Stage 1
(Year 11)
Subject Selection
Information Booklet
2016
Contents

FAQs and Special Advice
Stage 2 Subject Information 2015

- Accounting
- Biology
- Business and Enterprise
- Chemistry
- Child Studies
- Community Studies
- Creative Arts
- Dance
- Design and Technology (woodwork)
- Drama
- Economics
- Electronics
- English
- Essential English
- Essential Mathematics
- Food and Hospitality
- General Mathematics
- Geography
- Geology
- History
- Information Processing and Publishing
- Information Technology
- Integrated Learning – Catholic Identity
- Italian
- Japanese
- Kitchen Operations (VET)
- Legal Studies
- Literacy for Work and Community Life
- Mathematical Methods
- Media Studies
- Music – Advanced
- Music – Experience
- Numeracy for Work and Community Life
• Outdoor Education
• Pathways to Industry
• Physical Education
• Physics
• Psychology
• Religious Education
• Religious Education – Liturgical
• Scientific Studies
• Society and Culture
• Specialist Mathematics
• Visual Arts – Art and Art Design
Introduction

Subjects - 2016
This booklet contains all the subjects we intend to at Samaritan College at Stage 1 (Year 11) in 2016.

All subjects, however, are dependent on securing suitably qualified staff to teach the subject. The list in this booklet is what the College intends to offer in 2016.

Our booklet makes comment about how Samaritan College intends to deliver Stage 1. This may be different at other schools.

Choosing your subjects
This booklet is only one of the many methods that students and their parents should use to choose subjects for 2016. The teacher of the subject is the best source of information and the information in this booklet is designed to complement any advice from the teacher.

Our booklet should be read in conjunction with the SATAC Tertiary Entrance Guide (the small purple booklet). What you choose now may impact on what you can do in 2016 and beyond.

It is important that you refer to the Stage 2 information at the rear of the booklet. There are some subjects at Stage 2 that require you to study them at Stage 1.

Good Luck.
FAQs and Special Advice:

You do need to ‘look ahead’ in order to choose wisely at Stage 2. You may need to look at the ‘highest’ level course you are interested in doing after school and work back from there. It is preferable and desirable that students choose subjects at Year 12 that they did at Year 11. This is not compulsory, and in many cases students can do very well at a new subject in Year 12, but it can be helpful to think of Year 11 and 12 being one continuous grade spread over 2 years.

An ATAR (Australian Tertiary Admission Rank) is the ‘score’ used to determine university offers. It is determined by SATAC (South Australian Tertiary Admissions Centre). Further details of how the ATAR Rank is calculated can be found on page 12 of the SATAC Guide.

A TAS (Tertiary Admission Subject) is a Stage 2 subject that ‘counts’ towards an ATAR. Most subjects at Stage 2 are TAS. Exceptions include:

- Community Studies
- VET
- Research Project A
- Modified subjects

These subjects do not contribute to a student’s ATAR. They will, however, count towards their SACE.

Is getting an ATAR and completing the SACE the same thing?

No - getting an ATAR is more complex than completing SACE and is only required for those students wishing to enrol in university after Year 12. Without your SACE, you cannot get an ATAR, regardless of your level of achievement.

Is TAFE entry the same as University entry?

No, but it is similar. Depending on the level of TAFE course students may still to need to meet the course admissions requirement and TAS subjects still need to be attempted to generate a TAFE selection score. The higher your score, the more likely you are to get your place at TAFE. To apply for most TAFE courses, you must apply through SATAC. There are, however, other training organisations that offer the equivalent of a TAFE course.

Prerequisites and Assumed Knowledge at University

Some university courses require you to study particular subjects at Year 12. These are outlined in the SATAC guide. Normally it is only Engineering/Science courses that require a combination of either Physics, Chemistry, Mathematical Methods, Mathematical Studies and Specialist Mathematics. If a subject is a university prerequisite it means you cannot apply unless you have studied that subject at Year 12.
Assumed knowledge means you do not have to have studied it at Year 12 but university lecturers will assume you have or that you have a very good understanding of it. Different universities have different requirements. The SATAC book only includes information about the University of Adelaide, UniSA, Flinders University and Charles Darwin University. Brochures and guides for interstate universities are available on request or use the internet to source the information required.

Some Music and Art courses at university need special entry applications such as portfolios and auditions, and certain medicine and health related courses require the completion of the Undergraduate Medicine and Health Sciences Admission Test (UMAT) and an interview.

Further details of these subject combinations and terminology can be found on page 8 and 64 of the SATAC Guide.

Can you do any combination of subjects?
To complete your SACE, you can generally do any combination of subjects. To get an ATAR, however, you need to check the SATAC booklet to make sure that you do not study too much of the same type of subject. For example, you cannot study two English subjects at Year 12 (counting restrictions), however, you can do four (4) lots of 10 credit Music or 40 credits of Mathematics. Some combinations of subjects cannot be undertaken together such as Mathematical Applications and Mathematical Studies. These are called precluded combinations.

All subjects required for an ATAR need to be studied for the whole year at Stage 2
All Samaritan College subjects are 20 credits, except for Music subjects, which are taken as 10 credit subjects (half year) and joined with other 10 credit Music subjects. For a 10 credit Music subject to count toward an ATAR, it must be paired with another 10 credit Music subject. Research Project and Religion (10 credit) can also contribute towards an ATAR score.

Bonus Point Schemes
The Bonus Point Schemes have changed in recent years, aligning all universities to offer the same bonus points to all students across the state. There are two Bonus Point Schemes now available to students:

- The South Australian Universities Equity Scheme (5 points maximum)
  - All three South Australian Universities will provide bonus points to either entire cohorts of students in schools, or alternatively individuals within certain schools.
  - Bonus Points for this scheme are calculated each year and up to five (5) points will be allocated.
• Bonus Points will be awarded based on a school's remoteness, the ‘participation rate’ of students attending university, the mean ATAR score in the school and the school’s Index of Community Socio-Educational Advantage.

• Should Samaritan College not receive any Bonus Points, individuals can also apply for up to five (5) points dependent on their personal circumstances.

• The South Australian Language, Literacy and Mathematics Bonus Scheme
  • All three South Australian Universities will provide bonus points to individual students who complete specified subjects. A maximum of four (4) Bonus Points will be awarded to each student. These Bonus Points will apply to any course in South Australia except for most Bachelor of Clinical Science/Medicine courses.
  • Two (2) Bonus Points are awarded for completing any 20 credit subject in English Studies, English Communication, Specialist Mathematics, Mathematical Studies and a Language Other Than English (LOTE).

Bonus Points are added to the students’ raw/aggregate score, not their ATAR. Their ATAR is then recalculated from the ‘new’ aggregate score. Bonus Points do not contribute to SACE completion. Further details of these schemes can be found on page 8 of the SATAC Guide.

Vocational Education and Training (VET) studies
Only VET studies at a high level i.e. Cert III and above, can be counted toward a student’s ATAR. It is not expected that a student studying at a Cert III level or higher and completing a range of full year subjects at school at the same time would be applying to attend university in the usual manner. There are alternatives for students to move from TAFE to University study.

Research Project (RP)
This is compulsory and a C- grade or better must be achieved for a student to gain their SACE. Students also have the option to count their Research Project grade towards their ATAR.
**General information:** Stage 1 Accounting is suitable for students who want to acquire knowledge and skills related to the accounting process for personal, organisational and business application of small businesses. It will enable students to participate effectively and responsibly in changing social, political legal and economic environments.

