Year 10 Pathways to SACE

2011

Navigator College, Port Lincoln
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?

Once subjects have been initially chosen, the school needs to go through the long process of grouping subjects into lines, matching them into the offerings at other year levels, taking into account staffing restrictions and the availability of specialist facilities, to piece together a complete school timetable. 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
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### Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeship</td>
<td>In employment but released for study at a Registered Training Organisation (RTO) such as TAFE. Four year agreement (three years if successful in pre-vocational course). Generally in traditional trade areas such as carpentry, automotive, and the like.</td>
</tr>
<tr>
<td>Assumed Knowledge</td>
<td>Background knowledge in a SACE Stage 1 or Stage 2 subject or an identified skill, that a student is expected to have grasped. This knowledge enhances the understanding of the content of a given tertiary course. You will still be considered for a course if you have not studied this subject, but you may find that you need to do a bridging course.</td>
</tr>
<tr>
<td>Australian Qualifications Framework (AQF)</td>
<td>A national framework of formal qualifications issued in the secondary schools sector, the VET sector, and the higher education sector.</td>
</tr>
<tr>
<td>Australian Quality Training Framework (AQTF)</td>
<td>A set of nationally agreed standards that ensure the quality and consistency of VET throughout Australia.</td>
</tr>
<tr>
<td>Board-accredited subject</td>
<td>The learning and assessment that are accredited and quality assured by the SACE Board for teaching, learning, and assessment in schools. Each board-accredited subject is described in a subject outline.</td>
</tr>
<tr>
<td>Board-recognised course</td>
<td>The learning and assessment that are accredited and quality assured by other education providers and recognised by the SACE Board for SACE completion.</td>
</tr>
<tr>
<td>Precluded Combination</td>
<td>A named pair of SACE Stage 2 subjects which cannot both be counted when calculating the university aggregate. If you do a precluded combination you will not get a ATAR.</td>
</tr>
<tr>
<td>Pre-Vocational Course</td>
<td>Courses run by TAFE in the trade areas. Usually for 6 months - one year. Gives you credit towards the first year of an Apprenticeship.</td>
</tr>
<tr>
<td>Pre-requisite</td>
<td>A SACE Stage 2 Subject in which a student must gain a minimum subject achievement score of 10 out of 20 in order to be eligible for selection in the university course for which the prerequisite is nominated.</td>
</tr>
<tr>
<td>Preferred Knowledge &amp; Skills:</td>
<td>A preferred standard to be achieved to enable continued success in the subject area at a more advanced level.</td>
</tr>
<tr>
<td>SACE</td>
<td>South Australian Certificate of Education.</td>
</tr>
<tr>
<td>SACE credits</td>
<td>The SACE is a credit-based qualification. Students must gain at least 200 credits to be awarded the SACE. A 10-credit subject consists of approximately 60 hours of programmed teaching and learning time. It is generally considered to be a one-semester or half-year subject. A 20-credit subject consists of approximately 120 hours of programmed teaching and learning time. It is generally considered to be a full-year subject.</td>
</tr>
<tr>
<td>SATAC</td>
<td>South Australian Tertiary Admissions Centre. SATAC receives and processes applications from persons seeking admission to the courses, at tertiary institutions, listed in the SATAC guide.</td>
</tr>
<tr>
<td>ASBA</td>
<td>Australian School Based Apprenticeship. This is a program of study where students have the opportunity to complete SACE Stage 1 and Stage 2 and, at the same time, complete part-time, the first year of an industry level apprenticeship / traineeship. See page 8 for more information.</td>
</tr>
<tr>
<td>Scaling</td>
<td>The mathematical process which provides a basis for comparing performance in different SACE Stage 2 subjects which have different objectives, content and assessment processes. The ‘raw scores’ are scaled to ensure they are comparable before they are added together to produce university aggregate.</td>
</tr>
<tr>
<td>Semester Unit</td>
<td>A period of half a school year, 50 - 60 hours of programmed learning in a subject. Usually this takes the form of a half year period of study, but it may also be a full year course with less time per week.</td>
</tr>
<tr>
<td>SSABSA</td>
<td>Senior Secondary Assessment Board of South Australia. This is the controlling body of assessment procedures for SACE. At the end of Stage 2 a Record of Achievement is issued which will contain a transcript of all results achieved including the Australian Tertiary Admission Rank (ATAR)</td>
</tr>
<tr>
<td>Subject Achievement Score</td>
<td>A score which represents the assessment of a student’s achievement in a SACE Stage 2 subject as measured against the objectives of the subject syllabus. It is a number from 0 (lowest) to 20 (highest) and a letter from E (lowest) to A (highest) which gives a rank order of performance in that subject.</td>
</tr>
<tr>
<td>Tertiary-admission subject</td>
<td>A subject approved by the higher and further education authorities for contributing to the calculation of the Australian Tertiary Admission Rank (ATAR).</td>
</tr>
<tr>
<td>Traineeship</td>
<td>Government subsidised training and employment for up to 18 months. Traineeships are now being offered in an ever increasing variety of areas, such as office work, computing, retail, sport, IT etc.</td>
</tr>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admissions Ranking</td>
</tr>
<tr>
<td>VETIS</td>
<td>Vocational Education and Training in Schools. This is an arrangement in which a school is able to deliver curriculum in collaboration with a Registered Training Organisation (RTO) such as TAFE, hence receiving accreditation for both SACE units and an industry certificate qualification.</td>
</tr>
</tbody>
</table>
### GENERAL INFORMATION

**SACE**

To gain the SACE, students complete about two years of full-time study, which most students spread over three years. There are two stages:
- **Stage 1**, which most students do in Year 11, apart from the Personal Learning Plan, which most students do in Year 10.
- **Stage 2**, which most students do in 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.

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

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

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses (such as VETiS or community learning) of a student’s choice.

#### Requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 10</strong></td>
<td></td>
</tr>
<tr>
<td>Personal Learning Plan</td>
<td>10</td>
</tr>
<tr>
<td><strong>Year 11 (Stage 1)</strong></td>
<td></td>
</tr>
<tr>
<td>Literacy (from a range of English subjects and courses)</td>
<td>20</td>
</tr>
<tr>
<td>Numeracy (from a range of mathematics subjects and courses)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Year 11 or 12 (Stages 1 or 2 )</strong></td>
<td></td>
</tr>
<tr>
<td>Other subjects and courses of the student’s choice</td>
<td>up to 90</td>
</tr>
<tr>
<td><strong>Year 12 (Stage 2)</strong></td>
<td></td>
</tr>
<tr>
<td>Research Project</td>
<td>10</td>
</tr>
<tr>
<td>Other Stage 2 subjects and courses</td>
<td>60 or more</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>200</td>
</tr>
</tbody>
</table>

- Most students will complete subjects or courses worth more than 70 credits at Stage 2.
The requirements to achieve SACE

To gain the new certificate students must earn 200 credits. Ten credits (one unit) are equivalent to one semester or six months' study in a particular subject or course.

Some elements of the new SACE are compulsory. These are:
- a Personal Learning Plan at Stage 1 (usually undertaken in Year 10), worth 10 credits
- at least 20 credits towards literacy from a range of English/English as a Second Language studies at Stage 1
- at least 10 credits towards numeracy from a range of mathematics studies at Stage 1
- a major project of extended studies called the Extended Learning Initiative at Stage 2, worth 10 credits
- completion of at least 60 additional credits in Stage 2 subjects and courses.

The importance of the compulsory elements is reflected in the requirement that students must achieve either an A, B, C or equivalent in these subjects to complete the new SACE successfully.

In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.

WHAT IS THE PERSONAL LEARNING PLAN?

The Stage 1 Personal Learning Plan is a 10-credit subject 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.

The Personal Learning Plan is a compulsory requirement of the SACE. Students must complete 10 credits of the Stage 1 Personal Learning Plan with a C grade or better to gain their SACE. Schools will generally organise for students to start the subject in Year 10 so that they can plan for successful SACE learning in Years 11 and 12. Typically, the Personal Learning Plan is undertaken over 60 hours of programmed time in a semester or school year.

