



MACKILLOP  
Catholic College

SUBJECT HANDBOOK  
2024

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# 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. There will be opportunities to have face-to-face interviews at the college to help in this process.

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).

## **Rod Plummer**

*Deputy Principal - Academic Studies*

# 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 [det.nt.gov.au/parents-community/curriculum-ntbos/ntcet](http://det.nt.gov.au/parents-community/curriculum-ntbos/ntcet)

Stage 1 (Compulsory)	Stage 1 or Stage 2 Electives		Stage 2 (Compulsory)	
Stage 1 Personal Learning Plan 10 Credits	10	10	20	
10 Credits Literacy	10	10	20	
10 Credits Literacy	10	10	20	
10 Credits Numeracy	10	10	10	10
10 Credits				

# What is Exploring Identities and Futures?

**Exploring Identities and Futures, also known as the EIF (formerly PLP), is a compulsory pass Stage 1 NTCET subject (meaning that students must achieve a C grade or above), usually undertaken in Year 10. In this subject, students consider their aspirations both within and beyond school. They research career, training and further study choices to help them map their future. Work Experience is also an integral component of the subject that assists students in determining their future aspirations.**

Students identify, explore and develop strategies to achieve developed personal and learning goals through school and after finishing the NTCET. They understand the seven general capabilities, explain, and develop the selected capability or capabilities of the seven (Literacy, Numeracy, Information and Communication Technology Capability, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding and Intercultural Understanding). Students review their learning, reflecting upon the achievement of their goals, the academic year, life outside of school and their development of the selected capability(ies).

## **Exploring Identities and Futures helps students:**

- Understand and develop capability(ies) that are required for all aspects of education, training and employment
- Identify and research career paths and options, including further education, training and employment
- Choose appropriate NTCET subjects and courses based on plans for future study and employment
- Consider and access subjects and courses available within and beyond school
- Review their strengths and weaknesses
- Gain skills for future employment
- Identify their personal and learning goals and plans for improvement
- Review and adjust their plans to achieve their personal and learning goals
- Reflect upon their personal and learning goals and their achievement of these

# What is VET in Secondary Schools?

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.

MacKillop Catholic College is a registered training organisation (RTO) and provides a wide and increasing number of VET qualifications. In addition, we access a number of other providers for VET courses.

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. Generally, Certificate I or II courses count as Stage 1 and Certificate III courses count as 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:

**[cdu.edu.au/cdu-vet/about-vet](http://cdu.edu.au/cdu-vet/about-vet)**

For more information on how VET is recognised in the NTCET/SACE as a learning pathway please visit:

**[sace.sa.edu.au/web/vet](http://sace.sa.edu.au/web/vet)**



# Community Learning - Another Option for Credit

**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 [sace.sa.edu.au/learning/community-learning](http://sace.sa.edu.au/learning/community-learning)

# University Entry (ATAR)

**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 3 Cs 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 Subjects

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.

## Your ATAR

**ATAR stands for Australian Tertiary Admissions Rank. It is for those students wanting a pathway to university. Your ATAR 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 **satac.edu.au**

# Pathways to Work, Apprenticeships or VET

**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.

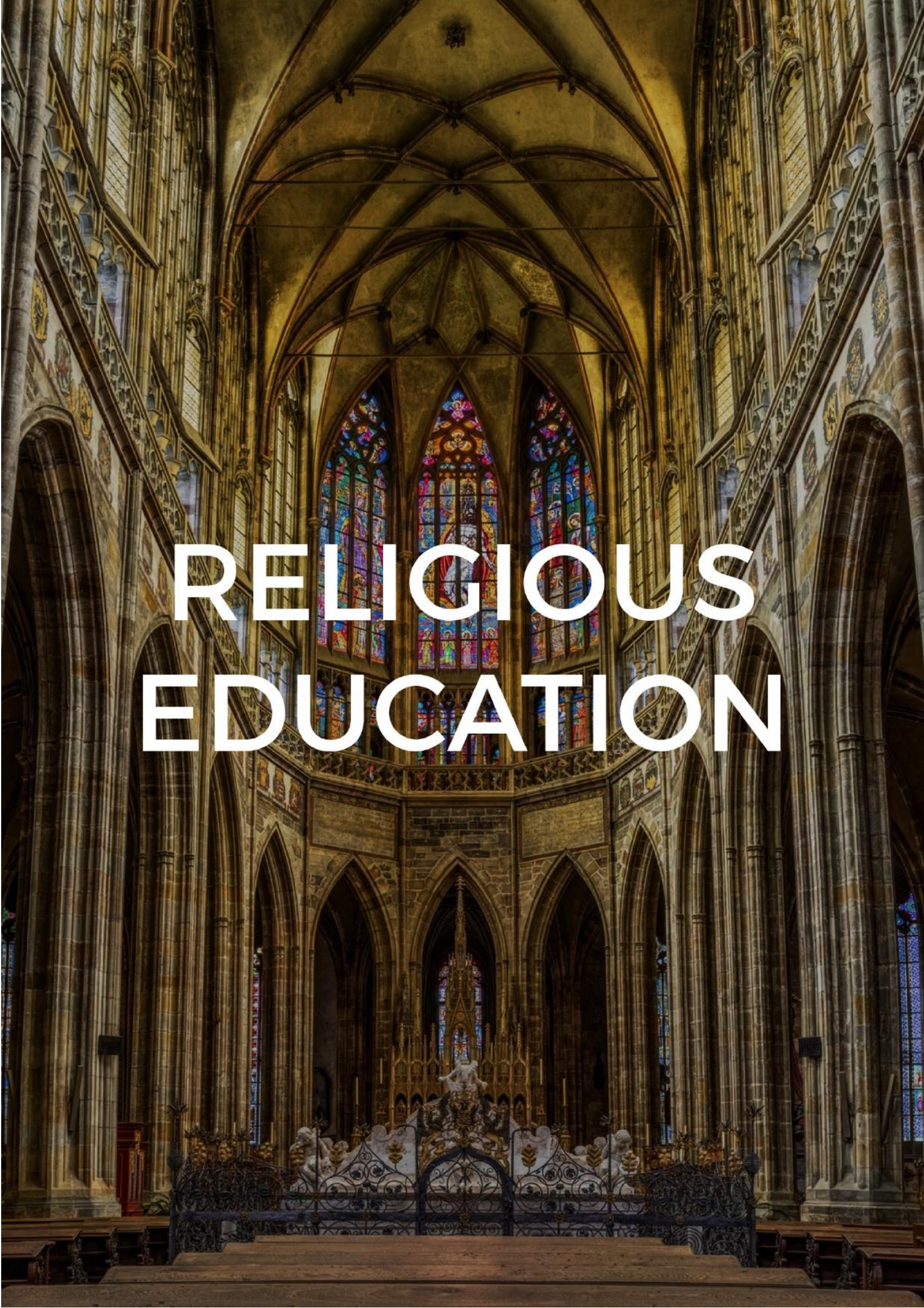
# Students Online

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 [sace.sa.edu.au/students-online](https://sace.sa.edu.au/students-online)

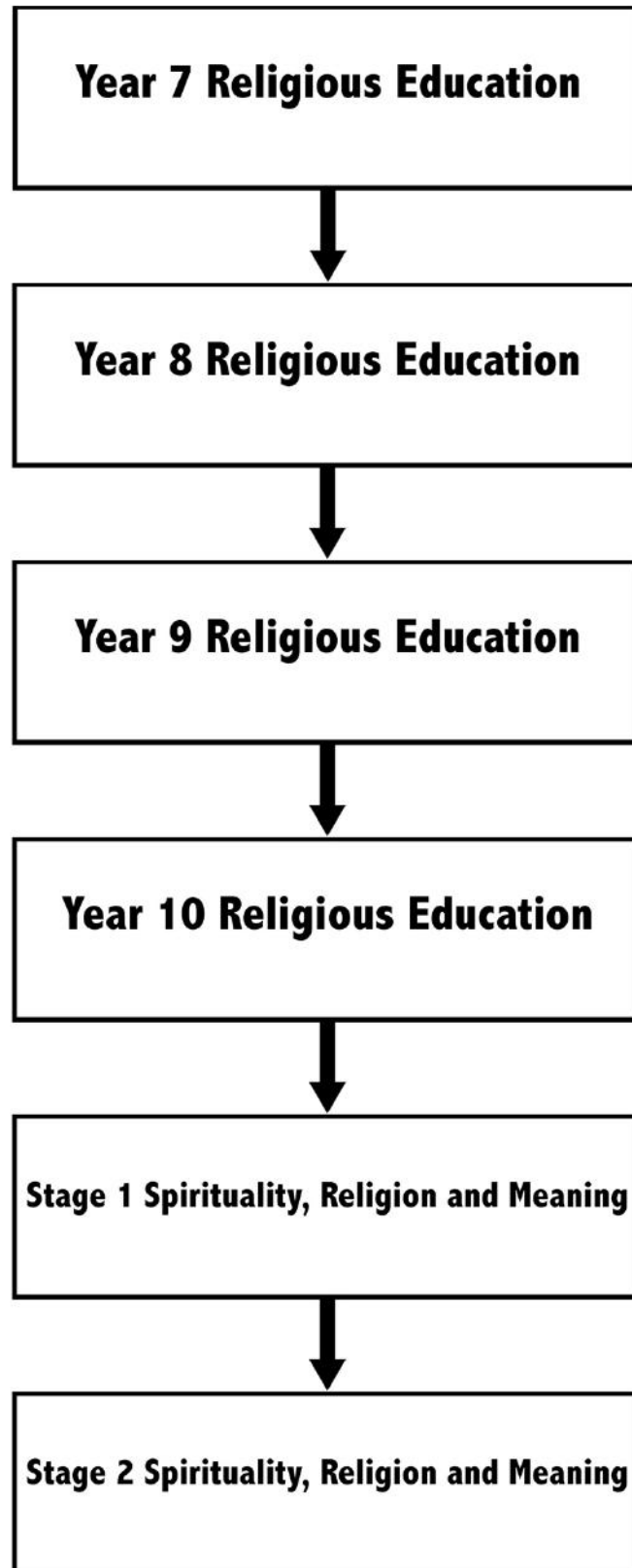


The image shows the interior of a large Gothic cathedral. The architecture features high, ribbed vaulted ceilings and tall, slender columns. Large, colorful stained glass windows are visible in the upper part of the nave. The floor is made of dark wood, and there are ornate metal railings in the foreground. The overall atmosphere is one of grandeur and historical significance.

# RELIGIOUS EDUCATION



# Religious Education



## Religious Education in Years 7-10 (7RE, 8RE, 9RE, 10RE)

### Overview

Religious Education is essential to our Catholic foundations and understandings. It provides opportunities for students to think, question, research and develop their knowledge of Christ through the Gospels, and Christianity through contemporary Australian and global society. Students are challenged to seek wisdom and understanding, uncover ways to serve others through social justice and engage with the church and the world.

### Assessment

Assessments can take the form of Multimodal, Oral, Essay, Poster, PowerPoint Presentation, Podcast, TedTalk, Group tasks, and more. Students will complete various assessment tasks for the following units:

- God, Us and Faith
- Sacred Texts  
Prayer and Sacramentality
- Moral Life
- Church in the World

**Prerequisites:** Nil

**Duration:** Full Year

**Cost:** Nil

## Stage 1 Spirituality, Religion and Meaning (1SRM10)

### Overview

**Spirituality, Religion, and Meaning is two 10 credit subjects at Stage 1.**

In year 11 Students undertake Stage 1: Spirituality, Religion and Meaning. This NTCET accredited course sees students delve into the big ideas surrounding Community, Justice and Diversity, and Story, Visions and Future, whilst making connections to the wider community. Students look at how our Catholic principles underpin our Social Justice actions and how this is displayed in our broader community.

**Assessment:** 3 tasks per semester

**Prerequisites:** None

**Duration:** Full Year

**Cost:** Nil

## Stage 2 Spirituality, Religion and Meaning (2SRM20)

### Overview

**Spirituality, Religion, and Meaning is a 20-credit subject at Stage 2.**

In Year 12 Students undertake Stage 2: Spirituality, Religion and Meaning. At Stage 2 students use Guest Speakers, Excursions and various multimedia input to reflect and analyse the Big Ideas surrounding Growth, Belonging and Flourishing, and Spiritualities, Religions and Ultimate Questions.

**Assessment:** 5 tasks per semester

**Prerequisites:** Nil

**Duration:** Full Year

**Cost:** Nil

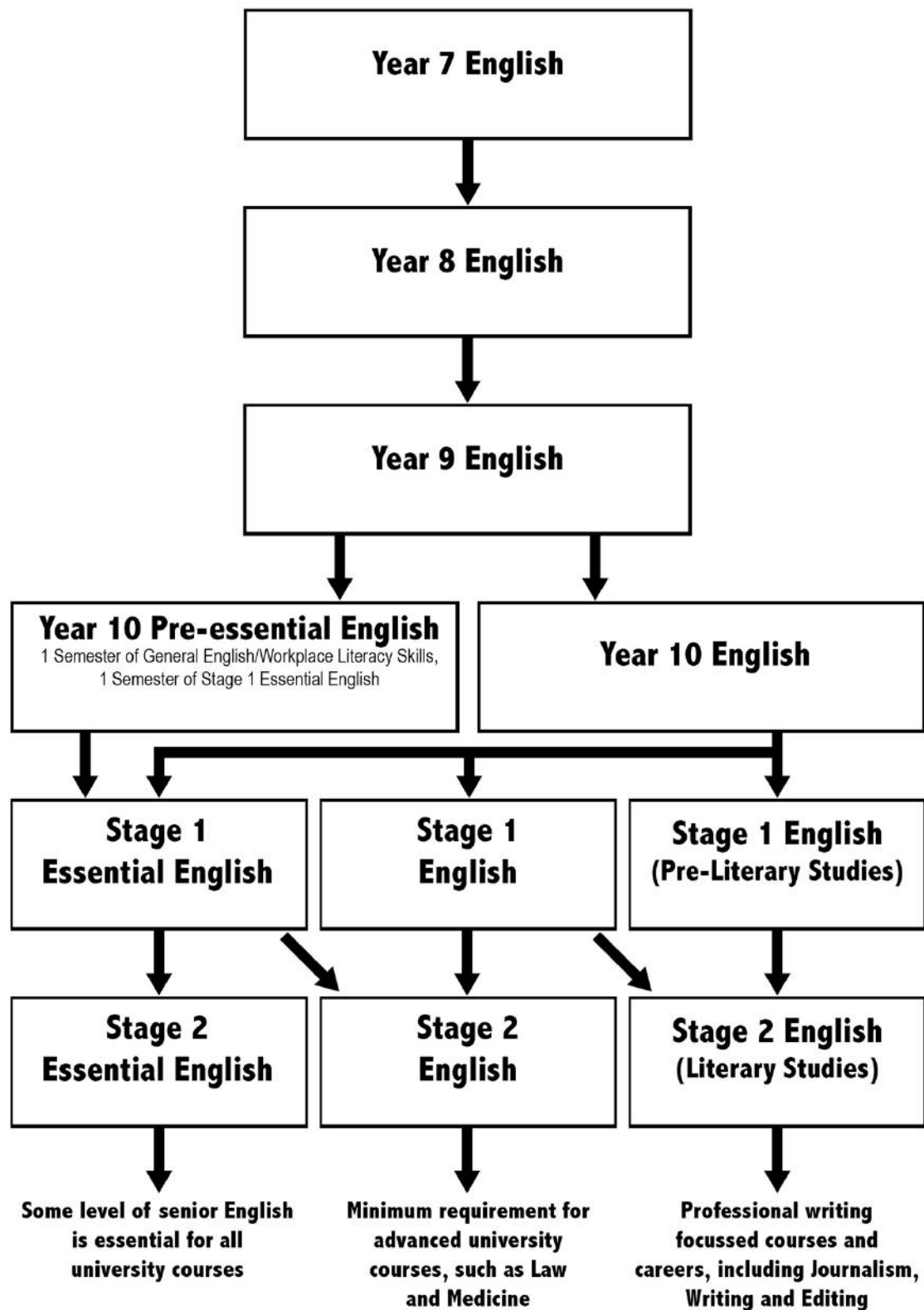


A photograph of a long, grand library with a vaulted wooden ceiling and floor-to-ceiling bookshelves. The perspective is from one end of the aisle, looking down its length. The ceiling is made of dark wood with a series of repeating arches. The bookshelves are filled with books, and the floor is polished wood. In the center of the aisle, there are several small white busts on pedestals, connected by a red rope. A display case with books is visible in the distance.

# ENGLISH



# English Pathways



# Year 7 English (7ENG)

## Overview

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals gain increasing control over language to analyse, understand, communicate and build relationships with others and with the world around them.

The teaching and learning program In Middle School English encourages a balance and integration of the three strands of language, literature and literacy. In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They engage with a variety of texts for enjoyment and meaning. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

## Assessment

Summative Assessment Semester 1 (100%)

- Internal Assessment Item 1 - Poetry (50%)
- Internal Assessment Item 2 - Film Study (35%)
- End of Semester Revision Test - (15%)

Summative Assessment Semester 2 (100%)

- Internal Assessment Item 3 - Novel Study (40%)

- Internal Assessment Item 4 - Drama and Public Speaking (40%)
- End of Semester 2 Revision Test - (20%)

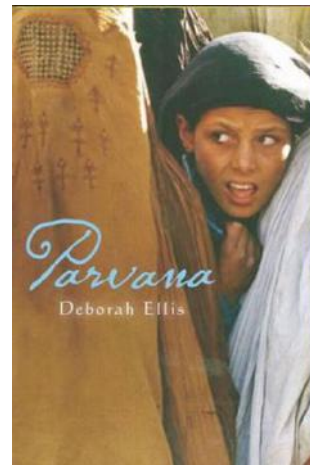
Students complete 6 assessment tasks over the year, which could include:

- Persuasive and descriptive writing
- Dramatic presentations
- Creative short stories
- Multi-modal presentations
- Text analysis
- Analytical essay/report

**Prerequisites:** Nil

**Duration:** Full Year

**Cost:** Essential English Skills Textbook - \$25



# Year 8 English (8ENG)

## Overview

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals gain increasing control over language to analyse, understand, communicate and build relationships with others and with the world around them.

The teaching and learning program in Middle School English encourages a balance and integration of the three strands of language, literature and literacy. In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and are beginning to create literary analyses and transformations of texts.

## Assessment

Summative Assessment Semester 1 (100%)

- Internal Assessment Item 1 - Fantasy Genre (40%)
- Internal Assessment Item 2 - Film Study (40%)
- End of Semester 1 Examination - (20%)

Summative Assessment Semester 2 (100%)

- Internal Assessment Item 4 - Novel Study (40%)
- Internal Assessment Item 5 - Advertising Portfolio and Analysis (40%)
- End of Semester 2 Examination - (20%)

Students complete at least 6 assessment tasks, which could include:

- Persuasive and descriptive writing
- Dramatic presentations
- Creative short stories
- Multi-modal presentations
- Analytical essay/report

**Prerequisites:** Nil

**Duration:** Full Year

**Cost:** Nil



## Year 9 English (9ENG)

### Overview

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals gain increasing control over language to analyse, understand, communicate and build relationships with others and with the world around them.

The teaching and learning program in Middle School English encourages a balance and integration of the three strands of language, literature and literacy. By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary

choices and language features distinguish the work of individual authors.

Students will understand how to use a variety of language features to create different levels of meaning. They will have created texts that respond to issues, interpreting and integrating ideas from other texts.

## Assessment

### Summative Assessment Semester 1

- Internal Assessment Item 1 - Narrative Writing (30%)
- Internal Assessment Item 2 - Persuasive Writing and Speaking (30%)
- Internal Assessment Item 3 - Drama Study (25%)
- End of Semester 1 Examination - (15%)

### Summative Assessment Semester 2

- Internal Assessment Item 4 - Novel Study - responding to text (50%)
- Internal Assessment Item 5 - Genre Study (30%)
- End of Semester 2 Examination - (20%)

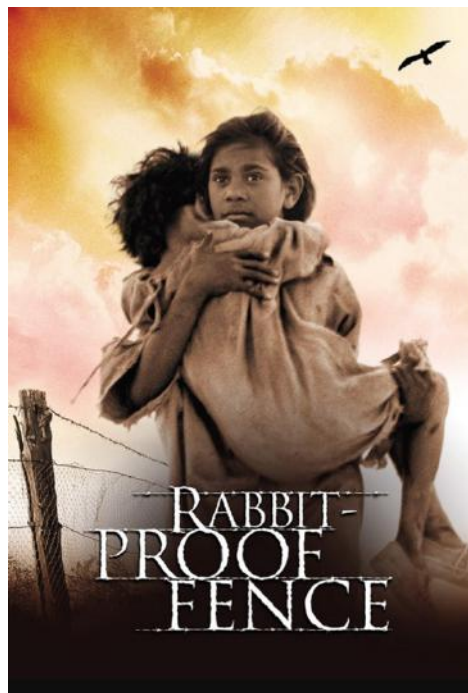
Students complete at least 7 assessment tasks, which could include:

- Persuasive and descriptive writing
- Dramatic presentations
- Creative short stories
- Multi-modal presentations
- Analytical essay/report

**Prerequisites:** Nil

**Duration:** Full Year

**Cost:** Nil



## Year 10 English (10ENG)

### Overview

Literary texts that support and extend students in Year 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes.

In Year 10 English students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written,

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

## Assessment

### Summative Assessment Semester 1

- Internal Assessment Item 1 - Poetry Analysis (25%)
- Internal Assessment Item 2 - Persuasive Speech (25%)
- Internal Assessment Item 3 - Novel Study (30%)
- End of Semester 1 Examination - (20%)

### Summative Assessment Semester 2

- Internal Assessment Item 4 - Film Analysis (25%)
- Internal Assessment Task 5 - Drama Study - (25%)
- Internal Assessment Item 6 - Intertextual (30%)
- End of Semester 2 Examination - (20%)

Students complete at least 8 assessment tasks, which could include:

- Persuasive and descriptive writing
- Dramatic presentations
- Creative short stories
- Multi-modal presentations
- Analytical essay/report

**Prerequisites:** Nil

**Duration:** Full Year

**Cost:** Nil

# Year 10 Pre-Essential English (10ENG/1ETE10)

## Overview

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals gain increasing control over language to analyse, understand, communicate and build relationships with others and with the world around them.

In English Literacy students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students consolidate their ability to interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. Students analyse a film based on its characters, themes and techniques and complete a multimodal presentation addressing how the composer made meaning. They then analyse the lyrics of the film soundtrack and explore how the lyrics and songs added to the meaning on the film. During Term 2, students focus on how English fits within the workplace.

In Semester 2, students undertake a 10 point Stage 1 Essential English unit which focusses on an area they are personally passionate about - examples include, but are not restricted to: fishing, hunting, fashion, mechanics, mental health, food, the defence force, fantasy texts, medieval weaponry etc.

## Assessment

### Summative Assessment Semester 1

- Internal Assessment Item 1 - Film Analysis (25%)
- Internal Assessment Item 2 - Lyric Study (25%)

- Internal Assessment Item 3 - Workplace Texts - Folio (30%)
- End of Semester 1 Examination - (20%)

#### Summative Assessment Semester 2 - Passion Project

- Internal Assessment Item 4 - Visual Analysis (25%)
- Internal Assessment Item 5 - Text Analysis - (25%)
- Internal Assessment Item 6 - Multi-modal Creative (25%)
- Internal Assessment Item 7 - Written Creative (25%)

Students complete at least 8 assessment tasks, which could include:

- Persuasive and descriptive writing
- Dramatic presentations
- Creative short stories
- Multi-modal presentations
- Analytical essay/report

**Prerequisites:** Nil

**Duration:** Full Year

**Cost:** Nil

## Stage 1 Essential English (1ETE10)

### Overview

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals gain increasing control over language to analyse, understand, communicate and build relationships with others and with the world around them.

In Stage 1 Essential English students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts, considering ways in which language choices are used to create meaning. Students are expected to: develop communication skills through reading, viewing, writing, listening, and speaking; comprehend information, ideas, and perspectives in texts. Students identify and analyse how the structure and language of texts vary for different purposes, audiences, using a range of textual conventions to create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts.

### Assessment

#### Summative Assessment Semester 1

- Internal Assessment Item 1 - Responding to Texts - Film Analysis (25%)
- Internal Assessment Item 2 - Responding to Texts - Advertising Analysis (25%)
- Internal Assessment Item 3 - Creating Texts - Advocacy Speech (25%)
- Internal Assessment Item 4 - Creating Text - Advertisement (25%)

#### Internal Assessment

- Internal Assessment Item 4 - Responding to Text - Lyric Study (25%)
- Internal Assessment Item 5 - Responding to Text - Short Stories (25%)
- Internal Assessment Item 6 - Creating Texts - Workplace Text (25%)
- Internal Assessment Item 7 - Creating Texts - Feature Article (25%)

Students complete 8 assessment tasks, which could include:

- Persuasive and descriptive writing
- Dramatic presentations
- Creative short stories

- Multi-modal presentations
- Analytical essay/report

### Prerequisites

Successful completion of Year 10 Pre-Essential English or Year 10 English.

**Duration:** Full Year

**Cost:** Nil

## Stage 1 English (1ESH10)

### Overview

Stage 1 English 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.

Students respond to both cinematic and literary texts and complete analytical tasks that involve an appreciation of character and setting as well as literary and cinematic device. While creating texts, students develop their understanding of podcasts and genre, which depending on the class, could be crime fiction or social advocacy. In the intertextual study, students examine two texts closely for convergences and/or divergences, especially in relation to socially important themes.

### Assessment

Summative Assessment Semester 1

- Internal Assessment Item 1 - Responding to text - Written Analysis - Film, novel, short story or Documentary (20%)
- Internal Assessment Item 2 - Creating Texts (30%)
- Internal Assessment Item 3 - Creating Texts - Report, website or narrative (30%)

- Internal Assessment Item 4 - Intertextual Study - comparative analysis (20%)

Summative Assessment Semester 2

- Internal Assessment Item 5 - Responding to Text - Written Analysis of a Film, novel, short story or Documentary (25%)
- Internal Assessment Item 6 - Creating Text - multi-modal or speech - (25%)
- Internal Assessment Item 7 - Creating Text - report, narrative, article, with Writer's Statement (25%)
- Internal Assessment Item 8 - Intertextual - comparison analysis (25%)

Students complete at least 8 assessment tasks, which could include:

- Persuasive and descriptive writing
- Dramatic presentations
- Creative short stories
- Multi-modal or speech presentations
- Analytical essay/report

### Prerequisites

Successful completion of Year 10 English.

**Duration:** Full Year

**Cost:** Nil

## Stage 1 English Pre-Literary Studies (1ESH10)

### Overview

English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas,

find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. This subject prepares students for the extra rigor of Stage 2 English Literature Studies in Year 12.

Students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider a range of perspectives in texts and their representation of universal experiences and themes. Students explore how the purpose of a text was achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multi-modal.

## Assessment

### Summative Assessment Semester 1

- Internal Assessment Item 1 - Responding to Text - Film (25%)
- Internal Assessment Item 2 - Responding to Text - Drama (25%)
- Internal Assessment Item 3 - Creating Text - Transformative (25%)
- Internal Assessment Task 4 - Intertextual - Critical Perspectives - Exam (25%)

### Summative Assessment Semester 2

- Internal Assessment Item 4 - Responding to Text - Novel (25%)
- Internal Assessment Item 5 - Exposition - Satire - (25%)
- Internal Assessment Item 6 - Intertextual - (25%)
- Internal Assessment Item 7 - Critical Reading - Exam (25%)

Students complete at least 8 assessment tasks, which could include:

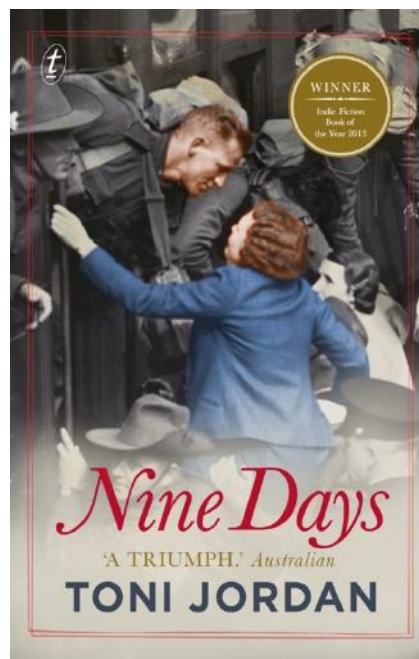
- Persuasive and descriptive writing
- Dramatic presentations
- Creative short stories
- Multi-modal presentations
- Analytical essay/report

## Prerequisites

Successful completion of Year 10 English.

**Duration:** Full Year

**Cost:** Nil



## Stage 2 Essential English (2ETE20)

### Overview

Stage 2 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. There is an emphasis on communication, comprehension, analysis, and text creation.

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

## Assessment

### Summative Assessment

- Internal Assessment Item 1 - Responding to Texts - Film Analysis (10%)
- Internal Assessment Item 2 - Responding to Texts - Non-fiction text (14%)
- Internal Assessment Item 3 - Responding to Texts - Short Stories (10%)
- Internal Assessment Item 4 - Creating Texts - Persuasive Speech (13%)
- Internal Assessment Item 5 - Creating Texts - Short Story (13%)
- Internal Assessment Item 6 - Creating Texts - Report (10%)
- External Assessment Item - Language Study (30%)

Students complete 7 assessment tasks, which could include:

- Persuasive and descriptive writing/speaking
- Creative short stories
- Multi-modal presentations
- Analytical essay/report

## Prerequisites

Any two semesters of a Stage 1 English

**Duration:** Full Year

**Cost:** Nil

# Stage 2 English (2ESH20)

## Overview

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

Students respond to both cinematic and literary texts and complete analytical tasks that involve an appreciation of character and setting as well as literary and cinematic device. While creating texts, students produce a social advocacy speech which interested them. Students will demonstrate the application of language structure and theme in a novel in a response and creative. In the intertextual study, students examine two texts closely for convergences and/or divergences, especially in relation to socially important themes.

