Stage 1
(Year 11)
Subject Selection
Information Booklet
(for 2018)
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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
▪ 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 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:
- Language, Literacy and Mathematics Bonus Scheme:
  - Up to 4 bonus points for studying:
    - LOTE
    - English / English Literary Studies
    - Mathematical Methods
Specialist Mathematics

- Students can also apply for individual equity bonus points if they or their parents/caregivers receive a Commonwealth means-tested income support payment or concession card.

Samaritan students are not eligible for school-based bonus points

Bonus Points are added to 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 in 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 provided that they complete a Certificate III (or higher) by the end of Year 12. This usually requires a student to begin the certificate in Year 11.

It is not expected that a student studying at a Cert II 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**

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.
Introduction

Subjects - 2018
This booklet contains all the subjects we intend to at Samaritan College at Stage 1 (Year 11) in 2018.

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 2018.

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 2018. 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 2018 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.
**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

Option Topics: Personal Financial Management
               Business Documents
               Keeping Cash Records
               Double-entry Recording
               Financial Reports

**Assessments:** 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*
General information: In Stage 1 Biology students will develop and apply their understanding of the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments. Stage 1 Biology is semesterised, with each semester of Biology contributing 10 credits towards SACE.

Content:
Semester 1 Topics are:
- Cells and Microorganisms
- Biodiversity and Ecosystem Dynamics

Semester 2 Topics are:
- Multicellular Organisms
- Infectious disease

Each semester, enrolled students will undertake 8-10 hours of practical activity.

Assessment:
Each semester students will complete 4 assessments.

In Stage 1 Biology there are two assessment types:
- Assessment Type 1: Investigations Folio. This will comprise of one practical (SIS) investigation and one science as a human endeavour (SHE) investigation. Both of these have a word count of 1000 words or 6 mins for an oral presentation.
- Assessment Type 2: Skills and Applications Tasks. These will comprise of two tests, one for each topic.

Each assessment type will be weighted 50% towards the final grade awarded to the student.

Prerequisites: Year 10 Science

Additional Information: Stage 1 Biology provides a pathway to Stage 2 Biology. It is recommended that students intending to continue Biology at Stage 2 undertake the Cells and Microorganisms unit at Stage 1. Semester 2 topics will provide a foundation for Scientific Studies.

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
- Thermochemistry – considering energy changes that occur as a result of the conversion of reactants to products
- 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:
Investigations Folio (50%)
- One Design practical and report
- One Issues Investigation
Skills and Applications Tasks (50%)
- Two tests that will assess skills and applications of knowledge to the topics outlined above

Prerequisites: Year 10 Science

For more information – see Mrs Line
**General information:** Child Studies is a 10-credit one semester Stage 1 subject that focuses on children and their development from conception to 8 years and the 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 (practical task)
- Assessment Type 3: Investigation.

**Prerequisites:** None

**Special Information:**

- No exam
- Students need to be prepared to work with young children
- Students may incur extra material costs to complete practical activities

**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 over the semester.

*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*
Creative Arts 2018
Stage 1

**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 Ms Howard or Miss Anttila*

**If you are interested in being part of the College Musical in 2018, you can use this class to ensure your time and effort are assessed. That is, your participation in the Musical can count as some or all of your assessments in this subject.**
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 will occasionally need to work after school from 3.30pm until 5.00pm Tuesday nights to complete their product, as directed by Mr. Thursby.
- Students will negotiate an individual design and construction project with the teacher

For more information – see Mr Thursby
General information:
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 analyse existing texts, as well as create their own to suit a specific audience and purpose. In Semester 2, classes split into pre-Literature and pre-English 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. This includes an oral presentation, as well as multimedia reports, essays or creative writing tasks. There is an examination for the pre-Literature 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) – 45%
Creating Texts (1 task) – 25%
Intertextual Study (1 task) – 30%

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

For more information – see Mr Keating, Miss Pech or Miss Castle
General information:
The Essential English program allows students to 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 intend to undertake Essential English at Stage 2, and/or do not wish to study English or Literature Studies at Stage 2.

For more information – see Mr Brauwers
**General information:** Stage 1 Essential Mathematics is a **10-credit** subject only offered in Semester Two. 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:** 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.

**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:** Students wishing to pursue TAFE pathways or who did not achieve the minimum C grade in General Mathematics in Semester One.

*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 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 Van De Wiel
General Mathematics 2018

Stage 1

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.
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.

Students that do not achieve at a C level in the first semester have the option to move to the Essential Mathematics class

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.

