

# 2024 Curriculum Book

SENIOR SCHOOL YEAR 10-12



CEDAR  
COLLEGE



DISCOVER JESUS



DISPLAY LOVE



DEVELOP SELF

# Cedar College Statements of Intent, Purpose and Vision

## Our Statement of Intent...

**Cedar College was formed specifically as a ministry of Oakden Baptist Church (now CityReach Baptist – Oakden) for the education of students in an intentionally Christian environment, where Christian beliefs in the home are supported at school and where students can be prepared for real life.**

It is our intention to provide an environment where all students will be actively encouraged to consider the Christian Faith, irrespective of their religious background. Students will participate in chapel services, class devotions, prayer and worship times, Christian Living studies and any other activities where the Christian Faith is practiced and discussed.

Cedar College does not preclude people based on their religious background. However, Cedar College does not provide an environment where people of other faiths, doctrines and religions may overtly practice their faith. Therefore, it is expected that all student behaviours, actions and practices must be respectful of this Christian environment and not undermine or be inconsistent with our belief.

Importantly, Cedar College fosters open and constructive discussion about the Christian faith, as well as other religions and doctrines. It is expected that students, parents and other people in our school community be respectful of views other than their own.

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## Our Purpose Statement is...

To Help Students **Prepare for Real Life** as we...

1. Discover Jesus
  2. Display Love
  3. Develop Self
- 

## Our Vision Statement is...

To prepare students for Real Life where we...

- **See a school where students Discover Jesus and value Christ as the foundation for real life**
- **Discover Jesus** means that Cedar College is a place where the gospel is communicated in all aspects of school life and that all members of the school community are presented with opportunities to learn who Jesus is, why He came, what He accomplished, and the difference it makes to them. It also means that the curriculum is biblically integrated with a gospel centre so that every subject area presents God as the source of all knowledge and skill.
- **See a school that Displays Love and values a supportive community and genuine relationships**
- **Display love** means that Cedar College is a place where staff support and encourage one another, as well as the students under their care. It also means that relationships are characterised by honesty, compassion, truth, and love. Relationships are given the highest priority and experiencing community is central to life at Cedar College.
- **See a school that Develops Self and values high standards in education and professional development**
- **Develop self** means that Cedar College is a place for individual progress toward each one's full potential through the provision of high-quality education that incorporates personalised pathways to reach that potential. It also means students and staff are treated as unique individuals and guided personally toward their full potential.

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The information contained in this publication is correct at the time of printing but may be subject to change without notice.



## FOREWORD

The teaching and learning program at the College aims to provide for an education that is well documented and appropriate to the developmental learning needs of the student. The College curriculum is designed on an outcomes based approach and inclusive of constructivist pedagogy.

The frameworks on which the Cedar College curriculum is based are: the **Australian Curriculum**, and documentation provided by the **SACE Board of South Australia**. Teaching and learning is based on the Australian Curriculum, which supports students in learning about themselves and their world, and assists in the development of literacy and numeracy outcomes and the ability to apply information and communication technologies. The Cedar curriculum is inextricably linked with the **South Australian Certificate of Education**, and encourages students to pursue excellence in their studies. Christian Living forms an integral part of the curriculum studied at Cedar. Outside of Christian Living classes, gospel values and a Christian worldview underpin the curriculum studied.

Teaching and learning at Cedar is structured to meet the needs of individual students and is reflective of different stages of development. In addition, the curriculum in each learning area is coordinated from Reception to Year 12, to ensure a cohesive curriculum across all learning areas. Teachers construct individual programs to meet the inclusive needs of the students in their learning group.

**When students are making choices about areas of study, they are able to track their subject choice within each learning area through the Subject Flow Chart.**

From Reception, Parent and Caregiver Information Nights and Student Information Sessions are held to assist students and their parents in the important areas of career and subject choice. These sessions acknowledge the crucial role parents and caregivers play in the education of their sons and daughters. Students are then counselled individually to ensure that the course chosen is the most appropriate to the current and future needs of the student. Parents and caregivers are encouraged to be part of that interview.

This Handbook is for those who are interested in sending a child to Cedar College and are seeking an understanding of the curriculum at the College; those who have children at the College and are interested in looking forward to future options; and those who are working with students to make subject choices for Years 9, 10, 11 or 12. If, after reading this Handbook, you still have questions, please contact the Director of Teaching, Learning and Innovation, or any of the Learning Area Coordinators at the College.





## 10 - 12 CURRICULUM ORGANISATION

The purpose of this section of the booklet is to outline the subject offerings available and to clarify issues relating to the organisation of subjects and daily routines related to the curriculum.

The contact details for key staff at Cedar College are provided. These key staff will be available to answer more specific questions in relation to subject selection and subject details.

### KEY STAFF:

CURRICULUM AREAS	TEACHING & LEARNING COORDINATOR / KEY TEACHER	EMAIL
Christian Living	Mrs Sandie Gardner	<a href="mailto:sandieg@cedarcollege.sa.edu.au">sandieg@cedarcollege.sa.edu.au</a>
Drama	Mr Daniel Nowak	<a href="mailto:danieln@cedarcollege.sa.edu.au">danieln@cedarcollege.sa.edu.au</a>
English	Mrs Sally-Anne Jones	<a href="mailto:sallyannej@cedarcollege.sa.edu.au">sallyannej@cedarcollege.sa.edu.au</a>
Health and Physical Education	Mrs Caitlin Lorenz	<a href="mailto:caitlinl@cedarcollege.sa.edu.au">caitlinl@cedarcollege.sa.edu.au</a>
Humanities	Mr Reg Thompson	<a href="mailto:regt@cedarcollege.sa.edu.au">regt@cedarcollege.sa.edu.au</a>
Digital Technologies	Mr Mitch Clisby	<a href="mailto:mitchc@cedarcollege.sa.edu.au">mitchc@cedarcollege.sa.edu.au</a>
Languages	Mrs Andrea Field	<a href="mailto:andreafield@cedarcollege.sa.edu.au">andreafield@cedarcollege.sa.edu.au</a>
Library and Research Project	Mrs Catherine De Cristofaro	<a href="mailto:catherined@cedarcollege.sa.edu.au">catherined@cedarcollege.sa.edu.au</a>
Mathematics	Mr Andrew Bendikov	<a href="mailto:andrewb@cedarcollege.sa.edu.au">andrewb@cedarcollege.sa.edu.au</a>
Music	Mrs Katie Harten	<a href="mailto:katieh@cedarcollege.sa.edu.au">katieh@cedarcollege.sa.edu.au</a>
Science	Mrs Tracey Hopps	<a href="mailto:traceyh@cedarcollege.sa.edu.au">traceyh@cedarcollege.sa.edu.au</a>
Technology – Design and Technology	Mr Mitch Clisby	<a href="mailto:mitchc@cedarcollege.sa.edu.au">mitchc@cedarcollege.sa.edu.au</a>
Technology – Food and Hospitality	Mrs Caitlin Lorenz	<a href="mailto:caitlinl@cedarcollege.sa.edu.au">caitlinl@cedarcollege.sa.edu.au</a>
Arts	Mrs Katie Harten	<a href="mailto:katieh@cedarcollege.sa.edu.au">katieh@cedarcollege.sa.edu.au</a>
Pathways, VET & Careers	Mrs Bronwen Burleigh	<a href="mailto:bronwenb@cedarcollege.sa.edu.au">bronwenb@cedarcollege.sa.edu.au</a>
Head of Teaching, Learning and Innovation	Mr Tim Maddern	<a href="mailto:timmm@cedarcollege.sa.edu.au">timmm@cedarcollege.sa.edu.au</a>
Director of High School Curriculum	Mrs Danielle Cioffi	<a href="mailto:daniellec@cedarcollege.sa.edu.au">daniellec@cedarcollege.sa.edu.au</a>

The following Year Level Coordinators may also be able to assist you in your enquiries.

YEAR LEVEL	COORDINATOR	EMAIL
Year 12	Mrs Tracey Hopps	<a href="mailto:traceyh@cedarcollege.sa.edu.au">traceyh@cedarcollege.sa.edu.au</a>
Year 11	Mr Jordan Rose	<a href="mailto:jordanr@cedarcollege.sa.edu.au">jordanr@cedarcollege.sa.edu.au</a>
Year 10	Mr Jon Dabrow	<a href="mailto:jonb@cedarcollege.sa.edu.au">jonb@cedarcollege.sa.edu.au</a>
Year 9	Mrs Helen Linke	<a href="mailto:helenl@cedarcollege.sa.edu.au">helenl@cedarcollege.sa.edu.au</a>
Year 8	Mr Andrew Mooney	<a href="mailto:andrewm@cedarcollege.sa.edu.au">andrewm@cedarcollege.sa.edu.au</a>
Year 7	Ms Kerry Spriggs	<a href="mailto:kerryssp@cedarcollege.sa.edu.au">kerryssp@cedarcollege.sa.edu.au</a>
Director of Middle School Student Development	Mr David Webb	<a href="mailto:davidw@cedarcollege.sa.edu.au">davidw@cedarcollege.sa.edu.au</a>
Director of Senior School Student Development	Mrs Nichole Tiller	<a href="mailto:nicholet@cedarcollege.sa.edu.au">nicholet@cedarcollege.sa.edu.au</a>
Head of High School	Mr Andrew Lock	<a href="mailto:andrewl@cedarcollege.sa.edu.au">andrewl@cedarcollege.sa.edu.au</a>

## YEAR 10 - 12 INFORMATION

### INDIVIDUAL LEARNING PLANS

These programs provide support designed to help students learn more effectively, benefit from their school experiences and attain their South Australian Certificate of Education. All curriculum areas are covered and the needs of a diverse range of students are catered for. In Individual Learning Plans the diversity of the school population is celebrated.

Recognition is given to all manner of learning difficulties, as well as acknowledgement of the needs of gifted and talented students.

Educational needs vary considerably from child to child. As a result, the CANOPY Team is required to provide flexible and often innovative programming for students with special needs. This is done in a number of ways. There are Professional Development sessions for staff, so that they are able to differentiate the curriculum. Classroom teachers are supported in their programming and lesson planning, so that they better suit individual needs. Support is also provided for students within the classroom, including explicit teaching of identified skills one on one or in small groups.

Some students will receive additional support within CANOPY. In some cases this will be one-to-one support, while small groups of students will also work with CANOPY staff.

### ASSESSMENT AND REPORTING

This refers to the on-going nature of assessment in which all summative tasks contribute to the student's overall achievement.

This is an essential part of the learning process because it describes how your child is interacting with current experiences and what sense they are making of them in light of previous understandings. Throughout Years 10-12 student assessment is:

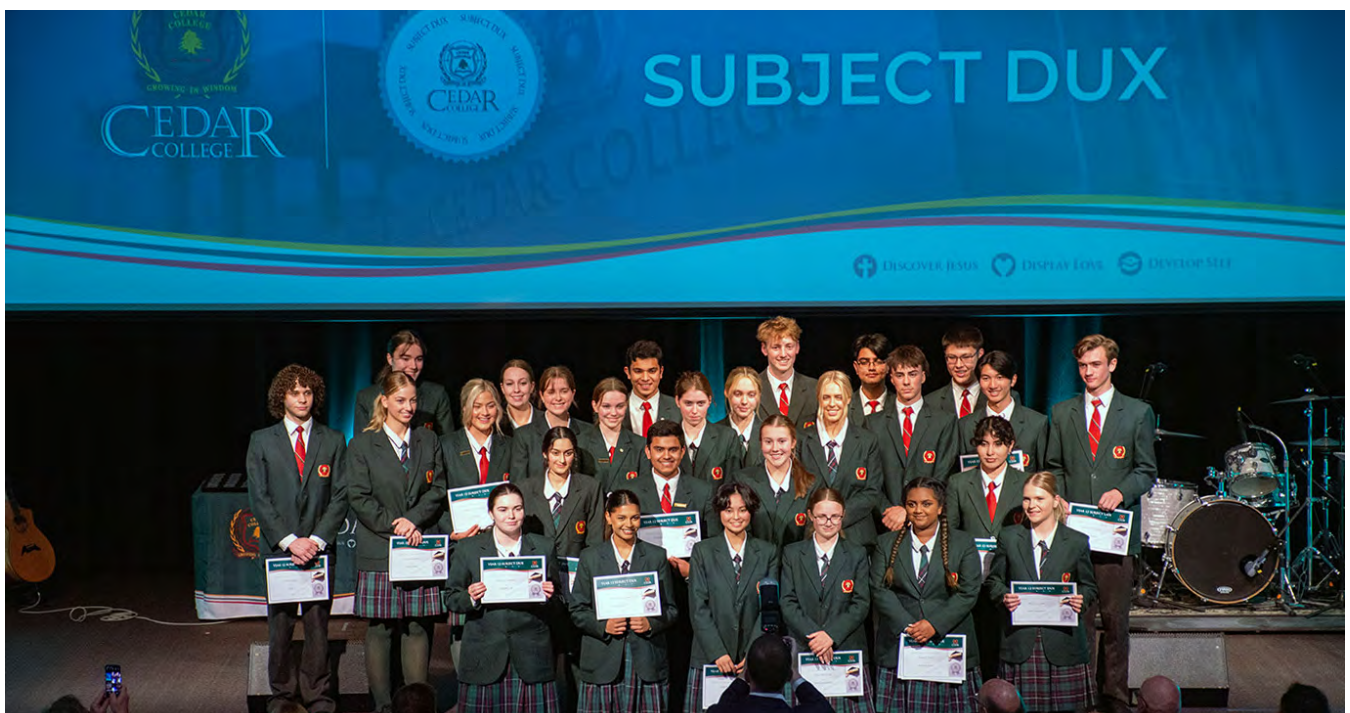
- Standards and Outcomes Based Assessment - based on the Senior Years of the Australian Curriculum and SACE Board guidelines.
- Continuous - evaluation and assessment is ongoing.
- Criteria-based - the work required from the student, and the conditions under which the work will be completed are clearly specified at the beginning of the task.
- Descriptive - the student's skills and concept development are identified by the teacher and described with the emphasis on clarifying areas of strength and weakness and communicating these to the student.

