING AND LEARNING STRATEGIES

Students will participate in a range of activities in order to develop understanding, and to meet learning outcomes, including but not limited to:

- Class discussions
- Practical work
- Group work
- Reflections

AREAS OF STUDY

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

ASSESSMENT TASKS

- Practical Activity (50%)
- Group Activity (20%)
- Investigation (30%)

SUBJECT LEVIES

No textbook for Child studies.
A subject levy may also apply and will be charged to Fee Accounts in the appropriate semester.

STAGE 2 STUDY

Child Studies (Stage 2) does not require the completion of Child Studies (Stage 1); however, it is preferred.

STAGE 1

DESIGN, TECHNOLOGY & ENGINEERING
DIGITAL COMMUNICATION SOLUTIONS: PHOTOGRAPHY

DURATION OF COURSE
Single Semester (10 Credits) or Full Year (20 Credits)

PREREQUISITE/S
None

COURSE DESCRIPTION
Students identify, create, initiate, and develop products, processes, or systems. They learn to use tools, materials, and systems safely and competently to complete a product. Students explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences. Students develop digital communication solutions within the context of Photography. In this focus area, students use materials such as software, relevant equipment, symbols, signs, light, and images to design and make products that communicate information in relation to a brief.

AREAS OF STUDY
Tasks equip students with the knowledge and skills in relation to the design process, using a DSLR camera and relevant file types and software. Students combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products or systems for intended purposes that meet a design brief. Emphasis is placed on the importance of the design process as a preliminary to the realisation process of a product. Students also evaluate and may redesign products within the realisation process. Across learning tasks students also:

- analyse the impact of technological practices and products on individuals, society, and/or the environment now
- develop insights into the uses of technology in future contexts
- use appropriate technical language
- use graphic, written, and oral techniques that incorporate information and communication technologies to create and communicate design proposal

TEACHING AND LEARNING STRATEGIES
Students participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Class discussions
- Demonstrations
- Excursions
- Tutorials

ASSESSMENT TASKS
- Assessment Type 1:
  Two Specialised Skills Tasks (20%)
- Assessment Type 2:
  One–Three Design Process and Solution Tasks (50%)
- Assessment Type 3:
  One Resource Study 30%

SUBJECT LEVIES
Textbooks and/or materials may be required for this subject. These will either need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site. A subject levy may also apply and will be charged to Fee Accounts in the appropriate semester.

STAGE 2 STUDY
Design and Technology Communication Products: Photography (Stage 2) does not require the completion of Design and Technology Communication Products: Photography (Stage 1).

DESIGN, TECHNOLOGY & ENGINEERING
MATERIAL SOLUTIONS: WOOD

DURATION OF COURSE
Single Semester (10 Credits) or Full Year (20 Credits)

PREREQUISITE/S
None

COURSE DESCRIPTION
In Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of timber based products. The subject provides a flexible framework that encourages students to be creative, innovative and enterprising. Investigator College students apply critical problem solving skills and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry based learning. In Stage 1 students learn to create a design brief that provides the basis for the development of potential solutions to design problems. A solution in this subject is an outcome of the design and realisation process in the form of a completed timber product.
Students analyse influences on a product including ethical, legal, economic, and/or sustainability issues. They consider the practical implication of these issues on society or design solutions. Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the product.

AREA OF STUDY
This subject involves the use of a diverse range of manufacturing technologies such as tools, machines and systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with developing functional products in timber.

ASSESSMENT TASKS
- Assessment Type 1: Specialised Skills Task 20%
- Part A Construction
- Part B Finishing
- Assessment Type 2: Design Process and Product (Solution) 80%
- Design Development: Folio
- Solution Realisation: Product

SUBJECT LEVIES
A subject levy will apply for this subject and will be charged to Fee Accounts in the appropriate semester.

STAGE 2 STUDY
Design, Technology & Engineering–Material Solutions: Wood (Stage 2) does not require the completion of Design, Technology & Engineering–Material Solutions: Wood (Stage 1).

STAGE 1

STAGE 1

DIGITAL TECHNOLOGIES

DURATION OF COURSE

One Semester (10 Credits) or Full Year (20 Credits)

PREREQUISITE

None, though Year 10 Digital Technologies is recommended.

COURSE DESCRIPTION

In Digital Technologies, students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends to examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, and ethical considerations, including relevance, originality, appropriateness, and sustainability. Students use computational thinking skills and strategies to identify, deconstruct, and solve problems. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Through the study of Digital Technologies, students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including basic constructs involved in coding, array processing, and modularisation.

AREAS OF STUDY

- Focus Area 1: Programming
- Focus Area 2: Advanced Programming
- Focus Area 3: Data Analytics
- Focus Area 4: Exploring Innovations

For a 10 Credit program, students study at least two focus areas.
For a 20 Credit program, students study at least three focus areas.

WORK REQUIREMENTS

- Class discussions
- Written reports
- Supervised and unsupervised tasks
- Programming tutorials

ASSESSMENT TASKS

- Assessment Type 1: Project Skills (80%)
- Assessment Type 2: Digital Solution (20%)

Student provides evidence of their learning through four assessments.

SUBJECT LEVIES

None

STAGE 2 STUDY

Digital Technologies (Stage 2) does not require the completion of Digital Technologies (Stage 1); however, it is strongly recommended.

DRAMA

DURATION OF COURSE

Single Semester (10 credits) or Full Year (20 Credits)

PREREQUISITE/S

None

COURSE DESCRIPTION

Through Drama, students develop their capacities as authentic artists. They learn to think and act as artists, as cultural leaders and as creative entrepreneurs through their exploration of shared human experience, which is at the heart of the study of Drama. Students learn to engage meaningfully with others through the creation of original relationships between presenter, audience, idea and story. They learn that shared narratives underpin our understanding of everything we think and do in the world around us, and that our cultural narratives are created collaboratively. Drama is active and participatory, involving the process of imagining, developing and creating original narratives, viewpoints and artistic products.

AREAS OF STUDY

- Understanding and Responding to Drama
- Company and Performance
- Drama and Technology

WORK REQUIREMENTS

- After school hours rehearsals
- Participation in group production with on or off stage role
- Workshops and improvisations
- Excursions to view and respond to live theatre

ASSESSMENT TASKS

- Assessment Type 1: Performance
- Assessment Type 2: Responding to Drama
- Assessment Type 3: Creative Synthesis

SUBJECT LEVIES

Materials may be required for this subject. These will need to be purchased via Lighthouse Books. A subject levy may also apply for each semester and will be charged to Fee Accounts in the appropriate semester.

STAGE 2 STUDY

Completion of Stage 1 Drama is beneficial but not compulsory for studying Stage 2 Drama.

STAGE 1

ECONOMICS

DURATION OF COURSE

Single Semester (10 Credits)

PREREQUISITE/S

None

COURSE DESCRIPTION

Economics is the study of how resources are allocated so that goods and services are produced, distributed and exchanged to satisfy the unlimited needs and wants of society. On a broader scale, Economics enables us to analyse how the entire economy works and which issues are affecting it, including allocation of resources, inflation, economic growth and government policies. An economic outlook is therefore about much more than money. Our interactions, and the outcomes of our interactions, shape the society we live in.

AREAS OF STUDY

- Economic Concepts
  - Students develop an understanding of the fundamental economic problem: that human wants are unlimited but the resources available to satisfy these wants are scarce. They explore and develop an understanding of the relationship between the economic concepts of scarcity, choice, opportunity cost, and the cause and effect of economic decisions.
- Economic Inquiry Skills
  - Students use an inquiring, critical, and thoughtful approach to their study of economics. They investigate scenarios and economic problems based on the concepts of:
    - Markets in Action
    - Economic Decision Making
    - Government Involvement in the Economy
    - Trade in the Global Economy
- Data Analysis
  - Students develop an understanding of a range of qualitative and quantitative economic data. They collect and analyse data in order to explain economic activity.

ASSESSMENT TASKS

- Folio – two tasks which may include essays, analytical reports, interviews, short or extended responses and annotated graphs/diagrams.
- Economic Project – one task which analyses an economic question or issue through the application of economic thinking.

SUBJECT LEVIES

Materials will be required for this subject. These will need to be purchased independently via Lighthouse Books. A subject levy may also apply for this subject and will be charged to Fee Accounts in the appropriate semester.

STAGE 2 STUDY

Economics (Stage 2) does not require the completion of Economics (Stage 1).

FOOD AND HOSPITALITY

DURATION OF COURSE

Single Semester (10 Credits) or Full Year (20 Credits)

PREREQUISITE/S

The study of Food Technology in Year 9 and/or 10 would be of significant advantage.

COURSE DESCRIPTION

The food and hospitality industry is dynamic and changing. In Food and Hospitality, students examine some of the factors that influence people's food choices and the health implications of those choices. They also gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors.

AREAS OF STUDY

There following areas of study are assessed in both semester-long courses:

- Food, the Individual, and the Family – nutritional needs across the lifespan, factors that influence food choices
- Local and Global Issues in Food and Hospitality – the effect of globalisation on food choices,
- the adaptation of recipes to maintain health and well-being
- Trends in Food and Culture – contemporary issues in food and hospitality, the impact of technology on food and hospitality
- Food and Safety – occupational health and safety, safe food practices
- Food & Hospitality Industry – creative food presentation

TEACHING AND LEARNING STRATEGIES

Students will participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Class discussions
- Practical work
- Group work
- Teacher demonstrations

Students may be required to participate in activities outside school hours, both within the school and in the wider community.

ASSESSMENT

- Practical Activity (50%)
- Group Activity (20%)
- Investigation (30%)

SUBJECT LEVIES

No textbook for Stage 1 food.
A subject levy may also apply for each semester and will be charged to Fee Accounts in the appropriate semester.

STAGE 2 STUDY

Food & Hospitality (Stage 2) does not require the completion of Food & Hospitality (Stage 1); however, it is preferred.

STAGE 1

GEOGRAPHY

DURATION OF COURSE

Single Semester (10 Credits)

PREREQUISITE/S

Completion of Year 10 Geography is preferred.

