

SEAFORD SECONDARY COLLEGE CURRICULUM GUIDE 2017



Seaford
Secondary College

Seaford Secondary College

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Government of South Australia
Department for Education and
Child Development

SEAFORD SECONDARY COLLEGE CURRICULUM GUIDE 2017



PRINCIPAL'S INTRODUCTION

Seaford Secondary College is proud of its student centred learning program that supports all students achieve their potential. This Curriculum Guide is designed to provide you with information about subject and course offerings from Year 7 to Year 12 in 2017. The Guide is a planning tool designed to enrich your learning experience during your time at Seaford.

Seaford continues to build and expand upon the Australian Curriculum in Years 7-10 to ensure excellence in academic, social and cultural outcomes within a global context. As our International Student Program grows, our 7-10 learning program continues to meet international quality standards in education and provides a strong focus on citizenship, service to community, social and health education, the environment and approaches to learning.

The Senior School curriculum is based on the SACE, which is recognised locally, nationally and internationally. Students begin the SACE with the Personal Learning Plan (PLP) in Year 10, and progress through Years 11 and 12.

You will find the Guide shows the progression of subjects in each of the Learning Areas this is to assist you when deciding what is most appropriate for your future. I advise you to read the Curriculum Guide carefully, discuss your choices with your family and your teachers at school, but most importantly, choose a balanced curriculum, allowing flexibility and providing a range of options once you leave Seaford. Think carefully about your future pathways, and consider what subjects and courses you may need to gain university entrance, TAFE enrolment and employment.

Harry Stassinopolous
Principal – Seaford Secondary College

VISION

To create, in partnership with students and their families excellence in learning by delivering an innovative and individualised curriculum in the safe and welcoming environment of Seaford Secondary College.

PRIORITIES

At Seaford Secondary College our priority is to facilitate excellence in education for all our students. Our learning programs are at the forefront of public education in South Australia. Our families recommend Seaford Secondary College to their family and friends as a school of choice. Seaford Secondary College is where students are proud to attend and learn. Seaford is a place where both staff and students are inspired and committed to be best they can be.

Learning and responsibility: every member of our school community is expected to fully participate in school life by striving to achieve their potential and always accepting responsibility for their actions.

Respect: honesty, reliability and cooperation are essential components of the Seaford Secondary College school culture that values everyone's individual talents and contribution to school life.

Personal wellbeing: Caring for others and self and the school environment is required from all Seaford Secondary College students.

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Vocational Education & Training (VET) Certificate Courses in 2017

If you are considering Vocational Education & Training (VET) as part of your pathway in the Senior School or if you are continuing on in 2017 with any VET Certificate studies that you are currently enrolled in, you will need to make an appointment to have a Career Counselling interview with either Ms Scotton or Mrs Luker. Parents are encouraged to attend the interview with their young person. *Please note that for a large number of VET. Certificate courses students will need to be 16 years of age. As part of the online subject selection process, students need to indicate if they will be including VET in their 2017 studies

Years 7-10: The Australian Curriculum.

Seaford College continues to offer a curriculum that is engaging and challenging for all students and provides appropriate pathways for their learning.

In Years 7-10 students undertake a course of study designed to develop internationally minded people whilst meeting the 21st century learning requirements of students aged 11-16.

The Australian Curriculum sets out the core knowledge, understanding, skills, general capabilities and cross-curriculum priorities important for all Australian students. The Australian Curriculum describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community. It makes clear what all young Australians should learn as they progress through schooling. It is the foundation for high quality teaching to meet the needs of all Australian students. It acknowledges that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests. The Australian Curriculum acknowledges the changing ways in which young people will learn and the challenges that will continue to shape their learning in the future.

Year 7

Year 7 students can opt to be selected for the special entry Music Program and will study music for a full year each year until the end of Year 10. They will be strongly encouraged to continue the study of Music in their senior years 11 and 12.

Year 7 students will also study a semester each of Japanese and Spanish.

Year 8

Year 8 students choose their Arts and Design and Technology subjects from options available in each of these areas of study.

Year 8 students will also study a semester each of Japanese and Spanish.

Year 9

Year 9 students choose Japanese as a choice subject along with a full year Soccer or Volleyball programs along with their self-directed iProject.

Year 10: Transition to SACE

Year 10 students will undertake the Australian Curriculum at Year 10 level.

All Year 10 students will study the Personal Learning Plan (PLP), a mandated aspect of the SACE.

Students will select subjects from the Year 10 offerings and will be offered a number of Stage 1 SACE semester subjects in semester 2. **Students wishing to undertake a Stage 1 semester unit may do so only with the written consent of teacher and parent/carer.**

- Ancient Studies
- Child Studies
- Digital Photography
- Integrated Learning – Writing for Authorship
- Geography
- Some Art Subjects

Assessment 7-10

Forms of assessment in Years 7-10 will utilise ICTs and include tests, assignments, essays, oral presentations, group tasks and practical activities.

The SACE

90 credits form the ATAR for university entrance These 90 credits can be formed by:

- undertaking 4 x 20 credit subjects and the **Research Project**
- or studying a 5th subject at 10 credits (one semester only) or 20 credits (full year).

If students choose the first option, maximising their result in the **Research Project** is of great importance, however if they chose the second option they then give themselves greater flexibility in how the 90 point ATAR will be formed. Note that it still remains true that to achieve the SACE students must obtain a C or better in literacy, numeracy and the mandated PLP and **Research Project** within the required 200 credits.

Year 11

Students will undertake 14 units of SACE Stage 1 or 2, comprising:

- Research Practises and Research Project plus 12 semesters of Stage 1 subjects and possibly one semester of a Stage 2 subject or undertake a Stage 2 Cross Disciplinary subject.

Year 12

Students will be offered the possibility of undertaking 8, 9 or 10 units of study at Year 12 level, allowing for additional 1 or 2 units, to maximise their ATAR combination. Or students and their parents/carers declare they wish the student to undertake the study of 8 semesters only and understand that their ATAR will be calculated from the 8 semesters and the Research Project.

Assessment in SACE

Summative assessment forms the basis of SACE and school assessment. Summative assessment is a term used to describe an assessment activity which measures achievement at the end of a section of work.

Formative assessment describes the work or tasks undertaken to guide further learning and prepare for summative assessment. Teachers of all SACE subjects provide both Learning Plans for the subject outline and the summative assessment program.

CURRICULUM OVERVIEW

MIDDLE SCHOOL Years 7-9		TRANSITION TO SACE Year 10	STAGE ONE	STAGE TWO
Year 7 & 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
The Arts	The Arts (one semester)	The Arts	The Arts	The Arts
Year 7 Visual Arts - (One Semester Only) Special Entry Music - (Full Year) Year 8 Choice of one <ul style="list-style-type: none"> Dance Drama Special Entry Music Visual Arts 	<ul style="list-style-type: none"> Visual Arts –Art Visual Arts –Design Dance Drama Music Semester Options: <ul style="list-style-type: none"> Visual Art - Art A Visual Art – Design A Drama A Dance A Music A 	One semester <ul style="list-style-type: none"> Visual Arts – Art Visual Arts – Design Dance Digital Art Drama Music Semester Options: <ul style="list-style-type: none"> Visual Art - Art A Visual Art – Design A Drama A Dance A Music A Digital Art A 	One semester <ul style="list-style-type: none"> Visual Arts – Art Visual Arts – Design Dance Drama Music 	Full year <ul style="list-style-type: none"> Visual Arts – Arts Visual Arts – Design Drama Music: <ul style="list-style-type: none"> Ensemble Solo Performance Individual Study
English	English	English	English	English
<ul style="list-style-type: none"> English 	<ul style="list-style-type: none"> English 	<ul style="list-style-type: none"> English 	Full year <ul style="list-style-type: none"> Essential English English Literary Studies 	Full year <ul style="list-style-type: none"> Essential English English Literacy English Studies
Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education
Full year <ul style="list-style-type: none"> HPE 	One semester <ul style="list-style-type: none"> HPE Semester Options: <ul style="list-style-type: none"> Soccer Full Year Volleyball Full Year PE A Food & Nutrition A 	One semester <ul style="list-style-type: none"> HPE Semester Options: <ul style="list-style-type: none"> Child Studies A PE A Food & Nutrition A Full year Options <ul style="list-style-type: none"> Soccer Volleyball 	One semester <ul style="list-style-type: none"> Child Studies Food & Hospitality Health Physical Education Outdoor Education 	Full year <ul style="list-style-type: none"> Child Studies Food & Hospitality Health Outdoor & Environmental Education Integrated Learning – Seaford Cafe Integrated Learning – Sports Studies Physical Education
Humanities (full year)	Humanities (full year)	Humanities (one semester)	Humanities	Humanities
<ul style="list-style-type: none"> Geography (one semester) History (one semester) 	<ul style="list-style-type: none"> Geography (one semester) History (one semester) 	<ul style="list-style-type: none"> Geography History Semester Options: <ul style="list-style-type: none"> History Plus 	One semester <ul style="list-style-type: none"> Ancient Studies Geography Modern History Legal Studies Philosophy Tourism 	Full year <ul style="list-style-type: none"> Legal Studies Modern History Society & Culture Tourism
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
Full year <ul style="list-style-type: none"> Mathematics 	Full year <ul style="list-style-type: none"> Mathematics 	Full year <ul style="list-style-type: none"> Mathematics Semester Options: <ul style="list-style-type: none"> Mathematics Plus (Teachers recommendation) 	Full year <ul style="list-style-type: none"> Essential Mathematics General Mathematics Mathematics 	Full Year <ul style="list-style-type: none"> Essential Mathematics General Mathematics Mathematics Methods Specialist Mathematics (Open Access Only)

MIDDLE SCHOOL		TRANSITION TO SACE Year 10	STAGE ONE	STAGE TWO
Year 7 & 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
	Cross-disciplinary Studies	Cross-disciplinary Studies	Cross-disciplinary Studies	Cross-disciplinary Studies
	<ul style="list-style-type: none"> iProject 	<ul style="list-style-type: none"> Personal Learning Plan 	<ul style="list-style-type: none"> Research Practices / Research Project (one semester each) Motor Vehicle Maintenance & Drive Safety Semester Options: <ul style="list-style-type: none"> Integrated Learning – Café Seaford Integrated Learning - Writing for Authorship 	<ul style="list-style-type: none"> Research Project (one semester catch up) Full year <ul style="list-style-type: none"> Integrated Learning - Café Seaford Integrated Learning - Sports Studies Integrated Learning - Writing for Authorship Workplace Practices
Languages	Languages	Languages	Languages	Languages
<ul style="list-style-type: none"> Year 7 only Japanese (one semester) Spanish (one semester) Year 8 only Japanese (one semester) Spanish (one semester) 	<ul style="list-style-type: none"> Japanese Full year Japanese A 	<ul style="list-style-type: none"> Japanese Full year Japanese A 	<ul style="list-style-type: none"> Japanese Full year 	<ul style="list-style-type: none"> Japanese (by negotiation) Full year
Science	Science	Science	Science	Science
<ul style="list-style-type: none"> Science 	<ul style="list-style-type: none"> Science 	<ul style="list-style-type: none"> Science 	Full year <ul style="list-style-type: none"> Biology Chemistry Physics Psychology (1 Semester) 	Full year <ul style="list-style-type: none"> Biology Chemistry Physics Psychology
Technology	Technology (one semester)	Technology (one semester)	Business, Enterprise & Technology	Business, Enterprise & Technology
Year 7 Design and Technology- One Semester Only Year 8 Design and Technology (one semester)	<ul style="list-style-type: none"> Digital Technology Design Technology – Combined Wood & Metal (one semester) 	<ul style="list-style-type: none"> Digital Photography Digital Technology Design Technology – Metal Design Technology - Wood Semester Options: Design Technology – Metal A Design Technology – Wood A	One semester <ul style="list-style-type: none"> Business & Enterprise Communication Product-Photography Communication Product - Design and Technology Material Products - Metal Construction Material Products -Timber Construction 	Full year <ul style="list-style-type: none"> Business & Enterprise Communication Products-Digital Design Material Products - Metal Construction Material Products -Timber Construction Information Processing & Publishing

YEAR SEVEN

Transition Program

All Year 7s new to Seaford undertake a Transition Program aimed at making our new students welcome and part of the Seaford Secondary College Community.

During their first few weeks in Term 1 students will undertake a number of workshops aimed at familiarising them with the variety of processes and procedures unique to Seaford Secondary College.

Year 7 Camp

Early in Term 1 Year 7s will undertake a three day camp two Houses at a time. The camp has a clear focus on induction in the following areas:

- Understanding the House System and its role in their life at Seaford
- Building House Spirit
- Building relationships with their peers and House Leaders
- Understanding the expectations of a Seaford student
- Introduction to study skills at Seaford Secondary College
- Anti-Bullying and Harassment workshops
- Term 4 Week 9 program

Pathways and Futures Program (PFP)

Year 7 students spend 55 minutes a week with their Care Group teacher undertaking a PFP program that continues through to Year 12. The focus of this program is to provide students with a range of experiences designed to support their development as learners.