The Personal Learning Plan is designed to develop students’ capabilities. Students learn how to develop, implement, review, and adjust personal learning goals and choices to prepare for their education and their future career and life pathways.

The Personal Learning Plan supports students in developing knowledge and skills that will enable them to:
- identify appropriate future options
- choose appropriate subjects and courses for their SACE
- review their strengths and areas for development, including skills in literacy, numeracy, and information and communication technologies
- identify goals and plans for improvement
- monitor their actions and review and adjust plans as needed to achieve their goals.

This knowledge and these skills form the basis of the performance standards for this subject.
Alternate Study to Career Pathways

• Vocational Education and Training in Schools (VETiS)
  Vocational Education and Training in Schools (VETiS) is education and training that gives students skills and knowledge for work. VETiS operates through a national training system, and is delivered, assessed and certified by Registered Training Organisations. The recognition arrangements for VET in the SACE will enable students to include more vocational education and training in Schools (VETiS) in their SACE studies. These recognition arrangements help students to build coherent pathways in the SACE through VETiS, and encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

• Outsourced VET Program
  Through negotiation, there is also the opportunity for Year 11 and 12 students to study a reduced secondary curriculum in order to undertake formal industry training. Where training is not offered at Navigator College students are able, where places are available, to attend a Registered Training Organisation (RTO) off campus, such as TAFE SA (usually 1 day per week). To be considered for this program, students need to be able to demonstrate a serious interest in a specific career pathway. They also need to be able to manage a negotiated curriculum. In Port Lincoln there is an opportunity to study courses of interest through TAFE. Every 50 hours of VET training replaces 1 SACE unit at stage 1 level. Students can record up to 8 SACE units of accredited VET.

• Australian School Based Apprenticeship (ASBA) Program
  This is a program of study where students have the opportunity to complete SACE Stage 1 and Stage 2 and, at the same time, complete part-time, the first year of an industry level apprenticeship / traineeship. Under this program, each semester, two curriculum school subjects are replaced by an apprenticeship training schedule.
  Students are apprenticed to an employer and spend up to two days per week working for their employer in their business building their trade qualifications. Students receive apprenticeship remuneration for hours worked. At the same time there is a negotiated training component undertaken with a registered training organization, such as a TAFE institute who deliver the trade certificate.
  Every fifty hours of formal training successfully completed can be accredited as one SACE Stage 1 unit. Up to 8 SACE units at Stage 1 can be accredited through this program to enable the achievement of the full SACE certificate.

Tertiary Institutions and their Pathways

In addition to the information in this booklet, parents and students would be wise to consult the SATAC Tertiary Entrance Booklet that each student in Years 10 → 12 are given in August. All Year 12s are also given their own SATAC University & TAFE Guides in term 3. A number of these are also available on loan in the Library for Years 10 and 11 students.

Universities
  The information given below applies to those students seeking admission to a university.
  South Australia has three universities:
  1. University of Adelaide with campuses at North Terrace, Roseworthy, Waite and Thebarton.
  2. Flinders University at Bedford Park.
  3. University of South Australia with campuses at City East and City West, Mawson Lakes, Magill, Whyalla and Mount Gambier.

University Course Selection
  To satisfy the minimum entry requirements for university courses you must:
  • qualify for the SACE
  To receive an offer for a place in a university course you must:
  • qualify for the SACE
  • Complete the Tertiary Admission Subjects (TAS) requirements
  • fulfill any prerequisite subject requirements for the course
  • obtain a competitive ATAR (Australian Tertiary Admission Rank)
1. **Adelaide University**: The majority of Bachelor degree courses have HESS General as their entry requirement. There are still a limited number of courses which accept HESS Restricted, (such as Wine Marketing, Agriculture, NRM, Music & all Diploma Courses)

2. **Flinders University**: The majority of Bachelor degree courses have HESS General as their entry requirement. There are still a limited number of courses which accept HESS Restricted. (eg Nursing and all Diploma courses.)

3. **University of South Australia**: The majority of Bachelor degree courses have HESS General as their entry requirement. ALL Diploma courses will accept HESS Restricted.

   **NB** All universities are constantly undergoing restructuring in some faculties to keep them in line with review recommendations and national trends. It is important that the latest literature be consulted before any firm decisions are made.

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**University Aggregate and Tertiary Entrance Rank**

For tertiary entry from 2012 onwards, Higher Education Selection Subjects (HESS) will be replaced by Tertiary Admissions Subjects (TAS).

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

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

**General Points**

1. Each university has a range of courses that have prerequisites and/or assumed knowledge subjects. Details of all prerequisite and assumed knowledge subjects can be obtained from your Career Counsellor and relevant course/program literature.

2. Admission to all university courses is through the South Australian Tertiary Admissions Centre (SATAC). Students apply for up to six courses in order of preference. Course offerings are then made on the basis of the student’s ATAR which appears on the SSABSA Record of Achievement.

3. Some courses require other admission criteria such as interviews, auditions, or folios. These are usually conducted or arranged earlier than the normal selection process at the end of the year. Check individual course requirements.
TAFE SA

TAFE offers a wide variety of courses. Those available to the school leaver include Certificate and Diploma courses varying in length from one year to three years. There are also a small number of Bachelor degree courses offered.

Full details of all courses are published in the SATAC TAFE Handbook, on their website www.tafesa.gov.au and available from your Career Counsellor or www.satac.edu.au. The websites are updated regularly and reflect most recent changes.

TAFE Course Selection

All TAFE courses are processed by SATAC. Whatever the course, it is important to remember that entry requirements are quite specific and it is the student’s responsibility to make sure these selection criteria requirements are fully understood and met. Students can chose up to 6 courses on their applications in order of preference.

Many course selection criteria involve participation in interviews, auditions or presentation of portfolios and many look at any VET qualification as well as your work experience and work history. TAFE SA has published a Selection Criteria Guide (available from Career Counsellor) or online at www.tafe.sa.edu.au/selectionguide, which details specific requirements for every course. It would be wise to consult this document well in advance. It often suggests subject areas of relevance to study.

TAFE entry

Completing the SACE meets the minimum entry requirements for most of TAFE SA’s courses, but there are some details you need to know.

For a start, as well as your SACE, TAFE also considers a variety of other qualifications when it selects students for its courses.

TAFE courses, about Certificate I level, have minimum entry requirements which are different for each level. For entry to TAFE in 2012, you will have to meet the following requirements:

- For Certificate I level courses there are no Minimum Entry Requirements.
- For entry to Certificate II level courses you must successfully complete the literacy and numeracy standards in the SACE – this means achieving a C grade or better in both Stage 1 English subjects (worth 20 credits) and Stage 1 mathematics subjects (10 credits).
- For entry to Certificate III and higher you must achieve the SACE and obtain a TAFE Selection Score.

To gain a TAFE Selection Score you must:

- have completed 60 credits of TAS, or 40 credits of TAS and 20 credits of Recognised Subjects
- comply with rules regarding precluded combinations (two subjects are considered a precluded combination if they are defined by TAFE SA as having significant overlap in content – check the SATAC tertiary entrance booklet for 2010, 2011 and 2012 for details).

Interstate Tertiary Courses

Students from South Australia are eligible for admission to interstate places of higher education provided that they have met the minimum entrance qualifications. These places/choices are in addition to choices made to SATAC, and do not affect your eligibility for either. Rather they can broaden your opportunities.

Students should be aware that unlike South Australia, some states have Stage 2 English as a prerequisite for all university course entrance. While the school does not keep full information about all courses available interstate, every effort is made to satisfy individual requests.

Final Instructions
As stated earlier, to achieve the SACE certificate, a student must pass 200 credits with a C grade or better. The school has set preferred knowledge and skills for the study of most subjects at Year 10, Stage 1 and Stage 2. These are separate from the SACE minimum requirements, and are there to give students a very clear picture of the attainment levels needed to go on with that subject at a higher level or indeed go on with studies at a higher level.