COURSE DESCRIPTION

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

AREAS OF STUDY

URBAN PLACES

Students examine the growth and development of towns and cities over time. For metropolitan and regional cities, aspects for study may include liveability, urban sprawl, car dependency, walkability, public transport, environmental degradation, green spaces, urban planning, and service provision. Students examine how governments, planners, communities, interest groups, and individuals try to create sustainable places.

NATURAL HAZARDS

A natural hazard refers to an extreme natural event that has the potential to negatively affect human systems and result in disaster. It may arise from atmospheric, hydrological, or geomorphic events. Such events include cyclones, tornadoes, droughts, bushfires, flooding, earthquakes, volcanoes, tsunamis, landslides, and avalanches. The effects of natural hazards have increased greatly as a result of our growing world population and increased human interference with ecosystems. Improved methods of prediction and prevention have been important in managing hazard risk to vulnerable populations.

LOCAL ISSUES – TOURISM

In the study of issues in the local area, students develop their skills in fieldwork and spatial technologies, and in using, interpreting, and presenting geographical data and information.

ASSESSMENT TASKS

Geographic Skills and Applications – incorporating, but not limited to, reports, data analysis, mapping tasks and presentations.
Field work – students use geographical skills to make observations, record and analyse data, and present findings and recommendations in either report or presentation format.

SUBJECT LEVIES

Materials will be required for this subject. These will need to be purchased independently via Lighthouse Books. A subject levy may also apply for each semester and will be charged to Fee Accounts in the appropriate semester.

STAGE 2 STUDY

Geography (Stage 2) does not require the completion of Geography (Stage 1); however, it is preferred.

HEALTH AND WELLBEING

DURATION OF COURSE

Single Semester (10 Credits)

COURSE DESCRIPTION

Students develop the knowledge, skills and comprehension required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals, communities and global society.
Students may explore principles and frameworks relating to health and wellbeing. In Health and Wellbeing, student agency is promoted through providing opportunities to make responsible choices and decisions in a rapidly changing world. Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives. Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities and global society.

AREA OF STUDY

- Health Literacy
- Health Determinants
- Social Equity
- Health Promotion

WORK REQUIREMENTS

Class Discussion
Written Reports
Assignments
Group oral presentations

- Analysis of Health in the media

ASSESSMENT TASKS

- Assessment Type 1: Practical Action
- Assessment Type 2: Issue Inquiry

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

SUBJECT LEVIES

Textbooks and/or materials may be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 2 STUDY

Health and Wellbeing (Stage 2) does not require the completion of Health and Wellbeing (Stage 1); however, it is preferred.

STAGE 1

INFORMATION PROCESSING AND PUBLISHING *PENDING SACE REVIEW

DURATION OF COURSE

Single Semester (10 Credits)

PREREQUISITE/S

None

COURSE DESCRIPTION

Information Processing and Publishing focuses on the use of technology to design and implement information processing solutions. The subject emphasises the acquisition and development of practical skills in identifying, choosing and using the appropriate computer hardware and software for communicating in a range of contexts. All topics have a practical basis and emphasise the development of skills and understanding in designing, making and critiquing publications and presentations.

Students are encouraged to develop innovative and creative design solutions that can be used to communicate information or develop promotional options for products and services. As part of this process, they will follow a four-part design process:

- Investigating the processing or publishing task
- Devising or planning to complete the task
- Producing the task
- Evaluating the process and product

AREAS OF STUDY

- Business Publishing–Integral aspects of this topic are publication design and the production of paper-based publications such as letters, business reports, agendas, minutes of meetings, invitations, menus, advertisements, itineraries, business forms, and brochures.
- Digital Publishing–involves the development of products to be published in a digital format, focusing on web pages and sites. Students develop skills in the creation, manipulation and storage of web pages.

WORK REQUIREMENTS

- Students are required to complete and submit both formative and summative tasks.
- Students will be required to complete hands-on exercises to assist with skills development, both in class time and as homework tasks.

ASSESSMENT TASKS

- Practical Skills
- Product and Documentation
- Issues Analysis

SUBJECT LEVIES

Materials may be required for this subject and will need to be purchased independently via Lighthouse Books.

STAGE 2 STUDY

Information Processing and Publishing (Stage 2) does not require the completion of Information Processing and Publishing (Stage 1).

ITALIAN (BEGINNERS)

DURATION OF COURSE

Single Semester (10 credits), Full Year (20 credits)

PREREQUISITE/S

Stage 1 Italian **beginners' level** Italian course is designed for students with little or no previous knowledge and/or experience of Italian before undertaking Stage 1.

COURSE DESCRIPTION

Students study a variety of topics which provide the contexts for a range of assessments related to the learning requirements of interacting, creating texts and interpreting texts. The course involves several practical activities including cooking regional Italian foods.

WORK REQUIREMENTS

Students develop skills in listening, speaking, reading and writing to create and engage effectively with a range of spoken, written, visual and multimodal texts in Italian. This Italian course is an authentic, highly interactive and structured course.

ASSESSMENT TASKS

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

- Interaction
- Text Production
- Text Analysis

SUBJECT LEVIES

A subject levy will apply for each semester and will be charged to Fee Accounts in the appropriate semester.

STAGE 1

STAGE 1

JAPANESE (CONTINUERS)

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Achievement of a C+ grade or above in Year 10 Japanese.

COURSE DESCRIPTION

The course is made up of two sequential semester programs that build on and develop the students' prior knowledge valued at 10 Credits each. There is increasing emphasis on oral and written competency.

The course aims to:

- promote communication skills in Japanese
- develop an understanding of the structure of the language in both Japanese and English
- promote cross-cultural understanding and increase socio-cultural knowledge
- encourage the enjoyment of language learning and of cross-cultural experiences
- prepare students for the study of Japanese at Stage 2

AREAS OF STUDY

Students' language study will focus on the themes of:

- 'The Individual'
- 'Japanese-speaking Communities'
- 'The Changing World'

Each theme contains a number of topics. Students will be encouraged to read, view, listen to, speak and write a wide range of different types of texts. By the end of Stage 1, students should be able to recognise 100 kanji and write 50 others.

WORK REQUIREMENTS

Complete required workbook exercises, reading and listening tasks, oral presentations, descriptive and comparative writing in Japanese, and class participation.

ASSESSMENT TASKS

Summative Tasks include:

- Oral interaction in Japanese
- Text production in Japanese
- Text analysis responding in English and Japanese (including reading and listening to Japanese texts)
- Investigation with reflection in English

Formative Tasks include:

- Vocabulary and kanji quizzes
- Unit tests on grammar

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site. A subject levy may also apply and will be charged to fee accounts in Semester One.

STAGE 2 STUDY

Japanese (Stage 2) requires the achievement of a C grade or above in Japanese (Stage 1).

LEGAL STUDIES

DURATION OF COURSE

Single Semester (10 Credits)

PREREQUISITE/S

None

COURSE DESCRIPTION

Stage 1 Legal Studies focuses on the use of laws and legal systems to create harmony within dynamic and evolving communities. Through an inquiry-based process, students explore and develop their understanding of the concepts of rights, fairness and justice, power, and change. These concepts are examined in the context of law-making, law enforcement, and dispute resolution, and are applied to a range of contemporary Australian issues. Legal Studies is explored through asking 'big questions'. Big questions are typically open ended, stimulate deep and conceptual thinking, and involve the consideration of a range of perspectives. In providing a response to the questions, students must evaluate, analyse and apply contextually appropriate legal principles, processes, evidence, and cases.

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

AREAS OF STUDY

- Law and communities

PLUS, 2 topics selected from the following:

- Government
- Law-making
- Justice and Society
- Young People and the Law
- Victims and the Law
- Relationships and the Law
- Contemporary issues and the law

WORK REQUIREMENTS

- Class discussions
- Responses to sources
- Tests
- Essays
- Presentations, Debates and Mock Trials
- Exam

ASSESSMENT TASKS

- Analytical Response (35%)
- Inquiry (35%)
- Presentation (30%)

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 2 STUDY

Legal Studies (Stage 2) does not require the completion of Legal Studies (Stage 1); however, it is preferred.

STAGE 1

MODERN HISTORY

DURATION OF COURSE

Single Semester (10 Credits)

PREREQUISITE/S

Achievement of a C grade or above in Year 10 History

COURSE DESCRIPTION

Students explore changes within the modern world since 1750, via study in selected topics. Students will examine significant developments and movements in societies, the ideas that inspired them, and the short and long–term consequences of these. They will explore ways in which people, groups and institutions challenge political, social and economic factors to transform societies.

This course aims to enable students to:

- analyse and evaluate sources
- identify and explain historical concepts
- understand and appreciate the role of particular individuals and groups in history
- acquire an affinity for history which may lead to a lifelong interest and give a basis for informed analysis of events as they happen

AREAS OF STUDY

May include:

- Imperial Expansion; short and long-term consequences of imperialism, international alliances and tensions
- Movements for liberation; The Civil Rights Movement
- Revolutions

WORK REQUIREMENTS

- Class discussions
- Investigative tasks
- Essay writing
- Homework, tests, exam
- Source and artifact analysis

ASSESSMENT TASKS

- Historical Skills
- Historical Study
- Exam

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 2 STUDY

Modern History (Stage 2) does not require the completion of Modern History (Stage 1); however, it is preferred.

MUSIC

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Year 10 Music or AMEB Grade 3

COURSE DESCRIPTION

Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features of music, expressing their musical ideas, and reflecting on and critiquing their learning in music. Students develop their critical and creative thinking, and their aesthetic appreciation of music, through interpreting and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions. Through their learning, students engage with, gain insights into, and are inspired by the transformative powers of music.

