CORNERSTONE COLLEGE

Christ our Firm Foundation

Curriculum Handbook 2027

YOUR **Potential.** YOUR **Purpose.** YOUR **Place.**

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WELCOME

Mr Bill Stapleton
Head of Learning & Innovation

In today's rapidly evolving world, it is crucial for students to be adaptable, innovative and forward-thinking.

At Cornerstone College, learning is designed to foster these qualities by providing a dynamic and supportive environment. We offer a diverse range of opportunities and academic support tailored to help each student pursue their individual goals and post-school pathways. Selecting courses that align with personal aspirations, future opportunities, and evolving interests is a critical step in this journey.

In the Middle School, students will undertake a mix of compulsory "core" subjects, as well as have some preliminary opportunities to explore subjects that may link to potential future career opportunities or areas of interest for them. As students transition into Senior School, they must be ready to embrace initiative, work independently and envision their life beyond the College.

To assist our students and their parents in navigating the myriad of options available at Cornerstone, and to plan their unique program of study, we invite you to consider the following:

- What subjects or activities ignite your passion and interest?
- Which subjects do you naturally find more engaging or challenging?
- What skills, capabilities or knowledge areas do you wish to develop further?
- How do you envision your future career or personal aspirations?
- Does your desired post-school pathway require specific subjects or areas of study?

This Curriculum Handbook provides information to support students and their parents in the decision-making process, offering details about SACE, subjects offered and the vocational options available at Cornerstone College. It also outlines key people and organisations available to support students as they navigate their schooling journey.

Students and their parents are encouraged to read this handbook carefully, and map out subject choices and pathways using the information provided. If you have any questions, or would like help with understanding options and choices available, please do not hesitate to reach out to either myself bstapleton@cornerstone.sa.edu.au or to one of our amazing Pathways team members pathways@cornerstone.sa.edu.au.

Mr Bill Stapleton
Head of Learning & Innovation

LET A WISE PERSON LISTEN AND INCREASE LEARNING, AND LET A DISCERNING PERSON OBTAIN GUIDANCE
PROVERBS 1:5

USEFUL CONTACTS

This booklet provides information about the SACE, the subjects offered at Cornerstone College, and where you can find more information. Some of the key people who can assist you in your subject selections are listed in this booklet. You will find a lot of very helpful websites.

KEY CONTACTS AT CORNERSTONE COLLEGE

Mr Bill Stapleton – Head of Learning and Innovation	bstapleton@cornerstone.sa.edu.au
Mrs Ashleigh Butler-Bowdon – Head of Middle School (acting)	abutlerbowdon@cornerstone.sa.edu.au
Mr Clay Watkins – Head of Senior School	cwatkins@cornerstone.sa.edu.au
Ms Leanne Filmer – Year 7 Leader	lfilmer@cornerstone.sa.edu.au
Ms Ashleigh Butler-Bowden – Year 8 Leader	abutlerbowdon@cornerstone.sa.edu.au
Ms Sheri Deboy – Year 9 Leader	sdeboy@cornerstone.sa.edu.au
Mr Caleb Blesing – Year 10 Leader	cblesing@cornerstone.sa.edu.au
Ms Jane Bennett Thompson – Year 11 Leader	jbennettthompson@cornerstone.sa.edu.au
Mr Rhett Fielke – Year 12 Leader	rfielke@cornerstone.sa.edu.au
Mr Anthony Doyle – Pathways Coordinator	adoyle@cornerstone.sa.edu.au
Mrs Ali Hoopmann – Careers Counsellor	ahoopmann@cornerstone.sa.edu.au
Mr Tony Moffa – Careers Counsellor	tmoffa@cornerstone.sa.edu.au
Mrs Sherry Baxter – College Counsellor	sbaxter@cornerstone.sa.edu.au
Ms Joanna Burdorf – College Counsellor	jburdorf@cornerstone.sa.edu.au

LEARNING LEADERS

Arts – Mr Anthony Janus	ajanus@cornerstone.sa.edu.au
Christian Living – Mr Aidan Mitchell	amitchell@cornerstone.sa.edu.au
Design Technology – Miss Arlette Hunt	ahunt@cornerstone.sa.edu.au
English (Acting) – Mr Harrison Modra	hmodra@cornerstone.sa.edu.au
Food Technology – Mrs Katrina Traeger	ktraeger@cornerstone.sa.edu.au
Health and PE – Mrs Ali Hodgson	ahodgson@cornerstone.sa.edu.au
Humanities – Mr Joel Turnbull	jturnbull@cornerstone.sa.edu.au
Inclusive Education – Mrs Melinda Petschel	mpetschel@cornerstone.sa.edu.au
Languages – Mr Joel Turnbull	jturnbull@cornerstone.sa.edu.au
Mathematics – Mr Tim Vanderbom	tvanderbom@cornerstone.sa.edu.au
Science – Mrs Jane Hoffman	jhoffman@cornerstone.sa.edu.au

USEFUL WEBSITES

SACE Board	www.sace.sa.edu.au
SATAC	www.satac.edu.au
Adelaide University	www.adelaideuni.edu.au
Flinders University	www.flinders.edu.au
Tabor College	www.tabor.edu.au
Charles Darwin University	www.cdu.edu.au
TAFE SA	www.tafe.sa.edu.au
Cornerstone College's Pathways website	www.cornerstonepathways.com

GENERAL QUESTIONS

WHAT HAPPENS IF A SUBJECT I WANT TO DO IS NOT OFFERED OR THERE IS A TIMETABLE CLASH?

The timetable is designed to maximise students' subject preferences at the time of subject selection. After subject selection is closed, if there is a subject clash or a class is too small to run, a leader will discuss other options with you.

CAN A SUBJECT BE ADDED LATER IF ENOUGH STUDENTS CHANGE THEIR MIND?

Students are encouraged to invest time and thought into their first subject selection. Decisions about whether a class runs is based on the first preferences that are submitted immediately after subject selection closes. These determine staffing and classes for the following year and once this is set, staffing and classes are fixed.

WHAT HAPPENS IF I CHANGE MY MIND ABOUT MY SUBJECT SELECTIONS AFTER THE PROCESS HAS FINISHED?

The original subject selections are used to create the timetable for the following year immediately after subject selection closes. If a student changes their mind about a subject once the timetable is completed, they will need to see a Year Level Leader, to see if their new preferred subject will fit their personal timetable. Subject changes, once the timetable is developed, will always be subject to the class running, having space in the class for the additional student and if it fits their timetable.

WHAT IF I HAVE TROUBLE WITH MY SUBJECTS DUE TO A LEARNING DIFFICULTY?

Special Provisions also provides guidelines on allowable supports for students. Each student's circumstance will be considered individually, with a range of adjustments (such as extra time for timed assessment, reduction to the length or content of tasks etc) available. Students or families who wish to know more about potential adjustments that can be accessed are encouraged to contact the Inclusive Education Leader or Head of Learning and Innovation.

CAN I CHOOSE A SUBJECT WITHOUT HAVING DONE THE PREREQUISITES?

In some cases, yes. However, students will need to chat to the relevant Learning Area Leader to seek permission to select the subject before it will become available to them for selection in the portal.

FREQUENTLY ASKED QUESTIONS

SACE QUESTIONS

WHAT IS THE SACE?

SACE stands for the South Australian Certificate of Education. It is the main senior secondary qualification in South Australia, and is internationally recognized. It is generally awarded at the end of Year 12. For a more comprehensive understanding of the SACE, students and their families should read the dedicated SACE information found on page

WHY IS GETTING MY SACE IMPORTANT?

Employers recognise that students who have completed their SACE have obtained minimum literacy, numeracy and other subject skills and knowledge which will assist in employment. Successful completion of the SACE is also required for most TAFE and university courses.

WHAT IF I DON'T FINISH MY SACE BY THE END OF YEAR 12?

The College will endeavour to assist every student to complete SACE but sometimes students unexpected circumstances occur. Students can undertake Year 13 to complete the missing components of SACE, or there are also subjects at TAFE that can count towards SACE completion (for example some Certificate II or III subjects). Students can contact the SACE Board directly to apply for recognition of these subjects if they have left school.

HOW LONG CAN I TAKE TO FINISH SACE?

Most students complete their SACE through Years 10, 11 and 12 but you can take longer. Stage 2 (Year 12 subjects) completed over three consecutive years of study can count towards SACE and the ATAR.

ARE THERE THINGS I SHOULD WATCH OUT FOR IN SACE?

SACE has certain compulsory Stage 1 subjects (EIF at Year 10, Literacy and Numeracy subjects at Year 11) that must be passed with a C grade or higher, and Stage 2 subjects (AIF) where students must attain a C- standard at or higher. Further information can be found in the section dedicated to understanding the SACE.

HOW ARE SACE SUBJECTS ASSESSED?

In Stage 1 (Year 10 and 11 SACE subjects) you will be assessed from A to E. For Stage 2 (Year 12) the subjects are grade A+ to E-. Every subject will have particular assessment types that your teachers will plan for and include to meet the requirements. For Year 12 all subjects have a 30% external assessment component that is assessed by markers set by the SACE Board. Only Stage 2 subjects count towards your ATAR.

WHAT IF I AM UNABLE TO COMPLETE ASSESSMENTS OR EXAMS DUE TO ILLNESS? WILL I STILL BE ABLE TO ACHIEVE MY SACE?

SACE has specific guidelines that schools need to follow with regards to Special Provisions for students. If learning is impacted by illness or other unexpected circumstances, students and their families are encouraged to speak directly with their Year Level Leader, the Head of Senior School or the Head of Learning and Innovation.

HOW IS VET INCLUDED IN SACE?

VET (Vocational Education and Training) can be used as part of SACE completion, as well as for the 20 of "Flexible" credits for an ATAR (restricted to certain Cert III and above qualifications). The ATAR score allocated to a VET course is derived from the average across the other 70 credits used. For further information, please refer to the dedicated VET section in the handbook.

ATAR QUESTIONS

HOW DO I GET AN ATAR?

The ATAR is calculated based on 90 Stage 2 Credits. For most students, this will be four Year 12 subjects plus their AIF (done at Year 11). The scores of these subjects are added together to achieve their “raw score” out of 90, which is then converted into a percentage out of 100 (the “ATAR”).

CAN A VET COURSE COUNT TOWARDS THE ATAR?

Yes! You can use a Cert III VET certification (or equivalent) in place of one 20 credit Stage 2 subject for the ATAR. The score for this subject is the average of the other 70 credits used.

DOES EVERYONE NEED AN ATAR?

The ATAR (Australian Tertiary Admissions Rank) is used for university entrance. For direct university entrance from school, generally students will apply through SATAC (the South Australian Tertiary Admissions Center) using their ATAR. Alternate pathways to university (such as foundation programs that do not require an ATAR) are available to students. Students and their families are encouraged to contact a member of the Pathways Team (pathways@cornerstone.sa.edu.au) if they would like to discuss alternate university entrance options.

WHAT ARE “ADJUSTMENT FACTORS” IN THE ATAR?

These used to be called “Bonus Points”. They are added to a student’s raw score, and then their ATAR is calculated. Students may be eligible for up to 5 adjustment factor points if they meet the following criteria:

- they or their parents are in receipt of a Commonwealth means-tested income support payment, or
- they or their parents are the holders of a Health Care or Pensioner Concession Card, or
- they are the holder of a Government of South Australia's School Card.

They can also receive up to 4 additional adjustment factor points (2 per subject) by studying :

- Year 12 Chinese or German (or another SACE approved language subject), or two 10 credit Australian Indigenous language subjects
- English or English Literary Studies (cannot be chosen together)
- Mathematical Methods
- Specialist Mathematics

WHAT IS “SCALING”, AND SHOULD I CONSIDER IT WHEN CHOOSING SUBJECTS?

In short, no! Scaling refers to how different Year 12 subject scores are adjusted in order to ensure consistency. Scaling affects subjects differently each year, so students are encourage to select subjects that align with their post school pathways and interests, and not base selections on the possibility that subjects may be scaled or not.

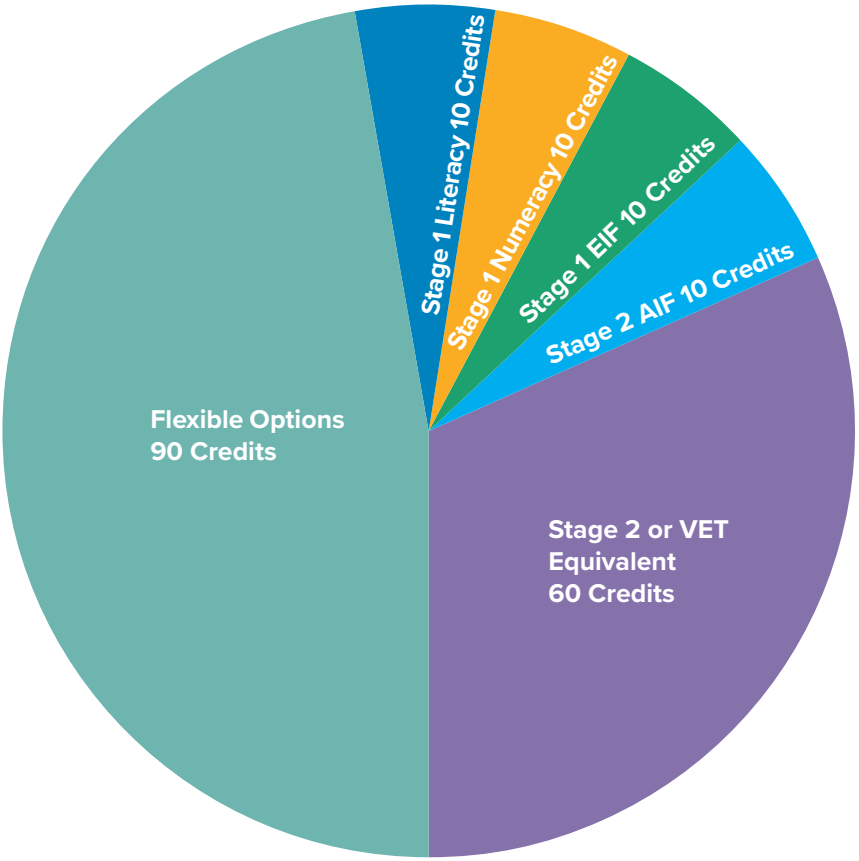
SACE

THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

SACE stands for the South Australian Certificate of Education. It is the main senior secondary qualification in South Australia, is internationally recognized, and is generally awarded at the end of Year 12. The SACE requires students to complete a minimum of 200 credits across a range of subjects at Stage 1 (generally Year 11) and Stage 2 (Year 12). The SACE Board has an extensive website at www.sace.sa.edu.au

COMPULSORY SUBJECTS 50 CREDITS

- Exploring Identities and Futures (EIF) **(10 credits)**
- Literacy requirement **(20 credits)** demonstrated from a range of English subjects at Stage 1 or Stage 2
- Numeracy requirement **(10 credits)** demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2
  Students must achieve a C grade or higher in each of the above subjects in order to be eligible for their SACE
- Activating Identities and Futures (AIF) **(10 credits)**
  Students must achieve a C- grade or higher in AIF in order to be eligible for their SACE



STUDENT SELECTED SUBJECTS 90 CREDITS

These "flexible" credits can be any combination of Stage 1, Stage 2 or VET qualifications.

60 CREDITS

Students can either successfully complete three Year 12 subjects (worth 20 credits each) with a C- or higher grade, or alternatively, they can use a recognised Cert III or higher VET certificate to meet this requirement.

Assessment

- For SACE, all subjects will be graded on a scale A to E at Stage 1, and A+ to E- at Stage 2.
- At Stage 1, all work is school assessed (teachers will grade the work and results will be sent to SACE)
- For Stage 2, 70% of each subject will be school assessed, while the remaining 30% is externally assessed by the SACE Board. This can take the form of either:
  - Examinations – generally 2 hours in length, or
  - Investigations/Folios – length and requirements are subject specific

COMMUNITY LEARNING

The SACE Board recognises that learning often happens outside of the classroom. Students who are eligible for this recognition can request SACE credits through either Community-developed Programs or Self-directed Community Learning.

Community-developed Programs include recognised certification courses such as Australian Music Examinations, the Duke of Edinburgh's Award and the SA Country Fire Service. A full list of recognised courses can be found at www.sace.sa.edu.au/studying/recognised-learning/community-learning

Self-directed Community Learning is gained through informal community activities such as coaching a sports team, being the primary carer of a family member, or leading an environmental project in the community. Students wishing to apply for SACE credits for self-directed learning are encouraged to contact the Head of Senior School, or Head of Learning and Innovation for more information.

UNIVERSITY ENTRY

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. Generally, in order to apply for University, a student must achieve an ATAR.

Applications for university and TAFE courses are handled by the South Australian Tertiary Admissions Centre (SATAC). Details of university and TAFE entry requirements are included in the SATAC Guide (click on the image below to open the guide)

Visit the SATAC website at www.satac.edu.au for more information regarding tertiary entry.

TAFE SA ENTRY

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

Detailed information about TAFE SA course admission requirements is available at www.tafesa.edu.au

STUDENTS WITH DISABILITIES

The SACE offers a range of modified subjects at Stage 1 and Stage 2 to provide opportunities for students with identified learning disabilities to demonstrate their understanding.

A student's achievement in a modified subject will be reported as 'Completed', with the appropriate number of SACE credits. The SACE certificate will indicate that the student has achieved the SACE using one or more modified subjects.

www.sace.sa.edu.au/web/modified-subjects/

SPECIAL PROVISIONS

Special provisions are available if a student has an illness, disability or experiences an unforeseen circumstance, which significantly impacts their ability to participate in an assessment.

If a student applies for special provisions, they need to provide evidence of how this impacts their ability to access assessment conditions.

Students wishing to apply for special provisions should contact either the Inclusive Education Leader, or Head of Learning and Innovation.

www.sace.sa.edu.au/web/special-provisions

INTERSTATE, OVERSEAS AND ADULT STUDENTS

The SACE Board will grant status for equivalent learning in recognised areas for interstate, overseas and adult students.

www.sace.sa.edu.au/studying/your-sace/interstate-and-overseas-students

STUDENTS ONLINE

Students Online can help students:

- plan their SACE and look at different subjects, or subject and course, combinations
- check their progress towards completing the SACE
- access their results.

Students can log in using their SACE registration number and PIN at:
www.sace.sa.edu.au/connect/students-online

ACCELERATED STUDIES

Students entering Year 10 may apply for acceleration into a Stage 1 SACE subject. Approval must be sought from the relevant Learning Area Leader prior to the subject confirmation interviews.

Students wishing to be considered for accelerated studies will need to be able to demonstrate that they have maintained:

- A consistent and dedicated approach to their studies
- The ability to meet due work deadlines (including drafts)
- High levels of academic excellence in the relevant Learning Area

Learning Leaders and subject teachers will be consulted to ascertain the above, and Year Level Leaders with Learning Leaders will determine approval for acceleration.

Students undergoing accelerated subjects are expected to continue with other normal subject requirements and subject load for their year level.

ACCELERATION AND VOCATIONAL STUDENTS

Acceleration may be considered for vocational students planning to meet the compulsory SACE requirements to be able to leave school at the end of Year 11 for an apprenticeship, or further training. This is the only situation outside the above terms by which acceleration will be considered. This option will only be feasible for students who have built up extra SACE credits early in their senior schooling.

OPEN ACCESS COLLEGE

Open Access College may be available for students where a subject is not offered at Cornerstone, and who can demonstrate a clear career pathway that requires the particular subject they are missing.

Open Access students:

- Will attend two online lessons per week with their Open Access teacher.
- Are responsible for any extra costs involved in the course (e.g. providing specialist computer software or materials, cost of camps or excursions, etc.).
- Be responsible for loaned materials and return all Open Access library materials at the end of the course. Non-returned material will be charged to students.

Cornerstone College will:

- Enrol students with Open Access, and be the point of contact for Open Access communications with students.
- Support Cornerstone students with accessing their emails (@schools email address), Daymap (their version of Charis) and other associated software requirements for their course.
- Provide access to a room for lessons.

Please note: Cornerstone College is unable to provide specialist teacher support for students undertaking open Access. Additionally, the College cannot supply specialist computer software for these courses. Students can load any specialist software they purchase for an Open Access subject on their own laptop and will be responsible for maintaining this software.

Information on subjects available through Open Access: www.openaccess.edu.au/curriculum/sace

Students need to select Open Access subjects with care and thought. Should a student undertake an Open Access subject, Cornerstone College may offer a subsidy.

For more information, please contact the Head of Learning and Innovation.

