SENIOR SCHOOL HANDBOOK

...directions for life
Dear Students and Parents

The purpose of this booklet is to assist students to work out a course of study through the Senior Secondary School in preparation for a careers pathway. The process can be quite complex, with some difficult decisions having to be made along the way.

One of the most important things to realise is that the employment trends have changed incredibly in recent times. There are some very practical and highly successful pathways available into either permanent or part time employment that were not available even just a few years ago.

Some important questions for students to consider, will be:

- What subject areas do I find interesting and enjoyable?
- What subjects am I successful at?
- Do my subjects meet the SACE requirements?
- Have teaching staff recommended that I have the potential to continue with the subject?
- What career aspirations do I have?
- Are there particular subjects that will be of value in working towards my chosen vocation?
- Do I want to (or need to) qualify for Tertiary Entrance?
- Have I received good advice from appropriate sources?
- Have I investigated all avenues of investigation?

Once subjects have been initially chosen the school will piece together a complete school timetable for the following year. We aim to satisfy the wishes of the maximum number of students in the school, but there will be a need in isolation cases to make alternative subject choices. This will always be carried out with full consultation.

Above all, we urge students and families to see prayerful support, as you attempt to search out what it is that God has in mind for you. We encourage students to see employment as a vocation. It may also be worth remembering that the Lutheran Church now has a number of exciting pathways for young people in many areas – particularly in the education area through a collaborative relationship between its tertiary institution (Australian Lutheran College), Flinders University and University of SA.

All the best.

Head of Senior School
Navigator College
The South Australian Certificate of Education (SACE) is awarded to students who successfully complete their senior secondary education. Students usually complete their SACE over 2 years, but may take longer. The SACE is a qualification that paves the way for young people to move from school to work or further training and study.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). Each subject or course successfully completed earns ‘credits’ towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

In addition to earning the 200 credits, it is necessary to complete the following compulsory subjects:

- English at Stage 1 (20 Credits)
- Mathematics at Stage 1 (10 Credits)
- A Personal Learning Plan
- A Research Project
- A minimum of three Stage 2 subjects.

At Navigator College, it is a requirement that all students study Religion Studies at Stage 1. Consequently, students at Navigator College will on average earn 210 credits.

All Stage 1 students will receive a grade from A to E for each subject. For compulsory subjects, they will need to achieve a C grade or better. All Stage 2 students will receive a grade from A+ to E – for each subject. For compulsory subjects, they will need to achieve a C- grade or better.

At Navigator College the SACE begins in Year 10 with the Personal Learning Plan. The typical completion pattern of the SACE for a student at Navigator College is shown below.
UNIVERSITY + TAFE ENTRY

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 90 credits at Stage 2, including four 20-credit Stage 2 subjects and Research Project required for SACE completion.

The Australian Tertiary Admissions Rank (ATAR) is calculated in a variety of ways defined by the universities. This includes, but is not limited to:

- ATAR calculated from the combined score of four Stage 2 subjects.

ATAR's are calculated from the combined score of three Stage 2 subjects, plus half the score of the fourth Stage 2 subject combined with the score from the Research Project. *This would occur if the score for the Research Project exceeds half the score of the lowest scoring Stage 2 subject. Universities also specify required subjects for some of their courses.

Full details of university and TAFE entry requirements for 2014 onwards are included in the Tertiary Entrance Booklet published by the South Australian Tertiary Admissions Centre. Go to the SATAC website for more information www.satac.edu.au.

Converting the university aggregate to an Australian Tertiary Admission Rank (ATAR)

The university aggregate is converted to an ATAR. The ATAR is an indicator of how well a particular student has performed relative to other students. It is calculated as follows:

- The group of students who may qualify for a university aggregate in 2016 is called the 2016 cohort.
- For each university aggregate score (in the range 0-90.0) obtained by the students in this cohort, the percentage of students who obtained that score or better is calculated. This is known as calculating the percentile distribution.
- Each score in the range 0-90.0 now has a corresponding percentile rank in the range 0-100. For example, if a score of 70.4 or better out of 80.0 has been obtained by 10% of the cohort, the score of 70.4 will correspond to a percentile rank of 90.0 (100 – 10).
- The 2016 cohort may differ from that of other years in that it may represent a smaller or larger percentage of the population of the same age group. The percentage from the given year is known as the participation rate. It is calculated using population statistics obtained from the Australian Bureau of Statistics and measuring these against the size of the cohort. If an allowance were not made for this, the final ATAR would not be comparable from one year to the next.
- The percentile rank is then adjusted to take account of the participation rate and the result is the ATAR.
Vocational Education and Training (VET) is education and training that gives students skills for work, particularly in the trades and industry, offered by TAFE colleges and a range of other registered training organisations. In the SACE students are able to study VET and earn credit points towards their certificate. This means that up to 150 credits of the 200 SACE credits required to complete the SACE can be gained through a VET focus, provided the Personal Learning Plan, Research Project, and the Stage 1 English and Mathematics requirements are also satisfied.

VET courses are delivered subject to the Australian Skills Quality Authority. This means that courses are recognised by Registered Training Organisations, including TAFE, across the country. VET courses can range from a Certificate I or II (most common) through to a Certificate III or Diploma course. Apprenticeships generally sit at a Certificate III level. Diploma and Advanced Diploma qualifications can be used to gain entry into University courses.

Courses are of varying duration, ranging between a term and a full year. Courses are most often delivered one day per week, but may also be for just a portion of the day or after school. A VET course can be undertaken by students in Years 11 or 12. They may lead into school-based traineeships or school-based apprenticeships for some students.

In terms of assessment, VET courses are competency based; this means that most tasks and assessment are very hands on and practical in nature. Units of competency can be completed and awarded even if a student does not complete an entire program.
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Drama Experience
Stage 1 (10 Credits)
Prerequisites
Willingness to work within a team to rehearse and produce a performance.

Content
Stage 1 Drama Experience consists of the following three areas of study:
- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation.

Students will work as part of a team to present a performance. Roles will include acting, stage work, set design, costumes, sound and lighting makeup, and front of house. They will explore the concepts of drama theorists and technical theatre to facilitate their performance. Students will work both independently and collaboratively to conceive, create, develop, interpret, and express dramatic works.

Assessment
Performance 40%
Folio 30%
Investigation and Presentation 30%

Drama
Stage 2 (10 Credits)
Prerequisites
Satisfactory pass in grade and attitude in Stage 1 Drama Experience.

Content
Students will work both independently and collaboratively to create a drama performance that communicates and articulates ideas to an audience, through a variety of forms and methods. They will apply knowledge and skills in conceiving, developing, creating, interpreting, evaluating and presenting dramatic work. Students will demonstrate and communicate knowledge and understanding of the theories, concepts, skills, techniques, and technologies of drama and respond to performed drama and dramatic texts in an analytical and reflective manner, using arts-specific terminology. Students will apply knowledge, understanding, and analysis of the nature of drama and dramatic elements as well as investigate, integrate, analyse, and evaluate information, concepts, and ideas to communicate for dramatic purposes.

Assessment
Group Performance 20%
Folio 30%
Investigation and Presentation 20%
Performance (Externally Assessed) 30%
Music Experience
Stage 1 (10 Credits)
Prerequisites
The ability to play an instrument or sing.