AREAS OF STUDY

- Understanding Music
- Creating Music
- Responding to Music

WORK REQUIREMENTS

- Class discussions
- Written analysis
- Solo performance
- Ensemble performance
- Composing & arranging
- Aural tasks
- Exam

ASSESSMENT TASKS

Assessment Type 1: Creative Works Total 60%

- Performance Solo (20%)
- Performance Ensemble (20%)
- Composing/Arranging (20%)

Assessment Type 2: Musical Literacy Total 40%

- Score Reading/Analysis (15%)
- Reflection (10%)
- Musicianship (15%)

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.
Students MUST undertake individual tuition on their instrument of choice; tuition costs for instrument lessons is the responsibility of the individual.

STAGE 2 STUDY

Music (Stage 2) requires the completion of Music (Stage 1).

STAGE 1

PHYSICAL EDUCATION

DURATION OF COURSE

Single Semester (10 Credits) or Full Year (20 Credits)

PREREQUISITE/S

Completion of Year 10
Physical Education is preferred.

COURSE DESCRIPTION

Students investigate participation and performance in human physical activity. This flexibility enables sociocultural aspects such as inclusivity and equity to be integrated throughout learning activities. Students apply their understanding of movement concepts to evaluate aspects of their own or others' physical activity and reflect on strategies to improve participation and performance. The use of technology is integral to the collection of data such as video footage, heart rates, fitness batteries, and game statistics. Students apply their understanding of movement concepts to evaluate data and reflect on ways in which performance can be achieved.

AREAS OF STUDY

- Applying skill acquisition concepts for improvement
- Movement concepts and strategies
- Application of energy sources affecting physical performance
- Application of the effects of training on physical performance
- Physiological barriers and enablers to participation
- Social strategies to manipulate equity in participation
- Personal influences on participation
- The body's response to physical activity
- The effect of training on the body
- Learning and refining skills

WORK REQUIREMENTS

- Skill & practical exercises
- Theory exercises
- Individual research exercises
- Individual and group presentation

ASSESSMENT TASKS

- Improvement Analysis
- Physical Activity Investigation

SUBJECT LEVIES

Materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site. A subject levy may also apply for this subject and will be charged to Fee Accounts in the appropriate semester.

STAGE 2 STUDY

Physical Education (Stage 2) does not require completion of Physical Education (Stage 1); however, it is preferred.

PHYSICS

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Achievement of a B grade or above in Year 10 Science and enrolment in Mathematical Methods or General Mathematics.

COURSE DESCRIPTION

Physics uses qualitative and quantitative models, laws and theories to better understand matter, forces, energy and the interaction among them. It seeks to explain natural phenomena, from the subatomic world to the macro cosmos, and to make predictions about them. The models, laws and theories in Physics are based on evidence obtained from observations, measurements and active experimentation over thousands of years. By studying Physics, students are able to appreciate the significance of the work of both classical and modern physicists and to understand how new evidence can lead to the refinement of existing models and theories and to the development of new, more complex ideas and technologies and discoveries.

AREAS OF STUDY

Topics studied in Physics (three in each semester):

- Linear Motion and Forces
- Waves
- Electricity
- Nuclear Physics and Radioactivity
- Heat
- Energy and Momentum

WORK REQUIREMENTS

- Conceptual and problem-solving work
- Designing experiments
- Setting up and manipulating equipment
- Measuring and recording data and writing reports
- Researching information from a range of resources

ASSESSMENT TASKS

- Investigations Folio (2 tasks - 50%)
- 2 Skills and Applications Folio (2 tests - 50%)

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 2 STUDY

Physics (Stage 2) requires an achievement of a B grade or above in Physics (Stage 1) and successful completion of Mathematical Methods (Stage 1) or General Mathematics (Stage 1).

STAGE 1

PSYCHOLOGY

DURATION OF COURSE

Single Semester (10 Credits)

PREREQUISITE/S

None

COURSE DESCRIPTION

The study of Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. Students develop skills in how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator. Students develop a knowledge of ethics through previous research and through conducting their own psychological studies.

AREAS OF STUDY

- Neuropsychology
- Psychological Wellbeing
- Lifespan Psychology
- Cognitive Psychology
- Emotion
- Psychology in context

ASSESSMENT TASKS

- Skills and Application Tasks
- Investigations

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 2 STUDY

Psychology (Stage 2) does not require the completion of Psychology (Stage 1); however, it is preferred.

TOURISM (STAGE 1)

DURATION OF COURSE

Single Semester (10 Credits)

PREREQUISITE/S

None – 7-10 HASS

COURSE DESCRIPTION

In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, sociocultural, and environmental impacts and interactions of tourism activity. Students also develop an understanding of tourism from the perspectives of host community, tourism business, government bodies, and traveller. They investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of people's lives and on the environment. Students' understanding of the sustainable management of tourism is central to this subject.

AREAS OF STUDY

Students will study a range of Themes and Topics throughout the semester, that will be chosen from the lists below.

Themes

- Understanding the Tourism Industry
- Identifying Visitors and Hosts
- Creating Sustainable Tourism
- Working in the Tourism Industry

Topics

- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism
- Preparing for International Travel
- Appreciating Tourism in Australia
- Investigating Tourism Markets
- Understanding Tourism and Natural

Environments

- Tourism Industry Skills

ASSESSMENT TASKS

Students should provide evidence of their learning through four or five assessments, with at least one assessment from each assessment type.
Each assessment type should have a weighting of at least 20%.

- Assessment Type 1 Case Study
- Assessment Type 2 Sources Analysis
- Assessment Type 3 Practical Activity
- Assessment Type 4 Investigation

SUBJECT LEVIES

Materials will be required for this subject. These will need to be purchased independently via Lighthouse Books. A subject levy may also apply for this subject for our Practical Activity.

STAGE 2 STUDY

Tourism (Stage 2) does not require the completion of Tourism (Stage 1).

STAGE 1

VISUAL ARTS

DURATION OF COURSE

Single Semester (10 Credits) or Full Year (20 Credits)

PREREQUISITE/S

None

COURSE DESCRIPTION

The broad area of art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis and exploration, experimentation with media and technique, and resolution and production of practical work.

Visual Arts engages students in conceptual, practical, analytical and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

AREAS OF STUDY

With a focus on Visual Arts, the following three areas of study must be covered:

- Visual Thinking – Folio and Visual Study
- Practical Resolution–Works can be resolved using the various practical genres of Visual Arts including: video; installation; assemblage; digital imaging; painting; drawing; mixed media; printmaking; photography; wood; plastic or metal fabrication; sculpture; ceramics; and textiles.
- Visual Arts in Context–Written and practical exploration of artists and art movements.

At Stage 1, students are given topics around art movements, styles and skills. They choose artists to study within these topics.

ASSESSMENT TASKS

- Folio 40%
- Practical 30%
- Visual Study 30%

Students undertaking two semesters of Stage 1 Visual Arts will complete two of each of the assessment types listed above.

SUBJECT LEVIES

Materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site. A subject levy may also apply to each semester and will be charged to Fee Accounts in the appropriate semester.

STAGE 2 STUDY

Stage 1 Visual Arts leads to Visual Arts–Art/Design (Stage 2) and Design and Technology: Photography (Stage 2).

STAGE 2

STAGE 2

RESEARCH PROJECT (STAGE 2) A & B

This subject is normally completed during Year 11 at Investigator College.

DURATION OF COURSE

Single Semester (10 Credits)

PREREQUISITE/S

None

COURSE DESCRIPTION

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

AREAS OF STUDY

During their studies, students will:

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

The content of the Research Project comprises of:

- Developing capabilities in literacy, numeracy, information and communication technology, critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding.
- Applying the research framework.

WORK REQUIREMENTS

- Initiating, planning and managing the research
- Developing the research
- Producing and substantiating the research outcome
- Evaluating the research

ASSESSMENT TASKS

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

- School-based Assessment (Total 70%)
- Folio (30%)
- Research Outcome (40%)
- External Assessment (Total 30%)
- Research Project A: Review (30%) or Research Project B: Evaluation (30%)

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

Achieving a C- grade or higher in Research Project is mandatory for SACE completion.

AGRICULTURAL SYSTEMS

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

None

COURSE DESCRIPTION

Agricultural Systems focuses on the scientific principles that underpin agricultural systems. Students develop an understanding of the relevant agricultural concepts that inform ways in which animal and plant production, and soil and water resources are managed. Students explore aspects of agriculture that are important locally, nationally and/or globally.

AREAS OF STUDY

- External:
- Agricultural Investigation
- Agricultural Reports:
  - Sheep Visual Assessment
  - Design Practical Investigation (Soils and
  - Plant growth)
  - Science as a Human Endeavour (Biosecurity)
- Applications:
  - Soil Systems Test
  - Agricultural practices and waterway health
  - Sheep Production Enterprise

WORK REQUIREMENTS

Students will be expected to participate in all tasks, discussions and practical work. During practical activities students will be expected to act in a responsible manner using work safe practices. In folders, students will be required to keep all notes and handouts in an organised way, as to form units of work on a particular topic, which will aid the successful completion of tests and assignments.

ASSESSMENT TASKS

- School Assessment (Total 70%)
- Assessment Type 1: Agricultural Reports (30%)
- Assessment Type 2: Applications (40%)
- External Assessment (Total 30%)
- Assessment Type 3: Experimental Investigation (30%)

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site. A subject levy may also apply and will be charged to fee accounts in Semester 1.

STAGE 2

BIOLOGY

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

None. However, two semesters of Biology (Stage 1) or one semester of Biology (Stage 1) and one semester of Chemistry (Stage 1) is preferred.

COURSE DESCRIPTION

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.
In their study of Biology, students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations into biology-related issues, developments, and innovations.

AREAS OF STUDY

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

WORK REQUIREMENTS

- Class discussions
- Practice questions
- Practical reports
- Human endeavour investigation
- Tests
- Exam

ASSESSMENT TASKS

- School Assessment Total 70%
- Assessment Type 1: Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)
- External Assessment Total 30%
- Assessment Type 3: Examination (30%)

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

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

CHEMISTRY

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Stage 1 Chemistry (2 Semesters) at B or higher

COURSE DESCRIPTION

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

AREAS OF STUDY

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

WORK REQUIREMENTS

- Class discussions
- Practice questions
- Practical reports
- Human endeavour investigation
- Tests
- Exam

ASSESSMENT TASKS

- School Assessment Total 70%
- Assessment Type 1: Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%) (tests)
- External Assessment Total 30%
- Assessment Type 3: Examination (30%)

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

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 2

CHILD STUDIES

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

None

COURSE DESCRIPTION

Child Studies focuses on children's growth and development from conception to eight years. Students critically examine attitudes and values about parenting/care-giving and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills.