Students receive an academic report at the end of each semester (Term 2 and 4).

The following categories are reported on within the end of semester report (Term 2 and 4):

- Grade (A+ to E)
- Effort Rating
- Homework Completion Rating
- The Community teacher will also comment on overall student achievement and participation in school life.

**Ongoing assessment information is available within Canvas, the online learning management system at Cedar.**



## VOCATIONAL EDUCATION AND TRAINING

Vocational Education and Training (VET) is education and training that provides students with skills and knowledge for work. VET operates through a national training system, and is delivered, assessed and certified by Registered Training Organisations either within the College or at an external training facility. The SACE is designed to give students increased flexibility, including greater opportunities to have diverse forms of learning and achievement recognised. These directions are in line with the SACE Board legislation and state and national policies aimed at facilitating the transition of young people from school to further education, training and employment. The recognition arrangements for VET in the SACE will enable students to include more vocational education and training (VET) in their SACE studies. These recognition arrangements help students to build coherent pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

Structured VET programs:

- Are integrated with the general curriculum
- Include structured learning opportunities in the workplace
- Lead to nationally recognised qualifications
- Are based on nationally endorsed industry competency standards
- Assess skills and knowledge to the standards that employers expect in real workplaces
- Provide a range of flexible education and training pathways

Students can gain recognition for up to 150 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

### SACE Credits

Students can gain SACE credits for the successful completion of VET qualifications or units of competency that make up a qualification. A student will earn 10 SACE credits for the successful completion of 70 nominal hours of VET, up to the maximum number of credits allocated to each qualification. A student will earn 5 SACE credits for the successful completion of 35 nominal hours of VET. The VET Recognition Register lists the maximum and minimum number of SACE credits allocated to each qualification.

### Recognition at SACE Stage 1 and/or Stage 2

All VET qualifications or units of competency that make up a qualification, in the Australian Qualifications Framework (AQF) can contribute to the completion requirements of the SACE. The SACE Board determines the SACE stage at which qualifications will be granted recognition in the SACE. In most cases a VET qualification (i.e. all the units of competency that make up the qualification) will be recognised at Stage 1 level. However, specific units of competency from some Certificate II or Certificate III qualifications will be recognised at Stage 2 level. This information can be accessed through the **SACE VET Recognition Register**: <https://www.sace.sa.edu.au/web/vet/vet-coordinators/vet-recognition-register>

The VET Recognition Register shows, for each qualification, the:

- maximum and minimum number of SACE credits that students can earn by completing the qualification
- SACE stage(s) at which SACE credits earned for the qualification will be recognised for SACE purposes.

### External (Regional) VET Options

Cedar College students have the opportunity to access regional VET Programs externally – for example: at Marden Senior College, Grand Junction Trade Training Centre, Thebarton Senior College, TAFE SA (Registered Training Organisation – RTO) etc.

There are a wide range of options available to students, including industry areas such as:

Animal Care, Automotive, Business, Community Services (Child Care, Aged Care), Construction, Engineering, Fashion Design, Fitness, Hairdressing & Beauty, Hospitality, Information Technology, Media & Design, Music, Plumbing, Retail, Tourism etc.

### Internal (On-Campus) VET Options

**Veta Morphus - Certificate III in Christian Ministry and Theology** offered in Year 11.

Upon successful completion of the required units a student can receive up to 55 SACE Stage 2 Credits and have the completed certificate contribute to the ATAR. For further information refer to the Year 11 subject section (p.39).

**Please note that some vocational courses will incur some additional fees.**



## EXTERNAL STUDIES POLICY

If a student desires to study an approved SACE subject via an approved provider (to be determined by the Head of High School) external to Cedar College (such as Open Access College), the student may do so, and have the on-campus load compensated, as long as the following conditions are met:

- The subject studied is required (as a prerequisite) for the student's chosen further education pathway or employment, determined after a career counselling process
- The student has historically demonstrated an appropriate standard of independent learning, responsibility and proven academic results
- Cedar College does not offer the subject on campus
- The student is in Year 11 or 12 (or in a different year under extraordinary circumstances)

The final decision lies with the Head of High School.

If these conditions are met, Cedar College will pay annual tuition fees associated with the approved SACE subject. Cedar College still requires full school tuition fees to be paid. If the student does not obtain at least a "C" grade within the external subject, the student will be invoiced the tuition fees for this subject.

If a student desires to undertake a VET course via an approved provider, a Registered Training Organisation (RTO), external to Cedar College, the student may do so, and have the on-campus load compensated, as long as the following conditions are met:

- The course studied is beneficial for the student's chosen further education pathway or employment
- The Pathways, VET and Careers Coordinator and Director of Senior School Student Development are satisfied that this pathway is the best choice for the student in question, and that the student has career counselling with at least one of these teachers

In terms of payment, Cedar College will cover the RTO VET annual tuition course fees of up to \$850 only, and the student is responsible for any additional cost upon receiving Cedar College's invoice. The student will also be responsible for non-tuition fees, such as uniform and travel. If the student does not meet the requirements of the course, the student will be invoiced full fees for the course.

Full school tuition fees will continue to apply, as Cedar College is responsible for the management of the SACE / VET program for the student.





## SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION – (SACE)

### What is the SACE?

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (Years 11 and 12). The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). Students will be able to study a wide range of courses as part of the SACE.

### What are some of the features of the SACE?

As part of the SACE students will:

- receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board.
- be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken.
- receive A-E grades in every Stage 1 and Stage 2 SACE subject.
- be expected to gain and demonstrate essential skills and knowledge for their future, focusing on literacy, numeracy, ICT capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.
- have 30 per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including exams, practical performances and presentations.
- have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the state.
- Students can gain recognition for up to 150 SACE credits at Stage 1 and / or Stage 2 for successfully completed VET.

### The requirements to achieve the SACE:

To gain the SACE certificate students must earn 200 credits. Ten credits are equivalent to one semester or six months' study in a particular subject or course. Some elements of the 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 based subjects at Stage 1
- at least 10 credits towards numeracy from a range of Mathematics subjects at Stage 1
- a major project called the Research Project 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 or C grade or equivalent in these subjects to complete the 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.

### A graphical representation of SACE completion:

Requirements	Credits
<b>Year 10</b>	
Personal Learning Plan	10
<b>Year 11 (Stage 1)</b>	
Literacy (from a range of English subjects and courses)	20
Numeracy (from a range of mathematics subjects and courses)	10
<b>Year 11 or 12 (Stages 1 or 2)</b>	
Other subjects and courses of the student's choice	up to 90
<b>Year 12 (Stage 2)</b>	
Research Project	10
Other Stage 2 subjects and courses*	60 or more
<b>Total</b>	<b>200</b>
<div> <div></div> Other subjects and courses           <div></div> Stage 1 compulsory subjects and courses           <div></div> Stage 2 compulsory subjects and courses         </div>	
*Most students will complete subjects or courses worth more than 70 credits at Stage 2	

## COLLEGE SPECIFIC SACE INFORMATION

Cedar College offers a variety of subjects to enable our students to meet the requirements of the SACE. The South Australian Certificate of Education (SACE) exists to encourage students to successfully complete secondary education and to attest to their readiness for entry into post-school studies and employment.

The SACE is an internationally recognised qualification that opens pathways leading to vocations and careers, further studies and employment. The SACE also ensures that students leave school with a strong general education.

The SACE is the basic requirement for entry to higher education. Higher education institutions use the Australian Tertiary Admission Rank (ATAR), derived from SACE studies, to rank students for selection to particular courses.

### Reporting Achievement in SACE Studies:

Within all Stage 1 subjects students will receive A-E grades. At Stage 2 students receive grades from A+ to E-. The grade that a student is awarded is based entirely on the performance standards contained within the subject outline published by the SACE Board for any particular subject. Internally, all SACE students receive a grade from A+ to E.

From a SACE perspective a C grade is seen as a passing grade. Students must ensure that they are achieving at least a C grade in all compulsory SACE subjects: PLP, Stage 1 Literacy and Numeracy, three 20 credit Stage 2 subjects and the Research Project.

For full details about the SACE refer to the SACE Board website. The SACE Board website can be accessed using the following link:

<http://www.sace.sa.edu.au/home>

## AN OVERVIEW OF SACE REQUIREMENTS AT CEDAR

STAGE 1 (Year 11)							
<b>Semester One</b>	Christian Living	English	Mathematics	Free Choice	Free Choice	Free Choice	Research Project
<b>Semester Two</b>	Christian Living	English	Mathematics	Free Choice	Free Choice	Free Choice	
<b>Credit Count</b>	10 credits	20 credits	20 credits	20 credits	20 credits	20 credits	10 credits

The PLP, which is also a Stage 1 subject, will have been completed in Year 10 over a full year of study (10 credits).

STAGE 2 (Year 12)						
<b>Semester One</b>	Christian Living (10 SACE credit option available)	Free Choice	Free Choice	Free Choice	Free Choice	Free Choice or Study Hall
<b>Semester Two</b>						
<b>Credit Counts</b>	10 credits	20 credits	20 credits	20 credits	20 credits	20 credits

Students wanting to pursue a University pathway are encouraged to complete the SACE Christian Living option.

## HIGHER EDUCATION ENTRANCE

**Students wishing to pursue University or TAFE SA study are encouraged to become familiar with the following terms:**

### **Tertiary Admissions Subjects (TAS)**

These are SACE Stage 2 subjects which have been approved by TAFE SA and the universities as providing appropriate preparation for tertiary studies. Both TAFE SA and the universities require students to study a minimum number of credits of TAS to be eligible to receive a selection score or rank.

### **Recognised Studies**

Recognised Studies are those International Baccalaureate, interstate Year 12, higher education studies or VET awards deemed by the SACE Board and the universities and TAFE SA as being eligible to be included in the calculation of the ATAR and TAFE SA Selection Score. For Recognised Studies, scores approved by the Scaling and Tertiary Monitoring Committee will be used in calculations. Information on Recognised Studies will be made available to schools and students on the SATAC website.

### **Precluded Combinations**

Two subjects are a Precluded Combination if they are defined by TAFE SA and the universities as having significant overlap in terms of content. They cannot both count towards your Australian Tertiary Admission Rank or TAFE SA Selection Score.

### **Counting Restrictions**

Counting Restrictions are used where it is deemed desirable to limit the number of credits that can be counted towards a university aggregate and the ATAR in a specific subject area. This is to ensure students study a broad range of subjects. For example, a subject area might have eight 10 credit subjects available but the universities might set a Counting Restriction of 40 credits, meaning only four can ever count towards the calculation of the Australian Tertiary Admission Rank.

### **Completion and Successful Completion of Subjects**

In the terminology of the SACE, subject completion means achieving a grade of E or better, while Successful Completion of a subject means achieving a grade of C or better.

### **Eligibility**

To be eligible for selection into a university course/program you must:

- qualify for the SACE/NTCET;
- obtain an Australian Tertiary Admission Rank (ATAR);
- meet any prerequisite subject requirements for the course/program.

### **Competitiveness**

Your competitiveness in relation to other applicants is based on your ATAR which is a rank given to students on a range from 0 to 99.95. Your ATAR is calculated from your University Aggregate.

To obtain a University Aggregate and an ATAR you must:

- comply with the rules regarding Precluded Combinations;
- comply with the rules regarding Counting Restrictions;
- complete at least 90 credits of study at Stage 2, of which 60 credits of study must be from three 20 credit Tertiary Admissions Subjects (TAS), from a maximum of three attempts, which need not be in consecutive years.

### **Calculating the University Aggregate**

The University Aggregate is calculated from the best scaled scores from three 20 credit TAS (Tertiary Admission Subject) subjects, plus the best outcome from the flexible option. Your score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from:

- the scaled score of a 20 credit TAS;
- half the scaled score of one or more 20 credit TAS;
- the scaled score of one or more 10 credit TAS;
- scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits.