**Content:**
- Core Topic: The environment of accounting

**Assessments:** at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
  - Skills and Application Tasks
  - Investigation

**Special Information:** Students have to complete a 2 hour exam at the end of each semester.

**Prerequisites:** Nil

**Preferred prerequisites:** An interest in business related issues is preferred, but not essential.

*For more information – see Mr Shaughnessy*
Biology
Stage 1

**General information:** Biology enables students to understand the structure and function of living things and how these living things interact with other members of their own species, with other species, and with their environments. You learn about the cellular and overall structures and functions of a range of organisms, such as how those organisms gain nutrition and reproduce and how they live in a variety of ecological habitats. You engage with the work of biologists and debate how biology impacts on our lives, society, and the environment.

**Content:** Four Areas of Study:

- **Cellular Biology** - All living organisms are composed of cells and cell products. Some organisms are unicellular, while others are multicellular and contain many different types of cells. **Physiology** – The study of the structure and function of living organisms. In most organisms, cells are aggregated into tissues and organs, forming complex systems. These systems carry out specialised functions such as photosynthesis, digestion, and transport.  
- **Genetics** – The study of heredity, dealing with resemblances and differences of related organisms resulting from the interaction of their genes and the environment. We also look at chromosomes, division, and the effects of manipulation of DNA. **Ecology** – The study of the interactions of organisms with each other and the abiotic environment.

**Assessments:**

**Assessment Type 1:** Investigations Folio (50%) - Practical Investigations and an Issues Investigation.  
*Practical Investigation* - Students formulate hypotheses, design and conduct an investigation, identify variables, collect, analyse, and interpret data, evaluate results, draw conclusions, and communicate their knowledge and understanding.  
*Issues Investigation* - Students undertake at least one issues investigation, in which they formulate a question, gather information from different sources, identify and discuss different points of view, analyse their findings, critically evaluate the evidence, and develop and explain their own conclusions from the investigation.

**Assessment Type 2:** Skills and Applications Tasks (50%) - Tests, Exam, Oral Presentation or Excursion Report  
Skills and applications tasks enable students to demonstrate knowledge and understanding of the key biological concepts and learning covered in the program, and to apply this knowledge to solve problems. Students use appropriate biological terms and conventions to explain links between biological concepts.

**Prerequisites:** Year 10 Science

*For more information – see Mrs Ernesti*
General information: Students have the opportunity to apply what they learn in other subject areas to their study of Business and Enterprise, as well as transfer their knowledge and skills they acquire in Business and Enterprise to their learning in other areas. Students develop skills and knowledge that enable them to identify, initiate, create, and successfully implement personal, business, work and community enterprise opportunities.

Content:
- Core Topic 1: Introduction to Business and Enterprise
- Core Topic 2: Business and Enterprise in Practice
- Option Topics:
  - Establishing a Business
  - Business Plans
  - Business Management and Construction
  - Financial Planning and Management
  - Technology for Business
  - Marketing
  - Employment Relations
  - Entrepreneurship: The Enterprising Person
  - Global Business

Assessments:
- Assessment Type 1: Folio (tests, response to stimuli, essays)
- Assessment Type 2: Practical
- Assessment Type 3: Issues Study (presentation negotiable)

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

Prerequisites: None

Preferred prerequisites: An interest in business related issues is preferred, but not essential.

For more information – see Mr Shaughnessy
General information: Students develop their abilities to think independently and demonstrate their understanding of chemical concepts. Students will improve their practical skills by designing their own experiment. They formulate a hypothesis, manipulate apparatus, record observations and write scientific reports. Students will investigate the role Chemistry plays in the environment and in foods, and will analyse the implications for its use in these areas on society.

Content

Semester 1 (10 credits)
- Manipulative skills – experimental design
- Matter – atoms, trends in the Periodic Table, types of compounds and their structures, chemical formulae and nomenclature
- Reactions – chemical bonding, chemical equations and reaction types, acids, bases and salts

Semester 2 (10 credits)
- Quantitative chemistry – the mole concept, concentrations, titrations and stoichiometry
- Electrochemistry – redox reactions, metal reactivity, batteries, fuel cells and electrolysis
- Carbon chemistry – structure of organic materials, functional groups, production of soaps, detergents and polymers and carbon-based fuels

Assessments per semester:
- One Design practical and report (20%)
- One Issues Investigation (20%)
- Three Skills and Applications Tasks – two tests and an exam (60% overall - 20% each)

Prerequisites: Year 10 Science

For more information – see Miss Sich
General information: Child Studies focuses on children and their development from conception to 8 years and issues related to the growth, health and well-being of children. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and caregivers. They also consider the importance of behaviour management, child nutrition, and the health and well-being of children.

Content: There are three areas of study in Stage 1 Child Studies. Aspects of all three areas of study should be included in both a 10-credit subject and a 20-credit subject. Each area of study may be approached through one or more topics. The list of suggested topics for each area of study is neither prescriptive nor exhaustive. Teachers and students may negotiate additional topics within one or more areas of study.

- Area of Study 1: The Nature of Childhood and the Socialisation and Development of Children
- Area of Study 2: Children in Wider Society
- Area of Study 3: Children, Rights, and Safety

Assessments: The following assessment types enable students to demonstrate their learning in Stage 1 Child Studies:

- Assessment Type 1: Practical Activity
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation.

Prerequisites: None

Preferred prerequisites: No previous experience in Child Studies is needed at Stage 1, but students need to be prepared to work with young children.

Note:
Students need to be prepared to write reports, self-evaluations and action plans of up to 600 words several times in the year. They will also be required to use research skills to investigate a contemporary issue in early childhood.

For more information – see Mrs Duffield
General information: Community Studies is a Flexible Learning Program that allows students to undertake independent projects, or for activities that are undertaken within the community to be acknowledged through their Certificate of Education. The learning the student wishes to undertake is outlined through a Contract of Work, and successful completion of this subject requires all aspects of learning outlined within the Contract to be demonstrated through a Folio of Evidence.

Content: Students can complete either a 10 or 20 Credit Contract of Work in each of the following areas:

- Arts and the Community
- Communication and the Community
- Environment and the Community
- Health, Recreation, and the Community
- Technology and the Community
- Business and the Community
- Design, Construction, and the Community
- Foods and the Community
- Science and the Community
- Work and the Community

As part of their program of learning, students may undertake a Community Activity that applies to more than one area of study. The area of study chosen should reflect the primary focus or emphasis of the activity.

Assessments: Students are assessed on the following 4 components within this subject:

- Contract of Work
- Folio
- Community Activity
- Reflection

Students are assessed from A-E within each of the above components. Learning is demonstrated by the compilation of the above components within their Folio of Evidence.

Special Information: Students may undertake Community Projects which may incur a cost to parents. Such projects may include designing a specialised training program which requires membership at a local gym. There are many options for Community Projects which will not incur a cost.

Prerequisites: There are no pre-requisites for this subject.

Preferred prerequisites: Students must be able to demonstrate skills in negotiation and independent learning to achieve at a high standard within this subject. Successful completion of the PLP may enable students to better determine an appropriate Community Activity which best compliments their learning style.

For more information – see Mr Baker
**General information:** Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, visual art, craft and design works, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles. Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

**Content:** Stage 1 Creative Arts is an opportunity for teachers, in negotiation with students, to tailor a program to meet local needs or interests in a way that cannot be met solely through any other subject in the Arts Learning Area or another subject offered within the SACE. It is an opportunity to focus on an aspect, or to combine aspects, of one or more SACE subjects in the creative arts, within a single subject.