Childhood is a unique, intense period of growth and development. Children's lives are affected by their relationships with others; their intellectual, emotional, social, and physical growth; cultural, hereditary, and socio-economic circumstances; geographic location; and educational opportunities. Students will examine how these factors impact on the health and well-being of children.

AREAS OF STUDY

- Topic 1: Contemporary and Future Issues
- Topic 2: Economic and Environmental Influences
- Topic 3: Political and Legal Influences
- Topic 4: Sociocultural Influences
- Topic 5: Technological Influences

TEACHING AND LEARNING STRATEGIES

Students will participate in a range of activities in order to develop understanding, and to meet learning outcomes, including, but not limited to:

- Class discussions
- Practical work
- Group Work
- Evaluations

ASSESSMENT TASKS

- School Assessment Total 70%
- Assessment Type 1: Practical Activity (50%)
- Assessment Type 2: Group Activity (20%)
- External Assessment Total 30%
- Assessment Type 3: Investigation (30%)

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

- at least four practical activities, incorporating research and application, action plans and evaluations
- one group task consisting of a group application and individual evaluation
- one investigation

SUBJECT LEVIES

No textbook for Child Studies.
A subject levy may also apply and will be charged to fee accounts in Semester 1.

DESIGN, TECHNOLOGY & ENGINEERING
DIGITAL COMMUNICATION SOLUTIONS: PHOTOGRAPHY

DURATION OF COURSE
Full Year (20 Credits)

PREREQUISITE/S
None. Although completion of Stage 1 Design, Technology and Engineering – Digital Communication Solutions (Photography) would be beneficial.

COURSE DESCRIPTION
Students identify, create, initiate, and develop products, processes or systems. They learn to use tools, materials and systems safely and competently to complete a product. Students explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental and sustainable consequences. Students develop digital communication solutions. In this focus area, students use of materials such as software, relevant equipment, symbols, signs, light and images to design and make products that communicate information in relation to a brief. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of communication media, both manual and digital.

AREA OF STUDY
Tasks are designed to re-cover and build on the knowledge and skills in relation to the design process, using a DSLR camera and relevant file types and software. Students combine their designing and creating skills with this knowledge and understanding to make high-quality products for intended purposes. They make sound decisions about materials and techniques, based on their testing and understanding of the physical properties and working characteristics of materials.

Students identify product characteristics and make critical judgments about the design and creation of products and systems. They work with a range of materials, implementing safe working practices. They demonstrate an understanding of the needs and values of a range of users to design and create products or systems that fit an identified design brief. They develop their ability to evaluate outcomes against the design brief. Students investigate and critically analyse a range of products, processes, and production techniques used in industrial situations. This information is used to create potential solutions through the design and creation of products and systems. Students identify demands on their design, taking cost, ethical, cultural, and environmental issues into account. They explain how their ideas address these demands, and use their analysis to produce proposals for the present and future.

WORK REQUIREMENTS
Students participate in a range of activities in order to develop skills and understanding, and to meet learning outcomes, including, but not limited to:

- Class discussions
- Demonstrations
- Excursions
- Tutorials

ASSESSMENT TASKS
- School-based Assessment (Total 70%)
- Assessment Type 1: Two Specialised Skills Tasks (20%)
- Assessment Type 2: One–Three Design Process and Solution Tasks (50%)
- External Assessment (Total 30%)
- Assessment Type 3: One Resource Study (External 30%)

SUBJECT LEVIES
Materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site. A subject levy may also apply and will be charged to fee accounts in Semester 1.

STAGE 2

STAGE 2

DESIGN, TECHNOLOGY & ENGINEERING MATERIAL SOLUTIONS: WOOD

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

None

COURSE DESCRIPTION

In Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of timber based products. The subject provides a flexible framework that encourages students to be creative, innovative and enterprising. Students apply critical problem solving skills and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry based learning.

In Stage 2 Students use an iterative design process to explore possible solutions to a problem. They investigate and analyse the purpose, design features, materials and production techniques used in diverse situations including industry, community and tertiary organisations. This information is used to create a design brief that provides the basis for the development of potential solutions. The importance of the design process as a preliminary to the realisation process is emphasised, as is ongoing evaluation of the solution and visa versa design. A solution in this subject is an outcome of the design and realisation process in the form of a completed timber product.

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

AREA OF STUDY

This subject involves the use of a diverse range of manufacturing technologies such as tools, machines and systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with developing functional products in timber.

ASSESSMENT TASKS

- School assessment (70%)
  - Assessment Type 1: Specialised Skills Task (20%)
  - Assessment Type 2: Design Process and Solution (50%)
- External assessment (30%)
  - Assessment Type 3: Resource Study (30%)

SUBJECT LEVIES

None

DIGITAL TECHNOLOGIES

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

It is recommended, though not compulsory, that students should have completed at least one semester of Digital Technologies (Stage 1).

COURSE DESCRIPTION

Students use computational thinking skills and strategies to identify, deconstruct and solve problems that are of interest to them. They analyse and evaluate data, test hypotheses, make decisions based on evidence and create solutions. Through the study of Digital Technologies, students are encouraged to take ownership of problems and design, code, validate and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including the basic constructs involved in coding, array processing and modularisation.

AREAS OF STUDY

Stage 2 Digital Technologies consists of the following focus areas:

- Computational thinking
- Design and programming
- Data analytics
- Iterative project development

Students study all four focus areas.

WORK REQUIREMENTS

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

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

ASSESSMENT TASKS

Students should provide evidence of their learning through six assessments, including the external assessment component. Students undertake four project skills tasks, one collaborative project and one individual digital solution.

- School-based Assessment (Total 70%)
  - Project skills (50%)
  - Collaborative Project (20%)
- External Assessment (Total 30%)
  - Individual Project (30%)

SUBJECT LEVIES

Materials may be required for this subject. These will need to be purchased independently via Lighthouse Books. A subject levy may also apply and will be charged to Fee Accounts in Semester 1.

STAGE 2

DRAMA

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

None

COURSE DESCRIPTION

In Drama, students develop their creativity, collaboration, critical thinking and communication skills. They refine their literacy, numeracy, ethical understanding, and intercultural understanding, and develop self-belief and confidence.

In Drama, students develop their capacities as critical and creative thinkers, meaningful storytellers, and lifelong learners. They learn highly valuable and transferable life skills, including problem-identifying and problem-solving, collaboration skills, project-work skills, informed risk-taking, creativity and innovation skills, and applied entrepreneurial skills — including maximising viability and sustainability. Through focused practical and theoretical study, and by visualising and making real drama products, students collaborate to create valuable and viable outcomes for audiences, and analyse and evaluate artistic processes and products.

AREAS OF STUDY

- Company and production
- Exploration and vision

WORK REQUIREMENTS

- Study of a Dramatic Text
- Study of two Dramatic Innovators
- Working as a Dramatic Artist
- Working as a team member of a Company
- Oral and multi-media presentations
- Performance to an invited audience
- After school rehearsals may be required
- Ability to work to a deadline (Performance date)

ASSESSMENT TASKS

- School Assessment (70%)
  - Assessment Type One: Group Production (40%), Performance, Presentation of Evidence
  - Assessment Type Two: Evaluation and Creativity (30%), Responding to Drama, Creating Drama
- External Assessment Type (30%)
  - Creative Presentation, Learning Portfolio

SUBJECT LEVIES

Materials may be required for this subject. These will need to be purchased independently via Lighthouse Books. A subject levy may also apply and will be charged to Fee Accounts in Semester 1.

ECONOMICS

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

None

COURSE DESCRIPTION

Economics is the study of how we exchange scarce resources to satisfy our needs and wants and in doing so we gain insight into human behaviour in a variety of contexts, whether as individuals, firms, governments, or other organisations. What happens in an economy depends on the choices that millions of people make every day when they interact with each other, with markets, with the government, and with their natural surroundings. In Economics, students develop an understanding that economic thinking can offer insights into many of the issues faced by society.

AREAS OF STUDY

- Economic Inquiry skills
  - Students use an inquiring, critical, and thoughtful approach to their study of economics. They investigate scenarios and economic problems within contexts such as:
    - firms;
    - macroeconomic management;
    - trade and globalisation;
    - wealth, poverty, and inequality;
    - innovation and the networked economy.
- Data Analysis
  - Students develop an understanding of a range of qualitative and quantitative economic data. They use data to understand economic activity, and the behaviour of people, businesses, markets, and governments.
- Microeconomics
  - Students develop an understanding of different market structures and how the market structure influences the behaviour of consumers and producers. Students analyse how market structures meet the needs of consumers and producers, using criteria such as price, choice, quality, efficiency, and the use of new technology.
- Macroeconomics
  - Students develop an understanding of macroeconomic objectives of full employment, price stability and economic growth. Students explore the demand and supply management policies that governments and central banks use to meet macroeconomic objectives.

ASSESSMENT TASKS

- School Assessment Total 70%
  - Assessment Type 1: Folio (40%) – three or four tasks which may include essays, analytical reports, presentations, interviews, short or extended responses and annotated graphs/diagrams.
  - Assessment Type 2: Economic Project (30%) – one task which analyses an economic question or issue through the application of economic concepts and skills.
- External Assessment (30%)
  - Assessment Type 3: Examination (30%)

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.

STAGE 2

ESSENTIAL ENGLISH

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Achievement of a C grade or above in Essential English (Stage 1)

COURSE DESCRIPTION

In Essential English students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. People connect with others in many ways, using a variety of forms for different purposes. The content of the teaching and learning program will centre on ways in which students use language to establish and maintain effective connections and interactions with people in one or more contexts. (A context may be local, national, or international, and may be accessed in person or online.) The specific contexts chosen for study may be social, cultural, community, workplace, and/or imagined.