### **Converting the University Aggregate to an 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 have qualified for a University Aggregate in each year is called the cohort for that year.
- For each University Aggregate score (in the range 0-90.0) 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 0-90.0 now has a corresponding percentile rank in the range 0-100. For example, if a score of 80.4 or better out of 90.0 has been obtained by 10% of the cohort, the score of 80.4 will correspond to a percentile rank of 90.0 (100 – 10).
- The cohort in a given year 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.

When the calculations are completed, a student's relative position on the ATAR range is unchanged from the student's relative position on the university aggregate range. It is important to remember that a rank is not a score and an ATAR cannot be calculated arithmetically from a university aggregate.

### **Reporting the University Aggregate and ATAR**

The University Aggregate is reported to students on a score range of 0-90.0 with intervals of 0.1.

The ATAR is reported to students on a percentile scale, ie on a range 0-99.95 with intervals of 0.05.

The University Aggregate and ATAR are reported only to students who qualify for the SACE or NTCET.

### **Special Tertiary Admissions Test (STAT):**

SATAC administers the Special Tertiary Admissions Test (STAT) for applicants applying to university under a special entry program and the International Student Admissions Test (ISAT) for international applicants to university. For more information on these tests go to <https://stat.acer.org/>

### **TAFE SA Entry**

TAFE SA courses offered through SATAC have Minimum Entry Requirements (MER) which all applicants must meet in order to be eligible for selection. MER differ according to the level of the TAFE SA course concerned.

## TERTIARY EDUCATION INSTITUTIONS

### THE UNIVERSITY OF ADELAIDE

Course Admissions  
University of Adelaide  
GPO Box 498 Adelaide SA 5001  
Telephone (08) 8303 4455

Website: [www.adelaide.edu.au](http://www.adelaide.edu.au)

### FLINDERS UNIVERSITY

Admissions Office  
Flinders University  
GPO Box 2100 Adelaide SA 5001  
Telephone (08) 8201 3074

Website: [www.flinders.edu.au](http://www.flinders.edu.au)

### THE UNIVERSITY OF SOUTH AUSTRALIA

Course Admissions  
University of South Australia  
North Terrace Adelaide SA 5000  
Telephone (08) 8302 2376

Website: [www.unisa.edu.au](http://www.unisa.edu.au)

### TABOR COLLEGE

181 Goodwood Road  
Milwood  
Telephone (08) 83738777

Website: <http://taboradelaide.edu.au/>

### CHARLES DARWIN UNIVERSITY

Course Admissions  
Charles Darwin University  
Darwin, Northern Territory 0909  
Telephone 1800 061 963

Website: [www.cdu.edu.au](http://www.cdu.edu.au)

### TAFE SA

TAFE SA Information Centre  
31 Flinders Street Adelaide SA 5000  
Telephone (08) 8226 3409  
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### SOUTH AUSTRALIAN TERTIARY ADMISSIONS CENTRE (SATAC).

SATAC is responsible for processing applications for courses at University and TAFE Colleges in South Australia

1<sup>st</sup> Floor 230 North Terrace Adelaide SA 5000  
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Website: [www.satac.edu.au](http://www.satac.edu.au)

### ADJUSTMENT FACTORS (Previously known as Bonus Points):

For information on Adjustment Factors please visit the following site: <http://www.satac.edu.au/pages/adjustment-factors>

## CEDAR PROMOTION PROCEDURES

Each learning area provides guidelines for continuing study in their subjects. These guidelines reflect the minimum requirements (score / grade) needed for a student to be able to experience success in that subject area in the following year. It must be understood that the content and demands of any subject becomes incrementally more difficult in each subsequent year.

Information regarding graduation within certain subject areas:

- Students intending to study the Sciences at Year 11 and 12 must receive at least a 'B' grade in the previous year of study, in the relevant area of Science (for example, a 'B' grade must be achieved in Year 11 Physics in order to proceed into Year 12 Physics).
- Students intending to study Mathematical Methods or Specialist Mathematics at Year 11 and 12 must receive at least a 'B' grade in the previous year of study in the like Mathematics at Year 10 or 11.
- Students intending to study English Literary Studies at Year 11 and 12 must receive at least a 'B' grade in the previous year of study in the like areas of English.
- Subjects that are oversubscribed from Year 9-12 will enter a selection process, ranking students based on grades in that subject from the previous year. This is especially relevant for Food and Hospitality, and Design and Technology Studies, as these subjects can only cater for a certain amount of students each semester.
- For all other subjects, Cedar is likely to question progression into a like subject if the student has scored less than a C grade, or if the attitude demonstrated was poor.
- Certain cohorts will benefit from streamed classes (particularly in English and Mathematics). When students are placed into these classes for the start of a given year, it is based on data gained from the previous year of study such as NAPLAN achievement, report grades and attitude, not on 'renewed ambitions' for the current year.
- The High School Leadership Team is able to make the final decision in any special cases.
- Students may be required to complete holiday work in order to reach the standard required for the following year.

We desire to maintain a high standard of education at Cedar College, and this policy assists in maintaining this standard. It also protects our students from making subject choices that may not be in-line with their giftings, making it more likely for them to achieve satisfactorily at SACE level. We cater for a wide range of interests and ability levels at Cedar College and through a Career Counselling Process we present suitable options for students.

### Other notes in relation to Promotion / Subject selection:

- The above information provides a guide for subject selection in that students who do not meet the stated requirements are not usually permitted to continue with a course of study.
- A student who does not meet the requirements outlined in this policy may still pursue a course of choice through discussion with the Director of Senior School Student Development or Director of High School Curriculum and relevant Faculty Coordinator. A student wishing to study a course for which they have not completed the same course in the previous year must also discuss this with the Director of Senior School Student Development or Director of Teaching, Learning and Innovation and relevant Faculty Coordinator.
- If agreement cannot be reached the student may opt to discuss their options with the Head of High School or Head of Teaching, Learning and Innovation.





## YEAR 10 - OVERVIEW

LEARNING AREA	SUBJECTS		LEARNING AREA	SUBJECT	
<b>CHRISTIAN LIVING</b>	Christian Living	F	<b>HEALTH &amp; PE</b>	Health & Physical Education	F
				Specialist Physical Education (Elective)	S
<b>ARTS</b>	Visual Arts - Art (Elective)	S	<b>SCIENCE</b>	Science	F
	Visual Arts – Design (Elective)	S			
	Music (Elective)	S/F			
	Drama (Elective)	S			
<b>TECHNOLOGY</b>	Woodwork, Design and CAD (Elective)	S	<b>MATHEMATICS</b>	Essential Mathematics	F
				General Mathematics	F
				Mathematical Methods	F
				Specialist Mathematics (Elective)	S
	Food and Hospitality (Elective)	S	<b>HUMANITIES</b>	History	F
	Film and Media Production (Elective)	S		Geopolitics (Elective)	S
	Digital Technologies (Elective)	S			
<b>ENGLISH</b>	English	F			
<b>LANGUAGES</b>	German (Elective)	S/F			
<p>Students in Year 10 will also complete the <b>Personal Learning Plan (PLP)</b>. This is a compulsory SACE subject that contributes 10 credits to the completion of SACE.</p>					

**F = FULL YEAR SUBJECT    S = SEMESTER SUBJECT**

## YEAR 10 SUBJECTS

LEARNING AREA: CHRISTIAN LIVING

**SUBJECT:** Christian Living

**Year Level:** 10

**Length Of Course:** Year

**Pre-Requisite:** Nil

### COURSE DESCRIPTION:

**Term Topics: 1. The Cross 2. Proverbs 3. Discipleship Alpha 4. World Religions**

#### THE CROSS

This topic leads into Easter each year. This engaging resource shows why key biblical leaders like Paul could confidently declare he would teach nothing 'except Christ and him crucified.'

In these 10 units, students are encouraged to look at the death of Jesus, through the story of the Bible, to gain greater insight into the heart of the Christian faith and the person of Jesus Christ.

It skillfully does so while presenting the everyday challenges young people face living in this complex and confusing world.

#### PROVERBS

This unit is designed for students to explore what wisdom is and how it can be applied to life so that good and wise decisions can be made from a biblical perspective. It looks through the story and lens of Bible characters in scripture.

#### DISCIPLESHIP ALPHA

1. God calls people to follow Jesus:
  - 1a - examine the New Testament understanding of discipleship in terms of trust, commitment and obedience to Jesus
  - 1b - explore the challenge of Christian discipleship for people today
  - 1c - contrast and compare discipleship in mainline Christianity, sects, and different religions
2. Jesus' disciples are forgiven and forgiving:
  - 2a - contrast Jesus' teaching on forgiveness and reconciliation with the general human understanding of forgiveness and reconciliation
  - 2b - consider the challenge of forgiving and working for reconciliation
  - 2c - investigate the impact of forgiveness and reconciliation on personal relationships and social issues
3. Jesus' disciples live by God-given values and ethics:
  - 3a - examine how biblical teaching challenges a person's values and choices in life
  - 3b - investigate the implications of Christian ethics and values in decision-making for personal and social issues
  - 3c - analyse the influences that are determining their values and choice.

Student Alpha is used as a resource to aid in the communication of the course content.

#### WORLD RELIGIONS

1. To study the differences between the major world religions:
  - 1a - students compare and contrast the differences of the five main world religions – Christianity, Judaism, Hinduism, Islam, Buddhism
  - 1b - investigate the various symbols and worship practices of each
  - 1c - investigate the religious practices of each
  - 1d - compare beliefs on death and life beyond death with what other religions teach.

**ASSESSMENT:** No formal assessment

**FOR FURTHER INFORMATION:** Christian Living Coordinator



## YEAR 10 SUBJECTS

**LEARNING AREA:** ENGLISH

**SUBJECT:** English

**Year Level:** 10

**Length Of Course:** Year

**Pre-Requisite:** Nil

**COURSE DESCRIPTION:** In Year 10 English, students will undertake text analyses, text productions, independent reading and a study of the history of the English language. This will include novel studies, a poetry study, a film study, critical reading units, as well as persuasive, poetic and narrative writing.

**ASSESSMENT:** Will involve written responses in the form of a New Media Advocacy series; a narrative; short answer questions; essays; poetry; oral presentations; and an exam at the end of each semester.

**FOR FURTHER INFORMATION:** English Coordinator

**LEARNING AREA:** MATHEMATICS

**SUBJECT:** Mathematics

**Year Level:** 10

**Length Of Course:** Year

**Compulsory/Optional:** Compulsory

**Pre-Requisites:** Nil

**COURSE LEADS TO:** Mathematical Methods (10) to Mathematical Methods (11)  
General Mathematics (10) to General Mathematics (11)  
Essential Mathematics (10) to Essential Mathematics (11)

**COURSE DESCRIPTION:** The Mathematical Methods course aims to develop problem solving skills and conceptual understanding of key ideas that lead to extended theoretical knowledge. General Mathematics has a strong business and consumer focus, relying heavily on the use of Technology. Essential Mathematics is a course designed for students who need mathematics for everyday living and as preparation for VET pathways.

**ASSESSMENT:** Through tests, assignments and investigations, students are given the opportunity to demonstrate their ability in mathematics.

**FOR FURTHER INFORMATION:** Mathematics Coordinator

**LEARNING AREA:** MATHEMATICS

**SUBJECT:** Specialist Mathematics

**Year Level:** 10

**Length Of Course:** Semester 2 Only

**Compulsory/Optional:** Optional

**Pre-Requisites:** 9 Mathematical Methods

**COURSE LEADS TO:** Specialist Mathematics (10) to Specialist Mathematics (11)

**COURSE DESCRIPTION:** Specialist Mathematics prepares students for Specialist Mathematics in Year 11 and 12.

It is undertaken in addition to Year 10 Mathematical Methods. Students will also find this subject beneficial if they plan on undertaking Mathematical Methods in Year 11. The topics covered are non-linear relationships; advanced trigonometry; Circle Geometry; polynomials.

**ASSESSMENT:** Through tests, assignments and investigations, students are given the opportunity to demonstrate their ability in mathematics.

**FOR FURTHER INFORMATION:** Mathematics Coordinator

**LEARNING AREA:** SCIENCE

**SUBJECT:** Science

**Year Level:** 10

**Length Of Course:** Year

**COURSE DESCRIPTION:** In **Semester 1**, students use models to explain the chemical makeup and structure of DNA. They describe the processes of meiosis and mitosis and how characteristics are passed from one generation to another. They describe the processes of natural selection and adaptation to explain differences between organisms. Students learn the foundational principles of psychology and investigate and report on methods of brain training. They investigate the Universe and Earth's unique position in it, including the balance within the earth's global systems, possible changes that are occurring and the future implications of these using climate models and assumptions and approximations.

In **Semester 2** students undertake **either General Science or Essential Science**.

