Dear Students and Parents

The purpose of this booklet is to assist students to work out a course of study through the senior secondary school, in preparation for a career pathway. The process can be quite complex, with some difficult decisions having to be made along the way.

One of the most important things to realise is that the employment trends have changed incredibly in recent times. There are some very practical and highly successful pathways available into either permanent or part time employment that were not available even just a few years ago.

Some important questions for students to consider, will be:
- What subject areas do I find interesting and enjoyable?
- What subjects am I successful at?
- Do my subjects meet the SACE requirements?
- Have teaching staff recommended that I have the potential to continue with the subject?
- What career aspirations do I have?
- Are there particular subjects that will be of value in working towards my chosen vocation?
- Do I want to (or need to) qualify for Tertiary Entrance?
- Have I received good advice from appropriate sources?
- Have I investigated all avenues of investigation?

Once subjects have been initially chosen the school will piece together a complete school timetable for the following year. We aim to satisfy the wishes of the maximum number of students in the school, but there will be a need in isolated cases to make alternative subject choices. This will always be carried out with full consultation.

Above all, we urge students and families to seek prayerful support, as you attempt to search out what it is that God has in mind for you. We encourage students to see employment as a vocation. It may also be worth remembering that the Lutheran Church now has a number of exciting pathways for young people in many areas – particularly in the education area through a collaborative relationship between its tertiary institution (Australian Lutheran College), Flinders University and University of SA.

We want you to be assured that you are not alone in the process that lies ahead - please talk to careers advisers, subject and home class staff, as well as those around you when you are feeling overwhelmed and in need of support. Do not hesitate to phone us for additional help.

All the best.

Head of Senior School
Navigator College
The South Australian Certificate of Education (SACE) is awarded to students who successfully complete their senior secondary education. Students usually complete their SACE over 2 years, but may take longer. The SACE is a qualification that paves the way for young people to move from school to work or further training and study.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). Each subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

In addition to earning the 200 points, it is necessary to complete the following compulsory subjects:
- English at Stage 1 (20 Credits)
- Mathematics at Stage 1 (10 Credits)
- A Personal Learning Plan
- A Research Project
- A minimum of three Stage 2 subjects.

At Navigator College, it is a requirement that all students study Religion Studies at Stage 1. Consequently, students at Navigator College will on average earn 210 points.

All Stage 1 students will receive a grade from A to E for each subject. For compulsory subjects, they will need to achieve a C grade or better. All Stage 2 students will receive a grade from A+ to E- for each subject. For compulsory subjects, they will need to achieve a C- grade or better.

At Navigator College the SACE begins in Year 10 with the Personal Learning Plan. The typical completion pattern of the SACE for a student at Navigator College is shown below.

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Personal Learning Plan</th>
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<tbody>
<tr>
<td>Year 11</td>
<td>English</td>
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<td>Maths</td>
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<td>Year 12</td>
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<td>Stage 2 Subject (20 Credits)</td>
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<td>Stage 2 Subject (20 Credits)</td>
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TAFE SA 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.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 80 credits at Stage 2, including the three compulsory 20-credit Stage 2 subjects required for SACE completion.

The Australian Tertiary Admissions Rank (ATAR) is calculated in a variety of ways defined by the universities. This includes, but is not limited to:
- ATAR calculated from the combined score of four Stage 2 subjects
- ATAR calculated from the combined score of three Stage 2 subjects, plus half the score of the fourth Stage 2 subject combined with the score from the Research Project. *This would occur if the score for the Research Project exceeds half the score of the lowest scoring Stage 2 subject.

Universities also specify required subjects for some of their courses.

Full details of university and TAFE entry requirements for 2014 onwards are included in the Tertiary Entrance Booklet published by the South Australian Tertiary Admissions Centre. Go to the SATAC website for more information www.satac.edu.au.

**Converting the university aggregate to an Australian Tertiary Admission Rank (ATAR)**

The university aggregate is converted to an ATAR. The ATAR is an indicator of how well a particular student has performed relative to other students. It is calculated as follows:

- The group of students who may qualify for a university aggregate in 2013 is called the 2013 cohort.
- For each university aggregate score (in the range 0-80.0) obtained by the students in this cohort, the percentage of students who obtained that score or better is calculated. This is known as calculating the percentile distribution.
- Each score in the range 0-80.0 now has a corresponding percentile rank in the range 0-100. For example, if a score of 70.4 or better out of 80.0 has been obtained by 10% of the cohort, the score of 70.4 will correspond to a percentile rank of 90.0 (100 – 10).
- The 2012 cohort may differ from that of other years in that it may represent a smaller or larger percentage of the population of the same age group. The percentage from the given year is known as the participation rate. It is calculated using population statistics obtained from the Australian Bureau of Statistics and measuring these against the size of the cohort. If an allowance were not made for this, the final ATAR would not be comparable from one year to the next.
- The percentile rank is then adjusted to take account of the participation rate and the result is the ATAR.
VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry. It is the kind of education offered by TAFE colleges and a range of other registered training organisations. In the SACE students are able to study VET and earn credit points towards their certificate. This means that up to 180 credits of the 200 SACE credits required to complete the SACE can be gained through a VET focus, provided the Personal Learning Plan, Research Project, and the Stage 1 English and Mathematics requirements are also satisfied.

VET courses are delivered subject to the Australian Skills Quality Authority. This means that courses are recognised by Registered Training Organisations, including TAFE, across the country. VET courses can range from a Certificate I or II (most common) through to a Certificate III or Diploma course. Apprenticeships generally sit at a Certificate III level. Diploma and Advanced Diploma qualifications can be used to gain entry into University courses.

Courses are of varying duration, ranging between a term and a full year. Courses are most often delivered one day per week, but may also be for just a portion of the day or after school. A VET course can be undertaken by students in Years 11 or 12. They may lead into school-based traineeships or school-based apprenticeships for some students.