WORK REQUIREMENTS

In this subject, students are expected to:

- extend communication skills through reading, viewing, writing, listening, and speaking
- consider and respond to information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imaginative contexts
- examine the effect of language choices, conventions, and stylistic features in a range of texts for different audiences
- analyse the role of language in supporting effective interaction
- create oral, written, and multimodal texts that communicate information, ideas, and perspectives for a range of purposes

ASSESSMENT TASKS

Students provide evidence of their learning in Stage 2 Essential English through seven assessments:

- School Assessment Total 70%
  - Assessment Type 1:
    Three Responding to Texts Tasks (30%)
  - Assessment Type 2:
    Three Creating Texts Tasks (40%)
- External Assessment Total 30%
  - Assessment Type 3:
    One Language Study (30%)

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

ENGLISH

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Achievement of a C grade or above in English (Stage 1).

COURSE DESCRIPTION

In English students read and view a range of texts, including texts created by Australian authors. In comparing texts, students analyse the relationships between language and stylistic features, text types, and contexts. Recognising and analysing the language and stylistic features and conventions of text types in literary

and everyday texts influences interpretation. Through close study of texts, students explore relationships between content and perspectives and the text and its context.

In the study of English, students extend their experience of language and explore their ideas through creating their own texts, and reading and viewing the texts of others. Students consider the powerful role that language plays in communication between individuals, groups, organisations, and societies. There is a focus on ways in which language defines, shapes, and reflects relationships between people.

Students appreciate how clear and effective writing and speaking displays a depth of understanding, engagement, and imagination for a range of purposes, audiences, and contexts.

WORK REQUIREMENTS

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

- analyse the relationship between purpose, context, and audience in a range of texts
- evaluate how language and stylistic features and conventions are used to represent ideas, perspectives, and aspects of culture in texts
- analyse how perspectives in their own and others' texts shape responses and interpretations
- create and evaluate oral, written, and multimodal texts in a range of modes and styles
- analyse the similarities and differences in texts
- apply clear and accurate communication skills

ASSESSMENT TASKS

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

- School Assessment Total 70%
  - Assessment Type 1: Responding to Texts (30%)
  - Assessment Type 2: Creating Texts (40%)
- External Assessment Total 30%
  - Assessment Type 3: Comparative Analysis (30%)

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

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

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 2

ENGLISH LITERARY STUDIES

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Achievement of a B+ grade or above in English (Stage 1).

COURSE DESCRIPTION

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

Students produce responses that show the depth and clarity of their understanding. They extend their ability to sustain a reasoned critical argument by developing strategies that allow them to weigh alternative opinions against each other. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own skills in creating texts and put into practice the techniques they have observed.

WORK REQUIREMENTS

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

ASSESSMENT TASKS

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

- School Assessment Total 70%
  - Assessment Type 1: Responding to Texts (50%)
  - Assessment Type 2: Creating Texts (20%)
- External Assessment Total 30%
  - Assessment Type 3: Text Study
  - Part A: Comparative Text Study (15%)
  - Part B: Critical Reading Examination (15%)

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

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

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

FOOD AND HOSPITALITY

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Completion of Stage 1 Food and Hospitality is preferred.

COURSE DESCRIPTION

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

AREAS OF STUDY

- Economic and Environmental Influences
- Technological Influences
- Contemporary and Future Issues
- Political & Legal Influences
- Sociocultural Influences

WORK REQUIREMENTS

- Class discussions
- Action plans
- Evaluation reports
- Group tasks
- Investigation
- Practical activities

ASSESSMENT TASKS

- School Based Assessment Total 70%
  - Five Individual Practical Activities (50%)
  - One Group Activity (20%)
- External Assessment Total 30%
  - Investigation (30%)

SUBJECT LEVIES

Materials will be required for this subject. These will need to be purchased independently via Lighthouse Books. A subject levy may also apply for this subject and will be charged to Fee Accounts in Semester 1.

STAGE 2

GEOGRAPHY

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Stage 1 Geography is recommended

COURSE DESCRIPTION

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

Geography develops an appreciation of the importance of place in explanations of economic, social, and environmental phenomena and processes.

AREAS OF STUDY

- Topic 1: Ecosystems and People
- Topic 2: Climate Change
- Topic 3: Population Change
- Topic 4: Globalisation
- Topic 5: Transforming Global Inequality

WORK REQUIREMENTS

- Course work
- Note taking
- Case studies
- Fieldwork
- Assignments
- Tests

ASSESSMENT TASKS

- School Assessment Total 70%
  - Assessment Type 1: Geographical Skills and Applications (40%)
  - Assessment Type 2: Fieldwork Report (30%)
- External Assessment Total 30%
  - Assessment Type 3: Examination

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site. A subject levy may also apply for this subject and will be charged to Fee Accounts in Semester 1.

HEALTH AND WELLBEING

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

None

COURSE DESCRIPTION

Students develop the knowledge, skills and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities and global society. Health and wellbeing is influenced by diverse social and cultural attitudes, beliefs and practices. An awareness and analysis of the health and wellbeing status of individuals, communities and global societies incorporates health determinants, inequities, barriers and strategies. Students explore principles, frameworks, models and theories relating to health and wellbeing.

AREAS OF STUDY

- Health Literacy
- Health Determinants
- Social Equity
- Health Promotion

WORK REQUIREMENTS

- Class discussions
- Evaluation reports
- Group tasks
- Investigation
- Practical activities

ASSESSMENT TASKS

Students provide evidence of their learning through five assessments, including the external assessment component.

- School Assessment (70%)
  - Assessment Type 1: Initiative (40%)
  - Assessment Type 2: Folio (30%)
- External Assessment (30%)
  - Assessment Type 3: Inquiry

SUBJECT LEVIES

Textbooks and/or materials may be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site. A subject levy may also apply for this subject and will be charged to Fee Accounts in Semester 1.

STAGE 2

INFORMATION PROCESSING AND PUBLISHING *PENDING SACE REVIEW

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

None

COURSE DESCRIPTION

Information Processing and Publishing focuses on the use of technology to design and implement information-processing solutions. Students develop solutions to text-based problems, using imagination and creativity to make proposals and choices. They use the design process to apply problem-solving, critical-thinking, and decision-making skills. Students evaluate their solutions and are provided with opportunities to develop an appreciation of the current social, legal, and ethical issues that relate to the processing, management, and communication of text-based information.

AREAS OF STUDY

Desktop Publishing

- Practical Skills
- Issues and Understanding

Electronic Publishing

- Practical Skills
- Issues and Understanding

WORK REQUIREMENTS

Students follow the design process throughout their work in this subject:

- Investigating the processing or publishing task
- Devising or planning to complete the task
- Producing the task
- Evaluating the process and the product

Students undertake:

- At least five practical skills assessments
    - One or two issues analysis assessments and one technical and operational understanding assessment
    - One product and documentation assessment

ASSESSMENT TASKS

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

- School-based Assessment Total 70%
    - Assessment Type 1: Practical Skills (40%)
    - Assessment Type 2: Issues Analysis (30%)
- External Assessment Total 30%
    - Assessment Type 3: Product and Documentation (30%)

SUBJECT LEVIES

Materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.

ITALIAN (BEGINNERS)

DURATION OF COURSE

Full Year (20 credits)

PREREQUISITE/S

Achievement of a C grade or above in Stage 1 Italian (Beginners)

COURSE DESCRIPTION

This course aims to:

- Develop students' communicative skills through reading/writing/speaking/listening;
- Extend students' understanding of the culture(s) and way(s) of life in countries where Italian is used;
- Develop students' understanding of a language system; and
- Encourage students' enjoyment of language and language learning.

WORK REQUIREMENTS

Course content will be grouped around topics involving a range of resources, settings and roles to ensure the students' experience is varied.
Topics come from:

- Family life, home and neighbourhood
- Friends, recreation and pastimes
- People, places and communities
- Future plans and aspirations
- Holidays, travel and tourism
- Education and work.

ASSESSMENT TASKS

- Internal Assessment (8-10 assessments)
  - Interacting in Language (30%)
  - Text Production (20%)
  - Text Analysis (20%)
- External Assessment Examination (30%) One Oral examination and one Written examination

SUBJECT LEVIES

A subject levy will apply for this subject and will be charged to Fee Accounts in Semester 1.

STAGE 2

STAGE 2

JAPANESE (CONTINUERS)

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Achievement of a C or above in Japanese (Stage 1).

COURSE DESCRIPTION

This full year subject builds on and develops the students' previous knowledge. There is an increasing
emphasis on speaking and written competency. This course aims to:

- Promote communication skills in Japanese
- Develop an understanding of the structure of the language in both Japanese and English
- Promote cross-cultural understanding and increase socio-cultural knowledge
- Encourage the enjoyment of language learning and of cross-cultural experiences
- Develop the student's ability to apply Japanese to work, further study, training or leisure

AREAS OF STUDY

Students' language study will focus
on the themes of:

- 'The Individual'
- 'The Japanese-Speaking Communities'
- 'The Changing World'

Each theme contains a number of topics. Students will be encouraged to read, view, listen to, speak and write a wide range of different types of texts. By the end of the year students should be able to write 150 kanji and recognise 50 others.

WORK REQUIREMENTS

- Workbook exercises
- Participation in class discussion
- Reading and listening tasks
- Presentations and recordings

ASSESSMENT TASKS

Summative Tasks:

- School-based Assessment Total 70%
  - Four to five tasks including:
    - Oral interaction
    - Text productions
    - Text Analysis
    - An in-depth study using Japanese and English texts to research a specific topic, write a reflection in English, a written response in Japanese, and a 3–5 minute oral presentation in Japanese.
- External Assessment Total 30%
  - Oral Examination (approx. 15 minutes)
  - Written Examination

Formative Tasks:

- Vocabulary and kanji quizzes, grammar tests

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site. A subject levy may also apply and will be charged to fee accounts in Semester 1.