Therefore, reaching SACE minimum requirements does not give a student automatic rights to that subject at a higher level, rather it indicates that a student has successfully completed a course of study at a certain level.

In a number of subjects students are required to study for the whole year (2 units). However, in certain circumstances (eg leaving school, a definite new vocational direction) a student may be permitted to change a subject after one unit and receive credit for it.

A reminder that all half year units (or Semesters) from Year 10 onwards are now called UNITS.

Your year level coordinator will ensure that you choose subjects within the SACE pattern. Now it’s over to you!

**Need help deciding?**

Consider the following........

- Job Guide, and other publications or career computer based programs found on school computers (eg: OZJAC)
- Make an appointment with your Career Counsellor
- Discuss.... Discuss...... Discuss....... with family, teachers, those in the ‘trade’
- Check the Hand Books, Prospectuses and Calendars from various universities and institutions. (Located in Careers Room, or online.)
- Talk with students who have already taken a particular subject. Look at the text books.
- Attend Tertiary Open Days held in mid-August each year
- Check the definitions in the Glossary in this booklet - it may explain some important terms you don’t understand
- Talk with your homeclass teachers
- Ask employers
- Be curious, persistent and confident!
- Make sure that you are fully informed and know all your options before you make your final decisions
- Make use of the power of Prayer

**Special Provisions in Curriculum**
The Senior Secondary Assessment Board of South Australia (SSABSA) is committed to providing all students with opportunities for success in completing the South Australian Certificate of Education (SACE).

The SSABSA policy on special provisions in curriculum and assessment is available on the SSABSA website (www.ssabsa.sa.edu.au).

The Board recognises that individual students, under circumstances outlined in this policy document, may need special provisions to meet the specified learning outcomes or assessment tasks in the SSABSA curriculum statements.

SSABSA Policy states that the responsibility for initiating an application for special provisions rests with the student.

Applications are to be made through the School’s SACE Coordinator.

Grounds for Granting Special Provisions:

The grounds for which special provisions can be granted are:

- physical disability (e.g. multiple sclerosis, paraplegia, muscular dystrophy, cerebral palsy);
- vision impairment (e.g. cataracts, glaucoma, abnormal colour vision, double vision);
- Hearing impairment (e.g. deafness);
- medical condition (e.g. illness, chronic fatigue syndrome, glandular fever, diabetes, Crohn’s disease, epilepsy, wrist injury);
- psychological illness (e.g. depression, anxiety disorder, Asperger’s syndrome, attention deficit disorder, attention deficit and hyperactivity disorder, obsessive compulsive disorder, schizophrenia, bipolar disorder, anorexia nervosa);
- learning disability (‘a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction’).

Evidence Required

Eligibility for special provisions is based on evidence. The evidence required to establish the grounds for special provisions will vary, but will always include information from the student and the school. Independent evidence may be required from professionals or community members. If the student has a psychologist report, it can be submitted as additional evidence, however, it is not a requirement. In all cases the school must provide evidence of the impact of the illness, impairment, or personal circumstances on the student’s ability to participate in assessment. The responsibility for providing evidence rests with the student.

It is also important to note the following:

- Navigator may have been allowing the student special provisions, up to and including Year 11, based on reports from professional psychologists. This does not necessarily mean that SSABSA will also grant the same provisions for the end of year external exams.
- Navigator will notify parents whose son/daughter has applied for Special Provisions of the SSABSA decisions as soon as possible after receipt of the application.
- Parents do have a right to appeal the decisions and it is their responsibility to initiate the appeal.
**Art / Design**

**Year 10 Art**  
**Length:** 1 Unit

**Nature of Course:**  
One unit represents one semester with similar content in each.

**Preferred Knowledge and Skills:**  
A satisfactory pass in grade and attitude in Year 9 Art

**Content:**  
The course covers two domains. One is creating and is based on 2D and 3D practical experiences in Art. The other is perceiving and is concerned with writing, discussion and visual presentations with art history. The emphasis for the creating domain is art as a means of personal expression and creative thinking, with the development of an appropriate level of skills. The perceiving domain centres on the theoretical understanding and appreciation of major artists and art movements.

**Assessment:**  
The ratio of creating to perceiving is 80%:20%. The assessment of practical work will include both preparatory and final works. Perceiving will be assessed on class work, research, essays and tests. End of unit examination, 60% practical and 40% theory.

**ICT Theory**  
Students are encouraged to use the Internet for information and research assignments.

**Year 10 Design**  
**Length:** 1 Unit

**Nature of Course:**  
Students can study one semester only.

**Preferred Knowledge and Skills:**  
A satisfactory pass in grade and attitude in Year 9 Art/Design.

**Content:**  
Design’s creative problem-solving process underpins all content covered in this course. Students are exposed to the 3 main areas of design: Graphic, Environmental and Product. Students are challenged with design problems and encouraged to use various thinking strategies in order to develop and communicate solutions in a professional manner. The course will also give students some experience in design history and theory, encouraging use of appropriate design terminology and critical thinking.

**Assessment:**  
The assessment of work will be based on both preparatory concept development as well as final design presentation. Theory assessment will be based on research, noting and assignments.

**ICT**  
Students are introduced to computer graphic programs, Adobe Photoshop and Corel Draw.

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**Stage 1 Art**  
**Credits:** 10 or 20

**Preferred Knowledge and Skills:**
A satisfactory pass in grade and attitude in at least one unit at Year 10.

**Content:**
The course covers two domains. One is creating and is based on 2D and 3D practical experiences and the other is perceiving and is concerned with Art Theory, History and Appreciation. The emphasis for the creating domain is to create works of visual art demonstrating skill and originality showing tangible evidence of the development of ideas through preliminary studies. The perceiving domain involves two aspects: a) A study of contemporary practice in visual art and, b) Art and Culture.

**Assessment:**
The ratio of creating to perceiving is 60%:40%. The assessment of creating works of visual art will include both preparatory and final works. Perceiving will be assessed on research, work sheets and essays. End of unit examination, 50% practical and 50% theory.

**ICT Theory**
Students are further encouraged to use the Internet for research into theory assignments.

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### Stage 1 Design

**Credits: 10**

**Preferred Knowledge and Skills:**
1 Unit of Yr 10 Design.

**Content:**
Design consists of two units that, together, aim to prepare students in all aspects of design in preparation for Stage 2 Design in either Visual Arts Studies. The course can be broken down into two main areas.

**Design practical:** Students follow the design process to create solutions for graphic, environmental and product design problems. Development of these projects includes use of computers (see ICT), model construction and generation of ideas using written and visual means.

**Design theory:** Students learn the history of design (post industrial revolution), but also study contemporary designers related to their practical work.

**Assessment:**
Students have the opportunity to pass Stage 1 objectives twice in each unit. Assessment is a mixture of all the areas above. Often tasks address more than one area.

**ICT**
Students are introduced to advanced methods in the graphic computer programs, Adobe Photoshop and Corel Draw.

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**Drama**
Year 10 Drama

Length: 1 Unit

Students acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual. Students analyse texts and other materials, performances, and their own learning. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in their own ideas.

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

Stage 1 Drama

Credits: 10

Prerequisites: Nil

Stage 1 Drama is a 10-credit subject

Content

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

Assessment

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

- Performance
- Folio
- Investigation and Presentation

Music
Year 10 Music

**Year 10 Music pre-requisites:**
- A minimum of 1 year instrumental tuition prior to Year 10.
- Continuation of instrumental tuition throughout Year 10.
- Successful completion of Year 9 Music at Navigator College for those entering the Music Individual Study/Ensemble Performance stream, or the successful completion of Grade 2 music theory for those entering the Musicianship stream.

In year 10, in addition to solo and ensemble performances, students choose between a **Musicianship** stream and **Music Individual Study/ Ensemble Performance** stream.

**Semester 1:** Musicianship stream
**Semester 2:** Music Individual Study/ Ensemble Performance stream

**Time Allocated:** 1 x 100 minute lesson and 2 x 50 minute lessons per week.

**Musicianship Stream Course Content:**

1. **Solo Performance**
   Students will rehearse and perform a number of solo works reflecting their ability over the course of the year and perform them in front of a public audience.

