Parents are invited to contact our School Administration Office or College Counsellors for additional information or to arrange an appointment with the Principal to discuss any concerns and to answer any queries.
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 2016. 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.

Cezanne Green
Principal – Seaford Secondary College
# Contents

A Message from the Principal 1  
School Vision and Priorities 1  
Whole School Curriculum Overview 4  
Curriculum Overview 5

## Year 7

<table>
<thead>
<tr>
<th>Transition Program</th>
<th>Pathways and Futures Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>7</td>
</tr>
</tbody>
</table>

## Year 7 Subject Descriptors

<table>
<thead>
<tr>
<th>Arts</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Art (One Semester Only)</td>
<td>7</td>
</tr>
<tr>
<td>Specialist Entry Music (Full Year)</td>
<td>7</td>
</tr>
<tr>
<td>on request</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>7</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>7</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>7</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>7</td>
</tr>
<tr>
<td>History</td>
<td>7</td>
</tr>
<tr>
<td>Geography</td>
<td>7</td>
</tr>
<tr>
<td>Languages</td>
<td>8</td>
</tr>
<tr>
<td>Japanese</td>
<td>8</td>
</tr>
<tr>
<td>Spanish</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>8</td>
</tr>
<tr>
<td>Science</td>
<td>8</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>7</td>
</tr>
<tr>
<td>Design and Technology (one Semester only)</td>
<td></td>
</tr>
</tbody>
</table>

## Year 8

| Transition Program                  | 9 |
| Pathways and Futures Program        | 9 |

## Year 8 Subject Descriptors

<table>
<thead>
<tr>
<th>Arts</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art (Choice)</td>
<td>10</td>
</tr>
<tr>
<td>Dance (Choice)</td>
<td>10</td>
</tr>
<tr>
<td>Drama (Choice)</td>
<td>10</td>
</tr>
<tr>
<td>Visual Arts (Choice)</td>
<td>10</td>
</tr>
<tr>
<td>English</td>
<td>9</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>10</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>10</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>9</td>
</tr>
<tr>
<td>History</td>
<td>9</td>
</tr>
<tr>
<td>Geography</td>
<td>9</td>
</tr>
<tr>
<td>Language</td>
<td>10</td>
</tr>
<tr>
<td>Japanese</td>
<td>10</td>
</tr>
<tr>
<td>Mathematics</td>
<td>11</td>
</tr>
<tr>
<td>Mathematics</td>
<td>11</td>
</tr>
<tr>
<td>Science</td>
<td>11</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>12</td>
</tr>
<tr>
<td>Digital Technology (Choice)</td>
<td>12</td>
</tr>
<tr>
<td>Food &amp; Nutrition (Choice)</td>
<td>12</td>
</tr>
<tr>
<td>Material Products – Combined Wood &amp; Metal Construction (Choice)</td>
<td>13</td>
</tr>
</tbody>
</table>

## Year 9

| Transition Program                  | 11 |
| Pathways and Futures Program        | 11 |
| Subject Choice for Year 9           | 11 |

## Year 9 Subject Descriptors

<table>
<thead>
<tr>
<th>Arts</th>
<th>12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art (Choice)</td>
<td>12</td>
</tr>
<tr>
<td>Dance (Choice)</td>
<td>12</td>
</tr>
<tr>
<td>Drama (Choice)</td>
<td>12</td>
</tr>
<tr>
<td>Music (Choice)</td>
<td>12</td>
</tr>
<tr>
<td>Visual Art – Art (Choice)</td>
<td>11</td>
</tr>
<tr>
<td>Visual Arts – Design (Choice)</td>
<td>11</td>
</tr>
<tr>
<td>English</td>
<td>11</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>12</td>
</tr>
<tr>
<td>Health Physical Education</td>
<td>13</td>
</tr>
<tr>
<td>Health (Choice)</td>
<td>13</td>
</tr>
<tr>
<td>Soccer (Choice)</td>
<td>13</td>
</tr>
<tr>
<td>Volleyball A / B (Choice)</td>
<td>13</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>11</td>
</tr>
<tr>
<td>History</td>
<td>11</td>
</tr>
<tr>
<td>Geography</td>
<td>11</td>
</tr>
<tr>
<td>Language</td>
<td>11</td>
</tr>
<tr>
<td>Japanese</td>
<td>11</td>
</tr>
<tr>
<td>Mathematics</td>
<td>11</td>
</tr>
<tr>
<td>Mathematics</td>
<td>11</td>
</tr>
<tr>
<td>Science</td>
<td>11</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>12</td>
</tr>
<tr>
<td>Digital Technology (Choice)</td>
<td>12</td>
</tr>
<tr>
<td>Food &amp; Nutrition (Choice)</td>
<td>12</td>
</tr>
<tr>
<td>Material Products – Combined Wood &amp; Metal Construction (Choice)</td>
<td>13</td>
</tr>
</tbody>
</table>

## Year 10

| Transition Program                  | 14 |
| Subject Choice for Year 10          | 14 |
| The SACE – An Introduction          | 4  |
| Personal Learning Plan              | 18 |