## Assessment

### Summative Assessment:

- Internal Assessment Item 1 - Responding to Texts - Film (11%)
- Internal Assessment Item 2 - Responding to Texts - Novel or Screenplay (12%)
- Internal Assessment Item 3 - Responding to Texts - Comparing Poetry (12%)
- Internal Assessment Item 4 - Creating Texts - Recount/Report (11%)
- Internal Assessment Item 5 - Creating Texts - Multi-modal (12%)
- Internal Assessment Item 6 - Creating Texts - Creative Story/Transformative (7%)
- Internal Assessment Item 7 - Creating Texts - Writer's Statement (5%)
- External Assessment Item - Comparative Language Analysis (30%)

Students complete at least 8 assessment tasks, which could include:

- Persuasive and descriptive writing
- Dramatic presentations
- Creative short stories
- Multi-modal presentations
- Analytical essay/report

### **Prerequisites**

Any two semesters of a Stage 1 English

**Duration:** Full Year

**Cost:** Nil

## **Stage 2 English Literary Studies (2ELS20)**

### **Overview**

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

### **Assessment**

Summative Assessment:

- Internal Assessment Item 1 - Responding to Texts - Novel (14%)
- Internal Assessment Item 2 - Responding to Texts - Poetry Comparison (14%)
- Internal Assessment Item 3 - Responding To texts - Drama - Critical Perspectives (14%)
- Internal Assessment Item 4 - Creating Texts - Transformative and Writers Statement (14%)
- Internal Assessment Item 5 - Creating Texts - Free Text (14%)
- External Assessment Item 1 - Comparative - two text study (15%)
- Internal Assessment Item 2 - Exam - Critical Reading (15%)

Formative Assessments

Practice Examinations

Students complete 8 assessment tasks, which could include:

- Persuasive and descriptive writing
- Dramatic presentations
- Creative short stories
- Multi-modal presentations
- Analytical essay/report

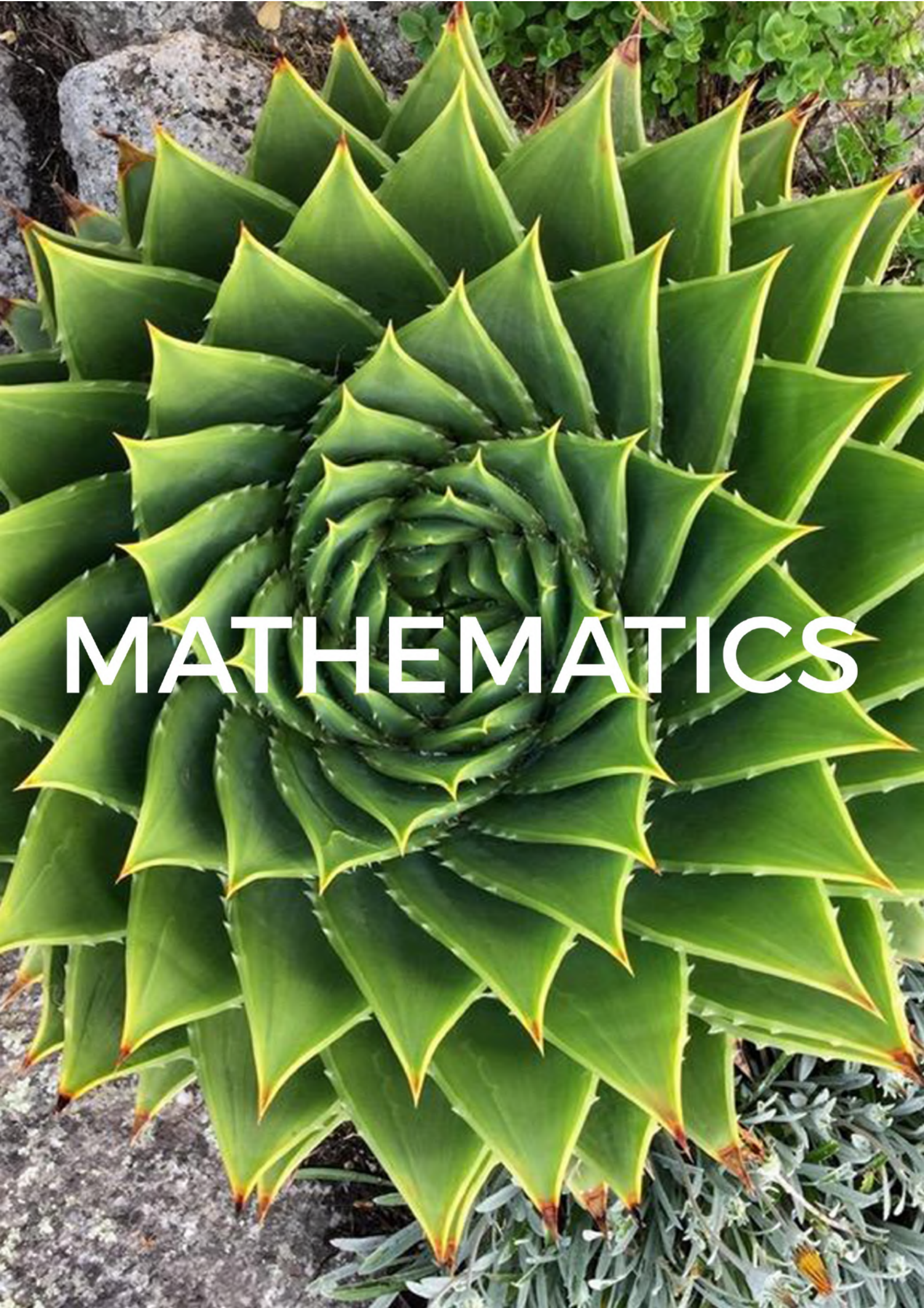
### **Prerequisites**

Two semesters of Stage 1 English or Pre-Lit

**Duration:** Full Year

**Cost:** Nil





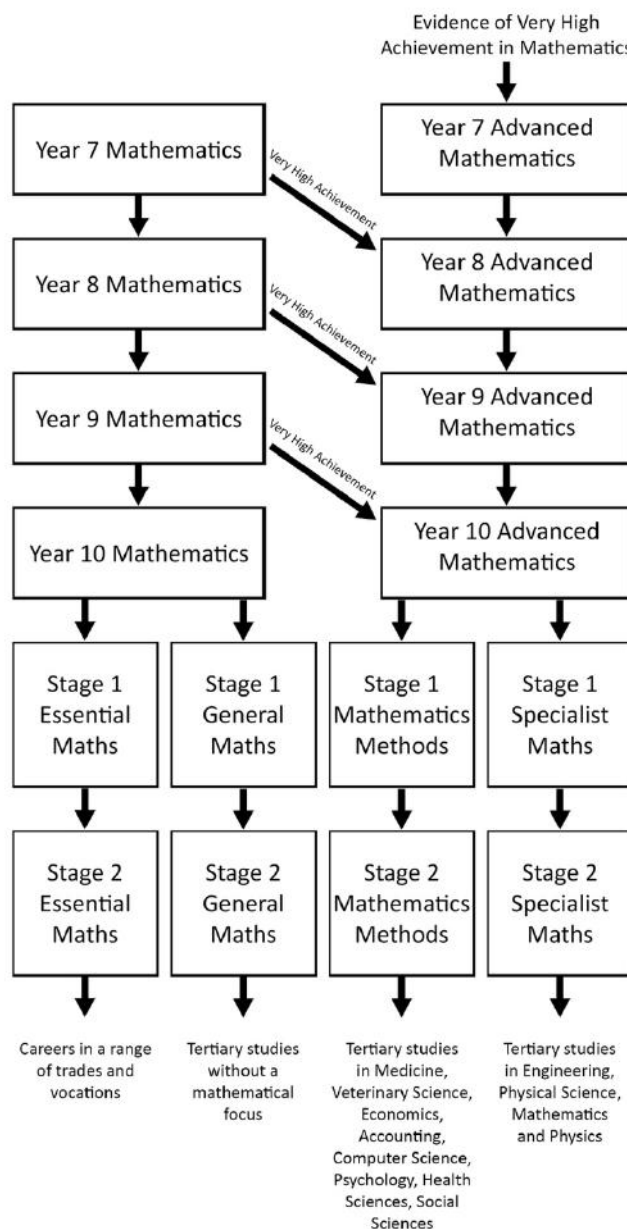
MATHEMATICS



# Mathematics

Learning mathematics creates opportunities for and enriches the lives of all Australians. The study of Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics has its own value and beauty, and the study of Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, and problem-solving skills. These proficiencies enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.



## Year 7 Mathematics (07MAT)

### Overview

In Year 7, students develop proficiency and positive dispositions towards mathematics and its use as they: extend their understanding of numbers; strengthen their fluency with mental calculation, written algorithms and digital tools; use exponents; recognise the use of algebraic expressions and formulas; solve simple equations; solve practical problems involving rational numbers, ratios and percentages; extend their knowledge of angles; classify and construct shapes; use coordinates in the Cartesian plane; and, apply the statistical investigation process.

### Assessment

- Exposition (Collection of tests and other evidence of learning)
- Investigation
- Analysis Task
- Semester Examination

**Prerequisites:** N/A

**Duration:** Full Year

**Cost:** A smile and a positive attitude

## Year 7 Advanced Mathematics (07MAA)

### Overview

Students study similar topics to the standard Mathematics course but at a higher standard and with particular emphasis on algebraic facility and geometrical reasoning.

### Assessment

Exposition (Collection of tests and other evidence of learning)

- Investigation
- Analysis Task
- Semester Examination

**Prerequisites:** High Achievement

**Duration:** Full Year

**Cost:** Selective entry based on student achievement

## Year 8 Mathematics (08MAT)

### Overview

In Year 8, students develop proficiency and positive dispositions towards mathematics and its use as they: extend computation with combinations of the 4 operations with integers and positive rational numbers; extend the exponent laws; use mathematical modelling to solve problems in a broad range of contexts that involve ratios, percentage, proportions and rates; manipulate linear and other algebraic expressions; interpret and explain demonstrations and proofs of Pythagoras' theorem; select metric measurement units fit for purpose and convert between units; apply knowledge of the relationships between  $\pi$  and the features of circles; use three-dimensional coordinates; consider complementary and mutually exclusive events; and, examine experimental and observational data.

### Assessment

- Exposition (Collection of tests and other evidence of learning)
- Investigation
- Analysis Task
- Semester Examination

**Prerequisites:** Year 7 Mathematics

**Duration:** Full Year

**Cost:** A smile and a positive attitude

## Year 8 Advanced Mathematics (08MAA)

### Overview

Students study similar topics to the standard Mathematics course but at a higher standard and with particular emphasis on algebraic facility and geometrical reasoning.

### Assessment

- Exposition (Collection of tests and other evidence of learning)
- Investigation
- Analysis Task
- Semester Examination

### Prerequisites

- High Achievement in Year 7 Advanced Mathematics or
- Very High Achievement in Year 7 Mathematics

**Duration:** Full Year

**Cost:** Selective entry based on student achievement

## Year 9 Mathematics (09MAT)

### Overview

In Year 9, students develop proficiency and positive dispositions towards mathematics and its use as they: apply scientific notation in measurement contexts; work with the real number line as a geometric model for real numbers; use linear and quadratic functions to model a broad range of

phenomena and contexts; manipulate algebraic expressions; formulate and solve related linear and non-linear equations; solve measurement problems about the surface area and volume of objects; use similarity, scale, trigonometry, enlargement transformations, the triangle inequality and Pythagoras' theorem; investigate probabilities of compound events; compare multiple numerical data subsets; and, critically review the statistical presentation of data and related arguments of others.

### Assessment

- Exposition (Collection of tests and other evidence of learning)
- Investigation
- Analysis Task
- Semester Examination

**Prerequisites:** Year 8 Mathematics

**Duration:** Full Year

**Cost:** A smile and a positive attitude

## Year 9 Advanced Mathematics (09MAA)

### Overview

Students study similar topics to the standard Mathematics course but at a higher standard and with particular emphasis on algebraic facility and geometrical reasoning.

### Assessment

- Exposition (Collection of tests and other evidence of learning)
- Investigation
- Analysis Task
- Semester Examination

### Prerequisites

- High Achievement in Year 8 Advanced Mathematics or
- Very High Achievement in Year 8 Mathematics

**Duration:** Full Year

**Cost:** Selective entry based on student achievement

## Year 10 Mathematics (10MAT)

### Overview

In Year 10, students develop proficiency and positive dispositions towards mathematics and its use as they: investigate the accuracy of decimal approximations to irrational real numbers; apply numerical, graphical and algebraic approaches to analyse the behaviour of pairs of linear equations and linear inequalities in 2 variables; generalise and extend their repertoire of algebraic techniques involving quadratic and exponential algebraic expressions; use mathematical modelling to solve problems in applied situations exhibiting growth or decay using linear, quadratic and exponential functions; solve measurement problems involving the surface area and volume; use Pythagoras' theorem and trigonometry of right-angled triangles to solve spatial problems; apply geometric theorems and interpret networks and network diagrams; investigate conditional probability and chance events; and, develop statistical analysis.

### Assessment

- Skills and Application Tasks (topic tests)
- Folio Task (investigation)

**Prerequisites:** Year 9 Mathematics

**Duration:** Full Year

**Cost:** A smile and a positive attitude

## Year 10 Advanced Mathematics (10MAA)

### Overview

Students study similar topics to the standard Mathematics course but at a higher standard and with particular emphasis on algebraic facility and geometrical reasoning.

### Assessment

- Skills and Application Tasks (topic tests)
- Folio Task (investigation)

**Prerequisites:** High Achievement

### Duration:

- High Achievement in Year 9 Advanced Mathematics or
- Very High Achievement in Year 9 Mathematics

**Cost:** Selective entry based on student achievement

## Stage 1 Specialist Mathematics (1MSC)

### Overview

Stage 1 Specialist Mathematics develops an increasingly complex and sophisticated understanding of calculus, mathematical arguments, proofs, and using mathematical models. 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.

### Assessment

- Skills and Application Tasks (topic tests)
- Folio Task (investigation)

### Prerequisites

- Year 10 Advanced Mathematics
- Must be concurrently enrolled in Stage 1 Mathematical Methods

**Duration:** Full Year

**Cost:** A smile and a positive attitude

## Stage 1 Mathematical Methods (1MAM)

### Overview

Mathematics develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments and using mathematical models. 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.

### Assessment

- Skills and Application Tasks (topic tests)
- Folio Task (investigation)

**Prerequisites:** Year 10 Advanced Mathematics (Highly recommended)

**Duration:** Full Year

**Cost:** A smile and a positive attitude

## Stage 1 General Mathematics (1MGM)

### Overview

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

### Assessment

- Skills and Application Tasks (topic tests)
- Folio Task (investigation)

**Prerequisites:** Year 10 Mathematics

**Duration:** Full Year

**Cost:** A smile and a positive attitude

## Stage 1 Essential Mathematics (1MEM)

### Overview

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.

### Assessment

- Skills and Application Tasks (topic tests)
- Folio Task (investigation)

**Prerequisites:** Year 10 Mathematics

**Duration:** Full Year

**Cost:** A smile and a positive attitude

## Stage 2 Specialist Mathematics (2MSC)

### Overview

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

### Assessment

- Skills and Application Tasks (topic tests)
- Folio Task (investigation)
- External Examination

### Prerequisites:

- Stage 1 Specialist Mathematics
- Must be concurrently enrolled in Stage 2 Mathematical Methods

**Duration:** Full Year

**Cost:** A smile and a positive attitude

## Stage 2 Mathematical Methods (2MHS)

### Overview

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

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

### Assessment

- Skills and Application Tasks (topic tests)
- Folio Task (investigation)
- External Examination

**Prerequisites:** Stage 1 Mathematical Methods

**Duration:** Full Year

**Cost:** A smile and a positive attitude

## Stage 2 General Mathematics (2MGM)

### Description

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

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

### Assessment

- Skills and Application Tasks (topic tests)
- Folio Task (investigation)
- External Examination

**Prerequisites:** Stage 1 General Mathematics

**Duration:** Full Year

**Cost:** A smile and a positive attitude

## Stage 2 Essential Mathematics (2MEM)

### Overview

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.

### Assessment

- Skills and Application Tasks (topic tests)
- Folio Task (investigation)
- External Examination

**Prerequisites:** Stage 1 Essential Mathematics

**Duration:** Full Year

**Cost:** A smile and a positive attitude

## Stage 2 Community Connections (STEM) (2CCS)

### Overview

Community Connections provides a way to study Mathematics at Stage 2 without an external examination.

Community Connections provides opportunities for success for students who have an interest in a particular SACE Stage 2 subject, but who choose to demonstrate their learning in alternate ways or through a personal connection with the subject area.

The subject values the student's interests and strengths, enables curiosity, empowers them to become independent self-directed learners who are willing to try different approaches in different contexts, and discover new ways of thinking and learning.

Community Connections fosters many elements of a thriving learner. An identifying feature of this subject is the autonomy and empowerment it gives students. Student agency is promoted when the student decides on which ideas, concepts, or areas of interest related to the Stage 2 subject they wish to explore, as well as the focus and direction of their community application activity. The skills and meaningful learning students acquire through Community Connections enhances their sense of belonging, and encourages authentic connections to a community, which in turn, encourages deeper understanding and skilful action, while allowing the transfer of concepts and skills to different contexts.

Students may enrol in Community Connections from the beginning of the year, or transfer their enrolment from the selected Stage 2 subject to Community Connections part way through the year. In either scenario, their learning is based on some of the learning requirements for the selected Stage 2 subject.

### **Assessment**

- Folio
- Reflection
- Community Application Activity

### **Prerequisites:**

Start the year in any Stage 2 Mathematics course

**Duration:** Full Year

**Cost:** A smile and a positive attitude

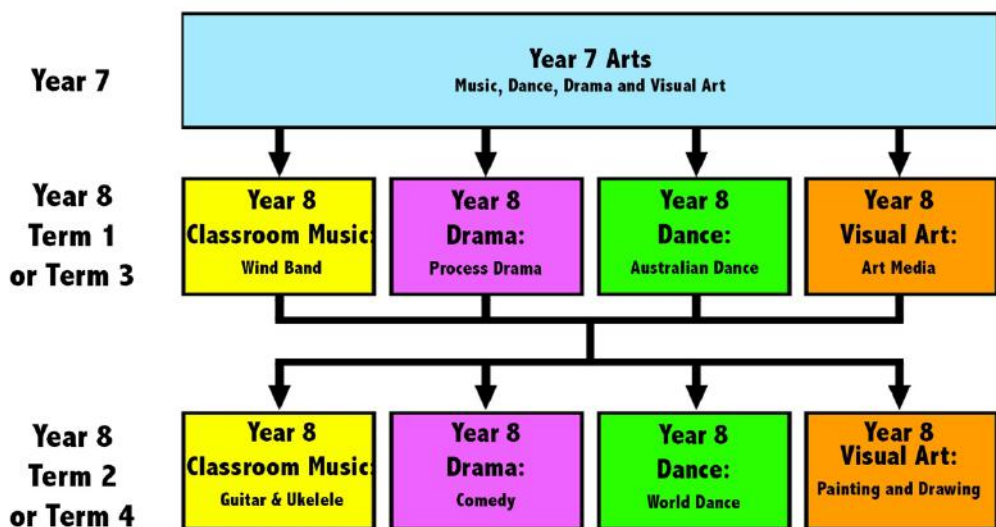


A vibrant, abstract collage of musical instruments and artistic elements. The background is a mix of bold colors like red, orange, yellow, green, and blue, with swirling lines and shapes. In the center, the word "ARTS" is written in large, white, sans-serif capital letters. Surrounding the text are various musical instruments: a harp with green strings, a piano, a trumpet, a trombone, a double bass, a drum set, and a cello. There are also decorative elements like a glass with a lime, a small basket of fruit, and a bottle. The overall style is whimsical and creative, blending music and visual art.

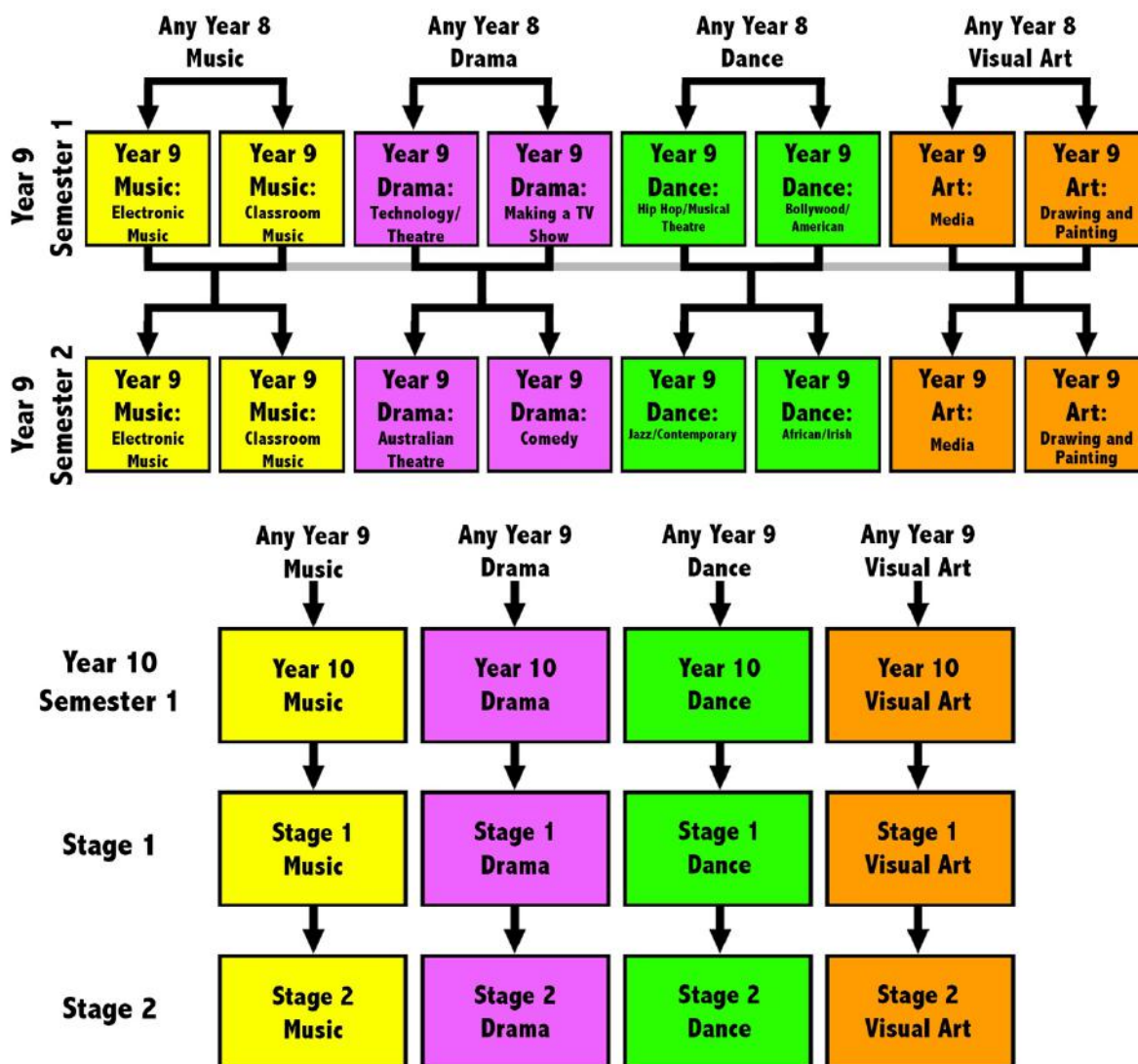
# ARTS



# Arts



Students will do one term of Arts and one term of Technology each Semester of Year 8



## Year 7 Arts (Code TBA)

### Overview

In Year 7 Arts students explore the Art Forms of Music, Dance, Drama and Visual Art to gain an understanding into the expressive capabilities of the major Art Forms. Students develop practical skills in each of the Arts areas and produce one creative work in each of the Art Forms.

### Assessment

It is expected that Product Tasks are performed in front of a live audience and filmed. One Product Task in each artform.

**Prerequisites:** N/A. This is a compulsory unit for all Year 7s.

**Duration:** One Semester

**Cost:** \$100/Semester

## Year 8 Music – Wind Band (MU201)

### Overview

The Wind Band course provides students with the opportunity to build upon the musical skills they developed in Year 7 music. Students explore the elements of music and their application in Wind Band repertoire. Students develop their ability to practice and perform individually and in group settings.

### Assessment

- Performance assessment
- Analysis/theory assessment

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is

expected that Product tasks are performed in front of a live audience and filmed.

**Prerequisites:** Year 7 Arts

**Duration:** 1 Term

**Cost:** \$30/Term

## Year 8 Music – Guitar and Ukulele (MU202)

### Overview

The Guitar and Ukulele course provides students with the opportunity to learn basic guitar and ukulele skills. Students explore the elements of music and their application in popular repertoire. Students develop their ability to practice and perform individually and in group settings.

### Assessment

- Performance assessment
- Analysis/theory assessment

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that Product tasks are performed in front of a live audience and filmed.

**Prerequisites:** Year 7 Arts

**Duration:** 1 Term

**Cost:** \$30/Term

## Year 8 Drama 1 – Process Drama (Code TBA)

### Overview

The Process Drama unit provides student with the opportunity to explore dramatic conventions in the style of Process Drama. Students develop skills in

script writing, improvisation and interpretation. They work in groups to write and deliver a skit that explores a theme relevant to them..

### **Assessment**

- Performance assessment
- Analysis assessment

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that Product tasks are performed in front of a live audience and filmed.

**Prerequisites:** Year 7 Arts

**Duration:** 1 Term

**Cost:** \$30/Term

## **Year 8 Drama 2 – Comedy (Code TBA)**

### **Overview**

The Comedy unit provides students with the opportunity to explore dramatic conventions through the study of comedy. Students develop skills in script writing, improvisation and interpretation. They work in groups to write and deliver a skit that explores a theme relevant to them.

### **Assessment**

- Performance assessment
- Analysis assessment

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that Product tasks are performed in front of a live audience and filmed.

**Prerequisites:** Year 7 Arts

**Duration:** 1 Term

**Cost:** \$30/Term

## **Year 8 Dance 1 – Australian Dance (Code TBA)**

### **Overview**

The Australian Dance course provides students with the opportunity to explore both past and modern interpretations of popular Australian dance works made by Australian dance company's and choreographers. Students analyse and respond to dance works, including Indigenous dance works, to find meaning and intent.

### **Assessment**

- Making assessment
- Responding assessment

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that Making tasks are performed in front of a live audience and filmed.

**Prerequisites:** Year 7 Arts

**Duration:** 1 Term

**Cost:** \$30/Term

## **Year 8 Dance 2 – World Dance (Code TBA)**

### **Overview**

The World course provides students with the opportunity to explore both past and modern interpretations of dance works made by international dance company's and choreographers. Students analyse and respond to dance works from different cultures to find meaning and intent.

### **Assessment**

- Making assessment
- Responding assessment

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that Making tasks are performed in front of a live audience and filmed.

**Prerequisites:** Year 7 Arts

**Duration:** 1 Term

**Cost:** \$30/Term

## Year 8 Visual Art - Art Media (Code TBA)

### Overview

The Year Eight Art Media course focuses on the introduction and application of a variety of media. These includes ink, pencil, charcoal, clay, watercolours, acrylic, printing, origami and pastel techniques.

### Assessment

Folios (50%)

Major practicals (50%)

Students are expected to formally present their work to the group when assessments are due.

**Prerequisites:** Year 7 Arts

**Duration:** 1 Term

**Cost:** \$50/Term

## Year 8 Visual Art - Drawing and Painting (Code TBA)

### Overview

The Year Eight Drawing and Painting course focuses on core drawing and painting techniques in a variety of media, providing the foundations of a structured approach to creating artworks. Students learn the process and structure of planning, documentation and the creation of quality artworks.

### Assessment

Folios (50%)

Major practicals (50%)

Students are expected to formally present their work to the group when assessments are due.

**Prerequisites:** Year 7 Arts

**Duration:** 1 Term

**Cost:** \$50/Term

## Year 9 Music – Electronic Music (Code TBA)

### Overview

The Electronic Music course develops students' understanding and skills in the study of live music technology and audio production. Students learn how to use recording equipment to record audio for their projects. Students learn how to use the digital music software to create, manipulate, sequence, synchronise, align and edit audio to produce computer-based compositions. The course develops students' understanding of the musical terms associated with the field of study, as well as theory and practical concepts relevant to using technology to create music.



### **Assessment**

- Creative Product assessment x2
- Analysis assessment
- Skills Development assessment

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that Product tasks are performed in front of a live audience and filmed.

### **Prerequisites**

Students need to have completed at least one term of year 8 music before moving into the subject.

**Duration:** 1 Semester

**Cost:** \$50/Semester

## **Year 9 Music – Classroom Music (Code TBA)**

### **Overview**

The Year 9 course develops students' skills to be competent music performers and responders. Students work towards demonstrating accuracy, musicianship skills, and technique as a performer. Students learn to read, analyse and describe the music they perform while developing their knowledge of the elements of music.

### **Assessment**

- Creative Product assessment x2
- Analysis assessment
- Skills Development assessment

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that Product tasks are performed in front of a live audience and filmed.

### **Prerequisites**

Students need to have completed at least one term of year 8 music before moving into the subject.

**Duration:** 1 Semester

**Cost:** \$50/Semester

## **Year 9 Drama – Technology and Theatre (DR301)**

### **Overview**

The Technology and Theatre course will provide students with the opportunity to bring technology into the theatrical context. Students will use technology, such as projections, live filming, 4d mapping and interactive installations, to create a dynamic drama work. Students will learn the skills of script interpretation, creative process, integration of technology, production and presentation. Students will analyse theirs' and others' work to learn about the elements of drama.

### **Assessment**

- Creative Product assessment x2
- Analysis assessment
- Skills Development assessment

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that creative products are to be performed in front of a live audience and filmed.

### **Prerequisites**

Students need to have completed at least one term of year 8 drama before moving into the subject, Or discuss their previous dance experience with the MacKillop Drama Teacher before moving into the subject.

**Duration:** 1 Semester

**Cost:** \$50/Semester

## Year 9 Drama – Making a TV Show (DR302)

### Overview

The TV show course will provide students with the opportunity to create a TV show of their choice. Students will use technology, such as cameras and editing software, to create a TV show. Students will learn the skills of scripting, performing, filming and editing. Students will analyse theirs' and others' work to learn about the elements of drama.

### Assessment

- Creative Product assessment x2
- Analysis assessment
- Skills Development assessment

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that creative products are to be performed in front of a live audience and filmed.

### Prerequisites

Students need to have completed at least one term of year 8 drama before moving into the subject.

**Duration:** 1 Semester

**Cost:** \$50/Semester

## Year 9 Drama – Australian Theatre (DR303)

### Overview

The Australian Theatre course will provide students with the opportunity to create a Verbatim theatre style. Students research historical events to create a script based on real life events and perform their creation. Students will learn the skills of scripting, performing, real life character acting and the use of voice intention. Students will analyse theirs' and others' work to learn about the elements of drama.

### Assessment

- Creative Product assessment x2
- Analysis assessment
- Skills Development assessment

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that creative products are to be performed in front of a live audience and filmed.

### Prerequisites

Students need to have completed at least one term of year 8 drama before moving into the subject.