**General Science** explores models that explain the structure of the atom and the arrangement of the Periodic Table. They give reasons at the atomic level for the patterns in the properties of the elements observed. Students explain chemical reactions and their rates in terms of atomic theory and use chemical conventions to record and communicate chemical reactions. Students investigate the interaction of bodies in motion, including their mass, acceleration and the sizes of the forces that influence them. These are calculated and explained using models and mathematical formulae. They analyse the relationship between science, technology and engineering. **General Science** course **must** be undertaken to select Physics, Chemistry, Biology or Psychology as a Stage 1 subject.

**Essential Science** explores the applications of science to everyday life, taking a more hands-on approach to physics through investigating the motion of rockets and sporting equipment, and the principles of chemistry through forensic science investigations. Students choose an elective topic for their final study which may include investigating the science of food or cosmetics, among other options. Students who take Essential Science may only choose Scientific Studies at Stage 1 level. Throughout the year, students work scientifically using systematic inquiry and data collection. They analyse their data and evaluate for safety, ethics, error, validity and reliability. In their communication of results, they include discussion on possible improvements to procedure and methods, to minimise effects of identified errors.

**ASSESSMENT:** Scientific Inquiry skills are assessed through practical investigations and laboratory reports. Research / presentation skills are assessed through investigations and reports. Written tests assess content knowledge, data interpretation, the ability to draw conclusions and apply concepts to real world problems.

**FOR FURTHER INFORMATION:** Science Coordinator



## YEAR 10 SUBJECTS

LEARNING AREA: HUMANITIES

**SUBJECT:** History

**Year Level:** 10

**Length Of Course:** Year

**Pre-Requisites:** Nil

**COURSE LEADS TO:** Year 11 History  
Year 11 Legal Studies

### COURSE DESCRIPTION:

The Modern World and Australia:

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing. Special areas of focus include WWII, civil rights, and migration to Australia.

**ASSESSMENT:** Tasks include written test of dates and locations, source analysis, and essay writing.

**FOR FURTHER INFORMATION:** Humanities Coordinator

LEARNING AREA: HUMANITIES

**SUBJECT:** Geopolitics

**Year Level:** 10

**Length Of Course:** Semester

**Pre-Requisites:** Nil

**COURSE LEADS TO:** Year 11 Geography  
Year 11 Legal Studies

**COURSE DESCRIPTION:** Geopolitics is an elective that encompasses studies of both Geography and Legal Studies. For the Geography component, students undertake units examining how geography impacts human wellbeing, and the impact of human settlement on the environment. Students additionally examine the Australian environment and climate in reference to our major river systems. In Legal Studies, students have a quick introduction to the structure of the government, and then quickly move into studies regarding civil and political rights, and how Australia engages in the international community through the UN and international law.

**ASSESSMENT:** A combination of individual and group creative tasks (written, with creative presentation methods optional) and tests.

**FOR FURTHER INFORMATION:** Humanities Coordinator.

LEARNING AREA: LANGUAGES

**SUBJECT:** German

**Year Level:** 10

**Length Of Course:** Semester Or Full Year

**Pre-Requisites:** Year 9 German

**COURSE LEADS TO:** Year 11 German

**Course Description:** Further development of the German language through a closer examination of structural aspects of the language aided using both aural and visual material. Language acquisition will be put to a functional use through the re-creation of day-to-day situations, with a strong emphasis on communication skills. German culture will continue to be explored. Each student will have access to the online textbook, their own workbook, and the accompanying auditory recordings. There is an all-day excursion to the Barossa Valley.

**ASSESSMENT:** Grammar and vocabulary tests, oral presentation, research and cultural assignment, written assessments including use of technology, participation in class.

**FOR FURTHER INFORMATION:** German Key Teacher

LEARNING AREA: ARTS

**SUBJECT:** Music

**Year Level:** 10

**Length Of Course:** Year

**Pre-Requisites:** Successful completion of Year 9 Music. Students must be committed to completing instrumental lessons in the year of study (and have a prior two years of experience in instrumental lessons)

**COURSE LEADS TO:** Year 11 Music

**COURSE DESCRIPTION:** Year 10 Music involves students making and responding to music independently and in small groups, and with their teachers and communities. They explore music as an art form through listening, composing and performing. Students continue to develop their aural skills as they build on their understanding and use of the elements of music. They extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms. They extend their use of, and identification of, timbre to discriminate between different instruments and different voice types. Technology becomes a very important part of the creative process as students engage in writing, recording and releasing their compositions. They build on their understanding of their role within an ensemble as they control tone and expression and interpret a range of styles using instrumental and vocal techniques. Students explore meaning and interpretation and forms of social, cultural and historical influence of music. They evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform.

**ASSESSMENT:** Students are assessed both on the theoretical concepts (60%) and their performance either as a soloist or a member of an ensemble (40%).

**FOR FURTHER INFORMATION:** Arts Coordinator

## YEAR 10 SUBJECTS

**LEARNING AREA:** HEALTH AND PE

**SUBJECT:** Health and PE

**Year Level:** 10

**Length Of Course:** Year

**Pre-Requisite:** Nil

**COURSE DESCRIPTION:** The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Year 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

**ASSESSMENT:** Students are assessed on how they demonstrate their knowledge, and on their ability to apply that knowledge in personal, social and community health based topics, and through movement and physical activity. Assessment will be part theoretical and part practical.

**LEARNING AREA:** HEALTH AND PE

**SUBJECT:** Specialist Physical Education

**Year Level:** 10

**Length Of Course:** Semester

**Pre-Requisite:** Nil

**COURSE DESCRIPTION:** This course is designed to prepare students for study in Physical Education at Stage 1 and 2. There is a major focus on students developing understanding within the fields of Exercise Physiology and Biomechanics as these are major components of the Stage 2 course. Students complete practical units as a means of developing a theoretical and practical understanding of the key concepts taught.

**ASSESSMENT:** Assessment will be based on students applying understanding to practical situations.

**FOR FURTHER INFORMATION:**

Health and Physical Education Coordinator

**LEARNING AREA:** DIGITAL TECHNOLOGIES

**SUBJECT:** Film and Media Production

**Length Of Course:** Semester

**COURSE DESCRIPTION:** In an increasingly technological and digital world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Through this course students develop skills in a variety of production techniques, using the Adobe suite of products including Photoshop, Illustrator, InDesign, Premiere Pro, After Effects and Audition. Students develop an understanding of Design and Communication theory and the ethical use of content as they develop different types of digital media to meet client outcomes. Photography and Live Film are the two forms of media that will be studied in Year 10 Film and Media. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by, and can play a role in, enriching and transforming societies and our natural, managed and constructed environments. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies contributes to a sustainable future. Decision-making processes are informed by ethical, legal, aesthetic and functional factors.

**ASSESSMENT:** Students will complete practical skills tasks. Assessment will occur through a variety of media communication tasks.

**LEARNING AREA:** DIGITAL TECHNOLOGIES

**SUBJECT:** Digital Technologies

**Length Of Course:** Semester

**COURSE DESCRIPTION:** By the end of Year 10, students will have had opportunities to analyse problems and design, implement and evaluate a range of digital solutions, such as database-driven websites and artificial intelligence engines and simulations. Students consider how human interaction with networked systems introduces complexities surrounding access to, and the security and privacy of, data of various types. They interrogate security practices and techniques used to compress data, and learn about the importance of separating content, presentation and behavioural elements for data integrity and maintenance purposes. These skills will be applied in two programming environments – the Virtual World Robotics software, combined with physical Lego Robots using RobotC, a script-based language, and multimedia software that allows students to create applications for object-oriented mobile technologies such as tablets and mobile phones. Students experience teamwork in group projects in both environments as they take a product through the development lifecycle until completion. Ethical and social issues will also be considered in the mobile applications unit.

**ASSESSMENT:** Assessment will comprise a variety of practical skills tasks designed to develop programming acumen and some theoretical tasks.

**FOR FURTHER INFORMATION:**

Design, Technology and Business Coordinator

## YEAR 10 SUBJECTS

LEARNING AREA: ARTS

**SUBJECT:** Drama

Year Level: 10

Length of Course: Semester

Pre-Requisites: Successful completion of Year 9 Drama

**COURSE LEADS TO:** Stage 1 Drama

**COURSE DESCRIPTION:** This course provides students with a greater appreciation for live theatre through attending multiple professional productions and devising and performing a class production for the school community. Shakespeare and Bertolt Brecht are two practitioners of focus. This course will prepare students to be critical analysers of performing art and give them the practical skills to be confident performers. Students will be required to take on an off-stage role (e.g. costume designer, lighting designer) for the class production.

**ASSESSMENT:** Practical and written work.

**FOR FURTHER INFORMATION:** Arts Coordinator



LEARNING AREA: HEALTH & PE / TECHNOLOGY

**SUBJECT:** Food and Hospitality

Year Level: 10

Length Of Course: Semester

Pre-Requisites: Successful completion of Year 9 Food and Hospitality

**COURSE LEADS TO:** Year 11 Food & Hospitality

**COURSE DESCRIPTION:** Food and Hospitality is a subject which encourages students to be active learners by participating in regular practical lessons and analysis of research material. This subject builds life skills, aims to promote a healthy attitude towards food choices and has the opportunity to be the beginning of a career in the hospitality industry. The 'Food' based units explore a range of topics, including; Food and Hospitality food preparation skills and techniques, catering skills, food and beverage attendant skills, food technology/culinary science and production development (STEM), sustainability and environmental influences.

**ASSESSMENT:**

Tasks include short answer, multiple choice, role play, case studies, design briefs and folios, action plans, research tasks, evaluations, practicals, demonstrations, participation in class and catering events.

**FOR FURTHER INFORMATION:** Health and PE Coordinator



## YEAR 10 SUBJECTS

LEARNING AREA: DESIGN & TECHNOLOGY

**SUBJECT:** Woodwork, Design and CAD

**Year Level:** 10

**Length Of Course:** Semester

**Pre-Requisite:** Minimum C grade in Design and Technology Year 9

**COURSE DESCRIPTION:** Students have the opportunity to critically deconstruct products, processes and systems that are around them. Students develop critical capacities to look at technologies of the past and identify their consequences and are able to speculate and critically inquire in order to identify possible future technologies and their consequences. Students are given opportunities to engage with complex design ideas, being adaptive, creative and enterprising in their work. Students effectively communicate and interpret the designed and made world, critically evaluating style, forms, sources and presentation of information, and products, against design and production requirements. Students are encouraged to become effective designers, developing alternative designs and production plans for complex products and systems.

Students are given opportunity to work together and reach agreements about complex issues, conflicts and practices, appreciate the value of organisational structures and seek to work within them, satisfy occupational health, safety and welfare requirements, and demonstrate a duty of care.

Students are encouraged and given the opportunity to explain how the form, structure and properties of materials relate to their functional, aesthetic and environmental characteristics, using sophisticated materials and equipment for specialised purposes, while continuing to use simple everyday items whenever possible.

**ASSESSMENT:** Students undertake a series of theory tasks, which will assist in the understanding, and completion, of the assessed practical tasks. Areas assessed are:

- Workplace Health and Safety
- Critiquing Task
- Technical Drawing/CAD Drawing
- Work Folio
- Product
- Product Evaluation

**FOR FURTHER INFORMATION:**

Design, Technology and Business Coordinator

LEARNING AREA: ARTS

**SUBJECT:** Visual Arts - Art

**Year Level:** 10

**Length Of Course:** Semester

**Pre-Requisite:** Year 9 Art

**COURSE DESCRIPTION:** The Year 10 Visual Art-Art course is structured so that students, through a variety of Art disciplines, are introduced to creative thinking strategies, problem solving skills and the art process.

Within the theory component of this course, there is an emphasis on developing a diverse art vocabulary and visual literacy through exposure to a wide range of art works from different cultures, times and places. Equipped with skills to confidently analyse, evaluate and understand the work of artists and craftspeople, students will have the opportunity to become more astute producers and purveyors of art in a variety of fields. The practical component of this course will allow students to respond to creative challenges using a wide range of media and techniques whilst developing their own personal aesthetic. The Year 10 course offers students the opportunity to further refine their skills in painting and drawing, introducing new media and techniques, whilst introducing them to intaglio printmaking. Students will have the opportunity to produce work that communicates personally relevant themes and ideas.

**ASSESSMENT:** Students demonstrate evidence of their learning through theory and practical work.

**FOR FURTHER INFORMATION:** Arts Coordinator

LEARNING AREA: ARTS

**SUBJECT:** Visual Arts - Design

**Year Level:** 10

**Length Of Course:** Semester

**Pre-Requisite:** Year 9 Art, Year 9 D & T, Or By Negotiation

**COURSE DESCRIPTION:** The Year 10 Visual Art-Design course is structured so students, through the three main fields of design; Graphic Design, Environmental Design (including Architecture and Interior Design) and Product Design, are introduced to creative thinking strategies, problem solving skills and the design process. Within the theory component of this course, there is an emphasis on developing a diverse design vocabulary and visual literacy through exposure to a wide range of design works from different cultures, times and places. Equipped with skills to confidently analyse, evaluate and understand the work of designers, students will have the opportunity to become more astute producers and consumers of design. Practical work will allow students to explore and respond to creative challenges using a wide range of media and techniques whilst developing their own personal aesthetic. Students will have the opportunity to work individually and also within teams, responding to brief and parameters set by clients; similar to how they would work as professionals within industry.