   **Skills**
   Present solo work:
   - Fluently
   - Accurately
   - At an appropriate tempo
   - With good control of tone, intonation and technique
   - With appropriate dynamics and articulation
   - Communicate mood, character and style

   **Assessment**
   - Rehearsals and Performances: 2 formative class performances and 2 summative public performances.
2. Musicianship
Students will undertake a programmed course of theoretical and aural studies designed as preparation for Stage 2 Musicianship.

**Skills**
- Accurately present theoretical and aural work.

**Assessment**
- Programmed aural and written tests throughout the Semester.

3. Individual Composition and Arrangement
Students will be required to compose and arrange several pieces of music to be submitted in written and recorded versions in a portfolio at the end of each Semester.

**Skills**
- Present composition and arrangement work:
  - Accurately
  - Using appropriate tempo
  - Using appropriate dynamics and articulation
  - Communication of mood, character and style

**Assessment**
- Submission of a folio at the end of Semester (Summative).
- Draft submissions throughout the Semester (Formative).

**Music Individual Study/ Ensemble Performance Stream Course Content:**

1. Ensemble Performance
The students will rehearse and perform a number of works as part of an ensemble and perform them in front of a public audience.

**Skills**
- Present ensemble work:
  - Fluently
  - Accurately
  - At an appropriate tempo
  - With good control of tone, intonation and technique
  - With appropriate dynamics and articulation
  - Communicate mood, character and style

**Assessment**
- Two formative class performances and two summative public performances.

2. Individual Study
Students will choose an approved topic and present a project and journal.

**Skills**
- Complete negotiated tasks and assessment at an appropriate standard.

**Assessment**
- Negotiated tasks and assessments throughout the year.
Stage 1 Music

Credits: 20

Preferred Knowledge and Skills:
Satisfactory pass in grade and attitude in Year 10 Music, or the ability to demonstrate to music staff that knowledge and skill levels in theory and performance equivalent to AMEB Grade 3 have been attained. **Students must participate in at least one of the extra-curricular instrumental ensembles or choirs**: attendance and participation will be assessed.

Content:
**Musicianship**: A thorough grounding in theory, including four part harmony, is integrated with continued development in aural awareness to a minimum level equivalent to Grade 4 AMEB by the end of the year.

**Performance Practice and Development in Solo, Ensemble and Choral Work**: All students are required to attend at school or privately, formal tuition with the aim of developing technical and musical skills on a chosen instrument or voice. Students participate in an extra-curricular choir or ensemble and an in-curricular choir, with the aim of developing aural acuity together with ensemble skills. Solo performance skills are developed through rehearsal and concert practice, and solo programmes, with accompaniment if appropriate, are examined at the end of each semester.

**Composing/Arranging**: A study of arranging craft, with a practical emphasis enabling students to perform and hear their original work. Computer-aided arranging is an integral part of this study. Those with an interest in fully composing their own music are encouraged to do so in this time.

**Music in Context**: A study of a wide range of music, focusing on the relationship between music and the society / culture from which it comes. **Unit 1**: Folk Music; **Unit 2**: National/Folk Music Traits in Art Music.

**ICT Emphasis**: Use of computers in aural and theory training and in music arranging. Use of the Internet as a research tool.

Assessment:
- Continuous formative assessment in all areas.
- Designated summative assessment tasks must be satisfactorily completed in order to meet course objectives in each semester.
Stage 1 Accounting  
Credits: 10

Preferred Knowledge and Skills:
Nil but those with competent maths skills are at an advantage.

Content:
Introduction to accounting including personal and business accounting skills.


Note: A solid ‘C’ would be considered beneficial as a sound basis for Stage 2 Accounting (HG). Aspects of this course are particularly useful for certain components of Stage 2 Business Maths.

Assessment:
The Accounting assessment plan for satisfactory achievement consists of weighted assessment in the following areas:

- Internal Exam 20%
- School Assessment (Theory and Practical) 80%

Stage 1 Economics  
Credits: 10

Preferred Knowledge and Skills
Nil but those with competent maths skills are at an advantage.

Content
Studying economics enables students to understand how an economy operates, the structure of economic systems, and the way in which economic systems function. Economic systems are continually evolving in response to the economic problem to determine what goods and services to produce, how these goods and services are produced, and for whom they are produced.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Economics:

- School based assessment in the form of:
  - Assessment Type 1: Folio 50%
  - Assessment Type 2: Skills and Applications Tasks 25%
  - Assessment Type 3: Issues Study. 25%
Stage 1 Business and Enterprise

Preferred Knowledge
Nil

Content:
The study of Business and Enterprise enables students to develop an understanding of business and enterprise cultures and technological systems as they operate in and affect the global environment. Students have the opportunity to engage with innovations and ideas, as well as to reflect on current issues in business and enterprise and to make informed decisions.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Business and Enterprise:

School based assessment in the form of;

- Assessment Type 1: Folio 40%
- Assessment Type 2: Practical 40%
- Assessment Type 3: Issues Study 20%

Stage 1 Legal Studies

Preferred knowledge
Nil

Content:
Legal Studies provides students with a sound understanding of the structures of the Australian legal system and demonstrates how that system responds and contributes to social change while acknowledging tradition. Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice.

Assessment
The following assessment types enable students to demonstrate evidence of learning in Stage 1 Legal Studies:

School based assessment in the form of;

- Assessment Type 1: Folio 60%
- Assessment Type 2: Issues Study 20%
- Assessment Type 3: Presentation 20%
Year 10 Geography

Length: 1 Unit

Content:
Geography :
- Managing Natural Resources overview.
- Coastal management
- The role of Marine Science
- Tourism and Recreation with focus on impacts and management.
- Geographic Information Systems.

This course tackles environmental management issues on a local and global basis, and seeks to show the student the consequences of local decisions on world environment, economy and natural resources.

Assessment:
A variety of assessment methods are used this Unit including tests essays, journals, field work, video responses, assignments including net research, oral presentations and a 90 minute examination at the end of each Unit.

ICT Emphasis: Geographic Information Systems (GIS) – MapInfo computer programme used for mapping, Internet research, word processing and Power Point presentations are utilised and encouraged.

Stage 1 Geography

Credits: 10 or 20

Preferred Knowledge and Skills:
Pass in one unit of Geography at Year 10 gives an advantage in terminology and the unique approach of this subject. Student's entry at this year level must be approved, after interview with the Co-ordinator.

Content:
Geography A: Managing natural resources especially water; Living conditions and global contrasts; Global fishing stocks.
Geography B: Global population movements; Human Rights Issues. How human activity changes places focusing on rivers, Antarctica and Vietnam; Future Challenges for Australia.

Apart from Physical Geography, students study contemporary issues. An important source of information is the print media - access to a newspaper is essential.

Assessment:
For each Unit there are 6 summative assessment tasks. The tasks are weighted as follows:
- 20% Investigation
- 20% Spatial enquiry
- 20% Acquisition and Analysis of Data
- 20% Tests
- 20% Exam

ICT Emphasis: Geographic Information Systems (GIS) – MapInfo computer programme used for mapping, Internet research, word processing and Power Point presentations are utilised and encouraged.

Year 10 History

Length: 1 Unit
Content:
**History:** Australia and the World: 1900 - 1929. This course focuses on Australian and World history during the crucial events of World War I and the Russian Revolution. Consideration is also given to the Boer War, Federation and the White Australia Policy.

**Note:** This course give a valuable introduction to topics developed further in Year 12 Modern History.

**ICT Emphasis**
Students are encouraged to make use of CD Roms and internet resources to enhance their understanding of topics studied, and also to assist with assignment research.

CD Roms, covering many aspects of Australian history, are available either in the school library or on the computer network for students to use.

**Assessment:**
Continuous assessment will occur through essays, assignments, oral presentation, source analysis and film study.

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<tr>
<th>Stage 1 History</th>
<th>Credits 10 or 20</th>
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**Preferred Knowledge and Skills:**
Demonstrated satisfactory achievement in History at Year 10. Otherwise approval by the Coordinator is required.