**Duration:** 1 Semester

**Cost:** \$50/Semester

## Year 9 Drama – Comedy (DR304)

### Overview

The Comedy course will provide students with the opportunity to interpret a published comedic script. Students will learn the skills of Comedy De Late, Slap Stick, performing, character development and how to deliver scripted lines. Students will analyse theirs' and others' work to learn about the elements of drama.

### Assessment

- Creative Product assessment x2

- Analysis assessment
- Skills Development assessment

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that creative products are to be performed in front of a live audience and filmed.

### **Prerequisites**

Students need to have completed at least one term of year 8 drama before moving into the subject.

**Duration:** 1 Semester

**Cost:** \$50/Semester

## **Year 9 Dance – Hip Hop/Musical Theatre (DA301)**

### **Overview**

Students engage in studies of Hip-Hop and Musical Theatre. They learn technique, performance and expressive skills for Hip Hop and present these skills to an audience. Students learn and manipulate choreography using the elements of dance for a Musical Theatre number. They inquire into and analyse combinations of the elements of dance to communicate and express meaning.

### **Assessment**

- Creative Product assessment x2
- Analysis assessment
- Skills Development assessment

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that creative products tasks are to be performed in front of a live audience and filmed.

### **Prerequisites**

Students need to have completed at least one term of year 8 dance. Or discuss their previous dance experience with the MacKillop Dance Teacher before moving into the subject.

**Duration:** 1 Semester

**Cost:** \$50/Semester

## **Year 9 Dance – Bollywood/American (DA303)**

### **Overview**

Students engage in studies of Bollywood and American styles of dance. They learn technique, performance and expressive skills for Bollywood and present these skills to an audience. Students learn and manipulate choreography using the elements of dance for an American number. They inquire into and analyse combinations of the elements of dance to communicate and express meaning.

### **Assessment**

- Creative Product assessment x2
- Analysis assessment
- Skills Development assessment

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that creative products tasks are to be performed in front of a live audience and filmed.

### **Prerequisites**

Students need to have completed at least one term of year 8 dance before moving into the subject.

**Duration:** 1 Semester

**Cost:** \$50/Semester

## Year 9 Dance – Contemporary/Jazz (DA302)

### Overview

Students engage in studies of Contemporary and Jazz styles of dance. They learn technique, performance and expressive skills for Contemporary and present these skills to an audience. Students learn and manipulate choreography using the elements of dance for a Jazz number. They inquire into and analyse combinations of the elements of dance to communicate and express meaning.

### Assessment

- Creative Product assessment x2
- Analysis assessment
- Skills Development assessment

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that creative products tasks are to be performed in front of a live audience and filmed.

### Prerequisites

Students need to have completed at least one term of year 8 dance before moving into the subject.

**Duration:** 1 Semester

**Cost:** \$50/Semester

## Year 9 Dance – African/Irish (DA304)

### Overview

Students engage in studies of African and Irish styles of dance. They learn technique, performance and expressive skills for Irish and present these skills to an

audience. Students learn and manipulate choreography using the elements of dance for an African inspired number. They inquire into and analyse combinations of the elements of dance to communicate and express meaning.

### Assessment

- Creative Product assessment x2
- Analysis assessment
- Skills Development assessment

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that creative products tasks are to be performed in front of a live audience and filmed.

### Prerequisites

Students need to have completed at least one term of year 8 dance before moving into the subject.

**Duration:** 1 Semester

**Cost:** \$50/Semester

## Year 9 Visual Art – Art Media (Code TBA) (S1&2)

### Overview

The Year Nine Art Media course focuses on the introduction and application of a variety of media. These include ink, pencil, charcoal, clay, watercolours, acrylic, printing, origami and pastel techniques.

### Assessment

- Folios (50%)
- Major practicals (50%)

Students are expected to formally present their work to the group when assessments are due.

### **Prerequisites**

Students will need to have completed and passed at least one term of Visual Arts in Year 8, or discuss their previous Visual Arts experience with the Visual Arts Coordinator and present a folio of work to gain permission to move into the subject.

**Duration:** 1 Semester

**Cost:** \$120/Semester

## **Year 9 Visual Art – Drawing and Painting (Code TBA)**

### **Overview**

The Year Nine Drawing and Painting course focuses on core drawing and painting techniques in a variety of media, providing the foundations of a structured approach to creating artworks.

Students learn the process and structure of planning, documentation and the creation of quality artworks.

### **Assessment**

Folios (50%)

Major practicals (50%)

Students are expected to formally present their work to the group when assessments are due.

### **Prerequisites**

Students will need to have completed and passed at least one term of Visual Arts in Year 8, or discuss their previous Visual Arts experience with the Visual Arts Coordinator and present a folio of work to gain permission to move into the subject.

**Duration:** 1 Semester

**Cost:** \$120/Semester

## **Year 10 Music (Code TBA)**

### **Overview**

Students develop their critical and creative thinking capabilities, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and compositions. Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

### **Assessment**

Students complete at least one assessment in each of the following types:

- Creative Product x2
- Skills Development
- Investigation

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that Product tasks are performed in front of a live audience and filmed.

### **Prerequisites**

Students will need to have completed and passed at least one semester of Music in Year 9. Or discuss their previous music experience with the MacKillop Music Teacher before moving into the subject.

**Duration:** 1 Semester

**Cost:** \$50/Semester

## Year 10 Drama (Code TBA)

### Overview

Students focus on the creation and presentation of a creative product which was performed to a live audience. Students manipulate known works to create their own creative presentation. They choose a drama style to focus on throughout the semester where they build on their prior knowledge to explore meaning and interpretation, forms and elements and influences of drama as they create and respond to drama.

### Assessment

Students complete at least one assessment in each of the following types:

- Creative Product x2
- Investigation
- Practical Skills

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that Product tasks are performed in front of a live audience and filmed.

### Prerequisites

Students will need to have completed and passed at least one semester of Drama in Year 9. Or discuss their previous drama experience with the MacKillop Drama Teacher before moving into the subject.

**Duration:** 1 Semester

**Cost:** \$75/Semester

## Year 10 Dance (Code TBA)

### Overview

Students will develop aesthetic and kinaesthetic intelligence using the body as an instrument for the

expression and communication of ideas. They will develop an appreciation for dance as an art form as they develop technical and expressive skills. They will learn to manipulate the elements of dance, and perform to a live audience.

### Assessment

Students complete at least one assessment in each of the following types:

- Creative Product
- Investigation
- Practical Skills

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that Product tasks are performed in front of a live audience and filmed.

### Prerequisites

Students will need to have completed and passed at least one semester of Dance in Year 9. Or discuss their previous dance experience with the MacKillop Dance Teacher before moving into the subject.

**Duration:** 1 Semester

**Cost:** \$75/Semester

## Year 10 Visual Art (Code TBA)

### Overview

Year Ten Visual Art created opportunities for students to expand on their existing skills and creative styles. Students created Folios consisting of planning, experiments in various media, annotations, artist analyses and semi-resolved works. The course introduced students to a wide range of genres and artistic styles from around the world.

## Assessment

Students complete at least one assessment in each of the following types:

- Creative Product
- Skills Development
- Investigation

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that Product tasks are performed in front of a live audience and filmed.

## Prerequisites

Students will need to have completed and passed at least one semester of Visual Arts in Year 9, or discuss their previous Visual Arts experience with the Visual Arts Coordinator and present a folio of work to gain permission to move into the subject.

**Duration:** 1 Semester

**Cost:** \$120/Semester

# Stage 1 Music (1MEX10)

## Overview

Students develop their critical and creative thinking capabilities, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and compositions. Students experiment with, explore and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

## Assessment

- Creative works x2

- Musical Literacy Works x2

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that Product tasks are performed in front of a live audience and filmed.

## Prerequisites

Students are required to have taken at least 1 Semester of Year 10 Music in order to take this course. Or discuss their previous music experience with the MacKillop Music Teacher before moving into the subject.

**Duration:** 1 Semester

**Cost:** \$50/Semester

# Stage 1 Drama (Code TBA)

## Overview

Students focus on the creation and presentation of a dramatic product performed to a live audience. Students manipulate known works to create their own creative presentation. They choose a discipline to focus on throughout the semester where they build on their prior knowledge to explore meaning and interpretation, forms and elements and influences of drama as they create and respond to drama.

## Assessment

Students complete 3-4 assessments.

- Performance
- Responding to Drama
- Creative Synthesis

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that Product tasks are performed in front of a live audience and filmed.



### **Prerequisites**

Students will need to have completed and passed at least one semester of Drama in Year 9. Or discuss their previous drama experience with the MacKillop Drama Teacher before moving into the subject.

**Duration:** 1 Semester

**Cost:** \$75/Semester

## **Stage 1 Dance (Code TBA)**

### **Overview**

In Stage 1 Dance students developed aesthetic and kinaesthetic intelligence, using the body as an instrument for the expression and communication of ideas. Through the development of practical movement skills and choreographic and performance skills, students will explore and celebrate the human condition. They will consider the role of dance in different contexts, including those of Aboriginal and Torres Strait Islander peoples, and its place in transmitting culture.

### **Assessment**

Students complete 3-4 assessments.

- Dance Contexts
- Creative Explorations
- Skills Development

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that Product tasks are performed in front of a live audience and filmed.

### **Prerequisites**

Students are required to have taken at least 1 Semester of Year 10 Drama in order to take this course. Or discuss their previous drama experience with the MacKillop Drama Teacher before moving into the subject.

**Duration:** 1 Semester

**Cost:** \$75/Semester

## **Stage 1 Visual Art (Code TBA)**

### **Overview**

Stage 1 Visual Art provides students with the opportunity to work more independently, expanding their existing knowledge and creative style. The course consists of a combination of structured Folio development, creation of Major Artworks, and conducting research to inform Visual Studies. Students continue to build and develop new skills through independent and facilitated enquiry.

### **Assessment**

Assessment Type 1: Folio (30%)

Assessment Type 2: Practical (30%).

Assessment Type 3: Visual Study (40%).

It is expected that all assessments will be submitted electronically.

### **Prerequisites**

Students need to have completed and passed at least one semester of Y10 Visual Arts, or discuss their previous Visual Arts experience with the Visual Arts Coordinator and present a folio of work to gain permission to move into the subject.

**Duration:** 1 Semester

**Cost:** \$150/Semester

## Stage 2 Music (2MEX20)

### Overview

Students developed their critical and creative thinking capabilities, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and compositions. They developed and extended their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

### Assessment

School assessment (70%)

Assessment Type 1: Musical Literacy (30%)

Assessment Type 2: Explorations (40%).

External assessment (30%)

Assessment Type 3: Creative Connections (30%).

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that Product tasks are performed in front of a live audience and filmed.

### Prerequisites

Students are required to have taken 20 credits of Stage 1 Music in order to take this course. Or discuss their previous dance experience with the MacKillop Dance Teacher before moving into the subject.

**Duration:** 1 Year

**Cost:** \$100/ Year

## Stage 2 Drama (2DMA20)

### Overview

Students develop their creativity, collaboration, critical thinking, and communication skills. Students learn as artists and as creative entrepreneurs through their exploration of shared human experience, which is at the heart of the study of Drama. Students learn to engage meaningfully with others through the creation of original relationships between presenter, audience, idea, and story. Drama is active and participatory, involving the process of imagining, developing, and creating original narratives, viewpoints, and artistic products.

### Assessment

*School assessment (70%)*

Assessment Type 1: Group Production (40%)

Assessment Type 2: Evaluation and Creativity (30%)

*External assessment (30%)*

Assessment Type 3: Creative Presentation (30%).

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that Product tasks are performed in front of a live audience and filmed.

### Prerequisites

Students need to have completed 20 credits of Stage 1 Drama. Or discuss their previous drama experience with the MacKillop Drama Teacher before moving into the subject.

**Duration:** 1 Year

**Cost:** \$150/ Year

## Stage 2 Dance (2DCE20)

### Overview

In Stage 2 Dance students develop aesthetic and kinaesthetic intelligence, using the body as an instrument for the expression and communication of ideas. Through the development of practical movement skills and choreographic and performance skills as an artist and experiencing performance as part of an audience, students explore and celebrate the human condition. They consider the role of dance in diverse contexts that may include those of Aboriginal and Torres Strait Islander peoples, and its place in transmitting culture. They develop an appreciation of dance as an art form, as well as a life-enrichment opportunity connected to mental and physical well-being.

### Assessment

School assessment (70%)

Assessment Type 1: Performance Portfolio (40%)

Assessment Type 2: Dance Contexts (30%)

External assessment (30%)

Assessment Type 3: Skills Development Portfolio (30%).

It is anticipated that all assessments (written, oral and multimodal) will be submitted electronically. It is expected that Performance tasks are to be performed in front of a live audience and filmed.

### Prerequisites

Students need to have completed 20 credits of Stage 1 Dance. Or discuss their previous dance experience with the MacKillop Dance Teacher before moving into the subject.

**Duration:** 1 Year

**Cost:** \$150/ Year

## Stage 2 Visual Art (2VAA20)

### Overview

Stage 2 Visual Art provides students with the opportunity to work more independently, expanding their existing knowledge and creative style. The course consists of a combination of structured Folio development, creation of Major Artworks, and conducting research to inform Visual Studies. Students continue to build and develop new skills through independent and facilitated enquiry.

### Assessment

School assessment (70%)

Assessment Type 1: Folio (30%)

Assessment Type 2: Practical (40%).

External assessment (30%)

Assessment Type 3: Visual Study (30%).

It is expected that all assessments will be submitted electronically.

### Prerequisites

Students need to have completed 20 credits of Stage 1 Visual Arts, or discuss their previous Visual Arts experience with the Visual Arts Coordinator and present a folio of work to gain permission to move into the subject.

**Duration:** 1 Year

**Cost:** \$350/Year

## Stage 2 Creative Arts (2CVA20)

### Overview

Stage 2 Creative Arts is an opportunity to meet student 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.

### Assessment

Assessments are based on a series of goals, which entail research, visual studies, folio work and creating authentic artworks.

It is expected that all assessments will be submitted electronically.

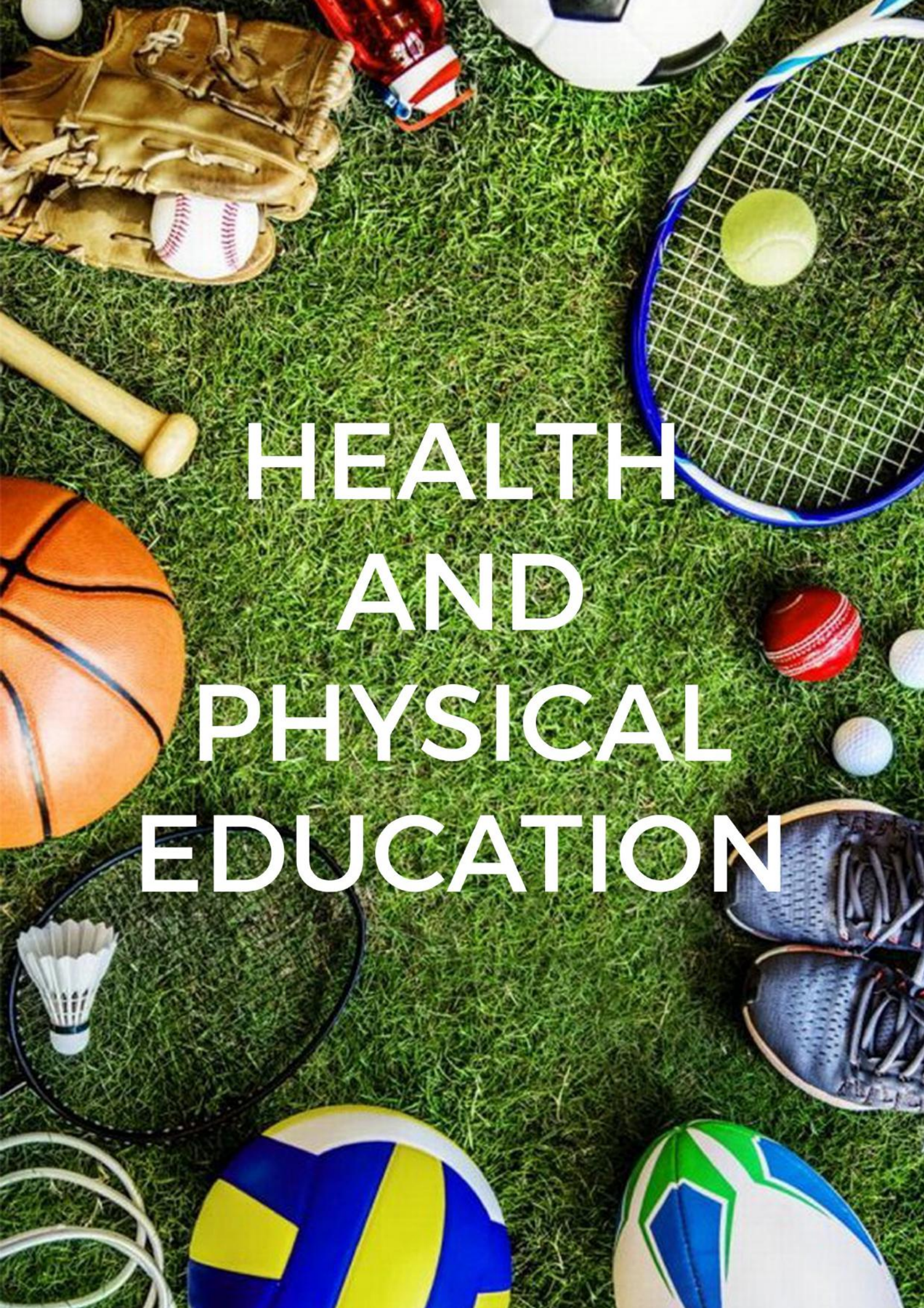
### Prerequisites

Students need to have completed and passed 20 credits of a Stage 1 Visual Arts course, or discuss their previous Visual Arts experience with the Visual Arts Coordinator and present a folio of work to gain permission to move into the subject.

**Duration:** 1 Year

**Cost:** \$350/ Year

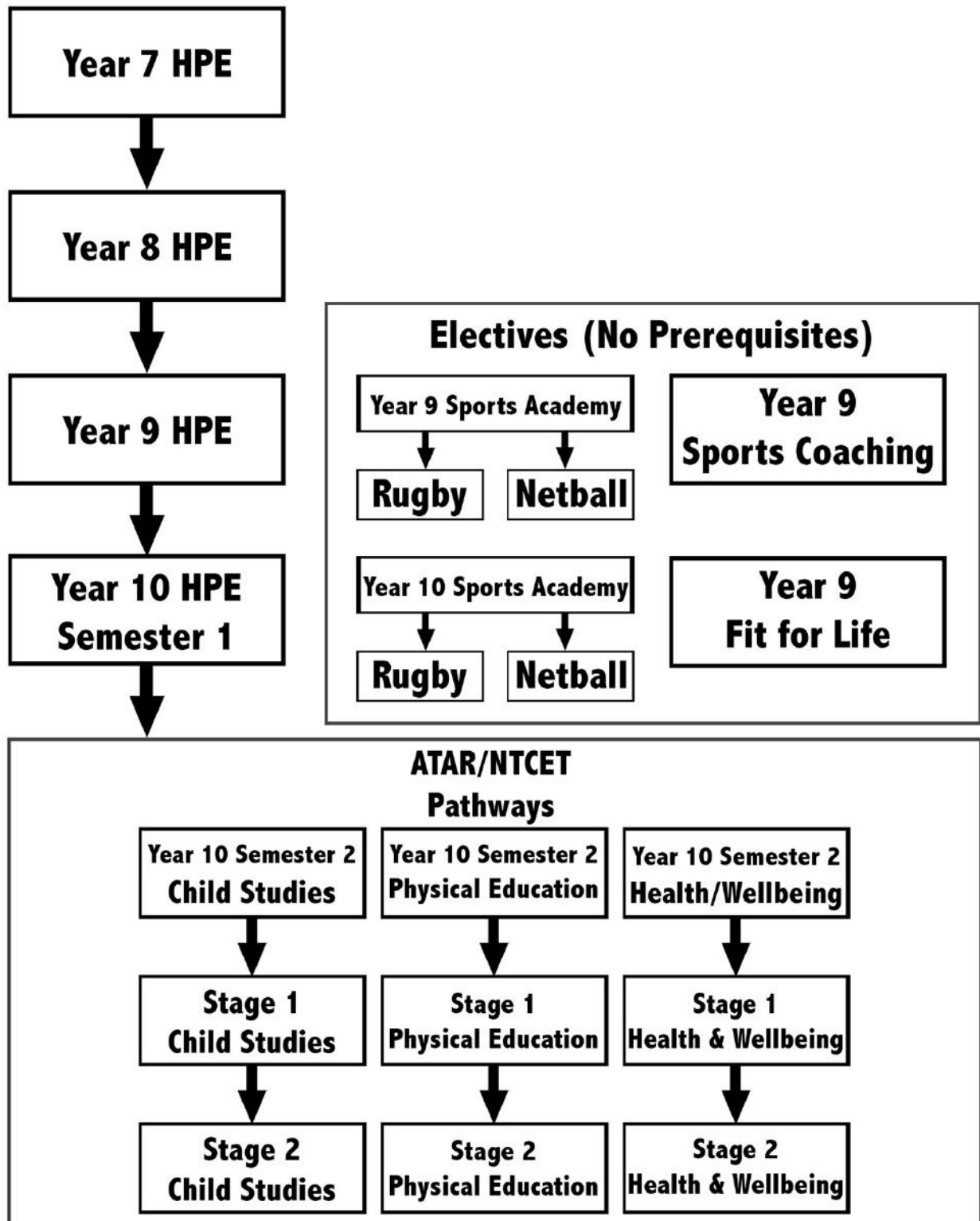




# HEALTH AND PHYSICAL EDUCATION



# Health and Physical Education



## Year 7 HPE

### Overview

Students learnt how to take positive action to enhance their own and others' health, safety and wellbeing. They examined the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions, and demonstrated a range of help-seeking strategies. Students developed specialised movement skills and understanding in a range of physical activity settings. They analysed how body control and coordination influence movement composition and performance and learnt to transfer movement skills and concepts to a variety of physical activities.

### Assessment

Students will be assessed on both practical skills and classroom learning.

**Prerequisites:** N/A

**Cost:** N/A

## Year 8 HPE

### Overview

Students developed knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learnt how to take positive action to enhance their own and others' health, safety and wellbeing. They demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services. Students developed specialised movement skills and understanding in a range of physical activity settings, and reflected on, and refined personal and social

skills as they participated in a range of physical activities.

### Assessment

Students will be assessed on both practical skills and classroom learning.

**Prerequisites:** N/A

**Cost:** N/A

## Year 9 HPE

### Overview

Students refined and applied strategies for maintaining a positive outlook and evaluated behavioural expectations in different leisure, social, movement and online situations. Students learnt to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. Students applied specialised movement skills and complex movement strategies and concepts in different movement environments. They also explored movement concepts and strategies to evaluate and refine their own and others' movement performances. Students refined and consolidated personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

### Assessment

Students will be assessed on both practical skills and classroom learning.

**Prerequisites:** N/A

**Cost:** N/A



# Year 9 Sports Academy: Sports Coaching – Semester 1 (SA303)

## Overview

The focus of the Year 9 Sports Coaching elective is to give students the opportunity to develop knowledge and skills related to sports coaching responsibilities. They will also develop knowledge and skills related to the skills analysis and application of feedback, as well as the use of tactics to improve outcomes in team sports.

Students will participate in one practical lesson and one theory lesson per week.

In a practical setting, students will participate in and demonstrate a range of movement skills and abilities and analyse how these can be transferred to new and challenging movement situations.

Students are assessed according to the Australian Curriculum outcomes within the Movement and Physical Activity strand.

## Assessment

### Practical (25%)

Students will be assessed on the participation and skills demonstrated in practical lessons throughout the term. Each lesson will be used to assess skills such as their ability to provide feedback to their peers, apply feedback from the teacher and their peers, refine their movement skills and develop, implement and evaluate movement strategies.

### Ethical Behaviours in Coaching (25%)

**Part A:** Students demonstrate their ability to reflect on how ethical behaviours can influence the outcomes of movement activities by answering the questions provided.

**Part B:** Students demonstrate their ability to design and implement personalised plans to improve their own and others physical activity levels and abilities by creating a 15-minute training session with relevant coaching points.

### Practical (25%)

Students will be assessed on the participation and skills demonstrated in practical lessons throughout the term. Each lesson will be used to assess skills such as their ability to provide feedback to their peers, apply feedback from the teacher and their peers, refine their movement skills and develop, implement, and evaluate movement strategies.

### Coaching (25%)

Students will run a 20-minute coaching session for their peers for a sport of their choice. Students will need to demonstrate leadership strategies and collaborate as a team. Students will also be assessed on their ability to provide and apply feedback to and from their peers.

Students are expected to submit all assessments (written, oral and multimodal) electronically. Additionally, they are required to participate in all practical learning activities.

Students are also expected to follow the Assessment Procedure Policy and submit assessments before due dates.

**Prerequisites:** N/A

**Cost:** \$100/Semester

## Year 9 Sports Academy: Rugby Codes

- Semester 1 Rugby League  
(SA301)

- Semester 2 Rugby Union  
(SA305)

### Overview

The Rugby Codes elective offers students the opportunity to learn the game of Rugby League (Semester 1) and Rugby Union (Semester 2). They gain links within the sporting industry as players, coaches and referees. Practical opportunities for skill development happen in Academy training sessions and organised school sports events. Enrolment in this elective is highly recommended for those who wish to represent the MacKillop Saints Rugby League & Union teams in school competitions.

### Assessment

**Theory: Rules test (50%)**

**Practical: Skills assessment (50%)**

**Students complete 2 assessment tasks, which include:**

1. **Rules test** – Students exhibit knowledge of the rules of Rugby League/Rugby Union through completing a referee qualification and subsequent test on the rules of the game.
2. **Skills assessment** - Students will participate in a real game where their skill development can be observed. Opportunities for this might include during the Grade of Origin, Eels Cup or NT Schools Rugby Gala Day.

**Prerequisites:** N/A

**Cost:** \$100/Semester

## Year 9 Sports Academy: Netball

**Semester 1 Umpiring and Skills  
(SA302)**

### Overview

Students will review their prior knowledge of netball and expand on this understanding through developing their own netball skills through training sessions as well as their umpiring skills. Throughout the course, students will explore game responsibilities, hand signals and rule implication and umpire fitness and individual skills. Students will also be learning and playing Fast 5 netball, as well as developing their gameplay skills the conventional game. By the end of the course, students will have completed their Foundation Umpiring Course.

### Assessment

#### Practical (25%)

Students will demonstrate their ability to perform a range of skills in isolation and during game play. Skills being developed are based on the Netball Australia Skill Development Framework. Students will also be assessed on their participation throughout the weekly lesson activities

#### Training Session Plan (25%)

Students will evaluate their own netball skills and identify an area of development. They will then design a training session to improve their skills and present their session to a small group.

#### Umpiring Folio (25%)

Students will complete their Foundation Umpiring Course through Netball NT. Students will be expected to demonstrate their understanding through scenarios and being able to umpire our class sessions.

### **Practical (25%)**

Students will demonstrate their ability to perform a range of skills in isolation and during game play as well as their understanding and development of netball rules by being able to abide by these rules and be able to umpire our class games.

Students are expected to submit all assessments (written, oral and multimodal) electronically.

Additionally, they are required to participate in all practical learning activities.

Students are also expected to follow the Assessment Procedure Policy and submit assessments before due dates.

**Prerequisites:** N/A

**Cost:** \$150/Semester

## **Year 9 Sports Academy: Netball Semester 2 Injury Prevention (SA306)**

### **Overview**

Students will review their prior knowledge of netball and expand on this understanding through developing their coaching skills. Throughout the course, students will explore coaching strategies and various netball drills. Students will also be introduced to sports first aid, injury prevention and strapping techniques. Finally, students be playing Fast 5 netball, as well as developing their gameplay skills of the conventional game.

## **Assessment**

### **Practical (25%)**

Students will demonstrate their ability to perform a range of skills in isolation and during game play. Skills being developed are based on the Netball Australia Skill Development Framework. Students will also be assessed on their participation throughout the weekly lesson activities.

### **Partner Coaching Session (25%)**

Students must select one netball skill to coach their partner in. Students will provide a plan for the 15minute coaching activity and will be required to submit an evaluation.

### **Injury Report (25%)**

Students will gain an understanding of how sports injuries occur and the common types of sporting injuries that affect people, with a focus on Netball. Students will also be introduced to injury prevention and treatment. Students will demonstrate their understanding of sporting injuries by identifying and evaluating different types of injuries relevant to Netball.

### **Practical (25%)**

Students will demonstrate their ability to perform a range of skills in isolation and during game play as well as their understanding and development of netball rules by being able to abide by these rules and be able to umpire our class games.

Students are expected to submit all assessments (written, oral and multimodal) electronically.

Additionally, they are required to participate in all practical learning activities.

Students are also expected to follow the Assessment Procedure Policy and submit assessments before due dates.

**Prerequisites:** N/A

**Cost:** \$150/Semester

## Year 9 Fit for Life (SA304)

### Overview

In Fit for Life, students participate in a variety of fitness activities throughout the semester, which integrates practical and theoretical assessable tasks. This elective allows students to gain a deeper appreciation and level of overall fitness. This subject introduces students to the knowledge and skills required for Stage 1 and 2 Physical Education and Certificates in Fitness offered at the College, ultimately preparing them for a possible career in the fitness industry.

The following areas of study are undertaken:

- Anatomy & Physiology
- Fitness testing
- Fitness programming
- Training Principles and Methods

### SPECIAL NOTES

Students are expected to participate in all practical learning activities and will need to bring their sports uniforms for every practical lesson. Learning takes place within the College and wider community.

Details of excursions will be on the school calendar and any changes will be communicated via email as early as possible.

Homework will be given in the form of both theory and practical tasks.

### Assessment

- **Theory:**
  - **Fitness Unit Reflections (30%)**
  - **Group Fitness Initiative (30%)**
- **Practical Participation (40%)**

**Prerequisites:** N/A

**Cost:** \$175/Semester

## Year 10 HPE

### Overview

Students developed the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learnt to build on personal and community strengths and assets to enhance safety and wellbeing. They critiqued and challenged assumptions and stereotypes. Students learnt to navigate a range of health-related sources, services and organisations. At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities confidently, competently and creatively.

### Assessment

Students will be assessed on both practical skills and classroom learning.

**Prerequisites:** N/A

**Cost:** N/A

## **Year 10 Sports Academy: Rugby Codes**

**- Semester 1 Rugby League  
(10RC)**

**- Semester 2 Rugby Union  
(10RC)**

### **Overview**

The Rugby Codes elective offers students the opportunity to learn the game of Rugby League (Semester 1) and Rugby Union (Semester 2). They gain links within the sporting industry as players, coaches and referees. Practical opportunities for skill development happen in Academy training sessions and organised school sports events. Enrolment in this elective is highly recommended for those who wish to represent the MacKillop Saints Rugby League & Union teams in school competitions.

