

2016 Senior Curriculum



Kildare College
and
St Paul's College

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1 Vision & Mission

St Paul's

VISION STATEMENT

Where we want to be:

The Vision of St Paul's College is to be a place where students receive a quality Catholic Education in the Edmund Rice Tradition. We are committed to Christ, his values and the teachings of the Church. We are challenged to integrate faith, life and culture, so that each person's unique worth and purpose in God's creative plan is recognised, valued and developed.

MISSION STATEMENT

How we want to get there – to realise The Vision:

St Paul's College mission is to proclaim and live the Gospel so as to enable the transformation of the whole person by developing authentic relationships in an inclusive environment which provides quality educational experiences and opportunities.

Kildare

VISION STATEMENT

Our Motto "strength and gentleness" inspires us to be faithful to our Catholic tradition; to persevere in the face of adversity; to respond creatively to those in need around us; and to be hopeful, resilient and courageous in moving forward in the presence of Jesus. So based and so inspired, our College community seeks to see in each person the image of God and thus to develop excellence in our caring, teaching and learning; to value each of our students as an individual; and to promote her full development, spiritually, intellectually and socially. We desire to awaken each to her dream, her capacities, her freedom and her choices.

MISSION STATEMENT

In following St Brigid's vision, Kildare College is committed to creating a student-centred learning community seeking to live out the message of Jesus Christ and the Gospels.

In our Brigidine Education, we seek to: Be faithful to our Catholic Heritage; Welcome all people, especially the most vulnerable; Celebrate all that is good with joy and gratitude; Engender a love of learning, hope and a sense of purpose; Image and Practise justice and service.

2 Foreword

The teaching and learning programs at St Paul's and Kildare College aim to provide for students education that is well documented and appropriate to the developmental and individual learning needs of each student. Curriculum is designed with an outcomes based approach and builds on learning from year to year.

The foundation frameworks on which the two College's curricula are based are the: **Australian Curriculum, the South Australian Curriculum Standards and Accountability Framework and "Crossways" the Religious Education Framework for South Australian Catholic Schools**. These frameworks support students in learning about themselves and their world, and assist in the development of literacy and numeracy outcomes and the ability to apply information and communication technologies. Both College's middle years curricula lead into the **South Australian Certificate of Education (SACE)**, and encourage students to pursue excellence in their studies.

To ensure the teaching and learning in each of these areas is structured to meet the needs of the students, the curriculum in each learning area is coordinated closely and built on from the middle years. This makes certain there is a cohesive curriculum across all learning areas. Teachers construct their individual programs to meet the inclusive needs of the students in their specific learning group.

When students are making choices about areas of study, they are able to track their subject choice within each learning area through the Subject Flow Chart.

Both Colleges conduct Parent Information Nights and Student Information Sessions to assist students and their parents in the important areas of career and subject choice. These sessions acknowledge the crucial role parents play in the education and formation of their children.

Students are counselled individually to ensure that the course chosen is the most appropriate to their current and future needs. Parents are encouraged to be part of these interviews.

This handbook is for those who are interested in seeking an understanding of curriculum that is offered in the senior years of both St Paul's and Kildare College; those who have children at the Colleges; for those who are interested in looking forward to future options; and also for those who are working with their sons/daughters to make subject choices for Years 10, 11 or 12.

If, after reading this Handbook, you still have questions, please do not hesitate to contact the Head of Teaching and Learning (**St Paul's – Mr Michael White**), Assistant Principal Teaching and Learning (**Kildare – Dr Sandra Hewson**) or any of the Teaching and Learning Coordinators at the two separate campus'.

3 Subject Flow Chart

SUBJECT FLOWCHART - STAGE 1 AND 2

RELIGIOUS EDUCATION		ARTS	
Stage 1 Religion Studies (St Paul's) Integrated Learning - Youth Ministry (Kildare) Religion Studies (Kildare)	Stage 2 Religion Studies (St Paul's) Religion Studies (Kildare) Religion Studies B (St Paul's)	Stage 1 Visual Arts – Art Visual Arts – Design Creative Arts Drama Dance	Stage 2 Visual Arts - Art (TAS) Visual Arts - Design (TAS) Creative Arts (Performance) (TAS) Drama (TAS) Dance (TAS)
MUSIC		ENGLISH	
Stage 1 Music	Stage 2 Performance Special Study Solo Performance Musicianship Music in Context Composing & Arranging Ensemble Performance Music Individual Study Music Technology Each equivalent to 10 Credits (TAS)	Stage 1 English Essential English ESL (St Paul's)	Stage 2 English Studies (TAS) English Communications (TAS) English Pathways (TAS) ESL Studies (TAS) & ESL (TAS) (St Paul's) (New Stage 2 Courses from 2017)
LANGUAGES OTHER THAN ENGLISH (LOTE)		HEALTH AND PHYSICAL EDUCATION	
Stage 1 Italian	Stage 2 Italian (TAS)	Stage 1 Physical Education Food and Hospitality Child Studies Outdoor Education	Stage 2 Physical Education (TAS) Food and Hospitality (TAS) Child Studies (TAS)
MATHEMATICS		SCIENCE	
Stage 1 Essential Mathematics (2 units - 20 credits) General Mathematics (2 units - 20 credits) Mathematical Methods (20 credits) Specialist Mathematics (20 credits)	Stage 2 Mathematical Pathways (TAS) Mathematical Applications (TAS) Mathematical Studies (TAS) Mathematical Methods (TAS) Specialist Mathematics (TAS) (New Stage 2 Courses from 2017)	Stage 1 Physics (Full Year) Chemistry (Full year) Biology Psychology Scientific Studies	Stage 2 Physics (TAS) Chemistry (TAS) Biology (TAS) Psychology (TAS)
HUMANITIES		BUSINESS	
Stage 1 Ancient Studies History Geography Society and Culture Media Studies	Stage 2 Women's Studies (TAS) Modern History (TAS) Media Studies (TAS)	Stage 1 Accounting Business and Enterprise Legal Studies Workplace Practices Economics	Stage 2 Accounting (TAS) Business and Enterprise (TAS) Legal Studies (TAS) Workplace Practices (TAS) Economics (TAS)
TECHNOLOGY		VOCATIONAL AND COMMUNITY EDUCATION / FLEXIBLE LEARNING	
Stage 1 Information Technology Information Processing and Publishing – Photoshop Information Processing and Publishing - Website Design & Digital Products Information Processing – Digital Imaging Material Products - Metal Material Products - Wood Cert I Electrotechnology (VET)	Stage 2 Information Technology (External - TAS) Information Processing and Publishing (TAS) Material Products - Furniture Construction (TAS) Systems & Control Products - Electronics (TAS)	Stage 1 See Page 10 of this booklet for the courses available internally through the GJTC Internal VET: <ul style="list-style-type: none">• Pathways to Fitness (Kildare)• Community Services & Health (Kildare) External VET: Through negotiation with VET Coordinator Other Flexible Options: <ul style="list-style-type: none">• Community Studies• Community Learning	Stage 2 See Page 10 of this booklet for the courses available internally through the GJTC External VET : Through negotiation with VET Coordinator Other Flexible Options: <ul style="list-style-type: none">• Community Studies (NT)• Community Learning (NT)

4 Year 11 and 12 Curriculum Organisation

YEAR 11 AND 12 CURRICULUM ORGANISATION

The purpose of this section of the booklet is to outline the subject offerings available and to clarify issues relating to the organisation of subjects and daily routines related to the curriculum.

You will notice that we have grouped subjects according to learning areas. This is to ensure that students, parents and teachers can see that the program of studies is balanced.

The contact details for key staff at both St Paul's and Kildare are provided. These key staff will be available to answer more specific questions in relation to subject selection and subject details. A flow chart on Page 3 also indicates potential subject pathways.

KEY STAFF – ST PAUL'S

The following Heads of House may also be able to assist you in your enquiries.

LEADERSHIP		EMAIL
Deputy Principal	Ms Mel Scherwitzel	mscherwitzel@stpauls.sa.edu.au
Head of Student Development	Mr Steven McCulloch	smcculloch@stpauls.sa.edu.au
Head of Teaching & Learning	Mr Michael White	mwhite@stpauls.sa.edu.au
Head of Primary	Ms Emily Sayer	esayer@stpauls.sa.edu.au
HOUSE	HEAD OF HOUSE	EMAIL
O'Loughlin	Mr Danny Gloria	dgloria@stpauls.sa.edu.au
Marlow	Mr Greg Bockelberg	gbockelberg@stpauls.sa.edu.au
Gleeson	Mr George Hrycek	ghrycek@stpauls.sa.edu.au
Dally	Mr Mark Ryan	mryan@stpauls.sa.edu.au
CURRICULUM AREAS	TEACHING & LEARNING COORDINATOR/KEY TEACHER	EMAIL
Religious Studies	Mrs Angela Rogers	arogers@stpauls.sa.edu.au
Personal Learning Plan (PLP)	Mr Michael White	mwhite@stpauls.sa.edu.au
Art	Ms Jane Carter	jcarter@stpauls.sa.edu.au
English	Mrs Rachel Lynds	rlynds@stpauls.sa.edu.au
Health and Physical Education	Mr Peter Judd	pjudd@stpauls.sa.edu.au
Languages other than English (LOTE)	Mr Michael White	mwhite@stpauls.sa.edu.au
Mathematical Studies	Mr Michael White	mwhite@stpauls.sa.edu.au
Science	Mr Paul Elliott	pelliot@stpauls.sa.edu.au
Humanities	Mr Jim Scritchley	jscritchley@stpauls.sa.edu.au
Technology	Mr Greg Bockelberg	gbockelberg@stpauls.sa.edu.au
Information & Communication Technology	Mr Greg Bockelberg	gbockelberg@stpauls.sa.edu.au
Music	Mr Andrew Edge	aedge@stpauls.sa.edu.au
VET & Careers	Ms Jo-Anne Williams	jwilliams@stpauls.sa.edu.au
Trade Training Centre	Mr Peter Cristarella	pcristarella@stpauls.sa.edu.au

KEY STAFF – KILDARE

CURRICULUM LEADERSHIP			
Dr Sandra Hewson	Assistant Principal Teaching and Learning		shewson@kildare.catholic.edu.au
Mrs Tina Neate	Assistant Principal Administration and Organisation		tneate@kildare.catholic.edu.au
Mr Enrico Caprioli	Assistant Principal Religious Identity and Mission		ecaprioli@kildare.catholic.edu.au
WELLBEING LEADERSHIP			
Mrs Lisa D'Antonio	Year 12 Coordinator and SACE Coordinator		ldantonio@kildare.catholic.edu.au
Ms Rebecca Sarvas	Year 10 & 11 Coordinator of Student Wellbeing		rsarvas@kildare.catholic.edu.au
Ms Kathy Hennig	Year 8 & 9 Coordinator of Student Wellbeing		khennig@kildare.catholic.edu.au
LEARNING AREAS			
Religious Education			
	RE Coordinator	Mr Enrico Caprioli	ecaprioli@kildare.catholic.edu.au
Art			
	Arts Coordinator	Mr Russell McGlone	rmcglone@kildare.catholic.edu.au
Business/Technology			
	Business Studies/IPP Teacher	Mrs Emilia Rotellini	erotellini@kildare.catholic.edu.au
English			
	English Coordinator	Ms Kathy Marusic	kmarusic@kildare.catholic.edu.au
Health and Physical Education			
	HPE Coordinatory	Mr Darren Rice	drice@kildare.catholic.edu.au
	Child Studies Teacher	Ms Emma Ward	eward@kildare.catholic.edu.au
	Food & Hospitality Teacher	Ms Emma Ward	eward@kildare.catholic.edu.au
Humanities & Social Science			
	HASS Coordinator	Ms Angie Selga	aselga@kildare.catholic.edu.au
Languages			
	Italian Teacher	Mrs Anna Peek	apeek@kildare.catholic.edu.au
Mathematics			
	Mathematics Coordinator	Mrs Kim Thomas	kthomas@kildare.catholic.edu.au
Sciences			
	Science Coordinator	Mrs Annette Lamont	alamont@kildare.catholic.edu.au
Cross Disciplinary			
	VET/Careers Coordinator	Mrs Jayne Shortt	jshortt@kildare.catholic.edu.au
	Flexible Learning Coordinator	Ms Verity Clark	vclark@kildare.catholic.edu.au
	Transition & Inclusive Education Coordinator	Mrs Barbara Madonna	bmadonna@kildare.catholic.edu.au

SENIOR SCHOOL INFORMATION - ST PAUL'S

PASTORAL CARE PROGRAM

An integral part of St Paul's Curriculum is the Pastoral Care Program from Year 10-12.

The Pastoral Care Program reinforces, through formal and informal sessions, our school philosophy and enables teachers and students to engage in activities that help create the type of environment in which learning is possible. The formal program includes the following topics: Social Skills Development, Conflict Resolution, Career Education, Study Skills and Problem Solving Skills. There are also inter-class activities, class discussions, liturgical and other celebrations.

An important element of the program is the fact that Home Class teachers are assigned to each class in the belief that parent, student and staff interaction and communication are vital links in the teaching and learning process. Home Class Groups are vertically grouped within a House Structure. Students remain within the same House throughout their senior schooling.

INDEPENDENT EDUCATION

These programs provide support designed to help students learn more effectively, benefit from their school experiences and attain their South Australian Certificate of Education. All curriculum areas are covered and the needs of a diverse range of students are catered for. In Independent Education Programs the diversity of the school population is celebrated.

Recognition is given to all manner of learning difficulties, as well as acknowledgement of the needs of gifted and talented students.