In terms of assessment, VET courses are competency based; this means that most tasks and assessment are very hands on and practical in nature. Units of competency can be completed and awarded even if a student does not complete an entire program.
Stage 1

Accounting
Biology
Business Studies
Chemistry
Communication Products: CAD
Community Studies
Drama Experience
Economics
English

English Pathways
Food + Hospitality
Geography
History
Information Processing + Publishing
Japanese
Legal Studies
Literacy for Work and Community
Materials Products: Wood
Mathematical Applications

Mathematical Pathways
Mathematics 1, 2, 3
Music Advanced
Music Experience

Numeracy for Work and Community
Personal Learning Plan
Physical Education
Physics
Psychology
Religion Studies
Specialist Mathematics
Visual Arts: Art
Visual Arts: Design

VET: Cert I in Construction
VET: Cert II in Community Services: Child Care

Stage 2

Accounting
Biology
Business Studies
Chemistry
Child Studies
Communication Products: CAD
Community Studies
Drama
Economics

English Communications
English Pathways
English Studies
Food + Hospitality
Geography
History
Information Processing + Publishing
Japanese
Legal Studies

Literacy for Work and Community
Materials Products: Wood
Mathematical Applications

Mathematical Pathways
Mathematical Studies
Music Creative Study
Music Performance

Numeracy for Work and Community
Physical Education
Physics
Psychology
Research Project
Religion Studies
Specialist Mathematics
Visual Arts: Art
Visual Arts: Design

VET: Cert I in Construction
VET: Cert II in Community Services: Child Care

Note: Classes will only run subject to sufficient demand
**Drama Experience**

**Stage 1 (10 Credits)**

**Prerequisites**
Willingness to work within a team to rehearse and produce a performance.

**Content**
Stage 1 Drama Experience consists of the following three areas of study:
- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation.

Students will work as part of a team to present a performance. Roles will include acting, stage work, set design, costumes, sound and lighting makeup, and front of house. They will explore the concepts of drama theorists and technical theatre to facilitate their performance. Students will work both independently and collaboratively to conceive, create, develop, interpret, and express dramatic works.

**Assessment**
- Performance 40%
- Folio 30%
- Investigation + Presentation 30%

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**Drama**

**Stage 2 (20 Credits)**

**Prerequisites**
Satisfactory pass in grade and attitude in Stage 1 Drama Experience.

**Content**
Students will work both independently and collaboratively to create a drama performance that communicates and articulates ideas to an audience, through a variety of forms and methods. They will apply knowledge and skills in conceiving, developing, creating, interpreting, evaluating and presenting dramatic work. Students will demonstrate and communicate knowledge and understanding of the theories, concepts, skills, techniques, and technologies of drama and respond to performed drama and dramatic texts in an analytical and reflective manner, using arts-specific terminology. Students will apply knowledge, understanding, and analysis of the nature of drama and dramatic elements as well as investigate, integrate, analyse, and evaluate information, concepts, and ideas to communicate for dramatic purposes.

**Assessment**
- Group Performance 20%
- Folio 30%
- Investigation + Presentation 20%
- Performance (Externally Assessed) 30%
Music Experience
Stage 1 (10 Credits)

Prerequisites
The ability to play an instrument or sing.

Content
Students will work individually or as part of an ensemble to present works to an audience demonstrating interpretation of the music presented. They will be expected to improvise, transcribe or alter the style of sections of their practical work and be asked to create freely with their chosen instrument. The development of their theoretical and aural skills will be relevant to their performance works.

Students will explore recording options and make regular recordings of their work for the means of critically appraising and improving their work. At performances they will setup and adjust PA systems and complete sound checks for fellow performers. Students will attend and respond to live performances (or recorded if unavailable). They will explore one of their works in depth from a view of the structure, composition techniques, style, and historical, social and cultural contexts.

Assessment
Skills Presentation: Performance 30%
Skills Development: Theory/Aural 25%
Folio 45%

Music Advanced
Stage 1 (10 Credits)

Prerequisites
Satisfactory pass in grade and attitude in Stage 1 Music Experience.

Content
Students will work individually or as part of an ensemble to present works to an audience demonstrating interpretation of the music presented. Students will be expected to attend live performances, where possible, and critically appraise/reflect on their own performances and rehearsal strategies. Students have the option to lead/conduct an ensemble group or choir.

They will arrange a work or section of work in one or more styles becoming experienced with music software to produce audio recordings of their arrangements or compositions. They will explore the use of music technology as a performance instrument and create a soundtrack for a multimedia presentation or live theatre/arts.

Students will continue to develop their theory/aural skills by studying these concepts in musical contexts to assist their performance pieces, composing and arranging.

Assessment
Skills Presentation: Performance 30%
Skills Development: Theory/Aural 25%
Folio 45%
Music Performance
Stage 2 (20 Credits)

Prerequisites
Satisfactory pass in grade and attitude in Stage 1 Music Experience. Willingness to undertake private instrumental/vocal tuition during the course to aid their skill development.

Content
Options (2 units must be selected):
- Ensemble Performance
- Solo Performance
- Performance Special Study

Ensemble Performance (10 Credits)
Students will develop their skills on their chosen instrument or voice. They will apply these skills and other musical knowledge as part of an ensemble. In total they will prepare and present three public performances.

Solo Performance (10 Credits)
Students will develop their skills on their chosen instrument or voice. They will apply these skills, musical understanding and aesthetic awareness in a solo performance. Students will prepare and present public performances.

Performance Special Study (10 Credits)
Students are given the opportunity to address the technical and musical demands of performing an approved work in public. Students may perform as a soloist or as a member of a chamber ensemble (one performer per part).
- Part 1: Performance of an Approved Work
- Part 2: Commentary

Assessment
Performance 1 30%
Performance 2 40%
Performance 3 (Externally Assessed) 30%
Music Creative Study
Stage 2 (20 Credits)

Prerequisites
Satisfactory pass in grade and attitude in Stage 1 Music Performance. Willingness to undertake private instrumental/vocal tuition during the course to aid their skill development.

Content
Options (2 units must be selected):
• Ensemble Performance
• Solo Performance
• Performance Special Study

Music Individual Study (10 Credits)
Students undertake an individually negotiated topic in an area of interest that is not covered in any other Stage 2 Music subject. The area of interest should be directly applicable to their intended vocation, career, further study or recreation. The ability to work independently is essential.

Assessment
Folio 30%
Product 40%
Report (Externally Assessed) 30%

Music Creative Study - continued
Stage 2 (20 Credits)

Music Technology (10 Credits)
Students will develop their skills in and knowledge of, music technology. Students study a selection of the following topics including at least one of the option topics.

Suggested topics
• Acoustics
• The Mixing Console
• Microphones
• Digital Audio Basics
• Signal Processing
• Aural Analysis

Suggested Option Topics
• MIDI
• The Recording Process
• Loops and Waves

Assessment
Folio of Minor Projects 50%
Commentary 20%
Major Project (Externally Assessed) 30%

Composing and Arranging (10 Credits)
Students will develop their musical imagination and creativity by composing and /or arranging musical works.

Assessment
Folio of Minor Works 50%
Commentary 20%
Major Work (Externally Assessed) 30%
Visual Arts: Art
Stage 1 (10 Credits)

Prerequisites
Nil

Content
In Stage 1 Visual Arts: Art, there are three components of study over the duration of a semester including the development of Practical Artworks, a Folio that supports practical work and a Visual Study on a specific aspect of the arts. Visual Art is a practical based course that provides opportunities for students to develop their skills using a variety of art media to produce practical art works. To document the creative process, students create a Backup Folio showing their visual thinking through media experiments, notes and analysis. In the Visual Study component, students will have opportunities to analyse and reflect on the work of art practitioners and/or art movements.

