

Year 11 Subject Handbook 2019



Introduction

This Course Descriptor Handbook is designed to give students and parents a general idea of the type of subjects that will be on offer at MacKillop Catholic College. The information will include topics covered in each subject so that informed decisions can be made when selecting subjects.

Selecting appropriate subjects can be a very difficult task. In Year 10 students should have mapped out their learning pathway in their Personal Learning Plan (PLP) class. If they have not completed PLP or are still unsure as to what career they would like to pursue after school, then students should seek advice and support from the Careers Practitioners. It is also recommended that students discuss possible course selection with their parents, subject teachers and year level coordinators before making final decisions.

Students are encouraged to keep their options open enough to avail themselves of courses and career alternatives. As is often the case, if students do not have a career in mind they should choose subjects that they are good at, interested in and enjoy doing that will enable them to meet the requirements of the Northern Territory Certificate of Education and Training (NTCET).

What is the Northern Territory Certificate of Education and Training?

The Northern Territory Certificate of Education and Training (NTCET) qualification is designed to recognise the knowledge and skills that have been acquired through formal education and training.

The completion requirements, approved by the Minister for Education, make the NTCET a unique and contemporary certificate that is closely aligned with senior secondary directions in other states.

The NTCET provides students with access to flexible learning arrangements where students have increased opportunities to develop the business, interpersonal and employment-related skills needed for the future.

The NTCET will help students develop the skills and knowledge they need to succeed – whether they are headed for further education, training, an apprenticeship or direct entry into the workforce. The certificate is based on two stages:

- Stage 1 (usually undertaken in Year 11) and
- Stage 2 (usually undertaken in Year 12)

How do students achieve the NTCET?

Throughout Year 10, 11 and 12 students will complete subjects that contribute credits towards their NTCET.

As a general rule a subject that is undertaken for 6 months is worth 10 credits and those undertaken for 12 months are worth 20 credits.

Students are graded on an A to E scale at Stage 1 and an A+ to an E- scale at Stage 2.

A total of 200 credits are required for the successful completion of an NTCET. Students must achieve a C grade or better in 140 of the 200 credits.

The 140 credits at a C grade or better **must** include the following:

- Stage 1: Personal Learning Plan – 10 credits
- Stage 1: English/Literacy – 20 credits from a range of English/Literacy subjects
- Stage 1: Mathematics/Numeracy – 10 credits from a range of Mathematics/Numeracy subjects
- Stage 2 subjects - 60 credits

The remaining credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board recognised courses of a student's choice.

For more information visit: <http://www.det.nt.gov.au/parents-community/curriculum-ntbos/ntcet>

Stage 1 (Compulsory)	Stage 1 or 2 (Electives)		Stage 2 (Compulsory)	
Personal Learning Plan 10 credits	10	10	10	10
Literacy from a range of English subjects 20 credits	10	10	10	10
	Subjects and courses from a wide range of options 100 credits		Subjects and courses from a wide range of options 60 credits	
Numeracy from a range of Maths subjects 10 credits	10	10	10	10

What is the Personal Learning Plan (PLP)?

The Personal Learning Plan is a compulsory pass NTCET subject (must achieve a C grade or above), usually undertaken in Year 10. In this subject students consider their aspirations and research career, training and further study choices to help them map their future.

Students identify goals and plan how to achieve them through school and after finishing the NTCET.

The Personal Learning Plan helps students:

- Identify and research career paths and options, including further education, training and work
- Choose appropriate NTCET subjects and courses based on plans for future work and study
- Consider and access subjects and courses available in and beyond school
- Review their strengths and areas they need to work on, including literacy, numeracy, and information and communication technology skills
- Gain skills for future employment
- Identify their goals and plans for improvement
- Review and adjust their plans to achieve their goals

What is VET in Secondary School?

VET in Secondary Schools (VSS) gives students skills for work, particularly in industry. Students are encouraged to complete, or make significant progress towards completing, VET qualifications while completing the NTCET.

Students can earn 10 credits for approximately 70 hours of VET competencies completed. The SACE Board will decide whether the credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2.

Students can use up to 160 credits gained through VET courses to complete their NTCET.

The full VET in Secondary Schools (VSS) course lists and information please see the VSS Coordinator/Careers Advisor or online at:

<http://www.cdu.edu.au/cdu-vet/study-areas>

For more information on how VET is recognised as a learning pathway please visit:

<http://www.sace.sa.edu.au/subjects/recognised-learning/vet-vocational-education-and-training>

What is Community Learning?

Students are able to earn NTCET credits for Community Learning in two ways – Community Developed Programs and/or Self-Directed Community Learning.

Community – Developed Programs include, for example, Australian Music Examinations Board, Duke of Edinburgh's Award and St John Ambulance Australia. Program details are updated as new information becomes available. For more information on the Duke of Edinburgh Award Scheme visit <http://www.dukeofed.com.au/NT.html>.

Self-directed community learning may be gained through learning experiences that do not follow a formal, accredited curriculum.

Examples of this type of learning include:

- creating media productions (e.g. films, websites) outside school
- officiating at a series of sporting events
- performing in sport at an elite level
- planning and coordinating community or recreational events
- taking a leadership role in community land-care or conservation groups
- taking a leadership role in community theatrical productions
- taking a leadership role in volunteer organisations
- taking a leadership role in the workplace
- taking responsibility for the care of an elderly or invalid person
- teaching others specialised skills (e.g. dance)

If students believe they are eligible for this, then they will need to provide evidence of their learning and undergo an interview process for assessment so that the activity can be recognised for credit recognition. Please make an appointment with the Head of Senior Years if you would like to investigate this further.