Educational needs vary considerably from child to child. As a result, the Inclusive Education faculty is required to provide flexible and often innovative programming for students with special needs. This is done in a number of ways. There are Professional Development sessions for staff, so that they are able to differentiate the curriculum. Classroom teachers are supported in their programming and lesson planning, so that they better suit individual needs. Support is also provided for students within the classroom, including explicit teaching of identified skills one on one or in small groups.

ASSESSMENT AND REPORTING

This refers to the on-going nature of assessment in which all summative tasks contribute to the student's overall achievement.

This is an essential part of the learning process because it describes how your child is interacting with current experiences and what sense he is making of them in light of his previous understandings. Throughout Years 10-12 student assessment is:

- ◆ Continuous - evaluation and assessment is ongoing;
- ◆ Criteria-based - the work required from the student, and the conditions under which the work will be completed are clearly specified at the beginning of the task through criteria based on Performance Standards that are set by the SACE Board. These Standards ensure consistency of assessment across the state;
- ◆ Descriptive - the student's skills, concept development and completion of tasks are identified by the teacher and described with the emphasis on clarifying areas of strength and weakness and communicating these to the student.

Subject reports are written and distributed at the end of each term. Year 11 (Stage 1) students receive 4 reports and Stage 2 (Year 12) students receive 3 reports. Year 11 students receive mid-semester reports in Term 1 and 3; these contain individual subject comments and progressive grades for each subject. At the end of Semester 1 and 2, Year 11 students will receive semester reports; these contain a subject descriptor and achievement grade. All year 12 reports will contain individual subject comments and progressive grades.

Reports also indicate whether a parent interview is required to discuss the progress of your son. Parent/Teacher interviews are held at the beginning of Term 2, 3 and 4 for Year 11 students and at the beginning of Term 2, 3 and at the end of Term 3 for Year 12 students.

SENIOR SCHOOL INFORMATION – KILDARE

PASTORAL CARE PROGRAM

An integral part of Kildare's curriculum is the Pastoral Care Program from Year 10 to Year 12. This program reinforces, through formal and informal sessions, our school philosophy and enables teachers and students to engage in activities which we believe help create the type of environment in which learning is possible. The formal program includes the following topics: Social Skills Development, Career Education, Study Skills and Problem Solving Skills. There are also inter-class activities, class discussions and liturgical and other celebrations.

An important element of the program is the fact that Pastoral Care teachers are assigned to each class in the belief that student and staff interaction and communication are vital links in the teaching/learning process for all of us. Pastoral Care Groups are vertically grouped within a House Structure. Students remain within the same group for their entire schooling.

INDEPENDENT EDUCATION

These programs provide support designed to help students to learn more effectively and benefit from their school experiences and attain their South Australian Certificate of Education. All curriculum areas are covered and the needs of a diverse range of students are catered for. In Individual Learning Programs the diversity of the school population is celebrated.

Recognition is given to all manner of disabilities, learning difficulties, English as a Second Language (ESL), as well as acknowledgement of the needs of the gifted and talented students.

Educational needs vary considerably from child to child. As a result, the Individual Learning Programs provide flexible and often innovative programming for students with special needs. This is done in a number of ways. There are Professional Development sessions for staff, so that they are able to differentiate the curriculum. Classroom teachers are supported in their programming and lesson planning, so that they better suit individual needs. Support is also provided for students within the classroom and the Learning Centre, including explicit teaching of identified skills one on one or in small groups. A range of Flexible Learning subjects in the SACE also cater for students with specific learning needs.

ASSESSMENT AND REPORTING

This refers to the on-going nature of assessment in which assessment tasks and tests all contribute to a student's overall achievement. Preparatory, or formative work assists students and staff to assess learning and support improvement.

This is an essential part of the learning process because it describes how your child interacts with current experiences and what sense she is making of them in light of her previous understandings. Throughout Years 11 and 12 student assessment is:

- ◆ Continuous – evaluation and assessment is ongoing;
- ◆ Criteria-based – the work required from the student, and the conditions under which the work will be completed are clearly specified at the beginning of the task through criteria based on Performance Standards that are set by the SACE Board. These Standards ensure consistency of assessment across the state;
- ◆ Descriptive – the student's skills, concept development and completion of tasks are identified by the teacher and described with the emphasis on clarifying areas of strength and weakness and communicating these to the student.

Subject reports are prepared and distributed each term. Stage 1 (Year 11) students receive four reports; two mid semester reports to guide their learning and two end of semester reports summarising their achievements. Stage 2 (Year 12) students receive three reports: Terms 1, 2 and 3, with a criteria summary and progress grade. Year 12 students and parents attend a review meeting in Term 1, with additional Parent/Teacher/Student Learning Reviews in Terms 2 and 3. Students in other year levels, together with their parents, attend Learning Reviews early in Terms 2 and 3.

VOCATIONAL EDUCATION AND TRAINING

Vocational Education and Training (VET) is education and training that provides students skills and knowledge for work. VET operates through a national training system, and is delivered, assessed and certified by Registered Training Organisations either within the College or at an external training facility.

The SACE is designed to give students increased flexibility, including greater opportunities to have diverse forms of learning and achievement recognised. These directions are in line with the SACE Board legislation and State and national policies aimed at facilitating the transition of young people from school to further education, training and employment.

The recognition arrangements for VET in the SACE will enable students to include more vocational education and training (VET) in their SACE studies. These recognition arrangements help students to build coherent pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE.

Structured VET programs:

- ◆ Are integrated with the general curriculum
- ◆ Include structured learning opportunities in the workplace
- ◆ Lead to nationally recognised qualifications
- ◆ Are based on nationally endorsed industry competency standards
- ◆ Assess skills and knowledge to the standards that employers expect in real workplaces
- ◆ Provide a range of flexible education and training pathways

Students can gain recognition for up to 180 SACE credits at Stage 1 and/or Stage 2 for successfully completed VET.

SACE Credits

Students can gain SACE credits for the successful completion of VET qualifications or units of competency that make up a qualification. A student will earn 10 SACE credits for the successful completion of 70 nominal hours of VET, up to the maximum number of credits allocated to each qualification. A student will earn 5 SACE credits for the successful completion of 35 nominal hours of VET. The VET Recognition Register lists the maximum and minimum number of SACE credits allocated to each qualification.

Recognition at SACE Stage 1 and/or Stage 2

All VET qualifications or units of competency that make up a qualification, in the Australian Qualifications Framework (AQF) can contribute to the completion requirements of the SACE. The SACE Board determines the SACE stage at which qualifications will be granted recognition in the SACE. In most cases a Certificate I or II VET qualification (i.e. all the units of competency that make up the qualification) will be recognised at Stage 1 level. Units of competency from Certificate III qualifications will be recognised at Stage 2 level. There are some variations to this but your school's VET Coordinator will liaise with students in regards to this.

SA Universities Bonus Schemes - Changes for 2016 entry

The three South Australian universities, Flinders University, The University of Adelaide and the University of South Australia, are replacing all existing equity and subject bonus schemes with two new bonus schemes. The new schemes will come in to operation for students studying Year 12 in 2015 who apply for entry to studies commencing in the 2016 university academic year. The two new schemes are the SA Universities Equity Scheme and the SA Language, Literacy and Mathematics Bonus Scheme. The new schemes will be administered by SATAC based on rules provided by the universities.

Any bonuses applied by the universities will continue to be added to the university aggregate from which Selection Ranks are calculated (for SA/NT students, and using a complementary methodology for students from other Year 12 systems). The SA Universities Equity Scheme awards 5 bonus points for eligible students, and the SA Language, Literacy and Mathematics Bonus Scheme awards 2 or 4 points for eligible students. An individual student can receive a maximum of 9 bonus points under both schemes. Both bonus schemes are available to students, Australian and international who are studying the SACE, NTCET, International Baccalaureate, or interstate senior secondary certificate in Australia (i.e. not offshore).

http://www.satac.edu.au/documents/factsheet_sacentcet_saunisbonuspoints.pdf

VET Recognition Register

The VET Recognition Register shows, for each qualification, the:

- ◆ Maximum and minimum number of SACE credits that students can earn by completing the qualification
- ◆ SACE stage(s) at which SACE credits earned for the qualification will be recognised for SACE purposes

The SACE VET recognition register : www.sace.sa.edu.au/subjects/recognised-learning/recognition-register/vet-recognition-register

Vocational Education Options

There are a wide range of VET options available in consultation with your VET coordinator.

Industries include

- ◆ Animal Care
- ◆ Automotive
- ◆ Business & Finance
- ◆ Community Services & Health (including Child Care, Aged Care)
- ◆ Construction
- ◆ Electrotechnology
- ◆ Engineering
- ◆ Fashion Design
- ◆ Fitness
- ◆ Furnishing
- ◆ Hairdressing & Beauty
- ◆ Hospitality
- ◆ Information Technology (including 3D Game Art)
- ◆ Media & Design
- ◆ Music, Art & Culture
- ◆ Retail
- ◆ Tourism
- ◆ Transport

School Based Apprenticeship/Traineeship (SBAT)

School Based Apprenticeships/Traineeships enable the student to gain a vocational and technical qualification while completing their school studies.

School Based Apprenticeships/Traineeships are a great career option for students in Year 11 and Year 12. They have a number of features:

- ◆ You can finish Years 11 and 12 while you start your apprenticeship.
- ◆ You are paid a training wage or apprentice wage for the time you spend 'on-the-job' with your employer.
- ◆ You are covered by a training contract, which links to an industrial award or agreement.

School Based Apprenticeships/Traineeships provide nationally recognised qualifications and competencies and are offered at all certificate levels up to Advanced Diploma. Once completed the qualification can lead to continued employment, self employment, further training or education.

Students are paid while training, which is structured, and can take the place of casual work. The rate of pay varies depending upon the industry, the year level, the qualification and whether industry or national awards are used. Your School Based Apprenticeship Centre or Industry Association should be able to provide more detail.

School Based Apprenticeships / Traineeships are traditionally 2 days of work or training and 3 days of school. The student will receive SACE credits for the VET units they cover as part of their School Based Apprenticeship and can select flexible subjects to study at the College which ensure they receive their SACE certificate.

In most cases students find their own School Based Apprenticeship / Traineeship. There are a number of ways to find a School Based Apprenticeship/ Traineeship:

- ◆ Contact your local Job Services Australia provider.
- ◆ Contact your local Group Training Organisation on the NTIS website or Group Training Australia.
- ◆ If you are studying at school or a college, talk with your careers adviser.
- ◆ Visit an Australian Apprenticeships Centre to obtain further information.
- ◆ The Youth Connections program provides a holistic approach to servicing young people at risk including support for individual young peoples and the broader community.

If this is something you are interested in please visit www.australianapprenticeships.gov.au and speak to your VET & Careers Coordinator.

Please note that some vocational courses may incur some additional fees.

GRAND JUNCTION TRADE TRAINING CENTRE

The Grand Junction Trade Training Centre (GJTTC) is a joint venture between cluster school partners (St Paul's College, Blackfriars Priory School, Kildare College and Rostrevor College) with capital funding for the establishment of the facility at 792 Grand Junction Road, Gilles Plains being made available through the Australian Government - Trade Training Centres in Schools program.

Students from Years 10, 11 and 12 participate in training in the following industry areas:

- ◆ Pre-Construction Pathways (Year 10)
- ◆ General Construction
- ◆ Carpentry
- ◆ Cabinet Making
- ◆ Furniture Making
- ◆ Electrotechnology
- ◆ Electronics
- ◆ Automotive Mechanical



Students attend the GJTTC for one full day a week for Certificate II and III courses and one half day per week for Year 10 Pre-Construction courses.

GJTTC programs, with their strong vocational orientation, contribute to the development of a work force able to meet the changing skill requirements of an economy undergoing significant structural and technological change. Emphasis is placed on innovative approaches to training delivery and on the access and participation of students in skills creation programs in areas of employment growth and need.

Training is conducted over the course of the school year, with Structured Workplace Learning forming a significant part of the integrated learning approach. Students must be committed to completion of the SWL during non-programmed training weeks or term breaks.

Training guides and work books are completed during non-contact time and also form a compulsory part of the competency assessment. Provision is made for students with special learning needs through oral assessment and practical demonstration of required outcomes.

All courses provide dual accreditation through the Australian Qualifications Framework (AQF) National Training Packages and VET in SACE arrangements. Refer to specific course sheets for SACE credits.

Course outlines are available. Please speak with either Mr Peter Cristarella (Trade Centre Manager) or Ms Jo-Anne Williams St Paul's College if you would like further information on the courses available through the GJTTC.

Grand Junction Trade Training Centre Education Package

While students undertaking courses through the GJTTC are able to combine vocational training with subjects that will allow for an Australian Tertiary Admission Rank to be calculated, the College also offers a training package that allows for SACE completion while students complete vocational training.

- At Stage 1 (Year 11) this training package is inclusive of one day of vocational training, one day of structured workplace learning and 3 days of lesson based study. The SACE Board subjects completed within this package include: Essential English, Essential Mathematics, Workplace Practices, Communication Products and Religion Studies.
- At Stage 2 (Year 12) this training package is inclusive of one day of vocational training, one day of structured workplace learning and 3 days of lesson based study. The SACE Board subjects completed within this package include: Research Project, Workplace Practices, Communication Products and Integrated Learning – Religion B.

SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION – (SACE)

What is the SACE?

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (usually Years 11 and 12). The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). Students will be able to study a wide range of courses as part of the SACE.

What are some of the features of the SACE?