**Content:**
**History A:** Turning Points in Asian History
This course investigates key events which have shaped the modern history of Asia. Topics covered include Gandhi and the quest for independence in India and The ‘Long March’ and the Communist victory in China.

**History B:** Post War World Issues
This course investigates some of the major conflicts and crises of the Cold War Period. Flashpoints studied include the division of Berlin, the Cuban Missile Crisis, the Korean War, the Vietnam War, and the Collapse of Communism in Eastern Europe and the former USSR.

The second half of the course investigates Apartheid in South Africa including South African history, Nelson Mandela and the end of Apartheid.

Both History A and B include film studies, research, essay writing and sources analysis.

**Note:** The more History units studied at Year 10 and 11 level, the better students will be prepared, content and skills wise, for Year 12 Modern History. At least a ‘B’ standard at this level is considered necessary if a student is to undertake Stage 2 History.

**Assessment:**
Sources analysis and essays are the main summative assessment methods as a preparation for Year 12, this includes an Independent Study and exam.

**ICT Emphasis**
Opportunities for Internet resource based study are made available. Students are strongly encouraged to access media websites from both home and school. Internet access at home can assist students with their course work.
Preferred Knowledge and Skills: Nil

The Personal Learning Plan (PLP) is a compulsory 10-credit subject. The PLP helps students plan for their future by:

- Making informed decisions about the subjects they will study in Years 11 and 12, and any course outside of school
- Identifying possible career choices and ideas for community service
- Considering how best to prepare for their career options and other goals.

Students normally begin the PLP in Year 10 so that they can plan for successful SACE learning in Years 11 and 12. Students must achieve a C grade or better to successfully complete the PLP, and they have opportunities to add further evidence of learning at any stage during their SACE studies.

Content:
Through this unit the student identifies their personal strengths and weaknesses in an effort guide them on a pathway for future career success. Learning about themselves directs them to produce their own pathway of study, identifying the course of study and the course of further study required to meet their goals and aspirations. This is best summed up in the following table. This unit is a 10 point credit delivered four lessons per week over a semester.

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%)
Preferred Knowledge and Skills: Nil

Content:
Christian Studies will be the precursor to the Personal Learning Plan at year 10. The students develop a positive self efficacy by identifying the importance of relationships with others and the way communities interact to resolve conflict. Students identify God’s empowerment of people to forgive each other and recognise all humans are both saint and sinner. To support the students in their journey of self identity and their place in the community a bush walk retreat is integrated into the program with Physical Education. Additionally the unit promotes the identification of a moral standing as the students investigate and justify ethical decisions based on their moral standing. It is envisaged that the students are engaged in self discovery and will reflect on the five capabilities of communication, work, learning, personal development and citizenship.

Assessment
- Web page (impact and influence)
- Essay
- Personal reflection journal
- ICT oral presentation

Stage 1  

Credits: 10

Preferred Knowledge and Skills: Nil

Content:

**Practical Component:**
- Serving Christ through helping others - in schools, Rest homes and private homes. Students analyse and respond to ways in which Christians and others are challenged to serve, respect and value all people.
- Leading Peer Support Groups (Year 11s lead groups of Year 6s in a personal skills programme).
- Worship preparation: Students serve the school community through using their talents in visual arts, dance, drama and music, to enrich the worship programme at Navigator College and elsewhere.

**Discussion Component:**
- The Search for Spirituality *(Semester 2)* Students analyse and reflect on the relevance of spirituality in people’s quest for meaning.
- Religions of the World *(Semester 2)* Students review and respond to the dialogue between Christianity and a range of religious and philosophical worldviews.
- Ethical Decision Making *(Semester 2)* Students select an issue of interest such as abortion, euthanasia and cloning and are initially presented with relevant information. In small groups they are then required to research their issue in more detail, to seek out relevant media perspectives and finally present their findings to the class. As part of their research they will also need to identify different Christian perspectives on their issue.

Assessment:
- Reflective essays (20%)
- Presentations (30%)
- Portfolio (40%)
- Debate (10%)
Year 10 English

Length: one year

Preferred Knowledge and Skills:
Completion of Year 9 English course.

Content:
English - Core
The course revolves around language and texts. Novels, film, plays and poetry are studied with attention given to theme, characters, plot and setting. Responses are based on literary perception, analysis and imaginative work. Language skills, oral language, writing in appropriate forms for particular purposes, life skills (reading, summarising, note-taking) and an elective study of popular media, are also an important part of the course. Students in the mainstream classes study a variety of themes on a rotation basis.

ICT Emphasis:
Opportunities are given for students to create multimedia presentations and web pages.

Students are encouraged to use Microsoft Word and Publisher to create 'polished' pieces of written work. Students who choose the media elective, 'Animation' make their own animated film.

Assessment:
There is an examination at the end of each unit. The following areas are regularly assessed: responses to literature, text production, reading comprehension, language skills and oral skills.

Content:
Adapted English
The aim of this course is to continue to develop fundamental literacy skills through a more practical application of literacy. Students who have been challenged in the area of literacy in previous years as indicated by their school reports and NAPLAN data will be encouraged to pursue Adapted English. Students and their caregivers are asked to meet with the Head of Middle and/or Senior School and their English teacher to discuss this option.

Adapted English will be text based content with a combination of literature and topic based content. Critical literacy of visual, written and spoken texts through film, drama, print and visual media will be explored. Skills pertinent to social interaction and future vocation, both written and oral will be covered. Listening, reading, viewing, speaking, writing and responding remain core components of this course. Students undertaking this course will proceed to English Pathways at Stage 1.

Assessment:
Where possible, work is to be completed in lesson time with scaffolding, self assessment, peer assessment and teacher assessment occurring formatively and summatively.

Note: At the completion of Year 10 all students undertake Year 11 English Studies in Semester 1, except students from Year 10 Adapted English. In Semester 2 students are streamed into either a Pre Communications course or Pre Studies or English for the Workplace course in preparation for their Year 12 studies.
Content:
This course is designed to prepare students for Year 12 English Studies. It is concerned primarily with the reading and viewing of texts. Students are required to think about the way they read and view and the way texts are put together. They will look analytically at texts from a range of cultural contexts including texts from the past, contemporary texts and those drawn from everyday experience through shared and individual study. Students will encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view and learn to construct logical and convincing arguments.

Assessment:
- Text Response – Written and oral responses to a variety of texts, film, poetry and prose texts.
- Text Production – A variety of polished pieces written for different audiences and purposes.
- Function and Power of Language Study
- Examination at the end of the unit.

Stage 1 English Studies - Sem. 2  
Credits: 10

Content:
This course is designed to prepare students for Year 12 English Studies. It is concerned primarily with the reading and viewing of texts. Students are required to think about the way they read and view and the way texts are put together. They will look analytically at texts from a range of cultural contexts including texts from the past, contemporary texts and those drawn from everyday experience through shared and individual study. Students will encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view and learn to construct logical and convincing arguments.

Assessment:
- Text Response – Written and oral responses to a variety of texts, film, poetry and prose texts.
- Text Production – A variety of polished pieces written for different audiences and purposes.
- Connected Texts Study
- Examination at the end of the unit.

Stage 1 English Communications - Sem. 2  
Credits: 10

Content:
This course is designed to prepare students for Year 12 Communications. It has a strong media focus with students learning to deconstruct both film and print media.

In understanding English Communications, students will have the opportunity to consider the processes of communication that are happening all around them. They will look closely at examples of visual and written communication in their daily lives and in the media, and refine their own critical thinking and communication skills.

Students will read, view and respond to a number of texts. They will write, speak and use information and communication technologies in a variety of forms that reflect and extend their creative ability and their capacity for critical reasoning.

Assessment:
- Text Production: Two polished pieces written for different audiences and purposes.
- Connected texts study
- Text Response: Written and oral response to film and mass media.
- Comprehension and other exercises.
- An examination at the end of the unit.
Preferred Knowledge and Skills:
Completion of Year 10 English – Core or Adapted.