Topics/issues studied across the year can include:

- Getting to know you
- School and classroom rules and how they operate to create a safe work environment
- Student Code of Conduct
- Restorative Justice
- Vision and values
- Communication and change
- 21st century Learning
- Naplan results/self-analysis
- Citizenship
- Peer mentoring
- Sport
- Growth Mindset
- Subject selection 2018
- Purpose and Intent

Year 7 Subjects

English	Full Year	
Mathematics	Full Year	
Science	Full Year	
Humanities and Social Sciences		Full Year
HPE	Full Year	
Languages Other Than English		Full Year

- Japanese One Semester
- Spanish One Semester

Design and Technology One Semester
Art One Semester

Special Entry Music Full Year (see Ms Whyte)

Year 7 Mandated Subjects

ARTS

Visual Arts

Visual Arts at Year 7 provides a semester study of media usage in Painting and Drawing, ICT processes 3D Studies, Design and Printmaking. Students develop basic visual communications skills, observation skills, the interpretation and generation of idea based upon an observation, aesthetic sensitivity, an awareness of Art and Design and its many forms as it exists in both the student's environment and that of other societies and cultures. They develop confidence in their ability to generate creative ideas by expressing and communicating them using various art and design media.

DIGITAL & DESIGN TECHNOLOGY

This course includes both the Digital Technologies and Design Technologies learning areas. Key learning focuses on the design cycle, where students design and create solutions to real world problems. Students will develop knowledge, understanding and skills with coding and programming including game design, design software and 3D printing, understanding networks, digital photography and photo manipulation, investigation and critical literacy, digital citizenship, and the ability to collaboratively produce a product to solve a problem.

ENGLISH

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Year 7 curriculum includes:

- Identity
- Persuasion
- Media
- Poetry
- Film Techniques
- Novel Study

HUMANITIES and SOCIAL SCIENCES

There are two units of study at Year 7 for Geography: *Water in the world* and *Place and liveability*. *Water in the world* focuses on water as an example of a renewable environmental resource. *Place and liveability* focuses on the concept of place through an investigation of liveability. Year 7s study history from the time of the earliest human communities to the end of the ancient period, this is approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries and the mysteries about this period of history, in a range of societies including Australia, Egypt, Greece, Rome, China and India. Students also study a Civics and Citizenship focus.

H&PE

Physical Education at Year 7 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Topics including food and nutrition, health benefits of physical activity, drug and alcohol education, mental health and wellbeing, relationships and sexuality, games and sports & rhythmic and expressive movement activities.

LANGUAGE OTHER THAN ENGLISH JAPANESE and SPANISH

All students in Year 7 study at least two languages other than English as part of their curriculum. Communication and Understanding are the two key Strands. Communication involves using the language for communicative purposes and includes the Sub-stands; Socialising, Informing, Creating, Translating and Reflecting. Understanding develops skills with understanding languages and culture and includes the Sub-stands; Systems of Languages, Language variation and change, the role of language and culture. Language students are strongly encouraged to host students' from sister schools and to take part in study tours and exchanges.

MATHS

Mathematics is organised around the interaction of three content strands and four proficiency strands.

The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. They describe what is to be taught and learnt.

The proficiency strands are *Understanding*, *Fluency*, *Problem Solving*, and *Reasoning*. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

SCIENCE

All students study science in Years 7 to 10. Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. These provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts. Students develop scientific inquiry skills and their understanding of science as a human endeavour. For further detail on the year level content please refer to the Australian Curriculum.

YEAR EIGHT

IMPORTANT: Students are expected to choose their subjects with care and consideration for their pathways, as there will be limited or no opportunity to change subjects during the year.

Transition Program for New Year 8's Pathways and Futures Program (PFP)

All Year 8s spend 55 minutes a week on Wednesday afternoon. Students work within a structured program that builds on the work undertaken in Year 7 PFP. They revisit and refresh on certain topics and are introduced to new ones which are used as a basis for their Personal Learning Plan (PLP) in year 10. Topics/issues studied across the year can include:

- Schools and Classroom rules
- Code of Conduct
- Cyber safety
- SRC
- Cyber bullying
- Futures Connect
- Individual Learning Plans
- Crime prevention at school and in the community
- 21st Century Learning
- Growth Mindsets
- Subject choices for 2018
- Peer mentoring
- Visions and values
- Assemblies
- Purpose and Intent
- **Team building**
- **Pathways for future study**

Year 8 Subjects

English	Full Year	
Mathematics	Full Year	
Science	Full Year	
Humanities and Social Sciences		Full Year
HPE	Full Year	
Language Other Than English		
• Japanese	One Semester Only	
• Spanish	One Semester Only	
Arts	One Semester (Mandated)	
Students study one from		
• Visual Arts		
• Dance		
• Drama		
Design and Technology one semester (Mandated)		
Students study one from		
• Digital Design		
• Design Technology: Material Products		

Year 8 Mandated Subjects

ENGLISH

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Year 8 curriculum includes:

- Identity
- Fun Fiction
- Narrative writing
- Australian Prose & Poetry
- Global citizenship
- Novel Study

MATHEMATICS

Mathematics is organised around the interaction of three content strands and four proficiency strands.

The content strands are *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. They describe what is to be taught and learnt.

The proficiency strands are *Understanding*, *Fluency*, *Problem Solving*, and *Reasoning*. They describe how content is explored or developed, that is, the thinking and doing of mathematics. They provide the language to build in the developmental aspects of the learning of mathematics and have been incorporated into the content descriptions of the three content strands described above. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

SCIENCE

All students study science in Years 7 to 10. Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. These provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts. Students develop scientific inquiry skills and their understanding of science as a human endeavour. For further detail on the year level content please refer to the Australian Curriculum

HUMANITIES and SOCIAL SCIENCES

There are two units of study in the Year 8 curriculum for Geography: *Landforms and landscapes* and *Changing nations*. *Landforms and landscapes* focuses on investigating geomorphology through a study of landscapes and their landforms.

Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. HISTORY - The Ancient To The Modern World. The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 AD (CE) – 1750. 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. It was the period when the modern world began to take shape. There is also a focus on civics and citizenship where students study government systems & law & citizens.

H&PE

Physical Education at Year 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Topics including food and nutrition, health benefits of physical activity, drug and alcohol education, mental health and wellbeing, relationships and sexuality, games and sports & rhythmic and expressive movement activities.

LANGUAGE OTHER THAN ENGLISH JAPANESE and SPANISH

All students in Year 8 study at least two languages other than English as part of their curriculum. Communication and Understanding are the two key Strands. Communication involves using the language for communicative purposes and includes the Sub-stands; Socialising, Informing, Creating, Translating and Reflecting. Understanding develops skills with understanding languages and culture and includes the Sub-strands; Systems of Languages, Language variation and change, the role of language and culture. Language students are strongly encouraged to host students' from sister schools and to take part in study tours and exchanges.

ARTS (Mandated one semester)

Students undertake one semester of the Arts and select Visual Art, Dance, and Drama in preference order.

VISUAL ART

In Year 8 students study media usage in Painting and Drawing, ICT processes 3D Studies, Design and Printmaking. They develop basic visual communications skills observation skills, the interpretation and generation of idea based upon an observation, aesthetic sensitivity, an awareness of Art and Design and its many forms as it exists in both the students environment and that of other societies and cultures. They develop confidence in their ability to generate creative ideas by expressing and communicating them using various art and design media.

DANCE

Students undertake practical and theory work. They have the opportunity to learn practical technique skills in a range of dance styles: hip-hop/funk, street jazz and contemporary. Students learn choreographic skills and develop movement towards a class dance. The class devise a group performance culminating with a performance to an invited audience. Students perform set composition task in small groups, learn a choreographed dance and perform. Student's research and complete a specialist study. Students document their progress in their journals.

DRAMA

At Year 8 students will create via a variety of performances. The focus is on monologues and working as an ensemble to create, rehearse and perform. Individual work is encouraged. A development and appreciation of vocal and movement techniques is also studied. To this end, Drama at Year 8 focusses on the creation of vivid dramatic images. Throughout the course student will engage in individual and group work. Students will develop key competencies further skills in literacy and research.

Year 8 Drama also focuses on

- Problem solving skills
- Physical and mental skills and qualities
- Confidence in self and others
- Group or ensemble skills
- Stage craft, basic theatre terms and ICT processes.

DESIGN AND TECHNOLOGY (Mandated one semester)

Students undertake one semester. Select in preference order.

DIGITAL DESIGN

Key learning focuses on the design cycle, where students create sustainable designed solutions that solve real world problems for individuals and the community. Students will develop knowledge, understanding and skills with coding and programming, 3D design & printing, understanding networks.

DESIGN TECHNOLOGY: MATERIAL PRODUCTS

Students investigate and select from a range of technologies materials, systems, components, tools and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community. They consider society, ethics, economics, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration.

YEAR NINE

IMPORTANT: Students are expected to choose their subjects with care and consideration for their pathways, as there will be limited or no opportunity to change subjects during the year.

Pathways and Futures Program (PFP)

All Year 9s are involved in the ongoing PFP operating with their Care Group teacher for 55 minutes on a Wednesday afternoon. Students work within a structured program that builds on the work undertaken in Years 7 and 8 PFP. They revisit and refresh on certain topics and are introduced to new ones which are used as a basis for their Personal Learning Plan (PLP) in year 10.

Topics/issues studied across the year can include:

- School and Classroom rules
- Code of Conduct
- SRC
- 21st Century Learning
- Cyber Bullying
- Cyber safety
- Crime prevent at school and in the community
- Naplan score self-analysis
- Growth mindset
- Subject selection for 2018
- Individual Project: research possible topics
- Peer Mentor Program
- Assemblies
- Purpose and Intent
- Learning Pathways
- Goal setting
- Obtaining a Tax File number

iProject

Students have the opportunity to choose their topic, and enjoy learning about it as they research and develop their chosen product.

Students are expected to:

- Document their process
- Select a topic of personal interest
- Focus their project through one or more General Capabilities
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding.
- Structure the iProject report
- Respect word or time limits for the report
- Fulfil ethical and academic honesty requirements established by Seaford.

Aims

The aims of the Seaford iProject are:

- Engage in personal inquiry on issues that are relevant to themselves, through a General Capability as a context for learning
- Demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time
- reflect on their learning and knowledge (on their own and with others)
- Move towards thoughtful and positive action
- Develop confidence as lifelong learners.

Objectives

The objectives of the iProject state the specific targets that are set for learning. They define what students will accomplish as a result of completing their Individual Project.

Year 9 Subjects

English	Full Year
Mathematics	Full Year
Science	Full Year
Humanities and Social Sciences	Full Year
HPE A	One Semester (Mandated)
Arts	One Semester (Mandated)

Students study one Arts from

- Visual Arts-Art
- Visual Arts-Design
- Drama
- Dance
- Music

Design and Technology One Semester (Mandated)

Students study one from

- Digital Technology
- Design Technology: Metal and Wood construction

Plus four other subjects semester (choice)

Students study one from

- Visual Arts –Arts A
- Visual Arts-Design A
- Drama A
- Dance
- Digital Technology A
- Design Technology: Metal and Wood construction A
- Food and Nutrition A
- Physical Education A
- **Japanese** Full Year
- Volleyball
- Soccer Full Year
- Music A

Year 9 MANDATED SUBJECTS

ENGLISH

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Year 9 curriculum includes:

- Identity & cultural awareness
- Shakespeare
- Making a Nation (WWI focus)
- Influence of Media: advertising
- Global citizenship
- Novel/ Film Study

MATHEMATICS

Mathematics further develops the mathematical skills, knowledge and abilities as outlined in the Australian Curriculum for Year 9. Projects and investigations based around real life contexts enhance learning and develop problem-solving skills.

Units will be developed from the following content:

- Number & Algebra
- Measurement & Geometry
- Statistics & Probability.

COSTS

Students must have their own Scientific Calculator (approximately \$15.00)

SCIENCE

By the end of the Year 9 Science course students will be able, with some guidance, to formulate a valid hypothesis. They design and conduct investigations, showing an awareness of the need to minimise uncertainty in measurement, collecting and reporting data accurately. They analyse quantitative and qualitative data, using ICT where appropriate, to form conclusions consistent with scientific theories and ideas.

Students will also communicate scientific ideas and use scientific evidence in their decision making and in developing arguments about science-related issues (e.g. genetic engineering, biodiversity and sustainability).

Students will develop foundation knowledge to support further study in Biology, Chemistry Psychology and Physics through the following topics:

- Evolution
 - DNA & Genetics
 - The Universe
 - Earth's Atmosphere
 - Mechanical Energy
 - Forces & Motion
 - Atoms & Chemical Change
-

HUMANITIES and SOCIAL SCIENCES

There are two units of study in the Year 9 curriculum for Geography: *Biomes and food security* and *Geographies of interconnections*. *Biomes and food security* focuses on investigating the role of the biotic environment and its role in food and fibre production. *Geographies of interconnections* focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. The Year 9 curriculum provides 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. The period culminated in World War I 1914-1918, the 'war to end all wars', Students also complete Civics and Citizenship unit focusing on Law & Government.

H&PE

HEALTH AND PHYSICAL EDUCATION (MANDATED)

In Year 9 students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others'

movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures.

The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Topics covered include:

- Alcohol and other Drugs
- Food and Nutrition
- Mental Health and Wellbeing
- Relationships and Sexuality
- Games Sports & Lifelong Physical Activities

Future Study Year 10 HPE, Stage 1 & Stage 2 Physical Education

ARTS (Mandated one semester)

Students undertake one semester of the Arts and select Visual Art, Dance, and Drama in order of preference

DANCE (one semester)

Students will be introduced to Contemporary Dance technique and Performance Skills that will provide a foundation for further studies in Dance. Students will manipulate combinations of the elements of dance and choreographic devices to communicate their choreographic intent. Practice and refine technical skills to develop proficiency in genre- and style-specific techniques. Structure dances feature using movement motifs, choreographic devices and forms. The Dance course covers four areas: Technique, Composition, Performance and Appreciation.