As part of the SACE students will:

- ◆ receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board
- ◆ be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken
- ◆ receive A-E grades in every Stage 1 and Stage 2 SACE subject
- ◆ be expected to gain and demonstrate essential skills and knowledge for their future, focusing on communication, citizenship, personal development, work and learning
- ◆ have 30 per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including exams, practical performances and presentations
- ◆ have outside moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State.
- ◆ Students can gain recognition for up to 180 SACE credits at Stage 1 and / or Stage 2 for successfully completed VET.

The requirements to achieve the SACE

To gain the SACE certificate students must earn 200 credits. Ten credits are equivalent to one semester or six months' study in a particular subject or course. Some elements of the SACE are compulsory. These are:

- ◆ a Personal Learning Plan at Stage 1 (usually undertaken in Year 10), worth 10 credits
- ◆ at least 20 credits towards literacy from a range of English/English as a Second Language studies at Stage 1
- ◆ at least 10 credits towards numeracy from a range of mathematics studies at Stage 1
- ◆ a major project called the Research Project at Stage 2, worth 10 credits
- ◆ completion of at least 60 additional credits in Stage 2 subjects and courses.

The importance of the compulsory elements is reflected in the requirement that students must achieve either an A, B or C grade or equivalent in these subjects to complete the SACE successfully. In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.

A graphical representation of SACE completion within the new SACE:

Requirements	Credits
Year 10	
Personal Learning Plan	10
Year 11 (Stage 1)	
Literacy (from a range of English subjects and courses)	20
Numeracy (from a range of mathematics subjects and courses)	10
Year 11 or 12 (Stages 1 or 2)	
Other subjects and courses of the student's choice	up to 90
Year 12 (Stage 2)	
Research Project	10
Other Stage 2 subjects and courses*	60 or more
Total	200

■ Other subjects and courses
■ Stage 1 compulsory subjects and courses
■ Stage 2 compulsory subjects and courses

*Most students will complete subjects or courses worth more than 70 credits at Stage 2.

SACE Course planner

You must complete the Personal Learning Plan, worth 10 credits

Personal Learning Plan

Credits

10

You must complete at least 20 credits* towards literacy

Choose from a range of English/English as a Second Language subjects or courses

You must complete at least 10 credits* towards numeracy

Choose from a range of mathematics subjects or courses

Subtotal

You must complete other subjects (of the student's choice) worth at least 90 credits*

Choose Stage 1 or Stage 2 subjects

Subtotal

You must complete at least 60 additional credits* in Stage 2 subjects

Choose Stage 2 subjects

You must complete a major project of extended studies, worth 10 credits

Research Project

10

Subtotal

To gain the SACE, you must earn 200 credits

Total 200

- Compulsory Stage 1 subjects Students must achieve either an A, B, C or equivalent in the compulsory subjects to complete the SACE
- Compulsory Stage 2 subjects
- Free choice subjects (Stage 1 and/or 2) Students must achieve a grade in these subjects

* If your subject choices in a particular section exceed the minimum number of credits required, you should count the extra credits in another relevant section

What is the Personal Learning Plan?

The Personal Learning Plan is a compulsory SACE subject, normally undertaken in Year 10. Students will consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students will work towards goals they need to achieve as they progress through school towards work, training or further study.

The Personal Learning Plan will help students:

- ◆ identify and research career paths and options (including further education, training and work)
- ◆ choose appropriate SACE subjects and courses based on plans for future work and study
- ◆ consider and access subjects and courses available in and beyond school
- ◆ review their strengths and areas they need to work on, including literacy, numeracy and information and communication technology (ICT) skills
- ◆ gain skills for future employment
- ◆ identify goals and plans for improvement
- ◆ review and adjust plans to achieve goals.

The Personal Learning Plan will contribute 10 credits towards the SACE.

What is the Research Project?

The Research Project is a compulsory subject of the South Australian Certificate of Education (SACE). Students must complete the 10-credit Research Project at Stage 2 of the SACE, and attain a C grade or better. This will be undertaken in the second semester of Year 11.

Within the Research Project students will:

- ◆ choose a topic of interest—it may be linked to a SACE subject or course, or to a workplace or community context
- ◆ learn and apply research processes and the knowledge and skills specific to their research topic
- ◆ record their research and evaluate what they have learnt.

The term 'research' is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.

College Specific SACE Information

St Paul's College and Kildare College offer a variety of subjects to enable our students to meet the requirements of the SACE. The South Australian Certificate of Education (SACE) exists to encourage students to successfully complete secondary education and to attest to their readiness for entry into post-school studies and employment.

The SACE is an internationally recognised qualification that opens pathways leading to vocations and careers, further studies and employment. The SACE also ensures that students leave school with a strong general education.

- ◆ To meet the requirements of the certificate, students need to take a balanced range of studies, generally over two years, although no particular time limit is specified. Stage 1 of the SACE is usually studied in Year 11 and Stage 2 of the SACE is usually studied in Year 12. Students may negotiate alterations to this schedule. The studies include English or English as a Second Language, and Mathematics at Stage 1 (Year 11), as well as a selection from other subject groups.

To be awarded the SACE, students must:

- ◆ Gain 200 credits from the subjects that they have completed (semester of work = 10 credits).
- ◆ Complete the Personal Learning Plan (with a grade of C or higher).
- ◆ Complete the Literacy Requirement (20 credits from a range of English options with a grade of C or higher).
- ◆ Complete the Numeracy Requirement (10 credits from a range of Mathematics options with a grade of C or higher).
- ◆ Complete the Research Project (with a grade of C or higher).
- ◆ Attain a C grade or higher in an additional 60 credits (3 full year subjects) of Stage 2 study.

The SACE is the basic requirement for entry to higher education. Higher education institutions use the Australian Tertiary Admission Rank (ATAR), derived from SACE studies, to rank students for selection to particular courses. To be eligible for an ATAR students must complete 90 Stage 2 credits - the equivalent of four full year Stage 2 (Year 12) subjects, plus the Research Project. Of these subjects three must be Tertiary Admission Subjects (TAS).

Reporting Achievement In SACE Studies

Within the SACE students will receive A-E grades in all subjects. The grade that a student is awarded is based entirely on the performance standards contained within the subject outline published by the SACE Board for any particular subject. Internally, students at St Paul's will also receive a subject achievement score out of 20. Students at Kildare College will receive a grade only on their reports.

Subject Achievement Score	Grade	Description
17 – 20	A	Excellent Achievement
14 – 16	B	Good Achievement
11 – 13	C	Satisfactory Achievement
8 – 10	D	Partial Achievement
0-7	E	Minimal Achievement

St Paul's College and Kildare College prepare reports which include the Australian Government requirements specified in the School Assistance (Learning Together – Achievement Through Choice and Opportunity) Act 2008.

For full details about the SACE refer to the SACE Board website. The SACE Board website can be accessed using the following link:

www.sace.sa.edu.au/home

AN OVERVIEW OF SACE REQUIREMENTS AT ST PAUL'S & KILDARE

St Paul's will now offer the Research Project to Year 11 students in Semester One and in Semester Two. This is undertaken alternatively with Religion. Half the Year 11 complete the Research Project while the other half do Religion.

STAGE 1 (Year 11 2016)						
Semester One	Religion Studies/ Research Project	Maths (at least 10 credits – 1 semester)	English or ESL	Free Choice	Free Choice	Free Choice
Semester Two	Religion Studies/ Research Project	Maths / Free Choice (St Paul's) Maths	English or ESL	Free Choice	Free Choice	Free Choice
Credit Counts	20 credits	20 credits	20 credits	20 credits	20 credits	20 credits
The PLP, which is also a Stage 1 subject, will have been completed in Year 10.						

STAGE 2 (Year 12 2016)						
Semester One	Religion Studies	Research Project (St Paul's)	Free Choice	Free Choice	Free Choice	Free Choice
Semester Two	Religion Studies (one or two semester option at Kildare)	Research Project if not completed in Year 11 (Kildare) or Study Line				
Credit Counts	10 credits / 20 credits	10 credits	20 credits	20 credits	20 credits	20 credits

STAGE 2 (Year 12 2017)						
Semester One	Religion Studies	Research Project (if not completed in Yr 11)	Free Choice	Free Choice	Free Choice	Free Choice or Free Line
Semester Two	Religion Studies (one or two semester option at Kildare)	OR Free Choice				
Credit Counts	10 credits / 20 credits	10 or 20 credits	20 credits	20 credits	20 credits	20 credits

HIGHER EDUCATION ENTRANCE

Terminology - The 2016- 2017 entry requirements for TAFE SA and the universities refer to the following terms:

Tertiary Admissions Subjects (TAS)

These are SACE Stage 2 subjects which have been approved by TAFE SA and the universities as providing appropriate preparation for tertiary studies. Both TAFE SA and the universities require students to study a minimum number of credits of TAS to be eligible to receive a selection score or rank.

Recognised Subjects

Recognised Subjects are those International Baccalaureate, interstate Year 12, higher education studies or VET awards deemed by the SACE Board and the universities and TAFE SA as being eligible to be included in the calculation of the ATAR and TAFE SA Selection Score. For Recognised Subjects, scores approved by the Scaling and Tertiary Monitoring Committee will be used in calculations. Information on Recognised Subjects will be made available to schools and students on the SATAC website.

Precluded Combinations

Two subjects are a Precluded Combination if they are defined by TAFE SA and the universities as having significant overlap in terms of content. They cannot both count towards your Australian Tertiary Admission Rank or TAFE SA Selection Score.

Counting Restrictions

Counting Restrictions are used where it is deemed desirable to limit the number of credits that can be counted towards a university aggregate and the ATAR in a specific subject area. This is to ensure students study a broad range of subjects. For example, a subject area might have eight 10 credit subjects available but the universities might set a Counting Restriction of 40 credits meaning only four can ever count towards the calculation of the Australian Tertiary Admission Rank.

Completion and Successful Completion of Subjects

In the terminology of the SACE, Subject Completion means achieving a grade of E or better, while Successful Completion of a subject means achieving a grade of C or better.

UNIVERSITY ENTRY 2016-2017

To enter university students must qualify for the SACE and in doing so, must:

- ◆ Complete 200 credits of subjects.
- ◆ Achieve a grade of C or better in the PLP, 20 credits of Literacy (English) based subjects, 10 credits of Numeracy (Mathematics) based subjects and the Research Project at Stage 2.
- ◆ Achieve a grade of C or better in an additional 60 credits (3 full year subjects) at Stage 2.
- ◆ Complete at least 90 credits at Stage 2 (Year 12), including 60 credits of TAS subjects. This equates to four full year subjects and a 10 credit subject, which could include the Research Project.
- ◆ Complete prerequisite requirements for some university courses.
- ◆ Obtain an ATAR (Australian Tertiary Admission Rank).

The ATAR will be calculated:

- ◆ Using results from three full-year TAS subjects (60 credits), PLUS
- ◆ Results from 30 additional credits from other studies recognised as equivalent by the SACE Board and universities.
- ◆ Full details on university and TAFE entry requirements will be provided in the Tertiary Entrance Booklet 2016, 2017, 2018.
- ◆ This booklet will be published by the South Australian Tertiary Admissions Centre (SATAC) and distributed to schools in July each year.

SPECIAL TERTIARY ADMISSIONS TEST (STAT)

SATAC administers the Special Tertiary Admissions Test (STAT) for applicants applying to university under a special entry program and the International Student Admissions Test (ISAT) for international applicants to university. For more information on these tests go to www.acer.edu.au/tests/university.html

TAFE SA ENTRY

TAFE SA courses offered through SATAC have Minimum Entry Requirements (MER) which all applicants must meet in order to be eligible for selection. MER differ according to the level of the TAFE SA course concerned. Full details concerning MER can be obtained in the *TAFESA website* www.tafesa.edu.au

TERTIARY EDUCATION INSTITUTIONS

THE UNIVERSITY OF ADELAIDE

Course Admissions

University of Adelaide

GPO Box 498 Adelaide SA 5001

Telephone (08) 8303 4455

Website: www.adelaide.edu.au

FLINDERS UNIVERSITY

Admissions Office

Flinders University

GPO Box 2100 Adelaide SA 5001

Telephone (08) 8201 3074

Website: www.flinders.edu.au

THE UNIVERSITY OF SOUTH AUSTRALIA

Course Admissions

University of South Australia

North Terrace Adelaide SA 5000

Telephone (08) 8302 2376

Website: www.unisa.edu.au

CHARLES DARWIN UNIVERSITY

Course Admissions

Charles Darwin University

Darwin, Northern Territory 0909

Telephone 1800 061 963

Website: www.cdu.edu.au

TAFE SA

TAFE SA Information Centre

31 Flinders Street Adelaide SA 5000

Telephone (08) 8226 3409

Email: tafeinfo@tafe.sa.edu.au

Website: www.tafesa.edu.au

SOUTH AUSTRALIAN TERTIARY ADMISSIONS CENTRE (SATAC)

SATAC is responsible for processing applications for courses at University and TAFE Colleges in South Australia

1st Floor 230 North Terrace Adelaide SA 5000

Infoline: 1900 987 400

Fax (08) 8223 6447

Website: www.satac.edu.au

PROMOTION PROCEDURES

Each learning area provides guidelines for continuing study in their subjects. These guidelines reflect the minimum requirements (score / grade) needed for a student to be able to experience success in that subject area in the following year.