For further information regarding the Community Learning opportunities please visit: <https://www.sace.sa.edu.au/learning/community-learning>

University entry

Students who complete the NTCET are eligible for university entry, provided they meet certain requirements.

For university entry, students need to:

- complete all compulsory requirements at a 3C's grade or better
- achieve 90 credits at Stage 2

These subjects must be Tertiary Admissions Subjects. Universities also specify required subjects for some of their courses. It is essential students and parents clarify with Universities directly the requirements they have for subjects and subject combinations.

This information should be used when selecting subjects at Stage 1 and Stage 2.

Tertiary Admissions Subject

All subjects excluding Community Studies and Modified subjects are recognised by Universities to contribute toward an ATAR. These subjects are known as Tertiary Admissions Subjects.

ATAR (Australian Tertiary Admission Rank):

1. For those students wanting a pathway to university
2. Is a percentile rank that is derived from a student's university aggregate and is used solely for university entrance purposes

A student who completes the NTCET is eligible for university entry, providing they meet certain requirements:

- students need to achieve 90 credits at Stage 2
- 70 credits must be from Tertiary Admissions Subjects
- the final 20 credits can be gained in a variety of ways defined by the universities for example:
- Certificate III qualifications (note: students need to complete the FULL Certificate III qualification if it is to count towards an ATAR)
- Universities also specify subjects for some of their courses (known as pre-requisites or assumed or prescribed knowledge)

Full details of university entrance requirements can be accessed via the Tertiary Entrance website published by the South Australian Tertiary Admissions Centre www.satac.edu.au

Pathway to Work, Apprenticeships or VET (Vocational Education and Training)

Students who wish to achieve their Year 12 Certificate, the Northern Territory Certificate of Education and Training (NTCET).

To achieve an NTCET and in order to prepare for work, apprenticeship or VET, **Students must achieve 200 points** which need to be achieved through:

- PLP (Year 10) compulsory subject – 10 credits
- English/Literacy (Stage 1) compulsory subject – 20 credits
- Mathematics/Numeracy (Stage 1) compulsory subject – 10 credits
- A range of School based SACE subjects e.g.: Community Studies options (NTCET only) and Tertiary Admission Subjects
- VET refers to Certificates, Apprenticeship and/or Traineeship

Students with disabilities

The NTCET offers a range of Modified subjects to provide opportunities for students with disabilities to demonstrate their learning. Modified subjects are intended for students who have any of the following:

- Severe multiple disabilities
- Moderate to profound intellectual disability
- Mild intellectual disability

Modified subjects are currently available for Stage 1, and Stage 2.

Please consult with the Head of Senior Years or the Deputy Principal – Academic Studies for further assistance regarding Modified subjects

Students Online

Students Online is a one-stop-shop for information about an individual student's NTCET. It can help students:

- Plan their NTCET and look at different subjects, or subject and course combinations
- Check their progress towards completing their NTCET
- Access their results

Students can log in to Students Online using their SACE registration number and pin at: <http://www.sace.sa.edu.au/students-online>



Stage 1 Subject Descriptions in Learning Areas

Arts

Creative Arts (1CVA10): 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.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Creative Arts:

- Assessment Type 1: Product
- Assessment Type 2: Folio

Students complete 3 Assessments Tasks which include:

- the development and present one creative arts product
- one investigation and one skills assessment for the folio

COSTS: 100.00

Dance (1DAE10): Students develop creative, technical, and physical understanding, and an appreciation of dance as an art form. Dance has its own specific language and processes that students learn in theory and practice through the study of technique, composition, choreography, performance, and critical analysis. Dance offers opportunities for the development of students' creativity, self-discipline, self-esteem, personal identity, and confidence. This is achieved through experiences that encourage collaboration and creative problem-solving, the acquisition of skills, knowledge, and understanding, and the development of aesthetic awareness.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Dance:

- Assessment Type 1: Technique
- Assessment Type 2: Composition
- Assessment Type 3: Performance
- Assessment Type 4: Response

Students complete 4 – 5 Assessment Tasks which include:

- at least one technique assessment
- at least one composition
- one on-stage performance or one off-stage presentation
- one response

COSTS: \$25.00

Drama (1DRM10): Students acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual. Students analyse texts and other materials, performances, and their own learning. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in their own ideas.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Drama:

- Assessment Type 1: Performance
- Assessment Type 2: Folio
- Assessment Type 3: Investigation and Presentation

Students complete 3 – 4 Assessment Tasks which include:

- one major performance or two minor performances
- at least one assessment for the folio
- at least one investigation and presentation

COSTS: \$25.00

Music Advanced (1MUV10): Music Advanced programs are designed to extend students' existing musical understanding and skills in creating and responding to music. They provide pathways to Stage 2 Music Studies, Music Performance — Ensemble, Music Performance — Solo, and/or Music Explorations. Students develop and extend their musical literacy and understanding of the musical elements that underpin the creation of music through the exploration of musical works. Students explore and develop their practical music-making skills through performing, and arranging or composing works for instrument(s) and/or voice. Students develop their musical understanding and musical skills and techniques through engagement with and interpretation of the works of others.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Music:

- Assessment Type 1: Creative Works
- Assessment Type 2: Musical Literacy

For a 10 credit subject students complete 4-5 Assessment Tasks which include:

- at least two creative works
- at least one musical literacy task.