Content
Students will work individually or as part of an ensemble to present works to an audience demonstrating interpretation of the music presented. They will be expected to improvise, transcribe or alter the style of sections of their practical work and be asked to create freely with their chosen instrument. The development of their theoretical and aural skills will be relevant to their performance works.

Students will explore recording options and make regular recordings of their work for the means of critically appraising and improving their work. At performances they will setup and adjust PA systems and complete sound checks for fellow performers. Students will attend and respond to live performances (or recorded if unavailable). They will explore one of their works in depth from a view of the structure, composition techniques, style, and historical, social and cultural contexts.

Assessment
Skills Presentation: Performance 30%
Skills Development: Theory/Aural 25%
Folio 45%

Music Advanced
Stage 1 (10 Credits)
Prerequisites
Satisfactory pass in grade and attitude in Stage 1 Music Experience.

Content
Students will work individually or as part of an ensemble to present works to an audience demonstrating interpretation of the music presented. Students will be expected to attend live performances, where possible, and critically appraise/reflect on their own performances and rehearsal strategies. Students have the option to lead/conduct an ensemble group or choir.

They will arrange a work or section of work in one or more styles becoming experienced with music software to produce audio recordings of their arrangements or compositions. They will explore the use of music technology as a performance instrument and create a soundtrack for a multimedia presentation or live theatre/arts.

Students will continue to develop their theory/aural skills by studying these concepts in musical contexts to assist their performance pieces, composing and arranging.

Assessment
Skills Presentation Performance 30%
Skills Development Theory/Aural 25%
Folio 45%
**Music Performance**

**Stage 2 (20 Credits)**

**Prerequisites**
Satisfactory pass in grade and attitude in Stage 1 Music Experience. Willingness to undertake private instrumental/vocal tuition during the course to aid their skill development.

**Content**

Options (2 units must be selected):
- Ensemble Performance
- Solo Performance
- Performance Special Study

**Ensemble Performance (10 Credits)**
Students will develop their skills on their chosen instrument or voice. They will apply these skills and other musical knowledge as part of an ensemble. In total they will prepare and present three public performances.

**Solo Performance (10 Credits)**
Students will develop their skills on their chosen instrument or voice. They will apply these skills, musical understanding and aesthetic awareness in a solo performance. Students will prepare and present public performances.

**Performance Special Study (10 Credits)**
Students are given the opportunity to address the technical and musical demands of performing an approved work in public. Students may perform as a soloist or as a member of a chamber ensemble (one performer per part).

**Assessment**
- Performance 1 30%
- Performance 2 40%
- Performance 3 (Externally Assessed) 30%
Music Creative Study
Stage 2 (20 Credits)
Prerequisites
Satisfactory pass in grade and attitude in Stage 1 Music Performance. Willingness to undertake private instrumental/vocal tuition during the course to aid their skill development.

Content
Options (2 units must be selected):
- Ensemble Performance
- Solo Performance
- Performance Special Study

Music Individual Study (10 Credits)
Students undertake an individually negotiated topic in an area of interest that is not covered in any other Stage 2 Music subject. The area of interest should be directly applicable to their intended vocation, career, further study or recreation. The ability to work independently is essential.

Assessment
Folio 30%
Product 40%
Report (Externally Assessed) 30%

Music Creative Study - Continued
Stage 2 (20 Credits)
Music Technology (10 Credits)
Students will develop their skills in, and knowledge of, music technology. Students study a selection of the following topics (including at least one of the option topics):

Suggested topics
- Acoustics
- The Mixing Console
- Microphones
- Digital Audio Basics
- Signal Processing
- Aural Analysis

Suggested Option Topics:
- MIDI
- The Recording Process
- Loops and Waves

Assessment
Folio of Minor Projects 50%
Commentary 20%
Major Project (Externally Assessed) 30%

Composing and Arranging (10 Credits)
Students will develop their musical imagination and creativity by composing and/or arranging musical works.

Assessment
Folio of Minor Projects 50%
Commentary 20%
Major Project (Externally Assessed) 30%
Visual Arts: Art
Stage 1 (10 Credits)
Prerequisites
Nil
Content
In Stage 1 Visual Arts: Art there are three components of study over the duration of a semester including the development of Practical Artworks, a Backup Folio that supports practical work and a Visual Study on a specific aspect of the arts. Visual Art is a practical based course that provides opportunities for students to develop their skills using a variety of art media to produce practical art works. To document the creative process, students create a Backup Folio showing their visual thinking through media experiments, notes and analysis. In the Visual Study component, students will have opportunities to analyse and reflect on the work of art practitioners and/or art movements.

Assessment
Folio 40%
Practical 30%
Visual Study 30%

Visual Arts: Design
Stage 1 (10 Credits)
Prerequisites
Nil
Content
In Stage 1 Visual Arts: Design there are three components of study over the duration of a semester including the development of Practical Work, a Backup Folio that supports practical work and a Visual Study on a specific aspect of Design. Design is a practical based course that provides opportunities for students to understand the design process and develop their skills in a range of areas including problem solving and technical knowledge with drawing and computer aided design. Students produce practical works based on the areas of graphic and product design. To document the Design process, students create a Backup Folio showing their visual thinking through exploration, notes and analysis. In the Visual Study component, students will have the opportunity to analyse and reflect on works of design, different designers and their design practice.

Assessment
Folio 40%
Practical 30%
Visual Study 30%
### Visual Arts: Art
#### Stage 2 (20 Credits)

**Prerequisites**
Recommended completion of Stage 1 Visual Arts: Art.

**Content**
In Stage 2 Visual Art: Art there are three components of study over the duration of the year program which includes Practical Artworks, Backup Folios and a Visual Study. There is a great deal of flexibility within the course structure to allow students to pursue their individual interests in the arts. Students have options to create practical art work in any of the following forms: film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, sculpture and/or textiles. To document the creative process, students express their ideas, research, analysis and experimentation with media and techniques through their Backup Folios that support each practical work. For the Visual Study component, students have opportunities to research, understand and reflect upon visual art works and arts practice in their cultural and historical contexts.

**Assessment**
- Folio: 40%
- Practical: 30%
- Visual Study (Externally assessed): 30%

### Visual Arts: Design
#### Stage 2 (20 Credits)

**Prerequisites**
Recommended completion of Stage 1 Visual Arts: Design.

**Content**
In Stage 2 Visual Arts: Design there are three components of study over the duration of the year program which includes Practical Work, Backup Folios and a Visual Study. Students are able to negotiate their areas of investigation for each component of the course, enabling exploration, investigation and analysis in areas of personal interest. Design is a practical based subject which allows students to develop design works in a range of Design disciplines, including Graphic Design, Product Design, Architecture and Landscape Design, Fashion Design and Multimedia. The Backup Folio that supports practical design work provides the documentation of a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions. In the Visual Study, Students choose their specific area of Design to analyse and reflect on works of design, different designers and their design practice.