## Year 10 Subject Descriptors

<table>
<thead>
<tr>
<th>Arts</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts – Arts (Choice)</td>
<td>16</td>
</tr>
<tr>
<td>Visual Arts – Design (Choice)</td>
<td>16</td>
</tr>
<tr>
<td>Digital Art (Choice)</td>
<td>16</td>
</tr>
<tr>
<td>Dance (Choice)</td>
<td>15</td>
</tr>
<tr>
<td>Mathematics</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics</td>
<td>9</td>
</tr>
<tr>
<td>Science</td>
<td>9</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>10</td>
</tr>
<tr>
<td>Design and Technology (Choice)</td>
<td>10</td>
</tr>
<tr>
<td>Digital Technology (Choice)</td>
<td>10</td>
</tr>
<tr>
<td>Home Economics (Choice)</td>
<td>10</td>
</tr>
<tr>
<td>Drama (Choice)</td>
<td>16</td>
</tr>
<tr>
<td>Music (Choice)</td>
<td>16</td>
</tr>
<tr>
<td>English</td>
<td>14</td>
</tr>
<tr>
<td>English</td>
<td>14</td>
</tr>
<tr>
<td>Child Studies</td>
<td>17</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>17</td>
</tr>
<tr>
<td>Health &amp; Physical Education (Compulsory)</td>
<td>15</td>
</tr>
<tr>
<td>Physical Education B (Choice)</td>
<td>17</td>
</tr>
<tr>
<td>Volleyball (Choice)</td>
<td>17</td>
</tr>
<tr>
<td>Health (Choice)</td>
<td>17</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>15</td>
</tr>
<tr>
<td>History</td>
<td>17</td>
</tr>
<tr>
<td>History 10A (Choice)</td>
<td>17</td>
</tr>
<tr>
<td>Geography</td>
<td>17</td>
</tr>
<tr>
<td>Language</td>
<td>17</td>
</tr>
<tr>
<td>Japanese (Choice)</td>
<td>17</td>
</tr>
<tr>
<td>Mathematics</td>
<td>15</td>
</tr>
<tr>
<td>Mathematics</td>
<td>15</td>
</tr>
<tr>
<td>Mathematics – 10A (Choice)</td>
<td>16</td>
</tr>
<tr>
<td>Science</td>
<td>15</td>
</tr>
<tr>
<td>Science</td>
<td>15</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>16</td>
</tr>
<tr>
<td>Material Products – Wood (Choice)</td>
<td>16</td>
</tr>
<tr>
<td>Material Products – Metal (Choice)</td>
<td>16</td>
</tr>
<tr>
<td>Digital Technology (Choice)</td>
<td>16</td>
</tr>
<tr>
<td>Food &amp; Nutrition (Choice)</td>
<td>16</td>
</tr>
<tr>
<td>Cross Disciplinary</td>
<td>15</td>
</tr>
<tr>
<td>Personal Learning Plan (PLP)</td>
<td>15</td>
</tr>
<tr>
<td>Overview of the SACE and Course</td>
<td>18</td>
</tr>
<tr>
<td>Selection</td>
<td></td>
</tr>
<tr>
<td>SACE Overview</td>
<td>18</td>
</tr>
<tr>
<td>SACE Course Planner</td>
<td>19</td>
</tr>
</tbody>
</table>

## SACE Stage 1 Subject Descriptors

<table>
<thead>
<tr>
<th>Arts</th>
<th>23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Arts – Design</td>
<td>23</td>
</tr>
<tr>
<td>Visual Arts – Design</td>
<td>23</td>
</tr>
<tr>
<td>Dance</td>
<td>22</td>
</tr>
<tr>
<td>Drama</td>
<td>22</td>
</tr>
<tr>
<td>Music</td>
<td>22</td>
</tr>
<tr>
<td>Business, Enterprise and Technology</td>
<td>23</td>
</tr>
<tr>
<td>Business &amp; Enterprise</td>
<td>23</td>
</tr>
<tr>
<td>Communication Products – Photography</td>
<td>23</td>
</tr>
<tr>
<td>Communication Products II – Design and Technology</td>
<td>23</td>
</tr>
<tr>
<td>Information Processing and Publishing</td>
<td>24</td>
</tr>
<tr>
<td>Material Products – Metal Construction</td>
<td>24</td>
</tr>
<tr>
<td>Material Products – Timber Construction</td>
<td>24</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>24</td>
</tr>
<tr>
<td>Aboriginal Studies</td>
<td>24</td>
</tr>
<tr>
<td>Ancient Studies</td>
<td>24</td>
</tr>
<tr>
<td>Geography</td>
<td>24</td>
</tr>
<tr>
<td>History</td>
<td>24</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>25</td>
</tr>
<tr>
<td>Philosophy</td>
<td>25</td>
</tr>
<tr>
<td>Tourism</td>
<td>25</td>
</tr>
<tr>
<td>Subject</td>
<td>Code</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>English</td>
<td>21</td>
</tr>
<tr>
<td>English</td>
<td>21</td>
</tr>
<tr>
<td>Essential English</td>
<td>21</td>
</tr>
<tr>
<td>Literary Studies</td>
<td>21</td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td>25</td>
</tr>
<tr>
<td>Child Studies</td>
<td>25</td>
</tr>
<tr>
<td>Food &amp; Hospitality</td>
<td>25</td>
</tr>
<tr>
<td>Health</td>
<td>26</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>26</td>
</tr>
<tr>
<td>Physical Education</td>
<td>26</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>26</td>
</tr>
<tr>
<td>Japanese</td>
<td>26</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>21</td>
</tr>
<tr>
<td>Essential Mathematics</td>
<td>21</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>21</td>
</tr>
<tr>
<td>Mathematics</td>
<td>22</td>
</tr>
<tr>
<td><strong>Sciences</strong></td>
<td>26</td>
</tr>
<tr>
<td>Biology</td>
<td>26</td>
</tr>
<tr>
<td>Chemistry</td>
<td>27</td>
</tr>
<tr>
<td>Physics</td>
<td>27</td>
</tr>
<tr>
<td>Psychology</td>
<td>27</td>
</tr>
<tr>
<td><strong>Cross-Disciplinary Studies</strong></td>
<td>27</td>
</tr>
<tr>
<td>Motor Vehicle Maintenance and Driver Safety</td>
<td>27</td>
</tr>
<tr>
<td>Research Practices</td>
<td>22</td>
</tr>
<tr>
<td><strong>Integrated Learning Subjects</strong></td>
<td>28</td>
</tr>
<tr>
<td>Café Seaford</td>
<td>28</td>
</tr>
<tr>
<td>Writing and Authorship</td>
<td>28</td>
</tr>
</tbody>
</table>