- Technique: Developing skills in contemporary dance styles.
- Composition: Students learn skills to create their own short dance works by exploring movement through a variety of tasks based on themes, ideas and choreographic devices.
- Performance: All Dance students have the opportunity to perform at end of semester performances and other school and community events.
- Appreciation: Students are given research opportunities to study dance history and dance in today's society.

FUTURE STUDY Year 10 Dance

DRAMA (one semester)

This subject involves the study and development of specific performance skills, including the creation of humour through characterisation, voice, expression, movement and stagecraft. Through the study of specific theatrical genres and practitioners, students learn the origins and the development of theatre, and the language and core stage knowledge of those practitioners. There is a strong emphasis on group work, particularly the skills of collaboration and co-operation.

COSTS:

Excursion costs to cover ticket price for live theatre performances.

FUTURE STUDY Year 10 Drama

MUSIC (one semester)

This semester course is designed to give students the opportunity to play a variety of instruments in an ensemble setting. All instruments are provided. Topics covered are basic theory notation, research topics and music technology. Assessment tasks include, practical tasks, performances, written research and reflection tasks. It is strongly suggested that for students to select this course they take tuition lessons with frequent practise in a instrument of their choice.

FUTURE STUDY Year 10 Music

VISUAL ARTS – ART (one semester)

Students will be involved in a range of hands-on art activities, aimed at building skill level, expanding their knowledge and use of different mediums and techniques. The work of contemporary and past artists will be included / negotiated in this course. Some of the activities/concepts covered could be:

- light and dark
- tones and tints
- 3D/2D
- basic colour theory
- composition using the rule of thirds
- painting with acrylic and water colour
- landscape painting techniques
- drawing from real life using different techniques
- lino block printing, learning about perspective techniques
- cartoon drawing
- pottery
- lettering styles
- using aboriginal styles for inspiration
- pastel sketching
- creating abstract compositions from real life

FUTURE STUDY Year 10 Visual Art-Art

VISUAL ARTS – DESIGN (one semester)

Students with an interest in the arts will be introduced to the concept of Design. Over the course they will be involved in a variety of practical activities exploring Graphic, Product and Spatial Design. These will include working within 2D and 3D media and techniques, including some computer-based software. Activities and processes that may be covered include:

- Logos
- Poster Design and Layout
- Illustration
- Fashion Design
- Packaging
- Architectural design
- Adobe Photoshop
- Google Sketch-Up

Students will also be involved in research and analysis of historical and conceptual aspects of Design.

There will be a focus on the process of Design from Brief to Final Concept and on the documentation of the process through the use of a Developmental Workbook.

FUTURE STUDY Year 10 Visual Art-Design

DESIGN and TECHNOLOGY (Mandated one semester)

Students undertake one semester of Design and Technology and select Material Products, Digital Technology, and select in order of preference

DIGITAL TECHNOLOGY

In Year 9 Digital Technology, students will focus on the design cycle to investigate the role of various hardware and software, analyse data to inform solutions to real world problems, including looking at functional and non-functional requirements. Students will also analyse digital systems, and look at skills including design software and 3D printing, programming, production of various media types, look at risk and safety in a digital world, create interactive solutions through collaborative planning and taking into account social contexts and legal responsibilities.

FUTURE STUDY Year 10 Digital Technology, Year 10 Information Processing and Publishing, VET

DESIGN TECHNOLOGY: METAL & WOOD CONSTRUCTION

In Year 9 students use design and technologies knowledge and understanding, processes and production skills and design

thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and regional and global communities. Students work independently and collaboratively. The focus of the course is on problem-solving, preferred futures, taking into account ethics; legal issues; social values; economic, environmental and social sustainability factors and using strategies such as life cycle thinking. Students use creativity, innovation and enterprise skills with increasing confidence, independence and collaboration. This course will also develop practical skills in the production of wood and metal material products.

FUTURE STUDY Year 10 Metal Construction Year 10 Timber Construction, VET

Year 9 OPTION SUBJECTS

For other descriptors please refer to the Arts & Technology

PHYSICAL EDUCATION A (one semester)

Student learning will focus on Physical Education, learning through, in and about movement. Students will look at personal and community health, and develop strategies to become, and support others to become, life long active citizens. Students will also analyse skills acquisition and improvement, exercise physiology, anatomy and engage in issues analysis and solve problems to support healthy lifestyles.

ASSESSMENT:

Practical skill development and improvement	50%
Health Investigation and assessments	30%
Issues Analysis	20%

FUTURE STUDY Year 10 HPE, Stage 1 & Stage 2 Physical Education

FOOD AND NUTRITION (one semester)

Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre. Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating

FUTURE STUDY Year 10 Food and Nutrition, VET

JAPANESE (full year)

All students in Year 9 study at least one language other than English as part of their curriculum. The Year 9 Language programs build on the foundations established in Year 8. In these programs students further develop their linguistic skills and cultural understandings. The language courses are transitioning to the Australian Curriculum. Communication and Understanding are the two key Strands. Communication involves using the language for communicative purposes and includes the Substrands: Socialising, Informing, Creating, Translating and Reflecting. Understanding develops skills with understanding language and culture and includes the Substrands: Systems of Language, Language variation and change, the role of language and culture.

FUTURE STUDY Year 10 Japanese

SOCCER (full year)

RECOMMENDED BACKGROUND

Special entry through trials

Student learning will focus on the game skills, knowledge and understanding, coaching and umpiring in the game of soccer. Students who select this subject will participate in a Seaford Secondary College soccer team, and play in a Saturday competition.

Students who study soccer will not participate in mandated HPE, and will learn health topics through this course including sexual health and relationships, health food and

nutrition, community health and drug and alcohol education in-line with the Australian Curriculum.

COSTS \$150 to cover uniform, competition and travel

VOLLEYBALL (full year)

A genuine desire to improve their skills and understanding of Volleyball

This would benefit students who want to represent the school at competitions and work towards competing at the National Schools' Cup event in Melbourne at the end of the year. Students are expected to participate 100% in ALL aspects of the course.

This is a specialist subject aimed at students wanting to excel at Physical Education.

Students who study volleyball for a full year will not participate in mandated HPE, and will learn health topics through this course including sexual health and relationships, health food and nutrition, community health and drug and alcohol education in-line with the Australian Curriculum.

PRACTICAL:

- Skill development
- Team skills and tournament opportunities
- Other physical activities will be included in the program to prepare students for Senior School Physical Education and Volleyball

THEORY:

- Sports Injuries
- Game Analysis
- Rules and Umpiring
- Goal Setting
- Fitness Testing
- Health Education

COSTS \$150 to cover uniform, competition and travel

YEAR TEN

IMPORTANT: Students are expected to choose their subjects with care and consideration for their pathways, as there will be limited or no opportunity to change subjects during the year.

Pathways and Futures Program

All Year 10 students are involved in the ongoing PFP operating with their Care Group teacher for 60 minutes on a Wednesday afternoon.

Students work within a structured program that builds on the work undertaken in Years 7, 8 and 9 PFP. They revisit and refresh on certain topics and are introduced to new ones.

Topics/issues studied across the year can include:

- SRC
- Student Leadership and Student Voice
- Building Resilience
- Protective Behaviours
- Self-management
- Cyber Safety
- Road Safety
- Personal Development
- Road Safety
- Purpose and Intent
- iProject
- Learning Pathways

Year 10 Subjects

English	Full Year
Mathematics	Full Year
Science	Full Year
Humanities and Social Sciences	Full Year
H&PE	One Semester (Mandated)
PLP	One Semester (Mandated)
Arts	One Semester (Mandated)

Students study one from:

- Visual Arts-Arts
- Visual Arts-Design
- Digital Art
- Dance
- Drama
- Music

Design and Technology One Semester (Mandated)

Students study one from:

- Design Technology-Metal Construction
- Design Technology-Timber Construction
- Digital Technology

Plus two other subjects One Semester each (Choice)

Students study two from:

- Mathematics Plus
- History Plus
- **Japanese (Full Year)**
- Visual Arts-Arts A
- Visual Arts-Design A
- Dance A
- Drama A
- Design Technology-Metal Construction A
- Design Technology-Timber Construction A
- Digital Art A
- Digital Photography A
- Digital Technology A
- Food and Nutrition A
- Child Studies A
- HPE A
- Soccer **Full year**
- Volleyball **Full year**

Stage 1 units of one semester * with teacher and parent consent only in the following areas:

- Ancient Studies
- Digital Photography
- Geography
- The Arts
- Writing & Authorship
- Child Studies

Year 10 MANDATED SUBJECTS

ENGLISH

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Year 10 curriculum includes:

- The Power of Belonging: Who am I & where do I belong?
- Conflict: Novel/ Film analysis
- Shakespeare
- Truth v Fiction (media unit)

FUTURE STUDY: Stage 1 Essential English, English, Literary Studies.

MATHEMATICS

Mathematics further develops the mathematical skills, knowledge and abilities as outlined in the Australian Curriculum for Year 10. Projects and investigations based around real life contexts enhance learning and develop problem-solving skills.

Units will be developed from the following content:

- Number & Algebra
- Measurement & Geometry
- Statistics & Probability.

COSTS

A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately \$15.00)

FUTURE STUDY: Stage 1 Essential Mathematics, General Mathematics, Mathematics

SCIENCE

Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. These provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.

Students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts. Students develop scientific inquiry skills and their understanding of science as a human endeavour. For further detail on the year level content please refer to the Australian Curriculum

FUTURE STUDY: Stage 1 Biology, Psychology, Chemistry, Physics

HUMANITIES and SOCIAL SCIENCES

There are two units of study in the Year 10 curriculum for Geography: *Environmental change and management* and *Geographies of human wellbeing*. *Environmental change and management* focuses on investigating environmental geography through an in-depth study of a specific environment.

Geographies of human wellbeing focus on investigating global, national and local differences in human wellbeing between places. The content of this year level is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and should be taught in an integrated manner, and in ways that are appropriate to specific local contexts. The Year 10 curriculum provides a study of

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

FUTURE STUDY: Stage 1 History, Society and Culture, Tourism, Geography, Legal Studies, Ancient History, Philosophy.

H&PE

HEALTH & PHYSICAL EDUCATION – (Mandated one semester)

Student learning will focus on Physical Education, learning through, in and about movement. Students will look at personal and community health, and develop strategies to become, and support others to become, life long active citizens. Students will also analyse skills acquisition and improvement, exercise physiology, anatomy and engage in issues analysis and solve problems to support healthy lifestyles.

ASSESSMENT:

Practical skill development and improvement 50%

Health Investigation and assessments 50%

FUTURE STUDY: Stage 1 & Stage 2, Physical Education

CROSS DISCIPLINARY

PERSONAL LEARNING PLAN (PLP)

The Stage 1 Personal Learning Plan is a 10-credit subject designed to help students to make informed decisions about their personal development, education and training. The Personal Learning Plan is a mandated requirement of the SACE. Students must complete 10 credits of the Stage 1 Personal Learning Plan with a C grade or better to gain their SACE.

The Personal Learning Plan is designed to develop students' capabilities of Learning,

- Critical & Creative Thinking,
- Ethical Understanding,
- Personal & social capability
- Intercultural understanding,
- Literacy
- Numeracy
- Information & communication technology

The Personal Learning Plan supports students in developing knowledge and skills that will enable them to:

- Identify appropriate future options
 - Choose appropriate subjects and courses for their SACE
 - Review their strengths and areas for development, including skills in literacy, numeracy, and information and communication technologies
 - Identify goals and plans for improvement monitor their actions and review and adjust plans as needed to achieve their goals.
-

THE ARTS (Mandated one semester)

Students undertake one semester of the Arts and select Visual Art, Dance, and Drama select in order of preference

DANCE one semester

Students will continue to develop Contemporary Dance technique and Performance Skills that will provide a foundation for further studies in Dance. Students will analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their understanding, starting with dance from Australia and

consider dance in international contexts. Students will evaluate their own choreography and performance, and that of others, to inform and refine future work. Performances will feature dances using genre and style specific techniques, and expressive skills to communicate a choreographer's intent. The Dance course covers four areas: Technique, Composition, Performance and Appreciation.

- Technique: Developing skills in contemporary dance styles.
- Composition: Students learn skills to create their own short dance works by exploring movement through a variety of tasks based on themes, ideas and choreographic devices.
- Performance: All Dance students have the opportunity to perform at end of semester performances and other school and community events.
- Appreciation: Students are given research opportunities to study dance history and dance in today's society.

COSTS Excursion costs to cover ticket/workshop costs

FUTURE STUDY: Stage 1 Dance.

DIGITAL ART (one semester)

This course provides students with the opportunity to creatively use digital imaging software. Initially the course will focus on creating and manipulating digital images using Adobe Photoshop. The course will then move to a focus on using technology to create commercially viable design solutions using software applications such as Adobe 'InDesign', Illustrator and Photoshop to create a series of Business Cards, Letterheads and Compliment Slips. These items will then go together as a complete package.

FUTURE STUDY Stage 1 Digital Photography, Stage 1 Design

DRAMA (one semester)

This subject further develops students' improvisation, workshop and ensemble skills through the development of a group production. Students can be involved in on and off-stage roles to maximise their skills and ensure an authentic approach to theatre production. Through their involvement in-group performance, students will be script writing, refining script concepts and theatre craft. Students will also study an aspect of 20th Century theatre and will learn to write a review of a professional performance.