**Assessment**
- Folio: 40%
- Practical: 30%
- Visual Study (Externally Assessed): 30%
**Accounting**

**Stage 1 (10 Credits)**

**Prerequisites**
Nil

**Content**
Topics are selected from:
- Single-entry Accounting
- Preparation of Income Statements
- Balance Sheets
- Evaluate the role of Accounting in society at an individual level, a group level, and an organizational level
- Record and report financial information, using manual methods
- Apply the principles and practices of recording and reporting financial information
- Double-entry Accounting
- Journals, Ledgers and Trial balance procedure
- Preparation of Income Statements and Balance Sheets
- Business ethics through investigation relating to standards of ethical behaviour in business

**Assessment**
Skills and Application Tasks 60%
Investigation 40%

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**Accounting**

**Stage 2 (20 Credits)**

**Prerequisites**
Stage 1 Accounting recommended

**Content**
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 organizational and business applications. Students also learn how to interpret financial information and how to convey this information to interested users.

**Section 1: The Environment of Accounting**
**Section 2: Financial Accounting**
**Section 3: Management Accounting**

**Assessment**
Skills and Applications Tasks 50%
Report 20%
Examination (Externally Assessed) 30%
**Business and Enterprise**

**Stage 1 (10 Credits)**

**Prerequisites**
Nil

**Content**

Stage 1 Business and Enterprise gives students opportunities to develop knowledge and understanding of the definitions of business and enterprise, the nature of business and enterprise, key functions and their role in the Australian context. Research and interaction with business owners gives greater insight into the world of business and develops student capability. The option topics offer focus areas and perspectives ranging from the planning of a business to the broader roles of management, finance, employment relations, marketing, and the global business environment.

Topics will be selected from:
- Introduction to Business and Enterprise
- Business and Enterprise in Practice
- Marketing
- Role of business
- Technology for Business
- Entrepreneurship: The Enterprising Person
- Business Management and Communication

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**Business and Enterprise**

**Stage 2 (20 Credits)**

**Prerequisites**
Stage 1 Business and Enterprise recommended.

**Content**

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.

Topic options include:
- Business and Marketing
- Business and the Global Environment
- Human Resource Management
- Business Law and Government
- Business and Finance
- Business and Technology
- Business Research
- Task/Practical Application.

The course is interactive through the investigation of established businesses or the option of planning, starting, operating, and closing your own business.

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Economics
Stage 1 (10 Credits)
Prerequisites
Nil

Content
Studying economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students research, analyses, evaluate, and apply economic models that are expressed in graphical and ‘or diagrammatic form. Students study the following topics; The Economic Problem, Market Economic Systems, Schools of Economic Thought and the notion of Poverty and Inequity.

Assessment
Folio 40%
Skills and Application Tasks 40%
Issues Study 20%

Economics
Stage 2 (20 Credits)
Prerequisites
Stage 1 Economics recommended.

Content
Studying economics enables students to understand 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. Students 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. They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

Five key areas are explored. They are:

- The Economic Problem
- Microeconomics
- Macroeconomics
- Globalisation
- Poverty and Inequality

Assessment
Folio 30%
Skills and Application Tasks 40%
Examination (Externally Assessed) 30%
Legal Studies 1 + 2
Stage 1 (10 Credits)
Prerequisites
Nil

Content
Students examine the Australian legal system. They read, write about, discuss, analyse, and debate issues. They use a variety of methods to investigate legal issues.

Topics are selected from:

- Law and Society - How Australia’s laws have developed over time and the functions of law.
- People, Structures and Processes - the role of legal institutions such as parliament, government, and the courts
- Justice and Society - the operation of the adversary system of trial and how justice is achieved in Australia.
- Law and Society - how Australia’s laws have developed over time and the functions of law
- Young People and the Law - investigate and debate a range of issues, and look at the effectiveness of the juvenile justice system
- Human Rights and the Law
- Victims and the Law

Students participate in mock trials.

Assessment
Folio
Issues Study
Presentation

Legal Studies
Stage 2 (20 Credits)
Prerequisites
Stage 1 Legal Studies recommended.

Content
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.

Students explore the Australian legal system from the local level to its global connections. They examine the key concepts of parliamentary democracy, constitutional government, and participation.

Topics:

- The Australian Legal System
- Constitutional Government
- Law Making
- Justice Systems

Assessment
Folio 50%
Inquiry 20%
Examination (Externally Assessed) 30%
COMPULSORY SUBJECTS

Personal Learning Plan
Stage 1 (10 Credits)
Prerequisites
Nil

Content
The Stage 1 Personal Learning Plan (PLP) is a compulsory requirement of the SACE. Students must complete 10 credits of the Stage 1 PLP with a C grade or better to gain their SACE.

The content in the Stage 1 Personal Learning Plan comprises of the following:

The Seven Capabilities: The purpose of the capabilities is to develop in students the knowledge, skills, and understanding to be successful learners, confident and creative individuals, and active and informed citizens. The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts.

Personal and Learning Goals: Students identify, explore, and develop personal and learning goals, and strategies to achieve them. They learn a variety of ways to plan to achieve their personal and learning goals.

Suggested Topics: These topics help students to understand the capabilities, develop their selected capability or capabilities, identify, explore, develop, refine, and review their personal and learning goals. Topics can include Communication, Personal Development, and Work Skills among others.

Assessment
Folio 60%
My Capabilities and Goals
Job Application Skills
Subject Counselling Review 40%
Work Experience/Observation Review
Capability and Goal Review

Research Project
Stage 2 (10 Credits)
Prerequisites
Nil

Content
The Research Project is a compulsory 10-credit Stage 2 subject that students need to complete with a C- grade or better to achieve the SACE in 2016. Research Project B contributes to a students final ATAR. The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

The Research Project can take many forms, for example:
- Community-based projects
- Technical or practical activities
- Work-related research
- Subject-related research

Students enrol in either Research Project A or B, depending on their intended pathway. These enrolment options vary only in how students present the external assessment.

Assessment
Folio 40%
Research Outcome 30%
Evaluation (Externally Assessed) 30%
CROSS-CURRICULAR SUBJECTS

Community Studies
Stage 1 (10 Credits)
Prerequisites
Nil

Content
Stage 1 Community Studies can be studied in one or more of the ten areas of studies listed below. Students prepare a contract of work to develop a community activity from any of the following ten areas of study:

1. Arts and the Community
2. Business and the Community
3. Communication and the Community
4. Design, Construction, and the Community
5. Environment and the Community
6. Foods and the Community
7. Health, Recreation and the Community
8. Science and the Community
9. Technology and the Community
10. Work and the Community

Assessment
Contract of work
Development of Contract
Folio
Community Activity
Reflection

Community Studies
Stage 2 (10/20 Credits)
Prerequisites
Nil

Content
Students prepare a contract of work to develop a community activity from any of the following ten areas of study:

1. Arts and the Community
2. Business and the Community
3. Communication and the Community
4. Design, Construction, and the Community
5. Environment and the Community
6. Foods and the Community
7. Health, Recreation and the Community
8. Science and the Community
9. Technology and the Community
10. Work and the Community

Assessment
Contract of Work
Development of Contract
Folio
Presentation to a Community Audience
Reflection (Externally Assessed)

The reflection is a piece of writing of up to a maximum of 500 words, or 3 minutes oral, or the equivalent in multimedia format, for a 10 credit subject; and up to a maximum of 1000 words, or 6 minutes oral, or equivalent in multimedia format for a 20 credit subject. After completing the community activity and receiving feedback from their community contract and others, students reflect on what they have learnt and the value of their community activity to themselves and to the community. This summary and reflection may be presented in written format, or a combination of written, visual, and oral modes using digital communications.
Communication Products: 
Stage 1 (10 Credits)

Prerequisites 
Nil

Content 
Students design and create products or systems that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products or systems for intended purposes.