**SACE Stage 2 Subject Descriptors**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts</strong></td>
<td>29</td>
</tr>
<tr>
<td>Drama</td>
<td>29</td>
</tr>
<tr>
<td>Music – Solo Performance</td>
<td>29</td>
</tr>
<tr>
<td>Music – Individual Study</td>
<td>29</td>
</tr>
<tr>
<td>Music – Ensemble Performance</td>
<td>29</td>
</tr>
<tr>
<td>Visual Art – Art</td>
<td>30</td>
</tr>
<tr>
<td>Visual Art – Design</td>
<td>30</td>
</tr>
<tr>
<td><strong>Business, Enterprise and Technology</strong></td>
<td>30</td>
</tr>
<tr>
<td>Business and Enterprise</td>
<td>30</td>
</tr>
<tr>
<td>Design &amp; Technology Communication Products 2</td>
<td>30</td>
</tr>
<tr>
<td>Information Processing &amp; Publishing</td>
<td>30</td>
</tr>
<tr>
<td>Material Products – Metal Construction</td>
<td>30</td>
</tr>
<tr>
<td>Material Products – Timber Construction</td>
<td>31</td>
</tr>
<tr>
<td><strong>Cross-Disciplinary Studies</strong></td>
<td>29</td>
</tr>
<tr>
<td>Research Project</td>
<td>32</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td>32</td>
</tr>
<tr>
<td>English Pathways</td>
<td>32</td>
</tr>
<tr>
<td>English Communications</td>
<td>32</td>
</tr>
<tr>
<td>English Studies</td>
<td>32</td>
</tr>
<tr>
<td><strong>Health and Physical Education</strong></td>
<td>31</td>
</tr>
<tr>
<td>Child Studies</td>
<td>31</td>
</tr>
<tr>
<td>Food &amp; Hospitality</td>
<td>31</td>
</tr>
<tr>
<td>Health</td>
<td>31</td>
</tr>
<tr>
<td>Outdoor Education</td>
<td>33</td>
</tr>
<tr>
<td>Physical Education</td>
<td>32</td>
</tr>
<tr>
<td><strong>Humanities and Social Sciences</strong></td>
<td>33</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>33</td>
</tr>
<tr>
<td>Modern History</td>
<td>33</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>33</td>
</tr>
<tr>
<td>Tourism</td>
<td>33</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>34</td>
</tr>
<tr>
<td>Mathematical Applications</td>
<td>34</td>
</tr>
<tr>
<td>Mathematical Studies</td>
<td>34</td>
</tr>
<tr>
<td>Special Mathematics</td>
<td>34</td>
</tr>
<tr>
<td><strong>Sciences</strong></td>
<td>34</td>
</tr>
<tr>
<td>Biology</td>
<td>34</td>
</tr>
<tr>
<td>Chemistry</td>
<td>34</td>
</tr>
<tr>
<td>Physics</td>
<td>35</td>
</tr>
<tr>
<td>Psychology</td>
<td>35</td>
</tr>
<tr>
<td><strong>Integrated Learning Subjects</strong></td>
<td>35</td>
</tr>
<tr>
<td>Café Seaford</td>
<td>35</td>
</tr>
<tr>
<td>Writing and Authorship</td>
<td>36</td>
</tr>
<tr>
<td>Sport Studies</td>
<td>35</td>
</tr>
</tbody>
</table>

**Vocational Education & Training (VET) Certificate Courses**

If you are considering Vocational Education & Training (VET) as part of your pathway in the Senior School or if you are continuing on in 2016 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 2016 studies.*
Whole School Curriculum Overview

Years 7 – 10 and 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
Beginning in 2016, Year 7 students can opt to be selected for the 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 have a semester study each of Japanese and Spanish with the option of choosing a full year of either language in Year 8 and beyond.

Year 8
Beginning in 2016, Year 8 students will be able to choose their Arts and Design and Technology subjects from options available in each of these areas of study.

Year 9
Beginning in 2016, Year 9 students will be able to select Japanese as a choice subject along with our new full year soccer or volleyball programs.

Year 10 and the Transition to SACE
Beginning in 2016, Year 10 students will undertake the Australian Curriculum at Year 10 level along with their self-directed iProject.

All Year 10 students will study the Personal Learning Plan (PLP), a compulsory 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.

• Aboriginal Studies
• Ancient Studies
• Child Studies
• Digital Photography
• Geography
• IPP (Desktop Publishing)
• Some Arts 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
From 2015 on 90 credits will 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 in 2016 and beyond
Students will undertake 14 semesters 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 in 2016
Students will be offered the possibility to undertake 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

<table>
<thead>
<tr>
<th>Years 7 &amp; 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Stage 1 (Year 11)</th>
<th>Stage 2 (Year 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Arts</strong></td>
<td><strong>The Arts</strong></td>
<td><strong>The Arts</strong></td>
<td><strong>The Arts</strong></td>
<td><strong>The Arts</strong></td>
</tr>
<tr>
<td>• Art</td>
<td>• Visual Arts – Art</td>
<td>• Visual Arts – Art</td>
<td>• Visual Arts – Art</td>
<td>• Visual Arts – Art</td>
</tr>
<tr>
<td>• Drama</td>
<td>• Visual Arts – Design</td>
<td>• Visual Arts – Design</td>
<td>• Visual Arts – Design</td>
<td>• Visual Arts – Design</td>
</tr>
<tr>
<td><strong>Year 7</strong></td>
<td><strong>Year 9</strong></td>
<td><strong>Year 10</strong></td>
<td><strong>Stage 1 (Year 11)</strong></td>
<td><strong>Stage 2 (Year 12)</strong></td>
</tr>
<tr>
<td>Visual Arts – One Semester Only</td>
<td>Special Entry Music – Full Year</td>
<td>Year 8 Choice</td>
<td>Year 9</td>
<td>Year 10</td>
</tr>
<tr>
<td>• Dance</td>
<td>• Drama</td>
<td>• Dance</td>
<td>• Drama</td>
<td>• Music</td>
</tr>
<tr>
<td>• Visual Arts</td>
<td>• Music</td>
<td>• Music</td>
<td>• Music</td>
<td>• Music</td>
</tr>
</tbody>
</table>

### English

<table>
<thead>
<tr>
<th>English</th>
<th>English</th>
<th>English</th>
<th>English</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>• English</td>
<td>• English</td>
<td>• English</td>
<td>• Essential English</td>
<td>• English Pathways</td>
</tr>
<tr>
<td>• English</td>
<td>• English</td>
<td>• Literary Studies</td>
<td>• English Communications</td>
<td>• English Studies</td>
</tr>
</tbody>
</table>

### Health and Physical Education

<table>
<thead>
<tr>
<th>Health and Physical Education</th>
<th>Health and Physical Education</th>
<th>Health and Physical Education</th>
<th>Health and Physical Education</th>
<th>Health and Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>• HPE</td>
<td>• HPE</td>
<td>• Child Studies</td>
<td>• Child Studies</td>
<td>• Child Studies</td>
</tr>
<tr>
<td>• Health</td>
<td>• HPE</td>
<td>• Healthy Eating</td>
<td>• Food &amp; Hospitality</td>
<td>• Food &amp; Hospitality</td>
</tr>
<tr>
<td>• Soccer</td>
<td>• Physical Education</td>
<td>• Health</td>
<td>• Health</td>
<td>• Health</td>
</tr>
<tr>
<td>• Volleyball</td>
<td>• Volleyball</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Humanities

<table>
<thead>
<tr>
<th>Humanities</th>
<th>Humanities</th>
<th>Humanities</th>
<th>Humanities</th>
<th>Humanities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Humanities</td>
<td>• Humanities</td>
<td>• Humanities</td>
<td>• Humanities</td>
<td>• Legal Studies</td>
</tr>
<tr>
<td>• Geography</td>
<td>• Geography</td>
<td>• Geography</td>
<td>• History</td>
<td>• Modern History</td>
</tr>
<tr>
<td>• History</td>
<td>• History</td>
<td>• History</td>
<td>• History 10A</td>
<td>• Society Culture</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Tourism</td>
</tr>
</tbody>
</table>