**Assessments:**
Product – 40%
Develop and present one creative arts product

Folio – 60%
Undertake one investigation and one skills assessment for the folio

**Special Information:**
Predominantly practical-based subject. Will require excursions, interviews with key mentors, etc.
No written examinations

**Prerequisites:** None

**Preferred prerequisites:** None

*For more information – see Mrs Knight*
General information: In Dance students develop a creative, technical and physical understanding of Dance as an art form. They develop self-discipline, self-esteem, and confidence. Through dance training, students develop their technical and physical skills, and develop a diverse range of movement. Students study technique, composition, choreography, performance, and critical analysis. Through the analysis of dance theatre students learn about local and international dance artists. They have the opportunity to explore a range of dance traditions, influences, and perspectives.

Content: Stage 1 Dance consists of 4 areas of study; technique, composition, performance, and response.

Assessments:
Technique – 25%
- Students to participate in a sequence of teacher-choreographed routines each requiring different skills and techniques.

Composition – 25%
- Students to work as a group to compose a number of short routines demonstrating their personal skills and techniques.

Performance – 25%
- Students to give an extended focused performance to an audience.

Response – 25%
- Students to formulate an essay question and answer it appropriately, analysing a historical perspective or a contemporary issue in dance.

Special Information: Proposed excursion to Adelaide during festival month to see dance performances of different styles (time permitted). Rehearsals outside of class time may be required. No written examinations.

Prerequisites: None

Preferred prerequisites: None

For more information – see Mrs Knight
**General Information:** In this subject, students apply their knowledge and understanding of technological concepts to the investigation, analysis, development, and communication of ideas for product or systems design, production, and evaluation. This involves a model of learning that incorporates knowledge, skills, design principles, and production techniques in problem-solving contexts.

**Content:** Integrated Systems and Control products include the following:
- Electrical systems
- Electronic systems
- Mechanical systems
- Energy
- Programmable control devices

**Assessments:** There is no examination, however, there are a few short tests and assignments during the course. Assessment comes in three different forms and the weight of each component is as shown below.
- Assessment Type 1: Skills and Applications Tasks- 20%
- Assessment Type 2: Folio-20%
- Assessment Type 3: Product-60%

**Special Information:** Students need to be prepared to source their own components from the local electronics shops, in order to complete certain projects. This will happen only when the component(s) chosen by the student to complete a chosen project is/are not available in the school laboratory and in most cases, the component(s) will cost only a few dollars.

**Preferred Prerequisites:** There are no prerequisites, however, students are preferred to have studied Electronics previously, or have some other basic knowledge of the subject. The programme is designed to cater for students with varying background knowledge of Electronics.

*NB. Whilst the practical component to this subject takes the bigger share in all respects, students need to be prepared to for some theory lessons and to write some essays on various topics that are related to their programme of study.*

*For more information – see Mr Ndoro*
**General information:** Design and Technology involves the use of a diverse range of manufacturing technologies such as tools, machines, equipment to design and make products with timber and timber products. Timber and timber products are the primary materials used in this subject.

**Content:** Students design and create products that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products for intended purposes. They analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment now, and develop insights into the uses of technology in future contexts.

**Assessments:** The following assessment types enable students to demonstrate their learning:
- Assessment Type 1: Skills and Applications Tasks 20%
- Assessment Type 2: Folio 20%
- Assessment Type 3: Product realisation 60%

**Preferred prerequisites:** Year 10 Technology Studies

**Special Information:**
- Students may occasionally need to work after school from 3.30pm until 5.00pm Tuesday nights in order to complete their product
- Students will negotiate an individual design and construction project with the teacher

*For more information – see Mr Thursby*
**General information:** In Drama 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, imagination, creativity, individuality, self-identity, self-esteem, and confidence.

**Content:** Students will focus on Presentation of Dramatic Works, Dramatic Theory and Practice, and Individual Investigation and Presentation.

**Assessments:**
Performance – 30%
- Students to participate in a group performance

Folio – 40%
- 1 Practical Workshop
- 1 Review

Investigation and Presentation – 30%
- Students to investigate an area of interest within the history of drama and give a presentation

**Special Information:**
- Proposed excursion to Adelaide during festival month to see multiple plays and performances of different styles (time permitted)
- No written examinations

**Prerequisites:** None

**Preferred prerequisites:** None

*For more information – see Mrs Knight*
General information:
As of 2016, Stage 1 English will be following the Australian Curriculum as rolled out by SACE. Students must complete two units of Stage 1 English and attain a C grade or higher to achieve their SACE certificate. The study of English can be broken up into three basic areas: Responding to Texts, Creating Texts and an Intertextual Study.

Content:
In each Semester, students undertake four assessment tasks, with at least one falling under each of the following categories:

- Responding to Texts
- Creating Texts
- Intertextual Study

Within these areas, students will explore the purpose, context, form, audience and language of the texts under study. They will both analyse existing texts, as well as create their own to suit a specific audience and purpose. In Semester 2 classes split into pre-Studies and pre-Communications to better prepare students for specific English courses in Year 12. These courses complete assessments under the same categories, but often with different weightings and different texts chosen as the focus.

Assessments:
Four assessment tasks are completed each semester. These may vary from oral presentations, multimedia reports or essays. There is an exam at the end of the first semester for all students of English (excepting Essential English), but only for the pre-Studies course at the end of second semester. Written assessments will be a maximum of 800 words (excepting the Intertextual Study which is 1000 words), while oral responses will be a maximum of five minutes.

Semester 1
Responding to Texts (2 tasks) – 50%
Creating Texts (1 task) – 25%
Intertextual Study (1 task) – 25%

Semester 2

pre-Studies
Responding to Texts (2 tasks) – 50%
Creating Texts (1 task) – 20%
Intertextual Study (1 task) - 30%

pre-Communications
Responding to Texts (1 task) – 25%
Creating Texts (2 tasks) – 50%
Intertextual Study (1 task) – 25%

For more information – see Mr Keating
General information:
In 2012, Stage 1 English Pathways was available at Samaritan College for the first time. With the rollout of the Australian Curriculum in English to Stage 1 in 2016, this course becomes Essential English. Within the program, students continue to extend their skills in reading/viewing and responding to texts in addition to producing texts. This course is primarily designed for students who are currently not intending to study English at Stage 2, however, are looking to maintain their English skills. Students must achieve a C or higher in this subject to achieve their SACE. Students must complete two units of Stage 1 Essential English (i.e. two semesters).

Content:
Studies in Essential English are broken into two categories:

- Creating Texts
- Responding to Texts

Students will complete four assessment tasks per semester, with at least one from each of the above categories. The texts under study and the weightings of each assessment type will vary, as there is flexibility to design the course to meet the needs of the students within each individual cohort.

Assessments:
Four assessment tasks are completed each semester. These will be in various forms, including oral presentations, essays, narratives and recounts, short answer questions or creative responses. For written responses, tasks will be a maximum of 500 words. For oral tasks, they will be a maximum of 5 minutes.

Special Information:
This subject is primarily for those who do not wish to study English at Stage 2.

For more information – see Mr Keating
General information: Stage 1 Essential Mathematics is a 10-credit subject or a 20-credit subject. Stage 1 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.