### **Assessment**

Theory: Integrated Task (50%)

Practical: Skills assessment (50%)

**Students complete 2 assessment tasks, which include:**

1. Training program - Students design their own training program that they will follow in the College gym in order to help them improve their performance in a particular area of Rugby. A reflection on the success of this program will be included with the task requiring students to consider which elements of the routine worked well and which elements could be improved.
2. Skills assessment - Students will participate in a real game where their skill development can be observed. Opportunities for this might include during the Grade of Origin, Eels Cup or NT Schools Rugby Gala Day.

**Prerequisites:** N/A

**Cost:** \$100/Semester

## **Year 10 Sports Academy: Netball – Semester 1 (10NB)**

### **Overview**

Students learn in, about and through movement in Netball. The students will develop and improve their personal fitness and performance of Netball skills, as well as their understanding of training principles so that they can be successful participating in and/or coaching competitive teams. Students will complete their Foundation Level Coaching Course for Netball and is able to apply for 10 SACE credits. Students will also have the opportunity to participate in PARRS Gala Day as well as competitions with other schools.

### **Assessment**

#### **Practical (40%)**

Students will demonstrate their ability to perform a range of skills in isolation and during game play. Skills being developed are based on the Netball Australia Skill Development Framework. Students will also be assessed on their participation throughout the weekly lesson activities

#### **Coaching Folio (30%)**

Students successfully complete the Foundation Coaching Course (Netball Australia) and develop and a netball skills session.

#### **Coaching (30%)**

Students participate in several sessions with junior school students where they aim to improve their netball skills. These sessions will be run with a primary school.

Students are expected to submit all assessments (written, oral and multimodal) electronically.

Students are also expected to follow the Assessment Procedure Policy and submit assessments before due dates.

**Prerequisites:** N/A

**Cost:** \$150/Semester

## **Year 10 Sports Academy: Netball – Semester 2 (10NB)**

### **Overview**

This Sports Academy course offers students strong links with career pathways in Netball – whether it be as players, coaches, umpires or otherwise. Students in this course build on their learning ventures in prior Sports Academy, local Netball clubs or other sporting experiences, to fine tune their Netball skills and sporting industry experience.

Throughout the semester, students focus on fitness and training programs as well as strength and conditioning essential for Netball.

### **Assessment**

#### **Practical (40%)**

Students will demonstrate their ability to perform a range of skills in isolation and during game play. Students will participate in a range of fitness programs to improve their fitness for netball.

#### **Training Program Evaluation (30%)**

Students undertake a series of fitness testing using professional equipment and are assisted with this process. Students will then demonstrate their ability to develop and undertake a training program based on the results from their fitness tests. They will then

evaluate the effectiveness of their plans and improvements for the future.

### **Training Program Modification and Improvement Task (30%)**

Based on their results from term 3 students will demonstrate their understanding of their training programs and create a new fitness plan based on their observations and evaluation of their term 3 plan. Students will utilise lesson time to undertake their fitness programs. Students will also evaluate the effectiveness of their new plans based on their performance during netball game play.

Students are expected to submit all assessments (written, oral and multimodal) electronically.

Students are also expected to follow the Assessment Procedure Policy and submit assessments before due dates.

**Prerequisites:** N/A

**Cost:** \$150/Semester

## **Stage 1 Physical Education– (1PHD) - 1 Semester**

### **Overview**

Stage 1 PE can be undertaken as a 10 credit (one semester) or 20 credit (two semesters) subject. Students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. Physical activities can include sports, theme-based games, fitness and recreational activities. Additionally, students conduct



a physical activity investigation that aims to promote the inclusivity of modified sports.

## Assessment

Students undertake 2 assessments per semester. The following assessment types enable students to demonstrate their learning in Stage 1 Physical Education:

- Assessment Type 1: Performance Improvement
- Assessment Type 2: Practical Activity Investigation

Students are expected to submit all assessments (written, oral and multimodal) electronically.

Students are also expected to follow the Assessment Procedure Policy and submit assessments before due dates.

**Prerequisites:** N/A, but Year10 Sports Academy completion is an advantage.

**Cost:** \$160/Semester

Further information:

<https://www.sace.sa.edu.au/studying/subjects/physical-education>

## Stage 1 Health and Wellbeing (1HEW) – 1 Semester

### Overview

In Stage 1 Health and Wellbeing, students develop the knowledge, skills, and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They

consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals and global society.

Health and Wellbeing is influenced by diverse social and cultural attitudes, beliefs, and practices. An understanding of the health and wellbeing status of individuals, communities, and global societies incorporates, for example, health determinants and strategies to improve lifestyle decisions. Students may explore principles and frameworks relating to health and wellbeing.

In Health and Wellbeing, student agency is promoted through providing opportunities to make responsible choices and decisions in a rapidly changing world. Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives.

Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities, and global society.

## Assessment

Students undertake 3 assessments per semester. The following assessment types enable students to demonstrate their learning in Stage 1 Health and Wellbeing:

- Assessment Type 1: Practical Action
- Assessment Type 2: Issue Inquiry

**Prerequisites:** Year 10 Health is recommended but not essential.

**Cost:** \$50/Semester

Further information:

<https://www.sace.sa.edu.au/studying/subjects/health-and-wellbeing>

## Stage 1 Child Studies (1CSD) – 1 Semester

### Overview

Stage 1 Child Studies students develop knowledge and understanding of the development of young children. They explore and critically evaluate the role of government legislation and social structures, and the ways in which these influence the growth and development of children. Students understand and apply occupational health and safety requirements for working with children (in reality when possible). They advance their understanding of investigating, analysing and reflecting on a contemporary issues relating to young children. Students analyse current trends in relation to children, and critique government and global initiatives and strategies for the well-being and protection of children. Students have opportunities to build their understanding of the range of attitudes, values, and beliefs of people in the wider community in relation to children and child-rearing practices.

### Assessment

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

The students undertake 4 assessments per semester (one assessment type is replicated) to build skills for the Stage 2 Child Studies course where they undertake 7-8 assessments. Child Studies is a subject which can be a component of an ATAR pattern.

### Prerequisites:

- Year 10 Child Studies is recommended but not essential.
- A working with Children Card is encouraged to make excursions easier.

**Cost:** \$100/Semester

Further information:

<https://www.sace.sa.edu.au/studying/subjects/child-studies>

## Stage 2 Health and Wellbeing (2HEW) – 2 Semesters

### Overview

In Stage 2 Health and Wellbeing, students develop the knowledge, skills, and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities, and global society.

Health and wellbeing is influenced by diverse social and cultural attitudes, beliefs, and practices. An awareness and analysis of the health and wellbeing status of individuals, communities, and global societies incorporates health determinants, inequities, barriers, and strategies. Students explore principles, frameworks, models, and theories relating to health and wellbeing.

In Stage 2 Health and Wellbeing, student agency is promoted through providing opportunities to make responsible choices and decisions in a rapidly changing world. Students play an active role in negotiating what and how they will learn. Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives.

Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals and global society.

### Assessment

Assessment Type 1: Individual Reflection. (20%)

Assessment Type 1: Group Activity (20%)

Assessment Type 2: Folio (15%)

Assessment Type 2: Folio (15%)

Assessment Type 3: Inquiry External (30%)

Students are expected to submit all assessments (written, oral and multimodal) electronically.

Students are also expected to follow the Assessment Procedure Policy and submit assessments before due dates.

**Prerequisites:** Stage 1 Health and Wellbeing is recommended but not essential.

**Cost:** \$150/Year

Further information:

<https://www.sace.sa.edu.au/studying/subjects/health-and-wellbeing>

## Stage 2 Physical Education (2PHD) – 2 Semesters

### Overview

Students explore the participation in and performance of human physical activities with a focus on three fundamental areas; in movement, through movement and about movement. They investigate their physical capacities and factors that influence and improve participation and performance

outcomes. Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities. The use of technology is an integral part of the unit and assists in the collection of data and students applying their understanding of movement concepts to evaluate the data and implement strategies to improve participation and/or performance.

In this subject, students are expected to:

1. apply knowledge and understanding to movement concepts and strategies in physical activity using subject-specific terminology
2. apply feedback and implement strategies to improve participation and/or performance in physical activity
3. reflect on and evaluate participation and/or performance improvement
4. apply communication and collaborative skills in physical activity contexts
5. analyse and evaluate evidence related to physical activity

### Assessment

Students complete 4 Assessment Tasks which include:

- Assessment Type 1 (two tasks): Diagnostics (30%)
- Assessment Type 2: Improvement Analysis (40%)
- Assessment Type 3: Group Dynamics (External) (30%)

Students are expected to submit all assessments (written, oral and multimodal) electronically.

Students are also expected to follow the Assessment Procedure Policy and submit assessments before due dates.

**Prerequisites:**

- Stage 1 PE is highly recommended but not essential.

**Cost:** \$250/Year

Further information:

<https://www.sace.sa.edu.au/studying/subjects/physical-education>

## Stage 2 Child Studies (2CSD) – 2 Semesters

**Overview**

Students explore the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. They examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society. This subject does count towards university credits.

**Assessment**

The following assessment types enable students to demonstrate their learning in Stage 2 Child Studies:

School Assessment (70%)

- Assessment Type 1: Practical Activity (50%)
- Assessment Type 2: Group Activity (20%)

External Assessment (30%)

- Assessment Type 3: Investigation (30%)

Students Complete 7 - 8 Assessment Tasks which include:

- at least four practical activities
- at least one group activity
- one investigation (this is sent away and marked externally by moderators in place of an exam)

**Prerequisites:**

- It is recommended that students complete Stage 1 Child Studies however, it is not essential. Please discuss your enrolment with the Child Studies teacher if you have not completed stage 1.
- A working with Children Card is encouraged to make excursions easier.

**Cost:** \$200/Year

Further information:

<https://www.sace.sa.edu.au/studying/subjects/child-studies>





# LANGUAGES



# Languages

## Beginners Languages Subjects

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 8 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. Students who are enrolled in a Beginners Course are eligible to attend the Study Tour to China, Indonesia or Japan.

## Continuers Languages Subjects

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 for more than one year and use Japanese as the main language of communication at home, you will need to complete a Background Speakers course.

Students who are enrolled in a Continuers Course are eligible to attend the Study Tour to China, Indonesia or Japan.



# Indonesian



# Year 7 Indonesian (beginners) (FI101)

## Overview

**In Year 7 Indonesian, students learn about the various cultures of Indonesia, including mask and puppet theatre. They are introduced to tasty Indonesian food and learn how to introduce themselves. A fun introductory semester to all things Indonesia!**

This subject is an introduction to the language and culture of Indonesia. Students will:

- develop oral and listening skills, as well as an understanding of cultural norms through the topics of greetings, numbers and classroom language;
- learn how to introduce themselves and communicate about their families, friends and culture in Indonesia;
- research Indonesia's main islands and explore the diversity of Indonesian culture through fun and exciting tasks such as songs, dance, mask, puppet making and cooking.

## Assessment

- Text Production Task (15%)
- Oral Presentation (15%)
- Aural Analysis (15%)
- Text Analysis (15%)
- End of Topic Test and Reflection (30%)
- Grammar Quizzes and Vocabulary tests (10%)

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

## Prerequisites

Eligibility criteria apply for entry to a beginners-level program. The beginner's level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Year 7.

**Duration:** One semester

**Cost:** \$35/Semester

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

# Year 8 Indonesian Semester 1 (FI201)

## Overview

**In Year 8, students talk about what activities they like and people they aspire to be. This semester solidifies basic conversation skills in Indonesian.**

Students will develop writing, oral and listening skills, as well as an understanding of cultural norms through learning how to:

- orally describe what activities they enjoy, while working on sentence structure;
- describe what they admire in other people;
- Use the Indonesian tense markers system to talk about past, present and future travel plans and trips;
- use various pieces of clothing to create a fashion show.

This subject is essential for students who wish to continue Indonesian study in Semester 2 in 2024.

## Assessment

- Text Production Task (15%)
- Oral Presentation (15%)

- Aural Analysis (15%)
- Text Analysis (15%)
- End of Topic Test and Reflection (30%)
- Grammar Quizzes and Vocabulary tests (10%)

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

### Prerequisites

This subject is for students who have done at least 6 months to 1 year of Indonesian. It assumes ability to read and write simple sentences in Indonesian.

**Duration:** One semester

**Cost:** \$35/Semester

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Year 8 Indonesian Semester 2 (FI202)

### Overview

Indonesian is now in the elective stream and students choose this semester to advance their skills. When students choose this semester, they are eligible to attend the Indonesian study tour. Students enjoy this semester as they indulge in various celebrations in Indonesia and all the food that comes with this.

Students will develop oral and listening skills, as well as an understanding of cultural norms through the study of:

- housing in Indonesia;
- creating their dream house, using descriptive language both in written and oral forms;

- the Indonesian tense marker system to talk about the past and future events;
- phrases for special occasions;
- language to invite and respond to invitation.

*This subject is essential for students who wish to continue Indonesian study in Year 9.*

### Assessment

- Text Production Task (15%)
- Oral Presentation (15%)
- Aural Analysis (15%)
- Text Analysis (15%)
- End of Topic Test and Reflection (30%)
- Grammar Quizzes and Vocabulary tests (10%)

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

### Prerequisites

This course is for students who have completed at least 1 year of Indonesian and continues from Year 8 Semester 1 (FI201). It is assumed students can read and write simple paragraphs.

**Duration:** One semester

**Cost:** \$35/Semester

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

# Year 9 Indonesian Semester 1 (FI301)

## Overview

Students studying Indonesian in this elective course are developing their understanding of Indonesian culture and learn the fun art of bargaining in Indonesian. This course brings about many laughing experiences.

Students will develop writing, oral and listening skills, as well as an understanding of cultural norms in Indonesia through learning how to:

- research different places that they would like to visit in Indonesia as well as discussing various modes of travel found in Indonesia;
- take part in culturally appropriate bargaining;
- the Mari Kita Belajar Bahasa Indonesia – Kelas 9 activity book will be used in conjunction with authentic texts and ICT applications.

## Assessment

- Text Production Task (15%)
- Oral Presentation (15%)
- Aural Analysis (15%)
- Text Analysis (15%)
- End of Topic Test and Reflection (30%)
- Grammar Quizzes and Vocabulary tests (10%)

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

## Prerequisites

Love of learning a new culture

**Duration:** Two Semesters

**Cost:** \$40.00 in Semester 1, \$70 in Semester 2

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

# Year 9 Indonesian Semester 2 (FI302)

## Overview

Students studying Indonesian in this elective course are developing their understanding of Indonesian culture and learn the how young Indonesians interact with each other.

Students will develop an understanding of cultural norms in Indonesia through learning how to:

- Research different ways that young Indonesians interact with each other, and their preferred hang out places;
- research how to communicate in a culturally appropriate way with each other in Indonesia
- The Mari Kita Belajar Bahasa Indonesia – Kelas 9 activity book will be used in conjunction with authentic texts and ICT applications.

## Assessment

- Text Production Task (15%)
- Oral Presentation (15%)
- Aural Analysis (15%)
- Text Analysis (15%)
- End of Topic Test and Reflection (30%)
- Grammar Quizzes and Vocabulary tests (10%)

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

## Prerequisites

Love for learning a new culture

**Duration:** One semester

**Cost:** \$70/Semester

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Year 10 Indonesian (10IND) (Continuers)

### Overview

Students studying Indonesian in this elective course are putting their language skills into real use when they are learning about Science and PLP in Indonesian. Year 10 Indonesian students now use enough language to learn in other subjects.

Year 10 Indonesian continues student learning of the culture of Indonesia.

- Students will develop an understanding of Indonesian cultural norms through a range of topics. This includes: seasons, weather, natural disasters in Indonesia, future aspirations and job opportunities.
- Students will study simple written texts, in the form of dialogues, short readings and traditional songs. They also explore the geography of Indonesia and various cultural practices.

### Assessment

- Text Production Task (15%)
- Oral Presentation (15%)
- Aural Analysis (15%)
- Text Analysis (15%)
- End of Topic Test and Reflection (30%)

- Grammar Quizzes and Vocabulary tests (10%)

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

## Prerequisites

Love for learning a new culture

**Duration:** Two Semesters

**Cost:** \$45.00 in Semester 1, \$70 in Semester 2

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Year 10 Indonesian (10IND) (Beginners)

### Overview

**This Indonesian elective course is the favourite throughout all the Indonesian studies. Indonesian students are taking Food Technology in Indonesian. So much tasty Indonesian food!**

This subject continues student learning of the culture of Indonesia.

- Students will develop oral, listening, reading, and writing skills, as well as the skills required in a kitchen and the ability to cook Indonesian food. They will do this in addition to the understanding of Indonesian cultural norms through the food they eat.
- Students will study simple written texts, in the form of food safety manuals, recipes and cooking demonstrations. They also explore the various meals that come from different parts of Indonesia.

## Assessment

- Text Production Task (15%)
- Oral Presentation (15%)
- Aural Analysis (15%)
- Text Analysis (15%)
- End of Topic Test and Reflection (30%)
- Grammar Quizzes and Vocabulary tests (10%)

*Students who follow this pathway will enter Stage 1 Indonesian Beginners.*

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

## Prerequisites

It is expected that students to enrol in this course have a passion and love for Indonesian culture.

**Duration:** One semester

**Cost:** \$70.00/Semester

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

# Stage 1 Indonesian (Beginners) (1INB10)

## Overview

**This course is a great course for students who wish to start their Indonesian studies. It starts right from the beginning and can be taken in either Year 10 or Year 11!**

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.

## Assessment

Assessment Type 1: Interaction (50%)

Assessment Type 2: Text Production (25%)

Assessment Type 3: Text Analysis (25%)

Students complete 4-5 assessment tasks, which include:

- one interacting in spoken Indonesian
- one presenting in spoken Indonesian, for the interaction
- one text production
- one text analysis assessment

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

(1INB20) For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments, with at least two assessments from each assessment type. The remaining assessments may be undertaken from any assessment type. Each assessment type should have a weighting of at least 20%.

## Prerequisites

Eligibility criteria apply for entry to a beginners-level program. The beginner's 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.

**Duration:** Two Semesters

**Cost:** \$45.00 in Semester 1, \$70 in Semester 2



*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Stage 2 Indonesian (beginners) (2INB20)

### Overview

**Students extend 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.**

### Assessment

Internal Assessment (70%)

- Assessment Type 1: Interaction (30%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Text Analysis (20%)

External Assessment (30%)

- Assessment Type 4: Examination (30%)

Students complete 8-10 assessment tasks, which include:

- one interacting in spoken Indonesian
- one presentation and discussion in spoken Indonesian, for the interaction
- one writing in Indonesian,
- one responding to written texts in Indonesian, for the text production
- one analysing and interpreting spoken texts,
- one analysing and interpreting written texts, for the text analysis
- one oral examination
- one written examination

The remaining assessments may be undertaken from any of Assessment Types 1, 2 or 3.

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

### Prerequisites

Eligibility criteria apply for entry to a beginners-level program. This course is for students who have completed Stage 1 Indonesian beginners.

**Duration:** One year

**Cost:** \$80.00/year

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Stage 1 Indonesian (continuers) (1INC10)

### Overview

**This course follows on from Year 10 Indonesian.**

**In Indonesian at continuer's level, students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.**

### Assessment

- Assessment Type 1: Interaction (20%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Text Analysis (20%)
- Assessment Type 4: Investigation (40%)

Students complete 4-5 assessment tasks, which include:

- one interaction
- one text production
- one text analysis
- one response in Indonesian and one reflective response in English for the investigation.

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

(1INC20) For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments, with at least two assessments from each assessment type. The remaining assessments may be undertaken from any assessment type. Each assessment type should have a weighting of at least 20%.

### **Prerequisites**

Eligibility criteria apply for entry to a program at continuer's level. Students will have studied the language at junior secondary level.

**Duration:** Two Semesters

**Cost:** \$45.00 in Semester 1, \$70 in Semester 2

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## **Stage 2 Indonesian (continuers) (2INC20)**

### **Overview**

**Stage 2 Indonesian (continuers) is a 20-credit subject. In Indonesian at continuer's level, students develop their skills to communicate**

**meaningfully with people across cultures.**

**Students are given opportunities to extend their knowledge, awareness, and understanding of the interdependence of language, culture and identity. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.**

### **Assessment**

Internal Assessment (70%)

- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- three to five assessments for the folio
- one oral presentation in Indonesian, one written response to the topic in Indonesian, and one reflective response in English for the in-depth study
- one oral examination
- one written examination
- It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.

### **Prerequisites**

Eligibility criteria apply for entry to a program at continuer's level. Students will have studied the language at junior secondary level and Stage 1 Indonesian continuers course.

**Duration:** One year

**Cost:** \$80.00/year

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Stage 1 Indonesian (background speakers) (1IND10)

### Overview

**This course is offered to student who have had school in Indonesia. It can be taken in either Year 10 or Year 11!**

In Indonesian background speakers' level, students develop and apply linguistic and intercultural knowledge, understanding and their skills to communicate meaningfully with people including to exchange and explain information, opinions and ideas in Indonesian. Students are given opportunities to examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

### Assessment

- Assessment Type 1: Interaction (20%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Text Analysis (20%)
- Assessment Type 4: Investigation (40%)

Students complete 5 assessment tasks, which include:

- one interaction
- one text production
- one text analysis
- one response in Indonesian and one reflective response in English for the investigation.

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

(1IND20) For a 20-credit subject, students should provide evidence of their learning through ten

assessments, with at least two assessments from each assessment type. The remaining assessments may be undertaken from any assessment type. Each assessment type should have a weighting of at least 20%.

### Prerequisites

The background speakers level languages are designed for students who have a background in the language and who have had more than one year's education in a country where the language is spoken.

**Duration:** Two Semesters

**Cost:** \$45.00 in Semester 1, \$70 in Semester 2

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Stage 2 Indonesian (background speakers) (2IND20)

### Overview

**Stage 2 Indonesian (background speakers) is a 20-credit subject. In Indonesian at background speakers' level, students develop and apply linguistic and intercultural knowledge, understanding and their skills to communicate meaningfully with people including to exchange and explain information, opinions and ideas in Indonesian. Students are given opportunities to examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.**

### Assessment

Internal Assessment (70%)

- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- three to five assessments for the folio
- one oral presentation in Indonesian, one written response to the topic in Indonesian, and one reflective response in English for the in-depth study
- one oral examination
- one written examination

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

### **Prerequisites**

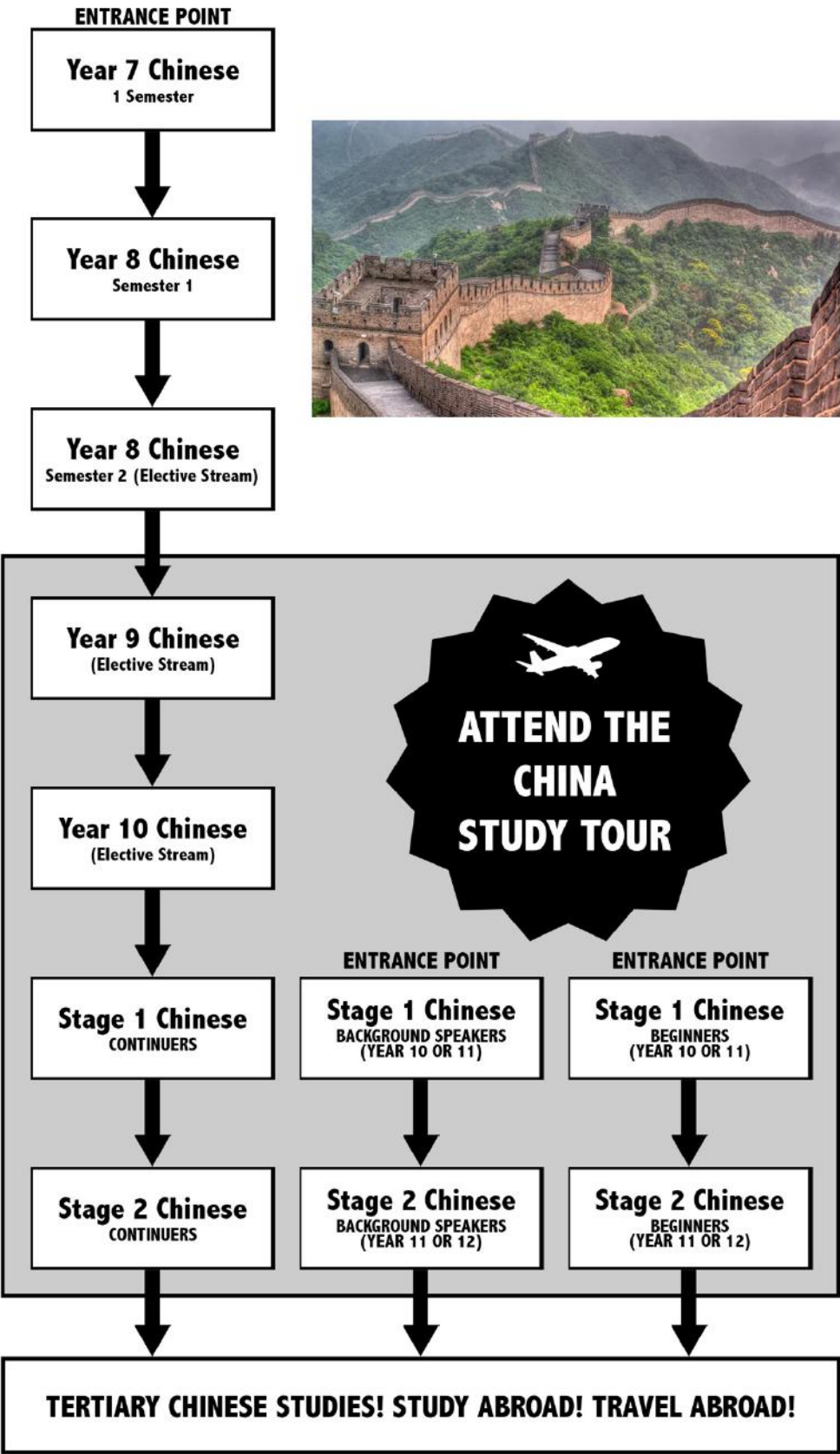
Eligibility criteria apply for entry to a program at continuer's level. Students will have studied the language at junior secondary level and Stage 1 Indonesian continuers course.

**Duration:** One year

**Cost:** \$80.00/year

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

# Chinese



# Year 7 Chinese (beginners) (FC101)

## Overview

**In Year 7 Chinese, students learn about the various cultures of China, including calligraphy and paper fans. They are introduced to tasty Chinese food and learn how to introduce themselves. A fun introductory semester to all things in China!**

This subject is an introduction to the language and culture of China. Students will:

- develop oral and listening skills, as well as an understanding of cultural norms through the topics of greetings, numbers, classroom language, family, animals, colours, body parts, hobbies/sports;
- learn about cultural festivals in China, such as Chinese New Year;
- learn to read and write Chinese characters using both Pinyin and Simplified Chinese Characters;
- use '我们一起学中文' booklet materials gathered from a variety of current textbooks, authentic
- texts and ICT applications will also be explored by students to aid their learning;
- explore Chinese modern culture by watching animation, playing traditional games and activities.

## Assessment

- Text Production Task (15%)
- Oral Presentation (15%)
- Aural Analysis (15%)
- Text Analysis (15%)
- End of Topic Test and Reflection (30%)

- Grammar Quizzes and Vocabulary tests (10%)

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

## Prerequisites

Eligibility criteria apply for entry to a beginners-level program. The beginner's level languages are designed for students with little or no previous knowledge and/or experience of the language before undertaking Year 7.

**Duration:** One semester

**Cost:** \$35/Semester

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

# Year 8 Chinese Semester 1 (FC201)

## Overview

**In Year 8, students talk about what activities they like and people they aspire to be. This semester solidifies basic conversation skills in Chinese.**

Students will develop writing, oral and listening skills, as well as an understanding of cultural norms through learning how to:

- orally describe what they know about Chinese legends;
- use the Chinese tense markers system to talk about past, present and future tenses to discuss when these legends took place;
- decipher the moral behind the legend
- describe what they admire in other people;



- describe activities they enjoy, while working on sentence structure;
- use ‘我们一起学中文’booklet materials gathered from a variety of current textbooks, authentic texts and ICT applications will also be explored by students to aid their learning;

This subject is essential for students who wish to continue Chinese study in Semester 2.

### Assessment

- Text Production Task (15%)
- Oral Presentation (15%)
- Aural Analysis (15%)
- Text Analysis (15%)
- End of Topic Test and Reflection (30%)
- Grammar Quizzes and Vocabulary tests (10%)

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

### Prerequisites

This subject is for students who have done at least 6 months to 1 year of Chinese. It assumes ability to read and write simple sentences in Chinese.

**Duration:** One Semester

**Cost:** \$35/Semester

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Year 8 Chinese Semester 2 (FC202)

### Overview

**Chinese is now in the elective stream and students choose this semester to advance their skills. When students choose this semester, they are eligible to attend the Chinese study tour. Students enjoy this semester as they indulge in various celebrations in China and all the food that comes with this.**

Students will develop oral and listening skills, as well as an understanding of cultural norms through the study of:

- housing in China;
- creating their dream house, using descriptive language both in written and oral forms;
- the Chinese tense marker system to talk about the past and future events;
- phrases for special occasions;
- language to invite and respond to invitation.
- 我们一起学中文 booklet materials gathered from a variety of current textbooks, authentic texts and ICT applications will also be explored by students to aid their learning;

*This subject is essential for students who wish to continue Chinese study in Year 9.*

### Assessment

- Text Production Task (15%)
- Oral Presentation (15%)
- Aural Analysis (15%)
- Text Analysis (15%)
- End of Topic Test and Reflection (30%)
- Grammar Quizzes and Vocabulary tests (10%)

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

### Prerequisites

This course is for students who have completed at least 1 year of Chinese and continues from Year 8 Semester 1 (FC201). It is assumed students can read and write simple paragraphs.

**Duration:** One Semester

**Cost:** \$35/Semester

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Year 9 Chinese Semester 1 (FC301)

### Overview

Students studying Chinese in this elective course are developing their conversation skills and learn the fun Chinese traditional Mah-jong game. This course brings about many laughing experiences.