**ASSESSMENT:** Students demonstrate evidence of their learning through theory and practical work.

**FOR FURTHER INFORMATION:** Arts Coordinator



## STAGE 1 & 2 – SUBJECT OVERVIEW

Learning Area	Stage 1	Stage 2
<b>Christian Living</b>	Christian Living (Enrolled as a 10 credit Spiritualities, Religion and Meaning SACE subject) Veta Morphus	Christian Living (Students have the option of enrolling in a 10 credit SACE option – <b>TAS</b> )
<b>Visual and Performing Arts</b>	Visual Arts – Art Visual Arts - Design  Music – Advanced Music - Experience    Drama	Visual Arts – Art ( <b>TAS</b> ) Visual Arts – Design ( <b>TAS</b> )  Music Explorations (20 Credit) ( <b>TAS</b> ) Music Studies (20 Credit) ( <b>TAS</b> ) Music Performance – Solo (10 Credit) ( <b>TAS</b> ) Music Performance – Ensemble (10 Credit) ( <b>TAS</b> )  Drama ( <b>TAS</b> )
<b>English</b>	Pre-English Literary Studies English Essential English	English Literary Studies ( <b>TAS</b> ) English ( <b>TAS</b> ) Essential English ( <b>TAS</b> )
<b>Languages</b>	German Other Stage 1 Languages may be studied externally.	German ( <b>TAS</b> ) Other Stage 2 Languages may be studied externally.
<b>Health and Physical Education</b>	Physical Education Food and Hospitality Health & Wellbeing Child Studies	Physical Education ( <b>TAS</b> ) Food and Hospitality ( <b>TAS</b> ) Health & Wellbeing ( <b>TAS</b> ) Child Studies ( <b>TAS</b> )
<b>Mathematics</b>	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics	Essential Mathematics ( <b>TAS</b> ) General Mathematics ( <b>TAS</b> ) Mathematical Methods ( <b>TAS</b> ) Specialist Mathematics ( <b>TAS</b> )
<b>Science</b>	Physics Chemistry Biology Psychology Scientific Studies	Physics ( <b>TAS</b> ) Chemistry ( <b>TAS</b> ) Biology ( <b>TAS</b> ) Psychology ( <b>TAS</b> ) Scientific Studies ( <b>TAS</b> )
<b>Humanities</b>	Modern History Legal Studies Business Innovation Workplace Practices	Modern History ( <b>TAS</b> ) Legal Studies ( <b>TAS</b> ) Business Innovation ( <b>TAS</b> ) Workplace Practices ( <b>TAS</b> )
<b>Technology</b>	Digital Technologies Film and Media Production (Digital Communication Solutions) Material Solutions (Design & Technology) Product Innovation (Industry and Entrepreneurial Solutions)  Food and Hospitality	Digital Technologies ( <b>TAS</b> ) Film and Media Production (Digital Communication Solutions) ( <b>TAS</b> ) Material Solutions (Design & Technology) ( <b>TAS</b> ) Product Innovation (Industry and Entrepreneurial Solutions) ( <b>TAS</b> )  Food and Hospitality ( <b>TAS</b> )
<b>Recognised Learning</b>	Please see p.4 of this booklet for information relating to VET courses (internal and external) available to students at Cedar College  Other Flexible Options: <ul style="list-style-type: none"> <li>Community Studies (NT)</li> <li>Community Learning (NT)</li> </ul>	

**TAS = Tertiary Admissions Subject    NT = Not a Tertiary Admissions Subject**

## STAGE 1 SUBJECTS

**Please Note:** For further information on the following subjects please refer to p.2 for the relevant coordinator.

**Length of Course:** A semester length course is referred to as a 20 week course and is allocated 10 credits by the SACE Board. A year long course is referred to as a 40 week course and is allocated 20 credits by the SACE Board.

**Students in Year 11 will also complete the Research Project. This is a compulsory SACE subject that contributes 10 credits to the completion of SACE.**

## STAGE 1 SUBJECTS – CHRISTIAN LIVING/VETA MORPHUS

<b>SUBJECT:</b>	<b>Christian Living</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>40 Weeks / 10 Credits</b>
<b>Compulsory/Optional:</b>	<b>Compulsory</b>
<b>Pre-Requisites:</b>	<b>Nil</b>

**COURSE LEADS TO:** Stage 2 Christian Living

**COURSE DESCRIPTION:** Students investigate the relationship between poverty and religion, both in historical and current contexts. They explore how personal, cultural and religious identity can be communicated in different traditions, and create their own way of expressing an aspect of their identity inspired by that of a chosen tradition. They also explore a chosen aspect of apologetic teaching in a reflection on the case for faith.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Practical Exploration (40%), Connections Task (40%) and Personal Venture (20%).

### Certificate III in Christian Ministry and Theology (Veta Morphus)

Veta Morphus is a national discipleship program which focuses on raising up a generation of young leaders to reach beyond the potential they see in themselves into the potential God has prepared for them. Veta Morphus is part of Vocational Education Training and contributes towards the SACE Certificate. From a SACE perspective students accrue Stage 2 credits that contribute to the calculation of their ATAR. There is a cost additional to school fees. Please speak to the Head of High School for information. In special circumstances students may apply for a Principal's Bursary.

This program can currently be taken in Year 11 and runs for one school year, giving students the opportunity to invest in their spiritual development whilst working toward their academic goals. Veta Morphus is based on an action/reflection model of learning, giving students the opportunity to not just learn about theology but the chance to put it into practice in their day-to-day lives.

This process is delivered with the support, guidance & encouragement of Christian mentors and supervisors. Veta Morphus partners with local High Schools, Christian Pastoral Support Workers and Youth Ministries to offer students a unique opportunity to experience a season of transformation that will lay a foundation for their future.

### SIX CORE AREAS OF VETA MORPHUS

Veta Morphus requires you to engage in six key areas of learning.

#### Peer Groups

A student-leader style small group where students inspire each other to grow, whilst being supported and encouraged by their Peer Group Supervisor. This supervisor facilitates a growing environment where students are equipped with knowledge and given the opportunity to apply that knowledge to their life.

#### Ministry Placement

Developing the discipline of service and becoming a servant; discovering and growing gifts, whilst being apprenticed to a more experienced leader. Ministry Practice can consist of serving in a team on a regular basis throughout the program (kids club, youth group, school program, community project or any other regular ministry), and/or a Live-in-mission (leading on a camp, mission trip etc).

#### Bible Engagement

Students engage in a reading plan that covers two thirds of the New Testament and requires them to reflect on and journal their readings. Private study also includes the preparation and application of Learning Exercises, Ministry Exercises, Seminars & Creatives, which are worked through and discussed in the peer group time.

#### Mentoring

Students participate in a mentoring relationship with a mature Christian on a regular basis. Students will explore their personal journey with Christ and draw on the wisdom and experience of someone they look up to & respect.

#### Retreats

The goal of our retreats is to equip and inspire. We take 3 weekends over the program and give students the opportunity to connect with peers from across the state. On these weekends students will receive intensive training as well as the opportunity to reflect and have fun with others.

#### Christian Community

During the program students commit to journeying with a community of faith, discovering what it means to be the Church instead of just going to church. Students reflect on this regular experience individually and as a peer group.

#### Assessment

Assessment of student work is done internally, and then checked externally. Students are not graded on an A-E scale as with other subjects. Instead, the work is graded as being satisfactorily completed or incomplete. When all of the compulsory elements of the course are completed, students are awarded the Certificate III in Christian Ministry & Theology, with 55 SACE credits (Stage 2 credits).

## STAGE 1 SUBJECTS – VISUAL AND PERFORMING ARTS

<b>SUBJECT:</b>	<b>Visual Arts – Art</b>
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<b>Year Level:</b>	<b>Stage 1</b>
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<b>Length of Course:</b>	<b>20 or 40 weeks/ 10 or 20 credits</b>
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<b>Pre-Requisites:</b>	<b>Year 10 Visual Arts preferred</b>
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<b>COURSE LEADS TO:</b>	Stage 2 Visual Arts – Art
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**COURSE DESCRIPTION:** The Stage 1 Visual Art-Art course is structured so students experience a wide variety of facets within the visual arts. Students will have opportunities to work independently and also as part of a team to demonstrate creative thinking strategies, problem solving skills, analysis and use of the art process.

The Semester 1 course offers students the opportunity to study portraiture, through a variety of media experiments and oil painting for the practical and folio components. The visual study component focuses on research, analysis and practical applications that delve into understanding and comparing a variety of art topics. In Semester 2 the course is set up to provide students with the flexibility and opportunity to explore studies in the visual arts tailored to their own personal interests. For the practical component of the course, students will be supported to identify a personally relevant theme and work through the art process to produce a practical solution. The theory component will be presented as a Visual Study containing research, analysis and practical applications exploring a visual art field of interest.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Folio (40%), Practical (30%) and Visual Study (30%).

<b>SUBJECT:</b>	<b>Visual Arts – Design</b>
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<b>Year Level:</b>	<b>Stage 1</b>
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<b>Length of Course:</b>	<b>20 or 40 weeks/ 10 or 20 credits</b>
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<b>Pre-Requisites:</b>	<b>Year 10 Visual Arts preferred</b>
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<b>COURSE LEADS TO:</b>	Stage 2 Visual Arts - Design
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**COURSE DESCRIPTION:** The Stage 1 Visual Art-Design course is structured so students experience design through the three main fields; Graphic Design, Environmental Design (including Architecture and Interior Design) and Product Design. Students will have opportunities work independently and also as part of a team to demonstrate creative thinking strategies, problem solving skills, analysis and the use of the design process.

In Semester 1 the course offers students the opportunity to work through two practical projects. The major practical project will focus on working as a landscape architect to fulfill a site-specific brief and set of parameters. The minor practical project will take students through a silver-smithing course to design and produce a 99.9% sterling silver item of their choice. The theory component of the Semester 1 course focuses on research, analysis and practical applications that delve into understanding and identifying the architectural design features of local suburbs and public precincts as well as exploration on a more intimate scale of a personal aesthetic through interior design. In Semester 2 the course is set up to provide students with the flexibility and opportunity to explore studies in Design tailored to their own personal interests. Students can choose to work within any of the three main fields of design. For the practical component of the course, students will be

supported to write their own brief and set of parameters and work through the design process to produce a practical design solution. The theory component will be presented as a Visual Study containing research, analysis and practical applications exploring a design field of their own personal interest.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Folio (40%), Practical (30%) and Visual Study (30%).

<b>SUBJECT:</b>	<b>Drama</b>
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<b>Year Level:</b>	<b>Stage 1</b>
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<b>Length of Course:</b>	<b>20 or 40 weeks/ 10 or 20 credits</b>
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<b>Pre-Requisites:</b>	<b>Year 10 Drama preferred</b>
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<b>COURSE LEADS TO:</b>	Stage 2 Drama
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**COURSE DESCRIPTION:** In Drama, students participate in a number of creative workshops whereby they reflect and respond to their experience and learning. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts and present their explosive ideas and show-off their creativity. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence. There will be an opportunity for students to collaborate with the Stage 2 Drama class in creating the Senior Production, through either an on-stage or off-stage role. Students will create a dramatic workshop based on a modern Dramatic Style, and attend live theatre with the purpose of critically reviewing it.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessments: Performance, Folio & Investigation and Presentation.

<b>SUBJECT:</b>	<b>Music</b>
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<b>Year Level:</b>	<b>Stage 1</b>
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<b>Length of Course:</b>	<b>20 or 40 weeks/ 10 or 20 credits</b>
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<b>Compulsory/Optional:</b>	<b>Optional</b>
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<b>Extra Requirements:</b>	<b>All participants must take instrumental or vocal lessons.</b>
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<b>COURSE LEADS TO:</b>	Stage 2 Music
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**COURSE DESCRIPTION:** Music Experience is designed to provide students with opportunities to develop skills and knowledge in performing and analysing a variety of musical styles from the 20<sup>th</sup> Century. This is completed in Semester One. Music Advanced is completed in the second semester, and is designed to extend students' existing musical understanding and skills in creating and responding to music. This includes study of compositional techniques and instrumentation in the Baroque and Classical eras.

They provide pathways to Stage 2 Music Performance - Ensemble, Music Performance - Solo, Music Explorations, and/or Music Studies. For students wanting to continue at Stage 2 level, it is strongly advised to complete both semesters of Music at Stage 1.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Creative Works and Music Literacy.