COSTS: Excursion costs to cover ticket price for live theatre performances.

FUTURE STUDY Stage 1 Drama.

MUSIC (one semester)

This course is designed to give students the opportunity to play a variety of instruments, in an ensemble setting. Students can select it for one semester, or both semesters.

The course content varies from each semester, so students who choose it for the full year, will be covering different topics.

The class is set up to accommodate for a varied skill level, ranging from beginners, to advanced players.

Other topics covered are; Basic theory notation, various research topics related to music, and music technology topics.

FUTURE STUDY Stage 1 Music

VISUAL ARTS - ART - (one semester)

There will be an emphasis on drawing and visual planning and students will also have the opportunity to explore a range of media and techniques, which may include painting, sculpture, ceramics, printmaking, digital and mixed media.

Students will be expected to experiment widely with ideas and be creative in their approach to making works of Art. They will be encouraged to express personal opinions and viewpoints through their work.

An understanding of visual art from a diversity of cultures and the role of the artist in contemporary society is an essential aspect of the course.

FUTURE STUDY Stage 1 Visual Arts -Design/Visual Arts - Art

VISUAL ARTS - DESIGN one semester or full year

This course can be a single semester or whole year course. It is aimed at developing an awareness of the design process in graphic, product and environment design, thereby enabling students to make informed decisions as future designers and /or consumers of design products.

Students will gain an understanding of a range of traditional and contemporary design materials and technologies while working within a variety of problem-solving approaches.

There will be an emphasis on the role of design and designers in societies past, present and in the future.

FUTURE STUDY Stage 1 Visual Arts -Design/Visual Arts - Art

DESIGN and TECHNOLOGY (Mandated one semester)

Students undertake one semester of Design and Technology and select Material Products, Digital Technology, and Food and Nutrition select in order of preference

DIGITAL TECHNOLOGY (one semester)

In Year 10 Digital Technology, students will investigate the design cycle and the role of various hardware and software. Students analyse data to inform solutions to real world problems, including functional and non-functional requirements. Students will also analyse digital systems, design software, explore 3D printing, programming, and the production of various media types. Students explore risk and safety in a digital world, create interactive solutions through collaborative planning and taking into account social contexts and legal responsibilities.

FUTURE STUDY Stage 1 Digital Technology, Information Processing and Publishing, Photography

MATERIAL PRODUCTS: METAL CONSTRUCTION (one semester)

Students Develop skills in:

- Oxy Acetylene welding
- MIG Welding (Gas Metal Welding)
- Metal forming techniques
- Plasma Cutter
- Machining using the lathe
- Hydraulic Press
- Design processes

FUTURE STUDY Stage 1 Material Products: Metal, Material Products: Wood, Part Certificate II in Engineering.

MATERIAL PRODUCTS: WOOD CONSTRUCTION (one semester)

Students Develop skills in:

- Timber Joints (rebate, housing, mitre, biscuit).
- Small carcass construction includes one drawer.
- Machining techniques using the power router, biscuit joiner and various workshop machinery
- Timber finishing (Stain, clear coat etc.).
- The design process.

FUTURE STUDY Stage 1 Material Products: Metal, Material Products: Wood, Part Certificate II in Engineering.

Year 10 OPTION SUBJECTS

Please read the Arts & Technology descriptors for other options.

MATHS PLUS (one semester)

RECOMMENDED BACKGROUND

B Grade in Year 10 Mathematics

The 10A content is optional and is intended for students who require more content to enrich their mathematical study whilst completing the common Year 10 content. It is NOT anticipated that all students will attempt the 10A content, but doing so would be advantageous for students intending to pursue Mathematical Methods or Specialist Mathematics in the senior secondary years. A selection of topics from the 10A curriculum can be completed according to the needs of the students including:

- angle and chord properties of circles
- trigonometric equations
- Pythagoras' theorem and trigonometry to solving three-dimensional problems in right-angled triangles
- probabilities using fractions, decimals and percentages
- chance experiments
- data analysis

COST

A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately \$15). All students are encouraged to purchase their own Graphic Calculator (TI-84 Plus (approximately \$180).

FUTURE STUDY Successful completion of this course is advised for students continuing with Mathematics in Stage 1, Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics. Some programs at University require Stage 2 Mathematics Methods and or Specialist Maths. Please check SATAC guides for details

COMMUNICATION PRODUCTS-PHOTOGRAPHY (one semester)

Students will create a folio of work beginning by developing an understanding of Photographic Themes, using various camera techniques to enhance an image and looking at the history of photography. Students will create one Tourist Campaign on the Noarlunga region along with backup work as a part of the folio work. Students will create one Magazine Cover and folio as part of the folio. Both these tasks are summative.

ASSESSMENT TASKS

- Skills and Application tasks
- Folio
- The completion of the product

FUTURE STUDY Stage 1 Design and Technology-Communication Products II.

FOOD AND NUTRITION (one semester)

Investigate and make judgments on the ethical and sustainable production and marketing of food and fibre. Investigate and make judgments on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.

FUTURE STUDY Stage 1 Food and Hospitality, Stage 1 Seaford Café

HISTORY PLUS

Students will build upon history skills developed in History units throughout years 7-10 Humanities. This will be a one semester subject and focus on skill development through a range of different topics to prepare students for Humanities, particularly History subjects in SACE Stage 1 and 2.

Students will have the opportunity to learn about a range of topics from the 20th Century History (to follow on chronologically from ACARA History – HASS). This course is designed to be more of a 'fun' history course whilst developing core historical skills.

Overview: Investigate popular culture and a development of different generations throughout last century (i.e. development of the 'teenager' through genre of music).

Depth Studies: Students would also develop analytical and investigations skills in the depth study of topics not covered in Humanities. Students would formulate an argument and negotiate presentation to solve a 'History Mystery' from the 20th Century for example the JFK Assassination, or other studies in negotiation with the teacher.

Independent Research Assignment: Students would formulate a hypothesis about a controversial event, person etc. in the 20th Century, complete a research plan and then present their findings (presentation to be negotiated with teacher)

FUTURE STUDY Stage 1 and 2 History; Stage 1 Ancient Studies, Stage 1 and 2 Society and Culture.

CHILD STUDIES (one semester)

Topics covered in this subject will include:

- Parenting Skills.
- Child development.
- Nutritional needs.
- Play/toys.
- Clothing needs.
- Pregnancy & Birth.
- Simulated Care (Baby Think It Over Program)

FUTURE STUDY Stage 1 Child Studies.

JAPANESE

RECOMMENDED BACKGROUND (full year)

C Grade for Year 9 Japanese

This course runs for the whole year and comprises of two semester units.

- Personal Identity
- Leisure-Making Arrangements
- Working Life - Future Goals
- Living in Japan - School Life, Pop Culture.

SKILLS DEVELOPED

- Listening
- Speaking
- Reading
- Visual Interpretation
- Writing
- Cultural understanding and awareness.

FUTURE STUDY Stage 1 Japanese

SOCCER (full year)

RECOMMENDED BACKGROUND

Special entry through trials

Student learning will focus on the game skills, knowledge and understanding, coaching and umpiring in the game of soccer. Students who select this subject will participate in a Seaford Secondary College soccer team, and play in a Saturday competition.

Students who study soccer will not participate in mandated HPE, and will learn health topics through this course including sexual health and relationships, health food and nutrition, community health and drug and alcohol education in-line with the Australian Curriculum.

COSTS \$150 to cover uniform, competition and travel

PHYSICAL EDUCATION A

Student learning will focus on Physical Education, learning through, in and about movement. Students will look at personal and community health, and develop strategies to become, and support others to become, life long active citizens. Students will also analyse skills acquisition and improvement, exercise physiology, anatomy and engage in issues analysis and solve problems to support healthy lifestyles.

ASSESSMENT:

Practical skill development and improvement	50%
Health Investigation and assessments	50%

FUTURE STUDY Stage 1 & Stage 2 Physical Education

VOLLEYBALL (full year)

This is a specialist subject aimed at students wanting to excel at Physical Education. Students will further develop their skills and encouraged to participate in a variety of interschool competitions and championships. Students are expected to participate 100% in ALL aspects of the course.

Students who study volleyball for a full year will not participate in mandated HPE, and will learn health topics through this course including sexual health and relationships, health food and nutrition, community health and drug and alcohol education in-line with the Australian Curriculum.

PRACTICAL:

- Skill development
- Team skills and tournament opportunities
- Other physical activities will be included in the program to prepare students for Senior School Physical Education and Volleyball

THEORY:

- Sports Injuries
- Game Analysis
- Rules and Umpiring
- Goal Setting
- Fitness Testing
- Health Education

COSTS \$150 to cover uniform, competition and travel

SACE Overview

What is the SACE?

The South Australian Certificate of Education (SACE) is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. By completing the SACE, students prepare for further learning, work and life, by:

- Building essential skills and knowledge
- Making informed choices about future study and work, based on their strengths and interests
- Gaining a certificate that gives them a head-start on their pathway beyond school.

Students who successfully complete the SACE requirements are awarded the SACE certificate.

How do students get the SACE?

Students gain their SACE in two stages:

- Stage 1, which most students complete in Year 11
- Stage 2, which most students complete in Year 12.

To achieve the SACE, students must complete the following requirements with a C grade or higher at Stage 1 and a C- or higher for Stage 2:

- Personal Learning Plan (10 credits at Stage 1) in Year 10
- Literacy – from a range of English subjects or courses (20 credits at Stage 1 or Stage 2)
- Numeracy – from a range of mathematics subjects or courses (10 credits at Stage 1 or Stage 2)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects and/or courses totalling at least 60 credits.

Students must also choose from a range of Stage 1 or Stage 2 subjects or courses worth 90 credits, and achieve a grade in these, to gain the SACE

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required gaining the certificate

Students receive a grade from A to E for each subject at Stage 1, and from A+ to E- at Stage 2.

School Assessment

At Stage 1 and 2, as an indication of your performance, you will be awarded a grade, A-E, at the end of each assessment period during the year. This is to give you an indication of your achievement in this subject. While the grading system used for the school assessment is similar to that used by the SACE Board for Stage 2 results, there is a difference. The SACE Board grade and the school assessment grade measure different things. The school grade is a diagnostic tool, which measures strengths and weakness in a particular subject area. The SACE Board grade is an accreditation towards the South Australian Certificate of Education.

Stage 1

- A Very High Achievement
- B High Achievement
- C Competent Achievement
- D Marginal Achievement
- E Unsatisfactory

Stage 2

- A Very High Achievement
- B High Achievement
- C Competent Achievement
- D Marginal Achievement
- E Unsatisfactory

Summative and Formative Assessment Summative assessment forms the basis of both your SACE and school assessment. Summative assessment is a term used to describe an assessment activity which measures achievement at the end of a section of work. Formative assessment describes the work or tasks undertaken to guide further learning and to prepare you for summative assessment. Teachers of all SACE subjects will provide you with plans of the summative assessment program you will be undertaking. You must plan your work carefully, organising completion of tasks to meet all due dates. The school and the SACE Board have strict policies on the deadlines for summative work. Copies of these policies will be distributed to you at the beginning of the year

What is the Personal Learning Plan?

The Personal Learning Plan is a SACE subject that all students undertake at the start of their SACE, in Year 10 or 11. The subject is worth 10 credits and students need to achieve a C grade or higher.