The content of Stage 1 Design and Technology is organised into practically based focus areas. Within each focus area, contexts are chosen by the school to meet student needs and interests, taking into account the resources available.

The Communication Products focus area involves the use of materials such as symbols, signs, behaviour, speech, light, images, sound or other data to design and make products that communicate information.

Examples of contexts for communication products include: computer-aided design, graphics, multimedia, photography, sound, web design.

Assessment 
Skills and Application Tasks 20%
Folio 30%
Product 50%

Note: There is a materials fee attached to this subject depending on the major projects chosen.

Systems and Control Products: 
Stage 1 (10 Credits)

Prerequisites 
Nil

Content 
Students design and create products or systems that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products or systems for intended purposes.

The content of Stage 1 Design and Technology is organised into practically based focus areas. Within each focus area, contexts are chosen by the school to meet student needs and interests, taking into account the resources available.

The Systems and Control Products focus area involves the use of materials such as electronic components, chips circuitry, robotic components, gears, levers, and fluids.

Examples of contexts for systems and control products include: computer systems, electrical systems, electronic systems, energy, mechanical systems, mechatronics, pneumatic, hydraulic, or fluidic systems.

Assessment 
Skills and Application Tasks 20%
Folio 30%
Product 50%

Note: There is a material fee attached to this subject depending on the major project chosen.
Communication Products: Stage 2 (20 Credits)

Prerequisites
Satisfactory completion of Communication Products at Stage 1 is highly recommended but not compulsory.

Content
Students design and create products or systems that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products or systems for intended purposes.

The content of Stage 2 Design and Technology is organised into practically based focus areas. Within each focus area, contexts are chosen by the school to meet student needs and interests, taking into account the resources available.

The Communication Products focus area involves the use of materials such as symbols, signs, behaviour, speech, light, images, sound, or other data to design and make products that communicate information.

Examples of contexts for communication products include: computer-aided design, graphics, multimedia, photography, sound, web design.

Assessment
Skills and Applications Tasks 20%
Folio 30%
Product 50%

Note: There is a material fee attached to this subject depending on the major project chosen.

Systems and Control Products: Stage 2 (20 Credits)

Prerequisites
Satisfactory completion of Systems and Control Products at Stage 1 is highly recommended but not compulsory.

Content
Students design and create products or systems that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products or systems for intended purposes.

The content of Stage 2 Design and Technology is organised into practically based focus areas. Within each focus area, contexts are chosen by the school to meet student needs and interests, taking into account the resources available.

The Systems and Control Products focus area involves the use of materials such as electronic components, chips, circuitry, robotic components, gears, levers, and fluids.

Examples of contexts for systems and control products include: computer systems, electrical systems, electronic systems, energy, mechanical systems, mechatronics, pneumatic, hydraulic, or fluidic systems.

Assessment
Skills and Applications Tasks 20%
Folio 30%
Product 50%

Note: There is a material fee attached to this subject depending on the major project chosen.
**Essential English Stage 1 (10/20 Credits)**

**Prerequisites**
Nil

**Content**
Stage 1 Essential English focuses on the development of students’ skills in communication, comprehension, language and text analysis, and creating texts, through:

- Responding to Texts
- Creating Texts

Responding to Texts: Students will consider a variety of ways in which texts communicate information, ideas and perspectives. They read a wide range of texts in order to comprehend and interpret information, ideas, and perspectives in texts. Students will identify and develop an understanding of ways in which language is used and composed for different purposes, audiences, and contexts; and the structural and language features used across a range of texts such as websites, films, fiction, advertisements, video games, workplace documents and so on.

Creating Texts: Students will examine the links between language and the context in which texts are produced. They will create written, oral, visual, digital, and multimodal texts; developing strategies for planning, drafting, proofreading, and referencing.

**Assessment**
Type 1: Responding to Texts 50%
Type 2: Creating Texts 50%

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**English Stage 1 (10/20 Credits)**

**Prerequisites**
Nil

**Content**
Stage 1 English focuses on the analysis of texts, ideas, perspectives and language; in creating original texts, ideas, perspectives and language; in creating original texts; and through analysing connections between texts, through:

- Responding to Texts
- Creating Texts
- Intertextual Study

Responding to Texts: Students analyse the ideas, perspectives, and influences expressed in a range of texts and how these shape their own and others’ ideas and perspectives. They also analyse ways in which language and stylistic features shapes perspectives and influence readers in a variety of modes.

Creating Texts: Students create imaginative, interpretive, and persuasive texts for different purposes, contexts and audiences in written, oral, and multimodal forms.

Intertextual Study: Students analyse connections and relationships between texts.

**Assessment**
Type 1: Responding to Texts 40%
Type 2: Creating Texts 30%
Type 3: Intertextual Study 30%
Essential English (2017)
Stage 2 (20 Credits)
Prerequisites
Essential English or English at Stage 1
Content
Stage 2 Essential English focuses on extending communication skills, responding to texts, examining the effect of language choices, conventions, and stylistic features, and creating texts, through:

- Responding to Texts
- Creating Texts
- Language Study (External Assessment)

Responding to Texts: Students respond to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts; how perspectives are represented in texts to influence specific audiences; and explore the different points of view presented in texts by analysing content and attitudes. Students reflect on ways in which community, local, or global issues and ideas are presented, and develop reasoned responses to these issues and ideas.

Creating Texts: Students create procedural, imaginative, analytical, interpretive, or persuasive texts appropriate to a range of contexts.

Language Study: Students focus on the use of language by people in a local, national, or international context. Students consider the functions of language in their chosen context (work, school, volunteering, virtual, etc.), including the communication of information, ideas, and perspectives. Students examine ways in which language is used to support social interaction and the formation and maintenance of personal and group identity. The Language Study is presented in multimodal form.

Assessment
Type 1: Responding to Texts 30%
Type 2: Creating Texts 40%
Type 3: Language Study 30%
Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Students study ways in which literary texts represent culture and identity, and the dynamic relationship between authors, texts, audiences, and contexts. Their study will include:

- Responding to Texts
- Creating Texts
- Comparative Text Study (External Assessment)

Responding to Texts: This consists of three components. Shared Studies focuses on the role of the author in creating a text and the part played by the reader in making meaning of it. Students will study a novel, film, drama, poetry and short texts. The Comparative Study involves students comparing one of the Shared Studies texts with an independently chosen one, in order to broaden their understanding of the constructed nature of texts. Critical Perspectives focuses on the factors that affect different readers’ interpretations of a text. Students become familiar with a number of critical perspectives and develop an understanding that a text may be interpreted in a range of ways.

Creating Texts: Students create texts that enable them to apply the knowledge, skills, and understanding developed through their study of literary texts in a range of forms. Transforming Texts allows students to explore the complex ways in which the form and conventions of a text are significant in making meaning. Creating Texts allows students to draw on what they have learnt from analysing texts to demonstrate, in their own text, the textual conventions and stylistic features appropriate to the form of their choice.

Comparative Text Study: Students write a 1500 word comparative text response comparing one of the texts in the shared studies with another text individually chosen by the student; and sit a 90-minute examination developed by the SACE Board involving a critical reading of one or more short texts.