Content:
This course is designed for students who have experienced difficulties with mainstream English. The course will offer more practical activities and place less emphasis on the study of shared texts. Student appreciation and critical responses to film, drama and both print and visual media will be included in the course. Language skills (both oral and written) pertinent to social interaction and future vocation will be fostered.

Stage 2: A student who achieves consistently high results and shows a positive attitude may be considered for Stage 2 English Communications (HG).

Assessment:
- A Writing Folio containing responses based on texts, and written pieces for different audiences and purposes.
- Oral Presentations.
- A Function and Power of Language Study (in one unit).
- A Connected Texts Study (in the other unit).
- An examination at the end of each unit.
Health and Physical Education

Home Economics

VET
Ten units of competency to complete a full Certificate 1 Hospitality from the Hospitality Industry's national Training Package THH02, are embedded in both the Year 10 and Stage 1 SACE units of Home Ec. Students who wish to achieve the Certificate 1 Hospitality (Kitchen Operations) qualification should enrol in 1 semester of Year 10 Home Ec and both semesters of Stage 1 Home Ec – Hospitality A and Hospitality B. All units of competency must be successfully completed. This will include a series of off-line structured work placements under industry conditions.

Year 10 Home Economics – Food

Preferred Knowledge and Skills:
Completion of Year 9 Home Economics.

Content:
This unit is an introduction to the food and hospitality industry (VET) with particular focus on the following two competencies from the national Hospitality Training Package, Certificate I Hospitality. The completion of all 3 semesters over Year 10 and 11 can lead to the completion of the full Certificate 1.

1. Follow Workplace Hygiene Procedures [SITXOHS002A]
   - types of bacteria
   - personal hygiene / food handling
   - environmental hygiene
   - cleaning and sanitizing
   - legislation

2. Follow Occupational Health, Safety and Security Procedures [SITXOHS001B]
   - legislation: employer and employee responsibilities
   - safety in the workplace
   - security

Regular practical classes are held which provide an opportunity for students to demonstrate their knowledge of the above modules, along with:
- The correct use of kitchen utensils and equipment
- Following recipes / modifying recipes
- Presenting food creatively
- Cooking in an outdoor context

Assessment:
- Course workbook activities
- Research Tasks
- Food Practicals
- Theory and practical tests and exams
Stage 1 Hospitality Studies A  Credits: 10

Preferred Knowledge and Skills:
One unit of Home Economics at Year 10.

Content:
Recent trends in the food and hospitality industry are examined, along with the influence of a range of cultures upon Australia. Students are involved in the planning, food preparation and service for a large function held at the school. Creative food presentation techniques are explored.

VET
This SACE unit includes competencies from the Hospitality Industry Training Package, Certificate I Hospitality [Kitchen Operations]. The 4 units of competency to be delivered include:
1. Working with Customers & Colleagues [THHCOR 01B]  
2. Work in a Socially Diverse Environment [THHCOR 02B]  
3. Clean and Maintain Kitchen Premises [THHBKA 01B]

NOTE: Students successfully achieving all ten units of competency (Yr 10, 1 semester plus Yr 11, Semesters 1 & 2), as well as undertaking the additional off-line structured work placement, are eligible to be awarded Certificate 1 in Hospitality (Kitchen Operations).

Assessment:
Practical Investigations  60%
Research & Analysis  40%
Action Plans
Evaluations
Research

ICT Emphasis
Research assignments require specific information on the topic, which will be accessed via the Internet.

Stage 1 Hospitality Studies B  Credits: 10

Preferred Knowledge and Skills:
One unit of Home Economics at Year 10.

Content:
The nature and extent of the hospitality industry is investigated ranging from cafes, restaurants, clubs, caterers, bed and breakfast accommodation, to five star hotels. Career options are examined along with education and training opportunities. The skills required to successfully manage hospitality functions are studied, with students being provided the opportunity to demonstrate these for guests at functions held at the school.

VET
This SACE unit competencies from the Hospitality Industry Training Package, Certificate 1 Hospitality The 4 units of competency to be delivered include:
1. Develop & Update Hospitality Industry Knowledge  
2. Work with colleagues and customers  
3. Work in a socially diverse environment  
4. Prepare and serve espresso coffee

NOTE: Students successfully achieving of all seven units of competency (Yr 10, 1 semester plus Yr 11, Semesters 1 & 2), as well as undertaking the additional off-line structured work placement, are eligible to be awarded Certificate 1 in Hospitality.

Assessment:
Practical Investigations  60%
Research & Analysis  40%
Action Plans
Evaluations
Research

ICT Emphasis
Research assignments require specific information on the topic, which will be accessed via the Internet.
Stage 1 Physical Education
One Unit will be offered in each semester.

Stage 2 Physical Education
Satisfactory completion of at least one semester of Year 11 PE is highly recommended, as some of the work covered will be assumed knowledge.

Year 10 Physical Education  Length:  2 Units

Preferred Knowledge and Skills:
Completion of Year 9

Contents:

Practical Component:
The emphasis in the practical component is participation and willingness to become involved in set lessons. Skill development, participation and general involvement are assessed.

Sports covered include:
Tennis or soccer
Dance
Badminton or table tennis
Golf

Theory Component:
Topics include:
- Heart Health and Fitness – Circulatory System
- Nutrition for sports performance
- Bushcraft
- Drugs in Sport

Assessment:
Both practical and theory components of the course are assessed.
Practical  60%
Theory   40%

A variety of assessment items can be used including assignments, worksheets, research assignments, oral presentations and tests.
**Stage 1 Physical Education**  
**Credits:**  **10 or 20**

**Preferred Knowledge and Skills:** Satisfactory grade (C or higher) in Year 10 Physical Education

**Contents:** Students undertake three practical topics as well as two theory topics in each unit. Listed below are topics offered in both practical and theory components of the course. The practical topics will be selected from the list for each semester.

**Practical Components:** Badminton, Volleyball, Indoor Soccer, Lawn Bowls, Basketball, Touch.

The practical component of the subject is designed to build upon students’ interests and previous experiences at Faith. The practicals aim to develop a framework of skills and values related to students personally, to those around them, and to the wider world of physical activity. The practicals will also assist those students who are considering studying Stage 2 PE in the future.

**Theory Components:** Two theory topics will be selected from the list below for each semester.

- The art and science of coaching; roles and responsibilities in sport.
- Skill Learning.
- Drugs in sport.
- Exercise and the body in action. This topic includes exercise physiology, structure of the body, exercise and its effects and how the body moves in relation to skills.
- Fitness, health and lifestyle. This topic includes basic structure of the body, fitness and its components, fitness training, exercise and its effects, contemporary lifestyle, patterns and lifestyle ‘destructive’ influences.

The theory component of the subject is designed to integrate both theory and practical components. Students will be assessed in the practical, theory and personal development aspects of the course. The principal aim of the course is to develop a deeper appreciation of physical activity in relation to lifestyle, physical health and performance. Students will be expected to demonstrate an analytical and critical understanding of the topics presented.

**ICT Emphasis:** Students will be expected in Stage I to use computers to graph results of laboratories, Word Process reports and use the Internet as a resource.

**Assessment:** Students will be assessed in both practical and theory work with an overall 60:40 weighting

- **Practical (60%)**: skill performance, coaching, game play and skills checklist.
- **Theory (40%)**: classwork, essays, oral presentations, journals, research assignments, tests and a final exam.
Information Technology

Preferred Knowledge and Skills:
Assumes no prior computing knowledge or keyboarding skills. Students will need to be able to confidently work, on a regular basis, in a self directed environment.

Content:
There is a focus on Database Applications and Word Processing. This unit provides excellent background for Year 12 Information Technology where students are required to create a database for a client.