### Mathematics

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>Mathematics</th>
<th>Mathematics</th>
<th>Mathematics</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mathematics</td>
<td>• Mathematics</td>
<td>• Essential Mathematics</td>
<td>• Mathematics Applications</td>
<td>• Mathematics</td>
</tr>
<tr>
<td>• Mathematics 10A</td>
<td></td>
<td>• General Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Curriculum Overview

### Middle School

<table>
<thead>
<tr>
<th></th>
<th>Transition to SACE</th>
<th>Stage 1</th>
<th>Stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 &amp; 8</td>
<td>Year 9</td>
<td>Year 10</td>
<td>Cross-disciplinary Studies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Personal Learning Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>iProject</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Languages

<table>
<thead>
<tr>
<th></th>
<th>Languages</th>
<th>Languages</th>
<th>Languages</th>
<th>Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7 only</td>
<td>Japanese</td>
<td>Japanese</td>
<td>Japanese</td>
<td>Japanese (by negotiation)</td>
</tr>
<tr>
<td>Year 8 only</td>
<td>Japanese</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Science

<table>
<thead>
<tr>
<th></th>
<th>Science</th>
<th>Science</th>
<th>Science</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>Science</td>
<td>Science</td>
<td>Biology</td>
<td>Biology</td>
</tr>
<tr>
<td>Year 8</td>
<td>Science</td>
<td>Science</td>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Psychology</td>
<td>Psychology</td>
</tr>
</tbody>
</table>

### Technology

<table>
<thead>
<tr>
<th></th>
<th>Technology</th>
<th>Technology</th>
<th>Technology</th>
<th>Business, Enterprise &amp; Technology</th>
<th>Business, Enterprise &amp; Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and Technology – One Semester Only</td>
<td>Food &amp; Nutrition</td>
<td>Digital Technology</td>
<td>Digital Arts</td>
<td>Material Products – Metal Construction</td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>Material Products – Combined Wood &amp; Metal</td>
<td>Material Products – Metal</td>
<td>Food &amp; Nutrition</td>
<td>Material Products – Timber Construction</td>
<td></td>
</tr>
</tbody>
</table>
Year 7

Transition Program

All Year 7s and 8s 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 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. 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.

Pathways and Futures Program (PFP)

Year 7 students spend 60 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 2017
- Purpose and Intent.

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 ideas 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.

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. Teaching and learning programs balance and integrate all three strands: Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

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) – c650 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. Plus a Civics and Citizenship focus.

Heath and Physical Education

Physical Education at Year 7 supports students to refine a range of specialised movement skills, 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 one language 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. Students will then select one language for focus in Year 8. 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 8

Transition Program
All Year 8s 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 under-take a number of workshops aimed at familiarising them with the variety of processes and procedures unique to Seaford Secondary College.

Pathways and Futures Program (PFP)
All Year 8s spend 60 minutes a week on Wednesday afternoon under taking the Pathways and Futures program.
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 2017
- Peer mentoring
- Visions and values
- Assemblies
- Purpose and Intent

Year 8 Subjects

- **English** Full Year
- **Mathematics** Full Year
- **Science** Full Year
- **Humanities and Social Sciences** Full Year
- **Health and Physical Education** Full Year
- **Language Other Than English** Full Year
- **Japanese** Full Year
- **Arts** One Semester (Mandated)

Students study one from
- Visual Arts
- Dance
- Drama
- Design and Technology One Semester (Mandated)

Students study one from
- Digital Technology
- Design Technology: Material Products
- Food and Nutrition

Year 8 Mandated Subjects

**English**
The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.
In Years 7 and 8, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

**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, c650 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. Plus a focus on civics and citizenship.
Heath and Physical Education

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
All students in Year 8 study at least one language other than English covered in this course may include:
• Self and family
• School life and daily routine
• Numbers and expressions of time
• People, Places and Food
• Expressing likes and dislikes
• Customs, Legends and Mythology of different cultures.
• Use of ICT in target languages

Students engage in a range of learning and assessment activities using the 4 – macro skills: speaking, reading, writing and listening and are proved with opportunities to develop these using ICT, resource based learning and a variety of methodologies. Language students are strongly encouraged to host students’ from sister schools and to take part in study tours and exchanges.

Arts

One Semester (Mandated)
Students undertake one semester of the Arts and select Visual Art, Dance, and Drama in order of preference.

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 focuses 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

One Semester (Mandated)
Students undertake one semester of Design and Technology and select Material Products, Digital Technology, and Food and Nutrition in order of preference.

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.

Design Technology
In Year 8 Digital Technology, students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems. Key learning in this course focuses on the design cycle, where students create solutions to real world problems. Students will develop knowledge, understanding and skills with coding and programming, design software and 3D printing, understanding networks, digital photography and photo manipulation, investigation and critical literacy, digital citizenship, and the ability to produce a product to solve a problem.

Food and Nutrition
Analyse how food and fibre are produced when designing managed environments and how these can become more sustainable investigate the role of food preparation in maintaining good health and the importance of food safety and hygiene. Analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating.
Year 9

Pathways and Futures Program (PFP)

All Year 9s 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 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 2017
- Individual Project: research possible topics
- Peer Mentor Program
- Assemblies
- Purpose and Intent.

Year 9 Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Full Year</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Full Year</td>
</tr>
<tr>
<td>Science</td>
<td>Full Year</td>
</tr>
<tr>
<td>Humanities and Social Sciences</td>
<td>Full Year</td>
</tr>
<tr>
<td>Health and Physical Education A</td>
<td>One Semester (Mandated)</td>
</tr>
<tr>
<td>Arts</td>
<td>One Semester (Mandated)</td>
</tr>
</tbody>
</table>

Students study one from:
- Visual Arts – Art
- Visual Arts – Design
- Drama
- Dance
- Music
- Design and Technology
  - Students study one from
  - Digital Technology
  - Design Technology: Metal and Wood construction
- Food and Nutrition

Plus three other subjects

Students study one from:
- Visual Arts – Art
- Visual Arts – Design
- Drama
- Dance
- Digital Technology
- Design Technology: Metal and Wood construction
- Food and Nutrition
- Health and Physical Education B
- Health
- Japanese
- Volleyball
- Special Entry Soccer
- Full Year course

Year 9 Mandated Subjects

English

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Teaching and learning programs balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

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)

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
- 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’ Plus a focus on civics and citizenship.
Heath and Physical Education

Heath and Physical Education A
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 identity, 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

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

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

Arts

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

Dance
One Semester or Full Year
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 or Full Year
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 or Full Year
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 or Full Year
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
One Semester
Students undertake one semester of Design and Technology and select Material Products, Digital Technology, and Food and Nutrition in order of preference.

Food and Nutrition
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.