Assessment
Type 1: Responding to Texts 50%
Type 2: Creating Texts 20%
Type 3: Comparative Text Study 30%
**English Pathways (2016)**

**Stage 2 (20 Credits)**

**Prerequisites**
English Pathways or English at Stage 1

**Content**
Stage 2 English Pathways focuses on reading, responding to, and producing texts. There are three components to the course:

- **Text Analysis**
- **Text Production**
- **Language Study (External Assessment)**

**Text Analysis:** Students read and respond to a range of texts that instruct, engage, inform, and connect readers. Texts studied clarify and extend students’ knowledge and understanding of the issues, concerns, or functions of a variety of contexts, and reflect the needs, ability, and interests of the group.

**Text Production:** Students create written and oral texts designed to entertain or engage an audience, persuade or communicate a point of view, and to communicate observations or information.

**Language Study:** Students focus on the use of language by people in a local, national, or international context. Students consider the functions of language in their chosen context (work, school, volunteering, virtual, etc.), including the communication of information, ideas, and perspectives.

**Assessment**
- Type 1: Text Analysis 30%
- Type 2: Text Production 40%
- Type 3: Language Study 30%

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**English Communications (2016)**

**Stage 2 (20 Credits)**

**Prerequisites**
English at Stage 1

**Content**
Stage 2 English Communications exposes students to a range of text-types, genres, styles, and mediums in literature, popular culture, and the media.

Students explore and evaluate how ideas, experiences, values, and beliefs are communicated in texts. In the role of readers, listeners, and viewers, students explore increasingly complex ideas and reflect on the connections between texts, the world and themselves. As writers, speakers, and creators of texts, students manipulate language, structure, and style. There are four components to the course:

- **Text Analysis**
- **Text Production**
- **Communication Study**
- **Folio (External Assessment)**

**Text Analysis:** Students develop a personal and critical understanding of the ideas, values, and beliefs presented in a range of shared readings. Through their responses to texts, students demonstrate their understanding of the structure and language of poetry, novels, and film, and identify the values, attitudes, and beliefs conveyed by these texts.
Text Production: Students create a range of texts for a variety of purposes. Students create written, oral, and/or multimodal texts that aim to entertain or engage an audience, persuade or communicate a point of view, and to communicate observations or information.

Communication Study: There are two parts to this study. Firstly, students analyse and compare examples of communication, identifying the form, purpose, language, and context that characterise the texts. Secondly, students complete a practical application of knowledge and understanding of one aspect of language and communication, by developing a product and reflecting on the process of development and their findings.

Folio: Students produce a Response to an Example of Communication, and a Text Production with Writer’s Statement. This is an independent study with a maximum of 2000 words.

Assessment
Type 1: Text Analysis 20%
Type 2: Text Production 20%
Type 3: Communication Study 30%
Type 4: Folio (External) 30%

The course includes:
- Shared Studies
- Individual Study
- Text Production
- Examination (External Assessment)

Shared Study: Students study two single texts – a novel and drama text – and focus on the role of the author in composing texts and the part played by the reader in making meaning. Students also study two texts in relation to each other – a novel and film text – to broaden their understanding of the constructed nature of texts. Students also study a range of poetry and short texts.

Individual Study: This study is designed to promote students’ self-awareness as readers, and to refine their ability to discern the craft of the author and to apply this independently. Students individually select two texts for study, develop their own critical question, and write a 2000-word essay.

Text Production: Students draw on what they have learnt from analysing texts to demonstrate, in their own original written and oral compositions, the textual conventions and stylistic features appropriate to the form of their choice.

Examination: The external assessment is a three-hour examination in which students write three responses.

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

English Studies (2016)
Stage 2 (20 credits)
Prerequisites
English at Stage 1

Content
Stage 2 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. By focusing on the creativity and craft of the authors, students develop strategies to enhance their own compositions.
**Child Studies**

**Stage 1 (10 Credits)**

**Prerequisites**
Nil

**Contents**
In Stage 1 Child Studies, students examine the period of childhood from conception to 8 years, and issues related to the growth, health, and well-being of children. They examine diverse attitudes, 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.

There are three areas of study in Stage 1 Child Studies; The nature of Childhood and the Socialisation and Development of Children, Children in Wider Society, and Children, Rights, and Safety. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative and practical learning.

**Assessment**
- **Practical Activity** 40%
- **Group Activity** 30%
- **Investigation** 30%

**Child Studies**

**Stage 2 (20 Credits)**

**Prerequisites**
Nil

**Contents**
In Stage 2 Child Studies students have the opportunity to explore a range of contemporary issues facing children from conception to age 8. Through exploring areas of study such as technological influences, political and legal influences and economic and environmental influences, students develop a range of research, management, collaborative and practical skills related to the care and education of children in this age bracket. Through this course, students have the opportunity to work closely with young children, developing engaging learning activities and learning aides to meet their needs.

**Assessment**
- **Practical Activity** 50%
- **Group Activity** 20%
- **Investigation** 30%

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**HEALTH + PHYSICAL EDUCATION**

**Child Studies**

**Stage 1**

**Food + Hospitality**

**Stage 1**

**Physical Education**

**Stage 1**

**Child Studies**

**Stage 2**

**Food + Hospitality**

**Stage 1**

**Physical Education**

**Stage 2**
**Food + Hospitality**  
**Stage 1 (10 Credits)**

**Prerequisites**
Keen desire to explore and create delicious food.

**Contents**
Students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. They investigate and discuss contemporary food and hospitality issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating. Topics of study include; family nutrition, deconstructed desserts and catering for small school functions.

**Assessment**
- Practical Activity (2 tasks) 50%
- Group Activity 20%
- Investigation 30%

**Food + Hospitality**  
**Stage 2 (20 Credits)**

**Prerequisites**
Satisfactory completion of Food and Hospitality at Stage 1 (10 Credits) is encouraged but not compulsory.

**Contents**
Stage 2 Food and Hospitality focuses 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, socio-cultural, and technological factors at local, national, and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers.

Topics of study include the manufacture and packaging of preserved food items, influence of the celebrity chef, café cakes, sustainable seafood and the collaborative planning and preparation of gourmet finger food and morning tea for large groups. With each practical application students undergo an investigation phase followed by the submission of an action planning or research task. Following the practical application students are required to prepare a photographic record of evidence of their performance in the practical. They establish and develop cooperative working relationships and learn the value of working independently, while also being able to respond to instructions or directions. Student may be required to participate in activities outside school hours, both within the school and in the wider community. In the investigation students identity, investigate, and reflect on a contemporary issue related to the food and hospitality industry. Students are encouraged to develop original and innovative ideas for their investigation. The investigation is presented as a 2000 work report.

**Assessment**
- Practical Activity (5 tasks) 50%
- Group Activity 20%
- Investigation 30%
  (Externally Assessed)
**Physical Education**

**Stage 1 (10/20 Credits)**

**Prerequisites**
A high level of achievement and commitment in Year 10 Physical Education are pre-requisites for the course. To complete Stage 1 Physical Education, students should be competent and interested in a range of sporting activities.