LEGAL STUDIES

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Legal Studies (Stage 1) is preferred.

COURSE DESCRIPTION

Legal Studies enables an understanding of the operation of the Australian legal system, its principles and processes, and prepares students to be informed and articulate in matters of the law and society. Central to Legal Studies is an exploration of the competing tensions that arise between rights and responsibilities, fairness and efficiency, the empowered and the disempowered, and certainty and flexibility. Laws must constantly evolve in order to resolve these tensions, while also responding to changes in community values and circumstances. Legal Studies is explored through the mechanism of asking 'big questions'. Students consider a range of perspectives to make recommendations for reforms to the legal system and laws.

Students explore rights and responsibilities, how laws are made, and dispute resolution processes. Through Legal Studies, students examine how people, governments and institutions shape the law and how law controls, shapes, and regulates interactions between people, institutions, and government.

AREAS OF STUDY

- Focus Area 1: Sources of Law
- Focus Area 2: Dispute Resolution
- Optional Area 1: The Constitution
- Optional Area 2: When Rights Collide

WORK REQUIREMENTS

- Class discussions
- Written critiques/essays
- Evaluation reports
- Responses to sources
- Supervised tasks
- Exam

ASSESSMENT TASKS

- School Assessment
  - Assessment Type 1: Folio 40% (4 Tasks)
  - Assessment Type 2: Inquiry 30%
- External Assessment
  - Assessment Type 3: Examination 30%

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 2

ESSENTIAL MATHEMATICS

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Achievement of a B- grade or above in Essential Mathematics (Stage 1).

COURSE DESCRIPTION

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills within everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

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

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

AREAS OF STUDY

Essential Mathematics consists of the following topics:

- Topic 1: Scales, Plans, and Models
- Topic 2: Measurement
- Topic 3: Business Applications
- Topic 4: Statistics
- Topic 5: Investments and Loans

WORK REQUIREMENTS

Essential Mathematics will involve formative problem-solving tasks for class work and homework, the maintenance of a folio of work, tests, and an exam. Students undertake:

- Five skills and applications tasks
- (The equivalent of one task to be undertaken without the use of a calculator or notes)
- Two folio tasks
- One examination

ASSESSMENT TASKS

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

- School-based Assessment Total 70%
  - Skills and applications tasks (30%)
  - Folio (40%)
- External Assessment Total 30% (tests)
  - Examination (30%)

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject including a Graphics Calculator which students will need to use in all assessment tasks. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

GENERAL MATHEMATICS

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Achievement of a B- grade or above in General Mathematics (Stage 1).

COURSE DESCRIPTION

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Successful completion of General Mathematics prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

AREAS OF STUDY

General Mathematics consists of the following topics:

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

WORK REQUIREMENTS

General Mathematics will involve formative problem-solving tasks for class work and homework, the maintenance of a folio of work, tests, investigations and an exam. Students undertake:

- Five skills and applications tasks (tests)
- (The equivalent of one task to be undertaken without the use of a calculator or notes)
- Two investigations
- One examination

ASSESSMENT TASKS

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

- School-based Assessment Total 70%
    - Skills and applications tasks (40%) (tests)
    - Investigations (30%)
- External Assessment Total 30%
    - Examination

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject including a Graphics Calculator which students will need to use in all assessment tasks. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 2

MATHEMATICAL METHODS

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Achievement of a B+ grade or above in Mathematical Methods (Stage 1).

COURSE DESCRIPTION

Mathematical Methods (Stage 2) allows students to explore, describe and explain aspects of the world around them in a mathematical way. It focuses on the development of mathematical skills and techniques to facilitate this exploration.
It places mathematics in relevant contexts and deals with relevant phenomena from the students' common experiences as well as from scientific, professional, and social contexts. The coherence of the subject comes from its focus on the use of mathematics to model practical situations and on its usefulness in such situations. Modelling, which links the six mathematical areas to be studied, is made more practicable by the use of electronic technology.

AREAS OF STUDY

Mathematical Methods (Stage 2) consists of the following topics:

- Further Differentiation and Applications
- Discrete Random Variables
- Integral Calculus
- Logarithmic Functions
- Continuous Random Variables and the Normal Distribution
- Sampling and Confidence Intervals

WORK REQUIREMENTS

Mathematical Methods (Stage 2) will involve formative problem-solving tasks for class work and homework, the maintenance of a folio of work, tests, and an exam. Students undertake:

- Six skills and applications tasks (tests) (The equivalent of one task to be undertaken without the use of a calculator or notes)
- One investigation
- One examination

ASSESSMENT TASKS

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

- School-based Assessment (Total 70%)
  - Skills and applications tasks (50%) (tests)
  - Investigation (20%)
- External Assessment (Total 30%)
  - Examination (30%)

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject including a Graphics Calculator which students will need to use in all assessment tasks. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

SPECIALIST MATHEMATICS

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Achievement of a B+ grade or above in Mathematical Methods (Stage 1) and Specialist Mathematics (Stage 1). Specialist Mathematics (Stage 2) must be studied in conjunction with Mathematical Methods (Stage 2).

COURSE DESCRIPTION

Through the study of Specialist Mathematics, students gain the insight, understanding, knowledge and skills to follow pathways that will lead them to become proficient in the application of mathematics in a variety of contexts. The subject provides pathways into university courses in mathematical sciences, engineering, computer science, physical sciences, surveying as well as some careers in the armed forces. Students envisaging careers in other related fields, including economics and commerce, may also benefit from studying this subject.

AREAS OF STUDY

Specialist Mathematics consists of the following topics:

- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions
- Integration Techniques and Applications
- Rates of Change and Differential Equations

WORK REQUIREMENTS

Specialist Mathematics will involve formative problem-solving tasks for class work and homework, the maintenance of a folio of work, tests and an exam. Students undertake:

- Six Skills and Applications Tasks (tests)
- (The equivalent of one task to be undertaken without the use of a calculator or notes)
- One Investigation
- One Examination

ASSESSMENT TASKS

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

- School-based Assessment (Total 70%)
  - Skills and applications tasks (50%) (tests)
  - Investigation (20%)
- External Assessment (Total 30%)
  - Examination (30%)

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject including a Graphics Calculator which students will need to use in all assessment tasks. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 2

MODERN HISTORY

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

None

COURSE DESCRIPTION

Modern History students will:

- Demonstrate knowledge of people, places and events
- Formulate hypotheses and focus questions
- Identify and apply historical concepts, including critical analysis
- Communicate informed and relevant arguments using subject-specific language and conventions
- Evaluate why individuals and groups acted in a certain way based on a critical understanding of evidence from sources
- Construct reasoned historical arguments
- Reflect on the short-term and long-term impacts of individuals, events and phenomena

AREAS OF STUDY

- Modern Nations
- The world since 1945
- Sources analysis
- Individual Historical Study

WORK REQUIREMENTS

Students will experience hypotheses work, research, evaluation, interpretation, analysis, critical thinking, comparative work, debates and communication of ideas.

ASSESSMENT TASKS

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

- School-based Assessment (Total 70%)
  - Historical Skills (50%)
  - Historical Study (20%)
- External Assessment–Examination (30%)

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

MUSIC EXPLORATIONS

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

In general, students will be expected to have studied Music for at least three years before studying Music (Stage 2).

COURSE DESCRIPTION

Stage 2 Music Explorations is a 20-Credit subject that consists of the following strands:

- Understanding music
- Creating music
- Responding to music

The strands in Music Explorations are interconnected and not intended to be taught independently. Contexts for study may include aspects of the music industry, such as recording studios, performance rehearsal spaces, or instrument crafting workshops. Students respond to and discuss their own and others' works and synthesise their findings to make connections between the music they study and their own creative works.

WORK REQUIREMENTS

Musical Literacy: Students undertake three musical literacy tasks.Together the musical literacy tasks should enable students to:

- Demonstrate understanding of musical elements, styles, influences and techniques
- Apply musical literacy skills
- Analyse and discuss musical works and their presentation
- Develop their understanding of the relationship between musical notation and sound, in exploring and experimenting with music

Exploration: Students develop and extend their understanding of music by:

- Exploring how music is made
- Exploring musical styles, influences and /or techniques
- Experimenting with styles and techniques, based on their findings and discoveries
- Synthesising their findings in a presentation and commentary

Students provide evidence of their learning in a portfolio that comprises of:

- A presentation of a set of short performances, compositions and or other musical products
- A commentary on the processes of exploration and experimentation that they have used, and their key findings

Creative Connections: Students undertake one creative connections task, in which they synthesise their learning in this subject from their explorations, experimentation, and development of their musical literacy skills to present a final creative work (performance, composition, or arrangement) and a discussion of that work.

ASSESSMENT TASKS

- School-based Assessment (Total 70%)
  - Musical Literacy (30%)
  - Explorations (40%)
- External Assessment–Examination (30%)
  - Creative Connections (30%)

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site. Students MUST undertake individual tuition on their instrument of choice (may include voice). Tuition costs for instrument lessons are the responsibility of the individual student.

STAGE 2

MUSIC PERFORMANCE
SOLO

DURATION OF COURSE
Full Year (10 Credits)

PREREQUISITE/S
In general, students will be expected to have studied Music for at least three years before studying Music (Stage 2).

COURSE DESCRIPTION
Stage 2 Music Performance–Solo is a 10-Credit subject that consists of the following strands:

- Understanding music
- Creating music (performance)
- Responding to music

The strands in Music Performance–Solo are interconnected and not intended to be taught independently. Students develop and extent their musical skills and techniques in creating their own solo performances. They interpret their chosen musical works and apply to their performances an understanding of the style, structure and conventions appropriate to their repertoire. Students extend their musical literacy through discussing key musical elements of their chosen repertoire and interpreting creative works. Students express their musical ideas through performing, critiquing and evaluating their performances.

WORK REQUIREMENTS
Performance: Students present a solo performance of a single work or a set of works by one or more composers.