Students will develop writing, oral and listening skills, as well as an understanding of cultural norms through learning how to:

- create and describe an Imaginary Alien
- orally make plans to hang out with friends to play Chinese traditional Mah-jong game
- describe what activities they enjoy including leisure activities, holidays, travel plans and trips

### Assessment

- Text Production Task (15%)
- Oral Presentation (15%)
- Aural Analysis (15%)
- Text Analysis (15%)

- End of Topic Test and Reflection (30%)
- Grammar Quizzes and Vocabulary tests (10%)

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

### Prerequisites

This subject is for students who have completed 1½ to 2 years of Chinese. It assumes the ability to read and write basic Chinese texts.

**Duration:** One semester

**Cost:** \$40/Semester

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Year 9 Chinese Semester 2 (FC302)

### Overview

Students studying Chinese in this elective course are developing their understanding of Chinese culture and learning how young Chinese people interact with each other.

Students will develop an understanding of cultural norms in China through learning how to:

- describe their school, subjects and daily routines
- learn about time, space and directions in Chinese;
- use their Chinese in a practical way when finding their way around Darwin City using directions;
- try Chinese food and write a review;

## Assessment

- Text Production Task (15%)
- Oral Presentation (15%)
- Aural Analysis (15%)
- Text Analysis (15%)
- End of Topic Test and Reflection (30%)
- Grammar Quizzes and Vocabulary tests (10%)

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

## Prerequisites

This subject is for students who have completed at least 2 years of Chinese. It assumes the ability to read and write basic Chinese texts.

**Duration:** One Semester

**Cost:** \$70/Semester

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

# Year 10 Chinese (10CHI) (Continuers)

## Overview

**Students studying Chinese in this elective course are putting their language skills into real use when they are learning about Science and PLP in Chinese. Year 10 Chinese students now use enough language to learn in other subjects.**

Year 10 Chinese continues student learning of the language and culture of China. Students will

- develop oral, listening, reading, and writing skills, as well as an understanding of Chinese cultural norms through a range of topics. This

includes seasons, weather, natural disasters in China, future aspirations and job opportunities.

- study simple written texts, in the form of dialogues, short readings and traditional songs. They also explore the geography of China and various cultural practices.
- use 我们一起学中文booklet materials gathered from a variety of current textbooks, authentic texts and ICT applications will also be explored by students to aid their learning;

## Assessment

- Text Production Task (15%)
- Oral Presentation (15%)
- Aural Analysis (15%)
- Text Analysis (15%)
- End of Topic Test and Reflection (30%)
- Grammar Quizzes and Vocabulary tests (10%)

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

## Prerequisites

It is expected that students to enrol in this course have completed Year 7, 8 and 9 Chinese.

**Duration:** Two semesters

**Cost:** \$40.00 in Semester 1, \$70 in Semester 2

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

# Year 10 Chinese (10CHI) (Beginners)

## Overview

**This Chinese elective course is the favourite throughout all the Chinese studies. Chinese**

students are taking Food Technology in Chinese.  
So much tasty Chinese food!

Students will:

- develop oral, listening, reading, and writing skills, as well as the skills required in a kitchen and the ability to cook Chinese food. They will do this in addition to the understanding of Chinese cultural norms through the food they eat.
- study simple written texts, in the form of food safety manuals, recipes and cooking demonstrations. They also explore the various meals that come from different parts of China.

### Assessment

- Text Production Task (15%)
- Oral Presentation (15%)
- Aural Analysis (15%)
- Text Analysis (15%)
- End of Topic Test and Reflection (30%)
- Grammar Quizzes and Vocabulary tests (10%)

*Students who follow this pathway will enter Stage 1 Chinese Beginners.*

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

### Prerequisites

A love for learning about a new culture.

**Duration:** Two Semesters

**Cost:** \$70.00/Semester

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Stage 1 Chinese (Beginners) (1CHB10)

### Overview

**This course is a great course for students who wish to start their Chinese studies. It starts right from the beginning and can be taken in either Year 10 or Year 11!**

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.

This course is offered to both Year 10 and Year 11 Students.

### Assessment

Assessment Type 1: Interaction (50%)

Assessment Type 2: Text Production (25%)

Assessment Type 3: Text Analysis (25%)

Students complete 4-5 assessment tasks, which include:

- one interacting in spoken Chinese
- one presenting in spoken Chinese, for the interaction
- one text production
- one text analysis assessment

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

(1CHB20) For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments, with at least two assessments from

each assessment type. The remaining assessments may be undertaken from any assessment type. Each assessment type should have a weighting of at least 20%.

### Prerequisites

Eligibility criteria apply for entry to a beginners-level program. The beginner's 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.

**Duration:** Two Semesters

**Cost:** \$45.00 in Semester 1, \$70 in Semester 2

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Stage 2 Chinese (beginners) (2CHB20)

### Overview

Students extend 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.

### Assessment

Internal Assessment (70%)

- Assessment Type 1: Interaction (30%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Text Analysis (20%)

External Assessment (30%)

- Assessment Type 4: Examination (30%)

Students complete 8-10 assessment tasks, which include:

- one interacting in spoken Chinese
- one presentation and discussion in spoken Chinese, for the interaction
- one writing in Chinese,
- one responding to written texts in Chinese, for the text production
- one analysing and interpreting spoken texts,
- one analysing and interpreting written texts, for the text analysis
- one oral examination
- one written examination

The remaining assessments may be undertaken from any of Assessment Types 1, 2 or 3.

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

### Prerequisites

Eligibility criteria apply for entry to a beginners-level program. This course is for students who have completed Stage 1 Chinese beginners.

**Duration:** One year

**Cost:** \$80.00/year

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Stage 1 Chinese (continuers) (1CHC10)

### Overview

**This course follows on from Year 10 Chinese.**

**In Chinese at continuer's level, students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.**

### Assessment

- Assessment Type 1: Interaction (20%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Text Analysis (20%)
- Assessment Type 4: Investigation (40%)

Students complete 4-5 assessment tasks, which include:

- one interaction
- one text production
- one text analysis
- one response in Chinese and one reflective response in English for the investigation.

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

(1CHC20) For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments, with at least two assessments from each assessment type. The remaining assessments may be undertaken from any assessment type. Each assessment type should have a weighting of at least 20%.

### Prerequisites

Eligibility criteria apply for entry to a program at continuer's level. Students will have studied the language at junior secondary level.

**Duration:** Two Semesters

**Cost:** \$45.00 in Semester 1, \$ 70 in Semester 2

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Stage 2 Chinese (continuers) (2CHC20)

### Overview

**Stage 2 Chinese (continuers) is a 20-credit subject. In Chinese at continuer's level, students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to extend their knowledge, awareness, and understanding of the interdependence of language, culture and identity. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.**

### Assessment

Internal Assessment (70%)

- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- three to five assessments for the folio
- one oral presentation in Chinese, one written response to the topic in Chinese, and one reflective response in English for the in-depth study
- one oral examination
- one written examination



- It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.

### Prerequisites

Eligibility criteria apply for entry to a program at continuer's level. Students will have studied the language at junior secondary level and Stage 1 Chinese continuers course.

**Duration:** One year

**Cost:** \$80.00/year

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Stage 1 Chinese (background speakers) (1CHI10)

### Overview

This course is offered to student who have had school in Indonesia. It can be taken in either Year 10 or Year 11!

In Chinese background speakers' level, students develop and apply linguistic and intercultural knowledge, understanding and their skills to communicate meaningfully with people including to exchange and explain information, opinions and ideas in Chinese. Students are given opportunities to examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

### Assessment

- Assessment Type 1: Interaction (20%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Text Analysis (20%)

- Assessment Type 4: Investigation (40%)

Students complete 5 assessment tasks, which include:

- one interaction
- one text production
- one text analysis
- one response in Chinese and one reflective response in English for the investigation.

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

(1CHI20) For a 20-credit subject, students should provide evidence of their learning through ten assessments, with at least two assessments from each assessment type. The remaining assessments may be undertaken from any assessment type. Each assessment type should have a weighting of at least 20%.

### Prerequisites

The background speakers level languages are designed for students who have a background in the language and who have had more than one year's education in a country where the language is spoken.

**Duration:** Two Semesters

**Cost:** \$45.00 in Semester 1, \$70 in Semester 2

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Stage 2 Chinese (background speakers) (2CHI20)

### Overview

Stage 2 Chinese (background speakers) is a 20-credit subject. In Chinese at background speakers' level, students develop and apply linguistic and intercultural knowledge, understanding and their skills to communicate meaningfully with people including to exchange and explain information, opinions and ideas in Chinese. Students are given opportunities to examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

### Assessment

Internal Assessment (70%)

- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

Students should provide evidence of their learning through eight to ten assessments, including the

external assessment component. Students undertake:

- three to five assessments for the folio
- one oral presentation in Chinese, one written response to the topic in Chinese, and one reflective response in English for the in-depth study
- one oral examination
- one written examination

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

### Prerequisites

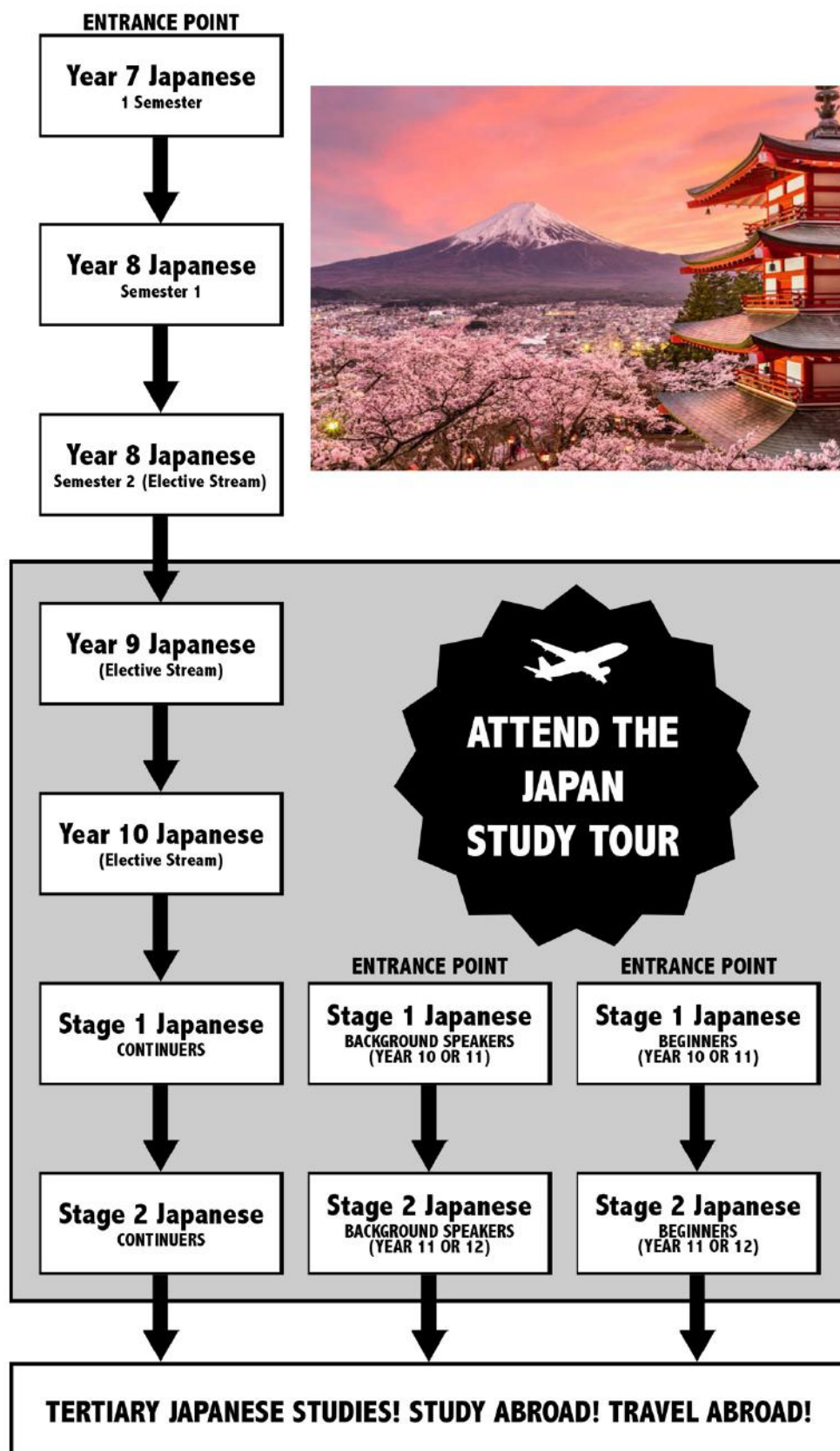
Eligibility criteria apply for entry to a program at continuer's level. Students will have studied the language at junior secondary level and Stage 1 Chinese continuers course.

**Duration:** One year

**Cost:** \$80.00/year

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

# Japanese



## Year 7 Japanese (beginners) (FJ101)

### Overview

**Year 7 Japanese, students learn about the various cultures of Japan, including Kabuki, origami and Anime. They are introduced to tasty Japanese food and learn how to introduce themselves. A fun introductory semester to all things Japan!**

This subject is an introduction to the language and culture of Japan. Students will:

- develop oral and listening skills, as well as an understanding of cultural norms through the topics of greetings, numbers, classroom language and food;
- learn to read and write the Hiragana script, as well as some characters from the Katakana and Kanji scripts;
- explore Japanese modern culture by watching animation, playing traditional games and a food related activity.

### Assessment

- Text Production Task (15%)
- Oral Presentation (15%)
- Aural Analysis (15%)
- Text Analysis (15%)
- End of Topic Test and Reflection (30%)
- Grammar Quizzes and Vocabulary tests (10%)

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

### Prerequisites

Eligibility criteria apply for entry to a beginners-level program. The beginner's level languages are designed for students with little or no previous

knowledge and/or experience of the language before undertaking Year 7.

**Duration:** One semester

**Cost:** \$35/Semester

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Year 8 Japanese Semester 1 (FJ201)

### Overview

**In Year 8, students talk about what activities they like and people they aspire to be. This semester solidifies basic conversation skills in Japanese.**

Students will develop writing, oral and listening skills, as well as an understanding of cultural norms through learning how to:

- develop oral and listening skills, as well as an understanding of cultural norms through the topics of time, daily routines, school;
- expand their knowledge and understanding of Kanji characters;
- explore Japanese modern culture by watching and reading accounts of high school life in Japan.

This subject is essential for students who wish to continue Japanese study in Semester 2.

### Assessment

- Text Production Task (15%)
- Oral Presentation (15%)
- Aural Analysis (15%)
- Text Analysis (15%)
- End of Topic Test and Reflection (30%)
- Grammar Quizzes and Vocabulary tests (10%)

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

### **Prerequisites**

This subject is for students who have done at least 6 months to 1 year of Japanese. It assumes ability to read and write simple sentences in Japanese.

**Duration:** One semester

**Cost:** \$35/Semester

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## **Year 8 Japanese Semester 2 (FJ202)**

### **Overview**

**Japanese is now in the elective stream and students choose this semester to advance their skills. When students choose this semester, they are eligible to attend the Japanese study tour. Students enjoy this semester as they indulge in various celebrations in Japan and all the food that comes with this.**

Students will develop oral and listening skills, as well as an understanding of cultural norms through the study of:

- seasons, hobbies, anime and manga characters;
- new Kanji characters relating to adjectives and body parts;
- vocabulary and grammar to create more complex sentences;
- oral texts to describe appearances and discuss hobbies.

This subject is essential for students who wish to continue Japanese study in Year 9.

### **Assessment**

- Text Production Task (15%)
- Oral Presentation (15%)
- Aural Analysis (15%)
- Text Analysis (15%)
- End of Topic Test and Reflection (30%)
- Grammar Quizzes and Vocabulary tests (10%)

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

### **Prerequisites**

This course is for students who have completed at least 1 year of Japanese and continues from Year 8 Semester 1 (FJ201). It is assumed students can read and write simple paragraphs.

**Duration:** One semester

**Cost:** \$35/Semester

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## **Year 9 Japanese Semester 1 (FJ301)**

### **Overview**

**Students studying Japanese in this elective course are developing their conversation skills and learn the fun art of bargaining in Japanese. This course brings about many laughing experiences.**

Students will develop writing, oral and listening skills, as well as an understanding of cultural norms in Japan through learning how to:

- make plans to hang out with friends to discuss current trends in Japan

- develop intercultural through studies of major milestones for Japanese and Australian teenagers

### Assessment

- Text Production Task (15%)
- Oral Presentation (15%)
- Aural Analysis (15%)
- Text Analysis (15%)
- End of Topic Test and Reflection (30%)
- Grammar Quizzes and Vocabulary tests (10%)

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

### Prerequisites

Love of learning a new culture.

**Duration:** One semester

**Cost:** \$40/Semester

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Year 9 Japanese Semester 2 (FJ302)

### Overview

Students studying Japanese in this elective course are developing their understanding of Japanese culture and learning how young Japanese people interact with each other.

Students will develop an understanding of cultural norms in Japan through learning how to:

- describe their school subjects and daily routines

- use time, space and directions in Japanese culture
- try Japanese food and write a review

### Assessment

- Text Production Task (15%)
- Oral Presentation (15%)
- Aural Analysis (15%)
- Text Analysis (15%)
- End of Topic Test and Reflection (30%)
- Grammar Quizzes and Vocabulary tests (10%)

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

### Prerequisites

Love of learning a new culture.

**Duration:** One semester

**Cost:** \$70/Semester

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Year 10 Japanese (10JAP) (Beginners)

### Overview

This Japanese elective course is the favourite throughout all the Japanese studies. Japanese students are taking Food Technology in Japanese. So much tasty Japanese food!

This subject continues student learning of the language and culture of Japan. The structure of this semester course is based on the CLIL model (Content and Language Integrated Learning). This



means that students will be learning a particular subject/ skill completely in Japanese. This semester is Food Technology.

Year 10 Japanese continues student learning of the language and culture of Japan. Students will:

- develop skills required in a kitchen and the ability to cook Japanese food. They will do this through an understanding of Japanese cultural norms through the food they eat
- study simple written texts, in the form of food safety manuals, recipes and cooking demonstrations. They also explore the various meals that come from different parts of Japan.

### Assessment

- Text Production Task (15%)
- Oral Presentation (15%)
- Aural Analysis (15%)
- Text Analysis (15%)
- End of Topic Test and Reflection (30%)
- Grammar Quizzes and Vocabulary tests (10%)

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

### Prerequisites

Love of learning a new culture.

**Duration:** One semester

**Cost:** \$70.00/Semester

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Year 10 Japanese (10JAP) (Continuers)

### Overview

**Students studying Japanese in this elective course are exploring the differences and similarities in shopping culture between Japan and Australia. Year 10 students are putting their language skills into real use when they are learning about PLP in Japanese related to occupations and future career.**

Students will consolidate their understanding of Katakana script as well as approximately 10 new Kanji characters.

- Language studied will include past tense plain forms verbs in the positive and negative, たい (tai) form and plain form + とおもいます。
- Students will develop their oral and listening skills through a range of group and individual activities through topics of shopping and locations
- Intercultural knowledge will be developed through studies of cultural differences in teenager's aspirations for the future between Australia and Japan.

### Assessment

- Text Production Task (15%)
- Oral Presentation (15%)
- Aural Analysis (15%)
- Text Analysis (15%)
- End of Topic Test and Reflection (30%)
- Grammar Quizzes and Vocabulary tests (10%)

*Students who follow this pathway will enter Stage 1 Japanese Continuers.*

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

### **Prerequisites**

A love of learning a new culture.

**Duration:** Two Semesters

**Cost:** \$40.00 in Semester 1, \$70 in Semester 2

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## **Stage 1 Japanese (Beginners) (1JAB10)**

### **Overview**

**This course is a great course for students who wish to start their Japanese studies. It starts right from the beginning and can be taken in either Year 10 or Year 11!**

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.

This course is offered to both Year 10 and Year 11 Students.

### **Assessment**

Assessment Type 1: Interaction (50%)

Assessment Type 2: Text Production (25%)

Assessment Type 3: Text Analysis (25%)

Students complete 4-5 assessment tasks, which include:

- one interacting in spoken Japanese
- one presenting in spoken Japanese, for the interaction
- one text production
- one text analysis assessment

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

(1JAB20) For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments, with at least two assessments from each assessment type. The remaining assessments may be undertaken from any assessment type. Each assessment type should have a weighting of at least 20%.

### **Prerequisites**

Eligibility criteria apply for entry to a beginners-level program. The beginner's 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.

**Duration:** Two Semesters

**Cost:** \$45.00 in Semester 1, \$70 in Semester 2

## **Stage 2 Japanese (beginners) (2JAB20)**

### **Overview**

**Students extend 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.

## Assessment

Internal Assessment (70%)

- Assessment Type 1: Interaction (30%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Text Analysis (20%)

External Assessment (30%)

- Assessment Type 4: Examination (30%)

Students complete 8-10 assessment tasks, which include:

- one interacting in spoken Japanese
- one presentation and discussion in spoken Japanese, for the interaction
- one writing in Japanese,
- one responding to written texts in Japanese, for the text production
- one analysing and interpreting spoken texts,
- one analysing and interpreting written texts, for the text analysis
- one oral examination
- one written examination

The remaining assessments may be undertaken from any of Assessment Types 1, 2 or 3.

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

## Prerequisites

Eligibility criteria apply for entry to a beginners-level program. This course is for students who have completed Stage 1 Japanese beginners.

**Duration:** One year

**Cost:** \$80.00/year

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities*

# Stage 1 Japanese (continuers) (1JAC10)

## Overview

This course follows on from Year 10 Japanese.

In Japanese at continuer's level, students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

## Assessment

- Assessment Type 1: Interaction (20%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Text Analysis (20%)
- Assessment Type 4: Investigation (40%)

Students complete 4-5 assessment tasks, which include:

- one interaction
- one text production
- one text analysis
- one response in Japanese and one reflective response in English for the investigation.

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

(1JAC20) For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments, with at least two assessments from each assessment type. The remaining assessments may be undertaken from any assessment type. Each

assessment type should have a weighting of at least 20%.

### Prerequisites

Eligibility criteria apply for entry to a program at continuer's level. Students will have studied the language at junior secondary level.

**Duration:** Two Semesters

**Cost:** \$45.00 in Semester 1, \$70 in Semester 2

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Stage 2 Japanese (continuers) (2JAC20)

### Overview

Stage 2 Japanese (continuers) is a 20-credit subject. In Japanese at continuer's level, students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to extend their knowledge, awareness, and understanding of the interdependence of language, culture and identity. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

### Assessment

Internal Assessment (70%)

- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- three to five assessments for the folio
- one oral presentation in Japanese, one written response to the topic in Japanese, and one reflective response in English for the in-depth study
- one oral examination
- one written examination

It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.

### Prerequisites

Eligibility criteria apply for entry to a program at continuer's level. Students will have studied the language at junior secondary level and Stage 1 Japanese continuers course.

**Duration:** One year

**Cost:** \$80.00/year

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Stage 1 Japanese (background speakers) (1JAP10)

### Overview

This course is offered to student who have had school in Indonesia. It can be taken in either Year 10 or Year 11!

In Japanese background speakers' level, students develop and apply linguistic and intercultural knowledge, understanding and their skills to

**communicate meaningfully with people including to exchange and explain information, opinions and ideas in Japanese. Students are given opportunities to examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.**

### **Assessment**

- Assessment Type 1: Interaction (20%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Text Analysis (20%)
- Assessment Type 4: Investigation (40%)

Students complete 5 assessment tasks, which include:

- one interaction
- one text production
- one text analysis
- one response in Japanese and one reflective response in English for the investigation.

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

(1JAP20) For a 20-credit subject, students should provide evidence of their learning through ten assessments, with at least two assessments from each assessment type. The remaining assessments may be undertaken from any assessment type. Each assessment type should have a weighting of at least 20%.

### **Prerequisites**

The background speakers level languages are designed for students who have a background in the language and who have had more than one year's education in a country where the language is spoken.

**Duration:** Two Semesters

**Cost:** \$45.00 in Semester 1, \$70 in Semester 2

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## **Stage 2 Japanese (background speakers) (2JAP20)**

### **Overview**

**Stage 2 Japanese (background speakers) is a 20-credit subject. In Japanese at background speakers' level, students develop and apply linguistic and intercultural knowledge, understanding and their skills to communicate meaningfully with people including to exchange and explain information, opinions and ideas in Japanese. Students are given opportunities to examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.**

### **Assessment**

Internal Assessment (70%)

- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- three to five assessments for the folio
- one oral presentation in Japanese, one written response to the topic in Japanese, and one reflective response in English for the in-depth study
- one oral examination
- one written examination

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

### **Prerequisites**

Eligibility criteria apply for entry to a program at continuer's level. Students will have studied the

language at junior secondary level and Stage 1 Japanese continuers course.

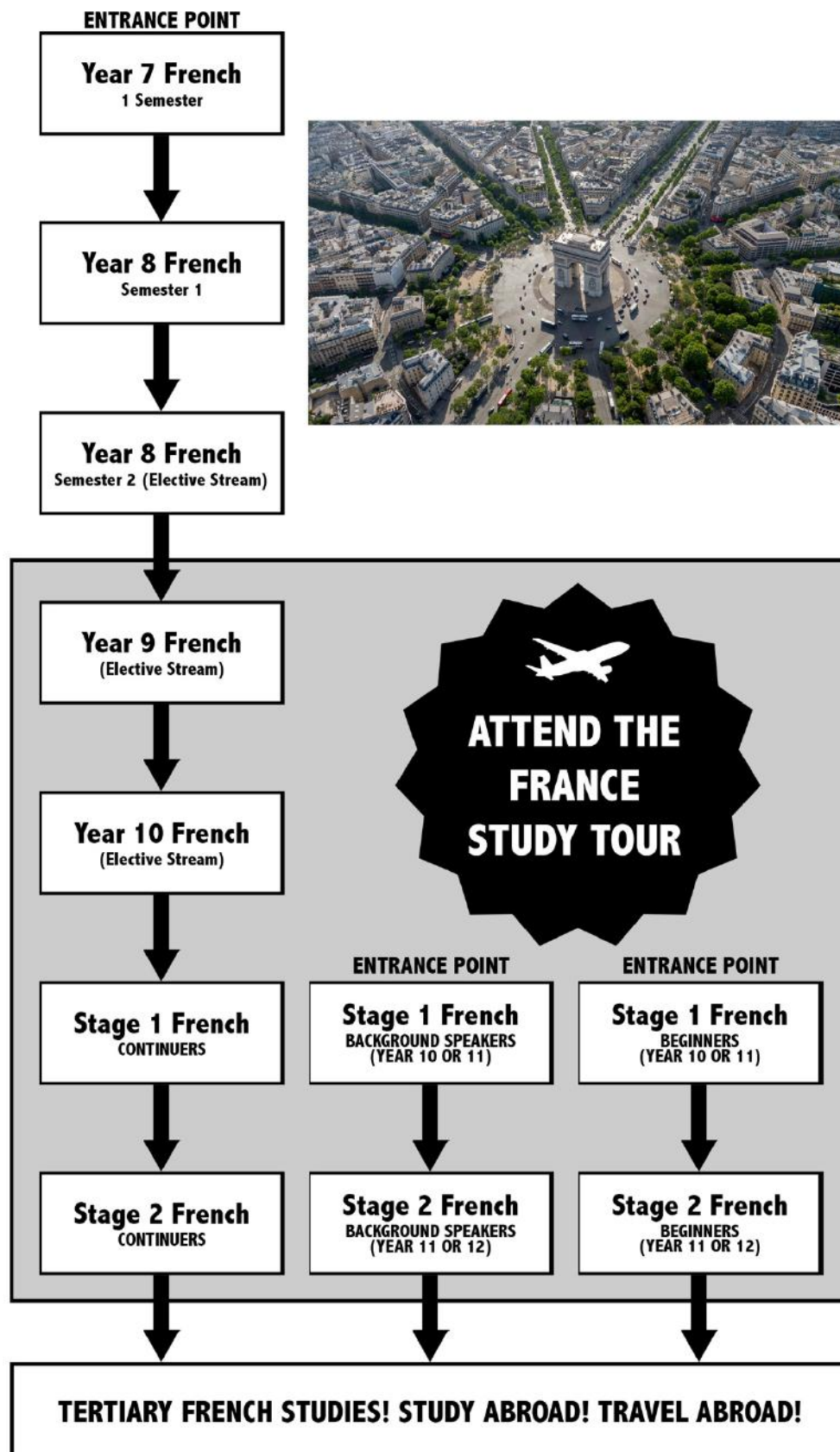
**Duration:** One year

**Cost:** \$80.00/year

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*



# French



## Stage 1 French (Beginners) (1FRB10)

### Overview

**This course is a great course for students who wish to start their French studies. It starts right from the beginning and can be taken in either Year 10 or Year 11!**

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. This course is offered to both Year 10 and Year 11 Students.

### Assessment

Assessment Type 1: Interaction (50%)

Assessment Type 2: Text Production (25%)

Assessment Type 3: Text Analysis (25%)

Students complete 4-5 assessment tasks, which include:

- one interacting in spoken French
- one presenting in spoken French, for the interaction
- one text production
- one text analysis assessment

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

(1FRB20) For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments, with at least two assessments from each assessment type. The remaining assessments

may be undertaken from any assessment type. Each assessment type should have a weighting of at least 20%.

### Prerequisites

Eligibility criteria apply for entry to a beginners-level program. The beginner's 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.

**Duration:** Two Semesters

**Cost:** \$45.00 in Semester 1, \$70 in Semester 2

## Stage 2 French (beginners) (2FRB20)

### Overview

**Students extend 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.**

### Assessment

Internal Assessment (70%)

- Assessment Type 1: Interaction (30%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Text Analysis (20%)

External Assessment (30%)

- Assessment Type 4: Examination (30%)

Students complete 8-10 assessment tasks, which include:

- one interacting in spoken French
- one presentation and discussion in spoken French, for the interaction
- one writing in French,
- one responding to written texts in French, for the text production
- one analysing and interpreting spoken texts,
- one analysing and interpreting written texts, for the text analysis
- one oral examination
- one written examination

The remaining assessments may be undertaken from any of Assessment Types 1, 2 or 3.

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

### Prerequisites

Eligibility criteria apply for entry to a beginners-level program. This course is for students who have completed Stage 1 French beginners.

**Duration:** One year

**Cost:** \$80.00/year

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities*

## Stage 1 French (continuers) (1FRC10)

### Overview

This course follows on from Year 10 French.

**In French at continuer's level, students develop their skills to communicate meaningfully with people across cultures. Students are given**

**opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.**

### Assessment

- Assessment Type 1: Interaction (20%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Text Analysis (20%)
- Assessment Type 4: Investigation (40%)

Students complete 4-5 assessment tasks, which include:

- one interaction
- one text production
- one text analysis
- one response in French and one reflective response in English for the investigation.

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

(1FRC20) For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments, with at least two assessments from each assessment type. The remaining assessments may be undertaken from any assessment type. Each assessment type should have a weighting of at least 20%.