Assessment
Folio 40%
Practical 30%
Visual Study 30%

Visual Arts: Design
Stage 1 (10 Credits)

Prerequisites
Nil

Content
In Stage 1 Visual Arts: Design, there are three components of study over the duration of a semester including the development of Practical Design works, a Folio that supports practical work and a Visual Study on a specific aspect of Design. Design is a practical based course that provides opportunities for students to understand the design process and develop their skills in a range of areas including problem solving and technical knowledge with drawing and computer aided design. Students produce practical works based on the areas of graphic and product design. To document the Design process, students create a Backup Folio showing their visual thinking through exploration, notes and analysis. In the Visual Study component, students will have the opportunity to analyse and reflect on works of design, different designers and their design practice.

Assessment
Folio 40%
Practical 30%
Visual Study 30%
Visual Arts: Art
Stage 2 (20 Credits)

Prerequisites
Recommended completion of Stage 1 Visual Arts: Art.

Content
In Stage 2 Visual Art, there are three components of study over the duration of the year program which includes Practical works, backup folios and a Visual Study. There is a great deal of flexibility within the course structure to allow students to pursue their individual interests in the arts. Students have options to create practical art work in any of the following forms: film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, sculpture and/or textiles. To document the creative process, students express their ideas, research, analysis and experimentation with media and techniques through their Backup Folios that support each practical work. For the Visual Study component, students have opportunities to research, understand and reflect upon visual art works and arts practice in their cultural and historical contexts.

Assessment
Folio 40%
Practical 30%
Visual Study (Externally Assessed) 30%

Visual Arts: Design
Stage 2 (20 Credits)

Prerequisites
Recommended completion of Stage 1 Visual Arts: Design.

Content
In Stage 2 Visual Arts: Design there are three components of study over the duration of the year program which includes Practical works, Backup Folios and a Visual Study. Students are able to negotiate their areas of investigation for each component of the course, enabling exploration, investigation and analysis in areas of personal interest. Design is a practical based subject which allows students to develop design works in a range of Design disciplines, including Graphic Design, Product Design, Architecture and Landscape Design, Fashion Design and Multimedia. The Backup Folio that supports practical design work provides the documentation of a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions. In the Visual Study, Students choose their specific area of Design to analyse and reflect on works of design, different designers and their design practice.

Assessment
Folio 40%
Practical 30%
Visual Study (Externally Assessed) 30%
Accounting Stage 1 (10 Credits)

Prerequisites
Nil

Content
Topics are selected from:
- Single-entry Accounting
- Preparation of Income Statements and Balance Sheets
- Evaluate the role of Accounting in society at an individual level, a group level, and an organizational level
- Record and report financial information, using manual methods
- Apply the principles and practices of recording and reporting financial information
- Double-entry Accounting
- Journals, Ledgers and Trial Balance procedures
- Preparation of Income Statements and Balance Sheets
- Business ethics through investigations relating to standards of ethical behavior in business

Assessment
Skills and Applications Tasks
Investigation

Accounting Stage 2 (20 Credits)

Prerequisites
Stage 1 Accounting recommended.

Content
The study of Accounting gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision making. They develop an understanding of the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes for organizational and business applications. Students also learn how to interpret financial information and how to convey this information to interested users.

Section 1: The Environment of Accounting
Section 2: Financial Accounting
Section 3: Management Accounting

Assessment
Skills and Applications Tasks 50%
Report 20%
Examination (Externally Assessed) 30%
Business Studies  
Stage 1 (10 Credits)

Prerequisites  
Nil

Content  
Stage 1 Business and Enterprise gives students opportunities to develop knowledge and understanding of the definitions of business and enterprise, the nature of business and enterprise, key functions and their role in the Australian context. Research and interaction with business owners gives greater insight into the world of business and develops student capability. The option topics offer focus areas and perspectives ranging from the planning of a business to the broader roles of management, finance, employment relations, marketing, and the global business environment.

Topics will be selected from:
- Introduction to Business and Enterprise
- Business and Enterprise in Practice
- Marketing
- Role of business
- Technology for Business
- Entrepreneurship: The Enterprising Person
- Business Management and Communication

Assessment  
Folio 50%  
Practical 25%  
Issues Study 25%

Business Studies  
Stage 2 (20 Credits)

Prerequisites  
Stage 1 Business Studies recommended.

Content  
Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices.

Topic options include:
- Business and Marketing
- Business and the Global Environment
- Human Resource Management
- Business Law and Government
- Business and Finance
- Business and Technology
- Business Research Task/Practical Application.

The course is interactive through the investigation of established businesses or the option of planning, starting, operating, and closing your own business.

Assessment  
Folio 30%  
Practical 20%  
Issues Study 20%  
Report (Externally Assessed) 30%
Economics
Stage 1 (10 Credits)

Prerequisites
Nil

Content
Studying economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. Students study the following topics; The Economic Problem, Market Economic Systems, Schools of Economic Thought and the notion of Poverty and Inequality.

Assessment
Folio 40%
Skills and Application Tasks 40%
Issues Study 20%

Economics
Stage 2 (20 Credits)

Prerequisites
Stage 1 Economics recommended.

Content
Studying economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people’s needs and wants. Students become aware that economic decisions are not value free and have outcomes that may be inconsistent with social, moral, and ethical values.

Students research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings. They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

Five key areas are explored. They are:
- The Economic Problem
- Microeconomics
- Macroeconomics
- Globalisation
- Poverty and Inequality

Assessment
Folio 30%
Skills and Application Tasks 40%
Examination (Externally Assessed) 30%
Legal Studies 1 + 2
Stage 1 (10 Credits)

Prerequisites
Nil

Content
Students examine the Australian legal system. They read, write about, discuss, analyse, and debate issues. They use a variety of methods to investigate legal issues.

Topics are selected from:
- Law and Society - How Australia’s laws have developed over time and the functions of law.
- People, Structures and Processes - the role of legal institutions such as parliament, government, and the courts
- Justice and Society - the operation of the adversary system of trial and how justice is achieved in Australia.
- Law and Society - how Australia’s laws have developed over time and the functions of law
- Young People and the Law - investigate and debate a range of issues, and look at the effectiveness of the juvenile justice system
- Human Rights and the Law
- Victims and the Law

Students participate in mock trials.

Assessment
Folio
Issues Study
Presentation

Legal Studies
Stage 2 (20 Credits)

Prerequisites
Stage 1 Legal Studies recommended.