**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.

**Material Products – Combined Wood & Metal 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 local 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**

**Health and Physical Education B**

**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.

**Health**

**One Semester**

Students will focus on the health and well-being of individuals, communities, and societies in the environments they share. Students will 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 will also consider the physical, emotional, social, and spiritual dimensions of well-being.

Topics studied may include:
- Ways of defining health
- Health Literacy
- Health and participation in an active lifestyle
- The effects of alcohol, tobacco, and other drugs on health
- Health and the environment
- Health and relationships, and
- Mental and emotional health.

**Future Study:** Satisfactory completion in this subject may lead on to Stage 1 and Stage 2 Health.

**Soccer**

**Full Year**

**Recommended Background**

Special entry through trials.

Student learning will focus on the game skills, knowledge & understanding, coaching and umpiring in the game of soccer. Students who select this subject will participate in a Seaford Secondary College soccer team, and have the opportunity to play in a Saturday competition also. Students who study soccer will not participate in compulsory HPE, and will learn health topics through this course including sexual health and relationships, heath 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 A & B**

**One Semester or 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 compulsory HPE, and will learn health topics through this course including sexual health and relationships, heath 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 (Full Year). $75 for one semester.

**Japanese**

**Full Year**

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.
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.

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
     1. Critical and creative thinking
     2. Personal and social capability
     3. Ethical understanding
     4. Intercultural understanding.
   • Structure the iProject report
   • Respect word or time limits for the report
   • Fulfil ethical and academic honesty requirements established by the 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 10 Mandated Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Full Year</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Full Year</td>
</tr>
<tr>
<td>Science</td>
<td>Full Year</td>
</tr>
<tr>
<td>Humanities and Social Science</td>
<td>Full Year</td>
</tr>
<tr>
<td>HPE A</td>
<td>One Semester (Mandated)</td>
</tr>
</tbody>
</table>

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).
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 focuses 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.

Health and Physical Education
Health and 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 and movement abilities as outlined in the Australian Curriculum.
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 make informed decisions about their personal development, education and training. The Personal Learning Plan is a compulsory 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
One Semester
Students undertake one semester of the Arts and select Visual Art, Dance, and Drama in order of preference.

Dance
One Semester or Full Year
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

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 or Full Year

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 or Full Year

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 or Full Year

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

One Semester

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

Digital Technology

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.


Food and Nutrition

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.

Material Products: Metal Construction

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


Material Products: Wood Construction

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


Year 10 Option Subjects

Maths 10A

One Semester

Recommended Background

6+ MYP 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.

**History 10A**
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.

**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.

**Japanese**

**Recommended Background**
3+ MYP 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.

**Child Studies**
This is a one semester course.
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.

**Health**

Students will focus on the health and well-being of individuals, communities, and societies in the environments they share. Students will 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 will also consider the physical, emotional, social, and spiritual dimensions of well-being.

**Topics studied may include:**
- Ways of defining health
- Health Literacy
- Health and participation in an active lifestyle
- The effects of alcohol, tobacco, and other drugs on health
- Health and the environment
- Health and relationships, and
- Mental and emotional health.

**Future Study:** Satisfactory completion in this subject may lead on to Stage 1 and Stage 2 Health.

**Health and Physical Education B**

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**

**One Semester or 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 compulsory 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 (Full Year).
- $75 for one semester.
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 future 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.

What subjects can students study?
For a full list of SACE subjects for use in curriculum handbooks, including subject summaries, visit: [https://www.sace.sa.edu.au/learning/subjects](https://www.sace.sa.edu.au/learning/subjects)

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:

<table>
<thead>
<tr>
<th>The compulsory requirements of the SACE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements</td>
</tr>
<tr>
<td>Year 10</td>
</tr>
<tr>
<td>Personal Learning Plan (PLP)</td>
</tr>
<tr>
<td>(Stage 1 mandated subject)</td>
</tr>
<tr>
<td>Year 11 (Stage 1)</td>
</tr>
<tr>
<td>Literacy (from any of the Stage 1 English classes) (Stage 1 mandated subject)</td>
</tr>
<tr>
<td>Numeracy (from any of the Stage 1 Maths classes) (Stage 1 mandated subject)</td>
</tr>
<tr>
<td>Research Practices (Stage 1 mandated subject)</td>
</tr>
<tr>
<td>Year 11 or 12 (Stages 1 or 2)</td>
</tr>
<tr>
<td>Other subjects or courses of student’s choice</td>
</tr>
<tr>
<td>Year 12 (Stage 2)</td>
</tr>
<tr>
<td>Research Project (Stage 2 mandated subject)</td>
</tr>
<tr>
<td>Other Stage 2 subjects and courses *</td>
</tr>
<tr>
<td>*The majority of students will complete subjects or courses worth more than 70 credits at Stage 2.</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

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 weaknesses in a particular subject area. The SACE Board grade is an accreditation towards the South Australian Certificate of Education.

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.
## SACE Planner

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Learning Plan</td>
<td>10</td>
</tr>
<tr>
<td>Literacy</td>
<td>10</td>
</tr>
<tr>
<td>Numeracy</td>
<td>10</td>
</tr>
<tr>
<td>Stage 2 subjects or courses</td>
<td>60</td>
</tr>
<tr>
<td>Research Project</td>
<td>10</td>
</tr>
<tr>
<td>Additional choices</td>
<td>90</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

- **Personal Learning Plan = 10 credits**
  Choose from a range of English subjects or courses

- **Literacy = 20 credits**
  Choose from a range of English subjects or courses

- **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

- **Research Project = 10 credits**

- **Additional choices = 90 credits**
  Choose from a range of Stage 1 and Stage 2 subjects and courses

To gain the SACE, you must earn 200 credits.

- **Compulsory Stage 1**
- **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 C grade or higher for Stage 1 requirements and a C- or higher for Stage 2 requirements to complete the SACE.