### Prerequisites

Eligibility criteria apply for entry to a program at continuer's level. Students will have studied the language at junior secondary level.

**Duration:** Two Semesters

**Cost:** \$45.00 in Semester 1, \$70 in Semester 2

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Stage 2 French (continuers) (2FRC20)

### Overview

**Stage 2 French (continuers) is a 20-credit subject. In French at continuer's level, students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to extend their knowledge, awareness, and understanding of the interdependence of language, culture and identity. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.**

### Assessment

Internal Assessment (70%)

- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- three to five assessments for the folio
- one oral presentation in French, one written response to the topic in French, and one reflective response in English for the in-depth study
- one oral examination
- one written examination

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

### Prerequisites

Eligibility criteria apply for entry to a program at continuer's level. Students will have studied the language at junior secondary level and Stage 1 French continuers course.

**Duration:** One year

**Cost:** \$80.00/year

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Stage 1 French (background speakers) (1FRA10)

### Overview

**This course is offered to student who have had school in France. It can be taken in either Year 10 or Year 11!**

**In French background speakers' level, students develop and apply linguistic and intercultural knowledge, understanding and their skills to communicate meaningfully with people including to exchange and explain information, opinions and ideas in French. Students are given opportunities to examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.**

### Assessment

- Assessment Type 1: Interaction (20%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Text Analysis (20%)

- Assessment Type 4: Investigation (40%)

Students complete 5 assessment tasks, which include:

- one interaction
- one text production
- one text analysis
- one response in French and one reflective response in English for the investigation.

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

(1FRA20) For a 20-credit subject, students should provide evidence of their learning through ten assessments, with at least two assessments from each assessment type. The remaining assessments may be undertaken from any assessment type. Each assessment type should have a weighting of at least 20%.

### Prerequisites

The background speakers level languages are designed for students who have a background in the language and who have had more than one year's education in a country where the language is spoken.

**Duration:** Two Semesters

**Cost:** \$45.00 in Semester 1, \$70 in Semester 2

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

## Stage 2 French (background speakers) (2FRA20)

### Overview

**Stage 2 French (background speakers) is a 20-credit subject. In French at background speakers' level, students develop and apply linguistic and intercultural knowledge, understanding and their skills to communicate meaningfully with people including to exchange and explain information, opinions and ideas in French. Students are given opportunities to examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.**

### Assessment

Internal Assessment (70%)

- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- three to five assessments for the folio
- one oral presentation in French, one written response to the topic in French, and one reflective response in English for the in-depth study
- one oral examination
- one written examination

*It is anticipated that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically.*

**Prerequisites**

Eligibility criteria apply for entry to a program at continuer's level. Students will have studied the language at junior secondary level and Stage 1 French continuers course.

**Duration:** One year

**Cost:** \$80.00/year

*Cost covers a language booklet, notebook, display folder, ingredients for cooking and cultural activities.*

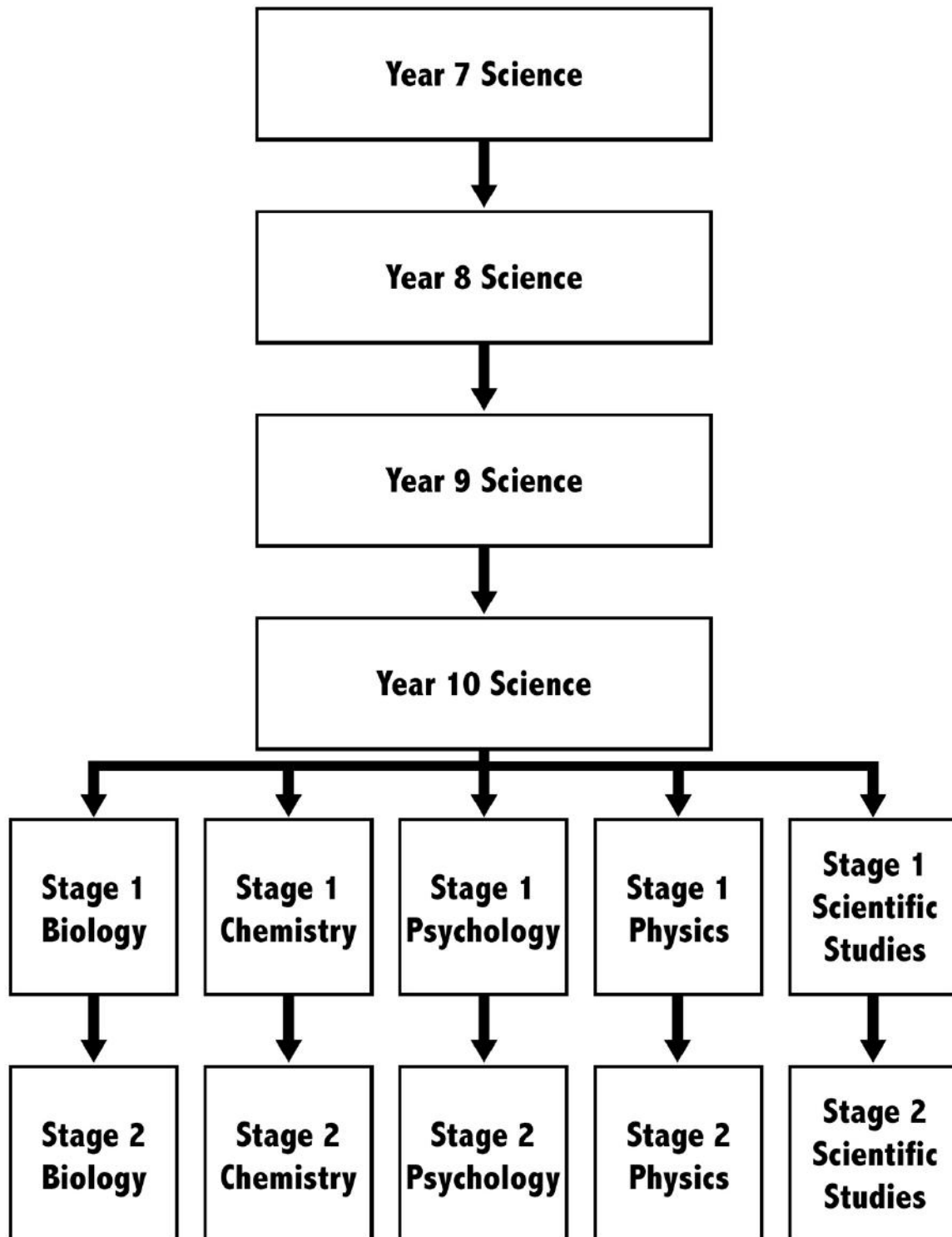




SCIENCE



# Science



## Year 7 Science (7SCI)

### Overview

By the end of Year 7, students explain how biological diversity is ordered and organised. They represent flows of matter and energy in ecosystems and predict the effects of environmental changes. They model cycles in the Earth-sun-moon system and explain the effects of these cycles on Earth phenomena. They represent and explain the impact of forces acting on objects. They use particle theory to explain the physical properties of substances and develop processes that separate mixtures. Students identify the factors that can influence the development of and lead to changes in scientific knowledge. They explain how scientific responses are developed and can impact society. They explain the role of scientific communication in shaping viewpoints, policies, and regulations.

Students plan and conduct safe, reproducible investigations to test relationships and aspects of scientific models. They identify potential ethical issues and intercultural considerations required for field locations or the use of secondary data. They use equipment to generate and record data with precision. They select and construct appropriate representations to organise data and information. They process data and information and analyse it to describe patterns, trends, and relationships. They identify possible sources of error in methods and identify unanswered questions in conclusions and claims. They identify evidence to support their conclusions and construct arguments to support or dispute claims. They select and use language and text features appropriate to their purpose and audience when communicating their ideas and findings.

How have systems of classification changed over time? How do they differ across cultures?

### Assessment

#### Semester 1 (50%)

- Analysis
- Investigation
- Examination

#### Semester 2 (50%)

- Analysis
- Exposition
- Examination

### Prerequisites

Successful completion of Year 6 Science

**Duration:** Full Year

**Cost:** Nil

## Year 8 Science (8SCI)

### Overview

By the end of Year 8, students explain the role of specialised cell structures and organelles in cellular function and analyse the relationship between structure and function at organ and body system levels. They apply an understanding of the plate tectonics theory to explain change patterns in the geosphere. They explain how the properties of rocks relate to their formation and influence their use. They compare different forms of energy and represent energy transfer and transformation in simple systems. They classify and describe different types of matter and distinguish between physical and chemical changes. Students analyse how different factors influence the development of and lead to changes in scientific knowledge. They analyse the key considerations that inform scientific responses and how these responses impact society. They analyse the importance of science communication in shaping viewpoints, policies and regulations.

Students plan and conduct safe, reproducible investigations to test relationships and explore models. They describe potential ethical issues and intercultural considerations needed for specific field locations or the use of secondary data. They select and use equipment to generate and record data with precision. They select and construct appropriate representations to organise and process data and information. They analyse data and information to describe patterns, trends and relationships and identify anomalies. They identify assumptions and sources of error in methods and analyse conclusions and claims with reference to conflicting evidence and unanswered questions. They construct evidence-based arguments to support conclusions and evaluate claims. They select and use language and text features appropriately for their purpose when communicating their ideas, findings and arguments to specific audiences.

## Assessment

### Semester 1 (50%)

- Analysis
- Investigation
- Examination

### Semester 2 (50%)

- Analysis
- Exposition
- Examination

*All folio assessments (written, oral and multi-modal) are anticipated to be submitted electronically.*

## Prerequisites

Successful completion of Year 7 Science

**Duration:** Full Year

**Cost:** Nil

# Year 9 Science (9SCI)

## Overview

By the end of Year 9, students explain how body systems provide a coordinated response to stimuli. They describe how the processes of sexual and asexual reproduction enable the species' survival. They explain how interactions within and between Earth's spheres affect the carbon cycle. They analyse energy conservation in simple systems and apply wave and particle models to describe energy transfer. They explain observable chemical processes in terms of changes in atomic structure, atomic rearrangement and mass. Students explain the role of publication and peer review in developing scientific knowledge and the relationship between science, technologies and engineering. They analyse the different ways in which science and society are interconnected.

Students plan and conduct safe, reproducible investigations to test or identify relationships and models. They describe how they have addressed ethical and intercultural considerations when generating or using primary and secondary data. They select and use equipment to create and record replicable data with precision. They select and construct appropriate representations to organise, process and summarise data and information. They analyse and connect data and information to identify and explain patterns, trends, relationships and anomalies. They explore the impact of assumptions and sources of error in methods and evaluate the validity of conclusions and claims. They construct logical arguments based on evidence to support conclusions and evaluate claims. They effectively select and use content, language and text features to achieve their purpose when communicating their ideas, findings and arguments to specific audiences.

## Assessment

### Semester 1 (50%)

- Analysis
- Investigation
- Examination

### Semester 2 (50%)

- Analysis
- Exposition
- Examination

*All folio assessments (written, oral and multi-modal) are anticipated to be submitted electronically.*

## Prerequisites

Successful completion of Year 8 Science

**Duration:** Full Year

**Cost:** Nil

# Year 10 Science (10SCI)

## Overview

Year 10 Science prepares students to undertake courses in Year 11.

By the end of Year 10, students explain the processes that underpin heredity and genetic diversity and describe the evidence supporting the theory of evolution by natural selection. They sequence critical events in the origin and development of the universe and describe the supporting evidence for the big bang theory. They describe trends in patterns of global climate change and identify causal factors. They explain how Newton's laws describe motion and apply them to predict the motion of objects in a system. They explain patterns and trends in the periodic table and predict the products of reactions and the effect of changing reactants and reaction

conditions. Students analyse the importance of publication and peer review in the development of scientific knowledge and analyse the relationship between science, technologies and engineering. They analyse the key factors that influence interactions between science and society.

Students plan and conduct safe, valid and reproducible investigations to test relationships or develop explanatory models. They explain how they have addressed ethical and intercultural considerations when generating or using primary and secondary data. They select equipment and use it efficiently to generate and record appropriate sample sizes and replicable data with precision. They select and construct effective representations to organise, process and summarise data and information. They analyse and connect various data and information to identify and explain patterns, trends, relationships and anomalies. They evaluate the validity and reproducibility of methods and the validity of conclusions and claims. They construct logical arguments based on analysing various evidence to support conclusions and evaluate claims. They effectively select and use content, language and text features to achieve their purpose when communicating their ideas, findings and arguments to diverse audiences.

## Assessment

### Semester 1

Assessment Type 1:

- Folio 1: Practical Investigation
- Folio 2: Design investigation
- Folio 3: SHE task

Assessment Type 2:

- SAT: Skills and Applications Tasks

### Semester 2

Assessment Type 1:

- Folio 1: Completion Practical Investigation
- Folio 2: Design Practical Investigation

- Folio 3: SHE task

Assessment Type 2:

- SAT: Skills and Applications Tasks

*All folio assessments (written, oral and multi-modal) are anticipated to be submitted electronically.*

## Prerequisites

Successful completion of Year 9 Science

**Duration:** Full Year

**Cost:** Nil

# Stage 1 Biology (1BGY10)

## Overview

The topics in Stage 1 Biology provide the framework for developing integrated learning programs through which students extend their skills, knowledge, and understanding of the three strands of science: science inquiry skills, science as a human endeavour and science understanding.

The topics for Stage 1 Biology are:

- Topic 1: Cells and microorganisms
- Topic 2: Infectious disease
- Topic 3: Multicellular organisms
- Topic 4: Biodiversity and ecosystem dynamics

For a 10-credit subject, students study a selection of concepts from at least two topics.

## Assessments

### Semester 1

The following assessment types enable students to demonstrate their learning in Stage 1 Biology. Four assessments are chosen from the next. Each assessment has a weighting of 25%. Students

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

Assessment Type 1:

- Folio 1: Practical Investigation
- Folio 2: Deconstruct
- Folio 3: SHE task

Assessment Type 2:

- SAT: Skills and Applications Task

### Semester 2

Assessment Type 1:

- Folio 1: Completion Practical Investigation
- Folio 2: Design Practical Investigation
- Folio 3: SHE task

Assessment Type 2:

- SAT1: Skills and Applications Task 1
- SAT1: Skills and Applications Task 2

*All folio assessments (written, oral and multi-modal) are anticipated to be submitted electronically using SACE naming conventions.*

## Prerequisites

Successful completion of Year 10 Science or 9SCI#1 with subject teacher's recommendation.

**Duration:** Full Year

**Cost:** Nil

# Stage 1 Chemistry (1CEM10)

## Overview

The topics in Stage 1 Chemistry provide the framework for developing integrated learning programs through which students extend their skills, knowledge, and understanding of the three strands

of science. The three strands of science to be integrated throughout student learning are science inquiry skills, science as a human endeavour and science understanding.

The topics for Stage 1 Chemistry are:

- Topic 1: Materials and their atoms
- Topic 2: Combinations of atoms
- Topic 3: Molecules
- Topic 4: Mixtures and solutions
- Topic 5: Acid and bases
- Topic 6: Redox reactions

## Assessments

### Semester 1

The following assessment types enable students to demonstrate their learning in Stage 1 Chemistry. Four assessments are chosen from the next. Each assessment has a weighting of 25%. Students complete at least one practical investigation, one investigation with a focus on science as a human endeavour and at least one skills and applications task.

Assessment Type 1:

- Folio 1: Practical Investigation
- Folio 2: Deconstruct
- Folio 3: SHE task

Assessment Type 2:

- SAT1: Skills and Applications Task 1
- SAT1: Skills and Applications Task 2

### Semester 2

Assessment Type 1:

- Folio 1: Completion Practical Investigation
- Folio 2: Design Practical Investigation
- Folio 3: SHE task

Assessment Type 2:

- SAT: Skills and Applications Task

*All folio assessments (written, oral and multi-modal) are anticipated to be submitted electronically using SACE naming conventions.*

## Prerequisites

Successful completion of Year 10 Science or 9SCI#1 with subject teacher's recommendation.

**Duration:** Full Year

**Cost:** Nil

## Stage 1 Psychology (1PSG10)

### Overview

The topics in Stage 1 Psychology provide the framework for developing integrated programs of learning through which students extend their knowledge, skills, and understanding of the three strands of science. The three strands of science to be integrated throughout student learning are science inquiry skills, science as a human endeavour and science understanding. Students study a selection of science understandings from at least two topics.

The topics for Stage 1 Psychology are:

- Topic 1: Cognitive Psychology
- Topic 2: Neuropsychology
- Topic 3: Lifespan Psychology
- Topic 4: Emotion
- Topic 5: Psychological Wellbeing
- Topic 6: Psychology in Context
- Topic 7: Negotiated Topic.

## Assessment

### Semester 1

Assessment Type 1: Investigations Folio

- one psychological investigation, which must include deconstruction of a problem and design of a psychological investigation.
- one investigation with a focus on science as a human endeavour.

#### Assessment Type 2: Skills and Applications Tasks

- Students undertake one or two skills and applications tasks.

#### Semester 2

##### Assessment Type 1: Investigations Folio

- one psychological investigation, which must include deconstruction of a problem and design of a psychological investigation.
- one investigation with a focus on science as a human endeavour.

#### Assessment Type 2: Skills and Applications Tasks

- Students undertake one or two skills and applications tasks.

*It is anticipated that all folio assessments (written, oral and multi-modal) will be submitted electronically using SACE naming conventions.*

#### Prerequisites

Successful completion of Year 10 Science

**Duration:** Full Year

**Cost:** Nil

## Stage 1 Physics (1PYI10)

#### Overview

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through scientific understanding. In their study of Physics, students extend their understanding of natural phenomena, from the subatomic world to the macro cosmos, and make predictions about them, using qualitative and quantitative models, laws, and theories to understand better the matter, forces, energy, and the interaction among them. By studying physics, students understand how new evidence can lead to refining existing models and theories and developing

different, more complex ideas, technologies, and innovations. Students develop and extend their inquiry skills, including 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.

The topics for Stage 1 Physics are:

- 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.

#### Assessment

##### Semester 1

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

##### Semester 2

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



### Prerequisites

Successful completion of Year 10 Science

**Duration:** Full Year

**Cost:** Nil

## Stage 1 Scientific Studies (1STU10)

### Overview

By focusing on science inquiry skills and scientific ways of observing, questioning, and thinking, students in Scientific Studies actively investigate and respond to authentic, engaging, and complex questions, problems, or challenges.

Students apply inquiry-based approaches to design and planning and undertake investigations on a short-term or more extended scale, responding to local or global situations. Both collaboratively and individually, they employ a scientific approach to collecting, representing, and analysing data using technological tools effectively.

Scientific inquiry is the basis for developing integrated learning programs through which students extend their skills, knowledge, and understanding of the three integrated strands: understanding of scientific concepts, science as a human endeavour and science inquiry skills.

The contexts that students use to explore and inquire into aspects of science should be chosen to suit their particular interests. These contexts should form a framework that enables students to actively engage in inquiry-based learning and further develop their understanding of scientific concepts.

### Assessments

#### Semester 1

Assessment Type 1: Inquiry Folio

Assessment Type 2: Collaborative Inquiry.

Students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- one inquiry folio comprising:
  - two tasks with a focus on science inquiry skills
  - one investigation with a focus on science as a human endeavour
- one collaborative inquiry.

#### Semester 2

Assessment Type 1: Inquiry Folio

Assessment Type 2: Collaborative Inquiry.

Students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- one inquiry folio comprising:
  - two tasks with a focus on science inquiry skills
  - one investigation with a focus on science as a human endeavour
- one collaborative inquiry.

*All folio assessments (written, oral and multi-modal) are anticipated to be submitted electronically using SACE naming conventions.*

### Prerequisites

Successful completion of Year 9 Science

**Duration:** Full Year

**Cost:** Nil

## Stage 2 Biology (2BGY20)

### Overview

The study of Biology is constructed around inquiry into and application of understanding 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 environments. Students investigate biological systems and their interactions from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes through macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

The topics for Stage 2 Biology are:

- Topic 1: DNA and Proteins
- Topic 2: Cells as the basis of life
- Topic 3: Homeostasis
- Topic 4: Evolution

### Assessments

The following assessment types enable students to demonstrate their learning in Stage 2 Biology:

- School Assessment (70%)
  - Assessment Type 1: Investigations Folio (30%)
  - Assessment Type 2: Skills and Applications Tasks (40%)
- External Assessment (30%)
  - Assessment Type 3: Examination (30%)

Students complete 8 Assessment Tasks, which include:

- at least two practical investigations
- one investigation with a focus on science as a human endeavour
- at least three skills and applications tasks
- one examination

At least one investigation or skills and applications task should involve collaborative work.

*All folio assessments (written, oral and multi-modal) are anticipated to be submitted electronically using SACE naming conventions.*

### Prerequisites

Must have completed Stage 1 Biology and be willing to buy Stage 2 Biology workbook.

**Duration:** Full Year

**Cost:** Nil

## Stage 2 Chemistry (2CEM10)

### Overview

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider examples of the benefits and risks of chemical knowledge to the broader community, along with the capacity of chemical knowledge to inform public debate on social and environmental

issues. The study of chemistry helps students make informed decisions about interacting with and modifying nature and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

## Assessments

The following assessment types enable students to demonstrate their learning in Stage 2 Chemistry:

### School Assessment (70%)

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%)

### External Assessment (30%)

- Assessment Type 3: Examination (30%)

**Students complete 8 Assessment Tasks, which include:**

- at least two practical investigations
- one investigation with a focus on science as a human endeavour
- at least three skills and applications tasks
- one examination

At least one investigation or skills and applications task should involve collaborative work.

*All folio assessments (written, oral and multi-modal) are anticipated to be submitted electronically using SACE naming conventions.*

## Prerequisites

Must have completed Stage 1 Chemistry and be willing to buy the Stage 2 Chemistry workbook.

**Duration:** Full Year

**Cost:** Nil

# Stage 2 Psychology (2PSG20)

## Overview

The study of psychology enables students to understand their behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, employment and leisure. Stage 2 Psychology is a 20-credit subject.

The topics in Stage 2 Psychology provide the framework for developing integrated learning programs through which students extend their knowledge, skills, and understanding of the three strands of science. The three strands of science to be integrated throughout student learning are science inquiry skills, science as a human endeavour and science understanding.

The topics for Stage 2 Psychology are:

- Topic 1: Psychology of the Individual
- Topic 2: Psychological Health and Wellbeing
- Topic 3: Organisational Psychology
- Topic 4: Social Influence
- Topic 5: The Psychology of Learning.

## Assessments

The following assessment types enable students to demonstrate their learning in Stage 2 Psychology.

### School assessment (70%)

Assessment Type 1: Investigations Folio (30%)

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

### External assessment (30%)

Assessment Type 3: Examination (30%).

- Students provide evidence of their learning through six or seven assessments, including the external assessment component.

Students complete:

- at least one psychological investigation
- one investigation with a focus on science as a human endeavour
- at least three skills and application tasks
- one examination.

*All folio assessments (written, oral and multi-modal) are anticipated to be submitted electronically using SACE naming conventions.*

### Prerequisites

Successful completion of Stage 1 Psychology

**Duration:** Full Year

**Cost:** Nil

## Stage 2 Physics (2PYI20)

### Overview

The study of physics is constructed around using qualitative and quantitative models, laws, and theories to understand better matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macro cosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

### Assessments

The following assessment types enable students to demonstrate their learning in Stage 2 Psychology.

### School assessment (70%)

Assessment Type 1: Investigations Folio (30%)

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

### External assessment (30%)

Assessment Type 3: Examination (30%).

- Students provide evidence of their learning through six or seven assessments, including the external assessment component.

Students complete:

- at least one psychological investigation
- one investigation with a focus on science as a human endeavour
- at least three skills and application tasks
- one examination.

At least one investigation or skills and applications task should involve collaborative work.

*All folio assessments (written, oral and multi-modal) are anticipated to be submitted electronically using SACE naming conventions.*

### Prerequisites

Must have completed Stage 1 Physics and be willing to buy Stage 2 Physics workbook.

**Duration:** Full Year

**Cost:** Nil

## Stage 2 Scientific Studies (2STU20)

### Overview

Students apply inquiry-based approaches to design and planning and undertake investigations on a short-term or more extended scale, responding to

local or global situations. Both collaboratively and individually, they employ a scientific approach to collecting, representing, and analysing data using technological tools effectively. After critically evaluating their procedures or models, students communicate scientifically to draw evidence-based conclusions that may lead to further testing and exploring more effective methods, solutions, or new questions.

## Assessments

The following assessment types enable students to demonstrate their learning in Stage 2 Scientific Studies:

### School Assessment (70%)

Assessment Type 1: Inquiry Folio

Assessment Type 2: Collaborative Inquiry

### External Assessment (30%)

Assessment Type 3: Individual Inquiry (30%).

Students provide evidence of their learning through seven assessments, including the external assessment. Students complete:

- One inquiry folio comprising:
  - three tasks with a focus on science inquiry skills
  - one investigation with a focus on science as a human endeavour
  - one individual inquiry design proposal
- One collaborative inquiry
- One individual inquiry.

*All folio assessments (written, oral and multi-modal) are anticipated to be submitted electronically using SACE naming conventions.*

## Prerequisites

Successful completion of Stage 1 Scientific Studies.

**Duration:** Full Year

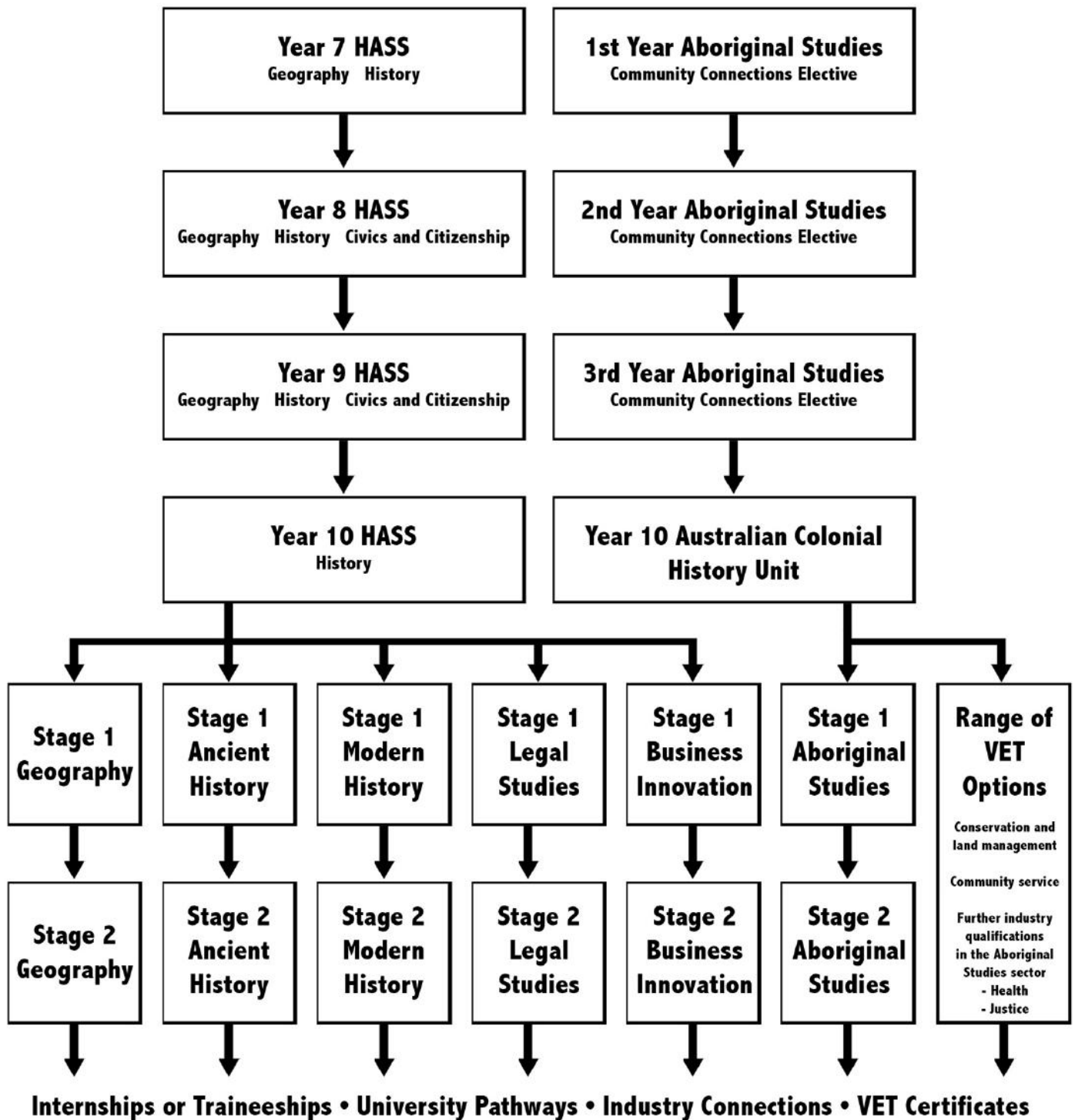
**Cost:** Nil





# HUMANITIES

# Humanities





# Year 7 Humanities and Social Sciences (7HASS)

## Overview

In the Year 7 Geography, students will complete:

- an introduction to reading and analysing a range of geographical maps and data, based on the concept of BOLTSS. This project culminates in students presenting a research project on 'My Culture' – analysing maps, photos and other evidence about their family culture.
- a detailed investigation into 'Water in the world'. 'Water in the world' focuses on water as an example of a renewable environmental resource. This project is an integrated learning project across the subjects of Science and Art. Students are able to apply their learning by engaging with Darwin Power - Water staff and an excursion to Darwin River Dam. The key inquiry questions for Year 7 Geography are:
  - How do people's reliance on places and environments influence their perception of them?
  - What effect does the uneven distribution of resources and services have on the lives of people?
  - What approaches can be used to improve the availability of resources and access to services?

In Year 7 History, students will complete:

- a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. Students study three key units; Aboriginal History, Ancient Rome – the destruction of Pompeii and an Ancient China – a

travel journal. The key inquiry questions for Year 7 are:

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

## Assessment

Geography

- Informative posters
- Inquiry project. Including a folio of classroom research; comprehension and analysis

History

- Annotated timeline
- News report
- Travel journal. Including a folio of classroom research; comprehension and analysis

## Prerequisites

There are no prerequisites. Only a curious mind!

**Duration:** Semester one – Geography; Semester two – History.

**Cost:** Nil

# Year 8 Humanities and Social Sciences (8HASS)

## Overview

In Year 8 Humanities and Social Sciences, students investigate three related subjects: Geography, History and Civics and Citizenship. The subjects are based on the ACARA Curriculum Frameworks 8.4 2022.