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

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

Topics:
- The Australian Legal System
- Constitutional Government
- Law Making
- Justice Systems

Assessment
Folio 50%
Inquiry 20%
Examination (Externally Assessed) 30%
Personal Learning Plan
Stage 1 (10 Credits)

Prerequisites
Nil

Content
The Stage 1 Personal Learning Plan (PLP) is a compulsory requirement of the SACE. Students must complete 10 credits of the Stage 1 PLP with a C grade or better to gain their SACE. The PLP subject is designed to help students to make informed decisions about their personal development, education, and training. The program of learning provides students with time to work with their teachers and other experts to develop knowledge and skills in planning for their SACE and their future beyond school. The aim is for each student to achieve success in the SACE and to prepare for work, further education and training, and community life. Students learn how to develop, implement, review, and adjust personal learning goals and choices to prepare for their education and their future careers and life pathways.

The students will:
• Reflect on the personal skills, strengths and weaknesses
• Identify future career prospects
• Identify pathways to access the future career
• Develop job application and application skills
• Identify modes of communication, verbal and non-verbal
• Engage in work placement and reflect on employability skills

Assessment
The personal Learning Project:
- Portfolio of learning 40%
- Career Planning Tasks 20%
- Workplace Induction program 10%
- Work Experience Placement tasks 20%
- Mock interview 10%

Research Project
Stage 2 (10 Credits)

Prerequisites
Nil

Content
The Research Project is a compulsory 10-credit Stage 2 subject that students need to complete with a C- grade or better to achieve the SACE in 2014. The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The Research Project can take many forms, for example:
• Community-based projects
• Technical or practical activities
• Work-related research
• Subject-related research

Students enrol in either Research Project A or B, depending on their intended pathway. These enrolment options vary only in how students present the external assessment.

Assessment
- Folio 40%
- Research Outcome 30%
- Evaluation (Externally Assessed) 30%
CROSS-CURRICULAR SUBJECTS

**Community Studies**

**Stage 1 (10 Credits)**

**Prerequisites**
Nil

**Content**
Stage 1 Community Studies can be studied in one or more of the ten areas of study listed below. Students prepare a contract of work to develop a community activity from any of the following ten areas of study:
1. Arts and the Community
2. Business and the Community
3. Communication and the Community
4. Design, Construction, and the Community
5. Environment and the Community
6. Foods and the Community
7. Health, Recreation, and the Community
8. Science and the Community
9. Technology and the Community
10. Work and the Community.

**Assessment**
Contract of Work
- Development of Contract
- Folio
- Community Activity
- Reflection

**Community Studies**

**Stage 2 (10/20 Credits)**

**Prerequisites**
Nil

**Content**
Students prepare a contract of work to develop a community activity from any of the following ten areas of study:
1. Arts and the Community
2. Business and the Community
3. Communication and the Community
4. Design, Construction, and the Community
5. Environment and the Community
6. Foods and the Community
7. Health, Recreation, and the Community
8. Science and the Community
9. Technology and the Community
10. Work and the Community.

**Assessment**
Contract of Work
- Development of Contract
- Folio
- Presentation to a Community Audience
Reflection (Externally Assessed)
- The reflection is a piece of writing of up to a maximum of 500 words, or 3 minutes oral, or the equivalent in multimedia format, for a 10 credit subject; and up to a maximum of 1000 words, or 6 minutes oral, or equivalent in multimedia format for a 20 credit subject. After completing the community activity and receiving feedback from their community contact and others, students reflect on what they have learnt and the value of their community activity to themselves and to the community. This summary and reflection may be presented in written format, or a combination of written, visual, and oral modes using digital communications.
Communication Products: CAD
Stage 1 (10 Credits)

Prerequisites
Nil

Content
This is a practical based subject focusing on product design using CAD modelling software. Students will use a range of Computer Aided Design processes such as part modelling, assembling, technical drawing and rendering to design and make products with SketchUp architectural software and Creo parametric engineering software.

All students will complete two compulsory skills and application tasks. Students will use a design brief to research and develop their individual major practical task before producing the product and recording the design process in their folio.

Assessment
| Processes and Techniques | 10% |
| Materials Investigation Task | 10% |
| Folio | 30% |
| Product | 50% |

Material Products: Wood
Stage 1 (10 Credits)

Prerequisites
Nil

Content
Students develop skills in designing and making furniture. Project choice involves student input and negotiation. Investigation, analysis and the critiquing of a broad range of products are used to inform student of the potential to create original solutions. Students will use a range of manufacturing technologies including hand tools, portable machines and stationary equipment to design and make products with the resistant material wood.

All students will complete two compulsory skills and application tasks comprising a processes and techniques assessment and a materials investigation assessment.

Assessment
| Processes and Techniques | 10% |
| Materials Investigation Task | 10% |
| Folio | 20% |
| Product | 60% |

Note: There is a materials fee attached to this subject depending on the major project chosen.
Communication Products: CAD
Stage 2 (20 Credits)

Prerequisites
Satisfactory completion of Communication Products: CAD at Stage 1 is highly recommended but not compulsory.

Content
This is a practical based subject in which students will use a range of Computer Aided Design processes and techniques to design and make engineering and architectural products using 3D Parametric CAD Software and Architectural Modelling CAD Software in the context of communication products.

All students will complete three compulsory Skills and Applications tasks comprising one Materials Investigation task and two Specialised Skills tasks.

Students will complete a Design Folio to research and develop their individual major and minor products. The Design Folio includes Investigation, Planning, Creating, Issues and Evaluation tasks. Students produce and present their Major and Minor product designs using a range of specialised 3D and 2D software applications.

Assessment
Skills and Application Tasks 20%
Products 50%
Folio 30%

Material Products: Wood
Stage 2 (20 Credits)

Prerequisites
Satisfactory completion of Material Products: Wood at Stage 1 is highly recommended but not compulsory.

Content
Material Products (Wood) involves the use of a diverse range of manufacturing technologies such as tools, machines and/or systems to convert timber materials into furniture products. Students will engage in both traditional and contemporary methods of furniture construction. Open ended design challenges will allow students to create unique and personalised projects that demonstrate their acquired technical skills. Students will use both CAD and manual drawing skills to convey their design concepts. An extensive Design Folio will be required for their major project which is required for external assessment.

Assessment
Skills and Application Tasks 20%
Products 50%
Folio 30%

Note: There is a materials fee attached to this subject depending on the major project chosen.
English Pathways
Stage 1 (10 / 20 Credits)

Prerequisites
Nil

Content
The study of English Pathways helps students to develop their personal and social identity through reading and composing texts. Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts. The study of English Pathways also involves exploring, responding to, and composing texts in, and for a range of, personal, social, cultural, and/or vocational contexts. Some texts and contexts will be familiar to the student and some will be unfamiliar.