For a 20 credit subject students complete 7-8 Assessment Tasks which include:

- at least three creative works
- at least two musical literacy tasks.

COSTS: \$35.00 per semester

Music Experience (1MUE10): Music Experience is designed for students with emerging musical skills and provides opportunities for them to develop their musical understanding and skills in creating and responding to music. Music Experience programs provide pathways to Stage 2 Music Performance — Ensemble, Music Performance — Solo, and/or Music Explorations. Students develop and extend their musical literacy and understanding of the musical elements that underpin the creation of music through the exploration of musical works. Students explore and develop their practical music-making skills through performing, and arranging or composing works for instrument(s) and/or voice. Students develop their musical understanding and musical skills and techniques through engagement with and interpretation of the works of others.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Music:

- Assessment Type 1: Creative Works
- Assessment Type 2: Musical Literacy

For a 10 credit subject students complete 4-5 Assessment Tasks which include:

- at least two creative works
- at least one musical literacy task.

For a 20 credit subject students complete at 7-8 Assessment Tasks which include:

- at least three creative works
- at least two musical literacy tasks.

COSTS: \$35.00 per semester

Visual Arts - Art (1VAA10): Eligibility criteria apply for entry to a continuers-level program. The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, exploration, experimentation with media and technique, through to the resolution and production of practical work. Visual Arts engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking, investigation, the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Visual Arts:

- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Visual Study

Students complete 3 – 4 Assessment Tasks which include:

- one folio
- one or two practical works, including a practitioner's statement for one practical work
- one visual study

COSTS: \$200.00

Business and Enterprise

Business and Enterprise (1BUE10): This subject focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally. Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and to make informed decisions. Students evaluate the impact and effects of business, enterprises, and technology on the economy and the environment, and on the well-being and lifestyle of individuals and communities.

Evidence of Learning

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

- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Issues Study

Students complete 4 – 5 Assessment Tasks which includes:

- at least one assessment from each assessment type
- at least one assessment should focus on the core topic chosen for study
- at least one assessment should focus on an option topic

COSTS: NIL

Industrial Technology and Design (InTaD)

Design and Technology- Material Products- Workshop Focus (1MMA10): Students identify, create, initiate, and develop products, processes, or systems. They learn to use tools, materials, and systems safely and competently to complete a product. Students explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences. In this focus area students use a range of manufacturing technologies such as tools, machines, equipment to design and make products with materials including metals, plastics, wood, composites. Students will, under the guidance of staff, design and create products in response to a Design Brief. The work undertaken is chosen and directed by the student.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Design and Technology:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Folio
- Assessment Type 3: Product

Students complete 4 Assessment Tasks which include:

- two skills and applications tasks
- one folio
- one product

COSTS: \$100.00

Design and Technology- Communication Products (1CCA10): Students identify, create, initiate, and develop products, processes, or systems. They learn to use tools, materials, and systems safely and competently to complete a product. Students explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences. In this focus area, students use images, sounds, or other data to design and make products that communicate information. Contexts include computer-aided programs, graphics, multimedia, photography, or web-design.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Design and Technology:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Folio
- Assessment Type 3: Product

Students complete 4 Assessment Tasks which include:

- two skills and applications tasks
- one folio
- one product

COSTS: \$50

Textiles

Design and Technology- Material Products- Textiles Focus (1MMA10): Students identify, create, initiate, and develop products, processes, or systems. They learn to use tools, materials, and systems safely and competently to complete a product. Students explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences. In this focus area students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials.

Students will, under the guidance of staff, design and create products in response to a Design Brief. The work undertaken is chosen and directed by the student.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Design and Technology:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Folio
- Assessment Type 3: Product

Students complete 4 Assessment Tasks which include:

- two skills and applications tasks
- one folio
- one product

COSTS: \$100.00

Food Technology

Food and Hospitality (1FOH10): Students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Food and Hospitality:

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

Students complete 4 Assessment Tasks which include:

- at least one assessment from each assessment type

COSTS: \$200.00

Information and Communication Technology

Information Processing and Publishing (1IPR10): Students apply practical skills to provide creative solutions to text-based communication tasks. They create both hard copy and electronic text-based publications, and evaluate the development process. Students 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.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Information Processing and Publishing:

- Assessment Type 1: Practical Skills
- Assessment Type 2: Product and Documentation
- Assessment Type 3: Issues Analysis

Students complete 4 – 5 Assessment Tasks which include:

- at least one assessment from each assessment type

COSTS: NIL

Digital Technologies

At Stage 1, students develop and apply their skills in computational thinking and in program design. They follow agile practices and/or iterative engineering design processes. Learning environments in Digital Technologies may include physical, online, and/or simulated spaces. Digital Technologies promotes learning through initiative, collaboration, creativity, and communication using project- and inquiry-based approaches.