VET:
Integrated within this subject can be 15 units of competency from the national Information Technology Industry’s Training Package. Students successfully achieving all competencies within the context of industry (simulated) will be able to achieve the Certificate II in Information Technology qualification. Units of competency include the following principles:

- Apply Occupational Health and Safety procedures within the IT environment
- Communicate and work effectively (in teams and individually) in an Information Technology environment
- Install, connect, operate, maintain and integrate computer hardware and commercial software packages
- Maintain system integrity
- Design organisational documents
- Access and study of the Internet

Assessment:
Both practical and theoretical tasks will be assessed, including tests, assignments, research projects and a final examination.
Design and Technology

Year 10 Design and Technology  
Length: 1 Unit

Preferred Knowledge and Skills:
Nil

Content:
**Design & Technology CAD drawing:**
- Computer Aided Drawing (CAD): CAD drawing is an industry focused program that allows students to develop skills in drawing objects ready for construction. The course will develop the students skills in the area of drawing and promote challenges for the students to overcome. The students are able to see their designs in a virtual three dimensional context. They will evaluate their designs against specific criteria and, if viable, will have them transformed into prototype models.

**Design & Technology Electronics:** This unit will be a composite unit of predominantly Solar Technology with Electronics being an integral part of this work.
  - **Electronics:** The students are introduced to the MFA electronics equipment. They look at the use of logic gates and in this unit we will further investigate the use of control technologies and program development.
  - **ICT:** Students will work with a range of relevant computer programs that assist with the study of gear ratios and power ratings.

**Assessment:**
- Practical Investigations: 60%
- Research and analysis: 40%

Stage 1 Communication CAD Drawing  
Length: 1 Unit

Preferred Knowledge and Skills:
Nil

Content:
This topic is an addition to year 9 CAD drawing but assumes no prior knowledge of CAD. It develops the students understanding of Computer Aided Drawing and develops their spatial awareness through 2 and 3 dimensional drawing. Further to this students will be able to draw and design of circuitry for stage 1 Electronics.

Topics covered may include:
- An introduction to basic drawing detailing
- 2 dimensional drawing
- Solid modelling

**Assessment:**
- Practical Investigations: 60%
- Research and analysis: 40%

**CAD Drawing Emphasis**
This course will allow students to develop skills in drawing and designing models to an industry standard. The application of these skills and knowledge will develop a pathway to further investigation in stage 2.
Stage 1 Communication Electronics (Digital)  

Preferred Knowledge and Skills: 
A pass in year 10 electronics preferred 

Content: 
This topic is an addition to year 10 electronics unit and assumes basic electronics knowledge. It further develops the students understanding of electronics and the improvements gained by the advent of digital componentry. 
Topics covered may include: 
- An introduction to basic circuits 
- Digital componentry 
- Circuit board design and construction 

Assessment: 
Practical Investigations: 60% 
Research and analysis: 40% 

CAD Drawing Emphasis 
This course will allow students to develop skills in circuitry design and construction through a variety of practical applications. The application of these skills and knowledge will develop a pathway to further investigation in stage 2.

Stage 1 Construction Technology - Textiles  

Preferred Knowledge and Skills: 
Nil 

Content: 
Students will work through the total analysis, design, construction and evaluation process of a negotiated garment or textiles product (eg. tent, kite, bag). They will be introduced to a range of specific techniques that provide them with the skills to achieve this outcome. These techniques include darts, zipper application, stay stitching, gathering, seams and seam finishes, basting, curves, corners, pressing, interfacing, buttonholes and hand stitching. Incorporated in these techniques is the safe operating of the associated machinery. Students thread and use the sewing machine and overlocker to achieve a variety of finishes.

ICT: Critiquing assignment requires specific information on the topic, which will be accessed via the Internet.

Assessment: 
Both Units: Product Analysis 10% 
Design and Communication 20% 
Product Realization 50% 
Specialized Skills Examination 20%
### Year 10 Japanese

**Length:** 2 sequential Units

**Preferred Knowledge and Skills:**
Satisfactory pass in Year 9 Japanese.

**Content:** The purpose is to develop the skills of speaking, reading, writing and listening, and to include cultural components. It covers topics such as asking for permission and responding, directions, likes/dislikes, abilities, jobs and the future, giving opinions and saying what you do and try to do.

**Assessment:** Various methods of assessment are used - tests on grammar and vocabulary, speaking and listening tests, assignments including writing in Japanese and also on cultural topics in English. The semester examinations are also written, oral and aural.

**ICT Emphasis:** Students are encouraged to use various computer programs for language drills, as well as to become competent in typing Japanese script.

### Stage 1 Japanese

**Credits:** 20

**Preferred Knowledge and Skills:**
As this is a sequential course, successful completion of Year 10.

**Content:** This course is a two year Continuers’ course and deals with three prescribed themes:
- The Individual
- The Japanese Speaking Communities
- The Changing World.

**Assessment:** The ability to achieve various outcomes is addressed through tasks such as an informal conversation, a formal letter, a magazine article on a topical issue, and an imaginative diary entry. These tasks test the students’ listening, speaking, reading and writing skills, as well as their ability to move between Japanese and English. Each semester there is an Investigative Task, with English and Japanese components. Both formative and summative tasks occur during class, and there are oral, aural and written semester exams.

**ICT Emphasis:** Students are encouraged to do Internet research for cultural knowledge as required, and to submit polished pieces on computer.
Mathematics

Year 10 Mathematics

Length: **2 Units**

**Preferred Knowledge and Skills:**
Pass in year 9 mathematics

**Preamble:**
Year 10 Mathematics is delivered and differentiated within the classroom. The delivery of mathematics at both a core and extension level will allow students to strengthen their understanding of the concepts presented and support those challenged by the problems presented. The Extension is seen as a desirable preparation for an eventual HG Mathematics course at Stage 2 (Year 12 Mathematical Studies and Specialist Mathematics). However, students taking Core Mathematics at Year 10 are not precluded from Stage 2 Mathematics. A more accurate assessment of a student's ability to handle higher level Mathematics would be made on the basis of progress made during Mathematical Studies 1 and 2 and Specialist Mathematics in Stage 1. Core mathematics emphasis is on practical and social mathematics, including elements of Financial and Applied Mathematics. The second semester includes a Stage 1 SACE Unit if completed successfully.

Access to the computers and the use of spreadsheets is incorporated to aid in calculations.

The purpose of adapted mathematics is to show the everyday applications of mathematics in the context of the real world. Mastery of the basic skills is included as all students need to go on and at least complete Mathematical Pathways, a compulsory component of Stage 1 SACE.

This unit is offered to students in Year 10 who do not wish to proceed with Mathematics which has an algebraic basis and/or students who have been challenged in the area of numeracy in previous years as indicated by their school reports and NAPLAN data.

**Content:**
A standard Junior Mathematics course designed to prepare students for the study of Mathematical Studies and Specialist Mathematics at Senior level.

In core and extension mathematics there is a high Algebra content, and a number of other topics including Indices, Surds, Graphing, Deductive Geometry, Trigonometry, Pythagoras and Measurement. The use of Graphic Calculators is to be incorporated, as they will be needed in Stage 1 & 2 Mathematics courses.

*Mathematical Pathways is the core of Mathematical Applications where a student may opt to conclude their 10 points for SACE*
Adapted mathematics focuses on the everyday applications of mathematics in the context of the real world including measurement, number and probability.

Assessment:
Assessment is on a continuous basis and includes tests, assignments, investigations and project work. A major examination is held at the end of each core and extension unit.

**Stage 1 Mathematical Studies 1 & 2**

**Credits: 10 each**

**Preamble:** These 2 Units form the basis for the study of any Stage 2 HG Mathematics. Students may exit this combination after completion of the Mathematical Studies 1 unit if the course proves too difficult but they may not enter Mathematical Studies 2 or Specialist Mathematics without first completing Mathematical Studies 1.

**Preferred Knowledge and Skills:** ‘C’ or higher in Year 10 Extension Mathematics, or at least a ‘B’ in Core Mathematics along with a teacher recommendation.