Students must achieve a grade or equivalent for subjects and/or courses selected.
# Mandated Subjects

## New to SACE Stage 1

### Stage 1 Maths Guide

<table>
<thead>
<tr>
<th>Subject</th>
<th>Recommended Minimum achievement</th>
<th>Target Population</th>
<th>Course description</th>
<th>Career paths on satisfactory completion of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Mathematics</td>
<td>Completion of year 10 maths</td>
<td>Students seeking to meet SACE requirements and planning careers in a range of trades of vocational pathways</td>
<td>Practical problem solving in everyday life and workplace, using personal, further learning, and community contexts.</td>
<td>Stage 2 Essential Mathematics</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>4+ MYP grade for Year 10 Mathematics</td>
<td>Students who want useful maths for work and personal finances.</td>
<td>Contextual problem solving including financial modelling, network analysis, route and project planning, geometrical problems and statistics.</td>
<td>Stage 2 General Mathematics, Stage 2 Essential Mathematics</td>
</tr>
<tr>
<td>Mathematics</td>
<td>6+ MYP grade for Year 10 Mathematics</td>
<td>Students with an interest in mathematics whose future paths may involve mathematical studies at university</td>
<td>Development of the use of calculus and statistical analysis</td>
<td>Stage 2 Mathematical Methods, Stage 2 Specialist Maths, Stage 2 General Maths, Stage 2 Essential Maths</td>
</tr>
</tbody>
</table>

### Stage 1 English Guide

<table>
<thead>
<tr>
<th>Subject</th>
<th>Recommended Minimum achievement</th>
<th>Target Population</th>
<th>Course description</th>
<th>Career paths on satisfactory completion of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential English</td>
<td>Completion of year 10 English</td>
<td>Students seeking to meet basic SACE requirements and planning careers in a range of trades of vocational pathways</td>
<td>Practical literacy for everyday life and workplace, using personal, further learning, and community contexts.</td>
<td>Stage 2 Essential English, Range of trades and vocations</td>
</tr>
<tr>
<td>English</td>
<td>4+ MYP grade for Year 10 English</td>
<td>Students who need English for Pathways to TAFE, workplace eg. SAPOL and University</td>
<td>Language and Literacy for a range of contexts</td>
<td>Stage 2 Essential English, Stage 2 English, Stage 2 Literary Studies* *with teacher recommendation only</td>
</tr>
<tr>
<td>Literary Studies</td>
<td>6+ MYP grade for Year 10 English</td>
<td>Students with a love of Literature and whose future pathways include higher education</td>
<td>Fostering an appreciation of the writer’s role in the construction of their texts. This includes looking at audience, intent, and the writer/film maker’s craft.</td>
<td>Stage 2 Essential English, Stage 2 English, Stage 2 Literary Studies</td>
</tr>
</tbody>
</table>
Stage 1

Stage 1 Subject Descriptors

Stage 1 Mandated Subjects

Essential English
SACE Credits: 20
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 1: Creating Texts.
Future Study: Stage 2 Essential English.

English
SACE Credits: 20
Recommended Background
4+ MYP Grade 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 Essential English, Literary Studies, Legal Studies, History.

Literary Studies
SACE Credits: 20
Recommended Background
6+ MYP 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.

Essential Mathematics
SACE Credits: 20
Students participate in a wide variety of problem-solving activities. The subject gives students the abilities and skills required in the workplace 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
Assessment at Stage 1 is school-based and the following assessment types enable students to demonstrate their learning:
• Assessment Type 1: Skills and Applications Tasks
• Assessment Type 2: Folio.
Cost
A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately $15).
Future Study: Stage 2 Essential Mathematics.
(Unless noted this new Australian Curriculum course will be released during 2016 in readiness for 2017).

General Mathematics
SACE Credits: 20
Recommended Background
4+ MYP 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
Assessment at Stage 1 is school-based and the following assessment types enable students to demonstrate their learning:
• Assessment Type 1: Skills and Application tasks
• Assessment Type 2: Folio.
Cost
A Scientific Calculator is compulsory for all students undertaking Mathematics (approximately $15).
Mathematics
SACE Credits: 20 or 30
Recommended Background
6+ MYP 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
Assessment at Stage 1 is school-based and the following assessment types enable students to demonstrate their learning:
• Assessment Type 1: Skills and Application tasks
• Assessment 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 (Please note these new Australian Curriculum courses will be released during 2016 in readiness for 2017).

Research Practices
SACE Credits: 20
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
The following assessment types enable students to demonstrate their learning in Stage 1 Research Practices:
• Assessment Type 1: Folio
• Assessment Type 2: Sources Analysis.

Stage 1 Choice Subjects

Arts
Drama
SACE Credits: 10 or 20
Recommended Background
3+ MYP grade in year 10 Drama.
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 Drama consists of four areas of study:
• Technique
• Composition
• Performance or Presentation
• Written Response
Assessment
Assessment types allow students to demonstrate their learning in Stage 1 Drama:
• Written Response 20%
• Performance or Presentation 30%
• Written Response 20%
Future Study: Stage 2 Drama.

Dance
SACE Credits: 10 or 20
Recommended Background
3+ MYP 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:
• Presentation of Dramatic Works
• Dramatic Theory and Practice
• Individual Investigation and Presentation.
Students undertake Dance 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 or 20
Recommended Background
3+ MYP grade in year 10 Music.
Description Through the study of Music students have the opportunity to engage in musical activities such as performing, composing,
Future Study: Stage 2 Visual Arts courses.

- **Practical Skills** 40%
- **Investigation** 30%

**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 or 20

**Recommended Background**
3+ MYP 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 or 20

**Recommended Background**
3+ MYP grade in year 10 Visual Arts.

**Description**
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.

**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 or 20

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**

- **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)

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**

- **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.

**Design and Technology – Communication Products II**

**SACE Credits:** 10 or 20

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**

- **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.
Information Processing & Publishing
SACE Credits: 10 (offered at Year 10 & 11)
Students will develop skills as they design practical tasks such as web-based pages, digital presentations, advertisements and business documents. For each assessment, students complete a text-based product that demonstrates knowledge and use of the four parts of the design process: investigating, devising, producing, and evaluating. Students will also analyse and critique an issue related to information processing and publishing for a specific purpose.

Assessment
• Practical Skills
• Product and Documentation
• Issues Analysis.
Each assessment type should have a weighting of at least 20%.

Future Study: Stage 2 Design and Technology-Communication
Products II, Stage 2 Information Process & Publishing.

Material Products – Metal Construction
SACE Credits: 10
Recommended Background
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 into the functional characteristics a variety of metals.

Assessment
• 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
Recommended Background
Year 10 Material Product – 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
• Skills and applications task 10%
• Materials Investigation: 10%, Timber properties (400 words).
• Folio 20%, (Drawings, costings).
• Product 50%
• Evaluation 10%, (400 words)

Costs
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

Aboriginal Studies
SACE Credits: 10 (offered at Year 10 & 11)
A 10 credit subject consists of three topics in negotiation with the teacher from the following: Coexistence and Reconciliation, Aboriginal Cultures, Aboriginal Lands, Aboriginal Languages, Aboriginal Sites, Cultural Tourism, Aboriginal People and the Law, Aboriginal Arts and Literature, Aboriginal Film, Aboriginal People in the Media.

Assessment
The following assessment types enable students to demonstrate their learning in Stage 1 Aboriginal Studies:
• Assessment Type 1: Response
• Assessment Type 2: Text Production
• Assessment Type 3: Reflection

Costs
$10.00 at student’s expense for excursions.