UNIVERSITY EXTENSION OPPORTUNITIES

Universities offer courses to give high achieving students the opportunity to study at university while still in Year 12. These university studies count towards students' SACE and Selection Rank.

For further information, please view the information provided by the universities using the below links:

Adelaide University Activate Program: adelaide.edu.au/study/how-to-apply/entry-pathways/activate/

Flinders University Extension Studies: flinders.edu.au/study/schools-teachers/extension-studies

Please note: Cornerstone College does not offer a subsidy to study a university course.

For more information about university extension programs, eligibility and application process, please contact the Head of Learning and Innovation.

WORKPLACE PRACTICES (ELITE ATHLETES)

Workplace Practices (Elite Athletes) is a Stage 2 subject offered by Marden Senior College that involves the recognition and further investigation of the training and sport undertaken by students who are pursuing elite sports as a career path. Students are eligible if they compete at a top level in state, and/or national competition level in their sport.

This subject may be useful to those students wanting to continue competitive sport at an elite level whilst also completing their senior schooling. The subject can be undertaken at Year 10, 11 or 12 and may allow greater flexibility with on-campus subjects at Cornerstone.

For further information please contact the Head of Learning and Innovation.

VOCATIONAL EDUCATION AND TRAINING (VET)

In its broadest sense, vocational education in schools can be considered to include any curriculum that prepares students in some way for their future working lives.

In a more specific sense, vocational and education training programs are those that link school curriculum to pathways in the vocational education and training (VET) sector. VET is defined as education and training that leads to the achievement of the requirements of specific modules/units, which are based on standards of competence, related to industry, or to an enterprise-endorsed competency standard.

Vocational education and training can contribute towards the SACE in two ways:

- as vocational education and training embedded within SACE Board-accredited subjects
- as vocational education and training, in stand-alone units accredited by the SACE Board.

These two mechanisms provide opportunities to package vocational education and training with SACE studies, to suit the needs and aspirations of individual students.

Partnerships developed between schools, industry, and registered training organisations of vocational education and training will provide opportunities that encourage students to continue their secondary education and complete the SACE, and promote successful transition from school to work and/or further education and training.

Cornerstone is keeping abreast of developments in the area of vocational education and training. We have extensive VET offerings. These units are accessible to students in Years 10, 11 and 12 and various pathways are outlined on the next page.

Most Certificate III qualifications and above can also be used in calculating a student's ATAR. Please speak to a member of the Pathways Team for further information.

Due to the inherent complexities in undertaking VET in schools, students considering VET options must have a preliminary meeting with the Pathways Coordinator prior to subject selection interviews.

During Years 10, 11 and 12, students wishing to complete learning linked to a potential career choice are encouraged to undertake VET learning. There are many different options available from a range of different providers and at different sites.

All VET learning is competency assessed so students must pass to ensure SACE credits are accumulated in lieu of a reduced subject load for academic subjects. Seventy hours of competency will equate to 10 SACE credits. Thirty-five hours will gain 5 credits. A focus of SACE is for students to keep their VET training within two industry qualifications so that quality of learning and skills gained is more defined. Most Certificate 1 and 2 courses are Stage 1 equivalent, with Certificate 3 training if completed recognised at Stage 2 in most cases.

VET learning should not be seen as an 'easy' alternative. It requires commitment to the course as well as on-the-job structured work placement. Many courses also have written assignments as well. Good time management is essential so that subjects at school are still successfully completed along with the training requirements. Students may be out of school one day per week or for one-week blocks of time and they also may be required to use some of the school holidays for their workplace learning. This should all be considered if contemplating VET learning as an option.

A preliminary meeting is necessary before subject selection, or if you would like more information, please see the Pathways Coordinator.

VET OPTIONS AVAILABLE FOR 2027

ADELAIDE HILLS STUDENT PATHWAYS (AHSP)

There is a diverse range of choices available through AHSPs. The courses are generally situated on school campuses. More specific details are available from the website www.ahsps.com.au

- 3-D animation
- Building & Construction
- Engineering
- Allied Health
- Christian Ministry
- Fitness Instructing
- Animal Care & Husbandry
- Cookery
- Information Technology
- Automotive Servicing
- Early Childhood Education & Care
- Plumbing
- Baking/Food Processing
- Electro-technology

OTHER PROVIDERS USED IN RECENT YEARS INCLUDE:

- TAFE SA
- Clip Joint – hairdressing and makeup services
- Media Make-up
- PEER Tech – Plumbing, Electrical, Electronics and Refrigeration
- Red Cross and St Johns for First Aid training
- Academy of Interactive Entertainment
- East Adelaide School's Cluster

Families are encouraged to explore the Cornerstone College Pathways website for further information about VET opportunities – www.cornerstonepathways.com.

Every effort is made to support student needs. Sometimes it is inevitable that clashes between VET days and 'favourite' subjects occur once timetabling by VET course providers and our school timetable are completed. Decisions to be involved in VET must be made early and be well considered. Once booked, final decisions need to be made and adhered to.

Cornerstone College may subsidise part of the cost for VET studies providing it is undertaken in place of a Cornerstone College subject. All materials and transport arrangements and any extra tuition costs are the responsibility of parents. Enrolment in any of these options must be discussed with the Pathways Coordinator.

VET AND YOUR ATAR

Generally, students completing VET as part of Stage 2 (Year 12) will not gain an ATAR for university, although most Cert III courses can be used as the "flexible" 20 credit option for ATAR calculations.

The one exception is if students complete a full Certificate 3 qualification (in most cases). Students undertaking a VET course who also wish to attain an ATAR are encouraged to discuss this with one of the Pathways Team to ensure they meet all requirement.

YEAR 7 SUBJECTS

YEAR 7

At Year 7, students will spend the majority of their learning in “Core” classes. Their learning will encompass the Australian Curriculum disciplines of English, Humanities, Mathematics and Science. Students will experience both subject specific instructional teaching, and cross disciplinary units through Project Based Learning (PBL), culminating in involvement in one of three unique projects in Semester 2. These projects will challenge them to think beyond the classroom and work with their peers to develop solutions to real world problems.

In addition to these core Australian Curriculum subjects, students will also undertake lessons of Christian Living (from the Lutheran Education Australia’s Christian Studies Curriculum Framework) and Wellbeing. Exploring what it means to have a personal faith, as well as an understanding of one self’s wellbeing, are key aspects of a student’s schooling journey at Cornerstone.

Students will experience a range of subjects from both the The Arts and Design Technology curriculums, rotating through one term each of Drama, Media Arts, Music and Visual Arts, as well as one term each of Digital Technology, Food, Material Technology and Textiles.

Health and Physical Education will be taught for the entire year, and students at Year 7 can choose to study either Chinese or German at Cornerstone (they will continue with this subject into Year 8).

The table below provides a “snapshot overview” of the subjects a Year 7 student will undertake each semester at Cornerstone.

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7	Subject 8	Subject 9
English	Humanities	Mathematics	Science	Christian Living + Wellbeing	HPE	Chinese or German	One term each of: • Drama • Media Arts • Music • Visual Arts	One term each of: • Digital Tech • Food • Material Tech • Textiles
19 lessons / week				3 lessons / week	3 lessons / week	4 lessons / week	3 lessons / week	3 lessons/ week

CHINESE

Subject Length

Full year

Contact Teacher

Mr Joel Turnbull

What is this Subject about?

In Year 7, students are beginning their learning of the Chinese language, and this will be influenced by prior experience of language learning. They use Chinese to communicate about their personal worlds and everyday experiences, interacting with teachers and peers in familiar contexts. Learning activities develop students' listening, speaking, reading, and writing skills and are supported through modelling, scaffolding and feedback.

Subject Overview

Students will study the following topics:

- Common character radicals
- Basic greetings
- Talking about myself and others: name, age, birthday, etc.

Assessment

Students will demonstrate their learning through a variety of reading, writing, listening and speaking activities.

Future Directions

- Students will continue learning Chinese or German (whichever is chosen for Year 7) until the end of Year 8.
- They may then choose to continue in Years 9-12 and into university.
- Senior Chinese students may have the opportunity to participate in a China Study Tour.

CHRISTIAN LIVING

Subject Length

Full year

Contact Teacher

Mr Aidan Mitchell

What is this Subject about?

Students will the fundamentals of Christianity and how Christ influences their identity. They will inquire about responsibility, ethical decision making and belonging in communities from a biblical perspective.

Subject Overview

Students will explore the following:

- **Semester 1**
  This course looks at the foundations of the gospel, exploring the Bible as one unified story, tracing the themes of Creation, Fall, Redemption, and Restoration. Students will consider their value and identity in Christ, understanding they are each created uniquely.
- **Semester 2**
  This course looks at environmental stewardship, social justice and ethics. Considering this, students will consider the responsibility of caring for others and this world in practical and meaningful ways.

Assessment

This is a non-assessed subject.

DIGITAL SOLUTIONS

Subject Length

One term

Contact Teacher

Ms Arlette Hunt

What is this Subject about?

The Year 7 Digital Technology curriculum focuses on developing students' skills in designing, creating, and evaluating digital solutions, with an emphasis on computational thinking and problem-solving.

Subject Overview

Students learn about the components of digital systems, including hardware, software, and networks. They explore how data is represented and transmitted, and the importance of cybersecurity.

They will also design and implement digital solutions to real-world problems. Students are encouraged to apply computational thinking by defining problems, designing algorithms, and creating user experiences.

Assessment

School Assessment (100%)

Future Directions

This leads to Year 8 Digital Solutions, and is ideal for any student who is interested in a future career in the digital industry.

DRAMA

Subject Length

One term

Contact Teachers

Ms Jane Bennett Thompson
Mrs Kristen Doherty
Mr Matthew Braid

What is this Subject about?

The Year 7 Drama course focuses on building stagecraft skills to support learning through to Year 12.

Subject Overview

Students are introduced to the fundamentals of drama, theatre, acting, stagecraft and the concept of play making. This course will set the foundations for Year 8 Drama.

Students will study the following topics:

- Tableaux
- Script Writing
- Improvisation
- Technical Theatre

Assessment

School Assessment

Students will be assessed in class on practical application of skills taught.

- Tableaux (25%)
- Script Writing (25%)
- Improvisation (25%)
- Technical Theatre (25%)

ENGLISH

Subject Length

Full year

Contact Teacher

Mr Harrison Modra

What is this Subject about?

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. The units develop student knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

The Year 7 curriculum is comprised of four units. The teaching and learning of these units is built around the study of an extended core text; spelling, writing genres and grammar.

Subject Overview

Students will study the following topics:

Term One:
- Text – Two Wolves by Tristan Bancks
- Writing Genre – Narratives

Term Two:
- Text – Invention of Hugo Cabret by Brian Selznick
- Writing Genre – Persuasive

Term Three:
- Long Walk to Water – Linda Sue Park
- Writing Genre – Book Review; Information Report; Poetry

Term Four:
- Text – Student Choice
- Writing Genre – Explanation

Assessment

School Assessment (100%)

FOOD TECHNOLOGY

Subject Length

One term

Contact Teacher

Mrs Katrina Traeger

What is this Subject about?

Students will be introduced to preparing healthy meals and snacks using the Australian Guide to Healthy Eating. They will also develop an understanding of the importance of food safety and hygiene practices when working in the kitchen.

Subject Overview

Students will study the following topics:
- Kitchen processes and equipment
- Kitchen safety and hygiene
- Development of food preparation skills.

Assessment

School Assessment (100%)

Assessment is based on the ACARA Design and Technologies strands of Knowledge and Understanding as well as Processes and Production Skills. Students will be assessed on their ability to design, collaborate, create and evaluate through a variety of assignments and practical tasks.

Future Directions

Students can elect to continue Food and Textiles in Year 8 (for one semester).

GERMAN

Subject Length

Full year

Contact Teacher

Mr Joel Turnbull

What is this Subject about?

In Year 7, students are beginning their learning of the German language, and this will be influenced by prior experience of language learning. Students use German language to describe their personal worlds and interact with teachers and peers. Listening, speaking, reading and writing activities are supported by modelling, scaffolding and feedback.

Subject Overview

Students will study the following topics:

- Talking about myself and others: name, age, birthday, descriptions, etc.
- Describing my family

Assessment

Students will demonstrate their learning through a variety of reading, writing, listening and speaking activities.

Future Directions

- Students will continue learning German or Chinese (whichever is chosen for Year 7) until the end of Year 8.
- They may then choose to continue in Years 9-12 and into university.
- Students may apply for the German exchange in Year 10 for participation in Year 11.

HEALTH & PHYSICAL EDUCATION

Subject Length

Full year

Contact Teacher

Mrs Ali Hodgson

What is this Subject about?

Students will actively engage in a variety of different physical activities that will focus on developing movement competence, including team sports, individual skills, and creative movement. Students will practise and apply movement concepts and strategies to enhance performance and participation. Activities promote collaboration, problem-solving, and communication in both individual and group contexts. Students will learn and apply strategies to maintain physical activity and healthy lifestyles.

Subject Overview

Students will participate and study the following topics:

- Athletics (Jumps and Track Events)
- Striking and Fielding (Cricket, Minor Striking Games)
- Invasion Games (Soccer, European Handball, Floor Hockey)
- Rhythmic Movement – Dance
- Net and Wall Games (Volleyball, Badminton, Pickleball, Junior Tennis)
- Fitness Training

Assessment

- School Assessment (100%)
- The following assessment types
- Practical Assessment (70%) Skills and Application tasks
- Theory Assessment (30%) Written Assignments

Future Directions

Education, Coaching, Sport Science, Fitness Training, Nutrition, Sport therapy, Sport and Recreation Administration

Further Information

F-10 Curriculum | Health and Physical Education – Year 7

HUMANITIES

Subject Length

One semester each of History and Geography

Contact Teacher

Mr Joel Turnbull

What is this Subject about?

Introducing Middle School students to the formal study of history and geography.

Subject Overview

Students will study the following topics:

History
- Introduction to the Study of History
- Sources
- Ancient Civilisations (including an in-depth study)
- Change over Time – project
- Narrabeen Man – A Forensic Inquiry

Geography
- Liveability
- Water in the World

Assessment

Ongoing throughout the Units of Work

MATERIAL SOLUTIONS

Subject Length

One term

Contact Teacher

Miss Arlette Hunt

What is this Subject about?

Students are introduced to using a wide range of skills, tools and machinery in the workshop environment. They will use the design process to develop, produce and evaluate projects they create. Students will have a brief introduction to drawing vector graphics and using laser cutting technology.

Subject Overview

Students will study the following topics:

Plastics:
- Key / Bag tag

Wood:
- Small timber box

Assessment

- School Assessment (100%)
- Safety / correct use of tools and machines
- Design – hand drawn and digital
- Workshop skills
- Reflection and evaluation

Future Directions

Year 8 Material Solutions

MATHEMATICS

Subject Length

Full year

Contact Teacher

Mr Tim Vanderbom

What is this Subject about?

In Years 7/8, we make use of Instructive (formerly known as Maths Pathway to deliver most of our Maths content. Instructive is an adaptable and innovative platform that enhances students' skills through a personalised learning experience drawing content that aligns with the Australian Curriculum.

Subject Overview

Students will study the following topics:

Semester 1:
- Integers
- Number and Money
- Space and Shapes
- Fractions, Decimals & Percentages
- Transformations

Semester 2:
- Ratios
- Algebraic operations & linear relationships
- Measurement – angles, area
- Probability and Statistics

Assessment

The following assessment types
- Assessment Type 1: Math Pathways Unit Tests & school-based quizzes
- Assessment Type 2: Investigations

Future Directions

This course is linked with all possible future pathways.

Further Information

Instructive for schools - Reflective Australia

MEDIA ART

Subject Length

One term

Contact Teachers

Ms Carol Kennedy
Ms Jacinta Smart
Ms Arlette Hunt

What is this Subject about?

Digital photography, through the genres of art, documentary and narrative. Students will learn about the elements and principles of art to become an informed and capable photographer.

Subject Overview

By studying this unit students explore how and why different media is used in the Visual Arts to communicate ideas, particularly photography. It will assist students to connect types of media to a specific arts background and use ICT in context. Students will have the opportunity to have images displayed to an audience through various platforms.

Students will study the following topics:
- Building skills of digital photography including the elements and composition
- Extending their understanding and technical ability to create quality expressive, narrative and documentary style photographs.
- Responding to various styles of digital artists and advertising.

Assessment

Students will be assessed though a range of skill based tasks, class work and personal projects on the following criteria-
- Elements and Principles photography
- A narrative using stills and stop motion
- Documentary communication
- Guided analysis and response to artworks

Future Directions

Students in this subject develop skills in digital photography and editing programs plus how these are used in contemporary practise. Learning from relevant artists, advertising images and genres, students will enhance their knowledge and understanding of the elements/principles in art. This course explores critical thinking to communicate ideas in students' art making, and leads to Year 8 Visual Art.

MUSIC

Subject Length

One term

Contact Teachers

Mrs Michelle Robertson
Mr Anthony Janus
Mr Blake Hammat

What is this Subject about?

Music learning experiences through performing, composing and responding.

Subject Overview

Music & Mood

- Experiment with texture and timbre in sound sources
- Develop musical ideas by improvising, combining and manipulating the elements of music.
- Compose music by manipulating the musical elements
- Musical analysis and musicianship

Play, play, play

- Practice, rehearse and perform a variety of music to develop technical and expressive skills.
- Development of basic notation skills

Assessment

- Music & Mood (50%)
- Mood Composition in Soundtrap
- Film Scoring in GarageBand
- Play, Play, Play (50%)
- Performance of a piece of music using Ukulele
- Rhythmic Technical skills and performance
- Musicianship and aural skills

Future Directions

Year 8 Music Elective

SCIENCE

Subject Length

Full year

Contact Teacher

Mrs Jane Hoffman

What is this Subject about?

Science enables students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its uses in our lives. It supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers.

Subject Overview

Students explain how biological diversity is ordered and organised. They represent flows of matter and energy in ecosystems and predict the effects of environmental changes. They model cycles in the Earth-sun-moon system and explain the effects of these cycles on Earth phenomena. They represent and explain the effects of forces acting on objects. They use particle theory to explain the physical properties of substances and develop processes that separate mixtures. Students identify the factors that can influence development of and lead to changes in scientific knowledge. They explain how scientific responses are developed and can impact society. They explain the role of science communication in shaping viewpoints, policies and regulations.

Assessment

The following assessment types

- Investigations
- Practicals
- Tests
- Science in contemporary society

Future Directions

Science opens many doorways through school and is fundamental to many careers and occupations.

TEXTILES

Subject Length

One term

Contact Teacher

Mrs Katrina Traeger

What is this Subject about?

Students will be introduced to both hand and machine skills to design, create and evaluate a project.

Subject Overview

Students will study the following topics:

- Introduction to the sewing machine
- Safety practices
- Design, create and evaluate a cushion cover

Assessment

School Assessment (100%)

Assessment is based on the ACARA Design and Technologies strands of Knowledge and Understanding as well as Processes and Production Skills. Students will be assessed on their ability to design, collaborate, create and evaluate through a variety of assignments and practical tasks.

Future Directions

Students can elect to continue Food and Textiles in Year 8 (for one semester).

VISUAL ART

Subject Length

One term

Contact Teachers

Miss Arlette Hunt
Mr Anthony Janus

What is this Subject about?

This subject asks students to explore their preconceived ideas about what art is. They will investigate and discuss the work of historical and contemporary practitioners, building their knowledge of artists, genres and media. Students will engage in a range of practical tasks, producing their own work while developing skills associated with sculpture, drawing and painting.

Subject Overview

Students will study the following topics:

- Sculpture
- Observational Drawing
- Indigenous Art
- Painting and colour theory

Assessment

- School Assessment (100%)
- Knowledge and understanding of art in a range of contexts
- Art making skills and techniques

Future Directions

Year 8 Art

YEAR 8

Year 8 builds upon the same "Core" structure that students experience in Year 7 at Cornerstone. They will continue to study English, Humanities, Mathematics and Science from the Australian Curriculum, but will be taught by a wider range of teachers. Christian Living and Wellbeing lessons will continue to be vitally important in helping students better understand themselves as both a learner and a valued member of the Cornerstone community.

They will have the opportunity to build upon their chosen language (Chinese or German), as well as further develop their skills in Health and Physical Education (HPE).

Year 8 students will have their first opportunity to select elective options that align with their areas of interest from both The Arts and the Design Technology curriculums, choosing subjects to study for the semester to allow for greater depth and breadth of learning.

Project Based Learning will also continue to be a prominent part of their education; with students able to select from one of three new major projects in Semester 2 to be involved with.