**Contents**
Stage 1 Physical Education is a course designed for students to be challenged both physically and throughout the theory components. Students need to have a keen interest in the human body and be willing to complete various practical skills. The course includes both theoretical and practical components. Some of the practical components that can be offered are: Volleyball, Table Tennis, Badminton, Netball, European Handball, Bush Walking and Lawn Bowls, depending on which semester is chosen. The theoretical components covered throughout the year include: fitness components, body systems, fitness testing, skill acquisition, biomechanics, anatomy and training principles. Majority of practical and theory lesson are linked to create an interactive learning environment providing student with the opportunity to discover and challenge the theory based components.

**Assessment**
- Practical Activities (3) 60%
- Folio (2 Tasks) 20%

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**Physical Education**

**Stage 2 (20 Credits)**

**Prerequisites**
Whilst there are no prerequisites or prior assumed knowledge required for the course, it is beneficial that students enter the course via a satisfactory pass in Stage 1 Physical Education. However, a high level of commitment to Physical Education and activity needs to be maintained and should have been witnessed by previous HPE teachers. Students should be passionate about sporting activities as they are required to participate in a number of different sports. All students completing Stage 2 Physical Education should be able to swim.

**Contents**
Stage 2 Physical Education is a course designed for students to be challenged both physically and throughout the theory components. Students need to have a keen interest in the human body and be willing to complete various practical skills. The course includes both theoretical and practical components. Some of the practical components that can be offered are: Volleyball, Table Tennis, Badminton, Netball and Kayaking. Students need to have a keen interest in physiological and biomechanical principles, as there are a number of theory tasks included within this program that address these topics. The majority of practical and theory lesson are linked to create an interactive learning environment providing students with the opportunity to discover and challenge the theory based components.

**Assessment**
- Practical Activity (3 Tasks) 50%
- Folio 20%
- Examination (Externally Assessed) 30%

Note: There is a student services fee of approximately $300 for external practicums in this subject.
Geography
Stage 1 (10 Credits)
Prerequisites
Nil
Contents
Key themes:
• Location and Distribution
• Natural Environments at Risk
• People, Resources, and Development
• Issues for Geographers
Focus Areas selected from:
• Developing countries and their issues
• Australia’s unique environment
• Understanding Australia’s climate
• Global patterns of health and disease
• Patterns of water use (The River Murray issue)
• Resource use and abuse on our coast
Assessment
Skills and Application Tasks
Inquiry
Fieldwork
Investigation

Geography
Stage 2 (20 Credits)
Prerequisites
Satisfactory completion of 10 Credits of Geography at Stage 1 is recommended.
Contents
The discipline of geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning:
Core Topic:
• Population, Resources, Ecosystems and Water Shortages
Two option topics chosen from:
• Coasts
• Environmental Hazards
• Climate Change
• Sources and use of energy
• Biodiversity
• Drylands
• Globalisation
Assessment
Fieldwork 25%
Inquiry 20%
Folio 25%
Examination (Externally Assessed) 30%
History
Stage 1 (10 Credits)
Prerequisites
Nil

Contents
History investigates the impact of colonialism to modern China. Students investigate the manipulation and power that made a China lose the century’s old dynastic rule and the Middle Kingdom ideology. Through the turmoil of the 1800’s to 1950 China has had to confront tradition and culture to surrender to the eventual rise of a communist state.

Assessment
Folio 40%
Sources Analysis 40%
Investigation 20%

History
Stage 2 (20 Credits)
Prerequisites
Nil

Contents
History involves the investigation of human experience over time. By studying past events, actions and phenomena, students gain an insight into human nature and the ways in which individuals and societies function. History encourages inquiry into the activities of people in order to gain an understanding of their motivations and the effects of actions in particular palaces at particular times; make comparisons; and draw conclusions.

It is a 20-credit subject that consists of:
- A thematic study
- A depth study
- An essay

Students choose one topic from a choice of six for the thematic study, and one topic from a choice of five for the depth study. The topic for inquiry for the essay may be developed from any of the eleven topics available for study in the subject, or from any other area of interest relevant to modern history since c. 1500.

Assessment
Folio (7 tasks) 50%
Essay 20%
Examination (Externally Assessed) 30%
Psychology Stage 1 (10 Credits)

Prerequisites
Nil

Contents
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.

Topics selected from:
- Introduction to Psychology
- Cognition – the basis processes involved in memory and forgetting.
- Intelligence – approaches to the exploration of conceptions of intelligence
- Social Behaviour – the impact of the presence or absence of other people on the performance of tasks, conformity and obedience
- Brain and Behaviour – human behaviour and the links between biological makeup, the environment and behavioural responses
- Human Psychological Development – development process that occur across the human life span
- Emotion – the nature of emotion, and brain structures and physiological systems that are involved in emotional responses

Assessment
Skills and Applications Tasks 50%
Investigation Folio 50%

Psychology Stage 2 (20 Credits)

Prerequisites
10 Credits of Psychology at Stage 1

Contents
Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence based procedures (i.e. Observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

Students study the following topics:
- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds

Assessment
Skills and Applications Tasks 40%
Investigation Folio 30%
Examination (Externally Assessed) 30%
Religion Studies
Stage 1 (10 Credits)
Prerequisites
Nil

Contents
A 10-credit subject of Stage 1 Religion Studies at Navigator College consists of a study of the religious and spiritual traditions of three religions; namely Christianity, Judaism and Islam. Students study the hared heritage of these three religions and explore their similarities and differences with respect to beliefs, practices and customs.

Students investigate contemporary issues of ethics and come to understand how religious traditions and belief interact with society to affect personal decision-making.

Students are encouraged to reflect upon their spirituality and how this contributes to a sense of personal meaning and identity.

Assessment
Practical Activities (2 tasks) 40%
Issues Investigation 30%
Reflection 30%
Information Processing + Publishing

Stage 1 (10 Credits)

Prerequisites
Nil

Contents
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 identify, choose, and use appropriate computer hardware and software to process, manage and communicate information in a range of contexts. Software used included the Adobe Creative Suite (Photoshop, Illustrator, InDesign) and Microsoft products (Word, PowerPoint) as well as others as required.

The 2 focus areas of investigation and application are:
- Personal Publishing
- Business Publishing

Assessment
Practical Skills (3 tasks) 45%
Issues Analysis 20%
Product and Documentation 35%

Stage 2 (20 Credits)

Prerequisites
Satisfactory completion of Information Processing + Publishing at Stage 1 is highly recommended but not compulsory.

Contents
The two focus areas are:
- Desktop Publishing
- Business Documents

Desktop publishing tasks may include programs, leaflets, stationery, posters, brochures, advertising material, maps and magazines.

Business document tasks may include letters, reports, tables, memoranda, forms, agreements, financial statements, newsletters, programs and itineraries.

Electronic publishing tasks may include internet and intranet pages, websites, and electronic presentations.

Students also investigate technical and ethical issues related to information processing and publishing.

Assessment
Practical Skills (5 tasks) 40%
Issues Analysis (2 tasks) 30%
Product and Documentation 30%
Japanese (Continuers) (Stage 1 (10 Credits))

Prerequisites
Japanese continuers level language is 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. A grade of 6 at MYP Japanese Level 5 is required.

Contents
Students interact with others to share information, ideas, opinions and experiences. They create texts in Japanese to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflection the ways in which culture influences communication. Stage 1 Japanese at Continuers Level consists of three themes and a number of topics.