LEARNING AREA	YEAR 10 → 11	YEAR 11 → 12
Arts	13/C (in Yr 10 Art) - Visual Arts 13/C (in Yr 10 Music) - Music Dance, Drama & Creative Arts – Through negotiation with the Assistant Principals and Senior Dance / Drama staff at Kildare.	14/B (in 11 Art) - Visual Arts 14/B (in 11 Music) - Music 14/B (in 11 Dance) – Dance 13 (in 11 Drama) – Drama
LOTE / English	14/B (in 10 Language) - Italian 14/B (in 10 English) – English (pre-Studies) 12/C (in 10 English) - Essential English Completion of 10 ESL - ESL	14/B (in 11 Language) - Italian 14/B (In 11 English) - English Studies 12 /C (In English) - English Communications 12/C (In English) - English Pathways 14 (in 11 ESL) - ESL Studies Completion of Year 11 ESL - ESL
Health & PE	12 /C (in Extension Physical Education course) - Physical Education 14/B (in Health and Physical Education general course) – Physical Education 12/C (Home Economics) – Food & Hospitality 12/C (Home Economics) – Child Studies	12/C (in 11 PE) - Physical Education 12/C (in 11 Child Studies) – Child Studies 12/C (in 11 Food & Hospitality) – Food & Hospitality
Mathematics	Scores indicate required Year 10 Maths scores: 14 (in 10 General Mathematics) - Stage 1 General Mathematics / Stage 1 Essential Mathematics (20 credits) 14 (in 10 Pure Mathematics 10 & 10A) - Stage 1 Mathematical Methods / Stage 1 General Mathematics / Stage 1 Specialist Mathematics (20 credits) 12 (in 10 Essential Mathematics) - Stage 1 Essential Mathematics / Stage 1 Essential Mathematics - Life Skills (20 credits)	Scores indicate required Year 11 Maths scores and exam results: In Year 11 Maths Studies: 14 + exam > 60% - Mathematical Studies 14 + exam > 55% - Mathematical Methods 14 + exam > 60% - Specialist Mathematics < 14 – Mathematical Applications In Year 11 Maths Applications: 14 + 60% exam (2 units Stage 1) - Mathematical Applications <ul style="list-style-type: none"> Mathematics Pathways – Through Negotiation.
Science	14/B (in 10 Semester 2, Science 1) - Physics 14/B (in 10 Semester 2, Science 1) - Chemistry 12/C (in 10 Semester 2, Science 2 or 3) - Biology 12 /C (in 10 Semester 2, Science 2 or 3) - Psychology <ul style="list-style-type: none"> Satisfactory completion of Year 10 Science 1 or 2 for Scientific Studies 	14/B (in 11 Physics & Maths) - Physics 14 /B (in 11 Chemistry) - Chemistry 14/B (in 11 Biology) - Biology 12/C (in 11 Chemistry or Physics) - Biology 14/B (in 11 Psychology) - Psychology
Humanities	13/C (in 10 History) - Ancient Studies 13/C (in 10 HASS/Geography) - Geography 13/C (in 10 HASS) - History 13/C (in 10 HASS) - Society and Culture 13/C (in 10 HASS) - Media Studies Note: Entry into these Year 11 courses is also dependent on students completing the Major Research Project in Semester 2 of Year 10 SOSE at Kildare to a satisfactory level.	14 /B (in 11 English) - Women's Studies 14/B (in 11 Geography or Society & Culture)) - Geography 14/B (in 11 History) - Modern History & Australian History 14/B (in 11 Media Studies) - Media Studies Note: A score of 14 (B) or above in Year 11 English would allow students to complete many Humanities subjects. This may be negotiated.

LEARNING AREA	YEAR 10 → 11	YEAR 11 → 12
Technology	11 /C (in 10 Wood / Metal) - Design and Technology - Woodwork / Metalwork 12/C (in 10 ICT) - Information Technology 12 /C (in 10 ICT) - Digital Imaging	12/C (in 11 Materials / Wood) - Materials Products 12/C (in 11 ICT) - Information Processing and Publishing 14 /B (in 11 ICT - (Second Semester) - Information Technology
Religion	12/C (in 10 Religion) – Religious Studies	12/C (in 11 Religion) –Religion Studies (Kildare & St Paul’s)
Business	13/C (avg Year 10 score) - Accounting 13/C (avg Year 10 score) - Business and Enterprise 13/C (in 10 History & Geography/SOSE) - Legal Studies Workplace Practices - Through Negotiation.	14 /B (in 11 Accounting) - Accounting 13/C (in 11 Bus & Ent) - Business & Enterprise 14/B (in 11 Legal) - Legal Studies Workplace Practices - Through Negotiation
Vocational and Community Education	Entry into Vocational and Community courses would be through negotiation with the Head of Teaching and Learning /Assistant Principal Teaching & Learning and Career / VET Coordinator	

Each of the Stage 2 subjects listed in the table above are TAS (Tertiary Admission Subjects) with the exception of Community Studies and VET courses.

Other notes in relation to Promotion / Subject selection

- ◆ The above table provides a guide for subject selection in that students who do not meet the stated requirements are not usually permitted to continue with a course of study.
- ◆ Promotion/Subject selection at Kildare College is based on achievement grades (rather than numerical scores), but students and staff also take into account performance in examinations where a Stage 2 subject has a 30% examination component. Students should note that 11-13 is equivalent to a C Grade, 14-16 is equivalent to a B grade and 17+ is equivalent to an A grade.
- ◆ A student wishing to study a course for which they have not completed the same course in the previous year must also discuss this with the Head of Teaching and Learning / Assistant Principal Teaching and Learning and relevant Teaching and Learning Coordinator / Key Learning Area Coordinator.
- ◆ If agreement cannot be reached the student may opt to discuss their options with the Principal.

5 Stage 1 Year 11 Subject Overview

STAGE 1 - SUBJECT OVERVIEW

RELIGIOUS EDUCATION	Religion Studies (compulsory) 10 Credits Intergrated Learning - Youth Ministry	S S	SCIENCE	Biology Chemistry Physics Scientific Studies Psychology	F/S F F S F/S
ARTS	Visual Arts – Art/or Design Drama Creative Arts Dance Music	F/S F/S S F/S F	TECHNOLOGY	Information Technology Material Products – Wood Material Products – Metal Information Processing & Publishing A - Photoshop Information Processing & Publishing B - Website Design and Producing Digital Products Information Processing - Digital Imaging	S F/S F/S S S S
BUSINESS	Accounting Business & Enterprise Legal Studies Workplace Practices Economics	F F/S F F/S F/S			
ENGLISH (Compulsory) Must select one course	English Essential English ESL	F F F			
HEALTH & PHYSICAL EDUCATION	Physical Education Outdoor Education Food and Hospitality Child Studies	F/S S S S	VOCATIONAL & COMMUNITY EDUCATION	External VET Community Studies Community Learning	F/S F/S
HUMANITIES	Ancient Studies History Geography Media Studies Society and Culture	F/S F/S F S S	FOR INFORMATION ON THE VOCATIONAL COURSES AVAILABLE AT THE GRAND JUNCTION TRADE TRAINING CENTRE PLEASE REFER TO PAGE 10 OF THIS CURRICULUM BOOKLET		
LOTE	Italian	F			
MATHEMATICS (Compulsory) Must select one course	Mathematics (Pre-Specialist) Mathematicas (Pre-Methods) General Mathematics Essential Mathematics	F F F F			

F = FULL YEAR SUBJECT (40 weeks)

S = SEMESTER SUBJECT (20 weeks)

F/S = OPTION: FULL YEAR / SEMESTER

Please Note: Due to the continued partnership between St Paul's College and Kildare College every effort has been made to make the Year 11 and 12 information in this booklet applicable to both Colleges.

6 Stage 1 Year 11 Subjects

STAGE 1 - SUBJECT OVERVIEW LOCATIONS OFFERED

St Paul's 2016	Credits	Kildare 2016	Credits
Religious Education		Religious Education	
Religion Studies	20	Religion Studies Integrated Learning – Youth Ministry	10 10
The Arts		The Arts	
Visual Arts - Art /Design	10 or 20	Visual Arts - Art /Design Drama Creative Arts	10 or 20 10 or 20 10
Music	20	Dance Music	10 or 20 20
Business		Business	
Accounting Business & Enterprise Economics Legal Studies Workplace Practices	20 10 or 20 10 or 20 20 10 or 20	Business & Enterprise Legal Studies Workplace Practices	10 10 or 20 10 or 20
English		English	
English Essential English ESL	20 20 20	English Essential English	20 20
Health & Physical Education		Health & Physical Education	
Physical Education	10 or 20	Physical Education Child Studies Food & Hospitality Outdoor Education	10 10 10 10
Humanities/Languages		Humanities/Languages	
Ancient Studies History Geography Italian Continuers	10 or 20 10 or 20 10 or 20 20	Ancient Studies History Italian Continuers Media Studies Society & Culture	10 or 20 10 20 10 10
Mathematics		Mathematics	
Mathematics (Pre-Specialist) Mathematics (Pre-Methods) General Mathematics Essential Mathematics	20 20 20 20	Mathematics (Pre-Specialist) Mathematics (Pre-Methods) General Mathematics Essential Mathematics	20 20 20 20
Science		Science	
Biology Chemistry Physics Psychology	10 or 20 20 20 10 or 20	Biology Chemistry Physics Psychology Scientific Studies	10 or 20 20 20 10 or 20 10
Technology		Technology	
Material Products - Wood Material Products - Metal Electrotechnology (VET) Information Technology Information Processing - Digital Imaging	10 or 20 10 or 20 Certificate 1 10 10	Information Processing & Publishing A – Photoshop Information Processing & Publishing B – Website Design & Producing Digital Products	10 10
Vocational & Community Education		Vocational & Community Education	
External VET	Varies	External VET Community Studies	Varies 10 or 20

STAGE 1 SUBJECTS

Please Note: For further information on the following subjects please refer to p 4-5 for the relevant coordinator.

Where subjects are likely to be based is indicated in brackets after the subject name – this may change based on demand.

Length of Course: A semester length course is referred to as a 20 week course and is allocated 10 credits by the SACE Board. A year long course is referred to as a 40 week course and is allocated 20 credits by the SACE Board.

STAGE 1 SUBJECTS – RELIGIOUS EDUCATION

Religion Studies (St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Religion Studies

COURSE DESCRIPTION

In Religion Studies students have the opportunity to focus on two areas: Social Justice and Christian Art. Through these two modules students gain an appreciation of morality, human rights, Christian symbolism and reflective skills and social values.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Practical Activity, Issues Investigation and Reflection.

Religion Studies (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Religion Studies

COURSE DESCRIPTION

In Religion Studies students have the opportunity to focus on an aspect of religion or spirituality within or across traditions, and to explore the religious basis of an ethical or social justice issue. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Practical Activity; Issues Investigation and Reflection.

Integrated Learning -Youth Ministry (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Students need to apply to the Peer Support Coordinators to be part of this course as this course incorporates the Peer Support group.
COURSE LEADS TO	Stage 2 Religion Studies

COURSE DESCRIPTION

Integrated Learning (Youth Ministry) enables students to apply their knowledge and skills to a real-world task, event, learning opportunity, or context, which leads to a specific purpose, product, or outcome. The subject draws links between aspects of students' lives and their learning and is undertaken by a group of students, or a student or students involved in a community group.

Integrated Learning facilitates collaboration and teamwork. Students learn to plan and organise activities, and to develop their understanding of, and empathy with, others.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Practical, Group Activity and Folio and Discussion.

STAGE 1 SUBJECTS – THE ARTS

Visual Arts – Art and/or Design (St Paul’s / Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
PRE-REQUISITES	Year 10 Visual Arts preferred
COURSE LEADS TO	Stage 2 Visual Arts – Art/or Design

COURSE DESCRIPTION

The Art / Design course involves students developing specific skills through the study of art and the processes involved in the creation of artworks. Particular emphasis is placed on extending and refining Visual Art qualities involved in creating artworks. The Design course involves students developing specific skills through the study of Design and the production of visual works that show the process and final resolution involved in creating solutions for Communication Design, Environmental Design and Product Design.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Folio, Practical and Visual Study.

Drama (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
COURSE LEADS TO	Stage 2 Drama

COURSE DESCRIPTION

In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence. Students review one professional piece of theatre. Students do not have to perform onstage to do this subject. Many backstage roles are available such as: Publicity, Make-up & Hair Design, Assistant Directing, Stage Managing, etc. After school rehearsals are required for major performance, and it is an expectation students will rehearse outside of school hours.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessments: Performance, Folio and Investigation and Presentation.

Creative Arts (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks / 10 credits
COURSE LEADS TO	Stage 2 Creative Arts

COURSE DESCRIPTION

In Creative Arts students undertake a specialised study within one or more arts disciplines. Students actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, visual art, craft and design works, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles. Students analyse and evaluate creative arts products and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

ASSESSMENT

School based: Folio, Investigation and Product.

Dance (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
COURSE LEADS TO	Stage 2 Dance

COURSE DESCRIPTION

Through the study of Dance students develop a creative, technical, and physical understanding and appreciation of dance as an art form. They develop self-discipline, self-esteem, and confidence. Through dance training, students improve their technical and physical skills, and develop a diverse range of movement.

Students study 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.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessments: Technique, Composition, Performance and Analytical Response.

Music (St Paul’s / Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 weeks / 20 credits

EXTRA REQUIREMENTS

It is necessary for all participants to take instrumental or vocal lessons. It is necessary for all participants to be actively involved in at least one school-based ensemble. eg. Rock Band, Choir, etc.

COURSE LEADS TO	Stage 2 Music
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COURSE DESCRIPTION

This program is geared towards preparing students for the various options available in Stage 2 Music. Opportunities exist for students to develop their performance skills, participating in both the solo performance setting and ensemble performance setting. Aural recognition and understanding are a key feature of this subject, as well as extending students' knowledge and application of notation. This is done through regular practice and use of these skills. Students have frequent access to music within the technological setting through use of music computing programs and through learning to effectively use a PA system within the performance setting. Students will also have the opportunity to express their imagination and creativity through the study and understanding of music composition and arrangement. While the students will develop knowledge and skills pertaining to each individual area of study, it is the integration of these experiences that acts as a tool toward developing well rounded musicians.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Skills Presentation, Skills Development and Folio.