The table below provides a "snapshot overview" of the subjects a Year 8 student will undertake each semester at Cornerstone.

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7	Subject 8	Subject 9
English	Humanities	Mathematics	Science	Christian Living + Wellbeing	HPE	Chinese or German	Students select two of the following to study for one semester each • Drama • Music • Visual Arts	Students select two of the following to study for one semester each • Digital Tech • Food & Textiles • Material Tech
19 lessons / week				3 lessons / week	3 lessons / week	4 lessons / week	3 lessons / week	3 lessons/ week

CHINESE

Subject Length

Full year

Contact Teacher

Mr Joel Turnbull

What is this Subject about?

In Year 8, students are continuing their learning of the Chinese language from Year 7. Students continue to develop their use of language to describe their personal worlds and interact with teachers and peers. Listening, speaking, reading and writing activities are supported by modelling, scaffolding and feedback.

Subject Overview

Students will study the following topics:

- Greetings and Introducing people
- Talking about days and dates
- Describing my family
- Countries and languages

Assessment

Students will demonstrate their learning through a variety of reading, writing, listening and speaking activities.

Future Directions

- Students may choose to continue learning Chinese in Years 9-12 and into university.
- Students may apply for the Chinese Study Tour or exchange in Year 10 for participation in Year 11.

CHRISTIAN LIVING

Subject Length

Full year

Contact Teacher

Mr Aidan Mitchell

What is this Subject about?

Christian Living aims to explore faith and life through a biblical lens.

Subject Overview

Students will explore the following topics throughout the year:

- Grace
- Love
- What is God like?
- What is Jesus like?

Throughout the year, students engage in conversation, reflection, journalling, and creation tasks that allow them to explore and unpack these concepts in greater detail.

By the end of Year 8, students should have an understanding of the nature of God, his benevolence towards Creation, his work of salvation through Jesus and therefore our right response to him.

Assessment

This is a non-assessed subject

DIGITAL SOLUTIONS

Subject Length

One semester

Contact Teachers

Mr Andrew Ottens
Ms Arlette Hunt

What is this Subject about?

Students explore digital technologies through physical computing. They investigate an introduction to Fusion 360 and 3D printing, and build Arduino based structured tasks. Soldering skills will be introduced.

Subject Overview

Students will study the following topics:

- Introduction to Fusion360 and 3D Printing
- Introduction to Arduino Coding and Laser Cutting
- Introduction to Soldering

Assessment

School Assessment (100%) through Skills and Applications projects

- Product Evaluation
- Small Projects

DRAMA

Subject Length

One semester

Contact Teachers

Ms Jane Bennett Thompson
Mrs Kristen Doherty
Mr Matthew Braid

What is this Subject about?

The Year 8 Drama course focuses on building stagecraft skills to support learning through to Year 12.

Subject Overview

Students are exposed to a variety of dramatic activities and exercises. In this course students experience, investigate and explore theatrical terminology of the fundamentals of Drama, as well as multimodal opportunities in performance and backstage.

Students will study the following topics:

- Script writing
- History of Theatre
- Use of technology in theatre
- The Page to Stage process

Assessment

School Assessment

Students will be assessed in class on practical applications of skills taught

ENGLISH

Subject Length

Full year

Contact Teacher

Mr Harrison Modra

What is this Subject about?

Year 8 English helps students build fundamental English skills such as reading, writing, analysis and communication.

Subject Overview

Students will study the following topics:

Term 1 – Challenge:
- Chapter of Challenge (autobiographical chapter on responding to challenge)
- Divergent (film study)
- Debating (ethical science)

Term 2 – Truth, Lies and Deception:
- Independent Novel Study
- Sister Heart and The Last Daughter
- Poetry on the emotional impact of truth and lies

Term 3 – A Real Contribution to the World:
- Children's Book Analysis and Creation
- Historical Fiction
- Advertising

Term 4 – Sustainability:
- Advertising
- The Giver

Assessments

- Autobiographical chapter (300–500 words)
- Commentary on a scene from Divergent with voice-over and screenshots
- Analysis of a section of novel (extended response)
- Comparative response: Sister Heart and The Last Daughter
- Poetry annotation and formative questions
- Original poem with a writer's statement
- Essay on The Giver (comparative, theme-based)

Future Directions

Year 9 English strands

FOOD & TEXTILES

Subject Length

One semester

Contact Teacher

Mrs Katrina Traeger

What is this Subject about?

Students will continue developing their knowledge and practical skills in food preparation, kitchen safety, nutrition, and textiles technology.

Subject Overview

Students will study the following topics:

Food Technology:
- Kitchen safety and hygiene
- Development of skills in food preparation
- Nutrition

Textiles Technology:
- Safe use of the sewing machine
- Design cycle
- Construction of a pencil case
- Overlocker, embroidery and laser cutter machine introduction

Assessment

Assessment is based on the ACARA Design and Technologies strands of Knowledge and Understanding as well as Processes and Production Skills. Students will be assessed on their ability to design, collaborate, create and evaluate through a variety of assignments and practical tasks.

Future Directions

Students can elect to continue Food and Textiles in Year 9 (for one semester).

GERMAN

Subject Length

Full year

Contact Teacher

Mr Joel Turnbull

What is this Subject about?

In Year 8, students are continuing their learning of the German language from Year 7. Students continue to develop their use of language to describe their personal worlds and interact with teachers and peers. Listening, speaking, reading and writing activities are supported by modelling, scaffolding and feedback.

Subject Overview

Students will study the following topics:

- Describing my family and pets
- Talking about skills
- Saying what jobs people do
- Comparing people

Assessment

Students will demonstrate their learning through a variety of reading, writing, listening and speaking activities.

Future Directions

- Students may choose to continue learning German in Years 9-12 and into university.
- Students may apply for the German exchange in Year 10 for participation in Year 11.

HEALTH & PHYSICAL EDUCATION

Subject Length

Full year

Contact Teacher

Mrs Ali Hodgson

What is this Subject about?

Students will participate in a variety of movement forms that enhance performance and competence, as well as providing enjoyment and a sense of achievement. Students practise and apply more complex combinations of skills and strategies in a range of movement situations and settings. They explore the range of factors and movement concepts that influence the quality of movement performances. They practise techniques that can be used to enhance their own and others' performances. Students have opportunities to work in a group or team to communicate effectively, solve problems, resolve conflicts, and make decisions in movement and social contexts.

Subject Overview

Students will participate in the following practical units:

- Athletics (Throwing and Track Events)
- Gymnastics
- Invasion Games (Netball, Touch Football)
- Striking & Fielding (Cricket, Softball)
- Fitness Testing and Training
- Aerobic Fitness Training (Cross Country Running)

Assessment

- School Assessment (100%)

The following assessment types

- Practical Assessment (70%) Skills and Application tasks
- Theory Assessment (30%) Written Assignments

Future Directions

Education, Coaching, Sport Science, Fitness Training, Nutrition, Sport therapy, Sport and Recreation Administration

Further Information

F-10 Curriculum | Health and Physical Education – Year 8

HUMANITIES

Subject Length

Full year

Contact Teacher

Mr Joel Turnbull

What is this Subject about?

The Humanities and Social Sciences are the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts.

Subject Overview

Students will study the following topics:

History:
- Medieval Europe

Civics and Citizenship:
- Electing a Senate

Geography:
- C Summit

Economics and Business
- Empathetic Entrepreneurs

Assessment

A range of assessment types such as:
- Group Presentations
- Written Reports
- Shark Tank Pitch
- Analysis of Data
- Reflections
- Visual Representations

Future Directions

Year 9
- History (compulsory)
- Geography
- Other elective subjects

Year 10
- History (compulsory)
- Geography
- Philosophy (Stage 1)
- Other elective subjects

Year 11-12
- History
- Geography
- Philosophy (Stage 2 in Year 11)
- Tourism
- Business Innovation

MATERIAL SOLUTIONS

Subject Length

One semester

Contact Teachers

Mr Nick Rolfs
Ms Arlette Hunt

What is this Subject about?

Students will learn about designing and producing practical products using timber and other materials. Students follow the design process to investigate, plan, produce and evaluate. They will also gain skills and understanding of workshop tools, techniques, machines and safety.

Subject Overview

Project 1

Students produce a small timber shelf/frame from a drawing and procedure. They practice interpreting drawings, accurately measuring, safe use of tools and machinery, assembly techniques and finishing.

Project 2

Students investigate, design and produce a children's toy. They begin by developing a design brief, researching, generating ideas and communicating designed solutions. Students then produce the product using techniques, tools and machines in the workshop, and finally document and evaluate the process and product against the design brief.

Assessment

Students will be assessed though class work and projects on the following criteria-
- Investigation and defining
- Design Development and Planning
- Production
- Evaluation

Future Directions

This subject builds foundational skills that support the transition into further Material Solutions subjects, as well as pathways into design, construction and engineering fields.

MATHEMATICS

Subject Length

Full year

Contact Teacher

Mr Tim Vanderbom

What is this Subject about?

The course is designed to strengthen mathematical fluency, problem-solving skills and logical reasoning, while encouraging students to apply mathematical concepts to a range of real-world contexts.

Through regular practice and investigation, students build confidence and accuracy in preparation for more advanced mathematical learning. Building from Year 7, a key learning tool for Year 8 Mathematics is Instructive (formerly known as Maths Pathway).

Subject Overview

Students will study the following topics:

Number & Algebra:
- Order of operations
- Linear relationships

Measurement & Geometry:
- Area and volume of prisms
- Pythagoras theorem

Statistics & Probability:
- Sampling and statistical investigation skills
- Theoretical and experimental probabilities

Assessment

The following assessment types (alter as needed)
- Maths Pathways and paper-based Tests
- Folio investigations
- Project Based Assessments

Future Directions

This course is linked with all possible future pathways.

Further Information

Instructive for schools – Reflective Australia

MUSIC

Subject Length

One semester

Contact Teachers

Mrs Michelle Robertson
Mr Anthony Janus
Mr Blake Hammat

What is this Subject about?

Music learning experiences through rehearsing, performing, composing and responding.

Subject Overview

Rhythm
- Practice, rehearse and perform a variety of music, including Australian Music, using techniques and expression appropriate to style.
- Musical analysis and musicianship

Texture
- Experiment with texture and timbre using music technology
- Development musical ideas such as mood, by improvising, combining and manipulating the elements of music.
- Analyse composers use of the elements and stylistic features.
- Perform and present music

Melody
- Experiment with texture and timbre using music technology
- Structure compositions by coming and manipulating the elements of music.

Harmony
- Practice, rehearse and perform a range of music, displaying technical and expressive skills.

Assessment

- Rhythm (25%)
- Texture (25%)
- Melody (25%)
- Harmony (25%)

Future Directions

Year 9 Music Elective

SCIENCE

Subject Length

Full year

Contact Teacher

Mrs Jane Hoffman

What is this Subject about?

Science enables students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its uses in our lives. It supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers.

Subject Overview

Students explain the role of specialised cell structures and organelles in cellular function and analyse the relationship between structure and function at organ and body system levels. They apply an understanding of the theory of plate tectonics to explain patterns of change in the geosphere. They explain how the properties of rocks relate to their formation and influence their use. They compare different forms of energy and represent transfer and transformation of energy in simple systems. They classify and represent different types of matter and distinguish between physical and chemical change. Students analyse how different factors influence development of and lead to changes in scientific knowledge. They analyse the key considerations that inform scientific responses and how these responses impact society. They analyse the importance of science communication in shaping viewpoints, policies and regulations.

Assessment

The following assessment types

- Investigations
- Practicals
- Tests
- Science in contemporary society

Future Directions

Science opens many doorways through school and is fundamental to many careers and occupations.

VISUAL ART

Subject Length

One semester

Contact Teachers

Mrs Carol Kennedy
Ms Jacinta Smart
Ms Arlette Hunt

What is this Subject about?

Identity/Exploration/Narrative/Journey

Students will develop skills and understanding through making expressive and observational works in the practise of Painting, Drawing, Sculpture and Printmaking.

Students will explore related artists as they respond to artworks and themes. Through the theme of Journey, students will develop appropriate art language and concepts to create personal, individual works exploring the role of Narrative in art.

Focus is on creative thinking and conceptualisation.

Subject Overview

Students will study the following topics:

Observational Drawing:
Students complete an observational portrait, including the use of tonal techniques.

Expressive Painting
Students create a painting based on an understanding of selected artists' techniques, with the theme of Identity. This includes the building of skills in paint application and an exploration of colour mixing.

Sculpture
Small practical clay work based on a theme; developing an idea from initial drawings into 3D work. Foundational clay building skills and understanding of the process.

Printmaking
Creation of a collagraph which gives students the understanding of printmaking as an art form.

Art Response
Analyse and respond to specific artists/artworks.

Assessment

Students will be assessed though a range of skill-based tasks, personal class work and projects on the following criteria:

- Accurate observations, proportions and creativity
- Exploration of techniques and media
- Analysis and response to artworks

Future Directions

- This course leads to Year 9 Visual Art and Year 9 Visual Communication

YEAR 9

Year 9 introduces students to a more diverse range of subjects which allows them to explore key areas of interest with regards to their learning. Students will still study the compulsory Australian Curriculum subjects of English, Mathematics and Science for the full year, as well as History for one semester and HPE for the other. However, they will also have the opportunity to select up to four "elective" subjects (two per semester) in areas of interest to their learning.

New for 2026 are the "Thrive" electives. These subjects are open to any student in Years 9 or 10, and offer unique real-world opportunities for students to delve into multiple areas of interest within the one subject. Each "Thrive" elective comprises curriculum from multiple disciplines, allowing students to create greater connections between their learning and authentic issues that currently exist within our world.

Students can also choose from Year 9 only electives should they wish to delve deeper into some of the subjects for which they had a "taster" in Years 7 and 8. Students and their parents are encouraged to read the relevant subject descriptors carefully before choosing elective subjects during the subject selection process.

By far the highlight of Year 9, however, is "The Rite Journey". This subject, which incorporates aspects of both Christian Living and the Health and Physical Education curriculum, provides students with a unique opportunity to explore the key questions of:

- Who am I really?
- How do I get along with others?
- Is there something more?
- What do I have to give?

This program, which is in itself a "right of passage" for students at Cornerstone, helps prepare students for the transition into Senior School at Year 10. Further information on The Rite Journey can be found in the subject information section.

The table below provides a "snapshot overview" of the subjects a Year 9 student will undertake each semester at Cornerstone.

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7
English	Mathematics	Science	Rite Journey	History or HPE	Elective #1	Elective #2
5 lessons / week	5 lessons / week	5 lessons / week	5 lessons / week	5 lessons / week	5 lessons / week	5 lessons / week

CHANGE

Subject Length

One semester

Contact Learning Leader

Mr Harrison Modra

What is this Subject about?

This course helps students develop a deeper understanding of themselves and discover how they can make a positive contribution to their community. Guided by the MyDesign program, students explore their strengths, interests, values, and aspirations before working collaboratively in teams to identify a local community issue. They then design and implement a service project that aims to create a meaningful solution, while developing skills in research, collaboration, communication, critical thinking, and project management throughout the process.

Subject Overview

- Explore identity by developing self-awareness, recognising personal strengths, interests, values, and future aspirations.
- Develop collaboration and communication skills through teamwork and effective participation in group activities.
- Build research and critical thinking skills to investigate local issues and evaluate possible solutions.
- Plan and deliver a student service project that makes a positive contribution to the school or wider community.
- Prepare for success in SACE by developing the skills and capabilities needed for the compulsory Exploring Identities and Futures (EIF) and Activating Identities and Futures (AIF) courses.

Assessment

- **Personal Pitch** – Students deliver a presentation to the class that showcases their personal growth, highlighting their strengths, interests, values, and aspirations, and reflecting on the learning and insights gained throughout their MyDesign journey.
- **Group Project** - Students work collaboratively to identify a local issue and design a project that creates a positive impact. Assessment focuses on the development of key capabilities throughout the project, including collaboration, communication, problem-solving, leadership, and reflection, as well as each student's contribution and role within the team, rather than solely on the outcome.

Future Directions

This course prepares students for the compulsory Stage 1 Exploring Identities and Futures (EIF) and Stage 2 Activating Identities and Futures (AIF) SACE subjects. Students will develop the skills needed to succeed in these courses while exploring their own strengths, interests, values, and aspirations.

CHINESE

Subject Length

Two single-semester subjects offered sequentially. Students can study Chinese A in Semester 1, or Chinese A and B for a full-year subject. Note: students must complete Chinese A and B to be eligible for Year 10 Chinese.

Contact Teacher

Mr Joel Turnbull

What is this Subject about?

Students develop their communication skills in speaking, listening, writing and reading to socialise with others. They apply these skills to support interactions about various aspects of everyday life in China and Australia, including professions, transport and ways to travel, times and daily routines, colours and fashion, and weather and season.

Subject Overview

Students will study the following topics:

Chinese A – Semester 1
- Professions
- Transport and Daily routines

Chinese B – Semester 2
- Colour and fashion
- Weather and seasons

Assessment

Students will demonstrate their learning through a variety of reading, writing, listening and speaking activities.

Future Directions

- Students may choose to continue learning Chinese in Years 10-12 and into university. They must complete Chinese A and B in Year 9 to be eligible for Year 10 Chinese.
- Senior Chinese students may have the opportunity to participate in a China Study Tour.

DIGITAL SOLUTIONS

Subject Length

One semester

Contact Teacher

Mr Nick Lindner

What is this Subject about?

Students explore digital technologies through AI, game development, and physical computing. They investigate how digital systems work, design and code interactive games using Unity, and build Arduino-based prototypes that respond to real-world inputs, while considering ethics, data, and user needs.

Subject Overview & Assessment

Artificial Intelligence (10%)
- AI fundamentals and real-world applications
- Ethical considerations, risks, and benefits
- Creating an infographic to communicate understanding

Game Development – Unity (50%)
- Unity interface, assets, prefabs, and components
- Introduction to C# scripting
- Planning and designing an interactive game
- Implementing player interaction, scoring, and UI
- Testing, debugging, and evaluating a finished game

Physical Computing - Arduino (40%)
- Using input sensors (light, temperature, buttons)
- Controlling outputs (LEDs, motors, buzzers)
- Building and coding a prototype to solve real-world problems

Future Directions

Provides fundamental skills for Year 10 and supports future pathways into technology, design, trades, and digital industries.

DRAMA

Subject Length

One semester

Contact Teachers

Ms Jane Bennett Thompson
Mrs Kristen Doherty
Mr Matthew Braid

What is this Subject about?

The Year 9 Drama course focuses on building stagecraft skills to support learning through to Year 12.

Subject Overview

Students are exposed to a variety of dramatic activities and exercises. In this course, students experience, investigate and explore theatrical terminology of the fundamentals of Drama, as well as multimodal opportunities in performance and off-stage roles (e.g. lighting and sound design/costume design/makeup design). Working collaboratively with others in a positive environment is expected throughout the semester.

Students will study the following topics:

- Script writing
- History of Theatre
- Use of technology in theatre
- Page to stage process (including ensemble skills)

Assessment

School Assessment

Students will be assessed in class on practical applications of skills taught.

- Script writing (25%)
- History of Theatre (25%)
- Use of technology in theatre (25%)
- The Page to Stage process (25%)

ENGLISH

Subject Length

Full year

Contact Teacher

Mr Harrison Modra

What is this Subject about?

In Year 9 English, students explore a diverse range of texts and themes, including individuality and identity, poetry, science fiction, media and social media, film, survival, and contemporary social issues. Through reading, viewing, discussing, and creating a variety of texts, students develop their analytical, creative, and communication skills. They learn to interpret how language and visual techniques convey meaning, evaluate information and perspectives, and express their own ideas effectively. The course also includes opportunities for independent learning through a free-choice unit, encouraging students to engage with topics and texts that interest them.

Subject Overview

- Identity, self-expression, and individuality in a range of texts
- Poetry, including poetic devices, imagery, symbolism, and interpretation
- Science fiction texts and the exploration of future worlds, technology, and society
- Media literacy, including the analysis of social media, bias, misinformation, and 'fake news'
- Film study, focusing on visual storytelling, cinematography, sound, and character development
- Survival themes, including resilience, adversity, and human endurance
- Contemporary social issues and the use of persuasive language to influence audiences
- Independent inquiry through a free-choice study of a text, topic, or genre
- Reading, analysing, and comparing a variety of literary and media texts
- Creative, persuasive, and analytical writing
- Oral communication, presentations, and class discussions
- Research, critical thinking, and evaluation of information sources
- Use of appropriate language features and conventions for different audiences and purposes

Assessment

The assessments below are a collection of various assessments related to the units. This is not an exhaustive list and there is greater choice in the course.