Assessment
Students should provide evidence of their learning through eight to ten assessments. Each assessment type should have a weighting of at least 20%. Students undertake:
- at least two text analysis assessments
- at least four text production assessments.

English Pathways
Stage 2

English Communications
Stage 2

English Studies
Stage 2

Literacy for Work and Community Life
Stage 1 (10 / 20 Credits)

Prerequisites
Nil

Content
Literacy for Work and Community Life is designed to enable students to build on their knowledge of the English language as a system, and to consolidate and expand their literacy skills. This subject is intended primarily for those students who, through their personal learning plans, have identified literacy skills as an area for development.

Literacy for Work and Community Life engages students in the study of written, oral, visual, and multimedia texts in everyday contexts. Students learn to critically analyse and understand the meanings, structures, purposes, and audiences of these texts, and to build the knowledge and skills to produce their own texts. The study of Literacy for Work and Community Life also enables students to develop the written and oral language skills needed to interact effectively with others in their learning, work, and community life.

Assessment
Students should provide evidence of their learning through eight to ten assessments. Each assessment type should have a weighting of at least 20%. Students undertake:
- at least two text analysis assessments
- at least four text production assessments.

English Pathways
Stage 1 (10 / 20 Credits)

Prerequisites
Nil

Content
The study of English Pathways helps students to develop their personal and social identity through reading and composing texts. Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts. The study of English Pathways also involves exploring, responding to, and composing texts in, and for a range of, personal, social, cultural, and/or vocational contexts. Some texts and contexts will be familiar to the student and some will be unfamiliar.

Through a study of English Pathways, students learn that language is both a vehicle of communication and a means of establishing social connections with other people. Students come to realise that language has practical, civic, and creative purposes and is a key to social, economic, and cultural participation.

Assessment
Students should provide evidence of their learning through eight to ten assessments. Each assessment type should have a weighting of at least 20%. Students undertake:
- at least two text analysis assessments
- at least four text production assessments.
English
Stage 1 (10 / 20 Credits)

Prerequisites
Nil

Content
Students learn that texts and language are composed and read in many social and cultural situations. By exploring the structure and language of texts, students come to understand that, although texts are constructed deliberately, an author may or may not be fully aware of the influence of his or her own background on the work produced. Students become aware of their role as reader in creating meaning. Processes such as deconstruction, critical analysis, and imitation are useful in developing this understanding.

Students learn to recognise the conventions of different text types. Through their reading of texts students learn to recognise the extent to which the composer of a text follows the conventions of the text type, and the effects of this on the reader, viewer, or listener. Students use this knowledge in constructing their own texts.

Assessment
Students should provide evidence of their learning through eight to ten assessments, with at least two assessments from each assessment type. At least two assessments should be delivered as oral presentations. Each assessment type should have a weighting of at least 20%.

Assessment Type 1: Text Analysis 30%
Assessment Type 2: Text Production 50%
Assessment Type 3: Extended Study 20%

English Pathways
Stage 2 (20 Credits)

Prerequisites
English Pathways or English at Stage 1.

Content
The content may be negotiated with the students, and there may be a focus on different contexts and/or texts within any class group. The specific contexts chosen for study may be vocational, cultural, and/or social. The English Pathways program is written based on what students know and understand about the use of spoken and written language, the student’s aspirations are also considered. To form the planning, the teachers will negotiate with students to support their achievement of goals that may extend beyond the end of secondary schooling.

Students will read, respond to, and produce texts. When students engage with texts or language they develop skills in making connections with vocational, cultural, or social aspects of their experiences in different contexts, including the wider community. Through the connections they make, students use language skills to interact and work effectively with other people, and to solve problems.

Assessment
Text Analysis 30%
Text Production 40%
Language Study (Externally Assessed) 30%
English Studies  
Stage 2 (20 Credits)

Prerequisites  
English at Stage 1

Content  
English Studies helps students to extend the scope of their reading and viewing. It enriches their personal development by encouraging them to explore texts from a range of cultural and critical perspectives. It encourages interest in many kinds of texts, and in making connections between texts and personal and cultural experience.

Students read a range of extended texts and a number of shorter texts. English Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Within this subject, students compose responses that show the depth and clarity of their understanding. By focusing on the creativity and craft of the authors, students can develop strategies to enhance their own skills in composing texts and put into practice the techniques they have observed.

Assessment  
Shared Studies 30%  
Individual Study 20%  
Text Production 20%  
Examination (Externally Assessed) 30%

English Communications  
Stage 1 (20 Credits)

Prerequisites  
English at Stage 1

Content  
In English Communications students learn to recognise the conventions of different text types for different purposes, audiences, and contexts. They use this learning in composing their own texts and in commenting on the texts they read. Students consider the powerful role that language plays in communication between individuals, groups, and organisations. There is a focus on the ways in which language defines, shapes, and reflects the relationships between people. Students come to appreciate that clear and effective writing and speaking should display a depth of understanding, engagement, and imagination for a range of purposes, audiences, and contexts. Students also learn that the complex language demands of the workplace, further study, and personal development require them to constantly extend their range of language skills.

Assessment  
Text Analysis 20%  
Text Production 20%  
Communication Study 30%  
Folio (Externally Assessed) 30%
Child Studies
Stage 2 (20 Credits)

Prerequisites
Nil

Content
In Stage 2 Child Studies students have the opportunity to explore a range of contemporary issues facing children from conception to age 8. Through exploring areas of study such as technological influences, political and legal influences and economic and environmental influences, students develop a range of research, management, collaborative and practical skills related to the care and education of children in this age bracket. Through this course, students have the opportunity to work closely with young children, developing engaging learning activities and learning aides to meet their needs.

Assessment
Practical Activity 50%
Group Activity 20%
Investigation 30%
Food + Hospitality
Stage 1 (10 Credits)

Prerequisites
Keen desire to explore and create delicious food.

Content
Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating. Topics of study include; family nutrition, deconstructed desserts and catering for small groups with a focus on the use of indigenous bush foods.

Assessment
Practical Activity (2 tasks) 50%
Group Activity 20%
Investigation 30%

Food + Hospitality
Stage 2 (20 Credits)

Prerequisites
Satisfactory completion of Food and Hospitality at Stage 1 (10 credits) is encouraged but not compulsory.

Content
Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences of economic, environmental, legal, political, socio-cultural, and technological factors at local, national, and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers.

Topics of study include the manufacture and packaging of preserved food items, influence of the celebrity chef, café cakes, sustainable seafood and the collaborative planning and preparation of gourmet fingerfood and morning tea for large groups.

With each practical application students undergo an investigation phase followed by the submission of an action planning or research task. Following the practical application students are required to evaluate various elements of the design cycle. They establish and develop cooperative working relationships and learn the value of working independently, while also being able to respond to instructions or directions. Students may be required to participate in activities outside school hours, both within the school and in the wider community.