Content: In Stage 1 Essential Mathematics students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject. Topics studied cover a range of applications of mathematics, including: general calculation, measurement and geometry, money management, and statistics. Throughout Essential Mathematics there is an emphasis on extending students’ computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Stage 1 Essential Mathematics consists of the following list of six topics:

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

For a 10-credit subject students study three topics from the list.
For a 20-credit subject students study all six topics from the list.

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

School-based assessment
- Skills and applications tasks (tests) – 60%
- Folio (investigations) – 40%

Special Information: Students will need to use electronic technology in this course. Scientific and/or Graphics calculators (Texas Instruments) are available for purchase through the College at the end of the academic year.

Preferred prerequisites: Year 10 Additional Mathematics or a minimum C grade for Year 10 Mathematics Pathways.

For more information – see Miss Torres
**General information:** Students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating.

**Content:** Students will focus on various topics including creative food presentation, the national legislation for businesses, 2-Course Meals, Safe food Practices, Cultural infusion, Food Adaptation and will also be given the opportunity cater for an event or function.

**Assessments:** Assessment is broken into 3 types. Assessment type 1: Practical activity; Assessment type 2: collaborative activity; and Assessment type 3: individual investigation. Each practical and group activity consists of an action plan or research task, practical application and individual evaluation. The individual investigation is designed to prepare students for the External Investigation Task at Stage 2. The individual investigation requires students to identify, investigate and reflect on a contemporary issue related to food and hospitality, using primary and secondary sources of information. Each task has a minimum weighting of 20%

**Special information:** Food and Hospitality may be undertaken as a 10-credit subject or a 20-credit subject at Stage 1. Food and Hospitality as a 10 credit subject consist of 4 assessments, with at least one assessment from each type and a 20 credit subject 7-8 assessments, with at least two assessments for each type as stated above. This subject does not have an end of semester examination. This subject does not offer nationally accredited Commercial Cookery units.

**Prerequisites:** This subject has no prerequisites, however basic kitchen knowledge is recommended.

**Preferred prerequisites:** It would be beneficial for students to have completed Home Economics and Food and Nutrition in Years 8, 9 and 10, however it is not required.

*For more information – see Miss Hannon*
General information: Stage 1 General Mathematics is a 10-credit subject or a 20-credit subject. Stage 1 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. Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Content: Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problems-based approach is integral to the development of mathematical skills and the associated key ideas in this subject.
Areas studied cover a range of applications of mathematics, including: personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices. In this subject there is an emphasis on consolidating students’ computational and algebraic skills and expanding their ability to reason and analyse mathematically.
Stage 1 General Mathematics consists of the following list of six topics:

- Topic 1: Investing and borrowing
- Topic 2: Measurement
- Topic 3: Statistical Investigation
- Topic 4: Applications of Trigonometry
- Topic 5: Linear Functions and their Graphs
- Topic 6: Matrices and Networks.

For a 10-credit subject students study three topics from the list.

For a 20-credit subject students study all six topics from the list.

Assessment: Students demonstrate evidence of their learning through the following assessment types:
School-based assessment
- Skills and applications tasks (tests) – 60%
- Folio (investigations) – 40%

Special Information: Students will need to use electronic technology in this course. Scientific and/or Graphics calculators (Texas Instruments) are available for purchase through the College at the end of the academic year.

Preferred prerequisites: Year 10 Additional Mathematics.

For more information – see Miss Torres
General information: The discipline of Geography deals with environmental phenomena and human activities as diverse as natural hazard, landforms, tourism, economic development, agriculture and urban planning. Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places, and environments. They develop an understanding of how people interact with environments differently and in different places and at different times, and the opportunities, challenges and constraints of different locations.

The focus capabilities for this subject are citizenship, learning, and work.

Content: Students study topics within four key themes, allowing for analysis of local, national and global geographic issues concerning people, population, environments, resources and change, under the topics of:

- Location and distribution
- Natural Environments at risk
- People, Resources, and Development
- Issues for Geographers

Assessments: Students are assessed through a variety of tasks, including map production and analysis, essays, reports, oral presentations, GIS analysis, tests and broad sheet productions that cover:

- Skills and Applications Tasks
- Inquiry
- Fieldwork
- Investigation

Special Information: Students complete a 2 hour examination at the end of each semester

Prerequisites: It is recommended that students have undertaken Studies of Society and the Environment in Year 8, 9 and 10; however, it is not essential

Preferred prerequisites: An interest in geographical issues is preferred, but not essential.

For more information – see Mr Shaughnessy
Geology
Stage 1

**General information:** Geology enables students to understand the physical world around them, from the edges of the universe, to deep within the core of the Earth. They investigate astronomical phenomena, track Earth’s changes since the beginning of time, and discover contemporary issues that we face in today’s economic driven society.

**Content:**
- *Planet Earth and the Universe* – the structure of the universe, various stars and galaxies, and the layout of our solar system.
- *The Evolution of Life throughout Geological History* – the use of fossils as a means to track evolutionary change in past organisms and geological structures.
- *The Importance of Mining to the Australian Economy* – mining techniques used in Australia, the impact they have on the surrounding environments, and the rehabilitation programmes used during and after mining.
- *Geological Issues of Local Concern* – contemporary issues including uranium mining, the salinisation of the Murray-Darling System and the future of water supplies with desalination plants.

**Assessment:**

**Assessment Type 1:** Investigations Folio (60%)

*Field Investigation* – investigate features observed in the field, accessing information from different sources, analysing their findings, and critically evaluating the evidence from their investigation.

*Practical Investigation* – formulate questions and hypotheses, design and conduct practical investigations, collect, analyse, and interpret data, evaluate results, draw conclusions, and communicate knowledge and understanding of concepts.

*Issues Investigation* – investigate aspects of geology that affect themselves, society, the economy, or the environment using different sources, analyse findings, critically evaluate the evidence, and develop and explain conclusions.

**Assessment Type 2:** Skills and Applications Tasks (40%)

*Variety of graphical exercises, multi-modal products, models, tests or extended responses* – Skills and application tasks enable students to demonstrate knowledge and understanding of the key geological concepts and learning covered in the program, and to apply this knowledge to solve problems. These problems could be presented in a practical, social, economic or environmental context where students use appropriate geological terms and conventions to explain links between geological concepts.

**Prerequisites:** Year 10 Science

**Additional information:** This subject will involve excursions at an expense to parents/caregivers

*For more information – see Mr Hall*
General information: In Stage 1 History, students explore some of the major events, conflicts and catastrophes that have shaped the past and impact on the world we live in today. The will get the chance to not only explore some fascinating aspects of modern history, but also question why these key events took place, who were the people involved and apply their own understanding and interpretations to their study of the past.

Content: Students will explore topics including the Origins of the First World War, Witch hunts and Manhunts in the United States, Acts of Genocide in the 20th Century, and the Civil Rights Movement in America and its impact on popular culture of the 1950s and 60s. These topics may be altered depending on the specific interests of the students and/or the teacher.

Assessments: The Assessment includes Folio work, consisting of oral presentations, multimedia presentations and/or essays, source analysis, an independent research assignment and an exam. Generally, there will be two folio assessments, two source analysis tasks and an independent research assignment per semester.

Special Information:
- Students will be required to work independently, in pairs and in a group for various assessment tasks
- There is a two hour exam at the end of each semester

Prerequisites: There are no prerequisites for History, however, an interest in modern history is recommended.