Performance and Discussion. Students present:

- A solo performance of a single work or set of works by one or more composers
- A discussion of key musical elements of the chosen repertoire, with a critique of strategies to improve and refine the student's performance.

Performance Portfolio. Students present a solo performance portfolio consisting of:

- A solo performance of a musical work or works
- An evaluation of their learning journey

ASSESSMENT TASKS
The following assessment types enable students to demonstrate their learning in Stage 2 Music Performance–Solo

- School-based Assessment (Total 70%)
  - Performance (30%)
  - Performance & Discussion (40%)
- External Assessment–Examination (30%)

SUBJECT LEVIES
Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site. Students MUST undertake individual tuition on their instrument of choice (may include voice). Tuition costs for instrument lessons are the responsibility of the individual student.

MUSIC PERFORMANCE
ENSEMBLE

DURATION OF COURSE
Full Year (10 Credits)

PREREQUISITE/S
In general, students will be expected to have studied Music for at least three years before studying Music (Stage 2).

COURSE DESCRIPTION
Stage 2 Music Performance – Ensemble is a 10-Credit subject that consists of the following strands:

- Understanding music
- Creating music (performance)
- Responding to music

The strands in Music Performance–Ensemble are interconnected and not intended to be taught independently. Students develop and extent their musical skills and techniques in creating performances as part of an ensemble. They interpret musical works and apply to their performances an understanding of the style, structure and conventions appropriate to their repertoire.

Students extend their musical literacy through discussing key musical elements of their chosen repertoire and interpreting creative works. Students express their musical ideas through performing, critiquing and evaluating their own performances.

WORK REQUIREMENTS
Performance: Students present an ensemble performance of a single work or a set of works by one or more composers, and individual evidence of each student's contribution to the ensemble through individual part-testing.

Performance and Discussion. Students present:

- An ensemble performance of a single work or set of works by one or more composers and individual evidence of each student's contribution to the ensemble through individual part-testing
- An individual discussion of key musical elements of the repertoire, with a critique of strategies to improve and refine the student's performance

Performance Portfolio. Students present an ensemble performance portfolio consisting of:

- An ensemble performance of a musical work or works
- An evaluation of their learning journey

ASSESSMENT TASKS
The following assessment types enable students to demonstrate their learning in Stage 2 Music Performance – Ensemble.

- School-based Assessment (Total 70%)
  - Performance (30%)
  - Performance & Discussion (40%)
- External Assessment – Examination of Performance Portfolio (30%)

SUBJECT LEVIES
Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site. Students MUST undertake individual tuition on their instrument of choice (may include voice). Tuition costs for instrument lessons are the responsibility of the individual student

STAGE 2

MUSIC STUDIES

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

In general, students will be expected to have studied music for at least three years before studying Music (Stage 2).

COURSE DESCRIPTION

Stage 2 Music Studies is a 20-Credit subject that consists of the following strands:

- Understanding music
- Creating music
- Responding to music

The strands in Music Studies are interconnected and not intended to be taught independently. Students develop an understanding of selected musical works and styles, including how composers manipulate elements of music and apply this understanding to creating their own music as performances or compositions. They develop and apply their musical literacy skills and express their musical ideas through responding to their own works, interpreting musical works, and/or manipulating musical elements. Students synthesise the finding of their study and express their musical ideas through their creative works, responses and reflections.

WORK REQUIREMENTS

Creative Works:

Students present a portfolio consisting of:

- Their own creative works, which may be a performance or performances, a composition or compositions, or an arrangement or arrangements
- A creator's statement in which they reflect on their creative works

Students may present one work or a set of works. In a performance or arrangement, the set of works may be by one or more composers.

Musical Literacy:

Students complete three musical literacy tasks. As a set, the musical literacy tasks should enable students to:

- Manipulate musical elements
- Apply and refine their musical literacy skills, including aural perception and notation
- Deconstruct and analyse musical works and/or styles
- Synthesise their findings

ASSESSMENT TASKS

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

- School-based Assessment (Total 70%)
  - Creative Works (40%)
  - Musical Literacy (30%)
- External Assessment–Examination (30%)
  - Students complete one 2 hour examination in which they apply their knowledge and understanding of musical elements and their musicianship skills in creative and innovative ways.

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site. Students MUST undertake individual tuition on their instrument of choice (may include voice). Tuition costs for instrument lessons are the responsibility of the individual student.

PHYSICAL EDUCATION

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Physical Education (Stage 1) is desirable.
It is recommended that students intending to take Physical Education (Stage 2) are participating in, or have a strong interest in, physical activity.

COURSE DESCRIPTION

Students investigate improvements in human physical activity from a performance and/or participation perspective. This flexibility enables sociocultural aspects such as inclusivity and equity to be integrated throughout learning activities. Students apply their understanding of movement concepts, to evaluate aspects of their own or others' physical activity and implement strategies to improve their performance and/or participation. Opportunities for students to reflect on their own movement experiences allow them to make greater meaning of these experiences. The use of technology is integral to the collection of data such as video footage, heart rates, fitness batteries, and game statistics.

AREAS OF STUDY

- Application of energy sources affecting physical performance
- Application of the effects of training on physical performance
- Effect of Biomechanics on physical movement
- Practical application of learning theories
- Psychology of sporting performance
- Movement concepts and strategies
- Barriers and enablers to physical activity

Please note that areas of study in Physical Education are dependent on class sizes and strengths and may be subject to variation from year to year.

WORK REQUIREMENTS

- Theory exercises
- Skill and practical exercises
- Individual research exercises
- Group research and participation exercises

Students may also need to spend extracurricular time developing physical fitness.

ASSESSMENT TASKS

- School-based Assessment (70%)
  - Assessment Type 1: Diagnostics (30%)
  - Assessment Type 2: Improvement Analysis (40%)
- External Assessment (30%)
  - Assessment Type 3: Group Dynamics (30%)

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site. A subject levy may also apply to this subject and will be charged to Fee Accounts in Semester 1.

STAGE 2

PHYSICS

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE

Achievement of a B grade or higher in two semesters of Physics (Stage 1) and achievement of a C grade or higher in Mathematical Methods (Stage 1), or a B grade or higher in General Mathematics (Stage 1).

COURSE DESCRIPTION

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.
By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

In Physics, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

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

AREAS OF STUDY

- Topic 1: Motion and Relativity
- Topic 2: Electricity and Magnetism
- Topic 3: Light and Atoms

WORK REQUIREMENTS

- Class discussions
- Experiments and reports
- Supervised tests
- Problem solving
- External Examination

ASSESSMENT TASKS

- School Assessment Total 70%
  - Assessment Type 1: Investigations Folio (30%)
  - Assessment Type 2: Skills and Applications Tasks (40%) (tests)
- External Assessment (30%)
  - Assessment Type 3: Examination Total 30%
  - Students should provide evidence of their learning through eight assessments, including the external assessment component.

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

PSYCHOLOGY

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

None

COURSE DESCRIPTION

The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment, and leisure. Students study various concepts and theories regarding human behaviour, as well as conducting their own psychological studies.

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

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

AREAS OF STUDY

Psychology covers the following topics:

- Social Influence (examined)
- Organisational Psychology
- The Psychology of Learning (examined)
- Psychology of the Individual
- Psychological Health and Wellbeing

ASSESSMENT TASKS

- School-based Assessment Total 70%
  - Assessment Type 1: Investigations Folio (30%)
  - Assessment Type 2: Skills and Applications Tasks (40%)
- External Assessment Total 30%
  - Assessment Type 3: Examination (30%)
  - Only 2 topics are included in the exam.

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site.

STAGE 2

TOURISM (STAGE 2)

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

Stage 1 Tourism is recommended

COURSE DESCRIPTION

Tourism has developed from interdisciplinary origins for the purpose of meeting a range of practical and strategic needs of individuals, industry, and communities. In Tourism, students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, sociocultural, and environmental impacts and interactions of tourism activity. Students also develop an understanding of tourism from the perspectives of host community, tourism business, government bodies, and traveller. They investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of people's lives and on the environment. Students' understanding of the sustainable management of tourism is central to this subject.

AREAS OF STUDY

Students will study a combination of the Themes and Topics throughout the year. All 3 Themes will be covered, while up to 5 Topics will be integrated within the Themes.

THEMES

- Operations and Structures of the Tourism Industry
- Travelers' Motivations and Perceptions, and the Interaction of Host Community and Visitor
- Planning for and Managing Sustainable

TOURISM

Topics

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

ASSESSMENT TASKS

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

School Assessment (70%)
Assessment Type 1:
Folio (20%)
Assessment Type 2:
Practical Activity (25%)
This will include off-site learning/field studies
Assessment Type 3:
Investigation (25%)
An individual task with a topic of choice

EXTERNAL ASSESSMENT

Assessment Type 4:
Examination (30%) –
Based on the 3 Themes

SUBJECT LEVIES

Textbooks and/or materials will be required for this subject. These will need to be purchased independently via Lighthouse Books.
There will also be a subject levy for field studies.

VISUAL ARTS – ART/DESIGN

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

There are no prerequisite subjects for Visual Arts–Art/Design, however the successful completion of Visual Arts–Art (Stage 1) is desirable.

COURSE DESCRIPTION

The broad area of Visual Arts encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis and exploration, experimentation with media and technique, and resolution and production of practical work.

Visual Arts engages students in conceptual, practical, analytical and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, provide observations of their lived or imagined experiences, and represent these in visual form.

AREAS OF STUDY

With a focus on Visual Arts, the following three areas of study must be covered:

- Visual Thinking – Folio and Visual Study
- Practical Resolution–Works can be resolved using the various practical genres of Visual Arts including:
- video; installation; assemblage; digital imaging; painting; drawing; mixed media; printmaking; photography; wood, plastic, or metal fabrication; sculpture; ceramics and textiles.
- Visual Arts in Context–Written and practical exploration of artists and art movements.

At Stage 2, students choose topics and artists to study in regards to art movements, styles and skills they have an interest in.