In the investigation students identify, investigate, and reflect on a contemporary issue related to the food and hospitality industry. Students are encouraged to develop original and innovative ideas for their investigation. The investigation is presented as a 2000 word report.

Assessment
Practical Activity (5 tasks) 50%
Group Activity 20%
Investigation (Externally Assessed) 30%
Physical Education
Stage 1 (10 / 20 Credits)

Prerequisites
A high level of achievement and commitment in Year 10 Physical Education are pre-requisites for the course. To complete Stage 1 Physical Education, students should be competent and interested in a range of sporting activities.

Content
Stage 1 Physical Education is a course designed for student to be challenged both physically and throughout the theory components. Students need to have a keen interest in the human body and be willing to complete various practical skills. The course includes both theoretical and practical components. Some of the practical components that can be offered are: Volleyball, Table Tennis, Badminton, Netball, European Handball, Bush Walking and Lawn Bowls, depending on which semester is chosen. The theoretical components covered throughout the year include: fitness components, body systems, fitness testing, skill acquisition, biomechanics, anatomy and training principles. Majority of practical and theory lesson are linked to create an interactive learning environment providing students with the opportunity to discover and challenge the theory based components.

Assessment
Practical Activities (3) 60%
Folio (2 tasks) 20%

Physical Education
Stage 2 (20 Credits)

Prerequisites
Whilst there are no prerequisites or prior assumed knowledge required for the course, it is beneficial that students enter the course via a satisfactory pass in Stage 1 Physical Education. However, a high level of commitment to Physical Education and activity needs to be maintained and should have been witnessed by previous HPE teachers. Students should be passionate about sporting activities as they are required to participate in a number of different sports. All students completing Stage 2 Physical Education should be able to swim.

Content
Stage 2 Physical Education is a course designed for students to be challenged both physically and throughout the theory components. Students need to have a keen interest in the human body and be willing to complete various practical skills. The course includes both theoretical and practical components. Some of the practical components that can be offered are: Volleyball, Table Tennis, Badminton, Netball and Kayaking. Students need to have a keen interest in physiological and biomechanical principles, as there are a number of theory tasks included within this program that address these topics. Majority of practical and theory lesson are linked to create an interactive learning environment providing students with the opportunity to discover and challenge the theory based components.

Assessment
Practical Activity (2 tasks) 50%
Folio 20%
Examination (Externally Assessed) 30%

Note: There is a student services fee of approximately $300 for external practicums in this subject.
Geography
Stage 1 (10 Credits)

Prerequisites
Nil

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

Focus Areas selected from:
- Developing countries and their issues
- Australia’s unique environment
- Understanding Australia’s climate
- Global patterns of health and disease
- Patterns of water use (The River Murray Issue)
- Resource use and abuse on our coast

Assessment
Skills and Application Tasks
Inquiry
Fieldwork
Investigation

Geography
Stage 2 (20 Credits)

Prerequisites
Satisfactory completion of 10 Credits of Geography at Stage 1 is recommended.

Content
The discipline of geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning.

Core topic:
- Population, Resources, Ecosystems and Water Shortages

Two option topics chosen from:
- Coasts
- Environmental Hazards
- Climate Change
- Sources and use of energy
- Biodiversity
- Drylands
- Globalisation

Assessment
Fieldwork 25%
Inquiry 20%
Folio 25%
Examination (Externally Assessed) 30%
History
Stage 1 (10 Credits)

Prerequisites
Nil

Content
History investigates the impact of colonialism to modern China. Students investigate the manipulation and power that made a China lose the century's old dynastic rule and the Middle Kingdom ideology. Through the turmoil of the 1800's to 1950 China has had to confront tradition and culture to surrender to the eventual rise of a communist state.

Assessment
Folio 40%
Sources Analysis 40%
Investigation 20%

History
Stage 2 (20 Credits)

Prerequisites
Nil

Content
History involves the investigation of human experience over time. By studying past events, actions, and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. History encourages inquiry into the activities of people in order to gain an understanding of their motivations and the effects of actions in particular places at particular times; make comparisons; and draw conclusions.

It is a 20-credit subject that consists of:
- a thematic study
- a depth study
- an essay.

Students choose one topic from a choice of six for the thematic study, and one topic from a choice of five for the depth study. The topic for inquiry for the essay may be developed from any of the eleven topics available for study in the subject, or from any other area of interest relevant to modern history since c. 1500.

Assessment
Folio (7 tasks) 50%
Essay 20%
Examination (Externally Assessed) 30%
Psychology 1
Stage 1 (10 Credits)

Prerequisites
Nil

Content
The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. 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.

Topics selected from:
• Introduction to Psychology
• Cognition - the basic processes involved in memory and forgetting
• Intelligence - approaches to the exploration of conceptions of intelligence
• Social Behaviour - the impact of the presence or absence of other people on the performance of tasks, conformity and obedience
• Brain and Behaviour - human behaviour and the links between biological makeup, the environment, and behavioural responses
• Human Psychological Development - developmental process that occur across the human life span
• Emotion - the nature of emotion, and brain structures and physiological systems that are involved in emotional responses

Assessment
Skills and Applications Tasks
Investigations Folio

Psychology
Stage 2 (20 Credits)

Prerequisites
10 Credits of Psychology at Stage 1

Content
Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

Students study the following topics:
• Introduction to Psychology
• Social Cognition
• Learning
• Personality
• Psychobiology of Altered States of Awareness
• Healthy Minds

Assessment
Skills and Applications Tasks 40%
Investigations Folio 30%
Examination (Externally Assessed) 30%
Religion Studies
Stage 1 (10 Credits)

Prerequisites
Nil

Content
A 10-credit subject of Stage 1 Religion Studies at Navigator College consists of a study of the religious and spiritual traditions of three religions; namely Christianity, Judaism and Islam. Students study the shared heritage of these three religions and explore their similarities and differences with respect to beliefs, practices and customs.

Students investigate contemporary issues of ethics and come to understand how religious traditions and belief interact with society to affect personal decision-making.

Students are encouraged to reflect upon their spirituality and how this contributes to a sense of personal meaning and identity.

Assessment
Practical Activities (2 tasks) 40%
Issues Investigation 30%
Reflection 30%
Information Processing + Publishing
Stage 1 (10 Credits)

Prerequisites
Nil

Content
Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process. They identify, choose, and use appropriate computer hardware and software to process, manage and communicate information in a range of contexts. Software used includes the Adobe Creative Suite (Photoshop, Illustrator, InDesign) and Microsoft products (Word, PowerPoint) as well as others as required.