- Novel Response (Celebrating Individuality)
- Transformative (Film)
- Essay Response (Sci-Fi)
- Persuasive Writing (Social Issues)
- Creative Writing (Survival)

Future Directions

Students can choose to pursue higher-level English pathways in the future, including Extension English in Year 10, Pre-Literary Studies in Year 11, and Literary Studies in Year 12, allowing them to further develop advanced reading, writing, and analytical skills.

FOCUS ENGLISH

Subject Length

Full year

Contact Teacher

Mr Harrison Modra

What is this Subject about?

Focus English is a Year 9 English pathway for students with diagnosed learning needs, identified learning needs, or those who benefit from additional support to access the English curriculum. The course provides explicit instruction, increased scaffolding, and engaging learning experiences that help students build confidence while developing essential literacy and communication skills.

Subject Overview

- **Film analysis** – exploring characters, themes, film techniques, and how meaning is created.
- **Advertising** – analysing persuasive language and visual techniques used to influence audiences.
- **Media** – investigating print, digital, and social media texts and evaluating their messages and purpose.
- **Reading and viewing** – building comprehension, inference, and critical thinking skills.
- **Writing** – creating a range of texts for different purposes and audiences, including narrative, persuasive, and informative writing.
- **Speaking and listening** – participating in discussions, presentations, and collaborative learning activities.
- **Literacy development** – strengthening spelling, grammar, punctuation, vocabulary, and sentence construction through explicit teaching.

Assessment

The assessments below are a collection of various assessments related to the units. This is not an exhaustive list and there is greater choice in the course.

- Analysis Worksheets
- Journal Entries
- Reflective Writing
- Short and Long Response questions
- Multimodal Presentations

Future Directions

Students typically continue into Year 10 Focus English before progressing to SACE Essential English, creating a supportive pathway towards successful completion of SACE and preparation for further education, training, or employment.

FOOD & TEXTILES

Subject Length

One semester

Contact Teacher

Mrs Katrina Traeger

What is this Subject about?

Students continue to develop their knowledge and practical skills in food preparation and presentation, kitchen safety and hygiene, nutrition, and textiles technology.

Subject Overview

Students will study the following topics:

Food Technology:

- Kitchen safety and hygiene
- Development of skills in food preparation and presentation
- Healthy Meal Planning and Nutrition using the Australian Dietary Guidelines

Textiles Technology:

- Using the Design cycle processes
- Safe and effective use of the sewing machine, overlocker, embroidery machine and laser cutter
- Construction of Boxer Shorts or PJ Pants

Assessment

School Assessment (100%)

Assessment is based on the ACARA Design and Technologies strands of Knowledge and Understanding as well as Processes and Production Skills. Students will be assessed on their ability to design, collaborate, create and evaluate through a variety of assignments and practical tasks.

Future Directions

Students can choose the following semester-long Elective options in Year 10: Café Culture, Good Food Kitchen, and Material Solutions – Textiles.

GEOGRAPHY

Subject Length

One semester

Contact Teachers

Ms Sam McDonnell
Ms Emma Patton
Mr Joel Turnbull

What is this Subject about?

Geography allows students to explore how people, places and environments are connected through various topics such as Biomes, Food Security and Interconnections. Through studying geography students become informed and responsible members of their local and global communities.

Subject Overview

- Biomes
- Food Security
- Interconnections

Skills Developed:

- Questioning and researching using geographical methods
- Interpreting and analysing geographical data and information
- Concluding and decision making (evaluating geographic data and information)

Assessment

The following assessment types (alter as needed)

- Assessment: Biomes Booklet
- Assessment: Food Security Case Study
- Assessment: Crop Study – Comparing Crops in Australia and Asia
- Assessment: Planning A Sustainable Holiday (Interconnections)
- Assessment: Product Analysis Broadsheet (Interconnections)

Future Directions

Skills developed in this subject are applicable to HASS subjects at Stage 1 and Stage 2.

GERMAN

Subject Length

Two single-semester subjects offered sequentially. Students can study German A in Semester 1, or German A and B for a full-year subject. Note: students must complete German A and B to be eligible for Year 10 German.

Contact Teachers

Mrs Ingrid Synwoldt
Mr Joel Turnbull

What is this Subject about?

Students continue to develop their basic speaking skills to converse about themselves and others. They communicate about various aspects of everyday life in Germany and Australia, including discussing school, food, clothing, free time, weather, daily routine. Students will also participate in some cultural food-related activities.

Subject Overview

Students will study the following topics:

German A – Semester 1

- School
- Food
- Clothing

German B – Semester 2

- Free time
- Weather
- Daily routine

Assessment

Students will demonstrate their learning through a variety of reading, writing, listening and speaking activities.

Future Directions

- Students may choose to continue learning German in Years 10-12 and into university. They must complete German A and B in Year 9 to be eligible for Year 10 German.
- Students may apply for the German Exchange in Year 10 for participation in Year 11.

HEALTH & PHYSICAL EDUCATION

Subject Length

One semester

Contact Teacher

Mrs Ali Hodgson

What is this Subject about?

By participating in different physical activities, students will refine and evaluate movement skills, apply strategies in challenging or unfamiliar contexts, and apply movement concepts to achieve successful outcomes.

Through group and teamwork, students will apply and evaluate leadership approaches, collaboration strategies, and ethical behaviours across various movement contexts.

These activities will support students in applying theoretical knowledge to real-life contexts, promoting lifelong engagement in physical activity and informed health choices.

Subject Overview

Students will study the following topics:

- Court Invasion (European Handball, Basketball, Korfball)
- Field Invasion (Flag Football, Hockey, Australian Rules Football)
- Ethnic Dance
- Aerobic Fitness (Cross Country Running)
- Sport Education

Assessment

School Assessment (100%)

The following assessment types

- Practical Assessment (70%) Skills and Application Tasks
- Theory Assessment (30%) Written Assignments

Future Directions

Education, Coaching, Sport Science, Fitness Training, Nutrition, Sport therapy, Sport and Recreation Administration

Further Information

F-10 Curriculum | Health and Physical Education – Year 9

HISTORY

Subject Length

One semester

Contact Teacher

Mr Joel Turnbull

What is this Subject about?

History covers two distinct topics with specific focus on Australian history and involvement allowing students to develop an understanding of key concepts such as cause and effect, continuity and change, and empathy for others.

Skills:

- Source Analysis
- Essay Writing
- Evaluation and use of evidence

Subject Overview

Students will study the following topics:

- Movement of People
- Migrants
- Slaves
- Convicts
- Becoming a nation
- Federation of Australia
- Impacts on First Nation People
- World War 1
- Gallipoli and ANZACs
- Overview of WWI and Main Causes

Assessment

Booklets, essays and a “Movement of People Visual Storyboard”

Future Directions

Skills developed in this course are applicable to senior History courses.

MATERIAL SOLUTIONS

Subject Length

One semester

Contact Teacher

Mr Nick Lindner

What is this Subject about?

Material Solutions focuses on designing and making practical products using materials such as timber or metal. Students develop skills in safely using tools and equipment, interpreting and creating designs, and constructing products in a workshop environment. They follow a design process that includes investigating, planning, producing, and evaluating solutions to meet real-world needs.

Subject Overview & Assessment

Timber Step Stool (30%)

Students learn to interpret and produce orthographic sketches of a step stool, then use them to measure, cut, and assemble timber using basic joinery and finishing techniques.

Timber Storage Solution (70%)

Students investigate, design, and produce a small timber storage solution. They begin by developing a design brief and researching existing products, then generate and refine ideas through sketching, CAD modelling, and exploration of advanced manufacturing options such as laser cutting. Students produce working drawings before constructing their project using workshop tools and machinery. The task concludes with a final evaluation comparing the finished product against the design brief and success criteria.

Future Directions

This subject builds foundational skills that support the transition into senior Materials Solutions subjects, as well as pathways into design, construction, and engineering fields.

MATHEMATICS

Subject Length

Full year

Contact Teacher

Mr Tim Vanderbom

What is this Subject about?

This core Mathematics subject focuses on important skills and the ability to apply them in a range of contexts. In Year 9, Mathematics helps students build confidence and understanding in a range of topic areas as set down in the Australian Curriculum. Students also learn to explain their thinking and develop problem-solving skills as they prepare for future learning in Year 10 and into SACE.

Subject Overview

Semester 1:

- Algebra and Number
- Pythagoras and Trigonometry
- Statistics
- Probability

Semester 2:

- Linear Algebra, Graphing and Modelling
- Measurement
- Linear Equations/Coordinate Geometry
- Introduction to Quadratic Equations

Assessment

The following assessment types:

- Skills and Applications Tasks (Topic Tests). Approximately 2-3 per term.
- Investigations / Folio tasks / Assignments. Approximately 1-2 per semester

Future Directions

This course leads most naturally into Year 10 Standard/General Mathematics, but also 10A or 10 Essentials.

MATHEMATICS (Essential)

Subject Length

Full year

Contact Teacher

Mr Tim Vanderbom

What is this Subject about?

Tailored for students who find the pace of a standard Maths classroom difficult.

Subject Overview

Semester 1:
- Algebra and Number
- Pythagoras and Trigonometry
- Statistics
- Probability

Semester 2:
- Linear Algebra, Graphing and Modelling
- Measurement
- Linear Equations/Coordinate Geometry
- Introduction to Quadratic Equations

Assessment

The following assessment types (alter as needed)
- Skills and Applications Tasks (In-class, open-book written assessment tasks). Approximately 2-3 per term.
- Investigations / Folio tasks / Assignments. Approximately 1-2 per semester

Future Directions

This course leads towards completion of Year 10 Essential Mathematics, though with consultation, movement to a standard class may be possible.

MATHEMATICS (Extension)

Subject Length

Full year

Contact Teacher

Mr Tim Vanderbom

What is this Subject about?

Students who have excelled in their Year 8 Mathematics will be invited to undertake the Year 9 Extension course. This class moves more quickly than the standard class, covers concepts in more depth, and undertake a higher frequency of problem solving.

Subject Overview

Students cover the Australian Curriculum's Year 9 Maths course and some parts of the Year 10 course.

Semester 1:
- Equations and Inequalities
- Linear Graphing
- Simultaneous Equations
- Pythagoras' Theorem and Trigonometry

Semester 2:
- Indices
- Probability and Statistics
- Introduction to Quadratic Equations

Assessment

The following assessment types:
- Skills and Applications Tasks (Topic Tests). Approximately 2-3 per term
- Investigations / Folio tasks / Assignments. Approximately 1-2 per semester

Future Directions

Most students will go into Year 10 Extension class and then Mathematical Methods and/or Specialist Mathematics at SACE. Future careers Engineering, advanced Science, Computer Science or Medicine.

Further Information

Graphing Calculators (Casio FX-CG50 or fx-1AU GRAPH) will be needed for this course.

MUSIC

Subject Length

One semester or full year

Contact Teachers

Mrs Michelle Robertson
Mr Anthony Janus
Mr Blake Hammat

What is this Subject about?

Music learning experiences through rehearsing, performing, composing and responding.

Subject Overview

Solo Performance

- Practice, rehearse and perform a piece of music on the student's primary instrument
- Reflection and evaluation of the practice habits, preparation and performance
- Student-led practice challenges, research and reflection to support the development of practice skills

Ensemble Performance

- Practice, rehearse and perform a range of music with the class ensemble, developing rehearsal etiquette and ensemble awareness
- Developing technical and expressive skills.

Music in Context

- Film Music / Video Game Music Composition
- Develop musical ideas by manipulating the elements of music using music technology
- Analyse composers use of the elements and stylistic features.

Musicianship

- Musical analysis and musicianship
- Aural skills

Assessment

- Solo Performance (25%)
- Ensemble Performance (25%)
- Musicianship (25%)
- Music in Context (25%)

Future Directions

Year 10 Music Elective

RITE JOURNEY

Subject Length

Full year

Contact Teacher

Mr Aidan Mitchell

What is this Subject about?

Being a teenager is tough. No longer a child and not quite an adult, Year 9 is an important season in a young person's life as their transition from childhood to adulthood reaches a critical stage. It is during this time that young people need support to develop a deeper understanding of themselves, how they relate to others, and the kind of person they aspire to become. Adulthood, it could be argued, is not something that is simply "fallen" into, but something that is deliberately and purposefully "stepped" into. Throughout history, societies have marked this transition through rites of passage that recognise growth, maturity, and increasing responsibility.

The Rite Journey program – established at Cornerstone College in 1997 – provides students with opportunities to explore questions of identity, purpose, character, relationships, resilience, leadership, and faith. Through classroom discussions, practical challenges, camps, service opportunities, and key milestone events involving families and significant adults, students are invited to reflect on their strengths, values, and future aspirations.

The program recognises that the journey to adulthood is not one students take alone. Parents, caregivers, mentors, and staff all play an important role in supporting and encouraging students as they grow in confidence, responsibility, empathy, and self-awareness. Through The Rite Journey, Cornerstone College seeks to nurture young people who are courageous, compassionate, and equipped to make a positive contribution to their communities as they discover their God-given purpose.

Assessment

Various assessment tasks will be undertaken throughout the year, including a one week experience in Term 3.

ROBOTICS & DIGITAL FABRICATION

Subject Length

One semester

Contact Teachers

Mr Nick Rolfs
Ms Arlette Hunt

What is this Subject about?

Students will learn about electrical components, 3D printed/Laser-cut parts and Arduino programming to design and produce solutions.

Subject Overview

Students will study the following topics:

Basic Electronics
- Component identification
- Circuit design and construction
- Soldering

Arduino Programming
- Arduino Software and hardware
- Basic coding

Advanced manufacturing
- CAD 2D and 3D modelling
- 3D printing
- Laser cutting

Assessment

Students will be assessed though a range of skills tasks, class work and projects on the following criteria:
- Investigation and Analysis
- Design Development and Planning
- Production
- Evaluation

Future Directions

Students in this subject develop skills in electronics, programming, and advanced manufacturing, preparing them for pathways in engineering, robotics, mechatronics, and electronics-based trades. These skills also support careers in product design, industrial design, and emerging fields such as automation and digital manufacturing. This leads to Year 10 Robotics.

SCIENCE

Subject Length

Full year

Contact Teacher

Mrs Jane Hoffman

What is this Subject about?

Science enables students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its uses in our lives. It supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers.

Subject Overview

Students explain how body systems provide a coordinated response to stimuli. They describe how the processes of sexual and asexual reproduction enable survival of the species. They explain how interactions within and between Earth's spheres affect the carbon cycle. They analyse energy conservation in simple systems and apply wave and particle models to describe energy transfer. They explain observable chemical processes in terms of changes in atomic structure, atomic rearrangement and mass. Students explain the role of publication and peer review in the development of scientific knowledge and explain the relationship between science, technologies and engineering. They analyse the different ways in which science and society are interconnected.

Assessment

The following assessment types
- Investigations
- Practicals
- Tests
- Science in contemporary society

Future Directions

Science opens many doorways through school and is fundamental to many careers and occupations.

VISUAL ART

Subject Length

One semester

Contact Teachers

Mrs Carol Kennedy
Ms Jacinta Smart
Ms Arlette Hunt

What is this Subject about?

Our Physical World: Still Life, Landscape

Students continue to consolidate and build on skills in Drawing, Painting, Sculpture and Printmaking.

They learn to manipulate new media and processes to develop and refine techniques when representing ideas and thematic subject matter.

Students build on their art language and use it to identify, reflect and explain their own aesthetic and the characteristics and qualities of artists' work.

Subject Overview

Students will study the following topics:

Observational Drawing: Students complete an observational still life, including the use of tonal techniques.

Expressive/semi-realistic Painting: Students create a landscape painting based on an understanding of selected artists' techniques. This includes the building of skills in paint application and an exploration of colour mixing.

Sculpture: Creation of a clay sculpture based on a theme, such as Surrealism; developing a creative idea from initial drawings into 3D work. More advanced clay building skills are explored.

Printmaking: Creation of a lino print, which gives students the understanding of printmaking as an art form.

Art Response: Analyse and respond to specific artists/artworks.

Assessment

Students will be assessed though a range of skill-based tasks, personal class work and projects on the following criteria:

- Accurate observations, proportions and creativity
- Exploration of techniques and media
- Analysis and response to artworks

Future Directions

This leads to Year 10 Visual Art – Drawing / Paintingand/or Sculpture/Printmaking

VISUAL COMMUNICATION

Subject Length

One semester

Contact Teachers

Miss Arlette Hunt
Mr Anthony Janus

What is this Subject about?

Students will explore a fusion of Art and Design making processes with the intention of conveying meaning to audiences. Students will conceptualise and develop creative responses to set briefs, documenting their thinking and refinement of ideas. Media will include both traditional drawing techniques and digital graphics.

Subject Overview

Students will study the following topics:

- Collage, composition and colour schemes
- Logo Design
- Character Design
- Digital Graphics

Assessment

- School Assessment (100%)
- Creative thinking and idea generation
- Documentation of creative processes
- Use of Photoshop / Illustrator
- Application of skills in various media

Future Directions

Year 10 Design

THRIVE ELECTIVES

(AVAILABLE FOR ANY STUDENT AS AN ELECTIVE CHOICE IN YEAR 9 OR 10)

COSTUMES, CHARACTERS & CURTAIN CALLS

Subject Length

One semester

Contact Teachers

Ms Jane Bennett Thompson
Mrs Katrina Traeger

What is this Subject about?

Students will contribute to the production by either performing on stage or working collaboratively as part of the costume team. Those involved in costume design will research, plan, create, and prepare costumes that support the characters, setting, and style of the performance. They will work together to generate ideas, source materials, make alterations, and organise costumes. Students taking on acting roles will develop their performance skills through rehearsals, character development, and ensemble work. Whether designing costumes or acting in the production, students will build teamwork, communication, creativity, and problem-solving skills while contributing to a successful theatrical performance.

Subject Overview

Students will study one of the following topics:

Performance:
- Page to Stage process
- Character Development
- Performance Skills

Costume Design:
- Text analysis and exploration
- Design Brief and Concept Designs
- Costume Construction

Assessment

School Assessment (100%)

Performance:
- Character Development
- Stagecraft
- Final performance

Costume Design:
- Design Folio
- Product
- Skills and Applications Tasks

ENGINEERING INNOVATION LAB

Subject Length

One semester

Contact Teachers

Mr Thomas Breitweg
Mr Zane Olenich
Mr Andrew Ottens
Mr Nick Lindner

What is this Subject about?

This hands-on elective challenges students to use Science, Technology, Engineering and Mathematics to design creative solutions to real-world problems. Students will explore areas such as renewable energy, sustainable living, flight, robotics and emerging technologies. Working in teams, students will investigate problems, collect and analyse data, build prototypes, test their ideas and refine their designs. The subject encourages creativity, critical thinking, collaboration and practical problem-solving, with opportunities to connect learning to STEM pathways, external challenges and showcase events.

Subject Overview

Students will study and apply STEM concepts through hands-on design challenges, including:

- Emerging technologies with links to Space Exploration, Aviation, Renewable Energies, Sustainable Technologies.
- Applying an engineering design process
- Data collection, graphing and mathematical modelling
- Innovation project with prototype building

Assessment

- School Assessment (100%)
- Practical Activities
- Innovation Project Presentation
- Skills and Application Tasks

Future Directions

- Stage 1 and 2 Sciences, Mathematics, Design and Technology subjects
- STEM career

FAKE NEWS!

Subject Length

One semester

Contact Teacher

Ms Emma Patton

What is this Subject about?

Students examine the impact of social media on culture, language and current events especially the idea of 'fake news,' propaganda, conspiracy theories and how it spreads.

Subject Overview

Students will study the following topics

- How conspiracy theories start
- 'Fake News' propaganda and Clickbait

Assessment

School Assessment

- Fact Checking Report on clickbait news
- Mini-Documentary on the history of a conspiracy theory of your choice
- Techniques of Propaganda Analysis

Future Directions

Skills gained can be applied to any Stage 1 or 2 Humanities or English themed subject.

JEWELLERY DESIGN

Subject Length

One semester

Contact Teacher

Miss Arlette Hunt

What is this Subject about?

In this elective students will explore, design and produce a range of jewellery items. The focus will be upon utilising a wide range of techniques and materials to develop innovative outcomes and produce creative wearable objects. Students will engage in a creative design processes involving conceptualisation, drawing, design refinement and production of final items. Aspects of studio photography, graphic design and marketing will also be involved.

Subject Overview

Students will engage with the following topics:

Ring Making:

- Design and construction of a ring using traditional silversmithing techniques.