Themes:
- The Individual
- The Japanese speaking Communities
- The Changing World

Topics:
- Weekend and Leisure
- Giving Directions
- Travel
- My future
- My family
- School life

Assessment
Interaction
Text
Production
Text Analysis
Investigation

Japanese (Continuers) (Stage 2 (20 Credits))

Prerequisites
A grade of C or better in Stage 1 Japanese (Continuers) is required.

Contents
Stage 2 Japanese at Continuers Level consists of three themes and a number of topics:
- The individual
- The Japanese speaking Communities
- The Changing World

Assessment
Folio (3-5 assessments) 50%
In depth study 20%
(Japanese oral presentation, Japanese written response, English reflective response)

Examinations
Oral (15 min) and Written (3 hours) 30%
**Essential Mathematics**

**Stage 1 (10 Credits)**

**Prerequisites**
Nil

**Contents**
This is a flexible course where students can extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Topics cover a range of mathematical applications including calculation, measurement and geometry, money, management and statistics. Topics may include:
- Calculations, Time and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing

**Assessment**
Skills and Application Tasks
Folio
Each Assessment has a weighting of at least 20%
**General Mathematics**  
**Stage 1 (10 Credits)**

Prerequisites  
Nil

Contents  
This subject is for students who want to develop a strong understanding of the process of mathematical modelling and its application to problem solving in everyday workplace context. Topics cover a range of mathematical applications including linear functions, matrices, statics, finance and optimization.

Topics may include:
- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models
- Financial Models
- Discrete Models

Assessment  
Skills and Application Tasks  
Folio  
Each Assessment has a weighting of at least 20%

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**Mathematics 1 + 2**  
**Stage 1 (20 Credits)**

Prerequisites  
Nil

Contents  
This subject is for students who want to broaden their mathematical experience, and provides a variety of context for incorporating mathematical arguments and problem solving. The students will use a blending of algebraic and geometric thinking. Topics progress in the level of content, applications and level of sophistication and abstraction.

Topics may include:
- Functions and Graphs
- Polynomials
- Trigonometry
- Counting and Statistics
- Growth and Decay
- Introduction to Differential Calculus

Assessment  
Skills and Application Tasks  
Folio  
Each Assessment has a weighting of at least 20%
**Mathematics 3**  
**Stage 1 (10 Credits)**

**Prerequisites**  
Achieved an overall grade of A at Stage 1 Mathematics 1 + 2

**Contents**  
This subject is designed to prepare students for Specialist Mathematics at Stage 2. The students will experience a wider range of topics with an increasing level of abstraction.

**Topics may include:**  
- Arithmetic and Geometric Sequences and Series  
- Geometry  
- Vectors in the Plane  
- Further Trigonometry  
- Matrices  
- Real and Complex Numbers

**Assessment**  
Skills and Application Tasks  
Folio  
Each Assessment has a weighting of at least 20%

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**Essential Mathematics / Mathematics Pathways**  
**Stage 2 (20 Credits)**

**Prerequisites**  
Achieved at least a C Grade in 20 Credits of Stage 1 Essential Mathematics

**Contents**  
Stage 2 Mathematical Applications enable the students to have opportunities to further develop their numeracy and literacy skills through the study of Essential Mathematics. The problem-based approach, integral to the development of the mathematical models and the associated key ideas in each topic, ensure the ongoing development of mathematical knowledge, skills, concepts and technologies in a range of context.

**The topics may include:**  
- Scales, Plans and Models  
- Measurement  
- Business Applications  
- Statistics  
- Investments and Loans

**Assessment**  
Skills and Application Tasks 30%  
Folio 40%  
Exam (2 Hours) 30%
**General Mathematics / Mathematics Application Stage 2 (20 Credits)**

Prerequisites
Achieved at least a C Grade in 20 Credits of Stage 1 General Mathematics.

Contents
General Mathematics enables the students to appreciate, experience and understand mathematics as a growing body of knowledge in contemporary situations. It gives relevance and meaning to their world. The subject provides opportunity for students to experience and learn the mathematical processes associated with investigation, modelling and solving problems drawn from realistic contexts.

The topics may include:
- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models
- Financial Models
- Discrete Models

**Assessment**
- Skills and Application Tasks: 40%
- Folio: 30%
- Exam (2 Hour): 30%

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**Mathematical Methods / Mathematics Stage 2 (20 Credits)**

Prerequisites
Achieved at least a C Grade in 20 Credits of Stage 1 Mathematics.

Contents
Stage 2 Mathematical Methods enables the student to 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.

The topics include:
- Further Differentiation and Application
- Discrete Random Variables
- Integral Calculus
- Logarithmic Functions
- Continuous Random Variables and the Normal Distribution
- Sampling and Confidence Intervals

**Assessment**
- Skills and Application Tasks: 50%
- Folio: 20%
- Exam (2 Hour): 30%
Specialist Mathematics
Stage 2 (20 Credits)

Prerequisites
Achieved at least a B Grade in 10 Credits of Stage 1 Mathematics 3.

Contents
Specialist Mathematics is designed to be taken in conjunction with Stage 2 Mathematical Studies. The students gain the knowledge and skills to follow pathways lending them to become designers and makers of technology. The subject provides pathways into university courses in mathematics, physical and computer sciences and engineering.

The topics include:
- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions
- Integration Techniques and Applications
- Rates of Change and Differential Equations

Assessment
Skills and Application Tasks 50%
Folio 20%
Exam (2 Hour) 30%
Biology
Stage 1 (10/20 Credits)
Prerequisites
Nil

Contents
Biology involves the study of the organisation of life, from the microscopic (cells and organelles) to the macroscopic (ecosystems). Students learn about the human body specifically, its relationship to other organisms, and study the impact of human activity on the wider environment. The year is broken down into 4 units; Cells, Body Systems, Genetics and Ecology, 2 of which are studied in each semester. Students develop skills in analysis, evaluation, investigation and processing information and apply these in experimental situations and ethics based issues analyses. Developing a working Biological literacy and working with the scientific method are essential and cover all assumed knowledge for Stage 2 Biology.

Assessment
Skills and Applications Tasks  40%
Investigations Folio  60%

Biology
Stage 2 (20 Credits)
Prerequisites
At least 10 Credits of Stage 1 Biology

Content
Stage 2 Biology is a 20 Credit subject in which is organised into four content themes; Macromolecules, Cells, Organisms and Ecosystems. Each of these main themes is further broken down into; Organisation, Selectivity, Energy Flow, Perpetuation, Evolution and Human Awareness. Coupled with this students learn skills in experimentation and issues analysis, which are used in a series of formative and summative assessment pieces. Students design and carry out three practical investigations and one issues analysis throughout the year, where they display their ability to apply these skills. Students also learn to research scientific information, and present it in an ethical way using correct Biological conventions. The external assessment component for Biology is an end of year examination.

Assessment
Skills and Applications Tasks  30%
Investigations Folio  40%
Examination (Externally Assessed)  30%
Chemistry  
Stage 1 (10/20 Credits)  
Prerequisites  
Nil  

Content  
Chemistry involves the study of the matter that makes up arterial materials, and the properties, uses, means of production, and reactions of these materials. This also involves the environmental and social impacts of the production of the materials. The year is broken down into six units; Molecular Substances, Properties and Bonding of Substances, Quantitative Chemistry, Environmental Chemical Reactions, Electrochemistry, and Chemical Refining. Students develop skills in analysis, evaluation, investigation and processing information and apply these in experimental situations and tests. Developing a working Chemical literacy and working with the scientific method are essential and cover all assumed knowledge for Stage 2 Chemistry.  