Student that do not achieve a C grade on the first semester will be given the option to

Preferred prerequisites: Year 10 General 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
**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 (Photoshop, InDesign and Dreamweaver) 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
- The ability to work independently, as this subject may be combined with a year 12 Information Technology or another year 11 computer-based subject

*For more information – see Mr O’Connor*
**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. The content is addressed in the context of 2D computer game design and mobile application development.

**Content**
The course is derived from the following overarching topics:
- Computer systems
- Application Programming
- Multimedia Programming

**Assessment**
- Assessment Type 1: Folio (20%) E.g. Research tasks, ICT journal, issues essay
- Assessment Type 2: Skills and Applications Tasks (50%) E.g. Computer systems test, mini games and applications.
- Assessment Type 3: Project (30%) E.g. own game or application with documentation of the process

**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
- The ability to work independently, as this subject may be combined with a year 12 Information Technology or another year 11 computer-based subject
- Interest in developing computer games and applications

*For more information – see Mr O'Connor*
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 Ms Howard
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 Van De Wiel or Miss Gibson
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. Legal Studies can be undertaken for one semester or a full year.

Content

Semester 1
- Law and Society (compulsory topic)
- Justice and Society
- Victims of Crime

Semester 2
- Law and Society (compulsory topic)
- Civil law (negligence focus)
- Youth and the Law

Assessments:
There are 4 SACE assignments per semester:
- Legal concepts task
- Oral presentation
- Case study
- Issues investigation

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 or Stage 2 Integrated Learning – Criminal Justice 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
**Mathematical Methods 2018**

**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 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. 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, and there is a progression of content, applications, and level of sophistication and abstraction. Stage 1 Mathematical Methods consists of the following topics:

- Topic 1: Functions and graphs
- Topic 2: Non-right angled Trigonometry
- Topic 3: Counting and Probability
- Topic 4: Statistics
- Topic 5: Logarithms and Exponential
- Topic 6: Growth and Decay
- Topic 7: Introduction to Differential Calculus
- Topic 8: Applications of Derivatives

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 topics.

For a 10-credit subject students study topics 1 – 4
For a 20-credit subject students study topics 1 – 8

**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 Mr Elhalawani*
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. They 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:
Stage 1 Modern History consists of the following topics:
- Topic 1: Imperialism
- Topic 2: Decolonisation
- Topic 3: Indigenous Peoples
- Topic 4: Social Movements
- Topic 5: Revolution
- Topic 6: Elective

For a 10-credit subject, students study two or more topics, one of which may be an elective topic.

For a 20-credit subject, students study four or more topics, one of which may be an elective topic.

Assessments:
10 credit course:
3 Historical Skills tasks (e.g. essay, test, role play, podcast, source analysis, time capsule)
1 Historical Study

20 credit course:
6 Historical Skills tasks (e.g. essay, test, role play, podcast, source analysis, time capsule)
s1 Historical Studies

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.

Students considering undertaking Stage History are advised to study at least one semester of Stage 1 History.

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. This subject can be undertaken for a semester or the full year.

**Content:** Students will undertake activities based on the following topics:
- 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
- Skills Presentation – performance
- Skills Development - theory, aural and harmony
- Folio – composing, arranging and review writing

**Special Information:** Students 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.

** 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 2 – 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 Miss Anttila*
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 will undertake activities based on the following topics:
- Composing and arranging
- Performing
- Music technology
- Music Industry

Assessments: Semester subject – 4 to 5 assessments
- Full year subject – 7 to 10 assessments
- Skills Presentation (usually in the form of solo performance or ensemble performance)
- Skills Development (music industry skills)
- Folio (arrangement/composition and recording)

Special Information: Students 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.

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 have completed 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 Miss Anttila
General information: Outdoor Education 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. They produce a reflective journal demonstrating evidence of learning in relation to the application of knowledge, reflection and communication.
Assessment type 3- Expedition Report - students reflect and critique their time on 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 2017 it was bushwalking in the Mount Remarkable National Park and the High Ropes course at ARAPPA.

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 Mr Heath
**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 Mr Quist*
General information: The study of physics offers opportunities for students to understand and appreciate the natural world. 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: The following topics provide the framework for learning in Stage 1 Physics:

- Topic 1: Linear Motion and Forces
- Topic 2: Electric Circuits
- Topic 3: Heat
- Topic 4: Energy and Momentum
- Topic 5: Waves
- Topic 6: Nuclear Models and Radioactivity

For a 10-credit subject, students study a selection of aspects of at least three of these topics.

For a 20-credit subject, students study a selection of aspects of all six topics.