Future Study: Stage 2 Aboriginal Studies, Modern History, Society & Culture, Legal Studies.

Ancient Studies
SACE Credits: 10 (offered at Year 10 & 11)
In Ancient Studies, students learn about the history, literature, society and culture of two ancient civilisations. Those studied may include Asia-Australia, the Americas, Europe (Greece or Rome), and Western Asia (China or Japan).

Students will explore an aspect of each culture such as architecture, religion, government, writings and artwork. The ideas of individuals and group identity will be examined and how both are shaped by the environment and social forces.

The focal capabilities connected with this study are communication, citizenship, personal development, work and learning.

Assessment
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 (offered at Year 10 & 11)
Through the study of Geography, students develop an understanding of the spatial interrelationships of people, places, and environments. They develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities, challenges, and constraints of different locations. The focus capabilities for this subject are citizenship, learning, and work.

Students study topics within four key themes: Location and Distribution, Natural Environments at Risk, People, Resources, and Development and Issues for Geographers.

Assessment
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.

History
SACE Credits: 10
The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present.
**Philosophy**

**SACE Credits: 10**

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:
- Analyse 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 or 20**

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**

Students demonstrate their learning through the following assessment types:
- Case Study
- Sources Analysis
- Practical Activity & Investigation

**Future Study:** Stage 2 Tourism.
Health
SACE Credits: 10
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
• Issues Response 30%
• Group Activity 40%
• Investigation 30%

Future Study: Stage 2 Health

Outdoor Education
SACE Credits: 10
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
Portfolio, Participation, Risk Assessment & Management, Peer Assessment, Performance Checklist, 4 – Day Self Reliant camp, Unit reports.

Costs
$120 for Senior First Aid course.
$275 which is used to subsidise the activities below:
• Instruction
• Transport
• Camp
• Equipment Hire.

Future Study: Stage 2 Outdoor Education.

Physical Education
SACE Credits: 10 or 20
Recommended Background
An MYP Grade of 5+ in Year 10 HPE. PE is taken as a 20 credit sequence. Students exiting at the end of semester 1 may be given 10 credits.

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 Skills & Performance 50%

Future Study: Stage 2 Physical Education

Languages
Japanese – Continuers
SACE Credits: 20
Recommended Background
3+ MYP 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
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
Biology is taken as a 20 credit sequence. Students exiting at the end of semester 1 may be given 10 credits.

Recommended Background
5+ MYP grade for Year 10 Science. This subject is a prerequisite for Stage 2 Biology.

Biology has two major fields of study: Human Physiology and Ecology. Students learn about the cellular structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, society, and the environment.

Students design, conduct, and gather evidence from their biological investigations. As they explore a range of relevant issues, students recognise that the body of biological knowledge is constantly changing and increasing through the application of new ideas and
Chemistry
SACE Credits: 20
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 and 20 Stage 2 credits. Students may also exit after the first year and receive 10 Stage 1 credits.

Recommended Background
5+ MYP grade for Year 10 Science.

The study of Chemistry offers students opportunities to consider the use that human beings make of the planet’s resources and the impact of human activities on the environment. An understanding of chemistry, and the application of this understanding, helps students to appreciate the factors that influence the pursuit of science and to make informed decisions about modifying and interacting with nature.

Scientific inquiry commonly involves teams of people with diverse skills and knowledge. Chemists can contribute to such teams through their study of the properties, uses, means of production, and reactions of natural and processed materials. Chemists also make a critical study of the social and environmental impact of materials and chemical processes. Their skills in observation, and in designing and performing experiments, make an important contribution to advances in scientific theories.

Through the study of chemistry, students develop an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers. As a way of knowing, students can use chemistry to explore and explain their experiences of phenomena around them. The courses are divided into topics: Atomic Structure and the Periodic Table, Chemical Reactions and Equations, Acids, Bases and pH values, Bonding, Practical Skills, Molecular Shapes, Redox, Chemical Calculations, Carbon Chemistry.

Assessment
- Investigations Folio 40%
- Skills and Assessment Tasks 60%

Future Study: Stage 2 Biology, Stage 2 Psychology.

Psychology
SACE Credits: 10 or 20
Recommended Background
4+ MYP 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
- Investigations Folio 40%
- Skills and Applications Tasks 60%

Future Study: Stage 2 Psychology.

Cross Disciplinary
Motor Vehicle Maintenance and Driver Safety
SACE Credits: 10
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 (eg) a video demonstrating new skills and achievements.

Assessment
- Contract of work
- Practical activity with evidence
- Presentation of project
- Reflection on project and learning.
Integrated Learning Subjects
Stage 1

Seaford Café
SACE Credits: 10 or 20
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 workplace
- 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
School-based Assessment:
- Practical 40%
- Group Act 30%
- Folio & Discussion 30%

Future Study: Stage 2 Café Seaford.

Writing and Authorship
SACE Credits: 10 or 20
- 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
School-based Assessment:
- Practical 30%
- Group Activity 20%
- Folio and Discussion 20%
- In addition students will undertake a project worth 30%
Stage 2 Subject Descriptors

Stage 2 Mandated Subjects

Research Project
SACE Credits: 10
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:

Assessment
School-based Assessment:  70%
• Assessment Type 1: Folio 30%
• Assessment Type 2: Research outcome 40%
External Assessment:  30%
• Assessment Type 3: Evaluation 30%
   (including written summary)

Stage 2 Choice Subjects

Arts
Drama
SACE Credits: 20
Recommended Background
A ‘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: Interpretive 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
Recommended Background
A ‘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: First Performance 30%
• Assessment type 2: Second Performance 40%
External Assessment:  30%
• Assessment Type 3: Final Performance 30%

Individual Study
SACE Credits: 10
Recommended Background
A ‘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%

Ensemble Performance
SACE Credits: 10
Recommended Background
A ‘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
Recommended Background
‘C’ grade or better at Stage 1 in Visual Art or Design.

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
Recommended Background
‘C’ grade or better at Stage 1 in Design.

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: 10 or 20
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.

Material Products – Metal Construction
SACE Credits: 20
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**
- Skills and applications task.
- Materials Investigation (800 words).
- Folio (investigation into existing products, design developments, costs).
- 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

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

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.
- 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:** 70%
  - Folio: 25%
  - Performance: 25%
  - Reflection: 20%

- **External Assessment:** 30%
  - Investigation: 30%

**Future Study**
Pathways in the Food and Hospitality Industry.

**Health and Physical Education**

**Child Studies**

**SACE Credits:** 20

**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 Aaregivers
- Importance of Behaviour Management
- Child Nutrition
- Health and Wellbeing.