Assessment  
Skills and Applications Tasks 40%  
Investigations Folio 60%  

Chemistry  
Stage 2 (20 Credits)  
Prerequisites  
20 Credits of Stage 1 Chemistry  

Content  
Stage 2 Chemistry is organised into five content themes; Elemental and Environmental Chemistry, Analytical Techniques, Using and Controlling Reactions, Organic and Biological Chemistry and Materials. Each of these themes has several sub-themes with a focus on both the scientific knowledge and understanding and real world applications. Throughout the course students develop their understanding of the scientific method, along with scientific literacy and mathematical skills. Students design and carry out three practical investigations and one issues analysis throughout the year, where they display their ability to apply these skills to one of the real world applications. Students also learn to research scientific information, and present it in an ethical way using correct scientific nomenclature and terminology.  

Assessment  
Skills and Applications Tasks 30%  
Investigations Folio 40%  
Examination (Externally Assessed) 30%
Physics
Stage 1 (10/20 Credits)
Prerequisites
Nil

Content
Stage 1 Physics involves the study of the natural world and the underlying principles and forces that govern the universe. The subject requires the interpretation of physical phenomena through the study of motion in two dimensions, gravitational fields, electric and magnetic fields, vibrations and waves and particle physics. The students learn skills in experimentation, analyzing issues, scientific literacy and specific mathematical skills is a focus at stage 1, especially for those seeking to pursue further study of Physics.

Assessment
Skills and Applications Tasks 40%
Investigations Folio 60%

Physics
Stage 2 (10/20 Credits)
Prerequisites
20 Credits of Stage 1 Physics and 20 Credits of Stage 1 Mathematics.

Content
Stage 2 Physics is a 20 Credit subject in which is organised into four content themes; Motion in Two Dimensions, Electricity and Magnetism, Light and Matter and Atoms and Nuclei. Each of these themes has several sub-themes with a focus on both the scientific knowledge and understanding and a real world application. Throughout the course students develop their understanding of the scientific method, along with scientific literacy and mathematical skills. Students design and carry out three practical investigations and one issues analysis throughout the year, where they display their ability to apply these skills to one of the real world applications. Students also learn to research scientific information, and present it in an ethical way using correct scientific nomenclature and terminology. The external assessment component for Physics is an end of year examination.

Assessment
Skills and Applications Task 30%
Examination (Externally Assessed) 30%
Certificate 1 in Construction
Stage 1 (up to 40 Credits)
Prerequisites
Nil

Content
This qualification provides an introduction to the construction industry, its culture, occupations, job roles and workplace expectations. The units of competency cover essential occupational health and safety requirements, the industrial and work organisation structure, communication skills, work planning, and basic use of tools and materials. The qualification is built around a basic construction project unit that integrates the skills and embeds the facets of employability skills in context.

There are no specific job outcomes to this qualification, but the skills achieved will assist in successfully undertaking a Certificate II pre-vocational program or job outcome qualification, or will facilitate entry into an Australian Apprenticeship.

The unit CPCCOHS1001A Work safely in the construction industry is designed to meet OHS regulatory authority requirements for OHS induction and must be achieved before access to any building and construction work site.

Assessment
All assessments are competency based. Students will be assessed as being Competent or having Not Yet Achieved Competency.

Certificate 2 in Community Services:
Child Care Stage 1 (up to 50 Credits)
Prerequisites
Nil

Content
The Certificate II in Community Services provides both the theory and the practical experience that underpin workplace skills in the Child Care industry and various community services organisations. This qualification may be used as a pathway qualification into community services work, or may provide an appropriate pathway into higher level qualifications. The focus of this course is on the Child Care industry.

Child Care plays a vital role in the local economy and offers many career opportunities for young students with an interest, knowledge and skills in this area. Practical opportunities are core to this course which provides an opportunity for students to demonstrate their knowledge of the required units of competency. Students in this course will help plan, organise, set up and participate in playgroup sessions at Navigator College, as well as complete ten days of practicum placements in a registered child care organisation. The Units of Competency from the Certificate II that are covered are as follows;

- Prepare for work in the community sector
- Communicate with people accessing the services of the organization
- Follow policies, procedures and programs of the organization
- Work with others
- Participate in WHS processes
- Ensure children’s health and safety
- Promote and provide healthy food and drinks
- Provide an emergency response in an education and care setting (This is done by an external source)
- Follow basic food safety practices
- Undertake basic administrative duties
- Communicate with children

Assessment
All assessments are competency based
Certificate 2 in Health Services Support
Stage 1 (up to 70 Credits)
Prerequisites
It is recommended students have sound literacy and numeracy skills. An interview may be conducted for selected students to determine their suitability to the program.

Content
This course is ideal for students who want to gain knowledge, skills and experience in one of Australia’s fastest-growing industries. This qualification may be used either as a pathway qualification that covers professionals who provide support for the effective functioning of health services, e.g. Physiotherapist Assistant; or the course may provide an appropriate pathway into higher level qualifications e.g. Enrolled Nurse.

The Units of Competency from the Certificate II that are covered are as follows:

Four Core Units:
- Participate in WHS processes
- Work effectively with others
- Communicate and work effectively in health
- Comply with infection control policies and procedures.

Eight Elective Units:
- Recognize healthy body systems in a health care context
- Contribute to effective work place relationships
- Respond effectively to difficult & challenging behaviour
- Prepare and maintain beds
- Follow safe handling practices
- Follow basic food safety practices
- Work effectively with Aboriginal & Torres Strait Islander People
- Provide First Aid

Assessment
All assessments are competency based and are a combination of online quizzes, face to face and written assessments, and compulsory in-class workshops.

Certificate 3 in Early Childhood Education and Care: Stage 1 (up to 50 Credits)
Prerequisites
Nil

Content
The Certificate III in Early Childhood Education and Care provides both the theory and the practical experience that underpin workplace skills in the Early Childhood industry. This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. They support the implementation of an approved learning framework, and support children’s wellbeing, learning and development.

Early Childhood plays a vital role in the local economy and offers many career opportunities for young students with an interest, knowledge and skills in this area. Practical opportunities are core to this course which provides an opportunity for students to demonstrate their knowledge of the required units of competency. Students in this course will help plan, organise, setup and participate in preschool sessions at Navigator College, and complete 70 hours of practicum placement.

The Units of Competency from the Certificate III that are covered are as follows:

- Work within a relevant legal and ethical framework
- Develop cultural competence
- Ensure the health and safety of children
- Provide care for children
- Promote and provide healthy food and drinks
- Provide care for babies and toddlers
- Develop positive and respectful relationships with children
- Use an approved learning framework to guide practice
- Support the holistic development of children in early childhood
- Provide experiences to support children’s play and learning
- Use information about children to inform practice
• Identify and respond to children and young people at risk
• Provide an emergency first aid response in an education and care setting
• Participate in work health and safety
• Work effectively with Aboriginal and/or Torres Strait Islander people
• Participate effectively in the work environment
• Work effectively with culturally diverse clients and co-workers

Assessment
All assessments are competency based.