**Content:**

**Mathematical Studies 1:**
- The Quadratic function
  - Cubic function
  - Quadratic function

- Functions and Graphs
  - Slopes and graphs
  - Linking graphs and Algebraic functions

- Models of Growth
  - Logarithms
  - Modelling
  - Linear and Exponential Functions

**Mathematical Studies 2:**
- Coordinate Geometry
  - Points and lines in the Cartesian Plane
  - Circles in the Cartesian Plane
  - Rectangular Hyperbolae

- Geometry and Measurement
  - Right angled triangle geometry
  - Area and problems involving non-right angled triangles

- Statistics
  - Sampling of Populations and Variation
  - Data based investigations
  - Normal distribution

Introduce to Calculus

**Assessment:**
Assessment is on a continuous basis and includes tests, directed investigations and project work. A major examination is held at the end of each Unit.

**Technology:**
SSABSA will assume that students will have access to Graphics Calculators and/or computers in this course.
Stage 1 Specialist Mathematics

Credits: 10

Preamble: This Unit is necessary for the study of Stage 2 HG Specialist Mathematics. This subject must also be studied in combination with Stage 1 Mathematical Studies 2.

Preferred Knowledge and Skills: ‘B’ or higher in Year 11 Mathematical Studies 1.

Content:

Specialist Mathematics:
- Planar Geometry
  * Triangles – properties, similar and congruent
  * Quadrilaterals – properties and deduction
  * Circles – properties and problem solving
  * Vectors – operations, component and unit forms and projections

- Periodic Phenomena
  * Observed behaviour
  * Characteristics of periodic graphs
  * Periodic functions from circles
  * Sine, cosine and tangent functions

Assessment:
Assessment is on a continuous basis and includes tests, directed investigations and project work. A major examination is held at the end of each Unit.

Technology:
SSABSA will assume that students will have access to Graphics Calculators and/or computers in this course.

Stage 1 Mathematical Applications 1 & 2

Credits: 10 each unit

Preamble: Unit 1 of this subject provides a way for students with limited mathematical ability to complete their SACE requirements in Mathematics. Mathematical Applications 2 leads on to Stage 2 Mathematical Applications (HR).

Preferred Knowledge and Skills:
Mathematical Applications 1: Successful completion of a Year 10 Mathematics course.
Mathematical Applications 2: ‘C’ or higher in Stage 1 Mathematical Applications 1, or the completion of Stage 1 Mathematical Studies 1.

Content:
Mathematical Applications 1:
- Earning and Spending
  * Wages, Salaries and Commissions
  * Methods of payment
  * Taxation
  * Comparative pricing

- Measurement
  * Length, Area and Volume
  * Surface Area
  * Calculations and costing of problems

Mathematical Applications 2:
- Investing and Borrowing
  * Interest (Simple and Compound)
  * Investments
  * Payments and charges (including Mortgages)

- Statistical Investigations
  * Terminology
  * Analysis and interpretation
  * Construction of charts
  * Measures of spread
  * Collection of own data

Assessment:
Assessment is on a continuous basis and includes tests, directed investigations and project work. A major examination is held at the end of each Unit.

Technology:
SSABSA will assume that students will have access to Graphics Calculators and/or computers in this course.
Preamble: Mathematics Pathways gives students the abilities and skills required in the workplace and in everyday life. They learn how to approach new challenges by investigating, modelling, reasoning, visualising, and problem-solving with the goal of communicating to others the relationships observed and the problems solved.

Preferred knowledge and skills: Successful completion of a Year 10 mathematics course.

Content:
Topics covered in this course will relate to the needs and interests of the particular group of students. All topics encourage a problems-based approach to mathematics as this is integral to the development of the mathematical models and associated key ideas in each topic. Where possible the use of relevant computer programs, such as Excel, will be incorporated.

Topics covered may include:

Mathematical Pathways 1
Personal budgeting
- money
- estimation
- credit and interest
- taxation

Sustainability
- energy efficiency
- water, electricity and waste
- interpreting data
- comparison of costs

Mathematical Pathways 2
Interpreting information
- graphing
- statistics
- recording data using Excel
- analyzing data
- extrapolating from graphs

Design
- measurement
- use of CAD or similar ICT
- estimation
- problem solving

Assessment:
Assessment is on a continuous basis and includes tests, directed investigations and project work.
*Year 10 students will have accessed each of the areas of science to enable them to make choice at Stage 1

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### Year 10 Science  
**Length: 2 Units**

**Preferred Knowledge and Skills:**
Not applicable.

**Core Content:**
The emphasis is on giving students a working knowledge of the physical world in which they live. They are encouraged to apply the concepts of the course to the world around them and also to improve their skills in scientific procedure. The course consists of the following units: Biology – The Human Body, Chemistry – Atomic Structure of Matter, Physics and a Personal Science Investigation. It is envisaged that proficient problem solvers will continue with Chemistry and Physics at Year 11.

**Assessment:**
Continuous assessment is based on topic tests, assignment/research work, book-work and practical work. In addition to this, an examination is held at the end of each semester.

**ICT Emphasis**
Spreadsheets in Science. Use of Internet to research assignments, powerpoint presentations, computer simulation and Photo Story.

**Extension Opportunities:**
Students have an opportunity to test their scientific skills against those of other students both at a state and national level by participation in the Australian Science Competition or the Rio Tinto Big Science Competition, and the National Chemistry Competition.
Stage 1 Physics

Credits: 10 or 20 sequentially

Preferred Knowledge and Skills:
At least a 'C' grading in Year 10 Science and a 'C' grading in Year 10 Mathematics Extension level. Teacher recommendation required from Year 10 Core Mathematics.

Content:
Physics involves the study of matter and energy and the inter-relationships between them. A knowledge of Physics provides a framework for understanding physical phenomena from nuclear reactions to rainbows to how CDs work. Physics provides the basics for solving engineering problems, for example, building faster cars, minimising earthquake damage, building better computers, designing bigger winery equipment.

**Physics A:** involves the study of; Newton's Laws governing Force, Light, Sound and Wave Motion, Electric Circuits.

**Physics B** involves a study of motion including projectile motion (how objects move after they have been thrown), Energy, Heat, Momentum.

Assessment: Based on topic tests, practical work, assignments and examinations.

ICT Emphasis
Interfacing data loggers to computers. Use of Internet for research assignments, and computer simulation for some experiments.

Stage 1 Chemistry

Credits: 10 or 20 sequentially

Preferred Knowledge and Skills: At least a 'C' grading in Year 10 Science.

Content:
Chemistry involves the study of:
1. Materials and their uses.
3. The Chemistry of Acids and Bases.
5. Reduction – Oxidation reactions.

This Chemistry course has 3 main aims:
1. To develop an understanding of how chemical structures of materials affects their properties.
2. To develop an understanding of how the properties of materials affects their usefulness in the modern world.
3. To develop an understanding of the language of chemistry.

The course, through both laboratory and classroom work, introduces the students to the practice and theory of basic Chemistry. The basic particles of matter are discussed and the way these combine to form various classes of compounds is developed. Because of the large number of chemical compounds that exist students are taught the organisation of Chemistry through topics such as: Petrol, Acids and Electro Chemistry.

**Note:** The topics studied in Stage 1 Chemistry serve as a useful background for Stage 2 Biology HG.

Assessment: Assessment is based on practical work, assignments and Unit tests. There will be mid-year and end-of-year examinations.

Stage 1 Biology

Credits: 10 or 20 sequentially

Preferred Knowledge and Skills: The satisfactory completion of Year 10 Science.

Content: The Stage 1 Biology course is designed to
1. give those students who are unable to do physics/chemistry and intend to proceed to Biology HG at Stage 2 a valuable basis for these further studies, and
2. to introduce relevant and interesting topics to those students who may not be taking Biology offered at Stage 2.

**Semester 1** covers Scientific method, Cells, The Body’s Control Mechanisms, Disease - including Nutritional, Infectious and Psychological aspects.

**Semester 2** covers further Scientific method, Populations and Ecology, Animal behaviour and Environmental Adaptations and Survival of Species.

**Note:** Stage 1 Chemistry provides the best background for Stage 2 Biology HG.

Assessment: Assessment is based on practical work, assignments and unit tests. It includes semester examinations.