Evidence of Learning

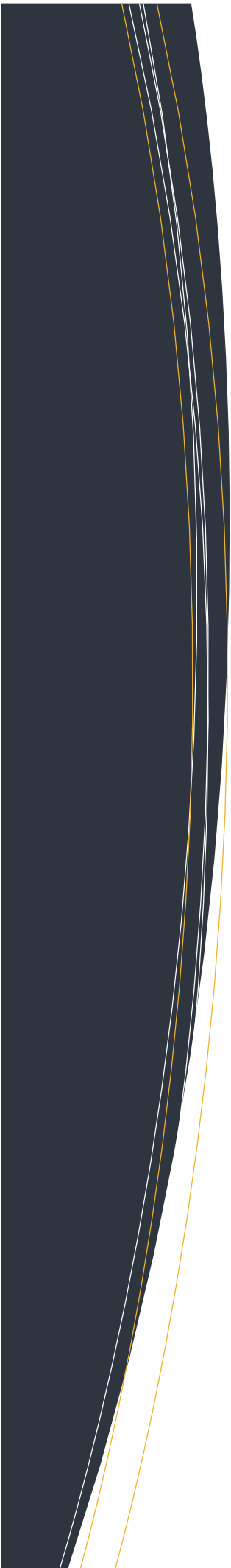
The following assessment types enable students to demonstrate their learning in Stage 1:

- Assessment Type 1: Project skills
- Assessment Type 2: Digital Solutions

Students complete 4 – 5 Assessment Tasks which include:

- at least one assessment from each assessment type

COSTS: NIL



Systems and Control Products (1SSA10): Students identify, create, initiate, and develop products, processes, or systems. They learn to use tools, materials, and systems safely and competently to complete a product. Students explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences. In this focus area students use devices such as electrical, electronic, mechanical, pneumatic, hydraulic, and interface components including programmable control devices to design and make products. Contexts include computer systems, electrical systems, and mechanical systems.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Design and Technology:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Folio
- Assessment Type 3: Product

Students complete 4 Assessment Tasks which include:

- two skills and applications tasks
- one folio
- one product

COSTS: \$50.00

Cross – Disciplinary

Integrated Learning (1ILG10): Students apply their knowledge and skills to a real-world task, event, learning opportunity, or context, which leads to a specific purpose, product, or outcome. The subject draws links between aspects of students' lives and their learning. Students develop and demonstrate their capabilities as a focus of Integrated Learning programs. Integrated Learning facilitates collaboration and teamwork and the development of students' self-awareness and evaluation of their learning.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Integrated Learning:

- Assessment Type 1: Practical
- Assessment Type 2: Group Activity
- Assessment Type 3: Folio and Discussion

Students complete 3 – 4 Assessment Tasks which include:

- at least one assessment from each assessment type

COSTS: NIL

English

Essential English (1ETE10): Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of English at Stage 2. There is an emphasis on communication, comprehension, analysis, and text creation. This subject leads to Stage 2 Essential English, and may also lead to other Stage 2 English subjects.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Essential English:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts

Students complete 4 Assessment Tasks which include:

- at least one assessment from each assessment type
- at least one assessment should be an oral or multimodal presentation
- at least one should be in written form

COSTS: NIL

English (1ESH10): This subject has an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and drama texts. Stage 1 English articulates with the Stage 2 English subjects.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 English:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study

Students complete 4 Assessment Tasks which include:

- at least one assessment from each assessment type
- at least one assessment should be an oral or multimodal presentation
- at least one should be in written form

COSTS: NIL

English – Pre-Literary Studies (1ESH10):

The Pre-Literary Studies course follows the same Subject Outline and Assessment requirements as English above, but with an alternative selection of texts and assessments that will prepare students for the advanced English Literary Studies Course in Stage 2.

Health and Physical Education

Child Studies (1CSD10): Students explore the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. They examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

Evidence of Learning

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

Students Complete 4 Assessment Tasks which include:

- at least one assessment from each assessment type

COSTS: NIL

Health (1HEH10): Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living, and caring for themselves and the environment. They develop skills to consider how changing social structures, community values, environmental issues, and new technologies affect the health and well-being of individuals and communities. Stage 1 Health provides the opportunity for teachers and schools to develop programs that suit the local needs of students.

Evidence of Learning

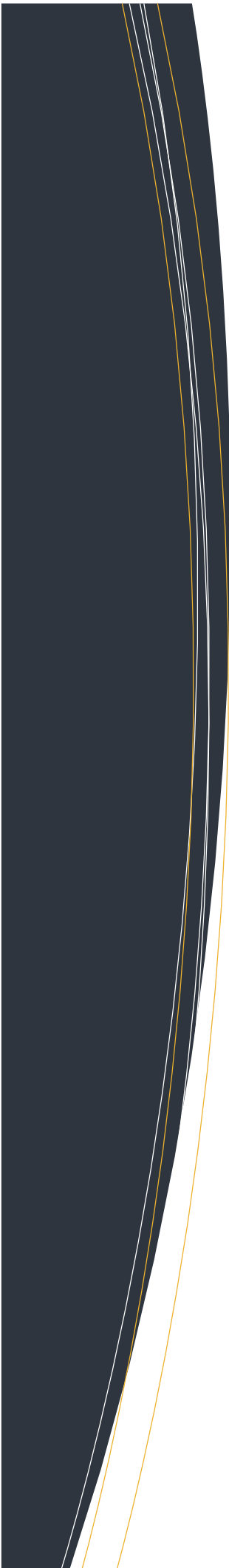
The following assessment types enable students to demonstrate their learning in Stage 1 Health:

- Assessment Type 1: Issues Response
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

Students complete 3 – 4 Assessment Tasks which include:

- at least one assessment from each assessment type
- at least one assessment should focus on a core concept
- at least one assessment should focus on an option study