### **In Year 8 History, students will complete:**

- a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. Students study two key units; Medieval Europe and the era of European exploration, Christopher Columbus and the conquest of Aztec Culture in Latin America. The key inquiry questions for Year 8 are:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

### **In the Year 8 Geography, students will complete:**

- a study in the Year 8 curriculum for Geography: 'Landforms and landscapes' and 'Changing nations'. Students investigate the reasons for the high level of urban concentration in Australia, the distinctive features of Australia's human geography, and compares Australia with Asia, Europe & United States of America. Students complete a research project on 'Megacities'. The key inquiry questions for Year 8 Geography are:

- How do people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

### **In the Year 8 Civics and Citizenship, students will complete:**

- a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students complete an investigation on 'Federal Government in Australia' including a case study of local government in Palmerston and Darwin.

## **Assessment**

### **History**

- Investigation and analysis of evidence: primary and secondary sources.
- Historical inquiry based on a travel journal.

### **Geography**

- Report

### **Civics and Citizenship**

- Case- study. Local community research.

## **Prerequisites**

There are no prerequisites. Only a curious mind!

**Duration:** Semester one – History; Semester two – Geography and Civics & Citizenship.

**Cost:** Nil

# **Year 9 Humanities and Social Sciences (9HASS)**

## **Overview**

In Year 9 Humanities and Social Sciences, students investigate three related subjects; Geography, History and Civics and Citizenship. The subjects are based on the ACARA Curriculum Frameworks 8.4 2022.

**In Year 9 History, students will complete:**

- a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. Students study two key units; The Industrial Revolution and World War 1. The key inquiry questions for Year 9 are:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War 1.

**In the Year 9 Geography, students will complete:**

- a study of: 'Biomes and food security' and 'Geographies of interconnections'. The first unit examines distinctive aspects of biomes, food production and food security with studies drawn from Australia and across the world. The second unit examines the impact of the BP 'Deep-Water Horizon' environmental disaster in the Gulf of Mexico. The key inquiry questions for Year 9 Geography are:

- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

**In the Year 9 Civics and Citizenship, students will complete:**

- a study of Australia's political system and how it enables change. They investigate the features and

principles of Australia's court system, including its role in applying and interpreting Australian law.

**Assessment****History**

- Investigation and analysis of evidence: primary and secondary sources.
- News-report based on historical inquiry.

**Geography**

- Report

**Civics and Citizenship**

- Inquiry into the legal system in Australia, including a case study.

**Prerequisites**

There are no prerequisites. Only a curious mind!

**Duration:** Semester one – History; Semester two – Geography and Civics & Citizenship.

**Cost:** Nil

## Year 10 Humanities and Social Sciences (10HASS)

**Overview**

In Year 10 Humanities and Social Sciences, students investigate one unit of History. The subject areas of Geography and Civics and Citizenship are applied in various research activities. The subjects are based on the ACARA Curriculum Frameworks 8.4 2022.

**In Year 10 History, students will complete:**

- a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of

political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing. Students will study two units: The causes of World War Two and the impact of military conflict (1939-1945) upon Australia. The key inquiry questions for Year 10 are:

- How did the nature of global conflict change during the twentieth century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

#### **Special note:**

In Year 10, the study of History involves an integrated approach to learning across a range of subject disciplines: Geography, Civics & Citizenship and Economics-Business.

### **Assessment**

History

- Investigation and analysis of evidence: primary and secondary sources.
- News-report based on historical inquiry.

### **Prerequisites**

There are no prerequisites. Only a curious mind!

**Duration:** One Semester - History

**Cost:** Nil

## **Year 7 to 10 Aboriginal Studies**

### **Overview**

All Australian Curriculum learning areas can contribute to the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority. Across Middle School Curriculum (Years 7-8-9) and Senior School Curriculum (Year 10) will address two distinct needs in Aboriginal and Torres Strait Islander education. The subjects are based on the ACARA Curriculum Frameworks 8.4 2022.

- that Aboriginal and Torres Strait Islander students are able to see themselves, their identities and their cultures reflected in the curriculum of each of the learning areas, can fully participate in the curriculum and can build their self-esteem
- that Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority is designed for all students to engage in reconciliation, respect and recognition of the world's oldest continuous living cultures.

**Curriculum framework for Aboriginal and Torres Strait Islander Histories and Culture. Students will complete investigation into three concepts:**

- The first key concept of the organising ideas highlights the special connection to Country/Place by Aboriginal and Torres Strait Islander Peoples and celebrates the unique belief systems that connect people physically and spiritually to Country/Place.
- The second concept examines the diversity of Aboriginal and Torres Strait Islander Peoples' culture through language, ways of life and experiences as expressed through historical, social and political lenses. It gives students opportunities to gain a deeper

understanding of Aboriginal and Torres Strait Islander Peoples' ways of being, knowing, thinking and doing.

- The third concept addresses the diversity of Aboriginal and Torres Strait Islander societies. It examines kinship structures and the significant contributions of Aboriginal and Torres Strait Islander Peoples on a local, national and global scale. How did the nature of global conflict change during the twentieth century?

### Cross-Curriculum Priority

In the Curriculum framework for Aboriginal and Torres Strait Islander Histories and Culture, a cross-curriculum priority, an integrated approach to learning is applied.

Learning areas that can be applied to study of Aboriginal and Torres Strait Islander Histories and Culture include

- English, Mathematics and Science
- Humanities and Social Sciences
- The Arts and Technologies
- Health and Physical Education.
- Languages and Work Studies.

### Assessment

History

- Investigation and analysis of evidence: primary and secondary sources.
- News-report based on historical inquiry.

### Prerequisites

In the Curriculum framework for Aboriginal and Torres Strait Islander Histories and Culture, a cross-curriculum priority, an integrated approach to learning is applied.

**Cost:** Nil

## Stage 1 Modern History (1MHS10)

### Overview

**In Stage 1 Modern History, students will complete:**

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

**Significant tasks that students are required to complete:**

1. understand and explore historical concepts
2. understand and explore the role of ideas, people, and events in history
3. analyse developments and/or movements in the modern world, and their short-term and long-term impacts
4. analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges
5. apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments
6. draw conclusions and communicate reasoned historical arguments.

What are the causes and consequences of change in places and environments and how can this change be

### Assessment

- Oral presentation.
- Source Analysis.

- Essay
- Historical study – investigation.

### **Prerequisites**

Completion of Year 10 HASS.

### **Duration**

Duration: 10 units = One semester. 20 units = Two semesters

**Cost:** Nil

## **Stage 1 Business Innovation (1BUS10)**

### **Overview**

In Stage 1 Business Innovation, students will: begin to develop the knowledge, skills, and understandings to analyse business operations in a modern economy. Students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. The customer is at the centre of the innovation process and the generation of viable business products, services, and processes.

**Significant tasks that students are required to complete:**

1. explore problems and generate possible solutions to meet customer problems or needs using a customer-focused approach
2. develop and apply financial awareness and decision-making skills using assumption-based planning tools
3. respond to and apply business and financial information to develop and communicate business models
4. analyse and evaluate the effectiveness of business models

5. explore and analyse opportunities presented by digital and emerging technologies in business contexts
6. apply communication and collaborative skills in business contexts.

### **Assessment**

- Interview and report.
- Investigation
- Infographic
- Business proposal: 'the pitch' and evaluation

### **Prerequisites**

Completion of Year 10 HASS.

### **Duration**

Duration: 10 units = One semester. 20 units = Two semesters

**Cost:** Nil

## **Stage 1 Legal Studies (1LEG10)**

### **Overview**

In Stage 1 Legal Studies, students will:

- explore and develop their understanding of the concepts of rights, fairness and justice, power, and change. These concepts are examined in the context of law-making, law enforcement, and dispute resolution, and should be applied to a range of contemporary Australian issues. Opportunities exist to consider alternative perspectives such as international law, customary law, and systems used in other jurisdictions.

**Significant tasks that students are required to:**

1. develop inquiry skills through questioning, exploration, discussion, and research of concepts, the law, and legal issues
2. demonstrate and communicate their understanding of concepts, legal principles, processes, and issues
3. analyse and apply legal principles and processes
4. evaluate legal arguments to reach a conclusion and, where appropriate, make recommendations
5. research, select, and acknowledge relevant sources
6. collaborate effectively with others to problem solve and build on the work of others.

**Assessment**

- Critical analysis Essay.
- Formal report.
- Collaborative presentation.

**Prerequisites**

Completion of Year 10 HASS.

**Duration**

Duration: 10 units = One semester. 20 units = Two semesters

**Cost:** Nil

## Stage 2 Legal Studies (2LEG20)

**Overview****In Stage 2 Legal Studies, students will:**

- explore rights and responsibilities, sources of law and adversarial and inquisitorial dispute resolution processes. They examine how people, governments and institutions shape the law and how law controls, shapes and regulates interactions between people, institutions and government.

**Significant tasks that students are expected to complete include:**

1. demonstrate an understanding of legal principles and processes
2. demonstrate an understanding of ways that legal systems balance competing interests or tensions
3. demonstrate civic literacy through inquiry
4. critically analyse and apply legal principles, processes, and concepts to case studies, the law, and/or issues
5. develop conceptual understanding and application to various contexts
6. communicate and evaluate legal arguments and make informed recommendations.

**Assessment**

- four folio tasks
- one inquiry
- one examination types

**Prerequisites**

Completion of Stage 1 Legal Studies

**Duration**

Duration: 20 units = Two semesters

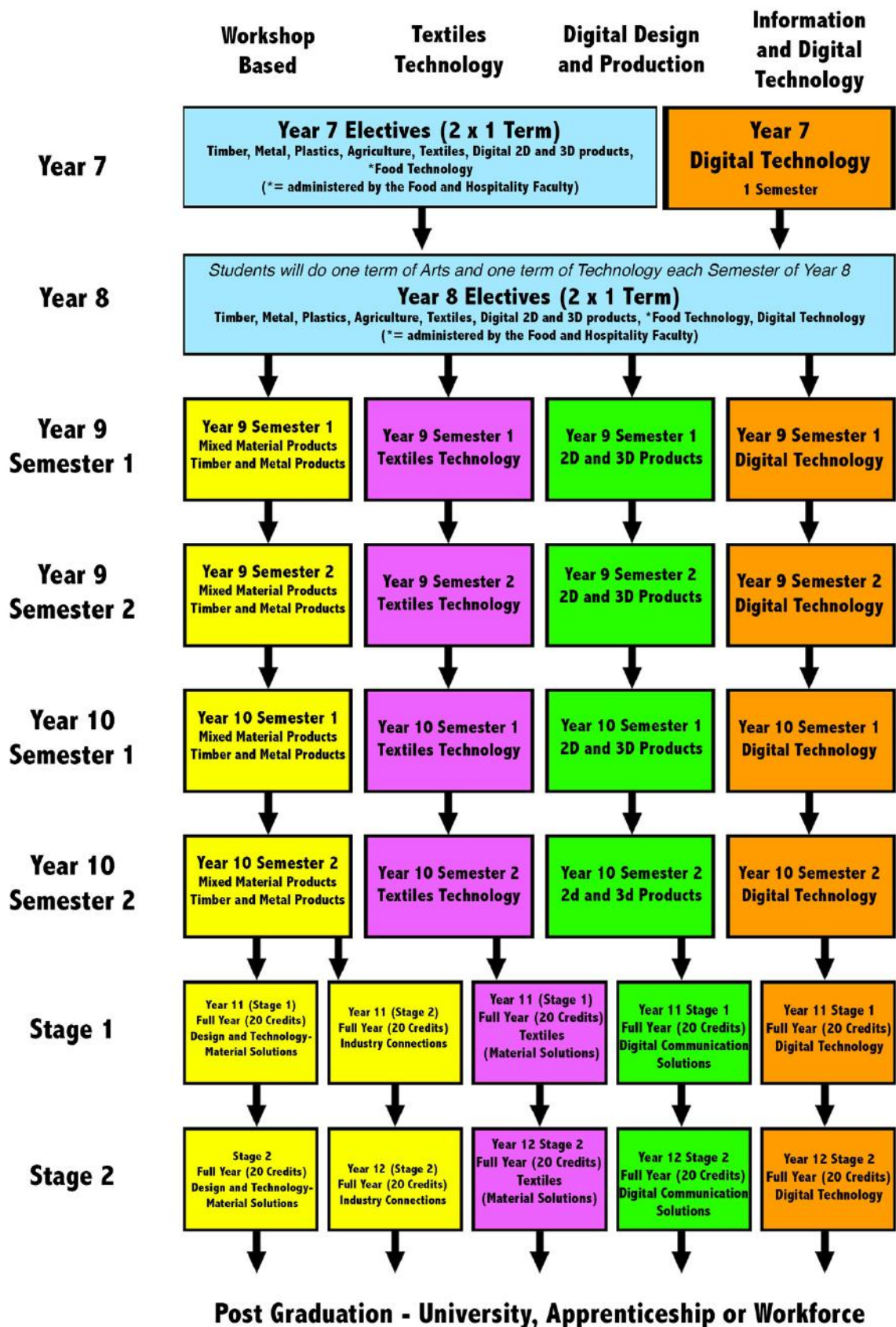
**Cost:** Nil





# INDUSTRIAL TECHNOLOGY AND DESIGN

# Industrial Technology & Design



# Year 7 Electives- Design and Technology (Workshop and Textiles)

## Overview

The Year 7 electives program is designed to provide students with an experience across a range of subject areas in order to give them an understanding of the options available to them later in Secondary School. Throughout Year 7 students will undertake two different contexts, for one term each. The contexts taught may differ from time to time depending on staffing and facility availability.

The contexts and related details are as follows:

- Timber- Simple Timber Box (DT101)
- Metal- Wind Chimes (DM101)
- Plastics- Fridge Magnet (DP101)
- Agriculture- Mini Garden (AG101)
- Textiles- Fabric Bags and Hats (TX101)
- Digital 2d and 3d Products- Digital Drawings/ 3d Printed Objects (DG101)

Students will be guided through the design thinking process and relevant production skills. In general the product will be generic enabling the students to focus on the development of specific skills. The design aspect of the course will enable students to have the opportunity to personalise/ customise their product for a specific user.

## Assessment

All contexts will be marked on a common marking scheme:

Safety Theory and Practical Tasks - 20%

Design Thinking Tasks - 30%

Production/ Construction Tasks - 50%

**Prerequisites:** Nil

**Duration:** One Term per context. Two contexts in Year 7.

**Cost:** \$30/ term (Workshop Based contexts).  
\$70/ term (Textiles)

# Year 7 Electives- Digital Technology (IT101)

## Overview

The Year 7 electives program is designed to provide students with an experience across a range of subject areas in order to give them an understanding of the options available to them later in Secondary School. In Year 7 students will undertake one semester of Digital Technology.

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with a wider range of Information systems as they broaden their experiences and involvement in national, regional and global activities. Students will be given the opportunity to gain skills that are specific to them being a student at MacKillop Catholic College, specifically the SEQTA Learning Management Platform and the Microsoft Office Suite of Programs.

Topics covered in Year 7 Digital Technology include:

- Algorithm planning
- Programming/ coding
- Networking
- Cyber security
- Student access to and use of SEQTA
- Basic functions of Microsoft Office programs.

## Assessment

Theory and Practical Tasks - 20%

Design Thinking Tasks - 30%

Production Tasks - 50%

**Prerequisites:** Nil

**Duration:** One Semester

**Cost:** \$30

## Year 8 Electives- Design and Digital Technologies

### Overview

The Year 8 electives program is designed to provide students with an experience across a range of subject areas in order to give them an understanding of the options available to them later in Secondary School. Throughout Year 8 students will undertake two different contexts, for one term each. It is intended that, where possible, students will undertake contexts they did not experience in Year 7. The contexts taught may differ from time to time depending on staffing and facility availability.

The contexts and related details are as follows:

- Digital Technology- Data, Data Analysis and modelling (IT201)
- Timber- Candle and Vase holder (DT201)
- Metal- Tool Caddy (DM201)
- Foam Movie Props (DF201)
- Electronics- LED Lamp (DE201)
- Textiles- Fabric Clothing Items (TX101)
- Digital 2d and 3d Products- Digital Drawings/ 3d Printed Objects (DD201)

Students will be guided through the design thinking process and relevant production skills. In general the

product will be generic enabling the students to focus on the development of specific skills. The design aspect of the course will enable students to have the opportunity to personalise/ customise their product for a specific user.

## Assessment

All contexts will be marked on a common marking scheme:

- Safety Theory and Practical Tasks - 20%
- Folio/ Design Thinking Tasks - 30%
- Production/ Construction Tasks - 50%

**Prerequisites:** Nil

**Duration:** One Term per context. Two contexts in Year 8.

**Cost:** \$30/ term (Digital Tech and Workshop Based contexts).  
\$70/ term (Textiles)

## Year 9 Electives- Design, Technology and Engineering - Mixed Materials and Engineering (DTE301 and DTE302)

### Overview

The Year 9 Mixed Materials and Engineering elective is designed to provide students with an opportunity to develop their interest in developing and making solutions to Design and Engineering based problems in a workshop setting. Rather than the traditional model of the teacher and the type of material



dictating the project, students will be given problems that they are required to solve.

Students will be challenged to explore the solutions to Design and Engineering based problems.

The types of problems students may be presented with include challenges that require both engineering and/or creative solutions.

Students will work, where appropriate, as individuals and collaboratively to investigate, design and create a solution. The contexts and materials may differ from time to time depending on staffing and facility availability.

This course is part of a continuum that develops skills and knowledge through Year 9, Year 10, Year 11 and Year 12. It is expected that students will, where possible, choose to continue to study DTE for the duration.

This course is a pre-requisite for future study of DTE subjects.

### **Assessment**

- Safety Theory and Practical Tasks - 20%
- Design Thinking Tasks - 40%
- Production/ Construction Tasks - 40%

**Prerequisites:** Nil

**Duration:** One Semester

**Cost:** \$60/ Semester

## **Year 9 Electives- Design, Technology and Engineering - Timber and Metal Products (DTM301 and DTM302)**

### **Overview**

The Year 9 Timber and Metal electives course is designed to provide students with an opportunity to develop their interest making objects in a workshop setting.

Students who choose this course will develop their workshop skills through a range of teacher directed projects aimed at developing workshop skills in Timber and Metal production.

Each semester will focus on one of the Materials. It is expected that students will undertake this course in both semesters in order to develop a wide range of workshop skills, many of which are interchangeable.

This course is part of a continuum that develops skills and knowledge through Year 9, Year 10, Year 11 and Year 12. It is expected that students will, where possible, choose to continue to study DTE for the duration.

This course is a pre-requisite for future study of DTE subjects.

In previous years, students have produced:

- BBQs
- Firepits
- Seats/chairs
- Shelving and storage
- planter boxes
- tables

run through their game in order to improve overall concept.

### **Assessment**

- Safety Theory and Practical Tasks - 20%
- Production Skills Tasks - 30%
- Production/ Construction Tasks - 50%

**Prerequisites:** Nil

**Duration:** One Semester

**Cost:** \$70/ Semester

## **Year 9 Electives- Digital Technology (IDT301)**

### **Overview**

The Year 9 elective course is designed to provide students with an opportunity to further develop their interest in the area of Digital Technology.

This course is run as two semester long units, it is expected that students will continue this pathway for the whole of Year 9 and into the senior secondary years.

### **Semester 1:**

Students will undertake 2 focus areas which will culminate in their creation of complete, interactive products.

1. Using the original mythical stories of the Labyrinth and the Minotaur (Man with the head of a bull), students will research maze designs and design their own maze which they will use as the base concept for a game in Minecraft. The maze will involve making traps, beta testing with other students, level design and colour design.
2. Students will create a 2d platform game with the game engine GDevelop, students will be asked to pick two areas of focus for a final work. Areas of focus may be, sound design, level design, character design, colour and concept design. Students will get others to

### **Semester 2:**

Students will create a remote AI vehicle from scratch. The basic concepts of what the vehicle has to be will be given to the students however they must come up with the correct placement of wheels, computer (Arduino etc) wires and coding. This project involves a lot of trial and research. It is a very good project for the students to explore their own idea before stage 1 Digital Technologies.

### **Assessment**

Research Tasks/ Folio  
Project development and implementation  
Project Evaluations

**Prerequisites:** Nil

**Duration:** One Semester

**Cost:** \$50

## **Year 9 Electives- Design, Technology and Engineering - Textiles (DTX301 and DTX306)**

### **Overview**

The Year 9 Textiles elective is designed to provide students with an opportunity to develop their interest in developing and making solutions in a Textiles setting. Each unit is one semester in length.

### **Garment Construction - Sleepwear (DTX306)**

The garment construction and type, notably pattern selection, cutting, style, the number, and types of seams, lining and interfacing, play a significant role in

the draped appearance of a garment. Come and learn how to select a pattern and fabric suitable for you and the climate of Darwin, how to use an electric sewing machine, various stitches, seams, hem, darts and finishing techniques. Students will visit spotlight to select their materials required.

### **Fab Fashion – Garment Making (DTX301)**

Students will use a pattern to produce a garment of their desire. The garment construction and type, notably pattern selection, cutting, style, the number and types of seams, lining and interfacing, play a significant role in the appearance of a garment. Come and learn how to select a pattern and fabric suitable for you and the climate of Darwin, how to use an electric sewing machine, various stitches, seams, hem, darts and finishing techniques. Students need to communicate with the teacher about the product they desire to make to ensure that is manageable within the skills of the individual, the timeframe of the class and the amount budgeted for (student may need to purchase some of the fabric themselves if not within the budget). Students will visit spotlight to select their materials required.

### **Assessment**

- A research presentation on the history of night attire throughout time as well as their process for production (multi modal is encouraged)
- A sample book of seams and button holes
- A finished Garment

Students are commencing working towards the assessment types found in stage 1 and 2.

### **Assessment Type 1: Specialised Skills Tasks.**

- Students develop knowledge and skills through completing these specialised skills tasks. They apply the skills, processes, and techniques in the related context. The combined evidence for the specialised skills

task should be a maximum of 300 words if written, a maximum of 2 minutes if oral, or the equivalent in multimodal form.

### **Assessment Type 2: Design Process and Solution**

1. Part 1: Design development – Students show evidence of key design phases of investigation and analysis, design development, and planning.
2. Part 2 — Solution realisation. Students create and evaluate the solution. The student provides evidence of the solution in the form of images or a video recording and evaluates the completed solution. Students evaluate how well the requirements of the design brief have been met, including what worked well, what did not go according to plan, and what was learnt. Students consider possible modifications to improve the outcome, and discuss how the solution is to be used.

It is expected that Construction tasks will be completed in the set time frame and be available to be displayed at College based exhibitions and external events including the Fred's Pass and Royal Darwin Show.

### **Prerequisites**

This course is suitable for students who have completed Textiles in year 8, but students who are enthusiastic are welcome and they will undertake a foundation skills course.

**Duration:** One Semester per unit

**Cost:** \$120/ Semester



# **Year 9 Electives - Design, Technology and Engineering – 2D and 3D Digital Products (DDD301 and DDD302)**

## **Overview**

The Year 9 2D and 3D products elective is designed to provide students with an opportunity to develop their interest in developing and making solutions to Design and Engineering based problems within a Digital Design and Production setting.

Students will be provided with instruction and opportunities to learn about designing and the use of specific digital based design programs.

The types of problems students may be asked to work with include creating and producing products such as creative graphics, technical drawing and designs to be produced in a 3D manner (CNC cutting machines, 3D Printers).

Students will work, where appropriate, as individuals and collaboratively to investigate, design and create a solution. The contexts and materials may differ from time to time depending on staffing and facility availability.

This course is part of a continuum that develops skills and knowledge through Year 9, Year 10, Year 11 and Year 12. It is expected that students will, where possible, choose to continue to study DTE for the duration.

This course is a pre-requisite for future study of DTE subjects.

## **Assessment**

- Safety Theory and Practical Tasks - 20%
- Design Thinking Tasks - 40%
- Production/ Construction Tasks - 40%

**Prerequisites:** Nil

**Duration:** One Semester

**Cost:** \$60/ Semester

# **Year 10 Electives- Design, Technology and Engineering - Mixed Materials (DTE401 and DTE402)**

## **Overview**

The Year 10 electives program is designed to provide students with an opportunity to develop their interest making objects in a workshop setting. Rather than the traditional model of the teacher and the type of material dictating the project, students will be given problems that they are required to solve.

The parameters of the project will include specific materials and resources to be used. The range of materials that the projects may be required to use include the contexts from the Year 7 and 8 Electives Workshop Based programs.

- Timber, Metal, Foam, Electronics, Plastics and Agriculture

Students will work, where appropriate, as individuals and collaboratively to investigate, design and create a solution. The contexts and materials may differ from time to time depending on staffing and facility availability.

This course is part of a continuum that develops skills and knowledge through Year 9, Year 10, Year 11 and Year 12. It is expected that students will, where possible, choose to continue to study DTE for the duration.

This course is a pre-requisite for future study of DTE subjects.

### **Assessment**

- Safety Theory and Practical Tasks - 20%
- Design Thinking Tasks - 40%
- Production/ Construction Tasks - 40%

### **Prerequisites:**

Students must have completed at least 1 semester of a DTE subject at Year 9 or Year 10.

**Duration:** One Semester

**Cost:** \$60/ Semester

## **Year 10 Design, Technology and Engineering - Timber and Metal Products (DTM401 and DTM402)**

### **Overview**

The Year 10 Timber and Metal electives course is designed to provide students with an opportunity to develop their interest making objects in a workshop setting.

Students who choose this course will develop their workshop skills through a range of teacher directed projects aimed at developing workshop skills in Timber and Metal production.

Each semester will focus on one of the Materials. It is expected that students will undertake this course in both semesters in order to develop a wide range of workshop skills, many of which are interchangeable.

This course is part of a continuum that develops skills and knowledge through Year 9, Year 10, Year 11 and Year 12. It is expected that students will, where possible, choose to continue to study DTE for the duration.

This course is a pre-requisite for future study of DTE subjects.

In previous years, students have produced:

- BBQs
- Firepits
- Seats/chairs
- Shelving and storage
- planter boxes
- tables

### **Assessment**

- Safety Theory and Practical Tasks - 20%
- Production Skills Tasks - 30%
- Production/ Construction Tasks - 50%

**Prerequisites:** Nil

### **Duration:**

Students must have completed at least 1 semester of a DTE subject at Year 9 or Year 10.

**Cost:** \$70/ Semester

# Year 10 Electives- Digital Technology (IDT401)

## Overview

The Year 10 elective course is designed to provide students with an opportunity to further develop their interest in the area of Digital Technology.

This course is run as two semester long units, it is expected that students will continue this pathway for the whole of Year 10 and into the senior secondary years.

## Semester 1

Students will undertake 2 focus areas which will culminate in their creation of complete, operating products.

1. Students will begin learning about cyber security and will create a website based on 3 issues relating to cyber security and one blog post per week on news they have read on cyber security. It is important to bring students up to scratch with issues that are current in the world today.
2. Students will create a series of NFT's (Non Fungible Tokens) and a promotional website. Students will learn the concepts of cryptography and how it has infiltrated every aspect of the way we work in modern society. Students will also learn about bitcoin and will create a promotional website based on their NFT concept.

## Semester 2

Students will create a Raspberry Pi handheld game emulator. This involves creating the outside shell, coding the computer and finding an emulator. Coding the Raspberry Pi and inserting the Raspberry Pi. Students will also be learning about project management and understanding how to finalise a project in digital technologies.

## Assessment

Research Tasks/ Folio  
Project development and implementation  
Project Evaluations

## Prerequisites:

At least 1 Semester of Digital Technology at Year 9.

**Duration:** One Semester

**Cost:** \$75

# Year 10 Electives- Design, Technology and Engineering - Textiles (DTX401 and DTX402)

## Overview

In Textiles (Design, Technology, and Engineering), students will use the design and realisation process to design and construct Textiles based solutions for a range of contexts. The main focus at Year 10 is to develop a range of advanced skills that they will be able to employ in the Stage 1 (Year 11) and Stage 2 (Year 12) Textiles (Design, Technology and Engineering) courses.

The Textiles course provides a flexible framework that that will allow students to engage in a wide range of experiences related to textiles production through to customised garment production.

Textiles (Design, Technology, and Engineering provides opportunities for students to apply context specific manufacturing processes and use new and evolving technologies as well as traditional tools, machines and processes. Students will be instructed in the safe, efficient and correct use of Textiles specific equipment in order to CUT, SHAPE, JOIN and FINISH materials allowing them to produce high quality Textiles based products.

## Assessment

Students are commencing working towards the assessment types found in stage 1 and 2.

**Assessment Type 1: Specialised Skills Tasks.**

- Students develop knowledge and skills through completing these specialised skills tasks. They apply the skills, processes, and techniques in the related context. The combined evidence for the specialised skills task should be a maximum of 300 words if written, a maximum of 2 minutes if oral, or the equivalent in multimodal form.

**Assessment Type 2: Design Process and Solution**

2. Part 1: Design development – Students show evidence of key design phases of investigation and analysis, design development, and planning.
3. Part 2 — Solution realisation. Students create and evaluate the solution. The student provides evidence of the solution in the form of images or a video recording and evaluates the completed solution. Students evaluate how well the requirements of the design brief have been met, including what worked well, what did not go according to plan, and what was learnt. Students consider possible modifications to improve the outcome, and discuss how the solution is to be used.

It is expected that Construction tasks will be completed in the set time frame and be available to be displayed at College based exhibitions and external events including the Fred's Pass and Royal Darwin Show.

**Prerequisites**

Students need to have completed at least one semester of Textiles in Year 9 to move into Year 10, or discuss their previous textiles experience with the Textiles Coordinator before electing to study the subject.

**Duration:** One Semester per unit

**Cost:** \$120/ Semester

## Year 10 Electives - Design, Technology and Engineering – 2D and 3D Digital Products (DDD401 and DDD402)

**Overview**

The Year 10 2D and 3D products elective is designed to provide students with an opportunity to develop their interest in developing and making solutions to Design and Engineering based problems within a Digital Design and Production setting.

Students will be provided with instruction and opportunities to learn about designing and the use of specific digital based design programs.

The types of problems students may be asked to work with include creating and producing products such as creative graphics, technical drawing and designs to be produced in a 3D manner (CNC cutting machines, 3D Printers).

Students will work, where appropriate, as individuals and collaboratively to investigate, design and create a solution. The contexts and materials may differ from time to time depending on staffing and facility availability.

This course is part of a continuum that develops skills and knowledge through Year 9, Year 10, Year 11 and Year 12. It is expected that students will, where possible, choose to continue to study DTE for the duration.

This course is a pre-requisite for future study of DTE subjects.