The Personal Learning Plan helps students to:

- Identify strengths and interests
- Set personal and learning goals
- Choose the right SACE subjects and study options for their future plans
- Look at different career paths and choices
- Gain skills for future study and employment, such as planning and research

The mandated requirements of the SACE	
Requirements	Credits
Year 10 Personal Learning Plan (PLP) (Stage 1 mandated subject)	10
Year 11 (Stage 1) Literacy (from any of the Stage 1 English classes) (Stage 1 mandated subject)	20
Numeracy (from any of the Stage 1 Maths classes) (Stage 1 mandated subject)	10
Research Practices (Stage 1 mandated subject)	10
Research Project (Stage 1 or 2 mandated subject)	10
Year 11 or 12 (Stages 1 or 2) Other subjects or courses of student's choice	Up to 90
Year 12 (Stage 2) Research Project (Stage 2 mandated subject)	10
Other Stage 2 subjects and courses *	80 or more
*The majority of students will complete subjects or courses worth more than 70 credits at Stage 2	
Total	200

SACE Planner



SACE
Board of SA

Personal Learning Plan = 10 credits

Credits

10

Literacy = 20 credits

Choose from a range of English subjects or courses

Subtotal 10

Numeracy = 10 credits

Choose from a range of mathematics subjects or courses

Stage 2 subjects or courses = 60 credits

Choose from a range of Stage 2 subjects and courses

Subtotal 30

Research Project = 10 credits

10

Additional choices = 90 credits

Choose from a range of Stage 1 and Stage 2 subjects and courses

Subtotal 70

Subtotal 90

To gain the SACE, you must earn 200 credits

Total 200

	Compulsory Stage 1	Students must achieve a C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete the SACE
	Compulsory Stage 1 and/or Stage 2	
	Compulsory Stage 2	
	Choice of subjects and/or courses (Stage 1 and/or 2)	Students must achieve a grade or equivalent for subjects and/or courses selected

Mandated subjects

Stage 1 Maths Guide

Subject	Recommended Minimum achievement	Target Population	Course description	Career paths on satisfactory completion of the course
Essential Mathematics	Completion of Year 10 maths	Students seeking to meet SACE requirements and planning careers in a range of trades of vocational pathways	Practical problem solving in everyday life and workplace, using personal, further learning, and community contexts.	Stage 2 Essential Mathematics Range of trades and vocations
General Mathematics	C Grade for Year 10 Mathematics	Students who want useful maths for work and personal finances.	Contextual problem solving including financial modelling, network analysis, route and project planning, geometrical problems and statistics.	Stage 2 General Mathematics Stage 2 Essential Mathematics
Mathematics	B Grade for Year 10 Mathematics	Students with an interest in mathematics whose future paths may involve mathematical studies at university	Development of the use of calculus and statistical analysis	Stage 2 Mathematical Methods Stage 2 Specialist Maths Stage 2 General Maths Stage 2 Essential Maths

Stage 1 English Guide

Subject	Recommended Minimum achievement	Target Population	Course description	Career paths on satisfactory completion of the course
Essential English	Completion of Year 10 English	Students seeking to meet basic SACE requirements and planning careers in a range of trades of vocational pathways	Practical literacy for everyday life and workplace, using personal, further learning, and community contexts.	Stage 2 Essential English Range of trades and vocations
English	C Grade for Year 10 English	Students who need English for Pathways to TAFE , workplace e.g. SAPOL and University	Language and Literacy for a range of contexts	Stage 2 Essential English Stage 2 English Stage 2 Literary Studies* *with teacher recommendation only
English Literary Studies	B Grade for Year 10 English	Students with a love of Literature and whose future pathways include higher education	Fostering an appreciation of the writer's role in the construction of their texts. This includes looking at audience, intent, and the writer's/film maker's craft.	Stage 2 Essential English Stage 2 English Stage 2 Literary Studies

STAGE ONE SUBJECTS

IMPORTANT: Students are expected to choose their subjects with care and consideration for their pathways, as there will be limited or no opportunity to change subjects during the year.

Stage One Subject Descriptors Mandated subjects

ENGLISH (Mandated)

ESSENTIAL ENGLISH

SACE CREDITS: 20 (full year)

This subject focuses on the development of students' skills in communication, comprehension, language and text analysis, and creating texts, through:

- Responding to Texts
- Creating Texts

In this subject, students are expected to:

- Develop communication skills through reading, viewing, writing, listening, and speaking
- Comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts
- Identify and analyse how the structure and language of texts varies for different purposes, audiences, and contexts
- Express information, ideas, and perspectives using a range of textual conventions
- Create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts.

The following assessment types enable students to demonstrate their learning:

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

FUTURE STUDY Stage 2 Essential English

ENGLISH

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

B Grade or higher in Year 10 English

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

choices to position the audience to respond to ideas and perspectives. An understanding of purpose, context, and audience is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

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

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

FUTURE STUDY Stage 2 English, Literary Studies, Legal Studies, History

LITERARY STUDIES

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

Grade in Year 10 English

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

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

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

FUTURE STUDY Stage 2 Literary Studies, English, Legal Studies, History

MATHEMATICS (Mandated)

ESSENTIAL MATHEMATICS

SACE CREDITS: 20 (full year)

Students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the work place and in everyday life.

SACE Stage 1 Essential Mathematics is now aligned with the Australian Curriculum and is organised into four units. Unit 1 and 2 are covered at Stage 1 and Unit 3 and 4, at Stage 2. This subject provides the opportunity for students to prepare for post-school options of employment and further training.

- Calculation Percentages & rate
- Measurement
- Algebra
- Graphs
- Representing & Comparing Data
- Percentages
- Rates & Ratio's
- Time & Motion

Assessment at Stage 1 is school based and the following assessment types enable students to demonstrate their learning:

Type 1: Skills and Applications Tasks

Type 2: Folio

COST

A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately \$15)

FUTURE STUDY Stage 2 Essential Mathematics

GENERAL MATHEMATICS

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

C Grade for Year 10 Mathematics

COURSE CONTENT:

SACE Stage 1 General Mathematics is now aligned to the Australian Curriculum and is organised into four units. Unit 1 and 2 are covered at Stage 1, Unit 3 and 4, at Stage 2. General Mathematics focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

Assessment at Stage 1 is school based and the following assessment types enable students to demonstrate their learning:

Type 1: Skills and Application tasks

Type 2: Folio

COST

A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately \$15)

All students are encouraged to purchase their own Graphic Calculator TI-84 Plus (approximately \$180). These can be borrowed from the library for \$20 with a \$40 deposit.

FUTURE STUDY Stage 2 General Mathematics and Stage 2 Essential Mathematics

MATHEMATICS

SACE CREDITS: 20 or 30 (full year)

RECOMMENDED BACKGROUND:

B Grade or better in Year 10 Mathematics.

SACE Stage 1 Mathematics aligns with the Australian Curriculum. This subject may be studied on its own and leads to Mathematical Methods at Stage 2 and the addition of Specialist Mathematics at Stage 2 for those students with a very strong interest in maths.

The topics broaden students' mathematical experience and provide different scenarios for incorporating mathematical arguments and problem solving. The units provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, level of sophistication and abstraction. The probability and statistics topics lead to an introduction to statistical inference. **Students can elect to do 30 credits over three semesters which is recommended for students who wish to study Stage 2 Mathematical Methods, and those students who also wish to study Stage 2 Specialist Maths.**

Assessment at Stage 1 is school based and the following assessment types enable students to demonstrate their learning:

Type 1: Skills and Application tasks

Type 2: Folio

COST

A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately \$15)

All students are encouraged to purchase their own Graphic Calculator (TI-84 Plus (approximately \$180). These can be borrowed from the library for \$20 with a \$40 deposit.

FUTURE STUDY Stage 2 Mathematical Methods, Stage 2 Specialist Mathematics, Stage 2 General Mathematics, Stage 2 Essential Mathematics

STAGE ONE CHOICE SUBJECTS

ARTS *Please note: If you choose one of the Stage 1 Arts subjects the expectation is you will study it for a full year*

DANCE

SACE CREDITS: 10 (one semester)

RECOMMENDED BACKGROUND

C Grade in Year 10 Dance

Students study contemporary technique, composition, choreography, performance and critical analysis. Through the analysis of dance theatre performance students learn about the choreography of local and international dance artists. They have the opportunity to explore a range of global dance traditions, influences and perspectives. The focus capabilities for this subject are communication, citizenship and learning. Stage 1 Dance consists of four areas of study:

- Technique
- Composition
- Performance or Presentation
- Written Response

ASSESSMENT:

- Technique 20%
- Composition 30%
- Performance or Presentation 30%
- Written Response 20%

FUTURE STUDY Stage 2 Drama

DRAMA

SACE CREDITS: 10 (one semester)

RECOMMENDED BACKGROUND

C Grade in Year 10 Drama

Stage 1 Drama consists of the following three areas of study:

- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation.

Students undertake Drama will participate in both practical and theoretical components. Students will choose from a variety of tasks and through negotiation with the teacher meet the learning requirements listed below. Students will be required to study text analysis, role preparation, theories and styles in Drama.

ASSESSMENT

Assessment at Stage 1 is school based and will take part in each of the three areas:

Performance 50%

Folio 30%

Individual inquiry 20%

COSTS

Excursion costs to cover ticket price for live theatre performances.

FUTURE STUDY Stage 2 Drama

MUSIC

SACE CREDITS: 10 (one semester)

RECOMMENDED BACKGROUND

C Grade in Year 10 Music

Through the study of Music students have the opportunity to engage in musical activities such as performing, composing, researching and developing and applying music technologies. This program covers the following areas:

- Composing, Arranging, Transcribing, Improvising
- Solo and Ensemble Performance
- Music in Context
- Development of traditional and modern- Theory and Aural skills

ASSESSMENT

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Skills Presentation 50%
- Skills Development 30%
- Folio. 20%

COSTS

Excursion costs to cover ticket price for live theatre performances.

FUTURE STUDY Stage 2 Music

VISUAL ARTS – ART

SACE CREDITS: 10 (one semester)

RECOMMENDED BACKGROUND

C Grade in year 10 Visual Arts

This subject covers all aspects of art media and will allow students to work in areas including: Painting and Drawing, Printmaking, 2 and 3D Studies. Students will complete practical work using new and learnt skills in various Art media and techniques. Students will critically analyse works of Art in both written and oral form. Opportunities exist for the development of problem-solving skills and a deeper understanding of the range of expressive forms used by various artists both in Australia and globally. Visual Arts consists of the following three areas of study, Visual Thinking, Practical Resolution and Visual Arts in Context.

Assessment:

Assessment at Stage 1 is school based and Students demonstrate evidence of their learning through the following assessment types:

Folio 30%

Practical 40%

Visual Study 30%

FUTURE STUDY Stage 2 Visual Arts courses

VISUAL ARTS - DESIGN

SACE CREDITS: 10 (one semester)

RECOMMENDED BACKGROUND

C Grade in year 10 Visual Arts

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasizes defining the problem, problem solving approaches, the generation of solutions and/ or concepts and the skills to communicate resolutions. This course is focused on developing a deeper understanding of Design, problem solving and presentation of ideas in a skilled manner. Contemporary and Historical Design practice will be explored. Students will undertake studies in: Communication, Environmental and Product Design aspects. The content of Design A and B will vary depending on the skill level of the student.

ASSESSMENT

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

Product 30%

Investigation 30%

Practical Skills 40%

FUTURE STUDY Stage 2 Visual Arts courses

BUSINESS, ENTERPRISE AND TECHNOLOGY

BUSINESS ENTERPRISE

SACE CREDITS: 10 (one semester)

Business and Enterprise focuses on the successful management of business and enterprise issues in personal, business, and social contexts. Students learn about the interrelationship between business, enterprise, and technology. They take a holistic approach to business, enterprise, and technology and their impacts locally, nationally, and globally.

For a 10-credit subject, it is recommended that students undertake one core topic and two or three option topics.

Core Topics;

Topic 1; Introduction to Business and Enterprise

Topic 2; Business and Enterprise in Practice

Option Topics ;(two or three are chosen by teacher and students)

Establishing a Business; Business Plans; Business Management & Communication; Financial Planning & Management; Technology for Business; Marketing; Employment Relations;

Entrepreneurship: The Enterprising Person, and Global Business.

Engaging in the world of business involves studying individuals, communities, and organisations; assessing their needs and problems; and generating solutions.

ASSESSMENT TASKS

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

FUTURE STUDY

- Stage 2 Business Enterprise, Stage 2 Accounting

COMMUNICATION PRODUCTS-PHOTOGRAPHY

SACE CREDITS: 10 (offered at Year 10 & 11) (one semester)

Students will create a folio of work beginning by developing an understanding of Photographic Themes, using various camera techniques to enhance an image and looking at the history of photography. Students will create one Tourist Campaign on the Noarlunga region along with backup work as a part of the folio work. Students will create one Magazine Cover and folio as part of the folio. Both these tasks are summative.

ASSESSMENT TASKS

- Skills and Application tasks
- Folio
- The completion of the product

FUTURE STUDY Stage 2 Design and Technology-Communication Products II, Stage 2 Information Process & Publishing.

COMMUNICATION PRODUCTS - DESIGN and TECHNOLOGY-

SACE CREDITS: 10

Students will create a series of works that will be then added as content for their website which they will create in Dreamweaver. These works include a research task looking at issues related to web 2.0, html coding tasks, Poster design for the Arts Show Case and animated website banner using Adobe Flash. The students will be involved in the design process to Investigate, design/Plan, Produce and Evaluate, a product which they create. Students will learn both practical skills in using flash and aspects of programming using both ActionScript 2 and ActionScript 3.

ASSESSMENT TASKS

- Skills and Application tasks
- Folio
- The completion of a product(s)

FUTURE STUDY Stage 2 Design and Technology-Communication Products II, Stage 2 Information Process & Publishing.

MATERIAL PRODUCTS - METAL CONSTRUCTION

SACE CREDITS: 10 (one semester)

RECOMMENDED BACKGROUND

C Grade in Year 10 Material Products - Metal

Students research existing metal designs, then generate designs and negotiate with the teacher which product they will make. Students then plan out the procedure to construct their project. From this students demonstrate the application of skills, processes, procedures and techniques to construct a table. Students will also undertake an investigation in to the functional characteristics a variety of metals.

ASSESSMENT TASKS

- Skills and applications task (10%)
- Materials Investigation: 400 words (10%)
- Folio (20%)
- Product (50%)
- Evaluation (10%)(400 words)

Extra cost is determined by each student's individual project and is the responsibility of the student.

FUTURE STUDY Stage 2 Material Products – Metal Construction

MATERIAL PRODUCTS – WOOD CONSTRUCTION

SACE CREDITS: 10 (one semester)

RECOMMENDED BACKGROUND

C Grade in Year 10 Material Products: Wood

Students research existing designs, then generate a few designs and negotiate with the teacher which product they will make. Students then plan out the procedure to construct their project and cost. From this students demonstrate the application of skills, processes, procedures and techniques to construct a bedside cabinet. Students will also research into timber properties and characteristics.

ASSESSMENT TASKS

- Skills and applications tasks (10%)
- Materials Investigation (10%): Timber properties (400 words).
- Folio (20%)(Drawings, costing's).
- Product (50%)
- Evaluation (10%), (400words)

COST

Extra cost is determined by each student's individual project and is the responsibility of the student.