COSTS: NIL



Outdoor Education (1OUE10): Students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. They learn to develop and apply risk and safety management skills and responsibility for themselves and other members of a group. Students reflect on environmental practices related to outdoor activities.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Outdoor Education:

- Assessment Type 1: Practical
- Assessment Type 2: Folio
- Assessment Type 3: Report

Students complete 4 – 5 Assessment Tasks which include:

- one outdoor journey that includes an outdoor activity
- at least one other outdoor activity, for the practical
- one folio assessment
- a report for the outdoor journey

COSTS: \$250.00

Physical Education (1PHE10): 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 develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Physical Education:

- Assessment Type 1: Practical
- Assessment Type 2: Folio

Students complete 4 – 5 Assessment Tasks which include:

- two or three practicals
- two assessments for the folio

COSTS: \$150.00

Humanities and Social Sciences

Ancient Studies (1ANT10): In Ancient Studies, students learn about the history, literature, social and culture of ancient civilisations, which may include those of Asia–Australia, the Americas, Europe, and Western Asia, and the classical civilisations of Greece and Rome. Students draw on many other fields of study. They consider the environmental, social, economic, religious, cultural and/or aesthetic aspects of societies, and explore the ideas and innovations that shape and are shaped by societies.

Evidence of Learning

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

- Assessment Type 1: Skills and Applications
- Assessment Type 2: Inquiry

Students complete 4 Assessment Tasks which includes:

- at least two skills and application tasks
- at least one inquiry task

COSTS: NIL

Geography (1GHY10): Students develop their understanding and application of key geographical concepts, and of the interdependence of human and physical environments. They explore contemporary geographical issues, use local fieldwork opportunities, and examine geographical features, concepts, and issues through the use of a range of skills and techniques, including spatial technologies.

Students think creatively about ways to tackle social, environmental and economic challenges in built environments and make recommendations to ensure sustainable outcomes in the future. They develop their intercultural understanding and empathy for communities and environments in locations that are vulnerable to hazards. Students develop ethical understanding as they investigate contemporary geographical issues at local and global scales.

Evidence of Learning

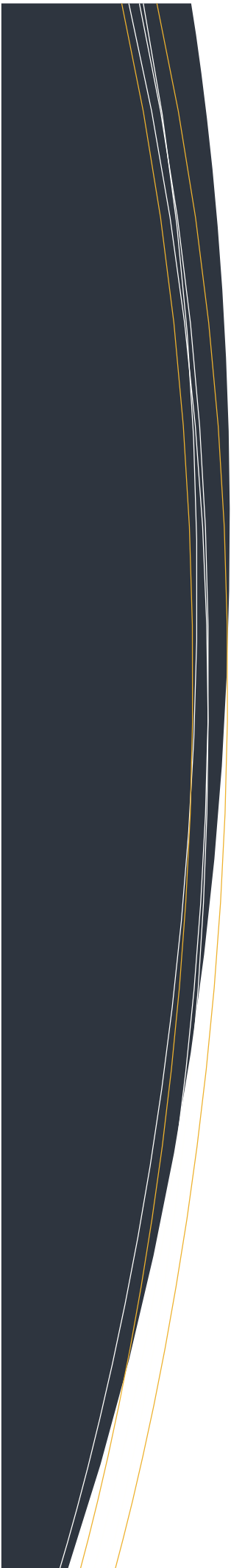
The following assessment types enable students to demonstrate their learning in Stage 1 Geography:

- Assessment Type 1: Geographical Skills and Applications
- Assessment Type 2: Fieldwork

Students complete 4 Assessment Tasks which include:

- at least two assessments from Assessment Type 1
- at least one assessment from Assessment Type 2

COSTS: NIL



Legal Studies (1LEG10): Students explore Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. They develop an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition. Legal Studies provides insights into law-making, the processes of dispute resolution, and the administration of justice. Students investigate legal perspectives on contemporary issues in society.

Evidence of Learning

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

- Assessment Type 1: Folio
- Assessment Type 2: Issues Study
- Assessment Type 3: Presentation

Students complete 4 – 5 Assessment Tasks which include:

- at least two assessments for the folio
- at least one issues study
- at least one presentation

COSTS: NIL

Media Studies (1MES10): Students discuss and analyse media issues, and interact with and create media products. The analytical elements of Media Studies support students to develop research and analysis skills that may lead to future study or employment pathways. The subject focuses on exploring the role of media in Australian and global contexts. Students consider how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.

Evidence of Learning

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

- Assessment Type 1: Folio
- Assessment Type 2: Interaction Study
- Assessment Type 3: Product

Students complete 4 – 5 Assessment Tasks which include:

- at least one assessment from each assessment type

COSTS: NIL

Modern History (1MOD10): In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals. They explore the impacts that these developments and movements had on people's ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies. Students build their skills in historical method through inquiry, by examining and evaluating the nature of sources, including who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new spaces in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