STAGE 1 SUBJECTS – BUSINESS

Accounting (St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Accounting
COURSE DESCRIPTION	

The study of Accounting gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making. They develop an understanding of the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes for organisational and business applications. Students also learn how to interpret financial information and how to convey this information to interested users. The focus capabilities for this subject are communication, work, and learning.

ASSESSMENT

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

Business and Enterprise (St Paul's / Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks / 10 or 20 credits (10 only at Kildare)
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Business and Enterprise
COURSE DESCRIPTION	

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

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Folio, Practical and Issues Study.

Legal Studies (St Paul's/Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 weeks / 20 credits - (10/20 credits Kildare)
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Legal Studies
COURSE DESCRIPTION	

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition. The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system.

ASSESSMENT

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types: Folio, Issues Study and Presentation.

Economics (St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks / 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Economics
COURSE DESCRIPTION	

Students learn how an economy operates, the structure of economic systems and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants. They become aware that economic decisions are not value-free and have outcomes that may be inconsistent with social, moral, and ethical values. Students research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings.

ASSESSMENT:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Folio, Skills and Applications Tasks and Issues Study.

STAGE 1 SUBJECTS – BUSINESS

Workplace Practices (St Paul's / Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks / (10 or 20 credits option at Kildare)
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Workplace Practices

COURSE DESCRIPTION

This course will give students the opportunity to develop knowledge, skills and understanding of the nature and structure of the workplace both through work experience, Vocational Training and topic studies covering:

1. Future Trends in the World of Work
2. The Value of Unpaid Work to Society
3. Workers' Rights and Responsibilities
4. Career Planning.

ASSESSMENT

There are three assessment types:

1. Folio (30%)
2. Performance at Work Experience and/or VET (40%)
3. Reflection (30%).

There will be 7 or 8 assessments covering the three types (for the 40 week course). Students who undertake VET must achieve competency in their VET units to receive an A or B grade.

STAGE 1 SUBJECTS – ENGLISH

English (St Paul's / Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	Year 10 English
COURSE LEADS TO	Stage 2 English Literary Studies Stage 2 English

COURSE DESCRIPTION

Stage 1 English is undertaken as two 10 credit subjects throughout the course of the year. This subject leads to both English and English Literary Studies at Stage 2. Students analyse the relationship 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 conversations and stylistic choices to position the audience to respond to ideas and perspectives.

Students demonstrate understanding of purpose, context, and audience is applied in student's own creation of imaginative, interpretive, analytical, and persuasive text that may be written, oral, and/or multimodal.

ASSESSMENT

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

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study (connect two or more texts)

Stage 1 Essential English (St Paul's / Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	Year 10 English
COURSE LEADS TO	Stage 2 Essential English

COURSE DESCRIPTION

Students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

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

ASSESSMENT

Assessment at Stage 1

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

English as a Additional Language (St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Compulsory
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 English as an Additional Language

COURSE DESCRIPTION

English as a Additional Language is designed for students from whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other language. Students who study this subject come from diverse personal, educational, and cultural backgrounds.

ASSESSMENT

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Interactive Study
- Assessment Type 3: Language Study

STAGE 1 SUBJECTS – HEALTH AND PHYSICAL EDUCATION

Physical Education (St Paul's / Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits (10 credits only at Kildare)
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Physical Education or Extension Physical Education
COURSE LEADS TO	Stage 2 Physical Education

COURSE DESCRIPTION

Students study both theory and practical units. The theoretical component of this subject is structured to prepare students for Stage 2 Physical Education by providing them with a foundation of relevant knowledge and concepts. Topics of study include Exercise Physiology, Skill Learning, Biomechanics and Issues Analysis. The application of theory in all practical tasks is highlighted. Practical units are chosen based on the skills required for Stage 2 and the interest in the class.

ASSESSMENT

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

Child Studies (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Child Studies

COURSE DESCRIPTION

The Stage 1 subject examines the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

Students study topics within one or more of the following three areas of study:

- The Nature of Childhood and the Socialisation and Development of Children
- Children in Wider Society
- Children, Rights and Safety

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Practical Activity, Group Activity and Investigation.

Food and Hospitality (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Food and Lifestyle

COURSE DESCRIPTION

In Food and Hospitality, students examine some of the factors that influence people's food choices and the health implications of those choices. They also gain an understanding of the diversity and implications of trends of the food and hospitality industry in meeting the needs of local people and visitors. Students may be required to participate in activities outside school hours, both within the school and in the wider community.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Practical Activity, Group Activity and Investigation.

Outdoor Education (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Outdoor Education

COURSE DESCRIPTION

In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. Students reflect on environmental practices and are introduced to employment options in outdoor and environmental fields. The core topics cover the following areas: Environment and conservation; Planning and management; 2 x Outdoor Activities (choice of activities including Kayaking, Rock-climbing, Mountain Biking, Surfing, Fishing); Outdoor journey (3 day bushwalking camp).

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Practical Activity, Folio and Journal.

STAGE 1 SUBJECTS – HUMANITIES

Ancient Studies (St Paul's/Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Humanities courses
COURSE LEADS TO	Stage 2 Modern History

COURSE DESCRIPTION

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

Students draw on many other fields of study including architecture, politics, religion and geography. The study of Ancient Studies and Classical Studies enables students to consider environmental, social, economic, religious, cultural, and aesthetic factors that shape societies and provide personal and shared identity.

For a 10-credit subject, students study at least two ancient societies or cultures.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Folio, Sources Analysis and Special Study.

History (St Paul's / Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits (10 only at Kildare)
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Humanities/SOSE Grade C or higher
COURSE LEADS TO	Stage 2 Modern History.

COURSE DESCRIPTION

The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

A 10-credit subject consists of:

- skills of historical inquiry
- a minimum of two historical studies

A 20-credit subject consists of:

- skills of historical inquiry
- a minimum of four historical studies.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Folio, Sources Analysis and Investigation.

Geography (St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks / 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Humanities courses
COURSE DESCRIPTION	

Geography is the study of the spatial interrelationships of people, places, and environments. Geography develops 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. Students of Stage 1 Geography will be actively involved in their learning. Fieldwork and practical activities are essential aspects of these subjects. Geography will increase students' awareness of the links between people and the world around them. Students will have opportunities to appreciate the choices and constraints people face, and to develop an awareness of ecological sustainability and justice.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Skills and Applications Tasks, Inquiry, Fieldwork and Investigation.

Media Studies (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks /10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	A range of Stage 2 subjects
COURSE DESCRIPTION	

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

Students study a range of topics which may include:

- Images of Youth in Media
- Making of the News
- Advertising
- Careers in Media
- Creating Multimedia Texts
- Representations in Media
- Media Audiences
- Media and Leisure
- Media and the Global Community.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Folio, Interaction Study, Product.

STAGE 1 SUBJECTS – HUMANITIES/LANGUAGES

Society and Culture (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks /10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Humanities/Grade C or higher
COURSE LEADS TO	Stage 2 Modern History / Stage 2 Women's Studies

COURSE DESCRIPTION

In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures. Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. They investigate the ways in which people function in groups and communicate within and across cultural groups.

ASSESSMENT

Assessment at Stage 1 is school based. Assessments are designed to enable students to demonstrate the knowledge, skills and understanding they have developed to meet the learning requirements of the subject. These assessments provide evidence of students' learning.

The following assessment types enable students to demonstrate their learning in Society and Culture:

Assessment Type 1: Source Analysis

Assessment Type 2: Group Activity

Assessment Type 3: Investigation

Italian (continuers) (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Italian
COURSE LEADS TO	Stage 2 Italian

COURSE DESCRIPTION

The course aims to promote students' ability to communicate in both written and spoken Italian. Students can acquire transferable cognitive, social and learning skills as well as extend their general literacy. The use of the language will be categorised into 4 broad domains: Oral - focusing on acquiring and processing information and expressing it in the target language; Written - focusing on creative works and interpersonal relationships and exchanges; Text Analysis - focusing on the analysis of a text or texts in Italian with responses in English and Italian; Investigative Task – demonstrating research and personal reflection on cultural aspect.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Interaction, Text Production, Text Analysis and Investigation.

STAGE 1 SUBJECTS – MATHEMATICS

Essential Mathematics (St Paul's/Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 Weeks / 20 credits
COMPULSORY/OPTIONAL	10 Numeracy credits Compulsory
PRE-REQUISITES	Year 10 Essential General Pure Maths
COURSE LEADS TO	New Course: Stage 2 Essential Mathematics
COURSE DESCRIPTION	

This course gives students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students will investigate mathematics involved in everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

ASSESSMENT

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types: Skills and Applications Tasks and Folio.

General Mathematics (St Paul's / Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 Weeks / 20 credits
COMPULSORY/OPTIONAL	10 Numeracy credits Compulsory
PRE-REQUISITES	Year 10 General Mathematics or Pure Maths
COURSE LEADS TO	New Course: Stage 2 General Maths or Essential Maths
COURSE DESCRIPTION	

Students will have the opportunity to develop their mathematic knowledge and understanding by investigating a broad range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

ASSESSMENT

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

Mathematics (Pre-Methods) (St Paul's / Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 weeks / 20 Credits
COMPULSORY/OPTIONAL	10 Numeracy credits Compulsory
PRE-REQUISITES	Year 10 Pure Maths
COURSE LEADS TO	New Course: Stage 2 Mathematical Method
COURSE DESCRIPTION	

In this course students will have the opportunity to develop a complex and sophisticated understanding of calculus and statistics through the study of topics such as functions and graphs, trigonometry, Growth and Decay, introductory differential Calculus, statistics and probability. Students This course will provide the foundation for future study in mathematics, economics, sciences and computer science and engineering, space science and physics if studied with Specialist Mathematics.

ASSESSMENT

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

Mathematics (Pre-Specialist) (St Paul's/Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 Weeks / 20 credits
COMPULSORY/OPTIONAL	10 Numeracy credits Compulsory
PRE-REQUISITES	Year 10 Pure Mathematics
COURSE LEADS TO	New Course: Stage 2 Mathematical Methods New Course: Stage 2 Specialist Mathematics
COURSE DESCRIPTION	

This course must be taken in conjunction with stage 1 mathematics (Pre- Methods) for students intending to study Stage 2 Specialist Mathematics in Year 12. Students will study functions and calculus and develop their skills in rigorous mathematical arguments and proofs. Students will study topics such as numerical sequences, vectors, trigonometry, matrices and real and complex numbers. This course will prepare students for future study in mathematics, sciences and engineering.

ASSESSMENT

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

STAGE 1 SUBJECTS – SCIENCE

Biology (St Paul's / Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Science (Kildare) Either Science 1 or 2 (St Paul's)
COURSE LEADS TO	Stage 2 Biology Stage 2 Scientific Studies

COURSE DESCRIPTION – ST PAUL'S

The Stage 1 Biology course aims to increase students' understanding of living organisms in their environment and develop their knowledge in Ecology, Cellular Biology and Human Physiology. The Semester 1 course includes the topics: Organisms and their Adaptations to the Environment, Pathogens, Disease and the Immune Response, and Evolution of Species. The Semester 2 course includes the topics: Cells and Cell Structures, Human Body Systems, and Ecological Rhythms and Cycles. The practical component of the course develops students' skills in problem solving, observation and accurate recording and analysis of results.

COURSE DESCRIPTION – KILDARE

The Stage 1 Biology course aims to increase students' understanding of the structure and function of living things and how these living things interact with other members of their own species, with other species, and with their environments. In Biology students learn about cellular and overall structures and functions of a range of organisms, for example, how those organisms gain nutrition and reproduce, and how they live in a variety of ecological habitats. The practical component develops their skills in problem solving, observation, accurate recording and analysis of results. Topics covered are: Cells (Microbiology), Comparative Physiology (Structure and Function of the marine and terrestrial animals and plants) and Ecology (Environmental Biology). Field trip options include the Port Noarlunga reef, Monarto Zoological Park, Hope Valley Reservoir and the Adelaide Zoo.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Investigations Folio and Skills and Applications Tasks.

Chemistry (St Paul's / Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Science (Kildare) Science 2 (St Paul's)
COURSE LEADS TO	Stage 2 Chemistry

COURSE DESCRIPTION

The Stage 1 Chemistry course aims to develop students' understanding of the structure of matter, the periodic table, chemical bonding, organic chemistry, metals (properties and uses), solubility of salts, stoichiometry and acid-base and other reaction types. The practical component develops the students' skills in observation, safe handling of equipment, accurate recording and analysis of results. The topics covered are: The structure of matter and the periodic table; chemical bonding; organic chemistry, chemical calculations, practical skills, reactions and reaction types.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Investigations Folio and Skills and Applications Tasks.

Physics (St Paul's / Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE:	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Science (Kildare) Science 2 (St Paul's)
COURSE LEADS TO	Stage 2 Physics, Biology Stage 2 Scientific Studies

COURSE DESCRIPTION

The Stage 1 Physics course aims to develop students' understanding of the wave properties of light and sound, electricity, magnetism, vectors, projectiles, momentum and gravity. The course also aims to develop the students' practical skills in observation, safe handling of apparatus, accurate recording and analysis of results. The topics covered are: Waves and Sound; Light, Colour and the Laws of Optics; Electricity (Static and Current); Magnetism; Atoms and Nuclei; Newton's Laws of Motion; Motion in 2D; Analysis of Momentum and Energy Conservation; Gravity and the Behaviour of Satellites. Students relate theoretical knowledge to practical applications such as projectiles in sport, satellite communication, optical instruments and x-ray production.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Investigations Folio and Skills and Applications Tasks.