Skills & Techniques Exploration:

- A body of work exploring a range of precious and non-precious materials and associated techniques, including metal casting, anodising, laser cutting, riveting and stone setting.

Production Work:

- Conceptualisation, design and manufacture of a small production run of jewellery items, intended for sale at a selected outlet or market.

Assessment

School Assessment (100%)

The following assessment types will be included

- Practical: Introductory silversmithing
- Folio: Skills and techniques exploration
- Application: Product range & marketing

Future Directions

- Apprenticeship in Jewellery (including Cert III)
- Adelaide College of the Arts
- Adelaide University
- Small business / production for artisan markets & private commissions

Further Information

tafesa.edu.au/courses/arts-design/visual-arts

adelaide.edu.au/study/degrees/bachelor-of-fine-arts/

SPORT 4 LIFE

Subject Length

One semester

Contact Teacher

Mr Harry Curtin

What is this Subject about?

Sport 4 Life is an engaging elective for students who are passionate about sport and want to explore the many opportunities within the sporting industry. Students will gain hands-on experience in coaching, officiating, sports analysis, leadership, and program design, while learning about careers such as sports journalism, strength and conditioning, athlete development, and sports management. Students will also have opportunities to gain umpiring accreditation and apply their skills in real-world sporting environments.

Subject Overview

- **Understanding Sport**: History, rules, and analysis of sport
- **Coaching and Leadership**: Coaching skills and leadership development
- **Officiating and Umpiring**: Rules, decision-making, and umpiring accreditation
- **Sports Media and Analysis**: Training, recovery, and performance improvement
- **Athlete Development**: Sports journalism, statistics, and performance analysis

Assessment

- **English**: Communication, presentations, reporting, and reflective writing
- **Health and Physical Education**: Coaching, leadership, officiating, and participation in practical activities
- **Science**: Exercise science, training principles, recovery, and athlete performance
- **Media**: Sports journalism, content creation, video production, and performance analysis

THE SCIENCE OF CRIME

Subject Length

One semester

Contact Teachers

Miss Breigh Angove
Ms Erin Hicks

What is this Subject about?

The Science of Crime is an engaging semester-long subject that combines Biology, Chemistry and Mathematics to investigate how science is used to solve crimes. Students will explore the techniques used by forensic scientists to collect, analyse and interpret evidence from crime scenes. Through practical investigations, case studies, guest speakers from industry and problem-solving activities, students will develop scientific inquiry skills while learning how scientific evidence can be used to identify suspects, reconstruct events and solve criminal investigations.

Subject Overview

Students will study the following topics:

Forensic Biology
- DNA, genetics and forensic identification
- Biological evidence and its use in criminal investigations

Forensic Chemistry
- Chemical testing of evidence
- Toxicology and forensic analysis of substances

Crime Scene Investigation
- Evidence collection and crime scene management
- Fingerprint analysis and forensic techniques

Forensic Mathematics
- Blood spatter analysis
- Using measurements, angles and patterns to reconstruct events

Communication and Investigation
- Analysing real-world crime cases
- Criminal profiling and behaviour analysis
- Presenting findings through reports, podcasts and scientific communication

Assessment

Assessment Type 1: Investigations Folio
- Blood spatter analysis investigation
- Fingerprint analysis and classification task
- Criminal profiling and behavioural analysis task.

Assessment Type 2: Skills and Applications Tasks
- Podcast episode analysing how science was used to solve a crime
- Crime scene evidence analysis activities
- Practical forensic science investigations

Assessment Type 3: Major Investigation
- Mock crime scene investigation
- Collection and analysis of evidence
- Final forensic report and justified conclusion

Future Directions

This subject provides an excellent foundation for further study in Stage 1 Biology and Stage 1 Chemistry. It also supports interests into forensic science, criminology, policing, laboratory sciences, medicine, pathology, psychology and a range of STEM-related careers. Students interested in scientific investigation, problem-solving and real-world applications of science will benefit from this course.

YEAR 10

Cornerstone College offers a balanced curriculum in Year 10, with a range of both core and elective subjects from which to choose.

CORE SUBJECTS

These are mandated Australian Curriculum subjects. English, HPE, Mathematics and Science will be studied for the full year, while History is a one semester subject. For English and Mathematics, students will have a range of levels (according to ability) from which to select a subject from.

In addition, students will also study their first SACE subject; Exploring Identities and Futures (EIF) for one semester in Year 10, as well as continuing with Christian Living and Wellbeing to build upon their learning from the Rite Journey in Year 9.

ELECTIVE SUBJECTS

These subjects are one semester in length (although some subjects offer both a Semester 1 and Semester 2 option) and students undertake four over the course of the year. New for 2026 are the "Thrive" electives. These subjects are open to any student in Years 9 or 10, and offer unique real-world opportunities for students to delve into multiple areas of interest within the one subject. Each "Thrive" elective comprises curriculum from multiple disciplines, allowing students to create greater connections between their learning and authentic issues that currently exist within our world.

In choosing their elective subjects, students should take into account the following points:

- their interests, abilities and aspirations for the future;
- their performance in these subjects at Years 8 and 9 level;
- requirements for higher education, if that is being considered;
- requirements for future employment;
- flexibility of choice for future years. It is recommended students choose electives from more than one Learning Area.

Note: If a student wishes to study Stage 1 (Year 11) subjects of Music, Chinese or German, they must undertake those subjects in both semesters in Year 10.

The table below provides a "snapshot overview" of the subject pattern a Year 10 student will undertake each semester at Cornerstone.

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7	Subject 8
Literacy Subject	Numeracy Subject	Science	History or EIF	Christian Living & Wellbeing	HPE	Elective #1	Elective #2
5 lessons / week	5 lessons / week	5 lessons / week	5 lessons / week	3 lessons / week	2 lessons / week	5 lessons / week	5 lessons / week

CHRISTIAN LIVING

Subject Length

Full year

Contact Teacher

Mr Aidan Mitchell

What is this Subject about?

Christian Living gives students the opportunity to explore and reflect on their lives, the lives of others, and the world in general, both historically and today, through the lens of God's Word. The Christian Living program is centred in the Gospel of Jesus Christ.

Subject Overview

Compared with the Rite Journey program of Year 9, the Year 10 Christian Living course turns the students' attention from themselves to the wider world and the practical implications of spirituality interacting with modern life.

Students will explore the following:

Semester 1
This course looks at the foundations of the gospel, exploring the Bible as one unified story, tracing the themes of Creation, Fall, Redemption, and Restoration. Considering this, students will consider the responsibility of caring for others and this world in practical and meaningful ways.

Semester 2
This course aims to exam how Christian belief and practices have developed over time through key moments and influential figures in church history. Students consider what it is to live a purposeful and Christ-centred life as they explore how the gospel shapes leadership and character, drawing on both biblical principles and contemporary research.

Assessment

Assessment components include:
- Reflective writing
- Oral presentations
- Research assignments
- Teacher observation

ENGLISH

Subject Length

Full year

Contact Teacher

Mr Harrison Modra

There are different levels of English offered at Year 10: (English, Extension English, Focus English).
Required Background

Students must achieve a B grade minimum in Year 9 English to study English Extension.

What is this Subject about?

In this subject, the craft of working with words is explored and extended. English is concerned with the development of each student as a critical thinker, writer, speaker, reader, listener and presenter. Students will study a range of texts types (e.g. novel, film, short story, poetry, multimodal and online texts) and use their developing knowledge and skills to create their own texts (e.g. narrative, persuasive, poetry, biographical, short film, podcast).

Subject Overview

- General English or Focus English
- Students may study some of the following:
- Biographies
- The Novel
- Poetry
- Shakespeare (Romeo and Juliet)
- Australian Literature
- Language Study
- Documentaries and Podcasts
- Visual Literacy
- Extension English
- Students will study the topics listed above, and will be challenged to build on their knowledge, skills and understanding. Completion of this course prepares students to enter Stage 1 English Pre-Literary Studies or Stage 1 English. It is not an accelerated course, rather it extends and challenges students as they work at a faster pace with more challenging texts.
- Placement in this subject will be determined by student interest and teacher recommendation.

Assessment

- School Assessment (100%)
- Responding to Texts (minimum 2 tasks per semester)
- Creating Texts (minimum 2 tasks per semester)
- 90-minute Critical Reading Examination (10% of each semester mark)

EXPLORING IDENTITIES AND FUTURES (EIF)

Subject Length

One semester – 10 credits (Stage 1)

Contact Teacher

Mr Harrison Modra

What is this Subject about?

Exploring Identities and Futures (EIF) supports students to explore their aspirations. They are given the space and opportunity to extend their thinking beyond what they want to do, to also consider who they want to be in the future. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them.

EIF prepares students for their SACE journey and the knowledge, skills, and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

Students must achieve a C grade or better to successfully complete SACE requirements.

Subject Overview

In this subject, students:

- explore their identity, interests, strengths, skills, capabilities and or values; and make choices about their learning.
- plan and implement actions to develop their capabilities and connect with future aspirations.
- apply self-regulation skills by contributing to activities to achieve goals, seeking feedback, and making decisions.
- develop their communication skills through interaction, collaboration, sharing evidence of their learning progress and developing connections with others.

Assessment

- School Assessment (100%)
- Assessment Type 1: Exploring me and who I want to be
- Assessment Type 2: Taking action and showcasing my capabilities

HEALTH AND PHYSICAL EDUCATION

Subject Length

Full year

Contact Teacher

Mrs Ali Hodgson

What is this Subject about?

Students will focus on participating in activities that can be pursued personally and in the community to promote healthy lifestyles into their future.

Students will engage in theory as well as practical activities that encourage improvement and maintaining fitness for life. Students will practice and refine more specialised movement skills and concepts, in different movement environments. Lastly, students will apply and evaluate leadership, collaboration and ethical behaviours in competition settings.

Subject Overview

Students will study the following topics:

- Net and Wall Games (Skills Acquisition)
- Healthy Lifestyles (Aspects of Fitness)
- Striking and Target Games (Biomechanics)
- Volleyball (Leadership and Collaboration)

Assessment

- School Assessment (100%)
- Movement Skills Application (50%)
- Health Knowledge and Understanding (50%)

HISTORY

Subject Length

One semester

Contact Teacher

Mr Joel Turnbull

What is this Subject about?

Students study two main topics: World War II and Building Modern Australia. The course begins with the lead up to the Second World War and ending with investigating the civil rights movements and migration changes in Australia from the 1960s into the present day.

Subject Overview

These topics will be studied in detail:

- World War II
- Students investigate the Second World War's causes, key events, and turning points as well as Australia's military involvement, home front changes, post-war development, international relationships, and ongoing commemoration and interpretations of the conflict.
- Building Modern Australia
- Students investigate post-WWII Australia, migration changes, and civil rights movements that reshaped Australian society, including First Nations campaigns, women's rights, and ongoing efforts to equality and social change.

Assessment

- School Assessment (100%)
- Tests
- Class Assignments
- Examination

Assessment components may include research assignments, video response tasks, oral presentations, essays, written reports, multi-media presentations.

MATHEMATICS

Subject Length

Full year

Contact Teacher

Mr Tim Vanderbom

Required Background

There are different levels of Mathematics offered at Year 10. The level that a student attempts depends upon their Year 9 achievement in Mathematics.

What is this Subject about?

Cornerstone has constructed pathways that enable all students to proceed to Stage 1 Mathematics and successfully fulfil their educational and career requirements. Mathematics is compulsory for all students up to Year 11, where they must successfully complete one semester of Mathematics. The options available to Year 10 students are detailed below.

Subject Overview

Semester 1 Mathematics

- Students will study Number, Trigonometry and Algebra with a focus on problem solving and modelling.
- Learning support/adapted program for students with additional needs is available in consultation with the Mathematics Learning Leader.
- Semester 2 class allocations will be based on Semester 1 results and demonstrated skills required.

Semester 2 General Mathematics

- Students will study Statistics, Measurement and Finance with a focus on real-world applications and modelling.
- Future Direction - Stage 1 General Mathematics or Essential Mathematics

Semester 2 Algebra Mathematics

- Students will study Indices and Surds, Algebra and Quadratics with a focus on problem solving and algebraic skills.
- Future Direction – Stage 1 Mathematical Methods, Specialist Mathematics or any other Stage 1 Mathematics.

Semester 2 Essential Mathematics

- Students will study Finance and Budgeting, utilising real-world applications and folio work.
- May be offered as a 10 credit SACE unit.
- Future Direction – Stage 1 Essential Mathematics only.
- Places are limited to students with additional needs in consultation with the Mathematics Learning Leader.

Full Year Extension Mathematics

- Students will study an extended Year 10 Mathematics curriculum. A large focus will be on Algebra, Mathematical Analysis, and Problem Solving.
- Placement in this class is by invitation only based upon Year 9 results.
- Future Direction – Stage 1 Mathematical Methods, Specialist Mathematics or any other Stage 1 Mathematics.

Assessment

Assessment varies, depending on the course selected, but will include tests, directed investigations and group activities as well as an examination at the end of each semester.

Costs

All Year 10 students are required to utilise a Casio Graphics Calculator (Model fx-1AU). These are available on the Year 10 booklist and are compulsory. Other brands cannot be supported in the classroom. Second hand models are available to purchase via on-selling platforms and older, colour Casio models may be suitable.

$270 new (approx. $100 second hand)

Further Information

Students should select their Mathematics subject carefully. Changing between courses during a semester is not possible after Week 2.

See the diagram on the following page for a visual explanation of how the mathematics subjects are connected.

YEAR 10 SUBJECTS

SCIENCE

Subject Length

Full year

Contact Teacher

Mrs Jane Hoffman

What is this Subject about?

Year 10 Science builds on the concepts covered in Years 8 and 9 to further develop students' scientific understanding of the world. The topics for each semester are chosen from the branches of science (Biology, Chemistry, Physics and Psychology) to help students to make an informed decision on which of these they may like to study in Year 11.

Subject Overview

In all topics, students will undertake:

- Practical Activities
- Design an Investigation
- Research Tasks

All students study the following topics:

- **Biological Science** – how characteristics are passed from one generation to the next.
- **Chemical Science** – the periodic table and rates of chemical reactions.
- **Physical Science** – motion, acceleration and gravity.
- **Psychological Science** – introduction to the study of the human mind.

Assessment

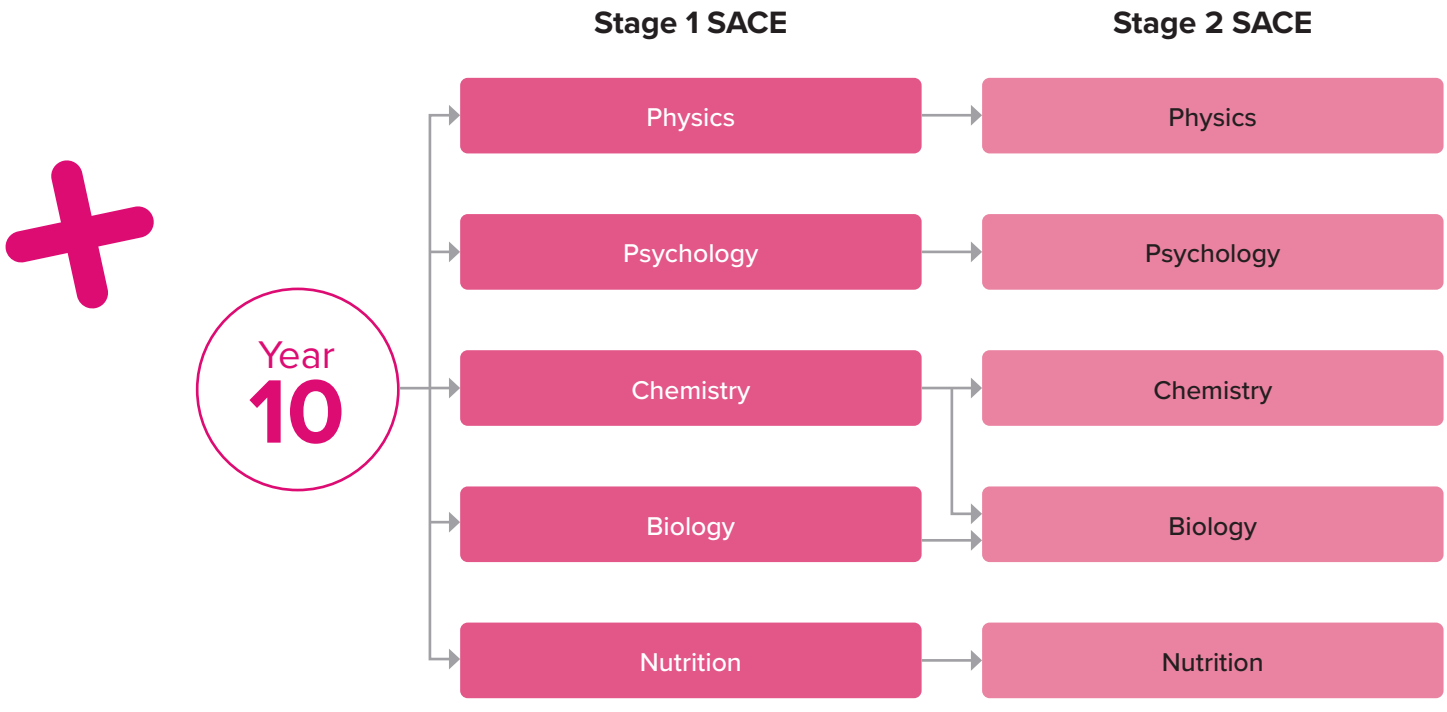
- School Assessment (100%)
- Science Understanding (40%)
- Science Inquiry Skills (35%)
- Science as a Human Endeavour (25%)

Year 10 Scientific Studies (provided as required)

Year 10 Scientific Studies is a modified program of Science. Students in this subject study Science topics similar to the mainstream Year 10 classes but at a modified level and with modified assessment tasks. It is designed for students with identified learning issues and/or difficulty accessing the regular science curriculum.

The topics covered include aspects of Biology, Chemistry, Physics and Psychology, and incorporates aspects of the Year 10 Australian Science Curriculum, but some sections will be modified or not covered. The subject encourages students to think, to do and to develop attitudes and values within a scientific context.

Students who successfully complete this subject are credited with a Stage 1 subject, giving them a head-start to their SACE. Successful completion may enable students to study Biology and/or Psychology at the Stage 1 level in Year 11.



CAFÉ CULTURE

Subject Length

One semester

Contact Teacher

Mrs Katrina Traeger

Required Background

Completion of Year 9 Food and Textiles is advantageous.

What is this Subject about?

In Café Culture, students will learn essential hygienic protocols for food safety as well as techniques for preparing and serving espresso coffee. The course offers hands-on training in crafting both black and milk coffees, building expertise in operating an industrial espresso machine, delivering quality espresso beverages and producing food for a café setting. Students will have the opportunity to develop their own café concept and work collaboratively to plan, prepare, and run café events during several lunchtimes.

Subject Overview

Students will study the following topics:

- Practical techniques in preparing food and serving beverages
- Café menu planning and preparation
- Food presentation
- Café business operations

This subject involves weekly food practicals.

Assessment

- School Assessment (100%)
- Practical Activities – running a cafe
- Research Tasks / Assignments
- Action Plans and Evaluations

CHINESE

Subject Length

Two single-semester subjects offered sequentially. Students can study Chinese A in Semester 1, or Chinese A and B for a full-year subject.

Contact Teacher

Mr Joel Turnbull

Required Background

Successful completion of a full year of Year 9 Chinese.

What is this Subject about?

Students develop their communication skills in speaking, listening, writing and reading to socialise with others. They apply these skills to support interactions about various aspects of everyday life in China and Australia, including fashion, holidays, school life, and school subjects. Students learn about the school system in China and have an opportunity to experience a different school life in China if they participate in the China Tour. (The tour has not yet recommenced post-COVID.)

Subject Overview

Students will study the following topics:

Chinese A – Semester 1

- Fashion and Holidays
- School Subjects
- Student's Daily Routine

Chinese B – Semester 2

- School Life and Facilities
- Research about Chinese School System
- Describe one's appearance

Assessment

School Assessment (100%)

- **Writing** – regular vocabulary tests, text production tasks
- **Listening and Reading** – comprehension tasks
- **Speaking** – oral presentations and conversations
- **End of Semester Examination** – listening and reading comprehension, writing, oral conversation

Exchange Opportunities

Students may have the opportunity to participate in the China Study Tour Exchange Program if it has resumed.