## Assessment

- Safety Theory and Practical Tasks - 20%
- Design Thinking Tasks - 40%
- Production/ Construction Tasks - 40%

**Prerequisites:** Nil

**Duration:** One Semester

**Cost:** \$60/ Semester

## Stage 1 and Stage 2 Timber and Metal

### - Design, Technology and Engineering: Material Solutions (MRS10 and 2MRS20)

### - Industry Connections (2IC(A/B/C))

#### Overview

In Stage 1 and Stage 2 students will be given the opportunity to refine their workshop skills and knowledge. Students now have an choice of two different two workshop based courses depending on which best suits their NTCET pattern or pathway. Essentially, Industry Connections has a greater focus on practical skills with a definite future work place focus. Whereas Design Technology and Engineering: Material Solutions focuses on the Design aspect of the product development with an emphasis on rational and critical thinking.

Design, Technology and Engineering: Material Solutions

Students who are on a path towards a University Degree can study Design, Technology and

Engineering: Material Solutions (DTE-MS). This course can be counted towards a student's ATAR. In Year 11 students are able to undertake both Stage 1 Timber and Stage 1 Metal for 2 semesters each in Year 11. This can give students 40 Stage 1 NTCET Credits.

In Year 12 students can normally undertake one Stage 2 DTE course only. This will contribute 20 NTCET Credits.

#### Assessment:

Stage 1 (per Semester Long Unit)

3 x Specialist Skills (40 %)

Major Project and Associated Folio (60%)

Stage 2 (Year Long Unit)

3 x Specialist skills Tasks: 20%

Major Product/Solution and associated Folio - 50%

Resource Study (Externally Marked)- 30%

#### Prerequisites:

Stage 1: Design Technology and Engineering at Year 10 level (DTE- Mixed Material Products or DTE- Timber and Metal Products)

Stage 2: Design Technology and Engineering: Material Solutions at Stage 1

#### Cost:

Stage 1: \$80/ Semester.

Stage 2: \$90 + students self-fund their major project.

## Industry Connections

#### Overview

Students who are on a path that is working towards direct entry to the workforce or an Apprenticeship can study either Industry Connections or DTE:MS. Both will contribute 20 credit points to their NTCET. In Year 11 students can undertake up to 2 semester-long Stage 2 Industry Connections units in two different contexts (ie 2 x Timber and 2 x Metal) which

will give students 20 Stage 2 NTCET credits for each context.

In Year 12 students can undertake one or two Year-long courses at Stage 2 level. Each course will give students 20 Stage 2 Credits.

NB: Students can gain a Maximum of 60 Stage 2 Credits from Industry Connections Courses, these may be earned across Year 11 and 12.

### **Assessment:**

Work Skills Tasks and associated Theory (50%)

Industry Project (30%)

Reflection (20%)

### **Prerequisites:**

Stage 1: Design Technology and Engineering at Year 10 level (DTE- Mixed Material Products or DTE- Timber and Metal Products)

Stage 2: Industry Connections or Design Technology and Engineering In Year 11.

### **Cost:**

Stage 1: \$80/ Semester.

Stage 2: \$90 + students self-fund their major project.

## **Stage 1 Digital Technology (1DGT10)**

### **Overview**

The Stage 1 Digital Technology course is designed to provide students with an opportunity to extend their knowledge and interest in the area of Digital Technology.

This course is run as two semester long units, it is expected that students will continue this pathway for the whole of Year 11 and Year 12.

### **Excerpts taken from the SACE Subject descriptor:**

The study of Digital Technologies provides a platform for deep interdisciplinary learning. Students make connections with innovation in other fields and across other learning areas.

Students will create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Digital Technologies promotes learning through initiative, collaboration, creativity, and communication using project- and inquiry-based approaches.

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.

The course requires students to undertake learning and assessment in the following:

- Focus area 1: Programming
- Focus area 2: Advanced programming
- Focus area 3: Data analytics
- Focus area 4: Exploring innovations.

### **Assessment**

Assessment at Stage 1 is school-based.

Students will complete a minimum of 4 assessment tasks including:

- at least two project skills tasks
- at least one digital solution.

Students must have the opportunity to work collaboratively in at least one assessment.

**Prerequisites:**

At least 1 Semester of Digital Technology at Year 10 level.

**Duration:** One Semester

**Cost:** \$75

## **Stage 1 and Stage 2 TEXTILES - TEXTILES - Design, Technology and Engineering: Material Solutions (MRS10 and 2MRS20) - TEXTILES- Industry Connections (2IC(A/B/C))**

### **Overview**

In Stage 1 and Stage 2 students will be given the opportunity to refine their workshop skills and knowledge. Students now have a choice of two different two textiles based courses depending on which best suits their NTCET pattern or pathway.

Essentially, Industry Connections has a greater focus on practical skills with a definite future work place focus. Whereas Design Technology and Engineering: Material Solutions focuses on the Design aspect of the product development with an emphasis on rational and critical thinking.

**Design, Technology and Engineering: Material Solutions**

Students who are on a path towards a University Degree can study Design, Technology and Engineering: Material Solutions (DTE-MS). This course can be counted towards a student's ATAR.

In Year 11 students are able to undertake Stage 1 Textiles for 2 semesters. This can give students 20 Stage 1 NTCET Credits.

In Year 12 students can normally undertake one Stage 2 DTE course only (choose between Timber, Metal and Textiles). This will contribute 20 NTCET Credits.

See Mr Dimmick about your options If you would like to study more than one DTE:MS course at Year 12.

### **Excerpts taken from the SACE Subject descriptor:**

The study of Digital Technologies provides a platform for deep interdisciplinary learning. Students make connections with innovation in other fields and across other learning areas.

Students will create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Digital Technologies promotes learning through initiative, collaboration, creativity, and communication using project- and inquiry-based approaches.

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.

The course requires students to undertake learning and assessment in the following:

- Focus area 1: Programming
- Focus area 2: Advanced programming
- Focus area 3: Data analytics
- Focus area 4: Exploring innovations.

### Assessment

- Stage 1 (per Semester Long Unit)
- x Specialist Skills (40 %)
- Major Project and Associated Folio (60%)

### Stage 2 (Year Long Unit)

- x Specialist skills Tasks: 20%
- Major Product/Solution and associated Folio - 50%
- Resource Study (Externally Marked)- 30%

### Industry Connections

Students who are on a path that is working towards direct entry to the workforce or an Apprenticeship

can study either Industry Connections or DTE:MS. Both will contribute 20 credit points to their NTCET. In Year 11 students can undertake up to 2 semester-long Stage 2 Industry Connections units in two different contexts (Timber, Metal and/or Textiles) which will give students 20 Stage 2 NTCET credits for each context.

In Year 12 students can undertake one or two Year-long courses at Stage 2 level. Each course will give students 20 Stage 2 Credits.

NB: Students can gain a Maximum of 60 Stage 2 Credits from Industry Connections Courses, these may be earned across Year 11 and 12.


### Assessment:

Work Skills Tasks and associated Theory (50%)  
Industry Project (30%)  
Reflection (20%)

**Prerequisites:** Not specified

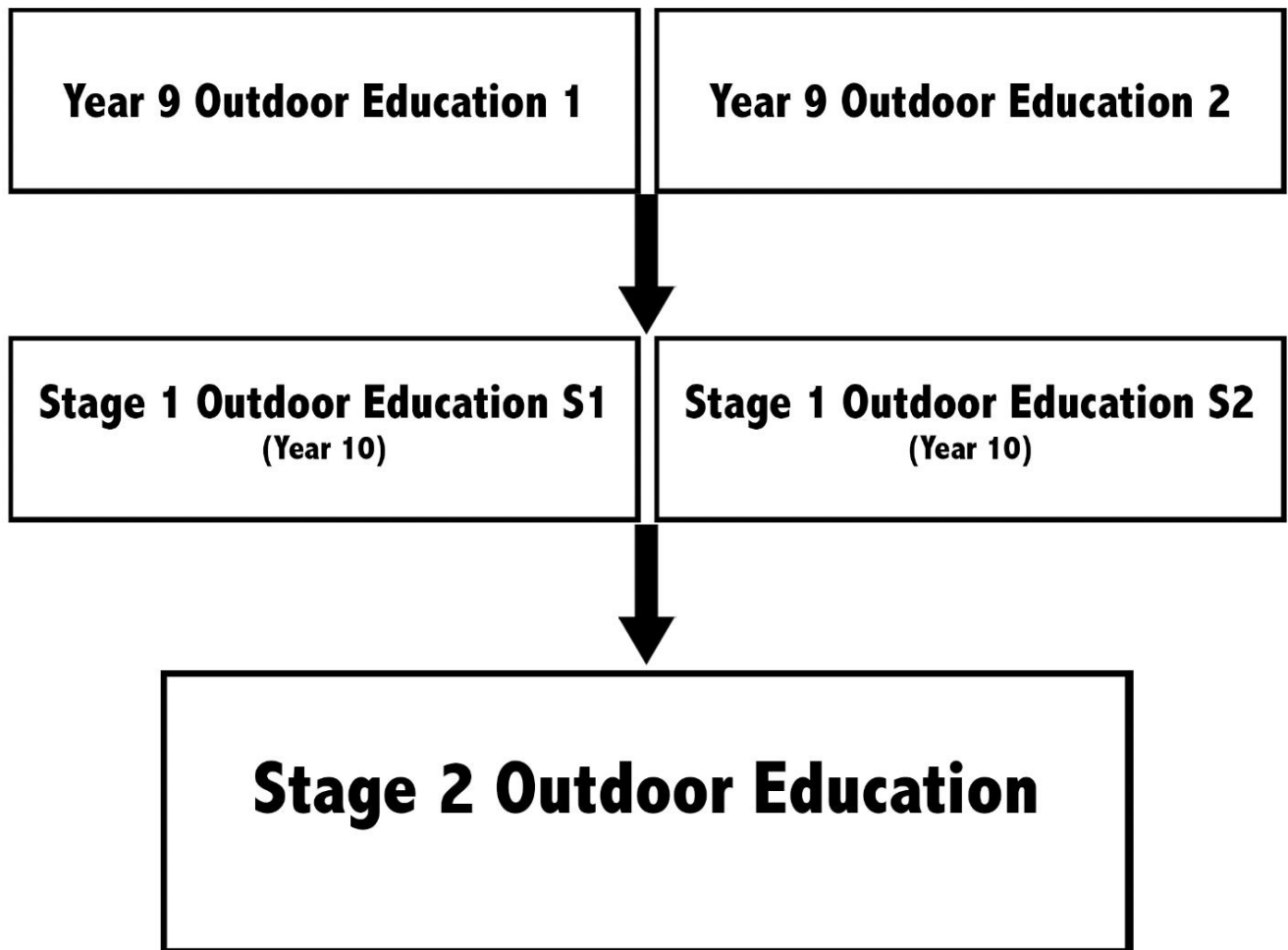
**Duration:** Not specified

**Cost:** Not specified



# OUTDOOR EDUCATION

# Outdoor Education



## Year 9 Outdoor Education 1 (OE301)

### Overview

In this elective, students learn the importance of leadership, risk management and sustainable environments. Students will be given the opportunity to apply a range of skills specific to activities such as archery, mountain biking, and fishing. Students will investigate different approaches to managing our natural environment.

### Assessment

- Risk and Safety Management
- Development in skills and knowledge in all practical activities
- Sustainable practices and environmental issues

### Prerequisites

It is desirable that you have undertaken Outdoor Education in Year 8 as a prerequisite. Please discuss with the Subject Coordinator if you have no prior experience in this subject.

**Duration:** 1 Semester

**Cost:** \$200 approx.

*Cost covers bus hire, servicing of equipment and materials.*

## Year 9 Outdoor Education 2 (OE302)

### Overview

In this elective, students learn the importance of leadership, risk management and sustainable environments. Students will be given the opportunity

to apply a range of skills specific to activities such as fishing, orienteering, canoeing, hiking and camping.

### Assessment

- Risk and Safety Management
- Development in skills and knowledge in all practical activities
- Sustainable practices and environmental issues

### Prerequisites

It is desirable that you have undertaken Outdoor Education in Year 8 as a prerequisite. Please discuss with the Subject Coordinator if you have no prior experience in this subject.

**Duration:** 1 Semester

**Cost:** \$200 approx.

*Cost covers bus hire, servicing of equipment and materials.*

## Stage 1 Outdoor Education (1OUT1)

### Overview

The study of Stage 1 Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, and teamwork skills. They evaluate and reflect on their own learning progression and skills development, and working with others in groups, as well as their relationship with and connection to nature.

Students develop an understanding of ecosystems and the impacts of human actions and decisions through the study of natural environments and

wilderness areas. They develop knowledge and understanding of environmental systems and their conservation.

Stage 1 Outdoor Education is a 10-credit subject that is a semester in duration.

### Assessment

Students will be assessed on four Assessment Tasks across the following Assessment Types;

- **Assessment Type 1: About Natural Environments - 40%**
- **Assessment Type 2: Experiences in Natural Environments - 60%**

### Prerequisites

It is desirable that you have undertaken Outdoor Education in Year 9 as a prerequisite. Please discuss with the Subject Coordinator if you have no prior experience in this subject.

**Duration:** 1 Semester

**Cost:** \$250 approx.

*Cost includes all materials, transport, accommodation bookings.*

## Stage 2 Outdoor Education (2OUT1)

### Overview

Students engage in direct and personal experiences in a variety of natural environments to reflect on their study of natural areas and their potential to promote personal development, group development, health

and well-being, environmental learning, sustainable living, and social justice.

The study of Stage 2 Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, initiative, self-reliance, leadership, and collaborative skills. They evaluate and reflect on their own learning progression, including their practical outdoor skills development, their collaborative and leadership skills, as well as their relationship with and connection to nature. Students use reflective practice and processes to implement improvement strategies in building their skills and connections.

Outdoor Education is a 20-credit subject at Stage 2.

### Assessment

Students will be assessed on four Assessment Tasks across the following Assessment Types;

- **Assessment Type 1: About Natural Environments - 20%**
- **Assessment Type 2: Experiences in Natural Environments - 50%**
- **Assessment Type 3: Connections with Natural Environments – 30%**

### Prerequisites

It is highly desirable that you have undertaken Stage 1 Outdoor Education as a prerequisite. Please discuss with the Subject Coordinator if you have no prior experience in this subject.

**Duration:** Full Year

**Cost:** \$600 approx.

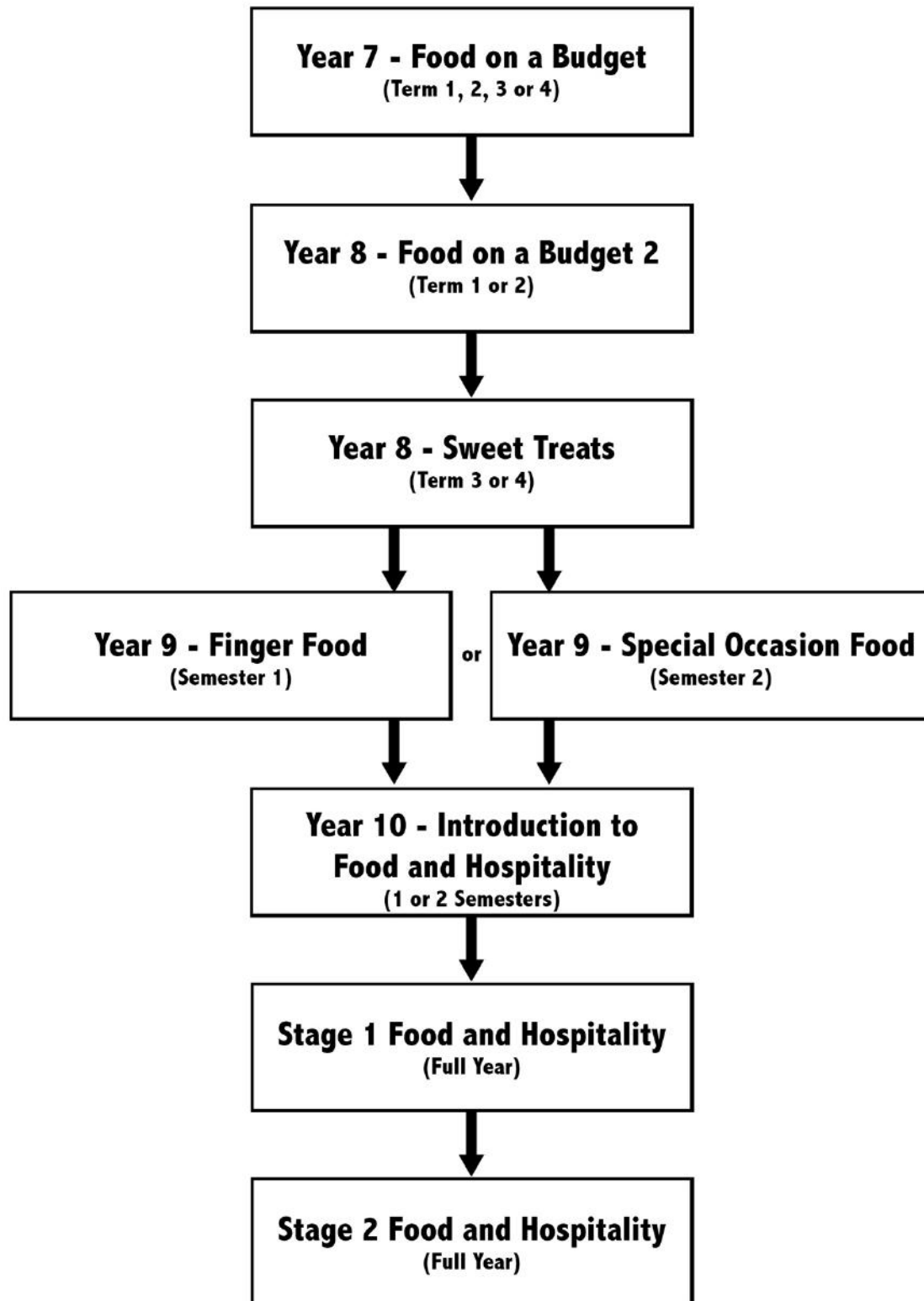
*Cost includes all materials, transport, accommodation bookings.*





# FOOD TECHNOLOGY

# Food Technology





## Year 7 Food Technology – Food on a Budget (FT101)

### Overview

This course introduces students to basic cooking techniques and the safe use of kitchen appliances and equipment. Students learn that eating well includes wise purchasing of a variety of fresh in-season produce and bulk packaged ingredients. Students work individually or in pairs to create wholesome and appealing food products suitable as snacks, lunch box fillers and main meals. A mature approach to group work is necessary.

Observation of workplace safety issues is important. Wearing of Personal Protective Equipment is essential in this practical subject. Covered footwear with leather / leather type uppers and long hair tied back neatly is mandatory.

Students need to be environmentally conscious and bring a container each week.

### Assessment

- 40% Folio
  - Workbook with recipes and written appraisal of food products
- 40% Safety and Kitchen Practice
  - Demonstrated safe and correct use of kitchen equipment.
- 20% Examination
  - Quiz on Kitchen Safety and cooking techniques.

**Prerequisites** N/A

**Duration:** 1 Term

**Cost:** \$70

## Year 8 Food Technology – Food on a Budget 2 (FT201)

### Overview

This course builds on the skills developed in Year 7 and explores ways to feed a family with snacks and main meals on a limited budget.

For students with no previous experience this course introduces students to basic cooking techniques and the safe use of kitchen appliances and equipment. Students learn that eating well includes wise purchasing of a variety of fresh in-season produce and bulk packaged ingredients. Students work individually or in pairs to create wholesome and appealing food products.

Observation of workplace safety issues is important. Wearing of Personal Protective Equipment is essential in this practical subject. Covered footwear with leather / leather type uppers and long hair tied back neatly is mandatory.

Students need to be environmentally conscious and bring a container each week.

### Assessment

- 40% Folio
  - Workbook with recipes and written appraisal of food products
- 40% Safety and Kitchen Practice
  - Demonstrated safe and correct use of kitchen equipment.
- 20% Examination
  - Quiz on Kitchen Safety and cooking techniques.

**Prerequisites**

There are no prerequisites for this course however completion of FT101 at Year 7 level would be an advantage.

**Duration:** 1 Term

**Cost:** \$70

## Year 8 Food Technology – Sweet Treats (FT202)

### Overview

This course builds on skills learnt in Year 7 and revisits / introduces students to cooking techniques and the safe use of kitchen appliances and equipment. Students work individually or in pairs to create a range of sweet treats. This course included the making of biscuits, slices, cakes, pastries and confectionery. A mature approach to group work is necessary.

Observation of workplace safety issues is important. Wearing of Personal Protective Equipment is essential in this practical subject. Covered footwear with leather / leather type uppers and long hair tied back neatly is mandatory.

Students need to be environmentally conscious and bring a container each week.

### Assessment

- 40% Folio
  - Workbook with recipes and written appraisal of food products
- 40% Safety and Kitchen Practice
  - Demonstrated safe and correct use of kitchen equipment.
- 20% Examination
  - Quiz on Kitchen Safety and cooking techniques.

**Prerequisites** N/A

**Duration:** 1 Term

**Cost:** \$70

## Year 9 Food Technology – Finger Food (FT301)

### Overview

This course builds on skills learnt in Year 7 and 8. Students revisit cooking techniques and the safe use of kitchen appliances and equipment and apply these in all practical tasks. Students work individually or in pairs to create a range of “finger foods”. This course includes the making of savoury and sweet foods suitable for entertaining. A mature approach to group work is necessary.

Observation of workplace safety issues is important. Wearing of Personal Protective Equipment is essential in this practical subject. Covered footwear with leather / leather type uppers and long hair tied back neatly is mandatory.

Students need to be environmentally conscious and bring a container each week.

### Assessment

- 40% Folio
  - Workbook with recipes and written appraisal of food products
- 40% Safety and Kitchen Practice
  - Demonstrated safe and correct use of kitchen equipment.
- 20% Examination
  - Quiz on Kitchen Safety and cooking techniques.

**Prerequisites** N/A

**Duration:** 1 Term (Semester 1)

**Cost:** \$70

## Year 9 Food Technology – Special Occasion Food (FT302)

### Overview

This course builds on skills learnt in Year 7, 8 and 9. Students revisit cooking techniques and the safe use of kitchen appliances and equipment and apply these in all practical tasks. Students work individually or in pairs to create a range of foods suitable for special occasion catering. This course includes the making of savoury and sweet foods suitable for a birthday party, celebration dinner or festive occasion. A mature approach to group work is necessary.

Observation of workplace safety issues is important. Wearing of Personal Protective Equipment is essential in this practical subject. Covered footwear with leather / leather type uppers and long hair tied back neatly is mandatory.

Students need to be environmentally conscious and bring a container each week.

### Assessment

- 40% Folio
  - Workbook with recipes and written appraisal of food products
- 40% Safety and Kitchen Practice
  - Demonstrated safe and correct use of kitchen equipment.
- 20% Examination
  - Quiz on Kitchen Safety and cooking techniques.

**Prerequisites** N/A

**Duration:** 1 Term (Semester 2)

**Cost:** \$140

## Year 10 Food Technology – Introduction to Food and Hospitality (10FOH1)

### Overview

Students will develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. This course will provide students with the opportunity to develop skills and knowledge that will allow them to prepare a wide variety of food products. Students will be exposed to food, preparation, cooking and presentation techniques from a variety of ethnic and cultural backgrounds. Students will be instructed on the safe and efficient use of food preparation equipment for use in a domestic/ small scale hospitality environment. The Year 10 Food and Hospitality course provides a flexible framework that encourages students to be creative and innovative within the context of set parameters.

This course provides foundation skills and a pathway for students wishing to enrol in SACE Food and Hospitality at Stage 1 and 2 level.

Observation of workplace safety issues is important. Wearing of Personal Protective Equipment is essential in this practical subject. Covered footwear with leather / leather type uppers and long hair tied back neatly is mandatory.

Students need to be environmentally conscious and bring a container each week.

### Assessment

Students complete three formal assessment tasks. These tasks include investigation, analysis, food preparation and cooking. Students will write formal reflections on their food products.

- Task 1-Knife Skills 25%
- Task 2-Garnishes 25%
- Task 3 – Breads 50%

### **Prerequisites**

Students need to have completed at least one semester of Food Technology in Year 9 to move into Year 10 or discuss their previous Food Technology experience with the Food and Hospitality Coordinator before electing to study the subject.

**Duration:** 1 Semester (Semester 1)

**Cost:** \$140

## **Year 10 Food Technology – Introduction to Food and Hospitality 2 (10FOH2)**

### **Overview**

Students will develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. This course will provide students with the opportunity to develop skills and knowledge that will allow them to prepare a wide variety of food products. Students will be exposed to food, preparation, cooking and presentation techniques from a variety of ethnic and cultural backgrounds. Students will be instructed on the safe and efficient use of food preparation equipment for use in a domestic/ small scale hospitality environment. The Year 10 Food and Hospitality course provides a flexible framework that encourages students to be creative and innovative within the context of set parameters.

This course provides foundation skills and a pathway for students wishing to enrol in SACE Food and Hospitality at Stage 1 and 2 level.

Observation of workplace safety issues is important. Wearing of Personal Protective Equipment is essential in this practical subject. Covered footwear with leather / leather type uppers and long hair tied back neatly is mandatory.

Students need to be environmentally conscious and bring a container each week.

### **Assessment**

Students complete three formal assessment tasks. These tasks include investigation, analysis, food preparation and cooking. Students will write formal reflections on their food products.

- Task 1-Investigation /Recipe Folio 25%
- Task 2-Plan Gourmet Gift Hamper 25%
- Task 3- Gourmet Hamper 50%

### **Prerequisites**

Students need to have completed at least one semester of Food Technology in Year 9 to move into Year 10 or discuss their previous Food Technology experience with the Food and Hospitality Coordinator before electing to study the subject.

**Duration:** 1 Semester (Semester 2)

**Cost:** \$140

## **Stage 1 Food and Hospitality (1FOH1, 1FOH2)**

### **Overview**

Students will develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. This course will provide students with the opportunity to develop skills and knowledge that will allow them to prepare a wide variety of food products. Students will be exposed to food, preparation, cooking and presentation techniques from a variety of ethnic and

cultural backgrounds. Students will be instructed on the safe and efficient use of food preparation equipment for use in a domestic / small scale hospitality environment. The Stage 1 Food and Hospitality course provides a flexible framework that encourages students to be creative and innovative within the context of set parameters.

## CONTENT

The course structure aims to allow students to prepare food on a regular basis to maximise their application of skills. Students will generally eat / take home the food they prepare.

Students will study topics within one or more of the following areas of study:

- Food, the Individual, and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Industry

## Assessment

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.

For a 10-credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake at least one assessment from each assessment type.

For each practical activity, students undertake either an action plan or a research task. For each group activity, students undertake an action plan and/or a research task. Students should undertake at least one action plan and at least one research task.

All assessments are marked against the SACE PERFORMANCE STANDARDS.

The performance standards describe five levels of achievement, A to E.

It is expected that all non-practical assessments (written, oral and multi-modal) will be submitted electronically via SEQTA.

## Prerequisites

Students need to have completed at least one semester of Food Technology in Year 10 to move into Stage 1 or discuss their previous Food Technology experience with the Food and Hospitality Coordinator before electing to study the subject.

Observation of workplace safety issues is important. Wearing of Personal Protective Equipment is essential in this practical subject. Covered footwear with leather / leather type uppers and long hair tied back neatly is mandatory.

experience with the Food and Hospitality Coordinator before electing to study the subject.

**Duration:** Full Year (2 Semesters)

**Cost:** \$140/Semester

# Stage 2 Food and Hospitality (2FOH1)

## Overview

Students will build on the skills developed in Stage 1 Food and Hospitality. The course focuses on safe work practices in the preparation, storage and handling of a variety of food products while giving care to complying with current health and safety legislation. Students have the opportunity to design and prepare a wide selection of food products with a fusion of foods from a variety of ethnic and cultural backgrounds which are suitable for both large and small catering applications. Students will be instructed on the safe and efficient use of commercial food preparation equipment for use in a small-scale hospitality environment. The Stage 2 Food and Hospitality course provides a flexible framework that encourages students to be creative and innovative within the context of set parameters.

## Assessment

All Stage 2 subjects have a school assessment component and an external assessment component

The following assessment types enable students to demonstrate their learning in Stage 2 Food and Hospitality:

*School Assessment (70%)*

Assessment Type 1: Practical Activity (50%)

Assessment Type 2: Group Activity (20%)

*External Assessment (30%)*

Assessment Type 3: Investigation (30%).

For a 20-credit subject, students should provide evidence of their learning through seven or eight

assessments, including the external assessment component.

Students undertake:

- at least four practical activities
- at least one group activity
- one investigation.

All assessments are marked against the SACE PERFORMANCE STANDARDS.

The performance standards describe five levels of achievement, A to E.

It is expected that all non-practical folio assessments (written, oral and multi-modal) will be submitted electronically in SEQTA.

## Prerequisites

It is expected that students will have a solid foundation in Food Technology and will have completed a minimum of one semester of Food and Hospitality (1FOH1 or 1FOH2) at Stage 1 level.

Students who have completed at least one semester at Year 10 level may be considered for enrolment in this subject following a discussion with Head of Food and Hospitality and Senior Curriculum Coordinator.

Observation of workplace safety issues is important. Wearing of Personal Protective Equipment is essential in this practical subject. Covered footwear with leather / leather type uppers and long hair tied back neatly is mandatory.

**Duration:** Full Year (2 Semesters)

**Cost:** \$280/Year





# VOCATIONAL EDUCATION & TRAINING



# RTO VET Courses

## Overview

VET in school programs provide opportunities for students to explore and gain real-life skills to enhance employment opportunities, whilst still undertaking full time study in school.

The college offers the following courses:

## AHC10120- Certificate I in Conservation and Ecosystem Management

This qualification provides foundation level skills and knowledge required for initial work, community involvement, or as an introduction to further learning in conservation and ecosystem management. You will have basic foundational, technical and communications skills required to undertake defined routine tasks in conservation work in a highly structured work environment.

## AHC21020 - Certificate II in Conservation and Ecosystem Management

This qualification provides the skills and knowledge required for work in a defined context and/or for further study in conservation and ecosystem management. It enables you to select and develop

basic factual, technical and procedural knowledge in conservation and ecosystem management for Indigenous land management, lands, parks and wildlife services and the restoration and rehabilitation of ecosystems.

## BSB10120 - Certificate I in Workplace Skills

This course provides a range of introductory skills and knowledge to provide you an understanding of the business environment and prepare you for the workplace.

## Landscape Construction Pathways Programme

This course provides foundation skills for those learners who are new to the industry (or who have little or no prior experience in the field) but who may have the desire to work in the plant, animal or conservation area. This course offers students entry level parks and wildlife skills and experience, including training in the land management sector, with hands-on training across a wide range of land management and nursery skills.

***Please refer to the course flyers for more details.***







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