Preferred prerequisites: It is recommended that students have undertaken Studies of Society and the Environment in Years 8, 9 and 10, however, it is not essential.

For more information – see Miss Videon
**General Information:** Information Processing and Publishing focuses on the application of acquired technological skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

**Content**

**Business Publishing:** This topic involves the use of information-processing and publishing tools in a business context. Business Publishing combines the use of software with the elements and principles of design and an understanding of the processes and procedures involved in using information to produce business publications. Integral aspects of this topic are publication design and the production of paper-based publications such as letters, business reports, agendas, minutes of meetings, invitations, menus, advertisements, itineraries, business forms, and brochures.

**Digital Publishing:** This topic involves the development of products to be published in a digital format. Students who undertake this topic develop skills in the creation, manipulation, storage, and use of digital media to solve publishing problems in personal, community, or business contexts. Examples of materials in digital format include web-based pages or sites, CD-ROM, and other non-linear or interactive forms of publications.

**Assessment**

Assessment Type 1: Practical Skills (50%)
Examples: Business flyer, restaurant menu, business webpage

Assessment Type 2: Product and Documentation (30%)
Examples: A fully functional website, a complete set of business documents

Assessment Type 3: Issues Analysis (20%)
Examples: Copyright, re-touched imagery, Internet addiction

**Preferred Prerequisites**
- Year 10 ICT
- General interest in ICT news and trends
- Good research and investigative skills
- Problem-solving skills
- An interest in ICT theory as well as practical ICT skills

*For more information – see Miss Babiak*
General Information: Students develop and apply specialised skills and techniques in the use of software in a number of information technology areas. They investigate existing information technology systems to discover their nature and components. They develop a range of information technology skills and techniques while creating their own systems that can be tested and evaluated. Students develop the ability to analyse and reflect on issues related to the increased use of a dependence on computer-based systems in society, and the ethics associated with these issues.

Content
- Computer Systems
- Relational Databases
- Application Programming
- Website Programming

Assessment
- Assessment Type 1: Folio (20%) Research tasks, ICT journal, computer systems quiz, social impact essay
- Assessment Type 2: Skills and Applications Tasks (50%) E.g. Database skills task, computer systems test
- Assessment Type 3: Project (30%) E.g. a library lending relational database system
- Examinations at end of semester 1 and 2

Preferred Prerequisites
- Year 10 ICT experience
- Sound knowledge of computer systems and ICT terminology
- General interest in ICT news and trends
- Good research and investigative skills
- Problem-solving skills
- An interest in ICT theory as well as practical ICT skills
- The ability to work independently, as this subject may be combined with a year 12 Information Technology class

For more information – see Mr Lyons
General information: Students focus on the Believing, Celebrating, Living and Praying arms of Catholic Identity. This program aims to utilise practical activities that encourage students to interact with others to create a better understanding about Catholic beliefs. Students will be required to reflect on their faith formation and spiritual journey.

Content:
Students study:
- The fundamental beliefs that Catholics hold
- Ways in which beliefs influence behaviour
- The importance of community to Catholics
- How faith is formed
- How faith is displayed

Assessments (for each 10-credit unit):
- One practical tasks – 40%
- One group activity- 30%
- One folio and discussion 30%

Special Information: As part of Integrated Learning- Catholic Identity, students will need to attend the 2 night retreat and will need to complete 15 hours of Community Outreach. It is a language-rich subject meaning students need to be prepared to source information, write essays and discuss topics. Students will also be required to undertake community charity work and collaborate with others effectively. Students do not need to be active in their faith to do well at this subject.

For more information – see Mrs Higgins
Italian Continuers
Stage 1

General information: In Italian, students interact with others to share information, ideas, opinions and experiences. They create texts in Italian to express information, ideas, feelings and opinions. They interpret texts to interpret meaning, and examine relationships between language, culture, and identity, and reflect and relate these to their own cultural influences and communication.

Content: Italian can be studied as a 10 or 20 credit subject. The topics and themes are chosen to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity.

Assessments:
- Interaction – Leisure Oral/Mediterranean Diet Presentation  25%
- Text Analysis – Migration/The Environment    25%
- Text Production – Tourism Plan/WWII Diary Entry   25%
- Investigation – Italian Home Cooking/Glorification of the Mafia  25%

Special Information:
- Proposed Italian camp to Adelaide (additional cost) – camp designed for students to focus on Italian migration to SA, using language in ‘real’ situations, and traditional Italian cuisine
- One 2 hour exam for each semester studied

Prerequisites: In accordance with the SACE, continuers level languages are designed for students who have studied Italian for 400 – 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

Preferred prerequisites: Studying Italian in Year 10 is highly recommended as at Stage 1 continuing students will already know:
- Past Tense
- Present Tense
- Future Tense
- Conditional Tense
- Imperfect Tense
- Basic grammatical rules

For more information – see Mrs Knight
General information: In Japanese, students interact with others to share information, ideas, opinions and experiences. They create texts in Japanese to express information, ideas, feelings and opinions. They interpret texts to interpret meaning, and examine relationships between language, culture, and identity, and reflect and relate these to their own cultural influences and communication.

Content: Japanese can be studied as a 10 or 20 credit subject. The topics and themes are chosen to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity.

Assessments:
- Interaction – Paired Leisure Oral Presentation with Questions and Answers 25%
- Text Analysis – Youth Culture Aural and Reading Comprehension Task 25%
- Text Production – Home-stay e-Journal Extended Writing 25%
- Investigation – Japanese Home Cooking Independent Study and Reflection 25%

Special Information: Proposed languages camp to Adelaide (additional cost) – camp designed for students to focus on Japanese migration to SA, using language in ‘real’ situations, and traditional Japanese cuisine. One 2 hour exam for each semester studied.

Prerequisites: In accordance with the SACE, continuers level languages are designed for students who have studied Japanese for 400 – 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge, and have studied in Japan for less than 12 months.

Preferred prerequisites: Studying Japanese in Year 10 is highly recommended as at Stage 1 continuing students will already know:
- Past Tense
- Present/future Tense
- Dictionary sentence form
- Casual sentence from
- Formal sentence form
- Basic grammatical rules
- Hiragana and Katakana scripts, and approximately 50 Kanji
General Information: Students complete a range of nationally accredited Hospitality units delivered by a qualified chef in a commercial kitchen. To complete the units the students must spend time in workplaces in a professional environment. The units delivered can lead to the student completing units of a Certificate III by the end of Stage 2 studies.

Content: Units can include (these may change):

- Prepare and serve espresso coffee
- Use basic methods of cooking
- Coach others in job skills
- Plan and coordinate hospitality service
- Develop food and beverage knowledge
- Provide responsible service of alcohol
- Following health, safety and security
- Following workplace hygiene procedures
- Plan and monitor espresso coffee service
- Presenting Food
- Prepare, cook and serve food
- Provide quality customer service

Assessment: Students need to show they are competent in each aspect of the units they undertake. This is normally done through practical assessments but students are also required to prepare recipes, menus and other items that may require research and written work. Students are assessed by a qualified assessor and can be assessed while on workplacement.