COMPUTER AIDED DESIGN

Subject Length

One semester

Contact Teachers

Mr Nick Rolfs
Miss Arlette Hunt

Required Background

Successful completion of a Year 9 Design Technology subject would be advantageous.

What is this Subject about?

This subject has been designed to develop and consolidate students' computer aided design skills. It will also follow the entire production process from initial design through to manufacture and assembly of a product using computer aided manufacture (CAM) processes such as CNC routing, 3D printing and/or laser cutting.

Subject Overview

Students will study the following topics:

- Producing 2-Dimensional Drawings
- Producing 3D Computer Models
- Communicating their Ideas through Drawings
- Applying Problem Solving and Decision Making Techniques
- Manufacturing Products Using Computer Controlled Processes
- Developing Skills in the Use of Autodesk Fusion Software
- Applying a Design Process (investigating, planning, production, evaluation)
- Computer Numerically Controlled Machining

Assessment

- School Assessment (100%)
- Drawing Skills tasks
- At least one minor and a major production task
- Design Folio

Costs

Students may be charged an additional amount depending on the cost of their main project.

DIGITAL SOLUTIONS

Subject Length

One semester

Contact Teacher

Mrs Arlette Hunt

Required Background

Year 9 Digital Solutions preferred

What is this Subject about?

This subject focuses on the creation of digital products. Students produce outcomes that demonstrate their knowledge and skills associated with the use, manipulation and creation of digital communication media. This will involve developing skills in the use of particular productivity software, as well as coding and/or programming where appropriate.

Students use the Design Process to create digital solutions to given scenarios or problems.

Subject Overview

Students will study the following topics:

- Web Development
- Game Development with Unity game making software

Assessment

- School Assessment (100%)
- Design and creation of Digital Products (70%)
- Skills Tasks (30%)

DRAMA

Subject Length

Students may study Drama for one semester or a full year.

Contact Teachers

Mrs Kristen Doherty
Ms Jane Bennett Thompson
Mr Matthew Braid
Mr Anthony Janus

Required Background

An interest in stage performance and or/ technical theatre and the successful completion of Year 9 Drama achieving a C grade or higher, or by audition.

What is this Subject about?

Students in this subject learn about the theories, skills, techniques and technologies of Drama. They develop an understanding of the 'page to stage' process and develop skills through improvisation work, theatre making and performance. They will respond to performed dramas and dramatic texts and develop analytical and reflective skills.

Subject Overview

Students will study and develop skills in:

- Improvisation
- Stagecraft
- Review Writing
- Script Writing
- Workshops

There will be a major performance to a public audience.

Assessment

- School Assessment (100%)
- Written Review of Live Theatre (when available)
- Major Research Project
- Group Production (Performance or Technical Role)
- Group Production Report / Reflection

Please Note: Students are expected to participate actively in all aspects of classes, including rehearsals and workshops which may fall after school or lunchtimes.

GEOGRAPHY

Subject Length

One semester

Contact Teachers

Ms Sam McDonnell
Mr Joel Turnbull

What is this Subject about?

Geography is the study of the spatial interrelationships of people, places, and environments. Students will investigate issues of sustainability, apply a range of geographical skills and identify future options for improving our environment.

Subject Overview

Two key topics will be covered in line with the Australian Curriculum:

- Environmental change and management
- Geographies of human wellbeing

Within these two key topics, students will study:

- Eco-Tourism Environments
- Human wellbeing and how it is measured
- Megacities
- Sustainability and atmospheric extremes including climate change

Assessment

- School Assessment (100%)
- Lesson and Homework Tasks – tests, research assignments, fieldwork / excursion reports, essays, oral presentations, mapping exercises and broadsheet analysis (80%)
- Examination (10%)

GERMAN

Subject Length

Two single-semester subjects offered sequentially. Students can study German A in Semester 1, or German A and B for a full-year subject.

Contact Teachers

Mrs Ingrid Synwoldt
Mr Joel Turnbull

Required Background

Successful completion of a full year of Year 9 German

What is this Subject about?

Students continue to develop their basic speaking skills to converse about themselves and others. They communicate about various aspects of everyday life in Germany and Australia, including holidays, travel, and youth culture. Students learn about the role of German pioneers in South Australia's past, and their contribution to the settlement and culture of the Adelaide Hills community.

Subject Overview

Students will study the following topics:

German A – Semester 1
- Leisure and daily life
- Getting Around Berlin

German B – Semester 2
- Holidays in Berlin and Vienna
- Our German heritage in South Australia

Assessment

School Assessment (100%)
- **Writing** – unit tests, journal entries, email and letter-writing
- **Listening and Reading** – comprehension tasks
- **Speaking** – interaction/holding a conversation with others
- **End of semester examination** – listening comprehension, reading comprehension, writing, oral conversation

MATERIAL SOLUTIONS – METAL

Subject Length

One semester

Contact Teacher

Miss Arlette Hunt

What is this Subject about?

This subject offers students an introduction to metal fabrication and welding and builds on students' existing skills in designing and working safely.

Students use the design process to create a number of projects. This involves appropriate material selection, estimation and calculation of project costs and skill development through outworking practical projects.

Student practical skills are developed around some metal work skills tasks and the welding and fabrication of a campfire BBQ or metal wall art. Students develop MIG welding skills.

Subject Overview

Students will study the following topics:
- Safety in the Workshop
- The Design Process
- MIG Welding Fundamentals
- Basic Engineering (fitting and machining)
- Sheet Metal Fabrication Techniques

Assessment

- School Assessment (100%)
- Welding Exercises
- Design Folios for the BBQ
- Sheet metal and MIG welding skill development
- Issues / Research Task

Costs

Students may be charged an additional amount depending on the cost of their main project.

MATERIAL SOLUTIONS – TEXTILES

Subject Length

One semester

Contact Teacher

Mrs Katrina Traeger

What is this Subject about?

This subject extends students' knowledge of textiles and develops their confidence in using materials, equipment, and commercial patterns. The subject enhances students' creativity and problem-solving skills using the Design Cycle. Students explore sustainable practices through making a product using recycled fabric.

Subject Overview

Students will study the following topics:

- Textiles and their properties
- Basic construction techniques
- Design Folio

Assessment

- School Assessment (100%)
- Product
- Design Folio
- Skills and Application Task

Future Directions

Stage 1 and 2 Material Solutions – Textiles.

MATERIAL SOLUTIONS – WOOD

Subject Length

One semester

Contact Teacher

Miss Arlette Hunt

Required Background

Completion of Year 9 Materials Solutions would be advantageous.

What is this Subject about?

This subject focuses on small furniture construction and more specifically the use of leg and rail joints, along with laminating timber. Students design and construct a small table as their main project, and will be guided through the safe use of power tools and machines to create this project.

They will use the design process to find a solution to a problem where the properties of timber are required, select the appropriate timber joints for a specific use and develop skills to join timber in a variety of ways. Students develop designs and plans using Computer Aided Drawing techniques.

Subject Overview

Students will study the following topics:

- Safety
- The Design Process
- Wood Working Fundamentals
- Frame and Widening Joints
- Computer Aided Drawing (CAD)
- Power Tools

Assessment

- School Assessment (100%)
- Cutting Board
- Framing Joint Exercises
- Manufacture of a Small Occasional Table
- Design Folio
- Timber Joint Investigation

Costs

Students may be charged an additional amount depending on the cost of their project.

MUSIC

Subject Length

Two single-semester subjects, which are offered sequentially. Students can study Music A in Semester 1, or Music A and B for a full-year course.

Contact Teacher

Mr Anthony Janus

Required Background

- Ongoing individual instrumental or vocal lessons.
- Minimum overall grade of C in Year 9 Music, or by audition
- Students are strongly encouraged to participate in at least one of the College's extra-curricular music ensembles.

What is this Subject about?

Students have the opportunity to develop and extend their ability to perform, read, notate and interpret music. Solo and ensemble performance skills and musical knowledge can be developed such that students are prepared and equipped for the further pursuit of music.

Subject Overview

Students will be involved in:

- Performance (solo and ensemble)
- Music Knowledge Development

Assessment

- Performance (50%)
- Minor and major solo performance each semester
- Ensemble performances and part tests
- Musical Knowledge (50%)
- Theoretical and aural concepts
- Composing and arranging
- Contemporary song writing
- Analysis of a selection of works

OUTDOOR EDUCATION

Subject Length

One semester

Contact Teacher

Mrs Ali Hodgson

What is this Subject about?

Through engagement in adventurous outdoor activity, students will gain skills for personal and group well-being and lay the foundation for ongoing sustainable safe outdoor recreation participation. Students will build increased responsibility for the natural environment and apply sustainable practices through outdoor journeys.

Subject Overview

Students will study the following topics:

- Introduction to Outdoor Education
- Group Dynamics and Leadership
- Wilderness First Aid
- Navigation
- Light-weight Expeditoning Skills
- Flinders Ranges Bushwalking Expedition
- Ropes – Rock Climbing and Abseiling

Assessment

- School Assessment (100%)
- Research and reflection assignments
- Knowledge tests
- Practical skills tasks

Compulsory Practical Activities

- Overnight camping skills – Cornerstone Wetlands
- 3-day bushwalking expedition – Mt Remarkable National Park
- 1-day rock climbing excursion – Morialta Conservation Park

PHILOSOPHY

Subject Length

One semester – 10 SACE credits (Stage 1)

Contact Teacher

Mr Joel Turnbull

What is this Subject about?

Philosophy involves the rational investigation of questions about existence, knowledge and ethics, to which there are no simple answers. Consequently, philosophical problems tend to provoke disagreement and foster a variety of views and theories. Investigation of these problems through the study of Philosophy requires skills of critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis.

The aim of the subject is to foster in students their capacity to be creative and independent critical thinkers who can articulate and justify philosophical positions and argue reasoned action.

Various films and written texts will be used to aid learning in this course e.g. The Matrix, The Lorax, Descartes' Meditations and more.

Subject Overview

Students will study the following topics:

- Philosophical Issues and Inquiry Skills
- Metaphysics – the existence of God
- Epistemology – the problem of knowledge
- Ethics - the environment

Assessment

- School Assessment (100%)
- Interaction
- Issues analysis
- Issues study

ROBOTICS AND ELECTRONIC SYSTEMS

Subject Length

One semester

Contact Teachers

Mr Nick Rolfs
Miss Arlette Hunt

What is this Subject about?

This subject develops students' understanding of basic electronic theory and systems. They learn to find faults in simple circuits, complete basic programming and wire circuits. Students will develop soldering skills and will produce a small electronic project involving the use of an Arduino microcontroller.

Subject Overview

Students will study the following topics:

- Safety (Electronics and Workshop Safety)
- The Design Process
- Component Identification and Investigation
- Arduino Programming
- Rapid manufacture (3d printing & laser cutting)

Assessment

- School Assessment (100%)
- Arduino Projects
- Practical Skill Tasks
- Research Assignments

SPORTS SCIENCE

Subject Length

One semester

Contact Teacher

Mrs Ali Hodgson

Required Background

Successful completion of Year 9 Health & Physical Education

What is this Subject about?

Sport Science is an introduction to SACE Physical Education. It provides students an opportunity to cover the basics of the theoretical topics covered in Years 11 and 12 Physical Education. It is highly recommended that students who wish to undertake PE in Year 11 complete this subject. Students will participate in practical and theory lessons that allow them to learn, reflect upon and analyse theoretical concepts to evaluate their own performance in areas of human physiology, biomechanics, energy systems, and sports coaching.

Subject Overview

Students will study the following topics:

- **Human physiology**: bones, muscles, anatomical terms and movements
- **Exploration and comparison of the three energy systems**: ATP-PC, anaerobic glycolysis and aerobic system through practical experience.
- **Biomechanics**: the science of human movement.
- **Coaching a season** of sport considering tactics, skills, sport psychology and fitness.

Assessment

- School Assessment (100%)
- Analysis and evaluation of practical activities

Note: It is highly advisable that students have access to a wearable wrist fitness device (e.g. a GPS heart rate fitness watch).

THE GOOD FOOD KITCHEN

Subject Length

One semester

Contact Teacher

Mrs Katrina Traeger

Required Background

Completion of Year 9 Food and Textiles is advantageous.

What is this Subject about?

This subject is designed to develop and consolidate students' food preparation skills and nutritional knowledge. Students will be taught to choose and prepare food wisely through a wide range of food preparation activities. They will apply their knowledge of nutrition and food safety, researching and analysing the impact of food choices on the health of individuals, the community and environment. Students will work collaboratively and apply their knowledge to prepare food safely and hygienically.

Subject Overview

Students will study the following topics:

- **The Great Pantry Challenge** – sustainability, food waste, edible packaging, technology, utilising leftovers.
- **Rise and Advertise** – Teenage breakfast, AGHE, nutrition, advertising.
- **The Flavour Trail** – Sensory properties of cultural dishes, exploring various spices, herbs and flavours, and understanding how they work together.
- **Healthy Pasta-bilities** – diet related disorders, making pasta from scratch, generating recipe and information to inform healthy diet and lifestyle choices.

Each topic involves weekly food practicals.

Assessment

- School Assessment (100%)
- Practical Activities
- Research Tasks / Assignments
- Action Plans and Evaluations

VISUAL ARTS – DESIGN

Subject Length

One semester

Contact Teachers

Miss Arlette Hunt
Mr Anthony Janus

Required Background

- An active interest in drawing and creating digital works of Design.
- Confident and proficient skill in the use of a computer.
- Successful completion of Year 9 Art or Visual Communication.

What is this Subject about?

The process of designing equips students with a dynamic, flexible structure from which to generate a range of creative and lateral solutions to a diversity of problems. In this course, students learn to use the design process to develop solutions that are highly effective, innovative and are presented professionally in primarily graphic communication with a small component in architecture or landscape design. The course provides students with initial computer skills for image generation, manipulation and layout and relies on them to continually practise and develop these skills throughout the semester.

Subject Overview

Students will learn about or undertake:

- The Design Process
- Design Projects (in graphic communication and architecture or landscape design)
- Graphic Design Skills
- Photoshop, Illustrator

Assessment

- School Assessment (100%)
- Folio
- Practical
- Evaluative Statement
- Research, analysis and computer generated skills development

VISUAL ARTS – DRAWING AND PAINTING

Subject Length

One semester

Contact Teachers

Mrs Carol Kennedy
Ms Jacinta Smart
Mr Anthony Janus

Required Background

- Successful completion of Year 9 Visual Art.
- An active interest in Visual Art and/or some knowledge of skills used in creating Art.
- Some appreciation or interest in the Art of our own and other cultures.

What is this Subject about?

Drawing and Painting is a course designed to cater for students wishing to be challenged with two-dimensional Art. Students expand their artistic process by developing original and thematic ideas, experimenting with media and techniques and producing quality finished pieces. The course includes associated art theory and knowledge, and provides students with a framework through which they can analyse and appreciate artworks.

Subject Overview

Students will:

- develop drawing, painting and mixed media skills
- learn to analyse and respond to artist's work
- apply skills to observational and imaginative work
- develop skills to explore individual style

This provides a sound basis for Drawing and Painting at senior levels.

Assessment

- School Assessment (100%)
- Folio
- Practical
- Visual Study

Costs

Some students may have to purchase materials if major works are particularly large or require materials not stocked.

VISUAL ARTS – SCULPTURE AND PRINTMAKING

Subject Length

One semester

Contact Teachers

Mrs Carol Kennedy
Mr Anthony Janus

Required Background

- Successful completion of Year 9 Visual Art.
- An active interest in Visual Art and/or some knowledge of skills used in creating Art.
- Some appreciation or interest in the Art of our own and other cultures.

What is this Subject about?

The sculpture component provides the opportunity for students to explore numerous areas of three-dimensional Art. In the Printmaking component, students explore several printmaking methods including lino printing and etching. The course includes associated art theory and knowledge, and provides students with a framework through which they can analyse and appreciate artworks.

Subject Overview

Students will study the following topics:

- Sculpture
- Drawing will be the basis for generating ideas, which will be transformed into three-dimensional sculptural forms. A variety of sculptural media may be explored.
- Printmaking
- Various printing and experimental techniques are used to develop art works. Students will focus on lino printing techniques and dry-point etching and/or collagraphs.

Assessment

- School Assessment (100%)
- Folio
- Practical
- Visual Study

Costs

Some students may have to purchase materials if major works are particularly large or require materials not stocked.

YEAR 11 & 12 SUBJECT SELECTION

In this section, you will find the list of Stage 1 (Year 11) and Stage 2 (Year 12) subjects.

Subjects are grouped alphabetically, and Stage 1 and 2 subjects aligned so you can look at where Stage 1 subjects lead.

When selecting subjects, the following is advised:

- Plan Year 11 and 12 subjects at the same time
- Plan enough subjects so you have reserve subjects for Year 11 and Year 12 as well
- Check further study (university, TAFE) requirements will be met
- Choose your Numeracy (Maths) option
- List full year subjects on your form twice (e.g. Chemistry A and Chemistry B)
- Check if you meet pre-requisites
- Check you have Reserve subject options
- Check if SACE requirements are met
- If relevant, check if ATAR requirements are met

All students in Years 11 and 12 will study Christian Living (CL) and Wellbeing in addition to their SACE subjects.

In Year 11, students undertake a full year of a Literacy subject and at least one semester of a Numeracy subject. AIF is a compulsory Stage 2 SACE subject (students can elect to study this in Semester 1 or 2 in Year 11, or in Semester 1 of Year 12 if they require greater subject flexibility in Year 11. They can select up to seven, 10-credit (single semester) subjects across the course of the year).

Year 12 students study four, 20-credit (full-year) Stage 2 subjects.

There is an option to undertake a fifth subject depending on a student's passion and ability. Studying five subjects should be carefully considered in discussion with a subject counsellor.

Please note that subject availability is dependent on class capacity. In cases where classes are full, priority will be given to students selecting the subject as part of their four-subject load.

Year 11

The table below provides a "snapshot overview" of the subject pattern a Year 11 student will undertake in a semester at Cornerstone.

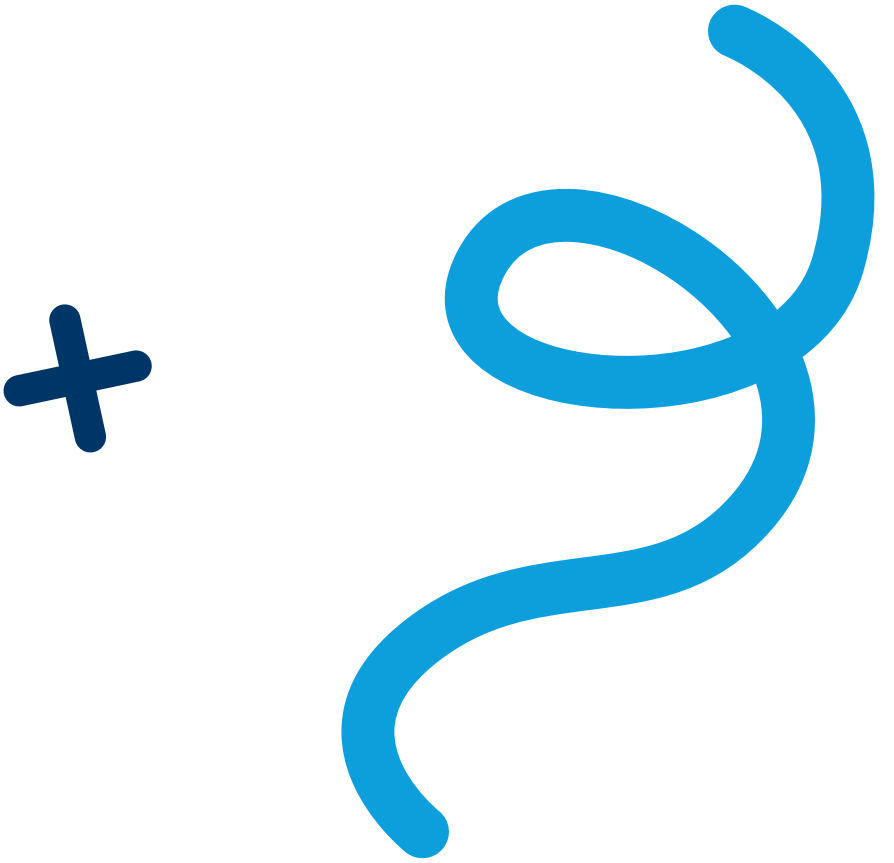
Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7	Subject 8
Literacy Subject	Numeracy Subject	AIF or Elective*	Elective	Elective	Elective	Christian Living + Wellbeing	Study Line or Physical Activity
5 lessons / week	5 lessons / week	5 lessons / week	5 lessons / week	5 lessons / week	5 lessons / week	3 lessons / week	2 lessons / week

*Semester 1 only. In Semester 2 this will be another elective subject

Year 12

The table below provides a "snapshot overview" of the subject pattern a Year 12 student will undertake across the year at Cornerstone.

Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7	Subject 8
Elective	Elective	Elective	Elective	Study Line	Study Line	Christian Living + Wellbeing	Study Line or Physical Activity
5 lessons / week	5 lessons / week	5 lessons / week	5 lessons / week	5 lessons / week	5 lessons / week	3 lessons / week	2 lessons / week



ABORIGINAL STUDIES

STAGE 1

Subject Length

One semester – 10 credits

Contact Teacher

Ms Jacinta Smart

Recommended Background

Passion and interest in learning about aboriginal people, and living history and culture.

What is this Subject about?

Learning from and with Aboriginal peoples and communities, and other sources of Aboriginal voice, underpins this subject. Through their learning in this subject, students draw on elements of history, sociology, politics, arts, and literature.

Subject Overview

Students gain confidence and develop respectful ways of thinking, listening, communicating, and understanding. As they develop respectful understanding, students connect with, reflect on, and evaluate their own learning. Students progressively challenge their own thinking and ideas as they develop and extend their understanding of Aboriginal peoples' identities and experiences.

Students will :

- reflect on learning from and with Aboriginal peoples, communities, and other sources of Aboriginal voice
- demonstrate knowledge and understanding of narratives as told by Aboriginal peoples
- demonstrate knowledge and understanding of how the past influences the present
- deconstruct and analyse experiences that are of significance to Aboriginal peoples and/or communities
- evaluate and reflect on own respectful understandings.

Assessment

School Assessment (100%)

- **Assessment Type 1**: Learning Journey (75%)
  For a 10-credit subject, students undertake three responses for the Learning Journey. For a 20-credit subject, students undertake six responses for the learning journey.
- **Assessment Type 2**: Creative Presentation (25%)
  For a 10-credit subject, students undertake one creative presentation. For a 20-credit subject, students undertake two Creative Presentations.

STAGE 2

Subject Length

Full year – 20 credits

Contact Teacher

Ms Jacinta Smart

Required Background

Successful completion of at least one semester of Stage 1 Aboriginal Studies course and recommended connections to First Nations peoples or community outside of the College.

What is this Subject about?

Students engage in learning from and with Aboriginal peoples and communities to develop respect for and awareness of the diversity of the experiences of Aboriginal peoples and communities.

Subject Overview

Students gain confidence and develop respectful ways of thinking, listening, communicating, and understanding. As they develop respectful understanding, students connect with, reflect on, and evaluate their own learning. Students progressively challenge their own thinking and ideas as they develop and extend their understanding of Aboriginal peoples' identities and experiences.

Students will :

- synthesise learning from and with Aboriginal peoples, communities, and other sources of Aboriginal voice
- apply knowledge and understanding of narratives as told by Aboriginal peoples
- deconstruct and analyse how the past influences the present and the future
- deconstruct and analyse experiences that are of significance to Aboriginal peoples and/or communities
- evaluate and reflect on own learning
- work collaboratively to plan and implement informed social action.

Assessment

- School Assessment (70%)
- Assessment Type 1: Learning Journey (40%)
- Assessment Type 2: Social Action (30%)
- External Assessment (30%)
- Assessment Type 3: Acknowledgment (30%)

Further Information

www.sace.sa.edu.au/web/aboriginal studies

ACTIVATING IDENTITIES AND FUTURES (AIF)

STAGE 2

Must be completed by end of Semester 1 of Year 12

Subject Length

One semester – 10 credits

Contact Teacher

Mr Harrison Modra

Required Background

Satisfactory completion of Year 10 Exploring Identities and Futures (EIF)

What is this Subject about?

Activating Identities and Futures allows students to take greater ownership over their learning as they select relevant strategies to explore, create, and plan to progress an area of personal interest towards a learning output. Students develop the skills to 'learn how to learn' and strategies to 'know what to do when you don't know what to do'.

When selecting a focus area of learning, students are encouraged to explore ideas related to an area of personal interest through a process of self-directed inquiry. Students will be required to make connections with others to develop new perspectives and to seek authentic feedback which will inform decisions about relevant strategies to their learning.

Students will appraise the effectiveness of strategies and feedback in supporting their development of knowledge and skills as they seek to achieve a resolution to their chosen learning area.

AIF is a compulsory Stage 2 Subject (SACE). Students must complete this subject to a C standard or better.

Subject Overview

The course includes:

- Taking ownership over learning
- Selecting relevant strategies to explore, conceptualise, create and/or plan to progress an area of personal interest
- Creating a learning output
- Evaluating value and purpose of learning

Assessment

- School Assessment (70%)
- Assessment Type 1: Portfolio (35%)
- Assessment Type 2: Progress Checks (35%)
- External Assessment (30%)
- Assessment Type 3: Appraisal

Future Directions

Activating Identities and Futures is designed to further develop students' self-inquiry skills by drawing on an area of personal interest. These skills are crucial in developing an enthusiasm for life-long learning.

Overview - Activating Identities and Futures

BIOLOGY

STAGE 1

There are two single-semester subjects to choose from:

- Biology A – Cells, Microbes and Immunity
- Biology B – Organisms and Biodiversity

Subject Length

- 1 or 2 semesters – 10 credits each

Contact Teachers

Mrs Colleen Bradfield
Mrs Jessica Karpenko
Mrs Jane Hoffman

Required Background

Satisfactory completion of Year 10 Science

What is this Subject about?

This subject is the study of living things. Both subjects look at aspects of the living world, such as how organisms function, organisation among living things, and the interactions between organisms and their environment.

Subject Overview

Students will study the following topics:

Semester 1 – Biology A

- Cells – what are they like and how they function
- Microbes – helpful and harmful
- Immunity – defending the body against infection

Semester 2 – Biology B

- Organisation of Organisms (Cells, Tissues, Organs, and Organ Systems)
- How Animals Function (e.g. Circulatory, Lymphatic, Respiratory, Excretory Systems)
- Classification of Organisms
- How organisms interact with each other

Assessment

- School Assessment (100%)
- Skills and Application Tasks
- Investigation Folios

STAGE 2

Subject Length

Full year – 20 credits

Contact Teachers

Mrs Colleen Bradfield
Mrs Jane Hoffman

Required Background

- Successful completion (B grade minimum) of at least one semester of a Stage 1 Science. The completion of one or more Stage 1 Biology semesters or at least the first semester of Stage 1 Chemistry is an advantage.
- Students who do not meet the above criteria will need a teacher's recommendation.

What is this Subject about?

This subject gives students an understanding of the diversity of life, the structure and function of living things, and how they interact. Students will extend their understanding and practical and research skills, developed in Stage 1 Biology and/or other Science subjects.

Subject Overview

Students will study the following topics:

- DNA and Proteins
- Cells as the Basis of Life
- Homeostasis
- Evolution

Assessment

- School Assessment (70%)
- Investigations Folio (30%)
  Practical Investigations and one Science as a Human Endeavour Task
- Skills and Applications Tasks (40%)
  Tests, mid-year exam, extended response questions
- External Assessment (30%)
- Examination

Future Directions

Biology provides a background for careers in Science, the environment, agriculture/horticulture, and teaching medicine.

Further Information

www.sace.sa.edu.au/web/biology

BUSINESS INNOVATION

STAGE 1

Subject Length

One semester – 10 credits

Contact Teachers

Mr Caleb Blesing
Mr Joel Turnbull

Required Background

Nil

What is this Subject about?

Business Innovation develops students' knowledge, skills, and understanding to engage in business contexts in the modern world. Students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. The customer is at the center of the innovation process and the generation of new products and services.

Subject Overview

Students will study the following topics:

- Finding and solving problems
- Financial awareness and decision-making
- Business information and communication
- Global, local, and digital connections
- The nature and structure of business
- Key business functions

Assessment

- School Assessment (100%)
- Business Skills Task (x 2)
- Business Transformation
- Business Pitch

STAGE 2

Subject Length

Full year – 20 credits

Contact Teachers

Ms Emma Patton
Mr Joel Turnbull

Required Background

Stage 1 Business Innovation encouraged

What is this Subject about?

In Stage 2 Business Innovation students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world.

Subject Overview

One core topic and three of the six following optional topics will be covered:

- Innovation
- Decision-making and Project Management
- Financial literacy and information management
- Global, local and digital perspectives
- Designing business
- Sustaining business
- Transforming business

Assessment

- School Assessment (70%)
- Assessment Type 1: Business Skills (x 3) (40%)
- Assessment Type 2: Business Model (x 1) (30%)
- External Assessment (30%)
- Assessment Type 3: Business Plan and Pitch (x 1) (30%)

Future Directions

- TAFE – Business Services, Management, Marketing, Human Resources and Sales
- University – degrees in Business Management, Human Resource Management, Commerce, Sport & Recreation Management, International Studies, Logistics and Supply Chain, etc.

Further Information

www.sace.sa.edu.au/studying/subjects/business-innovation

CHEMISTRY

STAGE 1

Subject Length

Full year – 20 credits

Contact Teachers

Miss Breigh Angove
Mr Bill Stapleton
Mrs Kristyn Wheeler
Mrs Jane Hoffman

Required Background

- Successful completion of Year 10 Science with at least a B grade. If a student achieved an overall C grade then their performance in the Year 10 Chemistry topics, together with a teacher's recommendation would be considered.
- Note that unsuccessful completion of Semester 1 Chemistry will preclude students from Semester 2.

What is this Subject about?

Chemistry involves studying matter that makes up all materials, and the properties, uses, production, and reactions of these materials.

Subject Overview

Students will study the following topics:

Semester 1 – Chemistry A

- Atomic Structure and the Periodic Table
- Chemical Formulae and Nomenclature
- Chemical Bonding
- Organic Chemistry

Semester 2 – Chemistry B

- Acids, Bases, and Salts
- Quantities in Chemistry
- Redox (Electricity and Chemistry)
- Energy and Reactions

Assessment

- School Assessment (100%)
- one practical investigation
- one Science as a Human Endeavour task
- two skills and applications tasks

STAGE 2

Subject Length

Full year – 20 credits

Contact Teachers

Miss Breigh Angove
Mr Bill Stapleton
Mrs Jane Hoffman

Required Background

Minimum of a B grade in two semesters of Stage 1 Chemistry is highly recommended. Students must have completed a full year of Stage 1 Chemistry.

What is this Subject about?

Chemistry is the study of the matter that makes up all materials, their properties, uses, productions and reactions. It includes the critical study of the social and environmental impact of chemical processes.

Subject Overview

Students will study the following topics:

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

Assessment

- School Assessment (70%)
- Investigations Folio - Practical investigations and one Science as a Human Endeavour task (30%)
- Skills and Applications Tasks – Tests (40%)
- External Assessment (30%)
- Examination

Future Directions

- The study of Stage 2 Chemistry is a pre-requisite for a number of tertiary courses at university including medicine, health and engineering programs.
- Chemistry provides a background for careers in science, the environment, agriculture/ horticulture, engineering and careers in the field of medicine.

Further Information

www.sace.sa.edu.au/web/chemistry

CHILD STUDIES

STAGE 1

Subject Length

One semester – 10 credits

Contact Teacher

Mrs Katrina Traeger

Required Background

No prescribed pre-requisites

What is this Subject about?

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 consumer society.

Subject Overview

Students will study the following topics:

- Contemporary Childhood Issues
- Pregnancy, Birth and Child Development
- Childhood Nutrition
- Play and Child Development

Assessment

- School Assessment (100%)
- Practical Activity
- Group Activity
- Investigation

Further Information

Some basic skills in cooking and/or textiles will assist with practicals.

STAGE 2

Subject Length

Full year – 20 credits

Contact Teacher

Mrs Katrina Traeger

Required Background

- Stage 1 Child Studies would give a good foundation for some practical areas, but is not essential.
- Successful completion of any Stage 1 humanities-based subject for sound research and analytical skills.

What is this Subject about?

This subject focuses on children's growth and development from conception to 8 years. Students critically examine attitudes and values about parenting/caregiving and gain an understanding of the growth and development of children. The subject enables students to develop a variety of research, management, and practical skills.

Subject Overview

Students will study the following topics:

- Socio-cultural Influences (child development, role of parents)
- Technological Influences (impact and use of technology)
- Economic and Environmental Influences (nutrition, antenatal development, children's health)
- Political and Legal Influences (community resources and supports, right of children and parents)
- Contemporary and Future Influences (issues, protective practices)

Assessment

- School Assessment (70%)
- Practical Activity (50%)
- Group Activity (20%)
- External Assessment (30%)
- Investigation

Future Directions

- Courses in TAFE and University, specifically related to children e.g. teaching, nursing, OT, Speech Pathology
- Occupations involving working with children

Further Information

www.sace.sa.edu.au/web/child-studies

CHINESE (CONTINUERS)

STAGE 1

Subject Length

Semester 1 (10 credits) or full year (20 credits).

Students can study Chinese A only, but to study Chinese B students must have studied Chinese A in Semester 1.

Contact Teachers

Ms Leanne Liang
Mr Joel Turnbull

Required Background

Successful completion of a full year of Year 10 Chinese

What is this Subject about?

In this subject, students use Chinese to interact with others, explore language and increase their cultural awareness of the Chinese community. They make connections between Chinese and English and/or other languages. Students work individually and collaboratively to respond to language on a range of topics; they develop thinking, learning and research skills; and reflect on their own identity and culture(s) through the study of another.

Subject Overview

Students will study the following topics:

- Semester 1
- Body and Health
- Food and Dining
- Healthy Eating and Lifestyle
- Research on Chinese Food and Dining
- Semester 2
- Shopping and Gifts
- Social Gatherings and Special Occasions
- Houses and Neighbourhood
- Research on Chinese Housing and Living Environment

Assessment

- School Assessment (100%)
- Interaction
- Text Production
- Text Analysis
- Investigation

STAGE 2

Subject Length

Full year – 20 credits

Contact Teachers

Ms Leanne Liang
Mr Joel Turnbull

Required Background

Successful completion of a full year of Stage 1 Chinese

What is this Subject about?

This subject further develops student competence in using the Chinese language to interact with others in and beyond the classroom. Students apply advanced skills in Chinese language to create and respond in different contexts. They extend their cultural understanding of modern society, relationships between languages, culture and social settings. The topics selected enable students to discuss and compare perspectives on issues relevant to young people today.

Subject Overview

Students will study the following topics:

- Semester 1
- Festivals and Celebrations
- Urban and Rural Life
- Holidays and Travelling
- Personality and Relationships
- Youth Issues Semester 2
- Future Career and Employment
- Leisure Activities and Social Life
- In-Depth Study

Assessment

- School Assessment (70%)
- Folio (70%)
- External Assessment (30%)
- Oral and Written Examination

Future Directions

- Chinese gains bonus points for entrance to some university courses
- Tertiary study at university in Chinese, or as part of many degree courses
- Scholarships available at tertiary level to study in China and other Chinese speaking countries

Further Information

www.sace.sa.edu.au/web/chinese-continuers

CHRISTIAN LIVING

Although Christian Living continues to be compulsory in Year 11, students are offered two options.

YEAR 11

Option 1: Spiritualities, Religion and Meaning (Stage 1, 10-credit SACE subject)

Subject Length

One semester

Contact Teacher

Mr Aidan Mitchell

Required Background

None

What is this Subject about?

This is a rich course designed to allow students to engage intellectually, academically and also, if they desire, spiritually with the material, based on current societal issues.

Subject Overview

Students will engage with the following 'big ideas':

- **Growth, belonging and flourishing**
  This idea deals with the intersection of people, spiritualities and religion and how people have, and still do, develop meaning within these contexts.
- **Community, justice and diversity**
  Human societies are culturally rich, complex, and interdependent. While they foster identity and belonging, they also often contain inequalities, power imbalances, violence, extremism, and injustices.
- **Evil and suffering**
  Humans have defined evil in different ways throughout history as they seek to make sense of war, genocide, and disease. Spiritualities and religions have not been immune to evil and suffering in the world and have long provided a lens through which to make meaning, find solace and spur action.

Assessment

Three assessment tasks to be completed over the semester – one for each of the big ideas. They are weighted equally, and student work is internally assessed.

The three tasks cover each of three assessment types: Representations, Connections and Issues Investigation.

YEAR 11

Option 2: Spiritualities, Religion and Meaning – Follow (Stage 1, 10-credit SACE subject)

Subject Length

One semester

Contact Teacher

Mr Aidan Mitchell

Required background

None, although involvement in a local church or youth group will help when completing assignments.

What is this Subject about?

This subject is for students who are passionate about following Jesus and developing their Christian faith or want to specifically explore Christianity. This alternative option will support students to consider their place in a Biblical narrative, what the Gospel means for them, and how we can follow Jesus.

The following tools and opportunities will shape student learning:

- a discipleship group
- weekly Bible readings
- an overnight retreat
- a smaller, more Christian-focused class to enable deeper sharing regarding matters of faith
- looking at issues in society, still from multiple vantage points, but paying more attention to the Christian faith as well as one's home denomination (if applicable).

Subject Overview

Students will engage with a slightly different set of 'big ideas' than Option 1.

- **Growth belonging and flourishing**
  This idea deals with the intersection of people, spiritualities and religion and how people have, and still do, develop meaning with these contexts.
- **Story, visions, and futures**
  The study of religious traditions, stories, and documents can lead to a greater connection with their authority, wisdom, significance over time, and the contemporary challenges they present to local and global communities.

Assessment

Same as Option 1 assessment.

CHRISTIAN LIVING (LEGACY)

YEAR 12

Subject Length

One semester

Contact Teacher

Mr Aidan Mitchell

Required background

No prior knowledge required

What is this Subject about?

Senior students are invited to consider their role in serving others and making meaningful impact. The Legacy Project offers a structured opportunity to engage in community service and contribute to the wider community.

Subject Overview

Students will study the following topics:

- **Legacy**
  Projects undertaken are based around the needs of the broader community. Students select their projects based on their interest and abilities and decide the best way to meet the needs before them. Students formally present their completed projects to the College and reflect on their respective experiences and the value of service.
- **Seminar**
  In the latter half of Term 2, a panel of current staff host a Q&A forum centred on the theme, "What would I tell my 18-year-old self?". Through listening and engaging, students reflect on their own lives as they take their first steps in adulthood.

Assessment

There is no formal assessment in this subject.

DESIGN

STAGE 1

Subject Length

One semester (10 credits) or two semesters (20 credits)

Contact Teachers

Miss Arlette Hunt
Mr Anthony Janus

Required Background

- Successful completion of Year 10 Visual Arts – Design and one other Year 10 Visual Arts subject.
- A level of confidence in the use of Adobe Illustrator and Photoshop is assumed

What is this Subject about?

The focus of this subject is on developing design skills and using the design process in the production of work. Drawing skills are used frequently throughout this course to successfully record and resolve unique original work.

Students will:

- Develop creative and conceptual thinking skills
- Analyse work from a variety of contexts and practitioners
- Generate and apply their own unique aesthetics
- Undertake individual design projects
- Use a wide range of media and techniques
- Use a wide range of software (including Adobe)

Subject Overview

Semester 1: Graphic Design
Students will complete a visual study exploring the work of graphic designers from different cultural contexts. The folio task will focus on responding to a set design brief. Adobe software is used extensively.

Semester 2: Product Design & Architecture
Students will complete a visual study exploring physical three-dimensional media. The folio task is based on architectural model making skills.

Assessment

- School Assessment (100%)
- Folio (40%)
- Practical (30%)
- Visual Study (30%)

Costs

Students may be required to purchase additional materials if major works are particularly large or require materials not stocked.

STAGE 2

Subject Length

Full year – 20 credits

Contact Teachers

Miss Arlette Hunt
Mr Anthony Janus

Required Background

- Successful completion of Stage 1 Visual Arts – Design and one other Stage 1 Visual Arts subject
- Confidence in Adobe Illustrator and Photoshop expected

What is this Subject about?

This subject includes visual communication, environmental design and product design. All areas emphasise defining the design brief, problem solving approaches, generation of solutions and skills to communicate resolutions. Students have the freedom to choose and write their own brief and pursue personal areas of interest and skill.

Subject Overview

Students will:

- Choose and write their own design brief
- Study practitioners and provide practical responses to a design topic of their choice

Assessment

- School Assessment (70%)
- Practical (30%)
- Folio (40%)
- External Assessment (30%)
- Visual Study

Costs

Students may be required to purchase additional materials if major works are particularly large or require materials not stocked.