The 2 focus areas of investigation and application are:
• Digital Presentations
• Digital Publishing

Assessment
Practical Skills (3 tasks) 45%
Issues Analysis 20%
Product and Documentation 35%

Information Processing + Publishing
Stage 2 (20 Credits)

Prerequisites
Satisfactory completion of Information Processing + Publishing at Stage 1 is highly recommended but not compulsory.

Content
The two focus areas are:
• Desktop Publishing
• Electronic Publishing

Desktop publishing tasks may include programs, leaflets, stationery, posters, brochures, advertising material, maps and magazines.

Electronic publishing tasks may include internet and intranet pages, websites, and electronic presentations.

Students also investigate technical and ethical issues related to information processing and publishing.

Assessment
Practical Skills (5 tasks) 40%
Issues Analysis (2 tasks) 30%
Product and Documentation 30%
Japanese (Continuers)  
Stage 1 (20 Credits)

Prerequisites
Japanese continuers level language is designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. A grade of 6 at MYP Japanese Level 5 is required.

Content
Students interact with others to share information, ideas, opinions and experiences. They create texts in Japanese to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Stage 1 Japanese at Continuers Level consists of three themes and a number of topics.

Themes:
- The Individual
- The Japanese speaking Communities
- The Changing World

Topics:
- Weekend and Leisure
- Giving Directions
- Travel
- My future
- My family
- School life

Assessment
Interaction
Text Production
Text Analysis
Investigation

Japanese (Continuers)  
Stage 2 (20 Credits)

Prerequisites
A grade of C or better in Stage 1 Japanese (Continuers) is required.

Content
Stage 2 Japanese at Continuers Level consists of three themes and a number of topics:
- The Individual
- The Japanese speaking Communities
- The Changing World

Assessment
Folio (3-5 assessments)  50%
In depth study (Japanese oral presentation, Japanese written response, English reflective response)  20%
Examinations:
Oral (15 min) and Written (3 hours)  30%
Numeracy for Community and Life  
Stage 1 (10 / 20 Credits)

Prerequisites  
Nil

Content  
This is a flexible course where students can study topics in the context of Numeracy for Work, Numeracy for Community Life, Numeracy for Daily Life, Numeracy for Leisure and Negotiated Study. Students develop skills that enable them to investigate and solve practical applications in a variety of familiar and unfamiliar contexts related to the topics above.

Assessment  
Skills and Applications Tasks  
Investigations Folio

Mathematical Pathways  
Stage 1 (10 / 20 Credits)

Prerequisites  
Nil

Content  
Mathematics Pathways gives students the mathematical abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Topics may include:  
• Personal budgeting  
• Measurement  
• Topics pertaining to Trade Pathways  
• Statistics  
• Sustainability  
• Interpreting Information

Assessment  
Skills and Applications Tasks 60%  
Folio (Investigations) 40%
Mathematical Applications
Stage 1 (10 / 20 Credits)

Prerequisites
Nil

Content
This subject is for students who want to learn mathematics with an emphasis on practical applications. It leads to Stage 2 Mathematical Applications.

Semester 1 topics include:
- Earning and Spending
- Measurement

Semester 2 topics include:
- Statistics
- Investing and Borrowing

Assessment
Skills and Applications Tasks 60%
Investigations Folio 40%

Mathematics 1 + 2
Stage 1 (20 Credits)

Prerequisites
Nil

Content
This subject is for students who want to enter areas such as architecture, economics, finance, and biological, environmental, geological and agricultural sciences. It is one of the subjects that leads to Stage 2 Mathematical Methods and Maths Studies.

Topics may include:
- Models of Growth
- Quadratic and other polynomials
- Functions and Graphs
- Coordinate Geometry
- Networks and Matrices
- Statistics and Probability

Assessment
Skills and Applications Tasks 60%
Investigations Folio 40%

Mathematics 3
Stage 1 (10 Credits)

Prerequisites
Achieved an overall grade of an A for Stage 1 Mathematics 1 + 2

Content
This course is designed to prepare students for Specialist Mathematics at Stage 2.

Topics may include:
- Planar Geometry
- Periodic Phenomena

Assessment
Skills and Applications Tasks 60%
Investigations Folio 40%

Note: This is a prerequisite subject for Stage 2 Specialist Mathematics.

Mathematical Pathways
Stage 2 (20 Credits)

Prerequisites
At least a C Grade in 20 Credits of Stage 1 Mathematical Pathways.

Content
Students have opportunities to further develop their numeracy and literacy skills through the study of Mathematics Pathways. The problems-based approach, integral to the development of the mathematical models and the associated key ideas in each topic, ensures the ongoing development of mathematical knowledge, skills, concepts, and technologies in a range of contexts.

The topics may alter from year to year based on the student’s interest and the SACE curriculum outline for this subject.

Assessment
Skills and Applications Tasks 45%
Investigations Folio 25%
Examination (Externally Assessed) 30%
Mathematical Applications
Stage 2 (20 Credits)

Prerequisites
At least a C Grade in Stage 1 Mathematical Applications.

Content
Stage 2 Mathematical Applications enables students to appreciate, experience and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise. The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling and solving problems drawn from real or realistic context.

Students study topics pertaining to Investment and Loans, Mathematics and Small Business, Share Investments, Statistics and Working with Data.

Assessment
Skills and Applications Tasks 30%
Investigations Folio 40%
Examination (Externally Assessed) 30%

Mathematical Studies
Stage 2 (20 Credits)

Prerequisites
At least a B Grade in Stage 1 Mathematics 1 + 2

Content
In Mathematical Studies students explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology.

Students study topics relating to Statistics, Functions and Graphs Using Calculus, Linear Equations and Matrices.

Assessment
Skills and Applications Tasks 45%
Investigations Folio 25%
Examination (Externally Assessed) 30%

Mathematical Methods
Stage 2 (20 Credits)

Prerequisites
At least a B Grade in Stage 1 Mathematics 1 + 2

Content
In Mathematical Methods students participate in a wide variety of problem solving activities, they express and interpret mathematical ideas, and use appropriate instruments, technology, and networks to access information, process ideas, and communicate results.

Students study topics relating to Statistics, Algebraic Models from Data (Working from Observations), Calculus (Describing Change) and Linear Models (Managing Resources).

Assessment
Skills and Applications Tasks 45%
Investigations Folio 25%
Examination (Externally Assessed) 30%

Specialist Mathematics
Stage 2 (20 Credits)

Prerequisites
At least a B Grade in Stage 1 Mathematics 3

Content
Specialist Mathematics is designed to be taken in conjunction with Stage 2 Mathematical Studies. Students gain the knowledge and skills to follow pathways leading them to become designers and makers of technology. The subject provides pathways into university courses in mathematical, physical and computer sciences, engineering and surveying. Students envisaging careers in other fields, including economics and commerce, may also benefit from studying this subject.