ASSESSMENT TASKS

- School-based Assessment (Total 70%)
  - Folio (40%)–Students produce one folio that documents their visual learning, in support of their two resolved visual artworks or body of work.
  - Practical (30%)–Students produce a major and minor practical work, or body of work. Each practical assessment consists of two parts–the resolved art or design practical work and the practitioner's statement.
- External Assessment (Total 30%)
  - Visual Study (30%)–Students produce one visual study. A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, media/materials, methods, techniques, or technologies based on research and analysis of the work of other practitioners.

SUBJECT LEVIES

Consumable materials may be required for this subject. These will need to be purchased independently via Lighthouse Books. A subject levy may also apply for this subject and will be charged to Fee Accounts in Semester One.

STAGE 2

WORKPLACE PRACTICES

DURATION OF COURSE

Full Year (20 Credits)

PREREQUISITE/S

None

COURSE DESCRIPTION

This subject focuses on students' experiences of work, and enables them to shape ideas about their possible future in relation to all aspects and combinations of work. Individuals contribute to, and gain a sense of, their place in their communities and society in a variety of ways through combinations of paid and unpaid work.

- Students are expected to:
- Understand and explain concepts of industry and work
- Analyse the relationships between work-related issues and practice in the workplace
- Demonstrate knowledge of the roles of individuals, government legislation and policies, unions and employer groups in work-related and workplace issues
- Investigate the dynamic nature of work-related and workplace issues, cultures, and/or environments locally, nationally, and/or globally
- Demonstrate and apply generic work skills, industry knowledge and skills
- Reflect on and evaluate learning experiences in the workplace

AREAS OF STUDY

May include a range of the following:

- Industry and Work Knowledge
- Vocational Learning
- VET

WORK REQUIREMENTS

May include a range of the following:

- Industry and Work Knowledge–develop knowledge and understanding of the nature, type and structure of workplaces by investigating topics
- Vocational Learning–formal learning in a work-related context
- VET–complete units of competency

ASSESSMENT TASKS

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

- School-based Assessment Total 70%
  - Folio (25%)
  - Performance (25%)
  - Reflection (20%)
- External Assessment Total 30%
  - Investigation (30%)

SUBJECT LEVIES

Materials may be required for this subject. These will need to be purchased independently.

CERTIFICATES

HORTICULTURE CERTIFICATE II (YEAR 11)

These Vocational Education and Training courses are provided in partnership with TAFE SA.
Course codes: AHC20410.
RTO Provider Number: 41025.

DURATION OF COURSE

Full Year
Delivered at the Currency Creek Trade Skills Centre

PREREQUISITE/S

None

COURSE DESCRIPTION

Certificate II in Horticulture, caters for people who want to work at an operator level in the conservation and land management industry in sectors such as conservation, lands, parks and wildlife, or natural area restoration.

Students will learn about safe work practices and environmentally sustainable work practices, as well as selected skills in areas such as flora, weeds, nursery practices, planting trees, park facilities, and soils. Students receive a Nationally Accredited qualification.

AREAS OF STUDY

The Certificate II qualification consists of 15 units of competency from the following areas:

- Operate basic machinery and equipment
- WHS in the workplace
- Nursery practice
- Treat weeds and apply chemicals under supervision
- Environmentally sustainable work practices
- Flora studies

WORK REQUIREMENTS AND ASSESSMENT TASKS

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

- Written Assessment
- Practical Assessment
- Journals

This assessment is competency based.

SUBJECT LEVIES

Materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site. A subject levy may also apply for this subject and will be charged to Fee Accounts in Semester One.

SPORTS COACHING
CERTIFICATE III (YEARS 10, 11 OR 12)

This Vocational Education Training course is provided in partnership with The Australian College of Sport. Course Code: SIS30519

DURATION OF COURSE

Full Year TYPE Specialist Subject
Up to 60 SACE Credits at Stage 2 level, 20 of which can contribute to the calculation of the ATAR.
QUALIFICATION SUMMARY AND PATHWAYS
This qualification enables students to acquire and apply skills in the development of themselves and others within a Sport Coaching context. Curriculum is delivered across both theoretical and applied settings, with the learning context being individualised development in the chosen sport. With references to both community sport, as well as the 'developing athlete', key topics across the individual's technical, tactical, physical and mental components of development are explored, and within the following sequence of learning: Learn to Learn, Learn to Train, Learn to Play, Learn to Compete.

The Certificate III in Sport Coaching leads directly to the Diploma of Sport (run through the Australian College of Sport) that is formally accredited with a number of programs at Uni SA including their Bachelor of Human Movement. Students would achieve study credits by completing the Diploma that would count towards the Bachelor Degree, which, after a common first year, leads directly into pathways such as Dietetics, Exercise and Human Movement, Sports Psychology and the Masters in Physiotherapy.

AREAS OF STUDY

- Elite Minds
- Sport Science
- Sport Coaching

WORK REQUIREMENTS/ ASSESSMENT TASKS

- Written Assessment
- Practical tasks
- Journals

SUBJECT LEVIES

Materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site. Given that this is a nationally accredited, and externally auspiced course, a non-refundable co-contribution of $500 will apply for completion of this subject. (External providers can charge in excess of $2000 for the provision of this course.)
One of Health, Physical Education or Sports Coaching (Certificate III) must be studied in Year 10.

CONSERVATION AND ECOSYSTEM MANAGEMENT CERTIFICATE III (YEAR 12)

This Vocational Education and Training course is provided in partnership with TAFE SA.
RTO Provider Number: 41025

DURATION OF COURSE

Full Year (40 Credits)
Delivered at the Currency Creek Campus.
May include outside school hours delivery. .

PREREQUISITE/S

Certificate II in Horticulture Management.

COURSE DESCRIPTION

Our Certificate III in Conservation and Ecosystem Management course is for people who want to work at an operator level in the conservation and land management industry in sectors such as conservation, lands, parks and wildlife, or natural area restoration.

Students will learn about safe work practices and environmentally sustainable work practices, as well as selected skills in areas such as fauna; flora; weeds; collecting seed; nursery practices; planting trees; park facilities; and soils.

AREAS OF STUDY

The Certificate III qualification consists of 15 units of competency from the following areas:

- Contribute to the WHS process
- Contribute to monitoring environmentally sustainable work practices
- Weed control
- Maintain natural areas
- Implement a Plant Establishment Program
- Conduct operational inspections of park facilities
- Undertake sampling and testing of water
- Identify plant specimens

WORK REQUIREMENTS/ ASSESSMENT TASKS

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

- Written assessment
- Practical assessment
- Journals

The assessment is competency based.

SUBJECT LEVIES

Materials will be required for this subject. These will need to be purchased independently via Lighthouse Books and/or the College Second Hand Books site. A subject levy may also apply to this subject and will be charged to Fee Accounts in Semester 1.

At Investigator College, our school-wide pedagogy focuses the learning that happens in and outside the classroom every day. Led and supported by outstanding teachers, our students navigate their way through their life-long learning journey, empowered by their own choices and connections, striving to continually improve, while always maintaining a wonder about the world around them.

In our classes you will expect to see...

Teachers who are experts in their chosen fields

Discussions between students, groups of students and teachers about learning

Subject specific resources to facilitate learning

Relevant and up-to-date support materials

Class debates

Teacher–led and self-directed learning tasks with teacher-student discussions and planning

Varied assessment including peer assessment

Open discussions and displays of work standards and styles

Visiting speakers and local and city excursions

NAVIGATE

Encouragement for all students to participate, to take risks and to reflect

Recognition of effort - a "Growth Mindset"

Recognition of high standards

A focus on continual improvement

External feedback opportunities R-12, (e.g. ICAS, NAPLAN, standardised testing)

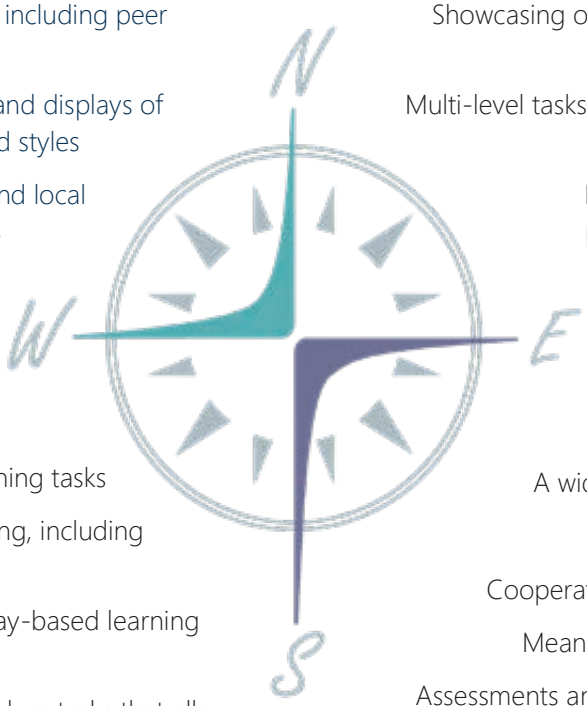
Regular feedback from teachers and peers

Showcasing of work via portfolios and collections

Multi-level tasks, promoting success and extension

Regular feedback to parents and families

STRIVE



Inquiry-based learning tasks

Multi-modal learning, including virtual settings

Exploration and play-based learning in Junior classes

Invigorating curriculum tasks that allow for individual development

Creative and imaginative tasks

Clear connections with work and further study

Open-ended investigations

WONDER

A wide range of subjects

Creative thinking

Cooperative learning groups

Meaningful conversations

Assessments and tasks that include formal student planning and reflection

Community-based learning tasks

Celebration of Australia's wide diversity of ethnic, religious and social make-up

EMPOWER

Navigate

Collaborating and using evidence to plan, explore and focus learning

Strive

Celebrating effort, commitment and perseverance as the keys to continual improvement

Empower

Connecting, making choices, and communicating with students at the centre of learning

Wonder

Tapping into natural curiosity about our amazing world

Investigator COLLEGE