Scientific Studies (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE:	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Science
COURSE LEADS TO	N/A

COURSE DESCRIPTION

Topics will be chosen from:

Science of Cosmetics: Learn how to make your own cosmetics and use the scientific process to examine their effects.

Sports Science: Focuses on our body systems such as circulatory and respiratory system, digestive system and nutrition.

Disease Control: How do different organisms invade our bodies to make us sick? How can we stop their attacks.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Investigations Folio and Skills and Applications Tasks.

STAGE 1 SUBJECTS – SCIENCE / TECHNOLOGY

Psychology (St Paul's / Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Science (Kildare) Either Science 1 or 2 (St Paul's)
COURSE LEADS TO	Stage 2 Psychology

COURSE DESCRIPTION

Students study three topics each semester. In each semester the compulsory topic 'Introduction to Psychology' will be covered. The remaining two topics will be chosen from Social Influence and Social Interaction, Intelligence, Cognition, Brain and Behaviour, Human Psychological Development, Emotion or a negotiated topic. Student understanding will be related to their knowledge, application to social issues, methods of assessing psychological responses, investigation designs and ethical issues.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Investigations Folio and Skills and Applications Tasks.

Materials Products – Metal (St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
COURSE LEADS TO	Stage 2 Design & Technology

COURSE DESCRIPTION

The course aims to involve students in designing and manufacturing metal products using a broad range of workshop skills. The activities will involve sheetmetal, metal machining, welding and fabricating will be used. Students will utilise a specified design process to create a major project. They will carry out a number of activities that involve analysing problems, investigating and collecting information (using new technology). Students will machine and manipulate material safely, competently and within a specified tolerance using a range of workshop machines and equipment including: metal cutting machinery, drill-press, spray gun, oxy welding equipment, bending machinery, MIG welding, measuring equipment and CAD drawing.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Skills and Applications Tasks, Folio and Product.

Material Products – Wood (St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Design & Technology
COURSE LEADS TO	Stage 2 D & T Woodwork

COURSE DESCRIPTION

The course covers traditional methods of furniture construction; skills development with hand and power tools; selection and fitting of furniture hardware and assembly systems; a consideration of the design process associated with project development. Computer Aided Design processes will be used as part of the drawing component of the course. A study of the impact and implications of technology and material use in our society, including social, environmental and economic factors will be included. Occupational Health and Safety is an important aspect.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Skills and Applications Tasks, Folio and Product.

STAGE 1 SUBJECTS – TECHNOLOGY

Information Technology (St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks (Semester 1) / 10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	None
COURSE LEADS TO	Stage 2 Information Processing and Publishing Stage 2 Information Technology (External)

COURSE DESCRIPTION

Stage 1 Information Technology is designed to be undertaken as a 10 credit program (in conjunction with Digital Imaging in the following semester). It is organised into the following topics:

- Computer Systems
- Website Programming

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Folio, Skills and Applications Tasks and Project.

Information Processing – Digital Imaging (St Paul's)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks (Semester 2) / 10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 Design & Technology
COURSE LEADS TO	Stage 2 Information Processing and Publishing

COURSE DESCRIPTION

This subject provides students with opportunities to develop knowledge, skills and understanding, through the making of digital images that lead to and demonstrate conceptual and technical accomplishment. Students examine software (Photoshop CS4) capabilities such as filter effects, layers, masking, distortion, overlaying, colour adjusting, as well as image juxtaposition, morphing, and the effect of transposing imagery from the original analogue source to digital forms

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Practical Skills, Product and Documentation and Issues Analysis.

Information Processing and Publishing A

Photoshop (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 ICT
COURSE LEADS TO	Stage 2 Information Processing and Publishing

COURSE DESCRIPTION

In this course students develop their Photoshop skills and creativity. They are provided with the opportunity to study image manipulation and learn how to use Photoshop for photo editing, enhancements, design and more. They produce products for a business in the form of advertising, merchandise packaging and promotional documents. The students also develop their keyboarding skills.

ASSESSMENT

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Practical Skills, Product and Documentation and Issues Analysis.

Information Processing and Publishing B

Website Design and Producing Digital Products (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Year 10 ICT
COURSE LEADS TO	Stage 2 Information Processing and Publishing

COURSE DESCRIPTION

In this course students develop their website design skills and creativity. They are provided with the opportunity to study website design and learn how to produce websites using Adobe Dreamweaver. They create a website for a business of their choice which may incorporate Adobe Flash animations. They also produce a digital product to promote a business or event using software such as Phot Story, Premier Pro and Windows Live Movie Maker.

ASSESSMENT:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types: Practical Skills, Product and Documentation and Issues Analysis.

STAGE 1 SUBJECTS – VOCATIONAL AND COMMUNITY EDUCATION

Community Studies (Kildare)

YEAR LEVEL	Stage 1
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Stage 2 Community Studies

COURSE DESCRIPTION

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students negotiate a contract of learning related to a community activity in an area of personal interest.

ASSESSMENT

Assessment is based on the student's personal contract, folio, community activity and reflection.

External VET

YEAR LEVEL	Stage 1
LENGTH OF COURSE	Varies
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Industry / Further Study

COURSE DESCRIPTION

Students can undertake a Vocational Education and Training Program with a Registered Training Organisation (RTO) in an area of their choice. For Stage 1 a course must be at Certificate I or Certificate II level and must be delivered and assessed in accordance with relevant Australian Quality Training Framework (AQTF) standards and training package requirements.

VET courses must be arranged through the Career/VET Coordinator. For a list of industries see p 9.

ASSESSMENT

VET courses are assessed to industry standards and are nationally recognised.

Community Learning

YEAR LEVEL	Stage 1 or 2
LENGTH OF COURSE	Varies
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil

COURSE DESCRIPTION

The SACE Board continues to recognise learning that happens in a range of community settings. SACE students can gain recognition for community learning in two ways:

Community-developed Programs through a current award or certificate of a community-developed program. Here is a list of recognised community developed programs:

- Australian Air Force Cadets
- Australian and New Zealand Cultural Arts Limited
- Australian Army Cadets
- Australian Business Week
- Australian Guild of Music and Speech
- Australian Music Examinations Board
- Catholic Education SA
- CISCO Networking Academy
- Duke of Edinburgh's Award
- The Equestrian Federation of Australia
- Guides Australia
- Operation Flinders Association
- Royal Life Saving Society (SA Branch)
- SA Country Fire Service
- SA State Emergency Service
- SA Tall Ships Inc
- Scouts Australia
- St Cecilia School of Music
- St John Ambulance Australia Cadets
- Trinity College London
- Young Achievement Australia

Self-directed Community Learning such as taking care of a family member, supporting a refugee family, or volunteering for a community project.

ASSESSMENT

To gain recognition for this kind of community learning, students need to show evidence of what they have learnt. If you are involved with any of these programs or activities please speak to the SACE Coordinator.

FOR INFORMATION ON THE VOCATIONAL COURSES AVAILABLE AT THE GRAND JUNCTION TRADE TRAINING CENTRE PLEASE REFER TO PAGE 10 OF THIS CURRICULUM BOOKLET

STAGE 1 SUBJECTS – VOCATIONAL AND COMMUNITY EDUCATION

Certificate II in Community Services - CHC20112

YEAR LEVEL	10/11 & 12
LENGTH OF COURSE	Full Year
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil

COURSE CODE: CHC20112 – RTO: TAFESA - 40161

CHCCS211A	Prepare for work in the community sector
CHCCOM201C of the	Communicate with people accessing the services organisation
CHCORG201A	Follow policies, procedures and programs of the
HLTWH200A	Participate in WHS Processes
CHCORG202C	Work with others
CHCADMIN201C	Undertake basic administrative procedures
CHCCD307D	Support community resources
CHCGROUP201C	Support the activities of existing groups
CHCIC201B	Communicate with Children
HLTFA311A	Apply First Aid
CHCGROUP302D	Support group activities

COURSE DESCRIPTION

This course offers students a sound introduction to the Community Services industry through completion of a full Certificate Two. With a flexible and tailored program, there is an opportunity for students to gain experience in the industry through structured workplace learning in a community services field of their choice including; child care, aged care, youth services, clerical support, disability services etc. The course also includes visits to training providers, employers and sites in the field to expand learning outside of the classroom and develop student's knowledge of the breadth of careers in the Community sector.

BENEFITS FOR STUDENTS

A balance of practical and theory aims to get you work ready for the community services

Delivery is tailored for all students allowing for flexibility and success visits to training providers and sites in community services

Builds leadership

Skills in teamwork

Develop literacy and numeracy skills

Develop oral and written communication

PRE-COURSE EXPERIENCES/PRE-REQUISITES

No pre-requisites to study this qualification, however, suitable for students:

In year 10, 11 and 12

Have a passion for working with and helping people and be part of the Community Service sector

SPECIAL REQUIREMENTS

Dress Code/Extra Clothing Required/Equipment:

School uniform

Please bring lunch, drink and snacks

CAREER PATHWAYS

The course allows for further study in;

Child Care

Nursing

Allied Health

Disability Services

Youth work

Community agencies and services

(Please note there may be additional charges for VET Courses)

STRUCTURED WORK PLACEMENT

Will be arranged by Kildare College in conjunction with home school

7 Stage 2 Year 12 Subject Overview

STAGE 2 - 2016 OVERVIEW

RELIGIOUS EDUCATION	Religion Studies (St Paul's)	F	MATHEMATICS	Specialist Mathematics TAS	F
	Religion Studies (Kildare)	F/S		Mathematical Studies TAS	F
				Mathematical Methods TAS	F
				Mathematical Applications TAS	F
				Mathematics Pathways TAS	F
ENGLISH	English Studies TAS	F	SCIENCE	Biology TAS	F
	English Communications TAS	F		Chemistry TAS	F
	English Pathways TAS	F/S		Physics TAS	F
	ESL Studies TAS	F		Psychology TAS	F
	ESL TAS	F			
ARTS	Visual Arts – Art or Design TAS	F	TECHNOLOGY	Materials Products - Furniture Construction TAS	F
	Creative Arts (Performance) TAS	F			
	Drama TAS	F			
	Dance TAS	F			
BUSINESS	Accounting TAS	F	INFORMATION TECHNOLOGY	Information Processing and Publishing TAS	F
	Business and Enterprise TAS	F			
	Legal Studies TAS	F			
	Economics	F			
	Workplace Practices TAS	F			
MUSIC	Music TAS	F	HEALTH & PHYSICAL EDUCATION	Physical Education TAS	F
	Choose two units from: Solo Performance, Ensemble Performance, Performance Special Study, Music Individual Study, Composing and Arranging, Musicianship, Music in Context.			Child Studies TAS	F
				Food and Hospitality TAS	F
LOTE	Italian TAS	F	VOCATIONAL & COMMUNITY EDUCATION	External VET	
				Community Studies NT	F/S
				Community Learning NT	
HUMANITIES	Media Studies	F	FOR INFORMATION ON THE VOCATIONAL COURSES AVAILABLE AT THE GRAND JUNCTION TRADE TRAINING CENTRE PLEASE REFER TO PAGE 10 OF THIS CURRICULUM BOOKLET		
	Modern History TAS	F			
	Women's Studies	F			

F = FULL SUBJECT (40 weeks) S = HALF YEAR SUBJECT (20 weeks)

TAS = Tertiary Admission Subject TAS = Tertiary Admissions Subject NT = Not a Tertiary Admissions Subject

STAGE 2 - SUBJECT OVERVIEW LOCATIONS OFFERED

Year 12 Subjects St Paul's	Credits	Year 12 Subjects Kildare	Credits
Religious Education		Religious Education	
Religion Studies	10	Religion Studies	10
Religion Studies	20	Religion Studies	20
The Arts		The Arts	
Visual Arts - Art /Design	20	Visual Arts - Art or Design	20
		Creative Arts (Performance)	20
		Drama	20
		Dance	20
		Music	20
Business		Business	
Accounting	20		
Legal Studies	20		
Workplace Practices	20	Workplace Practices	20
Business & Enterprise	20	Business & Enterprise	20
Economics	20		
English		English	
English Communications	20	English Communications	20
English Pathways	20	English Studies	20
ESL/ESL Studies	20	English Pathways	20
English Studies	20		
Health & Physical Education		Health & Physical Education	
Physical Education	20	Physical Education	20
		Child Studies	20
		Food & Hospitality	20
Humanities/Languages		Humanities/Languages	
Modern History	20	Media Studies	20
		Women's Studies	20
		Italian (Continuers)	20
Mathematics		Mathematics	
Specialist Mathematics	20		
Mathematical Studies	20	Mathematical Studies	20
Mathematical Methods	20	Mathematics Applications	20
Mathematics Applications	20		
Mathematics Pathways	20		
Science		Science	
Chemistry	20	Chemistry	20
Physics	20	Physics	20
Biology	20	Biology	20
Psychology	20	Psychology	20
Technology		Technology	
Material Products - Furniture Construction	20	Information Processing & Publishing	20
Material Products - Metal	20		
Vocational & Community Education		Vocational & Community Education	
External VET	varies	Community Studies	10/20
Recognised Community Learning	varies	External VET	varies
		Recognised Community Learning	varies
Research Project		Research Project	
Research Project (compulsory if not done in Year 11)	10	Research Project (compulsory if not done in Year 11)	10

8 Stage 2 Year 12 Subjects

STAGE 2 SUBJECTS

Please Note

For further information on the following subjects please refer to p 4-5 for the relevant coordinator. Where subjects are likely to be based is indicated in brackets after the subject name – this may change based on demand.