FUTURE STUDY Stage 2 Material Products Timber Construction

HUMANITIES AND SOCIAL SCIENCES

ANCIENT STUDIES

SACE CREDITS: 10 (one semester)

In Ancient Studies, students learn about the history, literature, society and culture of ancient civilisations, which may include those of Asia-Australia, the Americas, Europe and Western Asia., and the classical civilisation of Greece and Rome.

Students draw on many other fields of study. They consider the environmental, social, economic, religious, culture, and aesthetic aspects of societies, and explore the ideas and innovations that shape and are shaped by societies.

ASSESSMENT TASKS

Students will present work independently or collaboratively according to this structure:

Assessment Type 1 – Folio

Assessment Type 2 – Source Analysis

Assessment Type 3 – Special Study

FUTURE STUDY Stage 2 Modern History, Society and Culture, English,

GEOGRAPHY

SACE CREDITS: 10 (also offered at Year 10) (one Semester)

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

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

ASSESSMENT TASKS

Students demonstrate evidence of their learning through skills and application tasks, fieldwork, inquiry research and an investigation.

FUTURE STUDY Stage 2 Modern History, Stage 2 Society & Culture

MODERN HISTORY

SACE CREDITS: 10 (one semester)

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

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

ASSESSMENT TASKS

Students demonstrate evidence of their learning through the following assessment types: Folio, Sources Analysis and an Investigation.

FUTURE STUDY Stage 2 Modern History, Stage 2 Society & Culture, Stage 2 Legal Studies

LEGAL STUDIES

SACE CREDITS: 10 (one semester)

Legal Studies focuses on developing a better understand of the Australian Legal System, focusing on both government and justice system. Students must undertake study in the topic, 'Law & Society' but may undertake a range of topics to apply their understanding of principles and & processes. Excursion to Court /Parliament

Legal Studies is the study of the Australian Legal System and the social rights and responsibilities to achieve social order. It brings an awareness of legal problems and solutions. Topic 1 is mandated with three (3) other topics chosen by Teacher and/or Students.

Topics Covered include:

Law and Society
People, Structures, and Processes

ASSESSMENT TASKS

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

FUTURE STUDY Stage 2 Legal Studies, Stage 2 Modern History, Stage 2 Society & Culture

PHILOSOPHY

SACE CREDITS: 10 (one semester)

Philosophy is the investigation of questions about morals, knowledge, and our existence, to which there are no simple answers. We examine questions like: How should we treat one another? What actions are right or wrong? What is a Good Human Life? What is truth? Can we truly know anything? Are we free or is everything determined? One of the principle tenants of philosophy is there is little certainty about right or wrong before one has done the work of looking at the reasons for an argument.

In this subject, students are expected to:

- Analyze strengths, and weaknesses, of philosophical positions, and arguments
- Reason and use evidence to support, or dispute, philosophical issues and positions
- Participate in Community of Inquiry
- Communicate on issues, questions and positions.

ASSESSMENT

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

FUTURE STUDY Stage 2 Legal Studies, Stage 2 Modern History, Stage 2 Society & Culture, Stage 2 Philosophy

TOURISM

SACE CREDITS: 10 (one semester)

The subject consists of four themes and eleven topics. A 10-credit subject consists of three topics chosen by the class and teacher that are informed by the four themes.

Themes

- Understanding the Tourism Industry
- Identifying Visitors and Hosts
- Creating Sustainable Tourism
- Working in the Tourism Industry.

Topics

- Investigating the History of Tourism
- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism
- Preparing for International Travel
- Understanding the Role of Organisations and Government in Tourism

- Examining Tourism and Technological Change
- Appreciating Tourism in Australia
- Investigating Tourism Markets
- Understanding Tourism and Natural Environments
- Tourism Industry Skills
- Negotiated Topic (applying to individuals only).

ASSESSMENT TASKS

Students demonstrate their learning through the following assessment types:

- Case Study
- Sources Analysis
- Practical Activity & Investigation

FUTURE STUDY Stage 2 Tourism

HEALTH AND PHYSICAL EDUCATION

CHILD STUDIES

SACE CREDITS: 10 (one semester)

Topics covered in this subject will include:

- Child Development
- Parenting
- Children's Play and Toys
- Nutrition
- Health and well-being of children
- Simulated baby
- Excursion to Childcare Centre

ASSESSMENT TASKS

A range of research tasks, practical activities and group work.

FUTURE STUDY Stage 2 Child Studies

FOOD AND HOSPITALITY

SACE CREDITS: 10 (one semester)

Elements covered in this subject will include:

- Practising skills in food safety and hygiene
- Development of skills in food preparation and presentation
- Investigating meal planning and table setting
- Exploring aspects of catering - costing, ordering, packaging and marketing

ASSESSMENT TASKS

A range of research tasks, practical activities and group collaboration tasks.

FUTURE STUDY Stage 2 Food and Hospitality

HEALTH

SACE CREDITS 10 Credits (one semester)

Students will build upon the knowledge and skills they have developed through PFP, and Health and Physical Education in years 7-10. This course can be taken as a semester or whole year subject, and will focus on a wide range of topics that will prepare students for Health at SACE Stage 2.

Students will focus on the health and well-being of individuals, communities, and societies in the environments they share. Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. They consider the physical, emotional, social, cognitive, and spiritual dimensions of well-being.

In this subject, students are expected to:

- Identify and understand influences on personal and community health and well-being
- Investigate the roles and responsibilities of individuals, communities, and governments in addressing health and well-being issues and priorities

- Analyse current trends and issues affecting the health of Australians and the role of education in promoting and enhancing health outcomes
- Develop group skills and apply them in a practical area related to health
- Understand and apply health literacy skills.

ASSESSMENT TASKS

- Issues Response 30%
- Group Activity 40%
- Investigation 30%

FUTURE STUDY Stage 2 Health

OUTDOOR EDUCATION

SACE CREDITS: 10 (one semester)

RECOMMENDED BACKGROUND

A good level of fitness

Students will learn a range of skills and knowledge to support them to be active in the outdoors, as well as supporting a sustainable environment.

Practical

- Field trips plus participate in a 3-4 Day Bushwalk
- Camp cooking using Trangias with gas converters
- Equipment maintenance – tents, rucksacks, kayaks, and accessories
- 8-Week Aquatic Unit
- Navigation and Map reading skills.

Theory /Topics

Students will participate in a number of lessons focusing on a range of topics that look at outdoor pursuits, low impact strategies, environmental issues and industry related professions.

ASSESSMENT TASKS

- Portfolio, Participation, Risk Assessment & Management, Peer Assessment, Performance Checklist, 4-Day Self Reliant camp, Unit reports

COSTS

\$120 for Senior First Aid course

\$275.00 which is used to subsidise the activities below

- Instruction
- Transport
- Camp
- Equipment Hire

FUTURE STUDY Stage 2 Outdoor Education

PHYSICAL EDUCATION

SACE CREDITS: 10 (one semester)

RECOMMENDED BACKGROUND

C Grade in Year 10 HPE

In Physical Education students study human physical activity and its place in the lives of individuals and groups of people. They examine not only the practical application of human physical skills, but also an analysis of the personal, community and global issues that surround the role of human physical activity in society. Students also examine factors to improve both fitness and skill improvement

ASSESSMENT

Issues analysis 20%

Assessment & Tests 30%

Practical Skill a& Performance 50%

FUTURE STUDY Stage 2 Physical Education

LANGUAGE

JAPANESE - CONTINUERS

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

B Grade in Year 10 Japanese

Areas of study include:

The Individual

- Personal identity
- Leisure
- Education

The Japanese-speaking Communities

- Life in Japan
- Visiting Japan

The Changing World

- Working Life
- Current Issues

ASSESSMENT TASKS

Assessment will include a variety of written, spoken, reading and listening tasks which will continue to develop and improve the students' ability to communicate effectively in Japanese and gain an understanding of Japanese culture.

COSTS

Student workbook that accompanies the textbook (\$35.00)

FUTURE STUDY Stage 2 Japanese.

SCIENCES

BIOLOGY

SACE CREDITS: 20 (full year)

Biology is taken as a 20 credit sequence. Students exiting at the end of semester 1 may be given 10 credits.

RECOMMENDED BACKGROUND

C Grade for Year 10 Science. This subject is a prerequisite for Stage 2 Biology

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

ASSESSMENT

School based assessment

Investigations Folio

Skills and Assessment Tasks

FUTURE STUDY Stage 2 Biology, Stage 2 Psychology.

CHEMISTRY

SACE CREDITS: 20 (full year)

Chemistry is taken as a 40 credit course over two years, including 20 credits at stage 1 level and 20 credits at stage 2 level. Students may decide to exit after the first semester and receive 10 stage 1 credits. Students can also exit the course after their first year and receive 20 Stage 1 credits.

RECOMMENDED BACKGROUND

B Grade for Year 10 Science

Students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Students consider examples of benefits and risks of chemical knowledge to the wider community, along with

the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

ASSESSMENT

School-based assessment

Investigations Folio 40%

Skills and Assessment Tasks 60%

FUTURE STUDY Stage 2 Chemistry, Biology and Psychology some programs at university require Chemistry as a prerequisite. Please check SATAC guides for details

PHYSICS

SACE CREDITS: 20 (full year)

Physics is taken as a 40 credit course over two years, including 20 Credits at Stage 1 level and 20 Credits at Stage 2 level. Students may decide to exit after the first semester and receive 10 Stage 1 credits. Students can also exit the course after their first year and receive 20 Stage 1 Credits.

RECOMMENDED BACKGROUND

B Grade for Year 10 Science

The study of Physics is constructed around using qualitative and quantitative models, laws and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies and innovations.

ASSESSMENT

School-based assessment

Investigation Folio

Skills and Applications Tasks

COST

A Scientific Calculator approximately \$15

FUTURE STUDY Stage 2 Physics, Biology and Psychology

PSYCHOLOGY

SACE CREDITS: 10 (one semester)

RECOMMENDED BACKGROUND

C Grade for Year 10 Science

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

Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data.

Topics covered may include

- Introduction to Psychology (compulsory)
- Social Behaviour
- Intelligence.
- Cognition.
- Brain and behaviour.
- Human psychological development.
- Emotion.

ASSESSMENT

School-based assessment

• Investigations folio 40%

• Skills and applications tasks 60%

FUTURE STUDY Stage 2 Psychology

CROSS DISCIPLINARY

MOTOR VEHICLE MAINTENANCE AND DRIVER SAFETY

SACE CREDITS: 10 (one semester)

Students negotiate from a range of topics which might include:

- Investigating the purchase of a car
- Installing a sound system
- Learning basic maintenance of a vehicle
- Obtaining a Driver's License
- Working part-time in the vehicle industry
- Doing work experience as a mechanic

Students will work towards a demonstration of their work which might be (e.g.) a video demonstrating new skills and achievements.

ASSESSMENT TASKS

- Contract of work
- Practical activity with evidence
- Presentation of project
- Reflection on project and learning

RESEARCH PRACTICES (Mandated)

SACE CREDITS: 10 (one semester)

This subject provides students with opportunities to:

- Examine the purpose of research
- Explore a range of research approaches
- Develop their investigative and inquiry skills.

Students explore research practices to develop skills in undertaking research, such as planning their research, developing and analysing their data, and presenting their research findings, in a variety of formats, including multimodal. The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to:

- Demonstrate knowledge and understanding of the purpose of research
- Demonstrate knowledge and understanding of research approaches
- Develop specific research skills
- Consider the appropriateness, uses, and limitations of specific sources
- Interpret and analyse information and data.

Students explore a range of research approaches and skills. They learn that different approaches to research are appropriate to different contexts and purposes.

ASSESSMENT TASKS

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

- Assessment Type 1: Folio
- Assessment Type 2: Sources Analysis.

RESEARCH PROJECT B (MANDATED)

SACE CREDITS: 10 (one semester)

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. Students must complete the 10-credit Research Project at Stage 2 of the SACE, with a C Grade or better. Students will:

- Students develop the Capabilities and apply the Research Framework
- The 4 parts of the research framework are:
- initiating, planning, and managing the research
- carrying out the research
- communicating the research outcome
- evaluating the research

ASSESSMENT TASKS

School based Assessment 70%

Type 1; Folio 30%

Type 2; Research outcome 40%

External Assessment 30%

Type 3; Evaluation (including written summary) 30%

FUTURE STUDY

University, TAFE

Please note we recommend all students undertake Research Project B. However with Learning Area Leader/parent/carer approval students may undertake Research Project A

INTEGRATED LEARNING SUBJECTS

SEAFORD CAFÉ

SACE CREDITS: 10 (one semester)

The aim of the course is to develop student skills in producing Café quality food students will be involved in the following:-

- Hygiene & Food Safety
- Accident prevention in the work place
- Development of food preparation & presentation skills
- Producing café quality food
- Investigating essential skills of budgeting & advertising
- Developing barista skills in producing cappuccino, latte, & hot chocolate
- Reflecting on their learning.