Assessments:

For a 10-credit subject, students complete:

- at least one practical investigation
- one science as a human endeavour investigation
- at least one skills and applications task

For a 20-credit subject, students complete:

- at least two practical investigations
- two science as a human endeavour investigations
- at least two skills and applications tasks

Prerequisites: Year 10 Science

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: Studying Stage 1 Physics may be easier if the student is concurrently studying Mathematical Methods - most topics required a good mathematical background. Students intending to study Physics at Stage 2 need to complete a whole year (20 credits) 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 Miss McIntee
**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 an external 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 Ms Howard 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 Investigation – Catholic Social Teachings</th>
</tr>
</thead>
<tbody>
<tr>
<td>• College Patrons</td>
<td>• Euthanasia</td>
</tr>
<tr>
<td>• Good Samaritan Values</td>
<td>• The place of the elderly in our society</td>
</tr>
<tr>
<td>• Rituals and Festivals</td>
<td>• The sacrament of anointing the sick</td>
</tr>
<tr>
<td>• Youth and Religion</td>
<td>• Religious perspectives on ethical issues</td>
</tr>
<tr>
<td>• The history of Samaritan College</td>
<td></td>
</tr>
<tr>
<td>• The social significance of religion and spirituality</td>
<td></td>
</tr>
</tbody>
</table>

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

- Practical Activity / Exploration of a significant college patron – 40%
- Retreat Activity/Reflection – 30%
- Issues Investigation – 30%

**Special Information:** As part of the expectations of a Year 11 Student at Samaritan College, students will attend the Year 11 retreat.

*For more information – see Mr Brauwers*
**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
- 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, although an interest in HASS and/or current affairs is an advantage.

Students considering undertaking Society and Culture at Stage 2 are advised to study at least one semester of Society and Culture in Year 11.

*For more information – see Miss Gibson*
Specialist Mathematics 2018

Stage 1

**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: Mathematical Induction
- Topic 2: Geometry and Proof
- Topic 3: Vectors
- Topic 4: Trigonometric Function
- 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 Mr Elhalawani*
**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
- 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: 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
**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*
If you are interested in being part of the Musical in 2018 there are subjects you can study that will ensure the time and effort you put into the musical is counted towards your SACE and your ATAR.

There are many ways you can be involved with the Musical, including:

- Performer – Main Character, Minor Character, Chorus, Dancer (these positions include an audition to gain the appropriate part)
- Member of the Orchestra
- Deputy Musical Director (negotiated with Miss Anttila)
- Set Designer
- Costume Designer
- Make Up Artist
- Choreographer
- Behind the Scenes Theatre work (negotiated with Mrs Fitzgerald and Miss Anttila)
- Photographer
- Program and Poster Design
- etc…

Subjects that you can choose from that will allow you to be part of the Musical include:

**Stage 1**

Creative Arts
Music Experience
Music Advanced

**Stage 2**

Creative Arts
Ensemble Performance
Solo Performance
Music Individual Study

There is a possibility that students can study Stage 2 subjects in Year 11 if it is felt that the student is capable of doing so; this will be decided on an individual basis.

*See Miss Anttila or Ms Howard for more information*
Animal Studies (TAFE SA – online)

This qualification is an entry point into the animal care and management industry. It is highly recommended that whilst undertaking this qualification students gain work experience in an animal care environment and/or workplace. This course requires students to attend a 3-day practical assessment in Adelaide (Gilles Plains).

Automotive (TAFE SA – Whyalla through EJEHS)

This is a pre-apprenticeship course for students who want to develop their knowledge and feel confident about progressing to a Certificate III to become qualified light vehicle automotive technicians or motor mechanics.

Business (Foundation Education – online)

Gain the skills and knowledge to secure an entry-level position in the corporate world where you will help run a business. In this course, you will refine your computer, record-keeping, customer service and communication skills.

Creative Industries (Media) – 3D animation and VFX for Film (Academy of Interactive Entertainment – online)

Build the environments, create the characters and craft the visual effects in movies.

Creative Industries (Media) – Game Art and Animation (Academy of Interactive Entertainment – online)

Build the environments, create the characters and craft the vehicles for games.

Electrotechnology (Career Start) (TAFE SA – Whyalla through EJEHS)

This course is regarded by industry as an essential pre-apprentice course for those seeking a career within the electrical industry. Course content includes theoretical understandings, such as electrical principles and cable and component identification, and practical tasks, including house wiring, light fabrication and circuit construction.

Engineering (TAFE SA – Whyalla through EJEHS)

The qualification provides basic skills and knowledge needed to get a head start in the engineering/manufacturing fields. It develops skills in the use of hand and power tools, fabrication techniques and engineering sketching and drawing.