Length of Course

A semester length course is referred to as a 20 week course and is allocated 10 credits by the SACE Board. A year long course is referred to as a 40 week course and is allocated 20 credits by the SACE Board. Most Stage 2 courses are year long courses.

STAGE 2 SUBJECTS – RELIGIOUS EDUCATION

Religion Studies (St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks (Compulsory) / 10 credits
PRE-REQUISITES	Nil
COURSE DESCRIPTION	

In Stage 2 Religion Studies, students gain an overview of religion and the study of religions and spiritualities. Students will explore: What is Religion?; The key phenomena that make up religion; and the connections between secular culture and religious cultures. Students will explore the core topic of Christianity, its beginnings, expansion, historical developments, personalities, various denominations and beliefs and rituals. Students gain an appreciation of the influence of Christianity upon Western culture and develop a broader understanding of the relationship between religion and spirituality.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Practical (School assessed) – 30%
- Groups Activity (School assessed) – 20%
- Folio and Discussion (School assessed) – 20%
- Project (External assessment) – 30%

Religion Studies (Kildare/St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Optional (students who undertake this course will not undertake the Compulsory 10 Credit Religion Studies course.)
PRE-REQUISITES	Nil
COURSE DESCRIPTION	

COURSE DESCRIPTION: In Religion Studies students have the opportunity to focus on an aspect of religion or spirituality within or across traditions, and to explore the religious basis of an ethical or social justice issue. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs.

ASSESSMENT

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

- Sources Analysis (School assessed) – 30%
- Folio – 40%
- Investigation (Externally assessed) – 30%

Religion Studies (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	20 weeks / 10 credits
COMPULSORY/OPTIONAL	Compulsory for those students who have not chosen to undertake the 20 Credit Religion Studies course.
PRE-REQUISITES	Nil
COURSE DESCRIPTION	

In Religion Studies students have the opportunity to focus on an aspect of religion or spirituality within or across traditions, and to explore the religious basis of an ethical or social justice issue. Students gain an appreciation of, and respect for, the different ways in which people develop an understanding and knowledge of religion as something living and dynamic, and the ways in which they think, feel and act because of their religious beliefs.

ASSESSMENT

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

- Sources Analysis (School assessed) – 30%
- Folio – 40%
- Investigation (Externally assessed) – 30%

STAGE 2 SUBJECTS – THE ARTS

Visual Arts – Art or Design (TAS) (St Paul's / Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Art

COURSE DESCRIPTION

In Visual Arts / Design students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

The broad area of Design includes, but is not limited to, graphic and communication design, environmental design and product design. It emphasises defining a problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

ASSESSMENT

School assessed 70%; Externally assessed 30%

Students demonstrate evidence of their learning through the following assessment types:

- Folio (School assessed) – 40%
- 2 Practical works (School assessed) – 30%
- Visual Study (Externally assessed) – 30%

Music (TAS) (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Music

COURSE DESCRIPTION

The flexible structure of the Stage 2 Music courses allows students to study music appropriate to their needs, interests, and experiences. Students choose two of the following to gain 20 credits:

Music Individual Study: Students choose to pursue an area of interest directly applicable to their intended vocation, career, further study or leisure. Students develop skills in documenting the processes used in negotiating, planning, structuring, developing and evaluating their learning.

Ensemble Performance: Ensemble Performance gives students the opportunity to extend their practical music-making skills, aural perception and musical appreciation.

Performance Special Study: Performance Special Study gives instrumentalists and vocalists the opportunity to address the technical and musical demands of the public performance of an extended work.

Solo Performance: Solo Performance develops students' skills on a chosen instrument or voice and the application of these skills, musical understanding and aesthetic awareness in a solo performance setting.

Composing and Arranging: Composing and Arranging develops students' musical imagination and creativity through the composition and/arrangement of musical works.

Musicianship: Students develop skills and knowledge in the areas of aural awareness, musical notation and analysis, harmonic language and arranging techniques.

Music in Context: This section will develop students' knowledge of music in its historical and cultural context. Three topics are studied, with each topic covering a different era in music history. Topics include: The Blues, The Beatles and other school chosen topics.

ASSESSMENT

Forms of both practical and theoretical assessments, external and school assessed, ranging from 10% to 70%.

Creative Arts (TAS) (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Nil

COURSE DESCRIPTION

In Creative Arts (Performance) students undertake a specialised study within one or more arts disciplines. Students actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, visual art, craft and design works, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles. Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social and cultural life of individuals and communities.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks – 15%
- Inquiry – 15%
- Fieldwork – 25%
- Investigation – 45%

Drama (TAS) (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Nil

COURSE DESCRIPTION

In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence. Out of school rehearsals for the production are compulsory. Students do not need to take on an acting role as a variety of off stage roles are available for assessment.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Group Presentation (School assessed) – 20%
- Folio (School assessed) – 30%
- Interpretative Study (School assessed) – 20%
- Performance (Externally assessed) – 30%

STAGE 2 SUBJECTS – THE ARTS

Dance (TAS) (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Dance

COURSE DESCRIPTION

Through the study of Dance students develop a creative, technical, and physical understanding and appreciation of dance as an art form. They develop self-discipline, self-esteem, and confidence. Through dance training, students improve their technical and physical skills, and develop a diverse range of movement. Students study 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.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Skills Development (School assessed) – 50%
- Written Response (School assessed) – 20%
- Performance (Externally assessed) – 30%

STAGE 2 SUBJECTS – BUSINESS

Accounting (TAS) (St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Accounting (Full year)

COURSE DESCRIPTION

The study of Accounting gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making. They develop an understanding of the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes for organisational and business applications. Students also learn how to interpret financial information and how to convey this information to interested users.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (School Assessed) – 50%
- Report (School Assessed) – 20%
- Examination (Externally Assessed) – 30%

Legal Studies (TAS) (St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Legal Studies (Full Year).

COURSE DESCRIPTION

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Folio (School Assessed) – 50%
- Inquiry (School Assessed) – 20%
- Examination (Externally Assessed) – 30%

Workplace Practices (TAS) (St Paul's / Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Nil

COURSE DESCRIPTION

In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Folio (School Assessed) – 25%
- Performance (School Assessed) – 25%
- Reflection (School Assessed) – 20%
- Investigation (Externally Assessed) – 30%

Business and Enterprise (TAS) (St Paul's / Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Nil (Stage 1 Business Studies desirable)

COURSE DESCRIPTION

Business and Enterprise focuses on learning about the successful management of business and enterprise issues in personal, business, and social contexts, locally, nationally, and globally.

Students gain an understanding of business operations and practice, develop an awareness of business, financial, and technological skills, participate in planning, developing, and controlling business activities, and evaluate decisions on business practices. They have the opportunity to reflect on current issues in business and enterprise, and make informed decisions. Students evaluate the impact and effect of business, enterprises, and technology on the well-being and lifestyle of individuals, communities, the economy, and the environment.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Folio (School Assessed) – 30%
- Practical (School Assessed) – 20%
- Issues Study (School Assessed) – 20%
- Report (Externally Assessed) – 30%

STAGE 2 SUBJECTS – BUSINESS

Economics (TAS) (St Paul's)

YEAR LEVEL: Stage 2

LENGTH OF COURSE: 40 weeks / 20 credits

PRE-REQUISITES: Stage 1 Economics

COURSE DESCRIPTION:

Students learn how an economy operates, the structure of economic systems and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants. They become aware that economic decisions are not value-free and have outcomes that may be inconsistent with social, moral, and ethical values. Students research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They make forecasts about economic change and evaluate issues for individuals and groups in local, national, and global settings.

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Application Tasks (School Assessed) – 30%
- Folio (School Assessed) – 40%
- Examination (Externally Assessed) – 30%

STAGE 2 SUBJECTS – ENGLISH

English Studies (TAS) (St Paul's / Kildare)

YEAR LEVEL:	Stage 2
LENGTH OF COURSE:	40 weeks / 20 credits
PRE-REQUISITES:	Stage 1 English

COURSE DESCRIPTION

English 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, and learn to construct logical and convincing arguments. Students compose responses that show the depth and clarity of their understanding. By focusing on the creativity and craft of the authors, students can develop strategies to enhance their own skills in composing texts and put into practice the techniques they have observed. Students extend their ability to sustain a reasoned critical argument by developing strategies that allow them to weigh alternative opinions against each other. English Studies enriches their personal development by encouraging them to explore texts from a range of cultural and critical perspectives.

ASSESSMENT

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

- Assessment Type 1: Shared Studies 30%
- Assessment Type 2: Individual Study 20%
- Assessment Type 3: Text Production 20%
- Assessment Type 4: External Examination 30%

English Communications (TAS) (St Paul's / Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 English

COURSE DESCRIPTION

The course is intended to meet the needs of a broad spectrum of students. There is great scope to explore and develop skills in language communication in a variety of modes for a variety of purposes. The 20 credit subject consists of: a text study, for which students undertake three tasks; a text production study, for which students undertake three tasks, one under supervised conditions; a communication study, for which students undertake one comparison of forms of communication and one application task - these are based on a choice of categories of communication. There is also a Folio component which is externally assessed, this consists of one response to an example of communication and one text production with a writer's statement.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Text Study – (School Assessed) – 20%
- Text Production – (School Assessed) – 20%
- Communication Study – (School Assessed) – 30%
- Folio – (Externally Assessed) – 30%

English Pathways (TAS) (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	20 or 40 weeks / 10 or 20 credits
PRE-REQUISITES	Stage 1 English/ ESL

COURSE DESCRIPTION: Students read, respond to, and produce texts in a variety of forms, paying close attention to the audience and purpose of texts. This allows students to develop skills to maintain effective connections and interact with people in different contexts. Students critically reflect on the ways in which texts are created, and consider how audiences interpret and appreciate these texts. Students explore ways that texts engage, inform and instruct readers. They analyse ideas, values and beliefs and make connections with their own experiences.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Text Analysis (School Assessed) – 30%
- Text Production (School Assessed) – 40%
- Language Study (Externally Assessed) – 30%

ESL (TAS) (St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 ESL

COURSE DESCRIPTION

In Stage 2 English as a Second Language, students develop their confidence and competence as users of English, developing skills as critical viewers, listeners, speakers, readers, and writers.

ASSESSMENT:

Students demonstrate evidence of their learning through the following assessment types:

- Communication Study (School Assessed) – 20%
- Text Production (School Assessed) – 30%
- Language Application (School Assessed) – 20%
- Investigation (Externally Assessed) – 30%

ESL Studies (TAS) (St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 ESL

COURSE DESCRIPTION

Students examine and analyse texts that they use and respond to in an English-speaking environment for social and academic purposes. They work independently and collaboratively, to solve problems by using contextual clues to predict and confirm the meaning of a text. They learn when and how to use a strategy such as asking questions to monitor their understanding of texts.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Issues Analysis (School Assessed) – 20%
- Text Production (School Assessed) – 20%
- Investigation (School Assessed) – 30%
- Examination (Externally Assessed) – 30%

STAGE 2 SUBJECTS – HEALTH AND PHYSICAL EDUCATION/LANGUAGES

Physical Education (TAS) (St Pauls / Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Physical Education.

COURSE DESCRIPTION

In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Practical (School Assessed) – 50%
- Folio (School Assessed) – 20%
- Examination (Externally Assessed) – 30%

Child Studies (TAS) (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Child Studies

COURSE DESCRIPTION

The Stage 2 subject focuses on children's growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children. Through the study of Stage 2 Child Studies students develop a variety of research, management, and practical skills.

ASSESSMENT

Students demonstrate evidence of their learning through:

- Practical Activity (School Assessed) – 50%
- Group Activity (School Assessed) – 20%
- Investigation (Externally Assessed) – 30%

Food & Hospitality (TAS) (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Food and Hospitality

COURSE DESCRIPTION

In Food and Hospitality students focus on the contemporary and changing nature of the food and hospitality industry. Students critically examine attitudes and values about the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national, and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers. Students may be required to participate in activities outside school hours, both within the school and in the wider community.

ASSESSMENT:

Students demonstrate evidence of their learning through:

- Practical Activity (School Assessed) – 50%
- Group Activity (School Assessed) – 20%
- Investigation (Externally Assessed) – 30%

STAGE 2 SUBJECTS – HUMANITIES

Media Studies (TAS) (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Nil

COURSE DESCRIPTION

Students develop media literacy and production skills by critically observing media practice, critically analysing media texts and creating media products. By developing sensitivity to trends in media content, students learn about their own culture and that of others, and the effect of media on individual and group identity. Students are involved in discussing and analysing media issues. The analytical elements of Media Studies support students to develop critical research and analysis skills that may lead to future study or employment pathways.

Students, in negotiation with their teacher, choose three of the following topics:

Photojournalism; Documentaries; Cult Television/Film; Music and Media; The Internet; Television Genres; Community Media; Short Films; Advertising and Audiences; Globalisation and the Media; Youth and Media; Children and Media; Media Ethics and Regulation; Cultural Diversity in Media.

ASSESSMENT

- Folio (School Assessed) – 30%
- Product (School Assessed) – 40%
- Investigation (Externally Assessed) – 30%

Modern History (TAS) (St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 History recommended

COURSE DESCRIPTION

The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Folio (School Assessed) – 50%
- Essay (School Assessed) – 20%
- Examination (Externally Assessed) – 30%

Women's Studies (TAS) (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Humanities subject

COURSE DESCRIPTION

In Women's Studies, students look at the world from the perspectives of women. Students examine the diversity of women's experiences and their relationships to others, and the diversity in gender representation of women in cultural texts. Through the study of women's diverse experiences, gender identity can be recognised as a key characteristic of all societies.