## STAGE 1 SUBJECTS – ENGLISH

<b>SUBJECT:</b>	<b>English Literary Studies</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
<b>Compulsory/Optional:</b>	<b>20 Literacy credits Compulsory</b>
<b>Pre-Requisites:</b>	<b>Year 10 English</b>
<b>COURSE LEADS TO:</b>	Stage 2 English Literary Studies Stage 2 English

**COURSE DESCRIPTION:** Pre-English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual studies of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

Pre-English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

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

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning in Stage 1 English (pre-English Literary Studies) through the following assessment types: Responding to Texts, Creating Texts, Intertextual Study.

<b>SUBJECT:</b>	<b>English</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>40 Weeks / 20 Credits</b>
<b>Compulsory/Optional:</b>	<b>20 Literacy Credits Compulsory</b>
<b>Pre-Requisites:</b>	<b>Year 10 English</b>
<b>COURSE LEADS TO:</b>	Stage 2 English

**COURSE DESCRIPTION:** In English, students analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, context, and audience is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning in Stage 1 English through the following assessment types: Responding to Texts, Creating Texts, Intertextual Study.

<b>SUBJECT:</b>	<b>Essential English</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>40 Weeks / 20 Credits</b>
<b>Compulsory/Optional:</b>	<b>20 Literacy Credits Compulsory</b>
<b>Pre-Requisites:</b>	<b>Year 10 English</b>

**COURSE LEADS TO:** Stage 2 Essential English

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

Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to influence opinions and decisions.

**ASSESSMENT:** Assessment at Stage 1 Essential English is school-based. Students demonstrate evidence of their learning through the following assessment types: Responding to Texts and Creating Texts.



## STAGE 1 SUBJECTS – HEALTH & PHYSICAL EDUCATION

<b>SUBJECT:</b>	<b>Physical Education</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>20 Or 40 Weeks/ 10 Or 20 Credits</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Year 10 Physical Education</b>

**COURSE LEADS TO:** Stage 2 Physical Education

**COURSE DESCRIPTION:** Students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity.

They explore their own physical capacities and analyse performance, health, and lifestyle issues. Students develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Improvement Analysis and Physical Activity Investigation.

<b>SUBJECT:</b>	<b>Food and Hospitality</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>20 Or 40 Weeks / 10 Or 20 Credits</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Successful completion of Year 10 Food &amp; Hospitality</b>

**COURSE LEADS TO:** Stage 2 Food and Hospitality

**COURSE DESCRIPTION:** Students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

They explore a range of topics including: contemporary issues in the food and hospitality industry, factors that influence food choices in our culturally diverse society, food preparation skills and techniques. Students also consider ethical issues such as food waste, food miles, sustainability etc.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Practical Activity, Group Activity and Investigation.

<b>SUBJECT:</b>	<b>Health &amp; Wellbeing</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>20 Or 40 Weeks / 10 Or 20 Credits</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Nil</b>

**COURSE LEADS TO:** Stage 2 Health

**COURSE DESCRIPTION:** Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living, and caring for themselves and the environment. They develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities. Stage 1 Health & Wellbeing provides the opportunity for teachers and schools to develop programs that suit the local needs of students. A local program has additional flexibility in developing teaching and learning programs that focus on specific local needs and interests.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Issues Response, Group Activity and Investigation.

<b>SUBJECT:</b>	<b>Child Studies</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>20 Or 40 Weeks / 10 Or 20 Credits</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Nil</b>

**COURSE LEADS TO:** Stage 2 Child Studies

**COURSE DESCRIPTION:** Students explore the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children.

They examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

Students work individually and in groups to research, design, prepare and evaluate a range of products. This includes both cooking and sewing practicals.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Practical Activity, Group Activity and Investigation.

## STAGE 1 SUBJECTS – HUMANITIES

<b>SUBJECT:</b>	<b>Business Innovation</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>20 Or 40 Weeks / 10 Or 20 Credits</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Nil</b>

**COURSE LEADS TO:** Stage 2 Business Innovation

**COURSE DESCRIPTION:** Business Innovation prepares students to begin developing the knowledge, skills, and understandings to engage in business contexts in the modern world. In a time when design-led companies outperform other companies, students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. Integral to learning through finding and solving complex, dynamic, real-world problems is the opportunity for students to work collaboratively. Working together, students are encouraged to build up ideas. In all stages, the customer is the centre of the innovation process and the generation of viable business products, services, and processes.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Business Skills (3 tasks – 70%) and Business Pitch (30%).

<b>SUBJECT:</b>	<b>Modern History</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>20 Or 40 Weeks/ 10 Or 20 Credits</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Year 10 History</b>

**COURSE LEADS TO:** Stage 2 Modern History

**COURSE DESCRIPTION:** In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals. They explore the impacts that these developments and movements had on people's ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

Students build their skills in historical method through inquiry, by examining and evaluating the nature of sources, including who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new spaces in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Folio, Sources Analysis and Investigation.

<b>SUBJECT:</b>	<b>Legal Studies</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>20 or 40 weeks /10 or 20 credits</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Nil</b>

**COURSE LEADS TO:** Stage 2 Legal Studies

**COURSE DESCRIPTION:** Stage 1 Legal Studies covers topics that examine both the structure of the Australian Legal System, as well as thematic studies of different areas of law. Each topic of study is taught through a lens of current legal issues – with a strong focus on recent case studies, changing legislation and court decisions. Each year students undertake some foundational studies in the structure of government, criminal law and the development of new law, in addition to thematic topics. Thematic topics are changeable each year and can be negotiated with the class based on student interest. In recent years, thematic topics chosen by students include: Family Law, Young People and the Law, Sports Law, International Law, Technology and the Law, Victims' Rights, and Motorists and the Law. Students critically examine different legal practises, principles, and theories, and evaluate the system's strengths and weaknesses. Students also visit Old Adelaide Gaol and the Adelaide Courts to learn about legal history and witness the courts in action.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate their learning through the following assessment types: Analytical Response (30%), Inquiry (40%), and Presentation (30%).

<b>SUBJECT:</b>	<b>Workplace Practices</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>20 Or 40 Weeks /10 Or 20 Credits</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Nil</b>

**COURSE LEADS TO:** Stage 2 Workplace Practices

**COURSE DESCRIPTION:** This course will give students the opportunity to develop knowledge, skills and understanding of the nature and structure of the workplace both through Work Experience, Vocational Education and Training and topic studies covering:

1. Future Trends in the World of Work
2. The Value of Unpaid Work to Society
3. Workers' Rights and Responsibilities
4. Career Planning.

**ASSESSMENT:** There are three assessment types: 1. Folio (30%), 2. Performance at Work Experience and/or VET (40%), 3. Reflection (30%).

## STAGE 1 SUBJECTS – LANGUAGES

<b>SUBJECT:</b>	<b>German (continuers)</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>40 Weeks / 20 Credits</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Year 10 German</b>

**COURSE LEADS TO:** Stage 2 German

**COURSE DESCRIPTION:** This 2 unit course is organised within a framework of 3 areas: Communication, Understanding Language and Understanding Culture. Each area is designed to introduce students to the language and enable them to communicate in both written and spoken German. Students will also study various features of German culture.

Students will be expected to:

Participate in oral presentations and role plays; complete basic grammar exercises; acquire appropriate vocabulary; respond to visual and audio texts; complete creative and prescriptive written works; complete, in English, a written work on a negotiated cultural topic.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Interaction, Text Production, Text Analysis and Investigation.



## STAGE 1 SUBJECTS – MATHEMATICS

<b>SUBJECT:</b>	<b>Essential Mathematics</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>40 Weeks / 20 Credits</b>
<b>Compulsory/Optional:</b>	<b>10 Numeracy Credits Compulsory</b>
<b>Pre-Requisites:</b>	<b>Year 10 Mathematics</b>

**COURSE LEADS TO:** Stage 2 Essential Mathematics\*

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

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

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

*\*Students are required to achieve an A-grade at Stage 1 if they wish to continue on to Stage 2 Essential Mathematics.*

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning in Stage 1 Essential Mathematics through the following assessment types: Skills and Applications Tasks and Report.

<b>SUBJECT:</b>	<b>General Mathematics</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>40 Weeks / 20 Credits</b>
<b>Compulsory/Optional:</b>	<b>10 Numeracy Credits Compulsory</b>
<b>Pre-Requisites:</b>	<b>Year 10 Mathematical Methods or General Mathematics</b>

**COURSE LEADS TO:** Stage 2 General or Essential Mathematics

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

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Skills and Applications Tasks and Report.

<b>SUBJECT:</b>	<b>Mathematical Methods</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>40 Weeks / 20 Credits</b>
<b>Compulsory/Optional:</b>	<b>10 Numeracy Credits Compulsory</b>
<b>Pre-Requisites:</b>	<b>Year 10 Mathematical Methods</b>

**COURSE LEADS TO:** Stage 2 Mathematical Methods

**COURSE DESCRIPTION:** Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions, their derivatives and integrals, and by mathematically modeling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to analyse phenomena that involve uncertainty and variation. Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied with Specialist Mathematics, this subject can be a pathway to engineering, space science, and laser physics.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Skills and Applications Tasks and Report.

<b>SUBJECT:</b>	<b>Specialist Mathematics</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>40 Weeks / 20 Credits</b>
<b>Compulsory/Optional:</b>	<b>10 Numeracy Credits Compulsory</b>
<b>Pre-Requisites:</b>	<b>Year 10 Mathematical Methods</b>

**COURSE LEADS TO:** Stage 2 Specialist Mathematics

**COURSE DESCRIPTION:** Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of circle geometry, vectors, trigonometric functions, matrices, mathematical induction, and real and complex numbers. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Skills and Applications Tasks and Report.

## STAGE 1 SUBJECTS – SCIENCE

<b>S UBJECT:</b>	<b>Biology</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length of Course</b>	<b>20 or 40 weeks/ 10 or 20 credits</b>
<b>Compulsory/Optional</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Year 10 General Science (Course 2)</b>
<b>COURSE LEADS TO:</b>	<b>Stage 2 Biology</b>

**COURSE DESCRIPTION:** By investigating biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes through to macroscopic ecosystem dynamics, students extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Investigations Folio and Skills and Applications Tasks.

<b>Subject:</b>	<b>Chemistry</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Year 10 General Science (Course 2)</b>
<b>COURSE LEADS TO:</b>	<b>Stage 2 Chemistry</b>

**COURSE DESCRIPTION:** Students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Investigations Folio and Skills and Applications Tasks.

<b>Subject:</b>	<b>Physics</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Year 10 General Science (Course 2), Stage 1 Maths Methods</b>
<b>COURSE LEADS TO:</b>	<b>Stage 2 Physics</b>

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

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Investigations Folio and Skills and Applications Tasks.

<b>Subject:</b>	<b>Psychology – Christianity and Human Behaviour</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length of Course</b>	<b>20 or 40 weeks / 10 or 20 credits</b>
<b>Compulsory/Optional</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Year 10 General Science (Course 2)</b>
<b>COURSE LEADS TO:</b>	<b>Stage 2 Psychology</b>

**COURSE DESCRIPTION:** This Stage 1 Course has a preliminary unit on the Christian worldview. When offering a Christian perspective regarding Psychology, we give students the opportunity to consider their own worldview and use the Christian worldview as a foundation upon which they can understand and exercise discernment throughout the Psychology curriculum. The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Psychology builds on the scientific method by involving students in the collection and analysis of data. By emphasising evidence-based procedures, the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Investigations Folio and Skills and Applications Tasks.



## STAGE 1 SUBJECTS – SCIENCE / TECHNOLOGY

<b>SUBJECT:</b>	<b>Scientific Studies</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>20 Or 40 Weeks/10 Or 20 Credits</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Year 10 Science</b>

**COURSE LEADS TO:** Stage 2 Scientific Studies

**COURSE DESCRIPTION:** Students apply inquiry-based approaches to design, plan, and undertake investigations on a short-term or more extended scale, responding to local or global situations. Both collaboratively, and individually, they employ a scientific approach to collecting, representing, and analysing data using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Inquiry Folio and Collaborative Inquiry.

<b>SUBJECT:</b>	<b>Material Solutions</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>20 Or 40 Weeks/10 Or 20 Credits</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Year 10 Design &amp; Technology</b>

**COURSE LEADS TO:** Stage 2 Material Solutions

**COURSE DESCRIPTION:** Students develop the ability to initiate, create and develop products or systems in response to a design brief. They learn to use tools, materials and systems safely and competently to complete a product.

Students analyse the impacts of technology, including consequences for individuals, society and the environment. They use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Skills and Applications Tasks, Folio and Product.

<b>SUBJECT:</b>	<b>Digital Technologies</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>20 Or 40 Weeks/10 Or 20 Credits</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>None</b>

**COURSE LEADS TO:** Stage 2 Digital Technologies

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

At Stage 1, students develop and apply their skills in computational thinking and in program design. They follow agile practices and/or iterative engineering design processes.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Project Skills, Digital Solution.