Special Information:
- Being a VET qualification, students will be required to work out of school hours at various workplaces which includes the College’s Restaurant and local hotels and restaurants
- Students need to have a genuine interest in cookery and would consider a career as a chef
- Students’ SACE units are based on how many units of competency they achieve from the Certificate II and Certificate III package of Hospitality
- Students need to complete and pass at least 140 hours in order to gain 20 SACE credits (equivalent of one regular subject) at Stage 1 level
- This subject does not contribute to the students ATAR in Year 12 and therefore does not contribute to university entry

Preferred Prerequisites: nil

For more information – see Miss Hannon or Mr Baker
**General information:** In this subject students develop an understanding of their rights and responsibilities as Australian and global citizens, and helps them to understand how the Australian legal system operates. Through examining case studies and observing the law in action, students also gain an appreciation of the system’s strengths and weaknesses and are able to suggest recommendations for change.

**Content**

- Law and Society (compulsory topic)
- As a class we will decide on the other topics to be covered. Options include Sport and the Law; Technology and the Law; Motorists and the Law; Relationships and the Law; Animals and the Law

**Assessments:**

There are 4 SACE assignments per semester

Assessment Type 1: Folio - Tasks in this component include:

- Case study – a reflection on a current trial
- Legal advice (students assume the role of a lawyer and give legal advice to a “client”)

Assessment Type 2: Issues Study

- Students research a legal issue of their choice (eg: should prostitution be a crime) and present their findings in a format negotiated with the teacher (eg: oral, essay, web page design, pamphlet)

Assessment Type 3: Presentation – Tasks in this component can include:

- Lawyer arguments (students assume the role of a lawyer and argue their case before a “judge”)

**Special Information:**

- A 4-day camp to Adelaide is planned for Semester 1 - approximate cost of the camp is $300
- Legal Studies is a language-rich subject, which means there is a lot of reading and writing
- Class activities include group discussions, research, mock trials, role plays, group work and film reviews
- There is a 2 hour exam at the end of each semester
- Students considering Stage 2 Legal Studies are encouraged to do at least a semester of Stage 1 Legal Studies

**Prerequisites** - Nil

**Preferred prerequisites** - Year 10 Great Australian Crimes and Trials and/or CSI: Whyalla would be an advantage

*For more information – see Miss Gibson or Miss Maddern*
Mathematical Methods
Stage 1

General information: Stage 1 Mathematical Methods is a **10-credit** subject or a **20-credit** subject at Stage 1. Stage 1 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 describe and analyse phenomena that involve uncertainty and variation. This subject provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, space science and laser physics.

Content: Stage 1 Mathematical Methods is organised into topics that broaden students’ mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction. Key concepts from year 10 Mathematics in the Australian Curriculum are required for the study of Mathematical Methods and Specialist Mathematics, that is, indices, quadratics, trigonometry, mean and standard deviation, graphing, and logarithms. Stage 1 Mathematical Methods consists of the following list of six topics:

- Topic 1: Functions and graphs
- Topic 2: Trigonometry
- Topic 3: Counting and Probability
- Topic 4: Statistics
- Topic 5: Growth and Decay
- Topic 6: Introduction to Differential Calculus

There are two types of topics: major and minor. Major topics require a longer time to develop the key concepts. Topics 1, 2, 5, and 6 are major topic. For a 10-credit subject students study three of the topics:

- 2 major topics (Topics 1, 2, 5, or 6); and
- 1 minor topic (Topic 3 or 4).

For a 20-credit subject students study all six topics.

Assessment: Students demonstrate evidence of their learning through the following assessment types: (10-credit)

School-based assessment
- Skills and applications tasks (tests) – 60%
- Folio (investigations) – 40%

Special Information: Students will need to use electronic technology in this course. Scientific and/or Graphics calculators (Texas Instruments) are available for purchase through the College at the end of the academic year.

Preferred prerequisites: Minimum C grade for Year 10 Additional Mathematics.

For more information – see Miss Torres
General information: There are two main areas of study in Media Studies: analysing media and creating media. Through the study of media, students gain an understanding of how ideas are communicated and how audiences and individuals interpret, interact with and respond to media. Students will develop knowledge, technical skills and understanding of media texts, products and industries that are essential to effectively analyse the media. Media Studies is a language rich subject and will involve reading, viewing, listening, discussing, debating and interacting. The abilities to analyse construct and interact with media forms will also be of importance in the study of the media.

Content: In semester 1, students will study the Making of the News and Representations in the Media. As part of the Making of the News topic, students are required to analyse the production of news, specifically the selection of news items and will have the opportunity to produce their own news story. Representations in the Media will focus more on the analysis of a number of different media sources and will also present the opportunity for students to create a media item with a specific representation. Students will also be presented with the opportunity interact with a wide variety of media and conduct an interaction study relating to a specific type of media.

In semester 2, students will study Images of Youth in Media and Media and Leisure. In undertaking a study of Images of Youth in Media, students will critically analyse the way in which young people are portrayed in the media; the will examine how and why young people are represented in a different manner in the media. Media and Leisure will involve students investigating the ways in which media is used for entertainment purposes within the community. Students will also have the opportunity to produce their own leisure-based media whilst considering the future of media as leisure.

Assessment: In each semester, four to five assessment tasks will be completed. These will vary from a multimedia presentation, oral/group presentation, report, essay or debate.

- The Folio assessment will comprise of a number of assignments relating to the specific topic of study at the time
- The Product assessment gives students the opportunity to design, create and evaluate their own media product
- The Interaction Study will involve students interacting and analysing the interaction with a media of their choice

- Folio (2-3 tasks) - 40%
- Product (1 task) - 40%
- Interaction Study (1 task) - 20%

For more information – see Miss Gibson
General information: A diverse range of music programs can be designed to be a pathway to all Stage 2 Music subjects.

Content: Students will be required to participate in the following activities:
- Composing, arranging and transcribing music using score-writing program Sibelius
- Performing
- Delivering theory, aural and harmony skills
- Review techniques

Assessments: Semester subject – 4 to 5 assessments
- Full year subject – 7 to 10 assessments
Students must complete at least one assessment for type 1 and type 2 as well as complete type 3.
- Type 1: Skills Presentation (usually in the form of solo performance or ensemble performance)
- Type 2: Theory, aural and harmony skills
- Type 3: Composing, arranging and review techniques

Special Information: Students who undertake assessments in Solo Performance and Ensemble Performance are encouraged to enrol with a private tutor and have access to an instrument of their choice. Students regularly take part in various College based performances as part of their studies in the subject. Depending on student numbers, ensembles will be made within the class and so practice time will be provided.

Preferred prerequisites:
- It is highly recommended that students undertaken a minimum of 2 years practical experience and/or a standard of Grade 3-4 AMEB
- It is required that students who enrol in this subject have either completed a full year of Music in Year 10 or Grade 3 AMEB theory
- Students are encouraged to undertake an interview with the music teacher to explore the different possibilities before enrolling in the subject

For more information – see Mr Yammamoto
General information: A diverse range of music programs can be designed to meet a wide range of student interests, backgrounds in Music and possible futures. This course typically provides pathways to Stage 2 subjects such as Ensemble Performance, Music Individual Study, Music Technology, Solo Performance and Performance Special Study. The subject can be undertaken for a full year or semester.

Content: Students need to engage in some of the following activities:

- Composing and arranging
- Performing
- Music technology
- Music Industry

Assessments: Semester subject – 4 to 5 assessments
Full year subject – 7 to 10 assessments

Students must complete at least one assessment for type 1 and type 2 as well as complete type 3.