This is a language rich subject and students should feel confident in their ability to seek out and analyse quality information from primary and secondary sources.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Text Analysis (School Assessed) – 20%
- Essay (School Assessed) – 20%
- Folio (School Assessed) – 30%
- Issues Analysis (Externally Assessed) – 30%

STAGE 2 SUBJECTS – LANGUAGES

Italian (TAS) – Continuers (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	2 semesters of Stage 1 Italian

COURSE DESCRIPTION

The continuer's level languages are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. In these languages subjects, students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Folio (School Assessed) – 50%
- In-depth Study (School Assessed) – 20%
- Examination (Externally Assessed) – 30%

STAGE 2 SUBJECTS – MATHEMATICS

Mathematics Pathways (TAS) (St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Mathematics
COURSE DESCRIPTION	

In Stage 2 Mathematics Pathways, students have the opportunity to gain the knowledge, skills, and understanding required to apply mathematics in different contexts, and to participate in a wide variety of problem-solving activities.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (School Assessed) – 45%
- Folio (School Assessed) – 25%
- Investigation (Externally Assessed) – 30%

Mathematical Applications (TAS) (St Paul's / Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Mathematical Applications (20 credits) or Mathematical Studies (30 credits)
COURSE DESCRIPTION	

Stage 2 Mathematical Applications enables students to appreciate, experience and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world and the world of enterprise. The subject provides opportunities for students to experience and learn the mathematical processes associated with investigating, modelling and solving problems drawn from real or realistic contexts. Topics covered: Statistics, Share Investments, Investments and Loans, Mathematics and Small Business.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (School Assessed) – 30%
- Folio (School Assessed) – 40%
- Examination (Externally Assessed) – 30%

Mathematical Methods (TAS) (St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Stage 1 Mathematical Studies (30 credits)
COURSE DESCRIPTION	

Through the study of Mathematical Methods students participate in a wide variety of problem-solving activities, they express and interpret mathematical ideas, and use appropriate instruments, technology, and networks to access information, process ideas, and communicate results. Topics covered: Statistics, Algebraic Models from Data, Calculus and Linear Models.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (School Assessed) – 45%
- Folio (School Assessed) – 25%
- Examination (Externally Assessed) – 30%

Mathematical Studies (TAS) (St Paul's / Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Mathematical Studies (30 credits)
COURSE DESCRIPTION	

Through the study of Mathematical Studies students explore, describe and explain aspects of the world around them in a mathematical way. Students understand fundamental concepts, demonstrate mathematical skills, and apply routine mathematical procedures, making informed and critical use of electronic technology. Topics covered: Statistics, Calculus, Linear Equations and Matrices.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (School Assessed) – 45%
- Folio (School Assessed) – 25%
- Examination (Externally Assessed) – 30%

Specialist Mathematics (TAS) (St Paul's)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Mathematical Studies (40 credits)
COURSE DESCRIPTION	

Specialist Mathematics is designed to be taken in conjunction with Stage 2 Mathematical Studies.

Through the study of Specialist Mathematics students gain the insight, understanding, knowledge, and skills to follow pathways that will lead them to become designers and makers of technology. The subject provides pathways into university courses in mathematical sciences, engineering, computer science, physical sciences, and surveying. Students envisaging careers in other related fields, including economics and commerce, may also benefit from studying this subject. Topics covered: Trigonometry, Preliminaries, Polynomials and Complex Numbers, Vectors and Geometry, Calculus and Differential Equations.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (School Assessed) – 45%
- Folio (School Assessed) – 25%
- Examination (Externally Assessed) – 30%

STAGE 2 SUBJECTS – SCIENCE

Chemistry (TAS) (St Paul's / Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Chemistry (Full Year)

COURSE DESCRIPTION

The study of chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental impact of materials and chemical processes.

Students consider how human beings make use of the earth's resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to be questioning, reflective, and critical thinkers.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio (School Assessed) – 40%
- Skills and Applications Tasks (School Assessed) – 30%
- Examination (Externally Assessed) – 30%

Physics (TAS) (St Paul's / Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Physics (Full Year)

COURSE DESCRIPTION

The study of physics offers opportunities for students to understand and appreciate the natural world. This subject requires the interpretation of physical phenomena through a study of motion in two dimensions, electricity and magnetism, light and matter, and atoms and nuclei. As well as applying knowledge to solve problems, students develop experimental, investigation design, information search and communication skills through practical and other learning activities. Students gather evidence from experiments and research and acquire new knowledge through their own investigations.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio (School Assessed) – 40%
- Skills and Applications Tasks (School Assessed) – 30%
- Examination (Externally Assessed) – 30%

Psychology (TAS) (St Paul's / Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Psychology / Science

COURSE DESCRIPTION

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

Stage 2 Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences. Course content includes: Research Methods and Ethical Issues, Social Cognition, Learning, Personality, Psychobiology of Altered States of Awareness and Healthy Minds. The course includes research undertaken by the class, group work and individual work.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Investigation Folio (School Assessed) – 30%
- Skills and Applications Tasks (School Assessed) – 40%
- Examination (Externally Assessed) – 30%

Biology (TAS) (St Paul's / Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Biology / Science.

COURSE DESCRIPTION

In Biology students learn about the cellular and overall 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, on society, and on the environment.

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

Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio (School Assessed) – 40%
- Skills and Applications Tasks (School Assessed) – 30%
- Examination (Externally Assessed) – 30%

STAGE 2 SUBJECTS – TECHNOLOGY

Materials Products – Furniture Construction (TAS) (St Paul’s)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 Materials Products
COURSE DESCRIPTION	

The course will be scaffolded around the designing and manufacturing of a quality piece of furniture. The students will commence the subject by engaging in the manufacture of a flat pack piece of furniture. This introductory project will successfully satisfy the skills task. Students will then be introduced to the design process through the designing and manufacturing of an entertainment unit or display/storage cabinet. Quality time will be devoted to documenting the design process associated with both the time piece and the major project in a digital format. A clear focus will be made on developing the student’s range of hand and machining skills to a safe and competent standard.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (School Assessed) – 20%
- Product (School Assessed) – 50%
- Folio (Externally Assessed) – 30%

Materials Products – Metal (TAS) (St Paul’s)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks/ 20 credits
PRE-REQUISITE	Stage 1 Material Products
COURSE DESCRIPTION	

The course aims to involve students in designing and manufacturing metal products using a broad range of workshop skills. The activities will involve sheetmetal, metal machining, welding and fabricating will be used. Students will utilise a specified design process to create a major project. They will carry out a number of activities that involve analysing problems, investigating and collecting information (using new technology). Students will machine and manipulate material safely, competently and within a specified tolerance using a range of workshop machines and equipment including: metal cutting machinery, drill-press, spray gun, oxy welding equipment, bending machinery, MIG welding, measuring equipment and CAD drawing.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Applications Tasks (School Assessed) – 20%
- Product (School Assessed) – 50%
- Folio (Externally Assessed) – 30%

Information Processing and Publishing (TAS) (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	40 weeks / 20 credits
PRE-REQUISITES	Stage 1 ICT / Digital Imaging an advantage.
COURSE DESCRIPTION	

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts. Students use computer technology and apply the design process to develop and present solutions to design briefs. They apply the principles of design and page-layout (e.g. the use of fonts, text enhancement, graphics, white space and colour) in completing tasks. The tasks may require students to provide original composition, work from instructions, and display material provided. Tasks may include programs, leaflets, stationery, posters, brochures and advertising material.

ASSESSMENT

Students demonstrate evidence of their learning through the following assessment types:

- Practical Skills (School Assessed) – 40%
- Issues Analysis (School Assessed) – 30%
- Product & Documentation (Externally Assessed) – 30%

STAGE 2 SUBJECTS – VOCATIONAL AND COMMUNITY EDUCATION

Community Studies (NT) (Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	20 or 40 weeks/ 10 or 20 credits
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil

COURSE DESCRIPTION

Community Studies offers students the opportunity to learn in a community context and to interact with teachers, peers, and community members beyond the school environment. Students negotiate a contract of learning related to a community activity in an area of personal interest.

ASSESSMENT

Assessment is based on the student's personal contract, folio, community activity and reflection.

External VET (TAS if completed Certificate III)

(St Paul's / Kildare)

YEAR LEVEL	Stage 2
LENGTH OF COURSE	Varies
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil
COURSE LEADS TO	Industry / Further Study

COURSE DESCRIPTION

Students can undertake a Vocational Education and Training Program with a Registered Training Organisation (RTO) in an area of their choice. For Stage 2 a course must be at Certificate III level or higher and must be delivered and assessed in accordance with relevant Australian Quality Training Framework (AQTF) standards and training package requirements.

VET courses must be arranged through the Career/VET Coordinator. For a list of industries see p 10.

ASSESSMENT

VET courses are assessed to industry standards and are nationally recognised.

Community Learning (NT) (St Paul's / Kildare)

YEAR LEVEL	Stage 1 or 2
LENGTH OF COURSE	Varies
COMPULSORY/OPTIONAL	Optional
PRE-REQUISITES	Nil

COURSE DESCRIPTION

The SACE Board continues to recognise learning that happens in a range of community settings. SACE students can gain recognition for community learning in two ways:

Community-developed Programs through a current award or certificate of a community-developed program. Here is a list of recognised community developed programs:

- Australian Air Force Cadets
- Australian and New Zealand Cultural Arts Limited
- Australian Army Cadets
- Australian Business Week
- Australian Guild of Music and Speech
- Australian Music Examinations Board
- Catholic Education SA
- CISCO Networking Academy
- Duke of Edinburgh's Award
- The Equestrian Federation of Australia
- Guides Australia
- Operation Flinders Association
- Royal Life Saving Society (SA Branch)
- SA Country Fire Service
- SA State Emergency Service
- SA Tall Ships Inc
- Scouts Australia
- St Cecilia School of Music
- St John Ambulance Australia Cadets
- Trinity College London
- Young Achievement Australia

Self-directed Community Learning such as taking care of a family member, supporting a refugee family, or volunteering for a community project.

ASSESSMENT

To gain recognition for this kind of community learning, students need to show evidence about what they have learnt. If you are involved with any of these programs or activities please speak to the SACE Coordinator.

FOR INFORMATION ON THE VOCATIONAL COURSES AVAILABLE AT THE GRAND JUNCTION TRADE TRAINING CENTRE PLEASE REFER TO PAGES 11-14 OF THIS CURRICULUM BOOKLET

STAGE 2 SUBJECTS – VOCATIONAL AND COMMUNITY EDUCATION

Certificate III in Fitness - SIS30310

YEAR LEVEL:	Stage 2
LENGTH OF COURSE:	24 Weeks
COMPULSORY/OPTIONAL:	Optional
SACE CREDITS:	Stage 2 - 60

SISFFIT306A	Maintain sport and recreation equipment for activities
SISXFAC201A	Work effectively in sport and recreation environments
SISXIND101A	Follow occupational health and safety policies
SISXOHS101A	Undertake risk analysis of activities

COURSE DESCRIPTION

This course will provide you with the opportunity to gain an industry and nationally recognised qualification under the Australian Qualifications Framework. With the industry's largest network of fitness professionals and an extensive knowledge of the Fitness Industry, the Australian Institute of Personal Trainers will help make fitness your future. Upon graduating from this VET in Schools program, you will have direct access to Fitness Industry employers and be able to continue your education in a real gym and seek real employment opportunities.

COURSE CODE: SIS30310 – RTO: AIPT 32363

SISXRSK301A	Apply first aid (students will have to do this unit themselves in their own time) *
HLTAID003	Instruct and monitor fitness programs
SISFFIT304A	Undertake client health assessment
SISFFIT307A	Plan and deliver gym programs
SISFFIT308A	Plan a home based business
BSBSMB306A	Plan and deliver an endurance training program
SISFFIT312A	Apply anatomy and physiology principles in a fitness context

BENEFITS FOR STUDENTS

A balance of practical and theory aims to get you work ready for the Fitness Industry

Builds leadership

Skills in teamwork

Develop literacy and numeracy skills

Develop oral and written communication

Develop knowledge of the Fitness Industry

Minimum qualification to be a group fitness instructor

SPECIAL REQUIREMENTS

Dress Code/Extra Clothing Required/Equipment:

PE/gym clothes

Please bring a drink and towel

PRE-COURSE EXPERIENCES/PRE-REQUISITES

No pre-requisites to study this qualification, however, suitable for students:

- In year 10, 11 and 12
- Have a passion for fitness and exercise and helping people to be fit and active
- Year 11 or 12 Physical or Outdoor Education is beneficial

CAREER PATHWAYS

This course is the minimum qualification required to gain employment as a group fitness instructor

The course allows for further study in:

Certificate IV in Fitness

Sport and Recreation courses

STRUCTURED WORK PLACEMENT

20 hours of structured work placement is required to pass the certificate and will be arranged by Kildare College in conjunction with home school and the student

LENGTH OF COURSE: 24 weeks

DAY: Tuesday

TIME: 1:00pm to 3:00pm

CLASS SIZE: Min: 10 to Max: 20

SACE CREDITS: Stage 2 - 60

COST (PER STUDENT): \$900

COURSE CODE: SIS30310 – RTO: AIPT 32363

SISFFIT301A	Provide fitness orientation and health screening
SISFFIT302A	Provide quality service in the fitness industry
SISFFIT303A	Apply anatomy and physiology principles in a fitness context
SISFFIT305A	Provide healthy eating information to clients in accordance with recommended guidelines



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Grand Junction Trade Training Centre

Grand Junction Trade Training Centre
Located at St Paul's College. Entry via Lurline
Avenue.



KILDARE COLLEGE

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