<b>SUBJECT:</b>	<b>Film and Media Production (Digital Communication Solutions)</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>20 or 40 weeks/10 or 20 credits</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>None</b>

**COURSE LEADS TO:** Stage 2 Film and Media Production

**COURSE DESCRIPTION:** Students apply knowledge, practical skills and design principles to provide creative solutions to digitally-based communication tasks. They create film-based publications across a variety of genres and media types, and evaluate the development process.

Students use technology to design and implement filmed solutions to client driven problems, and identify, choose, and use the appropriate pre, during and post-production techniques to manage and communicate the intended message in a range of contexts. Across the Year, students will focus on four main areas of media: Film, Photography, Website content development, Old media (print and radio).

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Specialised Skills Tasks and Design Process & Solution.

## STAGE 1 SUBJECTS – TECHNOLOGY / RECOGNISED LEARNING

<b>SUBJECT:</b>	<b>Product Innovation (Industry and Entrepreneurial Solutions)</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>20 or 40 weeks/10 or 20 credits</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>None</b>
<b>COURSE LEADS TO:</b>	Stage 2 Product Innovation

**COURSE DESCRIPTION:** Students invent and create an entrepreneurial product that meets a need or solves a real-world problem. They learn and demonstrate knowledge and skills associated with systems, processes, and a range of materials appropriate for their prototype and final solution. Students learn and work with a range of tools, machines, materials (Wood, Metal, Plastics), and systems such as CAD/CAM/CAE which are highly relevant to current and future trends in industries such as Engineering, Automation and Product Design and Manufacturing.

This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Students learn the essential steps that one takes to develop an idea from concept to final product.

**ASSESSMENT:** Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Specialised Skills Tasks and Design Process and Solution.

<b>SUBJECT:</b>	<b>Community Studies</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>20 or 40 weeks/ 10 or 20 credits</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Nil</b>
<b>COURSE LEADS TO:</b>	Stage 2 Community Studies

**COURSE DESCRIPTION:** Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students negotiate a contract of learning related to a community activity in an area of personal interest.

**ASSESSMENT:** Assessment is based on the student's personal contract, folio, community activity and reflection.

<b>SUBJECT:</b>	<b>External VET</b>
<b>Year Level:</b>	<b>Stage 1</b>
<b>Length Of Course:</b>	<b>Varies</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Nil</b>

**COURSE LEADS TO:** Industry / Further Study

**COURSE DESCRIPTION:** Students can undertake a Vocational Education and Training Program with a Registered Training Organisation (RTO) in an area of their choice. For Stage 1 a course must be at Certificate I or Certificate II level and must be delivered and assessed in accordance with relevant Australian Quality Training Framework (AQTF) standards and training package requirements.

VET courses must be arranged through the Pathways Coordinator. For a list of possible industries see p.4.

**ASSESSMENT:** VET courses are assessed to industry standards and are nationally recognised.

<b>SUBJECT:</b>	<b>Community Learning</b>
<b>Year Level:</b>	<b>Stage 1 Or 2</b>
<b>Length Of Course:</b>	<b>Varies</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Nil</b>

**COURSE DESCRIPTION:** The SACE Board continues to recognise learning that happens in a range of community settings. SACE students can gain recognition for community learning in two ways:

**Community-developed Programs** through a current award or certificate of a community-developed program. Here is a list of recognised community developed programs:

- Australian Air Force Cadets
- Australian and New Zealand Cultural Arts Limited
- Australian Army Cadets
- Australian Business Week
- Australian Guild of Music and Speech
- Australian Music Examinations Board
- Catholic Education SA
- CISCO Networking Academy
- Duke of Edinburgh's Award
- The Equestrian Federation of Australia
- Guides Australia
- Operation Flinders Association
- Royal Life Saving Society (SA Branch)
- SA Country Fire Service
- SA State Emergency Service
- SA Tall Ships Inc
- Scouts Australia
- St Cecilia School of Music
- St John Ambulance Australia Cadets
- Trinity College London
- Young Achievement Australia

**Self-directed Community Learning** such as taking care of a family member, supporting a refugee family, or volunteering for a community project.

**ASSESSMENT:** To gain recognition for community learning, students need to show evidence of learning. If you are involved with any of these programs or activities please speak to the Coordinator of SACE and Curriculum Administration.

**FOR INFORMATION ON THE VOCATIONAL COURSES AVAILABLE AT CEDAR COLLEGE PLEASE REFER TO PAGE 4 OF THIS CURRICULUM BOOKLET**

## STAGE 2 SUBJECTS

**Please Note:** For further information on the following subjects please refer to p.2 for the relevant coordinator.

**Length of Course:** A semester length course is referred to as a 20 week course and is allocated 10 credits by the SACE Board. A year long course is referred to as a 40 week course and is allocated 20 credits by the SACE Board. Most Stage 2 courses are year long courses.

## STAGE 2 SUBJECTS – CHRISTIAN LIVING

### STUDENTS MUST COMPLETE ONE OF THE CHRISTIAN LIVING OPTIONS

<b>SUBJECT:</b>	<b>Christian Living (Internal)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length of Course:</b>	<b>40 weeks</b>
<b>Pre-Requisites:</b>	<b>Nil</b>

**Course Description:** The focus of this course is to explore together the uniqueness of the Christian Message in an interactive and conversational environment. Technology is used to bring this course to life with video, internet and multimedia. Throughout the course students investigate topics such as Grace, the Gospel, and Who is Jesus.

Assessments are designed in such a way that students can pursue topics or presentation methods that best suit them. This is an internally assessed subject, and does not count towards SACE.

**ASSESSMENT:** All assessment is school assessment. Students will complete four different tasks throughout the year.

<b>Subject:</b>	<b>Christian Living (Integrated Learning)</b>
<b>Year Level:</b>	<b>Stage 2 - 10 SACE Credits</b>
<b>Length Of Course:</b>	<b>40 Weeks</b>
<b>Pre-Requisites:</b>	<b>Nil</b>

**Course Description:** Students will explore Grace, the Gospel and Who is Jesus, as the non-SACE class does. However, this class will be enrolled as Integrated Learning at the SACE Board.

In Integrated Learning students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, which leads to a specific purpose, product, or outcome.

The subject draws links between aspects of students' lives and their learning.

Students develop and demonstrate their collaboration, teamwork, and self-awareness, and evaluate their learning.

### ASSESSMENT:

- Practical Inquiry (School assessed) – 40%
- Connections Tasks (School assessed) – 30%
- Personal Endeavour (Externally assessed) – 30%



## STAGE 2 SUBJECTS – VISUAL AND PERFORMING ARTS

<b>SUBJECT:</b>	<b>Visual Arts – Art (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 Art</b>

**COURSE DESCRIPTION:** The Visual Arts-Art course is set up and structured to provide students with the flexibility and opportunity to explore studies in art tailored to their own personal interests.

Through practical components of the course, students will be supported to identify a personally relevant theme and work through the art process to produce folios that document their art process resulting in resolved practical artworks and practitioner statements.

The theory component of the course will be presented as a Visual Study containing research, analysis and practical applications exploring a topic within the design field of their choice.

Directly, this course relates to a wide range of tertiary courses and careers within art. Broadly, the skills and understanding covered within this course have relevance for a wide variety of future career pathways.

### ASSESSMENT:

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

- Folio (School assessed) – 40%
- Practical (School assessed) – 30%
- Visual Study (Externally assessed) – 30%

<b>SUBJECT:</b>	<b>Visual Arts – Design (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 Art - Design</b>

**COURSE DESCRIPTION:** The Visual Arts-Design course is set up and structured to provide students with the flexibility and opportunity to explore studies in design tailored to their own personal interests.

Through practical components of the course, students will be supported to write their own brief and set of parameters and work through the design process to produce folios that document their design process resulting in resolved practical design solutions and practitioner statements.

The theory component of the course will be presented as a Visual Study containing research, analysis and practical applications exploring a topic within the design field of their choice.

Directly, this course relates to a wide range of tertiary courses and careers within art. Broadly, the skills and understanding covered within this course have relevance for a wide variety of future career pathways.

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

- Folio (School assessed) – 40%
- Practical (School assessed) – 30%
- Visual Study (Externally assessed) – 30%

<b>SUBJECT:</b>	<b>Music (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 Music</b>

**COURSE DESCRIPTION:** The flexible structure of the Stage 2 Music courses allows students to study music appropriate to their needs, interests, and experiences. Students can be enrolled in any of the following areas (student enrolments within each of these options will be dependent upon College resources):

- Music Performance – Ensemble (10 Credits)
- Music Performance – Solo (10 Credits)
- Music Explorations (20 Credits)
- Music Studies (20 Credits)

**ASSESSMENT:** Forms of both practical and theoretical assessments, external and school assessed.

<b>Subject:</b>	<b>Drama (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 Drama</b>

**COURSE DESCRIPTION:** In Drama, Teamwork will be paramount when the class creates a theatre company and develop their personal interpretation of a pre-existing body of work by a theatre innovator. Students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence. There will be an opportunity for students to undertake either an off-stage or on-stage role for the Senior Production. The class will participate in some highly practical and experiential workshops and critically respond to their experience.

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

- Group Production (School assessed) 40%
- Evaluation and Creativity (School assessed) 30%
- Creative Presentation (Externally assessed) 30%



## STAGE 2 SUBJECTS – ENGLISH

<b>SUBJECT:</b>	<b>English Literary Studies (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length Of Course:</b>	<b>40 Weeks / 20 Credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 Pre-Literary English</b>

**COURSE DESCRIPTION:** Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

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

School Assessment (70%)

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

External Assessment (30%)

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

<b>SUBJECT:</b>	<b>English (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length Of Course:</b>	<b>40 Weeks / 20 Credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 English</b>

**COURSE DESCRIPTION:** In English, students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

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

School Assessment (70%)

- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

External Assessment (30%)

- Assessment Type 3: Comparative Analysis (30%)

<b>SUBJECT:</b>	<b>Essential English (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 Essential English</b>

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

**ASSESSMENT:** Students demonstrate evidence of their learning through the following assessment types:  
School Assessment (70%)

- Assessment Type 1: Responding to Texts (30%)
- Assessment Type 2: Creating Texts (40%)

External Assessment (30%)

- Assessment Type 3: Language Study (30%)



## STAGE 2 SUBJECTS – HEALTH & PHYSICAL EDUCATION

<b>SUBJECT:</b>	<b>Physical Education (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length Of Course:</b>	<b>40 Weeks / 20 Credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 Physical Education</b>

**COURSE DESCRIPTION:** In Physical Education students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

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

- Diagnostics (School Assessed) – 30%
- Self-Improvement Portfolio (School Assessed) – 40%
- Group Dynamics (Externally Assessed) – 30%

<b>SUBJECT:</b>	<b>Health &amp; Wellbeing (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 H &amp; W (preferably)</b>

**COURSE DESCRIPTION:** Students develop critical health literacy through topics studied and practical assessment tasks. The topics undertaken include: Responding to offense and treating obstacles with grace; Health promotion in the community; Recreational drugs and 'Party First Aid' within the 'Risks and Challenges' to Health unit. Stress and Health and a Personal Lifestyle contract are the final units of study. Students must be able to work with others in group contexts for assessment tasks and actively engage in practical activities and health promotion for summative tasks.

**ASSESSMENT:** Students demonstrate evidence of their learning through:

- Practical Activities (School Assessed) – 20%
- Group Investigation and Presentations (School Assessed) – 30%
- Issues Analysis (School Assessed) – 20%
- Investigation (Externally Assessed) – 30%

<b>SUBJECT:</b>	<b>Child Studies (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 Child Studies (preferably)</b>

**COURSE DESCRIPTION:** Students explore the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children.

They examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

This knowledge can assist in many pathways that work with children, including: childcare, social work, nursing, speech pathology, midwifery and teaching.

**ASSESSMENT:** Students demonstrate evidence of their learning through:

- Practical Activity (School Assessed) – 50%
- Group Activity (School Assessed) – 20%
- Investigation (Externally Assessed) – 30%

<b>SUBJECT:</b>	<b>Food &amp; Hospitality (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 Food and Hospitality</b>

**COURSE DESCRIPTION:** Students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

**ASSESSMENT:** Students demonstrate evidence of their learning through:

- Practical Activity (School Assessed) – 50%
- Group Activity (School Assessed) – 20%
- Investigation (Externally Assessed) – 30%

## STAGE 2 SUBJECTS – HUMANITIES/LANGUAGES

<b>SUBJECT:</b>	<b>Modern History (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 History</b>

**COURSE DESCRIPTION:** The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

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

- Folio (School Assessed) – 50%
- Essay (School Assessed) – 20%
- Examination (Externally Assessed) – 30%

<b>SUBJECT:</b>	<b>Business Innovation (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 Business desirable</b>

**COURSE DESCRIPTION:** In a time when design-driven companies consistently outperform other stock market companies, students in Business Innovation 'learn through doing', using design thinking and assumption-based planning processes to anticipate, find, and solve problems. They learn in an environment where risk is encouraged, where ideas are built-up rather than broken down, and fear of failure is replaced with the opportunity to iterate as initial assumptions about problems, customers, or solutions are refined. Business Innovation students are equipped with the knowledge, skills and understandings to engage in designing, sustaining, and transforming business in the modern world. Integral to this is the opportunity for students to work collaboratively in uncertain environments to identify problems or customer needs, generate and explore ideas and solutions.