- Type 1: Skills Presentation (usually in the form of solo performance or ensemble performance)
- Type 2: Skills Development (music industry skills)
- Type 3: Folio (arrangement/composition and recording)

Special Information: Students who undertake assessments in Solo Performance and Ensemble Performance are encouraged to enrol with a private tutor and have access to an instrument of their choice. Students regularly take part in various College based performances as part of their studies in the subject. Depending on student numbers, ensembles will be made within the class and so practice time will be provided.

Preferred prerequisites:

- It is recommended that students have undertaken a minimum of 2 years study on their chosen instruments/vocals
- It is also recommended that students who enrol in this subject complete a full year of Music in Year 10
- Students are encouraged to undertake an interview with the music teacher to explore the different possibilities before enrolling in the subject

For more information – see Mr Yammamoto
Outdoor Education
Stage 1

**General information:** Outdoor Education can be taken as a 10 or 20 credit course. It covers the human connection to natural environments through outdoor activities. Students develop knowledge and skills and reflect on their personal, group, and social development. Students also gain an understanding of environmental sustainability and cultural perspectives of a chosen natural environment within Whyalla.

**Content:**
1. **Environment and Conservation** – examine the appreciation and value of natural history and culture on natural environments.
2. **Planning and Management** - develop basic skills in implementing outdoor activities and lightweight journeys. Some focus studies include planning an outdoor journey, including aspects of food, clothing shelter and land management.
3. **Outdoor activities** - develop the basic skills they need to participate safely and effectively in outdoor activities. Some focus studies include first aid, leadership and group skills.
4. **Outdoor Journey** - an additional outdoor activity with a 3-day outdoor journey that is either human powered or uses natural forces.

**Assessments:**
*Assessment type 1*- Practical Activity- students are involved in two different outdoor activities and at least one outdoor journey. Assessment is looking at practical skills tests, safe and appropriate use of equipment and environmental observations.
*Assessment type 2*- Folio - students collect evidence of their learning through undertaking one outdoor study. Assessment is producing a blog demonstrating evidence of learning in relation to the application of knowledge, reflection and communication.
*Assessment types 3*- Journal - students keep a journal for the outdoor journey, in which they reflect record and evaluate their experiences during the outdoor journey.

**Special Information:** Students must undertake a 3 day human powered journey to reflect on their practical skills, planning and management and environmental awareness. The camp is negotiated with the class taking into consideration their skills and abilities, in 2011 it was a Kayaking trip on the Murray River and a Bike Riding camp to the Yorke Peninsular. There is no theory exam for this subject.

**Prerequisites:** No prerequisites.

**Preferred prerequisites:** Students need to be prepared to be involved in regular practical activities.

*For more information – see Miss Turnbull or Mr Gilligan*
General information: In Pathways to Industry 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, safe and sustainable workplace practices, 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) as provided under the Australian Qualifications Framework (AQF).

Content: Stage 1 Pathways to Industry comprises three focus areas of study:
- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET)

Students will need to participate in at least 80 hours of work experience as part of their vocational learning. It is desired that students move into a VET course through TAFE SA in semester 1, studying Certificate II in engineering. This is subject to TAFE availability and federal government funding. In the second semester the students will continue their study into careers through Workplace Practices.

Assessments: Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following three assessments types:
- All VET nominal hours will contribute towards the students STAGE 1 results, allowing for a reduced workload at school.
- If the VET course is unable to be run, the subject will transfer into Workplace Practices which requires
  - Folio – e.g. an investigation, a practical or skills demonstration, oral presentation, a report
  - Performance- collection of evidence of learning for 25-30 hours
  - Reflection- can be presented in written, oral, or multimodal form

Special Information: It is not guaranteed that you will do VET units in this subject.

Prerequisites: Nil

Preferred prerequisites: Working part-time, volunteering (coaching etc), desire for an apprenticeship

For more information – see Mr Baker
**Physical Education**

**Stage 1**

**General information:** In Physical Education 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. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They will also undertake a Sports Coaching unit where they will plan, implement and deliver content to younger students and learn about different methods of training and the affects of this on the physiology of the body. Students will develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

**Content:** In each practical, students participate in regular physical activity and practice and refine their physical skills and essential techniques. For some students, involvement in practicals might happen outside scheduled class time. Students should have opportunities to set and achieve personal goals and improve their personal performance, relating to the key competencies. Students are required to demonstrate a sense of fair play; respect the rights of other people; and show concern for safety and the care of equipment. Topics include Anatomy, Physiology, fitness, training principles and methods, body systems, human physical performance, sports injuries and participation in physical activity.

**Assessments:** 60% of grade is from Practical Activities and 40% is derived from Folio Assessments which relate to the two areas of study ‘The Nature of Physical Activity’ and ‘Issues Analysis’. Folio assessments include laboratory explorations and reports, in-class assignments, research assignments, survey work, case studies, oral presentations, audiovisual presentations, essays, tests and examinations.

**Special Information:** There is a 1.5 hour exam at the end of each semester.

**Prerequisites:** All other subjects at Year 11 can be attempted without having done a mandatory Year 10 subject. We may not recommend it but it can be attempted.

**Preferred prerequisites:** Yr 10 PE is helpful towards building knowledge for Yr 11 PE, but not mandatory.

*For more information – see Miss Turnbull*
General information: The study of physics offers opportunities for students to understand and appreciate the natural world. Physics requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. Students apply knowledge to solve problems, develop experiments, investigate information, and communication skills through practicals and other activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

Content: Stage 1 Physics comprises the following areas of study, with possible topics and applications:

- Movement: Motion in One Dimension; Physics of Transport
- Waves: Sound and Light; CD, DVD, and Blu-ray Technology
- Astronomy: – Astrophysics; Establishing a Colony on Mars
- Electricity and Magnetism: DC Circuits and Motors; Wind Farms and Solar Cells
- Nuclear Physics and Radioactivity: – Particle Accelerators
- Forces: Forces and Newton’s Laws of Motion; Designing Safer Cars
- Energy: Energy and Work

Assessments:

- Investigations Folio – 30% (Practical investigations)
- Skills and applications Tasks – 70% (Tests, exam and issue investigations)

Prerequisites: Year 10 Science

Preferred prerequisites: Studying Stage 1 Physics can be easier if the student is doing Mathematical Studies - most topics need a good mathematical background. Many students, however, can do very well in Physics relying only on their previous knowledge of Year 9 and 10 Mathematics and Science. Students intending to study Physics at Stage 2 need to complete a whole year of Stage 1 Physics.

Additional information: Physics is also a prerequisite for some university engineering courses.

For more information – see Miss Torres
General information: Psychology sits at the crossroads between the life sciences and the humanities. The subject aims to describe and explain both the universality of human experience, and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students can come to better understand themselves and their social worlds. Psychology also addresses the ways in which behaviour can be changed. The ethics of research and intervention are therefore an integral aspect of psychology. The study of psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (that is, observation, experimentation, and experience), this subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

Content: The compulsory topic of Introduction to Psychology is studied first, followed by two of the following topics in a semester period - Social Behaviour, Intelligence, Cognition, Brain and Behaviour, Human Psychological Development or Emotion.

Assessments:
- 1000 word Investigation
- 5 minute oral Issues Investigation
- 60 minute Tests
- 1000 word Application Task
- 90 minute Examination

Special Information: Whilst this is a science based subject, please note the written requirements of the subject.

Prerequisites: Year 10 Science

For more information – see Mrs Murphy
Religion Studies (Liturgical)
Stage 1

General information: This is an alternate form of Religion Studies which focuses on the liturgical celebrations of the College. Students in this class will prepare elements of whole school and campus celebrations. Most of the assessment tasks will focus on these celebrations. This is a 10 Credit SACE approved course and requires a commitment from the students to complete the requirements.