ASSESSMENT TASKS

Practical 40%

Group Act 30%

Folio & Discussion 30%

FUTURE STUDY

Stage 2 Café Seaford

WRITING AND AUTHORSHIP

SACE CREDITS: 10 (one semester)

This is a semester course and can be taken as a full year or a semester

The aim of this course is to involve students in the development of Writing and Authorship skills. Students may choose to be involved in one or more of the following;

- Planning and developing writing skills
- Group Authorship focus groups
- Field Trip to publishing house
- Investigation of a successful author's method of authorship
- Development of writing skills associated with Business and Research
- Production skills associated with a small magazine

SKILLS DEVELOPED

- Practical Authorship skills
- Group interaction skills and Teamwork
- Communication skills
- Investigation skills

ASSESSMENT TASKS

• Practical 30%

• Group Activity 20%

• Folio and Discussion 20%

• In addition students will undertake a project worth 30%

STAGE TWO SUBJECTS

IMPORTANT: Students are expected to choose their subjects with care and consideration for their pathways, as there will be limited or no opportunity to change subjects during the year.

STAGE TWO SUBJECT DESCRIPTORS

Mandated Subject

Only available to students not successfully completing this subject in Stage 1

RESEARCH PROJECT B (MANDATED)

SACE CREDITS: 10 (one semester)

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. Students must complete the 10-credit Research Project at Stage 2 of the SACE, with a C Grade or better. Students will:

- Students develop the Capabilities and apply the Research Framework
- The 4 parts of the research framework are:
- initiating, planning, and managing the research
- carrying out the research
- communicating the research outcome
- evaluating the research.

ASSESSMENT TASKS

School based Assessment 70%

Type 1; Folio 30%

Type 2; Research outcome 40%

External Assessment 30%

Type 3; Evaluation (including written summary) 30%

FUTURE STUDY

University, TAFE

Please note we recommend all students undertake Research Project B. However with Learning Area Leader/parent/carer approval students may undertake Research Project A

STAGE TWO CHOICE SUBJECTS

ARTS

DRAMA

SACE CREDIT: 20 (full year)

RECOMMENDED BACKGROUND

C Grade or better at Stage 1 in Drama.

Teachers will develop a teaching and learning program based on

the following four areas of study:

- Analysis and Creative Interpretation
- Review and Reflection
- Interpretative Study
- Presentation of Dramatic Works.

ASSESSMENT

The course comprises Performance or an off stage role in a larger Production and in a small group (50%), a Folio of written responses to student and professional performances (30%) and an Interpretive Study of a Dramatic Innovator (20%).

School-based Assessment 70%

- Assessment Type 1: Group Presentation 20%
- Assessment Type 2: Folio 30%
- Assessment Type 3: Interpretative Study 20%

External Assessment 30%

- Assessment Type 4: Performance 30%

Students undertaking Stage 2 Drama should be willing to commit to the time demands of rehearsal and performance as well as attending some out of school professional theatre.

COSTS:

Excursion costs to cover ticket price for live theatre performances.

FUTURE STUDY University Arts Degrees with a Drama major, local theatre companies

MUSIC - SOLO PERFORMANCE

SACE CREDITS: 10 (one semester)

RECOMMENDED BACKGROUND

C Grade or better at Stage 1 Music.

Stage 2 Solo Performance is a subject that develops students' skills on a chosen instrument or their voice, and the application of these skills, musical understanding, and aesthetic awareness in a solo performance. Students also develop skills in preparing and presenting public performances, aural perception and musical sensitivity, and awareness of style, structure, and historical conventions in solo performance. Solo Performance gives students the opportunity to extend their technical and performance skills on their chosen instrument or their voice, and to use this expertise as a means of developing musical expression.

ASSESSMENT

School-based Assessment 70%

- Assessment Type 1: 30% First Performance
- Assessment Type 2: 40% Second Performance

External Assessment 30%

- Assessment Type 3: Final Performance 30%

MUSIC - INDIVIDUAL STUDY

SACE CREDITS: 10 (one semester)

RECOMMENDED BACKGROUND

C Grade or better at Stage 1 Music.

Stage 2 Music Individual Study is a subject that allows students to undertake an individually negotiated topic in an area of interest that is not covered in any other Stage 2 Music subject. Students pursue an area of interest that is directly applicable to their intended vocation, career, further study, or recreation. Students develop skills in documenting the processes of negotiating, planning, structuring, developing, and evaluating their learning. Music Individual Study is recommended for students who have a great deal of personal motivation and initiative, and who are self-directed learners. The ability to work independently is essential.

ASSESSMENT

School-based Assessment 70%

- Assessment Type 1: Folio 30%
- Assessment Type 2: Product 40%

External Assessment 30%

- Assessment Type 3: Report 30%

MUSIC - ENSEMBLE PERFORMANCE

SACE CREDITS: 10 (one semester)

RECOMMENDED BACKGROUND

C Grade or better at Stage 1 Music.

This subject is the continuation of the Music Band pathway. Stage 2 Ensemble Performance is a subject that develops students' skills on a chosen instrument or their voice and the application of these skills and other musical knowledge in an ensemble. Students develop ensemble performance skills as well as aural perception, musical sensitivity, and an awareness of style, structure, and historical conventions in ensemble performance. Students are required to participate in regular rehearsals and performances, some of which may be outside school hours.

ASSESSMENT

School-based Assessment 70%

- Assessment Type 1: First Performance 30%
- Assessment type 2: Second Performance 40%

External Assessment 30%

- Assessment type 3: Final performance 30%.

FUTURE STUDY University Arts degrees with a Music major

VISUAL ARTS - ART

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

C Grade or better at Stage 1 in Visual Art or Design

This subject covers all aspects of Art media and will allow students to work in areas including: Painting and Drawing, Printmaking, 2 and 3D Studies, Design 2 and 3D. Students will complete practical work using new and learnt skills in various Design and Art media and techniques. Students will critically analyse works of Design and Art in both written and oral form. Opportunities exist for the development of problem solving skills and a deeper understanding of the range of expressive forms used by various artists both in Australia and Globally. Students will undertake a range of activities in Visual Thinking, Practical Resolution and Visual Arts in Context.

ASSESSMENT

Assessment at Stage 2 is both internally and externally moderated where students must demonstrate evidence of their learning through the following assessment types: Folio, Practical and Visual Study.

School-based Assessment: 70%

- Assessment Type 1: Folio 30%
- Assessment Type 2: Practical 40%

External Assessment: 30%

- Assessment Type 3: Visual Study 30%

FUTURE STUDY A wide range of Diploma and Degree level courses in the visual arts, applied arts and design fields at universities and TAFE colleges

VISUAL ARTS - DESIGN

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

C Grade or better at Stage 1 in Visual Art or Design.

Students have the opportunity to create and develop ideas that lead to original design works in a variety of areas such as communication design, product design or environmental design. Media used may include Computer Generated Images (CGI), model making as well as more traditional illustration materials. Opportunities will exist for the development of problem solving skills and a deeper understanding of the range of expressive forms used by various artists both in Australia and Globally. Students will undertake a range of activities in Visual Thinking, Practical Resolution and Visual Arts in Context.

Assessment

Assessment at Stage 2 is both internally and externally moderated where students must demonstrate evidence of their learning

through the following assessment types: Folio, Practical and Visual Study.

School-based Assessment: 70%

- Assessment Type 1: Folio 30%
- Assessment Type 2: Practical 40%

External Assessment: 30%

- Assessment Type 3: Visual Study 30%

FUTURE STUDY A wide range of Diploma and Degree level courses in the visual arts, applied arts and design fields at universities and TAFE colleges

BUSINESS, ENTERPRISE AND TECHNOLOGY

BUSINESS & ENTERPRISE

SACE CREDITS: 20 (full year)

Stage 2 Business and Enterprise provides students with the opportunity to undertake a theoretical and/or practical application of business practice. It consists of one core topic and a choice of seven option topics.

The core topic provides knowledge and understanding of business concepts and techniques and of the functions and processes of business organisations.

School Assessment 70%

- Assessment Type 1: Folio 30%
- Assessment Type 2: Practical 20%
- Assessment Type 3: Issues Study 20%

External Assessment 30%

- Assessment Type 4: Report 30%

COST

For situation analyse book \$38

FUTURE STUDY University, TAFE, Business College

DESIGN TECHNOLOGY- COMMUNICATION PRODUCTS II

SACE CREDIT: 20 (full year)

RECOMMENDED BACKGROUND

Stage 1 in Communication Products

The focus of this course will be the use of Flash CS4 to produce Applications and/or elements of a webpage. Students will also be exposed to using Photoshop CS4 and Dreamweaver. The students will be involved in the design process to Investigate, Design/Plan, Produce and Evaluate a product in which they create. Students will learn both practical skills in using Flash and aspects of programming using both Action-Script 2 and Action-Script 3.

ASSESSMENT TASKS

Three skills and applications tasks 20%

Two products 50%

External Assessment Task

- Two assessments for the folio 30%

FUTURE STUDY

Web Design, Application Design, Multi-media design.

INFORMATION PROCESSING & PUBLISHING

SACE CREDITS: 20 (full year)

Students apply the design process and layout principles in planning, producing, and evaluating text-based products. Students also analyse an issue related to one or both of the focus areas they have studied. Students complete a text-based product that demonstrates understanding and use of the four parts of the design process: investigating, devising, producing, and evaluating.

ASSESSMENT TASKS

- Five practical skills tasks 40%
- One or two Issues Analysis tasks 30%

External Assessment Task

- One Product & Documentation 30%

FUTURE STUDY Web Design, Application Design, Multimedia design, Administration

MATERIAL PRODUCTS-METAL CONSTRUCTION

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

Completion of either Year 10 Metal Construction or Stage 1 Metal Construction

Students are to determine the need for themselves, or another, to devise a design brief and manufacture the article to their design specification. Students will keep a record of their progress and note any alterations made during the construction phase.

ASSESSMENT TASKS

- Skills and applications task.
- Materials Investigation (800 words).
- Folio (investigation into existing products, design developments, costing's).
- Product – one item of furniture indoors/outdoors of your choosing (to be negotiated). Project may be entertainment unit, wardrobe, bed etc..
- Evaluation (800 words).

COST

\$120 for basic supplies

Extra cost is determined by each student's individual project and is the responsibility of the student

FUTURE STUDY TAFE, Work placement

MATERIAL PRODUCTS-TIMBER CONSTRUCTION

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

Completion of either Year 10 Wood Construction or Stage 1 Timber Construction

Students are to determine the need for themselves, or another, to devise a design brief and manufacture the article to their design specification. Students will keep a record of their progress and note any alterations made during the construction phase.

ASSESSMENT TASKS

- Skills and applications task.
- Materials Investigation (800 words).
- Folio (investigation into existing products, design developments, costings).
- Product
- Evaluation (800 words).

COST

Extra cost is determined by each student's individual project and is the responsibility of the student

FUTURE STUDY TAFE, Work placement

WORKPLACE PRACTICES

SACE CREDITS: 20 (full year)

There are three focus areas of study of this subject:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET).

Students must include the following areas of study:

- Industry and Work Knowledge, and
- Vocational Learning and/or Vocational Education and Training (VET).

For the Industry and Work Knowledge component, students study three or more topics from the list below:

Topic 1: Work in Australian Society

Topic 2: The Changing Nature of Work

Topic 3: Industrial Relations

Topic 4: Finding Employment

Topic 5: Negotiated Topic.

ASSESSMENT

School-based assessment:

Folio 25%

Performance 25%

Reflection 20%

External Assessment

Investigation 30%

HEALTH AND PHYSICAL EDUCATION

CHILD STUDIES

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

Year 10 Child Studies or Stage 1 Child Studies is an advantage.

The topics covered in this subject will include:

- Child development
- Value of play
- Concept of childhood and family
- Role of parents and caregivers
- Importance of behaviour management
- Child nutrition
- Health and wellbeing.

ASSESSMENT TASKS

Practical and theory

Task 1: Environmental Influences on Antenatal development

Task 2: Children and Vegetables

Task 3: Importance of Child Safety

Task 4: Cognitive Development

Task 5: Children and Special Needs

Task 6: Special Study

Task 7: Children, Language and Literacy Skills

Task 8: Healthy Party for Pre-School Children

FUTURE STUDY

Careers in Nursing, Childcare, Teaching-Kindergarten, Junior Primary

FOOD AND HOSPITALITY

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

Successful completion Stage 1 Food and Nutrition

Topics covered in this subject will include:

- Contemporary approaches and issues in the industry
- Safe work practices
- Trends in Food and Hospitality
- Cultural Foods
- Consumer protection
- Nutritional impact of healthy eating
- Current management practises

- Develop skills in food preparation and presentation techniques.

ASSESSMENT TASKS

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Investigation (30%).

COSTS

\$120.00 for a full year, extra cost is determined by the nature of the project and is the responsibility of the student.

FUTURE STUDY Pathways in the Food and Hospitality Industry

HEALTH

SACE CREDITS: 20 (full year)

In this subject, students will demonstrate a critical understanding of influences on personal and community health and well-being and investigate and critique the roles and responsibilities of individuals, communities, and governments in addressing health and well-being issues and priorities. They will also critically analyse current trends and issues affecting the health status of individuals and communities in Australia and globally, and the role of education in promoting and enhancing health outcomes, demonstrate participation, interpersonal, practical, and group skills as applied to an area related to health, initiate and evaluate personal and social actions to promote improved health outcomes for individuals and communities and demonstrate a critical understanding of, and apply, health literacy skills.

ASSESSMENT

Assessment 1: Group Investigation and Presentation (30%)

Assessment 2: Issues Analysis (20%)

Assessment 3: Practical Activity (20%)

Assessment 4: Investigation (30%)

OUTDOOR AND ENVIRONMENTAL EDUCATION

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

C Grade or higher in Stage 1 Outdoor Education

This year the program will focus around Bush Walking and Rock climbing.