Evidence of Learning

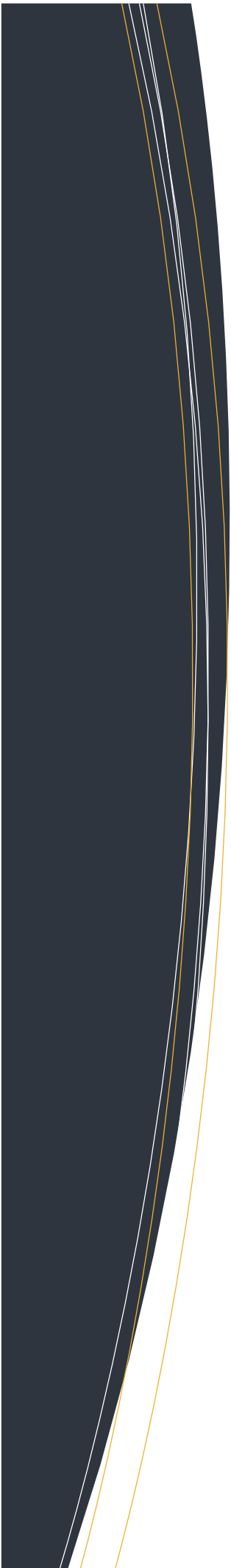
The following assessment types enable students to demonstrate their learning in Modern History at Stage 1:

- Assessment Type 1: Historical Skills
- Assessment Type 2: Historical Study

Students complete 4 Assessment Tasks which include:

- three historical skills assessments
- one historical study

COSTS: NIL



Religion Studies (1REL10): Students focus on an aspect of religion or spirituality within and across traditions, and to explore the religious basis of an ethical or social justice issue. They gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion and spirituality as living and dynamic, and the ways in which people think, feel and act because of their religious beliefs.

Evidence of Learning

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

- Assessment Type 1: Practical Activity
- Assessment Type 2: Issues Investigation
- Assessment Type 3: Reflection

Students complete 3 – 4 Assessment Tasks which include:

- at least one assessment from each assessment type

COSTS: NIL

Languages

Students Eligibility Statements for 'Beginners & Continuers Languages'

BEGINNERS LANGUAGES Statement

Beginners level language subjects are designed for senior secondary students with no prior knowledge or experience of the language. They cannot have studied the language past the end of Year 7 to be eligible for this strand. It is intended that students will study the language for two consecutive years (at Stage 1 and Stage 2). This is considered an accelerated course in the Language.

CONTINUERS LANGUAGES Statement

It is recommended that students have studied the language since junior secondary level to be eligible for this stream. Students will have studied the language for 300 to 400 hours by the time they have completed Stage 1, and 400 to 500 hours by the time they have completed Stage 2.

Students of Indonesian background are eligible to study Indonesian Continuers. If you have lived in Japan or China for more than one year and use Japanese or Chinese as the main language of communication at home you will need to complete a Background Speakers course.

Indonesian (beginners) (1INB10): Eligibility criteria apply for entry to a beginners-level program. The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 interstate assessed languages at beginners level:

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis

Students complete 4 – 5 Assessment Tasks which include:

- one interacting in spoken [language]
- one presenting in spoken [Language], for the interaction
- one text production
- one text analysis assessment

COSTS: \$20.00

Italian (beginners) (1ITB10): Eligibility criteria apply for entry to a beginners-level program. The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 interstate assessed languages at beginners level:

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis

Students complete 4 – 5 Assessment Tasks which include:

- one interacting in spoken [language],
- one presenting in spoken [Language], for the interaction
- one text production
- one text analysis assessment

COSTS: \$20.00

Japanese (beginners) (1JAB10): Eligibility criteria apply for entry to a beginners-level program. The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

Evidence of Learning

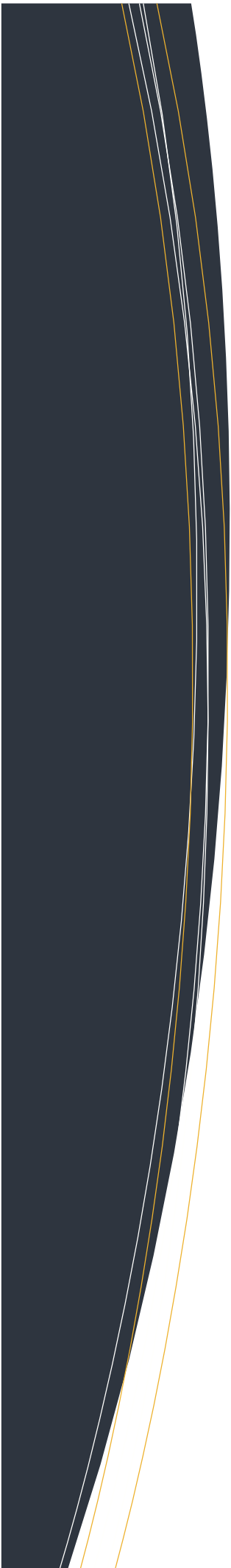
The following assessment types enable students to demonstrate their learning in Stage 1 interstate assessed languages at beginners level:

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis

Students complete 4 – 5 Assessment Tasks which include:

- one interacting in spoken [language]
- one presenting in spoken [Language], for the interaction
- one text production
- one text analysis assessment

COSTS: \$20.00



Japanese (continuers) (1JAC10): Eligibility criteria apply for entry to a continuers-level program. The continuers level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 locally assessed languages at continuers level:

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation

Students complete 5 Assessment Tasks which include:

- one interaction
- one text production
- one text analysis
- one response in [Language]
- one reflective response in English for the investigation

COSTS: \$20.00

Chinese (beginners) (1CHB10): Eligibility criteria apply for entry to a beginners-level program. The beginners level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Stage 1, and are designed as a 2-year program for students who wish to begin their study of the language at senior secondary level. Students develop the skills of listening, speaking, reading, and writing, and information and communication technologies to create and engage effectively with a range of spoken, written, visual, and multimodal texts in the particular language. They develop and apply linguistic and intercultural knowledge, understanding, and skills.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 interstate assessed languages at beginners level:

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis

Students complete 4 – 5 Assessment Tasks which include:

- one interacting in spoken [language]
- one presenting in spoken [Language], for the interaction
- one text production
- one text analysis assessment

COSTS: \$20.00

Mathematics

Essential Mathematics (1MEM10): This subject is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways. This subject leads to Stage 2 Essential Mathematics.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Essential Mathematics:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Folio

Students complete 4 Assessment Tasks which include:

- at least two skills and applications tasks
- at least one folio task

COSTS: NIL

General Mathematics (1MGM10): General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. 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 networks and matrices. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 General Mathematics:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigation

Students complete 4 Assessment Tasks which include:

- at least two skills and applications tasks
- at least one mathematical investigation

COSTS: NIL

Mathematics (1MAM10): Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Mathematical Methods can lead to tertiary studies of, for example, 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.

Specialist Mathematics can be a pathway to mathematical sciences, engineering, and physical sciences. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Mathematics:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigation

Students complete 4 Assessment Tasks which include:

- at least two skills and applications tasks
- at least one mathematical investigation

COSTS: NIL

Sciences

Biology (1BGY10): Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through their science understanding. In their study of Biology, students extend their understanding of the nature of living things, as well as of the interactions of those living things with members of the same species, members of other species, and the environment. Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate data, and synthesise and use evidence to construct and justify conclusions.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Biology:

- Assessment Type 1: Investigations Folio.
- Assessment Type 2: Skills and Applications Tasks

Students complete 4 Assessment Tasks which include:

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

COSTS: NIL

Chemistry (1CEM10): Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understanding. In their study of Chemistry, students develop and extend their understanding of some of the fundamental principles and concepts of chemistry, including structure, bonding, polarity, solubility, acid-base reactions, and redox. These are introduced in the individual topics, with the mole concept and some energy concepts introduced gradually throughout these topics. Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate data, and synthesise and use evidence to construct and justify conclusions.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Chemistry:

- Assessment Type 1: Investigations Folio.
- Assessment Type 2: Skills and Applications Tasks

Students complete 4 Assessment Tasks which include:

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

COSTS: NIL

Earth and Environmental Science (1EES10): Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through their science understanding. In their study of Earth and Environmental Science, students extend their understanding of the way in which Earth materials and processes generate environments, including habitats, where organisms live; the natural processes and human influences that induce changes in physical environments; and ways in which organisms respond to those changes. Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate data, and synthesise and use evidence to construct and justify conclusions.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Earth and Environmental Science:

- Assessment Type 1: Investigations Folio
- Assessment Type 2: Skills and Applications Tasks

Students complete 4 Assessment Tasks which includes:

- at least one practical investigation, either in the laboratory or in the field
- one investigation with a focus on science as a human endeavour
- at least one skills and applications task

COSTS: NIL

Physics (1PY110): Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through the science understanding. In their study of Physics, students extend their understanding of natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them, using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations. Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing primary and secondary data. They interpret and evaluate data, and synthesise and use evidence to construct and justify conclusions.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Physics:

- Assessment Type 1: Investigations Folio
- Assessment Type 2: Skills and Applications Tasks

Students complete 4 Assessment Tasks which include:

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

COSTS: NIL

Psychology (1PSC10): The study of psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure. Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Psychology:

- Assessment Type 1: Investigations Folio
- Assessment Type 2: Skills and Applications Tasks

Students complete 4 – 5 Assessment Tasks which include:

- at least one group investigation and at least one issues investigation for the folio
- at least two skills and applications tasks

COSTS: NIL

Scientific Studies (1SCF10): Students develop their knowledge of scientific principles and concepts, the ability to use that knowledge to identify questions, issues, opportunities and challenges, and the capacity to acquire new knowledge through their own investigations. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from the investigation of science-related issues. In this way, students develop scientific knowledge and skills to support them in their future career pathways, including those that are science-related, and everyday life in a world shaped by science and technology.

Evidence of Learning

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

- Assessment Type 1: Investigations Folio
- Assessment Type 2: Skills and Applications Tasks

Students complete 4 – 5 Assessment Tasks which include:

- at least one of which involves collaborative work
- at least one practical investigation
- at least one issues investigation for the folio
- at least one skills and applications task

COSTS: NIL

Certificate II in Creative Industries (CUA20215)

Course Structure

This course provides foundation skills for those learners who are new to the industry and are interested in expanding their creative skills in a variety of digital media formats. Components of this course include learning skills such as;

- **AUDIO PRODUCTION:** Using sound bits, recording sound and editing sound (music and dialogue).
- **VIDEO PRODUCTION:** Using a professional camera in production of a short film including the whole film production process from 'idea to plan to shoot to edit' as part of the experience.
- **ANIMATION:** Creating 2D digital animations

The delivery of CUA20215 Certificate II in Creative Industries comprises the following core and elective unit selection. The unit selection meets the packaging rules of the qualification from the training package. The careful selection of the units ensures an overall effective introduction to the foundation skills and knowledge to effectively conduct routine tasks in the creative industry sector.