**Assessment**

- 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

**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 practices
- Develop skills in food preparation and presentation techniques.

**Assessment**

- **School Assessment:**
  - Assessment Type 1: Practical Activity: 50%
  - Assessment Type 2: Group Activity: 20%
  - **External Assessment:** 30%
    - Assessment Type 3: Investigation: 30%

**Cost**
$120 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

**Recommended Background**
Stage 1 Health is preferred.

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 Type 1: Group Investigation and Presentation (30%)
- Assessment Type 2: Issues Analysis (20%)
- Assessment Type 3: Practical Activity (20%)
- Assessment Type 4: Investigation (30%)

**Outdoor and Environmental Education**

**SACE Credits: 20**

**Recommended Background**
Grade of ‘C’ 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 Mambray 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.

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**

**Recommended Background**
Grade of ‘C’ 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%

**Cost**
$120 plus food for 3 day sailing camp (Murraylands Aquatic Centre).

**Future Study:** University, TAFE, Fitness Industry.

---

**English**

**English Pathways**

**SACE Credits: 20**

**Recommended Background**
Satisfactory completion of Stage 1 English Pathways or English.

In Stage 2 English Pathways, students read, view, listen, speak, compose, and use information and communication technologies to reflect on ways in which language is used in different social and cultural situations. When students engage with texts or language they develop skills in making connections with vocational, cultural, or social aspects of their experiences in different contexts, including the wider community. In this course, students will engage with texts and use language skills to interact and work effectively with other people, and to solve problems.

**Assessment**
Students demonstrate evidence of their learning through the following assessment types:
- School-based Assessment: 70%
  - Text Analysis 40%
  - Text Production 30%
- External Assessment: 30%
  - Language Study 30%

**Future Study:** TAFE/work.

**English Communications**

**SACE Credits: 20**

**Recommended Background**
Satisfactory completion of Stage 1 English.

Students are expected to complete:
- A communication study
- A text study, focusing on three texts
- A text production study comprising three different types of writing

Externally assessed text and writer’s statement.

**Assessment**
- Communication – 2 tasks 20%
- Text Responses – 3 tasks (including an oral presentation) 20%
- Text Production – 3 tasks 30%
- Moderation occurs throughout the year.

**PATHWAYS** University, TAFE.

**English Studies**

**SACE Credits: 20**

**Recommended Background**
Satisfactory completion of Stage 1 English Studies

Students are expected to complete:
- A study of two single texts
- A study of paired texts
- A study of poetry
- A critical reading study of short texts
- Written and Oral Text Production.
**Assessment**

**School-based Assessment:** 70%
- Folio 50%
- Individual History Essay 20%

**External Assessment** 30%
- Examination 30%

**Future Study:** University, TAFE.

**Society and Culture**

**SACE Credits:** 20

**Recommended Background**

Minimum of a ‘C’ grade 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**

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

**School-based Assessment:** 70%
- Assessment Type 1: Folio 50%
- Assessment Type 2: Interaction 20%

**External Assessment** 30%
- Assessment Type 3: Investigation 30%

**Tourism**

**SACE Credits:** 20

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**

**School-based Assessment:** 70%
- Assessment Type 1: Folio 50%
- Assessment Type 2: Practical Activity 25%
- Assessment Type 3: Investigation 25%
Mathematics

Mathematical Applications
SACE Credits: 20

Recommended Background
'8' grades or better in Stage 1 Mathematical Applications.

The topics studied include:
- Mathematics of Small Business
- Investment and Loans
- Statistics and Working with Data
- Shares and Fixed Interest Securities

This course will appeal to students who are interested in forming their own small business, tourism, hospitality, investing for the future, and financial management. Students from Stage 1 Mathematical Studies, who do not wish to continue Mathematical Studies at Stage 2, are encouraged to consider this course.

Assessment
School-based Assessment: 70%
- Tests 30%
- Portfolio of investigations 40%

External Assessment 30%
- Examination 30%

Future Study: Studies in small business, tourism, hospitality, and financial management.

Mathematical Studies
SACE Credits: 20

Recommended Background
'B' Grade or better in Stage 1 Mathematical Studies.

In Stage 2 Mathematical Studies students continue to expand their knowledge of functions, graphs and statistics. They are also introduced to fundamental areas of Mathematics such as Calculus, Linear Equations and Matrices. Mathematical Studies allows students to explore, describe, and explain aspects of the world around them in a mathematical way. It focuses on the development of mathematical skills and techniques to facilitate this exploration. It places mathematics in relevant contexts and deals with relevant phenomena from the students' common experiences as well as from scientific, professional, and social contexts.

In this course students will use technology to do mathematical modelling, graphing and statistical analysis. As such it requires a SACE Board approved graphics calculator for classwork, tests and the final examination.

Assessment
School-based Assessment: 70%
- Tests 30%
- Portfolio of investigations 40%

External Assessment 30%
- Examination 30%

Future Study: Studies in small business, tourism, hospitality, and financial management.

Specialist Mathematics
SACE Credits: 20

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

Topics studied include:
- Trigonometry
- Polynomials and Complex Numbers
- Vectors and Geometry
- Calculus
- Differential Equations.

This course should be undertaken by students who have an interest in mathematical ideas and their applications to a broad range of endeavours important to a modern, dynamic society. These would include the fields of engineering, physics, optimisation of industrial processes, finance and commerce and other related areas where the application of mathematics is important.

Assessment
School-based Assessment: 70%
- Investigations Folio 30%
- Skills and Applications Tasks 40%

External Assessment 30%
- Examination 30%

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

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
School-based Assessment: 70%
- Investigations Folio 30%
- Skills and Assessment Tasks 40%

External Assessment 30%
- Externally marked exam (3 hour) 30%

Cost
Students will need to purchase a practical book ($20) and a revision guide ($30) approximately.

Future Study: University/TAFE studies in Science, Medicine, Veterinary Science, Forensics, Biotechnology, Nursing, and Agriculture.

Chemistry
SACE Credits: 20

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.

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

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.

Topics studied include:
• Motion in Two Dimensions
• 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%

Cost
Revision guide $28.

Future Study: Science, Engineering, Education. Some programs at university require Physics as a prerequisite. Please check SATAC guides for details.
Writing and Authorship
ATAR (if only ONE Integrated Learning subject chosen).

SACE Credits: 20

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
• Practical 30%
• Group Activity 20%
• Folio and Discussion 20%
• In addition students will undertake a project worth 30%
Parents are invited to contact Seaford Secondary College for additional information or to arrange an appointment with the Principal to discuss any concerns and to answer any queries.