Content:
- Youth and Church - students will investigate the issue of declining youth attendance at various Christian churches and will use this information to plan, prepare and participate in a Youth Mass at Pentecost
- Religious Rituals – students will study the traditions and spirituality behind Catholic liturgical events and will contribute personally to the college liturgical celebrations which help create our identity.
- Investigations – students will investigate two ethical or religious issues and discuss in relation to sociological beliefs and catholic traditions

Assessments:
- Practical: Year 11 Retreat liturgy or Easter Liturgy and Youth Mass or Other Mass Celebration – 40%
- Analysis: Ash Wednesday liturgy and Saint John’s Day Mass – 30%
- Investigation: Catholic Perspectives – Human Rights Analysis (Negotiated Topic) – 30%

Prerequisites:
- Whilst RE is compulsory this particular form of RE is an alternative to Religious Studies and requires a commitment to practical planning and participation.
- Students must be willing to undertake roles in the liturgical celebrations of the college, as well as attend a compulsory Saturday Youth Mass. This unit provides an opportunity for students with creativity to participate in the Religious Education curriculum in a more practical manner.

Special Information:
- As part of the expectations of a Year 11 Student at Samaritan College, students will attend the 2 night retreat and will need to complete between 10 -15 hours of Community Outreach in Term 3.
- As this is a practical lesson it requires students to be present regularly and commit to group tasks. Subjects that take students out of school, such as Work Place Practices, are not complementary to this subject unless the student is willing to negotiate catch up sessions with the teacher.

For more information – see Mrs Knight, Miss Corcoran or Mr Meixner
**General information:** In Religion Studies students will focus Religious and Spiritual Traditions of the College. Within this subject students will also consider personal spirituality and the way in which religious practices and ethics can influence a person’s decision making. This is consolidated with an investigation of Social Justice Issues working towards understanding and action toward the issue.

**Content:** There are two topics studied within a 10-credit subject. In each 10-credit subject they focus on Religious and Spiritual Traditions and one Social Justice or Ethical Issue. The possibilities are vast and do, to a point, depend on the teacher and may change from year to year. Some topics are listed below:

<table>
<thead>
<tr>
<th>Religious Tradition of Samaritan College</th>
<th>Issue Study – Catholic Social Teachings</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Patrons</td>
<td>religious endeavours for human dignity</td>
</tr>
<tr>
<td>Good Samaritan Values</td>
<td>the relationship between developed and developing worlds</td>
</tr>
<tr>
<td>Rituals and Festivals</td>
<td>Global and local environmental challenges</td>
</tr>
<tr>
<td>Youth and Religion</td>
<td>Human Rights</td>
</tr>
<tr>
<td>Made in the Image of God programme</td>
<td></td>
</tr>
</tbody>
</table>

(produced by Catholic Education – SA) – Standard 6:

- Being Human
- Being Moral
- Being Sexual
- Being Connected

**Assessments (for each 10-credit unit):**

- Practical Task/ Exploration of Samaritan Values – 30%
- Groups Activity/ Social Justice Issue – 25%
- Group Activity Lesson Plan and Delivery/ Social Justice Issue – 25%
- Folio and Discussion 20%

**Special Information:** As part of the expectations of a Year 11 Student at Samaritan College, students will attend the 2 night retreat and will need to complete between 10 -15 hours of Community Outreach in Term 3.

*For more information – see Mrs Murphy*
General information: In Society and Culture students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups.

Content:
For a 10-credit subject, it is recommended that students study two topics:
- one topic with a focus on an Australian context
- one topic with a focus on a global context

As a class we will decide the topics to be studied. Examples include:
- A current social or cultural issue (eg: whether the driving age should be increased)
- Youth culture
- Human rights
- Environmental issues
- Contemporary Aboriginal and Torres Strait Islander societies
- Australia’s relationships with the Asia–Pacific region
- Refugee and migrant experiences and contributions
- The role of technology in society (eg: social networking)
- Sport and Leisure

Assessments: There are four SACE assignments in this subject:
Assessment Type 1: Sources Analysis – 800 words or 5 minutes oral
Interpret media items, cartoons, graphs, maps and statistical data to answer a series of short-answer questions.

Assessment Type 2: Group Activity – 750 words or 5 minutes oral
Students plan and conduct a group task (either a research task or a hands-on activity) and reflect on their learning.

Assessment Type 3: Investigation – 1,000 words or 6 minutes oral
Investigate a current social or cultural issue of your choice (eg: whether whaling should be banned; whether Australia should utilise nuclear power; the extent of media influence in Australia)

Prerequisites: None

Preferred prerequisites: Enjoyed SOSE

For more information – see Miss Gibson
General information: Stage 1 Specialist Mathematics is a 10-credit subject or a 20-credit subject at Stage 1. 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.

Content: At Stage 1 students broaden their mathematical experience and increase their mathematical flexibility and versatility by developing mathematical arguments, proof, and problem solving in a variety of contexts. Topics studied provide a blending of algebraic and geometric thinking. At Stage 1 there is a progression of content, applications, level of sophistication, and abstraction leading to Stage 2. For example, vectors in two dimensions are introduced in Stage 1 then studied for three-dimensional space in Stage 2.

Stage 1 Specialist Mathematics consists of the following list of six topics:

- Topic 1: Arithmetic and Geometric Sequences and Series
- Topic 2: Geometry
- Topic 3: Vectors in the Plane
- Topic 4: Trigonometry
- Topic 5: Matrices
- Topic 6: Real and Complex Numbers

For a 10-credit subject students study three of the topics.
For a 20-credit subject students study all six topics.

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

School-based assessment

- Skills and applications tasks (tests) – 60%
- Folio (investigations) – 40%

Special Information: Students will need to use electronic technology in this course. Scientific and/or Graphics calculators (Texas Instruments) are available for purchase through the College at the end of the academic year.

Preferred prerequisites: Minimum C grade for Year 10 Additional Mathematics.

For more information – see Miss Torres
General information: In Visual Arts students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students also research, understand and reflect upon visual art works in their cultural and historical contexts. The Stage One program is specifically designed to prepare students for continued study in Stage Two.

Content: There are two versions of ‘Art’ you can choose:

- **Visual Arts - Art** includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

- **Visual Arts - Design** includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

Assessments: This subject is divided into 3 areas for assessment:

**Assessment Type 1:** Folio (30%)

Produce one folio that documents their visual learning. The folio should include visual, practical, written, and/or oral forms of evidence. Written evidence may include notes, annotations or a structured essay.

**Assessment Type 2:** Practical (30%)

Produce 1 – 3 practicals, one of which must be a resolved work. Art practicals may take a variety of forms, including film, animation, digital imaging, painting, drawing, sculpture and ceramics. Students prepare a written practitioner’s statement for one resolved practical.

**Assessment Type 3:** Visual Study (40%)

Explore or experiment with an idea, concept, material, technique or technology. Findings can be presented in a variety of forms, such as a visual diary or digital recording, and are supported with written or oral comments.

Special Information: No exam. It is highly recommended that students wishing to complete Stage 2 Art or Design complete a semester of Stage 1 Art or Design.

Prerequisites: Nil, although some form of art in the junior years would be highly beneficial.

For more information – see Ms Hopkins