The cost of the course is significant as there is frequent travel and use of equipment. The cost of running the course covers:

TRANSPORT

6 trips to Onkaparinga Gorge National Park

1 trip to Deep Creek Conservation Park

1 trip to Mt Arapiles Victoria

1 trip to Mambay Creek National Park

1 trip to Morialta Conservation Park

EQUIPMENT

Tents & ground sheets

Climbing Equipment

Trangia

Maps, compasses, ruck sacks, Japarah's

INSTRUCTION

Mount Arapiles Climbing Instructor

Climbing Training Days

Group Dynamics Course

Camping fees

TOTAL STUDENT COST FOR THE COURSE \$603

It is a requirement that at least two students in the group have completed their Senior First Aid for the Self Led Journey. In addition to this students' will be responsible for their personal items including adequate clothing, footwear, food, personal first aid kit, sleeping gear, gas for their trip, eating utensils. Detailed equipment requirements are listed and discussed for each activity.

COST: \$603 * this can be paid in instalments.

FUTURE STUDY University, Outdoor Education, Tourism

PHYSICAL EDUCATION

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

C Grade or higher in Stage 1 PE

The course is divided equally into practical and theory and allows students to extend their knowledge and understanding of human physical activity and its place in the lives of individuals and groups of people. Students negotiate from the following:

- Volleyball
- Sailing
- Badminton
- Indoor Soccer
- Touch Football

ASSESSMENT

School based Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Examination (30%).

COSTS

\$120.00 plus food for 3 day sailing camp (Murraylands Aquatic Centre).

FUTURE STUDY University, TAFE, Fitness Industry

ENGLISH

ESSENTIAL ENGLISH

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

Satisfactory completion of Stage 1 Essential English or English

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 an interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

ASSESSMENT

School-based Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Language Report (30%).

ENGLISH

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

Satisfactory completion of Stage 1 English

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

ASSESSMENT

School-based Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Comparative Analysis (30%).

ENGLISH LITERARY STUDIES

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

Satisfactory completion of Stage 1 Literary Studies

English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts, through shared and individual study of texts, student 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.

ASSESSMENT

School-based Assessment (70%)

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

External Assessment (30%)

- Part A: Comparative Text (15%)
- Part B: Critical Reading (Examination) (15%)

HUMANITIES AND SOCIAL SCIENCES

LEGAL STUDIES

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

Minimum of a C in Stage 1 English, Stage 1 Legal Studies or a Stage 1 HASS subject (e.g. History, Geography)

A study of the four topics provides an exploration of the Australian legal system for the local level to its global connections. Students examine the key concepts of parliamentary democracy, constitutional government, and participation in understanding our parliament system. Students central to this understanding is the concept that law-making and dispute resolution are social forces that can affect individuals or groups; generate social, economic, or technological change; and cause conflict or inequity within society.

- Topic 1: The Australian Legal System
- Topic 2: Constitutional Government
- Topic 3: Law-Making
- Topic 4: Justice Systems

ASSESSMENT TASKS

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

School Assessment

Assessment type 1: Folio 50%

Assessment type: Inquiry 20%

External Assessment

Assessment Type 3: Examination 30%

FUTURE STUDY University/TAFE studies in Arts, Commerce, Accountancy, Social Science, Law & Justice studies, Business Studies.

MODERN HISTORY

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

C Grade or better in Stage 1 English and /or History

Students will acquire knowledge and understanding of people, places, events, and ideas in the history of societies in selected periods and places since c.1500 up to the present. The course consists of three components:

- Course work
- Individual essay
- External examination (3 hours)

Topics Covered:

- **Depth Study**
- The War to End all wars: The First World War and its consequences c.1870-1929.
- **Thematic Study**
- Revolution and Turmoil: Social and Political Upheavals since c.1500

ASSESSMENT TASKS

- Folio 50%
- Individual History Essay 20%
- External Examination 30%

FUTURE STUDY University, TAFE

SOCIETY AND CULTURE

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND:

C Grade or better in Stage 1 English, Stage 1 Literary Studies or a Stage 1 HASS subject

Students will explore three topics from a list of eleven, which cover a broad canvas of issues such as globalization, social ethics, youth culture and the role of power in our lives. Students will analyse how societies work and sometimes fail; the forces that affect an individual's choices and how societies change, for example as a result of the technological revolution. Systematic investigation, active participation and experience-based inquiry methods will enable students to examine the difference between lived reality and social constructions. In other words, how we believe we shape our lives but how our lives are often shaped for us by society.

ASSESSMENT TASKS

Students will show evidence of what they have learnt by three types of assessment:

- Assessment Type 1: Folio 50%
- Assessment Type 2: Interaction 20%
- Assessment Type 3: Investigation 30% (External)

TOURISM

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND:

C Grade or better in Stage 1 English, Stage 1 Literary Studies

The subject consists of four themes and eleven topics. A 20-credit subject consists of three topics that are informed by the four themes.

Themes

- Operations and Structures of the Tourism Industry
- Travellers' Perceptions and the Interaction of Host Community and Visitor
- Planning for and Managing Sustainable Tourism
- Evaluating the Nature of Work in the Tourism Industry

TOPICS (Three of these to be chosen for study by the teacher and students)

- Applications of Technology in Tourism
- The Economics of Tourism
- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Special Interest Tourism
- Responsible Travel
- The Role of Governments and Organisations in Tourism
- Tourism Industry Skills
- Negotiated Topic

ASSESSMENT TASKS

School based assessment 70%

- Assessment Type 1 Folio 20%
- Assessment Type 2 Practical Activity 25%
- Assessment Type 3 Investigation 25%

External Assessment 30%

Assessment Type 4 Examination 30%

FUTURE STUDY University or TAFE

MATHEMATICS

ESSENTIAL MATHEMATICS

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND:

B Grade or better in Stage 1 Essential Mathematics or C Grade or better in Stage 1 General Mathematics

Stage 2 Essential Mathematics will be taught for the first time in 2017.

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

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

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

Students who complete this subject with a C- or better will meet the numeracy requirement of the SACE.

ASSESSMENT

- Folio 40%
- Skills and Applications Tasks 30%
- External Examination 30%

GENERAL MATHEMATICS

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND:

B Grade or better in Stage 1 General Mathematics

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

ASSESSMENT:

School Assessment (70%)

Skills and Applications Tasks (40%)

Mathematical Investigations (30%)

External Assessment (30%)

Examination (30%)

MATHEMATICAL METHODS

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND:

B Grade or better in 20 credits of Stage 1 Mathematics

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:

School Assessment (70%)

Skills and Applications Tasks (50%)

Mathematical Investigation (20%)

External Assessment (30%)

Examination (30%)

COST

A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately \$15)

All students are encouraged to purchase their own Graphic Calculator (TI-84 Plus (approximately \$180). These can be borrowed from the library for \$20 with a \$40 deposit.

FUTURE STUDY Studies in the fields of Mathematics, Science, Engineering, Accounting, Industrial Design and many other fields. Some programs at university require Mathematical Studies as a prerequisite. Please check SATAC guides for details.

SPECIALIST MATHEMATICS (Open Access Only)

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

B Grade or better in 30 credits of Stage 1 Mathematics

This subject is delivered through Open Access with a mentor teacher available on site.

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:

School Assessment (70%)

Skills and Applications Tasks (50%)

Mathematical Investigation (20%)

External Assessment (30%)

Examination (30%)

COST

A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately \$15)

All students are encouraged to purchase their own Graphic Calculator (TI-84 Plus (approximately \$180). These can be borrowed from the library for \$20 with a \$40 deposit.

FUTURE STUDY University in Engineering, Physics. Some programs at university require Specialist mathematics as a prerequisite. Please check SATAC guides for details.

SCIENCES

BIOLOGY

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

Full year of Stage 1 Biology recommended with a 'C' pass.

Stage 2 Biology examines the structure and function of living things from the molecular level to the ecosystem level. It looks at the organisation of living things, how they are able to be selective, the flow of energy and how living things reproduce and evolve.

There is a strong focus on awareness of the way human society impacts on and is impacted by developments in biological understanding. Students design and conduct biological investigations and gather evidence from their investigations. As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

ASSESSMENT TASKS

- Investigations Folio 30%
- Skills and Assessment Tasks 40%

Externally marked exam (3 hour) 30%

COST

Students will need to purchase a practical book (\$20.00) and a revision guide (\$30.00) approximately.

FUTURE STUDY University/TAFE studies in Science, Medicine, Veterinary Science, Forensics, Biotechnology, Nursing, and Agriculture

CHEMISTRY

SACE CREDITS: 20 (full year)

This is the second year of a 40 credit course.

RECOMMENDED BACKGROUND

B Grade or better in SACE Stage 1 Chemistry (20 credits) is recommended to give the background language, concepts and practical skills.

DESCRIPTION

The course is divided into 5 topics

- Elemental and Environmental Chemistry
- Analytical Techniques
- Using and Controlling Reactions
- Organic and Biological Chemistry
- Materials

ASSESSMENT

School-based Assessment 70%

- Investigations Folio 30%
- Skills and Assessment Tasks 40%

External Assessment 30%

- Examination 30%

FUTURE STUDY Pathways include Health, Engineering, Environment, Education and Science. Some of the programs at university require Chemistry as a prerequisite. Please check SATAC guides for details.

PHYSICS

SACE CREDITS: 20 (full year)

This is the second year of a 40 Credit Course.

RECOMMENDED BACKGROUND

B Grade or better in SACE Stage 1 Physics (20 credits) is recommended to give the background language, concepts and practical skills.

Stage 2 Physics is organised into four sections, as shown in the table below. Each section is divided into four topics. Each topic includes one application, which is an integral part of the subject outline. The sections and topics are presented in suggested

teaching order. Physics investigation skills are integrated throughout the teaching and learning program.

Section 1 Motion in Two Dimensions

Section 2 Electricity & Magnetism

Section 3 Light & Matter

Section 4 Atoms & Nuclei

ASSESSMENT

School-based assessment 70%

- Investigations Folio 40%
- Skills and Assessment Tasks 30%

External Assessment 30%

- Examination 30%

COSTS

Revision guide \$28

FUTURE STUDY Science, Engineering, Education. Some programs at university require Physics as a prerequisite. Please check SATAC guides for details.

PSYCHOLOGY

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

B Grade or better in any two Stage 1 semester units in Science

Stage 2 Psychology is an evidence-based subject in which ethical issues have a central place. Psychology is the systematic study of behaviour and how it can be explained in terms of biological, psychological and socio-cultural processes and individual differences. The course also considers the research methods and ethical issues associated with studying behaviour.

Topics covered:

- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds.

ASSESSMENT

School based assessment 70%

- Investigations Folio 30%
- Skills and Assessment Tasks 40%

External Assessment 30%

- Examination 30%

COSTS

Revision guide \$28

FUTURE STUDY Health, Science, Social Science, Education, Business, Law

INTEGRATED STUDIES

Stage 2

CAFÉ SEAFORD

ATAR (*if only ONE Integrated Learning subject chosen*)

SACE CREDITS: 20 (full year)

This is a full year course. It does gain points for University and TAFE entry.

RECOMMENDED BACKGROUND

Successful pass in Stage 1 Café Seaford

The aim of this course is to involve students in the development and running of a short-term café for staff and senior students at Seaford Secondary College. Students will be involved in the following:

- Hygiene & Food Safety
- Accident prevention in the work place
- Development of food preparation & presentation skills
- Knowledge and understanding of café foods
- Management of health, safety and welfare issues
- Development of a café concept for the school
- Menu planning and costing
- Financial management of a café
- Advertising
- Barista skills
- Working collaboratively with others
- Front of house duties (food service)
- Back of house duties (food preparation)
- Reflecting on their learning.

ASSESSMENT TASKS

Practical 30%

Group Act 20%

Folio & Discussion 20%

Research Project 30%

FUTURE STUDY

TAFE, careers in the Food and Hospitality Industry

SPORT STUDIES

ATAR (*if only ONE Integrated Learning subject chosen*)

SACE CREDITS: 20 (full year)

RECOMMENDED BACKGROUND

C Grade or higher in Stage 1 PE

Students negotiate from a range of topics which might include:

- Being involved in a community sporting or recreation team
- Coaching a junior sporting team
- Organising a personal health and fitness program
- Developing new skills in a recreation pursuit such as surfing, or horse riding
- Volunteering to support a recreation program for the disabled.

Students will work towards a demonstration of their work which might be (e.g.) a video demonstrating new skills and achievements.

ASSESSMENT TASKS

Contract of work

Practical activity with evidence

Presentation of project 70% total

External assessment (reflection on project and learning) 30%

WRITING AND AUTHORSHIP

ATAR (*if only ONE Integrated Learning subject chosen*)

SACE CREDITS: 20 (full year)

This is a full year course. It does gain points for University and TAFE entry.

The aim of this course is to involve students in the development of Writing and Authorship skills. Students may choose to be involved in one or more of the following;

- Planning and developing writing skills
- Group Authorship focus groups
- Field Trip to publishing house
- Investigation of a successful author's method of authorship
- Development of writing skills associated with Business and Research
- Production skills associated with a small magazine

SKILLS DEVELOPED

- Practical Authorship skills
- Group interaction skills and Teamwork
- Communication skills
- Investigation skills

ASSESSMENT TASKS

• Practical 30%

• Group Activity 20%

• Folio and Discussion 20%

• In addition students will undertake a project worth 30%