Possible job titles include

- Community Radio Production Assistant
- Community Television Production Assistant
- Graphic Designer
- Multimedia Producer
- Journalist
- Movie or animation creator

Study pathways

- Certificate III in Screen and Media (CUA31015)

Students complete:

Total number of units = 10

- 3 CORE
- 7 ELECTIVE

Total nominal hours = 290

Potential SACE Credits = 40

Code	Description
CUAIND201	Develop and apply creative arts industry knowledge
CUAWHS302	Apply work health and safety practices
BSBWOR203	Work effectively with others
CUALGT201	Develop basic lighting skills and knowledge
CUASOU202	Perform basic sound editing
CUASOU201	Develop basic audio skills and knowledge
BSBCRT301	Develop and extend critical and creative thinking skills
CUACAM201	Assist in a basic camera shoot
CUAPOS201	Perform basic vision and sound editing
CUAANM301	Create 2D Digital Animations

Certificate II in Information, Digital Media and Technology (ICT20115)

Course Structure

This course provides foundation skills for those learners who are interested in the IT industry and have the desire to work in an emerging and in demand field. The course gives the opportunity to gain a formal qualification through studying a wide range of interest areas, such as:

- IT technical support, setting up hardware and software use
- Digital imaging and digital photography and video editing skills
 - Webpage and multimedia design

The careful selection of the units ensures an overall effective introduction to the foundation skills and knowledge to effectively conduct routine tasks in the ICT industry sector.

Possible job titles include

- Community Radio Production Assistant
- Community Television Production Assistant
- IT Technician
- Web and Graphic Designer
- Multimedia Producer

Study pathways

- Certificate III in Information, Digital Media and Technology (ICT30115)

Course duration

12 months

Students complete:

Total number of units = 14

- 7 CORE
- 7 ELECTIVES

Total nominal hours = 470

Potential SACE Credits = 50

Code	Description
BSBWHS201	Contribute to health and safety of self and others
ICTICT201	Use computer operating systems and hardware
ICTICT206	Install software applications
CUADIG303	Produce and prepare photo images
ICTWEB302	Build simple websites using commercial programs
ICTWEB201	Use social media tools for collaboration and engagement
CUAPOS201	Perform basic vision and sound editing
BSBSUS201	Participate in environmentally sustainable work practices
ICTICT202	Work and communicate effectively in an ICT environment
ICTICT203	Operate application software packages
ICTICT302	Install and optimise operating system software
ICPDMT321	Capture a digital image
ICTICT204	Operate a digital media technology package
ICTWEB303	Produce digital images for the web

Certificate III in Sport and Recreation (SIS30115)

Course Structure

This qualification reflects the multi-skilled role of individuals to work in operational and customer support positions in the sport or community recreation industry. These individuals are competent across a range of activities and functions requiring autonomous work within a range of situations and environments.

Possible job titles include

- Recreation Assistant
- Administration Assistant
- Retail Assistant

Study pathways

- SIS40412 Certificate IV in Sport and Recreation
- SIS50115 Diploma of Sport and Recreation Management

Course duration

24 months

Students complete:

Total number of units = 15

- 9 CORE
- 6 ELECTIVE
- Total nominal hours = 350
- Potential SACE Credits = 50 (Only 20 credits can be used for an ATAR)

Code	Description
BSBWOR301	Organise personal work priorities and development
SISXIND001	Work effectively in sport, fitness and recreation environments
SISXFAC001	Maintain equipment for activities
BSBADM311	Maintain business resources
BSBWHS303	Participate in WHS hazard identification, risk assessment and risk control
BSBFLM312	Contribute to team effectiveness
ICTWEB201	Use social media tools for collaboration and engagement
SISXEMR001	Respond to emergency situations
HLTWHS001	Participate in workplace health and safety
BSBADM307	Organise schedules
SISXFAC002	Maintain sport, fitness and recreation facilities
SISXCCS001	Provide quality service
SISXCAI004	Plan and conduct programs
SISXCAI003	Conduct non-instructional sport, fitness or recreation sessions
HLTAID003*	Provide first aid

*HLTAID003 Provide first aid to be completed with an external provider.

Certificate III in Fitness (SIS30315)

Course Structure

With a Certificate III in Fitness, students will be able to plan and deliver a variety of gym and fitness programs along with advising on healthy eating guidelines in a sports and recreation environment. By completing this certificate, students will be able to assist new gym members to use equipment and lead small group classes through basic programming. Individuals will work independently with some level of autonomy in fitness, leisure, aquatic and community centres.

Possible job titles include

- Group Fitness Instructor
- Sports Coach
- Gym Floor Supervisor

Study pathways

- SIS40215 Certificate IV in Fitness

Course duration

24 months

Students complete:

Total number of units = 16

Total nominal hours = 768

Potential SACE Credits = 100 (Only 20 credits can be used for an ATAR)

Code	Description
HLTAID003*	Provide first aid
SISFFIT004	Incorporate anatomy and physiology principles into fitness programming
SISFFIT001	Provide health screening and fitness orientation
SISFFIT005	Provide healthy eating information
SISXCCS001	Provide quality service
SISFFIT006	Conduct fitness appraisals
SISXFAC001	Maintain equipment for activities
SISXIND001	Work effectively in sport, fitness and recreation environments
SISFFIT003	Instruct fitness programs
SISFFIT002	Recognise and apply exercise considerations for specific populations
SISFFIT014	Instruct exercise to older clients
SISFFIT012	Instruct movement programs to children aged 5 to 12 years
HLTWHS001	Participate in workplace health and safety
BSBRSK401	Identify risk and apply risk management processes
SISFFIT007	Instruct group exercise sessions
SISFFIT011	Instruct approved community fitness programs

*HLTAID003 Provide first aid to be completed with an external provider