Information, Digital Media and Technology – Game Programming (Academy of Interactive Entertainment – online)

Create the framework, functionality and interaction in games.

Salon Assistant (TAFE SA Whyalla)

This qualification is for people who want to take the first step in their hairdressing career.

Sport and Recreation (Foundation Education – online)

This qualification reflects the role of individuals who apply the skills and knowledge to work in the sport and recreation industry under supervision. Units covered include: maintain sport, fitness and recreation facilities; and provide first aid.
Allied Health (TAFE SA – Whyalla through EJEHS)
Students learn to assist Allied Health Workers who provide patient care and support services to complement dieticians, occupational therapists, physiotherapists, speech therapists and podiatrist services.

Business (Foundation Education – online)
This course will equip students with essential business skills, enabling them to secure an entry-level role in a range of industries. Students will develop office, computer and business skills, in addition to learning WHS processes, financial record-keeping, monitoring and maintenance.

Community Services (Aged Care) (TAFE SA – Whyalla through EJEHS)
TAFE SA courses in ageing, disability and lifestyle support prepare you for working with older people or individuals with disability.

Dance (Gravity Dance – online)
This course is designed for dancers wishing to further their training, perhaps learn teaching methods and work on projects in a team. Students are expected to have additional studio hours signed off either with Gravity Dance or within their own dance studio, and must attend a 3-week intensive block which aligns with the school holidays.

Early Childhood Education and Care (TAFE SA – Whyalla through EJEHS / Foundation Education online)
Students learn how to support the development of literacy, oral and numeracy skills, and contribute to the management of a learning environment. Units covered include: promote and provide healthy food and drinks; provide care for children; provide experiences to support children’s play and learning.

Education Support (Foundation Education online)
Students develop the knowledge and skills needed to provide assistance to teachers and students under supervision in public and independent schools and community education settings. Units covered include: support behaviour of children and young people; identify and respond to children and young people at risk; provide first aid.

Fitness (Foundation Education online)
Students learn how to plan and deliver a variety of gym and fitness programs along with advice on healthy eating. Units covered include: provide first aid; provide healthy eating information; conduct fitness appraisals; instruct fitness programs; instruct group exercise sessions.

Horticulture (ARO online – assessor visits students every 8 weeks)
This certificate provides training for employment as a general horticultural worker who can operate in an unsupervised capacity. Units covered include: install irrigation systems; operate machinery and equipment; control plant pests, diseases and disorders.
Information, Digital Media and Technology – Game Programming (Academy of Interactive Entertainment – online)
Build the environments, create the characters and craft the vehicles for games.

Media – Game Art and Animation (Academy of Interactive Entertainment – online)
Build the environments, create the characters and craft the vehicles for games.

Media – Game Design and Production (Academy of Interactive Entertainment – online)
Create ideas for new games and/or improve existing ones.

Sport and Recreation (Foundation Education online)
This qualification enables individuals to work in operational and customer support positions in the sport or community recreation industry. Units covered include: respond to emergency situations; maintain sport, fitness and recreation facilities; provide first aid.

Tourism (Foundation Education online)
Students will learn the necessary sales and operational skills to deliver travel or tourism-related products and services to customers in a range of industry contexts. Units covered include: sell tourism products and services; process financial transactions; provide advice on Australian destinations.

VET Providers’ Websites
Students should visit VET providers’ websites for more detailed information relating to course content and fees:

- Academy of Interactive Entertainment www.aie.edu.au
- ARO Educational www.aroeducation.com.au
- Foundation Education www.foundationeducation.edu.au/schools
- Gravity Dance http://www.gravitydance.com.au
- TAFE South Australia https://www.tafesa.edu.au/

TAFE SA Whyalla Dates
All TAFE SA Whyalla courses are delivered in intensive blocks, the dates of which are as follows:

- Orientation: Term 1, week 2 (Thursday and Friday only) – 8\textsuperscript{th} and 9\textsuperscript{th} February 2018
- Block 1: Term 1, week 9 – 26\textsuperscript{th} March to 30\textsuperscript{th} March 2018
- Block 2: Term 2, week 5 – 28\textsuperscript{th} May to 1\textsuperscript{st} June 2018
- Block 3: Term 3, week 2 – 30\textsuperscript{th} July to 3\textsuperscript{rd} August 2018
- Block 4: Term 3, week 9 – 17\textsuperscript{th} September to 21\textsuperscript{st} September 2018
- Block 5: Term 4, week 2 – 22\textsuperscript{nd} October to 26\textsuperscript{th} October 2018 (only for Auto, Construction, Electrotechnology and Engineering)