Students study the topics of Trigonometric Preliminaries, Polynomials, Complex Numbers, Vectors, Geometry, Calculus and Differential Equations.

Assessment
Skills and Applications Tasks 45%
Investigations Folio 25%
Examination (Externally Assessed) 30%
Biology Stage 1 (10 / 20 Credits)

Prerequisites
Nil

Content
Biology involves the study of the organisation of life, from the microscopic (cells and organelles) to the macroscopic (ecosystems). Students learn about the human body specifically, its relationship to other organisms, and study the impact of human activity on the wider environment. The year is broken down into 4 units; Cells, Body Systems, Genetics and Ecology, 2 of which are studied in each semester. Students develop skills in analysis, evaluation, investigation and processing information and apply these in experimental situations and ethics based issues analysis. Developing a working Biological literacy and working with the scientific method are essential and cover all assumed knowledge for Stage 2 Biology.

Assessment
Skills and Applications Tasks 40%
Investigations Folio 60%

Biology Stage 2 (20 Credits)

Prerequisites
At least 10 Credits of Stage 1 Biology

Content
Stage 2 Biology is a 20 Credit subject in which is organised into four content themes; Macromolecules, Cells, Organisms and Ecosystems. Each of these main themes is further broken down into; Organisation, Selectivity, Energy Flow, Perpetuation, Evolution and Human Awareness. Coupled with this students learn skills in experimentation and issues analysis, which are used in a series of formative and summative assessment pieces. Students design and carry out three practical investigations and one issues analysis throughout the year, where they display their ability to apply these skills. Students also learn to research scientific information, and present it in an ethical way using correct Biological conventions. The external assessment component for Biology is an end of year examination.

Assessment
Skills and Applications Tasks 30%
Investigations Folio 40%
Examination (Externally Assessed) 30%
Science

Chemistry
Stage 1 (10 / 20 Credits)

Prerequisites
Nil

Content
Chemistry involves the study of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also involves the environmental and social impacts of the production of the materials. The year is broken down into six units: Molecular Substances, Properties and Bonding of Substances, Quantitative Chemistry, Environmental Chemical Reactions, Electrochemistry, and Chemical Refining. Students develop skills in analysis, evaluation, investigation and processing information and apply these in experimental situations and tests. Developing a working Chemical literacy and working with the scientific method are essential and cover all assumed knowledge for Stage 2 Chemistry.

Assessment
Skills and Applications Tasks 40%
Investigations Folio 60%

Chemistry
Stage 2 (20 Credits)

Prerequisites
20 Credits of Stage 1 Chemistry

Content
Stage 2 Chemistry is organised into five content themes; Elemental and Environmental Chemistry, Analytical Techniques, Using and Controlling Reactions, Organic and Biological Chemistry and Materials. Each of these themes has several sub-themes with a focus on both the scientific knowledge and understanding and real world applications. Throughout the course students develop their understanding of the scientific method, along with scientific literacy and mathematical skills. Students design and carry out three practical investigations and one issues analysis throughout the year, where they display their ability to apply these skills to one of the real world applications. Students also learn to research scientific information, and present it in an ethical way using correct scientific nomenclature and terminology.

Assessment
Skills and Applications Tasks 30%
Investigations Folio 40%
Examination (Externally Assessed) 30%
Physics
Stage 1 (10 / 20 Credits)

Prerequisites
Nil

Content
Stage 1 Physics involves the study of the natural world and the underlying principles and forces that govern the universe. The subject requires the interpretation of physical phenomena through the study of motion in two dimensions, gravitational fields, electric and magnetic fields, vibrations and waves and particle physics. The students learn skills in experimentation, analyzing issues, scientific literacy and specific mathematical skills is a focus at stage 1, especially for those seeking to pursue further study of Physics.

Assessment
Skills and Applications Tasks 40%
Investigations Folio 60%

Physics
Stage 2 (20 Credits)

Prerequisites
20 Credits of Stage 1 Physics and 20 Credits of Stage 1 Mathematics.

Content
Stage 2 Physics is a 20 Credit subject in which is organised into four content themes; Motion in Two Dimensions, Electricity and Magnetism, Light and Matter and Atoms and Nuclei. Each of these themes has several sub-themes with a focus on both the scientific knowledge and understanding and a real world application. Throughout the course students develop their understanding of the scientific method, along with scientific literacy and mathematical skills. Students design and carry out three practical investigations and one issues analysis throughout the year, where they display their ability to apply these skills to one of the real world applications. Students also learn to research scientific information, and present it in an ethical way using correct scientific nomenclature and terminology. The external assessment component for Physics is an end of year examination.

Assessment
Skills and Applications Tasks 30%
Investigations Folio 40%
Examination (Externally Assessed) 30%
VOCAUTIONAL EDUCATION + TRAINING

Certificate I in Construction
Stage 1 (up to 40 Credits)

Prerequisites
Nil

Content
This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential occupational health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

There are no specific job outcomes to this qualification, but the skills achieved will assist in successfully undertaking a Certificate II pre-vocational program or job outcome qualification, or will facilitate entry into an Australian Apprenticeship.

The unit CPCCOHS1001A Work safely in the construction industry is designed to meet OHS regulatory authority requirements for OHS induction and must be achieved before access to any building and construction work site.

Assessment
All assessments are competency based. Students will be assessed as being Competent or having Not Yet Achieved Competency.

Certificate II in Community Services: Child Care
Stage 1 (up to ? Credits)

Prerequisites
Nil

Content
The Certificate II in Community Services provides both the theory and the practical experience that underpin workplace skills in the Child Care industry and various community services organisations. This qualification may be used as a pathway qualification into community services work, or may provide an appropriate pathway into higher level qualifications. The focus of this course is on the Child Care industry.

Child Care plays a vital role in the local economy and offers many career opportunities for young students with an interest, knowledge and skills in this area. Practical opportunities are core to this course which provides an opportunity for students to demonstrate their knowledge of the required units of competency. Students in this course will help plan, organise, set up and participate in playgroup sessions at Navigator College, as well as complete two weeks of practicum placements in a registered child care organisation.

The Units of Competency from the Certificate II that are covered are as follows;
• Prepare for work in the community sector
• Communicate with people accessing the services of the organisation
• Follow policies, procedures and programs of the organisation
• Work with others
• Participate in WHS processes
• Ensure children's health and safety
• Contribute to provision of nutritionally balanced food in a safe and hygienic manner
• Apply First Aid (This is done by an external source)
• Work effectively with culturally diverse clients and co-workers
• Participate effectively in the work environment
• Communicate with children

Assessment
All assessments are competency based.