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

- Business Skills (School Assessed) – 40%
- Business Model (School Assessed) – 30%
- Business Plan and Pitch (Ext Assessed) – 30%

<b>SUBJECT:</b>	<b>Legal Studies (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 Legal Studies (one semester)</b>

**COURSE DESCRIPTION:** The new Legal Studies course has a strong focus on students being able to delve deeply into current legal issues occurring across Australia from parliamentary and court decisions. Students will learn about how laws are made, how criminal and civil disputes are resolved, and how the different levels of government work together through a

combination of recent case studies, court decisions and critical analysis of legislation. Assessments are designed to give students an understanding of how to write and understand a variety of legal documents, and critically analyse the effectiveness of the Australian legal system.

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

- Folio (School Assessed) – 40%
- Inquiry (School Assessed) – 30%
- Examination (Externally Assessed) – 30%

<b>SUBJECT:</b>	<b>Workplace Practices (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
<b>Pre-Requisites:</b>	<b>Nil</b>

**COURSE DESCRIPTION:** In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, goal setting, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of Vocational Education and Training (VET).

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

- Folio (School Assessed) – 25%
- Performance (School Assessed) – 25%
- Reflection (School Assessed) – 20%
- Investigation (Externally Assessed) – 30%

<b>SUBJECT:</b>	<b>German (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length Of Course:</b>	<b>40 Weeks / 20 Credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 German</b>

**COURSE DESCRIPTION:** The continuer's level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. In these languages subjects, students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

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

- Folio (School Assessed) – 50%
- In-depth Study (School Assessed) – 20%
- Examination (Externally Assessed) – 30%

**OTHER STAGE 2 LANGUAGES MAY BE STUDIED EXTERNALLY**

## STAGE 2 SUBJECTS – MATHEMATICS

<b>SUBJECT:</b>	<b>Essential Mathematics (TAS)</b>
<b>YEAR LEVEL:</b>	<b>Stage 2</b>
<b>LENGTH OF COURSE:</b>	<b>40 weeks / 20 credits</b>
<b>PRE-REQUISITES:</b>	<b>Stage 1 General Maths or an A grade in Stage 1 Essential Maths</b>

**COURSE DESCRIPTION:** Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways. Students will apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurements and geometry, and statistics in social contexts.

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

- Skills and Applications Tasks (School Assessed) – 30%
- Folio (School Assessed) – 40%
- Examination (Externally Assessed) – 30%

<b>SUBJECT:</b>	<b>General Mathematics (TAS)</b>
<b>YEAR LEVEL:</b>	<b>Stage 2</b>
<b>LENGTH OF COURSE:</b>	<b>40 weeks / 20 credits</b>
<b>PRE-REQUISITES:</b>	<b>Stage 1 General Mathematics or Mathematical Methods</b>

**COURSE DESCRIPTION:** General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

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

- Skills and Applications Tasks (School Assessed) – 40%
- Folio (School Assessed) – 30%
- Examination (Externally Assessed) – 30%

<b>SUBJECT:</b>	<b>Mathematical Methods (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length Of Course:</b>	<b>40 Weeks / 20 Credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 Mathematical Methods</b>

**COURSE DESCRIPTION:** Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

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

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

- Skills and Applications Tasks (School Assessed) – 50%
- Mathematical Investigation (School Assessed) – 20%
- Examination (Externally Assessed) – 30%

<b>SUBJECT:</b>	<b>Specialist Mathematics (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length Of Course:</b>	<b>40 Weeks / 20 Credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 Specialist Mathematics</b>

**COURSE DESCRIPTION:** Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

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

- Skills and Applications Tasks (School Assessed) – 50%
- Mathematical Investigation (School Assessed) – 20%
- Examination (Externally Assessed) – 30%

## STAGE 2 SUBJECTS – SCIENCE

<b>SUBJECT:</b>	<b>Chemistry (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 Chemistry (Full Year)</b>

**COURSE DESCRIPTION:** The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Students consider how human beings make use of the earth's resources and the impact of human activities on the environment. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

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

- Investigations Folio (School Assessed) – 30%
- Skills and Applications Tasks (School Assessed) – 40%
- Examination (Externally Assessed) – 30%

<b>SUBJECT:</b>	<b>Physics (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 Physics (Full year), Stage 2 General Mathematics or Mathematical Methods</b>

**COURSE DESCRIPTION:** The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion, relativity, electricity and magnetism, light and atoms. As well as applying knowledge to solve problems, students develop experimental, investigation design, information, and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

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

- Investigations Folio (School Assessed) – 30%
- Skills and Applications Tasks (School Assessed) – 40%
- Examination (Externally Assessed) – 30%

<b>Subject:</b>	<b>Psychology (TAS) Christianity and Human Behaviour</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 Psychology / Science</b>

**COURSE DESCRIPTION:** All students completing the Stage 2 Psychology course will have completed the preliminary unit on the Christian worldview and Psychology, integral to the Stage 1 course.

The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. 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 by employing evidence-based procedures.

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

- Investigation Folio (School Assessed) – 30%
- Skills and Applications Tasks (School Assessed) – 40%
- Examination (Externally Assessed) – 30%

<b>SUBJECT:</b>	<b>Biology (TAS)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
<b>Pre-Requisites:</b>	<b>Stage 1 Biology / Science</b>

**COURSE DESCRIPTION:** In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, on society, and on the environment.

Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

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

- Investigations Folio (School Assessed) – 30%
- Skills and Applications Tasks (School Assessed) – 40%
- Examination (Externally Assessed) – 30%

## STAGE 2 SUBJECTS – SCIENCE / TECHNOLOGY

<b>SUBJECT:</b>	<b>Scientific Studies (TAS)</b>
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<b>Year Level:</b>	<b>Stage 2</b>
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<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
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<b>Pre-Requisites:</b>	<b>Stage 1 Science Subject</b>
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**COURSE DESCRIPTION:** Students apply inquiry-based approaches to design, plan, and undertake investigations on a short-term or more extended scale, responding to local or global situations. Both collaboratively, and individually, they employ a scientific approach to collecting, representing, and analysing data using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing, exploring more effective methods or solutions, or new questions.

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

- Inquiry Folio (School Assessed) – 50%
- Collaborative Inquiry (School Assessed) – 20%
- Individual Inquiry (Externally Assessed) – 30%

<b>SUBJECT:</b>	<b>Material Solutions (TAS)</b>
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<b>Year Level:</b>	<b>Stage 2</b>
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<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
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<b>Pre-Requisites:</b>	<b>Stage 1 Material Solutions</b>
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**COURSE DESCRIPTION:** Students develop the ability to initiate, create and develop products or systems in response to a design brief. They learn to use tools, materials and systems safely and competently to complete a product.

Students analyse the impacts of technology, including consequences for individuals, society and the environment. They use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials.

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

- Skills and Applications Tasks (School Assessed) – 20%
- Product (School Assessed) – 50%
- Folio (Externally Assessed) – 30%

<b>SUBJECT:</b>	<b>Product Innovation (TAS)</b>
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<b>Year Level:</b>	<b>Stage 2</b>
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<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
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<b>Pre-Requisites:</b>	<b>Stage 1 Product Innovation</b>
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**COURSE DESCRIPTION:** Students invent and create an entrepreneurial product that meets a need or solves a real-world problem. They learn and demonstrate knowledge and skills

associated with systems, processes, and a range of materials appropriate for their prototype and final solution.

Students learn and work with a range of tools, machines, materials (Wood, Metal, Plastics), and systems such as CAD/CAM/CAE which are highly relevant to current and future trends in industries such as Engineering, Automation and Product Design and Manufacturing.

This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Students learn the essential steps that one takes to develop an idea from concept to final product.

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

- Specialised Skills Task (School Assessed) – 20%
- Design Process & Solution (School Assessed) – 50%
- Resource Study (Ext Assessed) – 30%

<b>SUBJECT:</b>	<b>Film and Media Production (Digital Communication Solutions) (TAS)</b>
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<b>Year Level:</b>	<b>Stage 2</b>
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<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
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<b>Pre-Requisites:</b>	<b>NA</b>
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**COURSE DESCRIPTION:** Stage 2 Film and Media provides space for student agency in the development of assessment specific areas. Dependant on the interest and skill set, students can choose between film, photography, website design, audio mediums or more. Students apply knowledge, practical skills and design principles to provide creative solutions to digitally-based communication tasks. They create film-based publications across a variety of genres and media types, and evaluate the development process.

Students use technology to design and implement filmed solutions to client driven problems, and identify, choose, and use the appropriate pre, during and post-production techniques to manage and communicate the intended message in a range of contexts.

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

- Specialised Skills Task (School Assessed) – 20%
- Design Process & Solution (School Assessed) – 50%
- Resource Study (Ext Assessed) – 30%

<b>SUBJECT:</b>	<b>Digital Technologies (TAS)</b>
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<b>Year Level:</b>	<b>Stage 2</b>
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<b>Length of Course:</b>	<b>40 weeks / 20 credits</b>
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<b>Pre-Requisites:</b>	<b>Stage 1 Digital Technologies</b>
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**COURSE DESCRIPTION:** Students use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to them. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions.

Through the study of Digital Technologies, students are encouraged to take ownership of problems and design, code,



## STAGE 2 SUBJECTS – TECHNOLOGY / RECOGNISED LEARNING

validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including the basic constructs involved in coding, array processing, and modularisation.

At Stage 2, students develop and apply their skills in computational thinking and in program design, and engage in iterative project development, where a product or prototype is designed and tested and/or implemented in stages. They follow agile practices and/or iterative engineering design processes.

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

- Project Skills (School Assessed) – 50%
- Collaborative Project (School Assessed) – 20%
- Individual Digital Solution (Externally Assessed) – 30%

<b>SUBJECT:</b>	<b>Community Studies (NT)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length Of Course:</b>	<b>20 Or 40 Weeks/ 10 Or 20 Credits</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Nil</b>

**COURSE DESCRIPTION:** Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students negotiate a contract of learning related to a community activity in an area of personal interest.

**ASSESSMENT:** Assessment is based on the student's personal contract, folio, community activity and reflection.

<b>SUBJECT:</b>	<b>External VET (TAS if completed Certificate III)</b>
<b>Year Level:</b>	<b>Stage 2</b>
<b>Length Of Course:</b>	<b>Varies</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Nil</b>

**COURSE LEADS TO:** Industry / Further Study

**COURSE DESCRIPTION:** Students can undertake a Vocational Education and Training Program with a Registered Training Organisation (RTO) in an area of their choice. For Stage 2 a course must be at Certificate III level or higher and must be delivered and assessed in accordance with relevant Australian Quality Training Framework (AQTF) standards and training package requirements.

VET courses must be arranged through the Pathways Coordinator. For a list of possible industries see p.4.

**ASSESSMENT:** VET courses are assessed to industry standards and are nationally recognised.

<b>SUBJECT:</b>	<b>Community Learning (NT)</b>
<b>Year Level:</b>	<b>Stage 1 Or 2</b>
<b>Length Of Course:</b>	<b>Varies</b>
<b>Compulsory/Optional:</b>	<b>Optional</b>
<b>Pre-Requisites:</b>	<b>Nil</b>

**COURSE DESCRIPTION:** The SACE Board continues to recognise learning that happens in a range of community settings. SACE students can gain recognition for community learning in two ways:

Community-developed Programs through a current award or certificate of a community-developed program. Here is a list of recognised community developed programs:

- Australian Air Force Cadets
- Australian and New Zealand Cultural Arts Limited
- Australian Army Cadets
- Australian Business Week
- Australian Guild of Music and Speech
- Australian Music Examinations Board
- Catholic Education SA
- CISCO Networking Academy
- Duke of Edinburgh's Award
- The Equestrian Federation of Australia
- Guides Australia
- Operation Flinders Association
- Royal Life Saving Society (SA Branch)
- SA Country Fire Service
- SA State Emergency Service
- SA Tall Ships Inc
- Scouts Australia
- St Cecillia School of Music
- St John Ambulance Australia Cadets
- Trinity College London
- Young Achievement Australia

**Self-directed Community Learning** such as taking care of a family member, supporting a refugee family, or volunteering for a community project.

**ASSESSMENT:** To gain recognition for this kind of community learning, students need to show evidence about what they have learnt. If you are involved with any of these programs or activities please speak to the Coordinator of SACE and Curriculum Administration.

**FOR INFORMATION ON THE VOCATIONAL COURSES AVAILABLE AT CEDAR COLLEGE PLEASE REFER TO PAGE 4 OF THIS CURRICULUM BOOKLET**

# 2024 Curriculum Book

SENIOR SCHOOL YEAR 10-12