Future Directions

Careers in Architecture, Urban Planning. Landscape Architecture, Interior Architecture, Visual Communication or Design

Further Information

Visual Arts – Art and Visual Arts – Design are a precluded combination for SACE.

www.sace.sa.edu.au/web/visual-arts

DIGITAL SOLUTIONS

STAGE 1

Subject Length

One semester – 10 credits

Contact Teacher

Miss Arlette Hunt

Required Background

Completion of Year 10 Digital Solutions preferred.

What is this Subject about?

The focus for this subject is on programming and game development.

It therefore involves using symbols, signs, behaviour, speech, light, images, sound, or other data in digital form to design and make a gaming product. In so doing, students produce outcomes that demonstrate their knowledge and skills associated with the use, manipulation and creation of digital communication media.

Subject Overview

Areas of study include:

- Coding and control structures
- Use of an object-oriented programming language
- Investigation of existing digital apps
- Creation and editing of digital media
- The design and realisation process

Assessment

- School Assessment (100%)
- Digital Product/Solution (30%)
- Skills Tasks (70%)

Costs

Students may be charged an additional amount depending on the cost of their main project.

DRAMA

STAGE 1

Subject Length

One semester (10 credits) or full year (20 credits)

Contact Teachers

Mrs Kristen Doherty
Ms Jane Bennett Thompson
Mr Matthew Braid
Mr Anthony Janus

Required Background

Successful completion (C grade or higher) of one semester of Year 10 Drama, or by audition.

What is this Subject about?

Students learn about the practical and theoretical approaches to Drama. Students interpret established dramatic works, as well as create their own. The group production, drama theory, research, film making, practice, and creative synthesis, develop students' dramatic skills and understanding. The group production gives students an understanding and appreciation of the page to stage process. Students develop their ability to analyse, critique and evaluate their individual and collective work.

Subject Overview

Students will study the following topics:

- Character development and interpretation through rehearsal processes
- Exploration of multiple texts, practitioner and live performance, develop analytical, critical and evaluation skills

Assessment

- School Assessment (100%)
- Performance (Group Production) (40%)
- Responding to Drama (Review Writing / Oral Reflection (20%)
- Creative Synthesis (Research / Analysis and Theatre Making) (40%)

PLEASE NOTE: In both Stage 1 and Stage 2, students are expected to participate readily in all aspects of classes, including rehearsals and workshops which may fall after school, during lunchtime and/or on weekends. Attendance at rehearsals is compulsory.

STAGE 2

Subject Length

Full year – 20 credits

Contact Teachers

Ms Jane Bennett Thompson
Mrs Kristen Doherty
Mr Anthony Janus

Required Background

Successful completion (C grade or higher) of at least one semester of Stage 1 Drama, or by audition.

What is this Subject about?

This subject hones the skills learnt in Stage 1 Drama. Students further develop their analytical skills when researching and interpreting dramatic works and theatrical styles. They branch out into their preferred area of interest, on-stage or off-stage, and continue to explore and critique the works of others through live performances and in-class presentations.

Subject Overview

Students will study the following topics:

- **Performance (Group Production / Company)** – students will engage in the page to stage process and keep a folio of their research and process
- **Evaluation and Creativity** – written / oral reflections to performances / workshops that link to their own dramatic learning, integrated into a hypothetical vision for performing.
- **Creative Presentation** – theatre making / research analysis and theatrical exploration using technology

Assessment

- School Assessment (100%)
- Performance (Group Production) (40%)
- Evaluation and Creativity (30%)
- Creative Presentation (Research / Analysis and Theatre Making) (30%)

Future Directions

Further study in tertiary institutions in the areas of acting, film making, lighting and sound design and engineering, costumes, prop and set design, stage management.

ENGLISH (GENERAL)

STAGE 1

Stage 1 English allows students to achieve the compulsory literacy requirement in the SACE.

Subject Length

Two semesters of 10 credits each

Contact Teacher

Mr Harrison Modra

Required Background

Minimum of a C grade in two semesters of Year 10 English

What is this Subject about?

In Stage 1 English, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes. There is an emphasis on responding to texts, creating texts and intertextual study.

Subject Overview

Students will study a range of texts in different genres across both semesters. The texts will include a selection of American literature, Australian literature, British literature, film, social justice texts, crime texts, speculative fiction and poetry.

Assessment

- School Assessment (100%)
- Responding to Texts
- Creating Texts
- Intertextual Study

Students MUST achieve a C grade or better to meet the literacy requirement of the SACE. At least one assessment task each semester must be delivered as an oral presentation.

Further Information

www.sace.sa.edu.au/web/english/overview

STAGE 2

Subject Length

Full year – 20 credits

Contact Teacher

Mr Harrison Modra

Required Background

Minimum of a C+ grade in two semesters of Stage 1 English

What is this Subject about?

This subject focuses predominantly on analyzing the interrelationship of author, text, purpose and audience. This course provides the most opportunities for students to create their own texts, taking in to account how language and stylistic features shape ideas and perspectives in a range of contexts. The course is catered to capable students of English who are considering a University, vocational or work pathway.

Subject Overview

Students will study the following topics:

- **Creating texts** – create written, oral, and/or multimodal texts for procedural, imaginative, analytical, persuasive, and/or different purposes
- **Responding to texts** – respond to written, visual and/or multimodal texts, evaluating how language and stylistic features and conventions are used to represent ideas and perspectives, and shape responses and interpretations

Assessment

- School Assessment (70%)
- Creating Texts (40%)
- Responding to Texts (30%)
- External Assessment (30%)
- Comparative Analysis

Future Directions

Students may be eligible for Adjustment Factors (bonus points) upon successful completion of Stage 2 English.

Further Information

www.sace.sa.edu.au/web/english/overview

ENGLISH (ESSENTIAL)

STAGE 1

Stage 1 Essential English allows students to achieve the compulsory literacy requirement in the SACE.

Subject Length

Two semesters of 10 credits each

Contact Teacher

Mr Harrison Modra

Required Background

Minimum of a C- grade in two semesters of Year 10 English or Essential English

What is this Subject about?

In Stage 1 Essential English, students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

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

Subject Overview

This subject is designed for:

- Students who are seeking to meet the SACE literacy requirement
- Students who are planning to pursue a career in a range of trade or vocational pathways

Note: This subject leads to Stage 2 Essential English. Students need to indicate their preference during Subject Counselling.

Assessment

- School Assessment (100%)
- Responding to Texts
- Creating Texts

Students MUST achieve a C grade or better to meet the literacy requirement of the SACE.

Further Information

www.sace.sa.edu.au/web/essential-english

STAGE 2

Subject Length

Full year – 20 credits

Contact Teacher

Mr Harrison Modra

Required Background

Minimum of a C grade in two semesters of Stage 1 Essential English

What is this Subject about?

Stage 2 Essential English focuses predominantly on developing and strengthening the student's ability to communicate with meaning and purpose in a range of contexts. Students have the opportunity to create texts for personal, social, community and work purposes, and to build their ability to comprehend and analyse every day and literary texts. This course is catered to students planning a vocational or work pathway who have completed Stage 1 Essential English.

Subject Overview

Students will study the following topics:

- **Responding to texts** – consider and respond to information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imaginative contexts
- **Creating texts** – create oral, written, and multimodal texts that communicate information, ideas, and perspectives for a range of purposes

Assessment

- School Assessment (70%)
- Creating Texts (40%)
- Responding to Texts (30%)
- External Assessment (30%)
- Language Study

Future Directions

- Vocational Education and Training
- Stage 2 Essential English contributes to a student's ATAR but does not gain bonus points.

Further Information

www.sace.sa.edu.au/web/essential-english

ENGLISH (LITERARY STUDIES)

STAGE 1

English Pre-Literary Studies

Stage 1 English Pre-Literary Studies allows students to achieve the compulsory literacy requirement in the SACE.

Subject Length

Two semesters of 10 credits each

Contact Teacher

Mr Harrison Modra

Required Background

Minimum of a B grade in two semesters of Year 10 English

What is this Subject about?

In Stage 1 English Pre-Literary Studies, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes. This course is designed to prepare students for the rigour of Stage 2 English Literary Studies. The texts and assessment tasks will emulate those prescribed by SACE in Stage 2 English Literary Studies. There is an emphasis on responding to texts, creating texts, intertextual study, critical perspectives and critical reading examinations.

Subject Overview

Students will study a range of text types of different genres across both semesters. The texts will include a selection of American literature, British literature, film, social justice texts, crime texts, speculative fiction and poetry.

Assessment

- School Assessment (100%)
- Responding to Texts
- Creating Texts
- Intertextual Study
- Critical Reading Examination

Students MUST achieve a C grade or better to meet the literacy requirement of the SACE. At least one assessment task each semester must be delivered as an oral presentation.

Further Information

www.sace.sa.edu.au/web/essential-english

STAGE 2

English Literary Studies

Subject Length

Full year – 20 credits

Contact Teacher

Mr Harrison Modra

Required Background

Minimum of a B grade in two semesters of Stage 1 English or Stage 1 English Pre-Literary Studies

What is this Subject about?

This subject focuses on the skills and strategies of critical thinking needed to interpret the constructed nature of literary texts. Through shared and individual study, students consider a range of critical interpretations of literature. This course is catered to students with a deep passion for the study of English, particularly textual analysis. This course includes a 100-minute SACE Examination.

Subject Overview

Students will study the following topics:

- Responding to texts - analyse and compare texts, through the identification of the structural, conventional, and language and stylistic features used by authors to create meaning
- Creating texts - create oral, written, and/or multimodal texts that experiment with stylistic features by using and adapting literary conventions

Assessment

- School Assessment (70%)
- Responding to Texts (50%)
- Creating Texts (20%)
- External Assessment (30%)
- Comparative Text Study (15%)
- Examination – Critical Reading (15%)

A 100-minute electronic SACE Examination

Future Directions

Students may be eligible for Adjustment Factors (bonus points) upon successful completion of Stage 2 English Literary Studies.

Further Information

www.sace.sa.edu.au/web/english-literary-studies/overview

FOOD AND HOSPITALITY

STAGE 1

Subject Length

One semester (10 credits) or full year (20 credits)

Contact Teachers

Mrs Rachel Schubert
Mrs Katrina Traeger

Required Background

Successful completion of one of the Year 10 Food subjects is desirable

What is this Subject about?

This subject is on the dynamic nature of the food and hospitality industry in Australian society. Students develop an understanding of contemporary approaches and issues related to food and hospitality. They work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices as well as explore the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

Subject Overview

Students will study the following topics:

Semester 1

- Quality Control and Food Safety Regulations
- Trends in Food and Culture
- Special Dietary Requirements
- Small Scale Catering

Semester 2

- Food and Safety
- Food and Hospitality Industry
- Local and Global Issues in Food and Hospitality
- Small Scale Catering

Assessment (per semester)

- School Assessment (100%)
- Practical Activity (40%)
- Group Activity (30%)
- Investigation (30%)

STAGE 2

Subject Length

Full year – 20 credits

Contact Teacher

Mrs Katrina Traeger

Required Background

Successful completion of Stage 1 Food and Hospitality

What is this Subject about?

Students focus on the dynamic nature of the food and hospitality industry in Australian society and develop an understanding of contemporary approaches, issues and management practices. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation.

Subject Overview

Students will study the following topics:

- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Socio-cultural Influences
- Technological Influences

Assessment

- School Assessment (70%)
- Practical Activity (50%)
- Group Activity (20%)
- External Assessment (30%)
- Investigation

Future Directions

- Careers in the Food & Hospitality or Tourism Industry via TAFE entry, e.g. Chef, Food & Beverage Service, Front of House.
- Tertiary qualification, e.g. teaching Home Economics, ICHM Business degree (major in the Hospitality Industry), Food Technologist, Gastronomy degree.

Further Information

www.sace.sa.edu.au/web/food-and-hospitality

GEOGRAPHY

STAGE 1

Subject Length

One semester – 10 credits

Contact Teachers

Ms Sam McDonnell
Mr Joel Turnbull

Required Background

Successful completion of one semester of Year 10 Geography is recommended.

What is this Subject about?

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places, and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the world.

The aim of the subject is to provide students with an understanding of developed and less developed countries. It also aims to develop student awareness of renewable and non-renewable resources, and the concept of sustainability.

Subject Overview

Students will study the following topics:

Topic One: Hazards
- An overview of the types and classification of hazards, both natural and biological
- The global distribution of hazards
- Case studies of contemporary hazards

Topic Two: Sustainable Places
- Urban places/rural places
- Sustainable urban development
- Population growth and its impact on cities
- Topic Three: Fieldwork Activity

Assessment

- School Assessment (100%)
- Skills and Application Tasks
- Fieldwork
- Examination

STAGE 2

Subject Length

Full year – 20 credits

Contact Teachers

Ms Sam McDonnell
Mr Joel Turnbull

Required Background

Successful completion of Stage 1 Geography recommended

What is this Subject about?

Through the concept of geographical change, students examine the transformation of human and physical environments and their interconnectedness. Students study the causes of change in environmental, social, and economic systems, consider the impacts and implications of these changes, and consider possible strategies and recommendations for sustainability.

Subject Overview

Theme 1: Environmental Change
- Topic 1: Ecosystems and people
- Topic 2: Climate change

Theme 2: Social and Economic Change
- Topic 3: Population change
- Topic 4: Globalisation
- Topic 5: Transforming global inequality.

Assessment

- School Assessment (70%)
- Geographical Skills and Applications (40%)
- Fieldwork Report (30%)
- External Assessment (30%)
- Examination

Further Information

www.sace.sa.edu.au/web/geography

GERMAN (CONTINUERS)

STAGE 1

Subject Length

Semester 1 (10 credits) or full year (20 credits)

Students can study German A only, but to study German B students must have studied German A in Semester 1.

Contact Teachers

Mrs Ingrid Synwoldt
Mr Joel Turnbull

Required Background

Successful completion of a full year of Year 10 German

What is this Subject about?

In this subject, students use German to communicate, understand the cultural contexts in which German is used, and make connections between German and English and/or other languages. Students work individually and collaboratively to increase their understanding of the structure of the language; develop thinking, learning and social skills; and reflect on their own identity and culture(s) through the study of another.

Subject Overview

Students will study the following topics:

Semester 1
- Life as an Exchange Student
- Life as a Teenager
- Culture of Berlin
- Travel and Holidays

Semester 2
- The Environment
- Education and Employment
- Jobs and Careers

Assessment

- School Assessment (100%)
- Interaction
- Text Production
- Text Analysis
- Investigation

Exchange Opportunities

Students have the opportunity to participate in the German exchange program.

STAGE 2

Subject Length

Full year – 20 credits

Contact Teachers

Mrs Ingrid Synwoldt
Mr Joel Turnbull

Required Background

Successful completion of a full year of Stage 1 German

What is this Subject about?

This subject further develops student competence in the use of the German language for a range of purposes and extends student understanding of German life and culture. Students use advanced German language skills to explore topics related to modern society, culture and the individual. The topics selected enable students to discuss and compare perspectives on issues relevant to young people today.

Subject Overview

Students will study the following topics:

Semester 1
- Wellbeing
- East Germany and the Wall

Semester 2
- Issues in Society
- In-depth Study

Assessment

- School Assessment (70%)
- Folio
- External Assessment (30%)
- Oral and Written Examination

Future Directions

- German gains bonus points for entrance to some university courses.
- Tertiary study at university in German or as part of many degree courses
- Diploma in Language alongside another degree
- Scholarships and international exchanges to tertiary institutions in Germany, Switzerland or Austria.

Further Information

www.sace.sa.edu.au/web/german-continuers

HISTORY

STAGE 1

History

Subject Length

One semester (10 credits) or full year (20 credits)

Contact Teacher

Mr Joel Turnbull

Required Background

Year 10 History, minimum C grade

What is this Subject about?

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 will research and review sources within a framework of inquiry and critical analysis.

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals.

Students are also able to complete a historical study, exploring a topic of their choice (since 1750). They research different points of view and present an argument.

Subject Overview

Students will study at least two topics; one being Revolution and one from the following list:

- Imperialism
- Decolonisation
- Indigenous Peoples
- Social Movements
- Elective Topic

Assessment

- School Assessment (100%)
- Historical Skills x 3
- Historical Study x 1

STAGE 2

Modern History

Subject Length

Full year – 20 credits

Contact Teacher

Mr Joel Turnbull

Required Background

A grounding in Stage 1 History is strongly recommended, minimum C grade

What is this Subject about?

The study of history gives students the opportunity to make sense of a 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 will research and review sources within a framework of inquiry and critical analysis.

Subject Overview

Students will study one topic from:

- **Modern Nations** – Students investigate the concepts of 'nation' and 'state', and the social, political, and economic changes that shaped the development of a selected nation.
- **The World Since 1945** – Students investigate the political, social, and economic interactions among nations and states, and the impact of these interactions on national, regional, and/or international development.

Assessment

- School Assessment (70%)
- 4 or 5 skills based tasks (essays, source analysis) (50%)
- Historical Study (20%)
- External Assessment (30%)
- Examination completed online

Future Directions

Administration, Business, Government, Law and Politics, Arts, Education, Entertainment, Journalism, Publishing and Mass Media, Museums and Tourism, Public History

Further Information

www.sace.sa.edu.au/web/modern-history

MATERIAL SOLUTIONS (CAD)

STAGE 1

Subject Length

One semester – 10 credits

Contact Teachers

Mr Nick Rolfs
Miss Arlette Hunt

Required Background

None, although successful completion of Year 10 Computer Aided Design and Manufacture is advantageous.

What is this Subject about?

This subject is designed to develop and consolidate students' computer aided design skills. It is intended to show the various ways in which CAD software can be used from designing and communicating ideas through to computer numerically controlled (CNC) manufacture (3D printing, CNC routing and laser cutting).

Subject Overview

Students will study the following topics:

- The Design Process
- 2D Fusion 360 or CAD Drawing
- CNC Machining
- Communicating Ideas through Drawing
- 3D Modelling

Assessment

- School Assessment (100%)
- Drawing and Modelling Skill Tasks
- CNC / 3D Printing / Laser Cutting Product Tasks
- Design Folio
- Product Analysis

Each assessment type will have a weighting of at least 20%.

Costs

Students may be charged an additional amount depending on the cost of their main project.

STAGE 2

Subject Length

Full year – 20 credits

Contact Teachers

Mr Nick Rolfs
Miss Arlette Hunt

Required Background

Successful completion of at least one semester of Year 10 Computer Aided Design and Manufacture or Stage 1 Material Solutions CAD/CAM course is advantageous.

What is this Subject about?

Students build on the computer aided drawing skills developed in Material Solutions – CAD/CAM at Stage 1. The emphasis is on applying the design process and CAD skills to create a product using CNC production methods.

Subject Overview

Students will study the following topics:

- The Design Process
- Skills Development
- Product Design and Manufacture
- Evaluation Processes

Assessment

- School Assessment (70%)
- Skills and applications tasks (20%)
- Design and realisation of a product (50%)
- External Assessment (30%)
- Resource Study

Further Information

www.sace.sa.edu.au/web/design-and-technology-material-products

Costs

Students may be charged an additional amount depending on the cost of their main project.

MATERIAL SOLUTIONS (FOOD)

STAGE 1

Subject Length

One semester – 10 credits

Contact Teachers

Mrs Rachel Schubert
Mrs Katrina Traeger

Required Background

Successful completion of a Food subject in Year 10.

What is this Subject about?

Students develop their knowledge and skills in a range of foods, processes, equipment and production techniques. They apply these to design and create food products that meet specific criteria or purposes. They analyse the impact of food, technological practices or products on individuals, society, and the environment, developing insights into the uses of technology in future contexts.

Subject Overview

Students will study the following topics:

- Skills and Techniques of Food Preparation
- Design and Create Food Products
- Food Presentation and Service

Assessment

School Assessment (100%)

- Skills and Application Tasks x2 (30% each)
- Design, Process and Solution (40%)

Future Directions

Students can utilise their skills and knowledge in a variety of career opportunities including the hospitality industry, research and product development, sensory analysis, food marketing and photography.

Further Information

Students are expected to commit time outside of class to support preparation and service activities.

www.sace.sa.edu.au/web/design-technology-and-engineering/school-assessment

MATERIAL SOLUTIONS (METAL AND WOOD)

STAGE 1

Material Solutions – Metal

Subject Length

One semester – 10 credits

Contact Teachers

Mr Nick Lindner
Miss Arlette Hunt

Required Background

Completion of Year 10 Material Solutions – Metal is desirable.

What is this Subject about?

Students further develop their knowledge and skills in relation to metal fabrication and the design process. Through projects, they prepare sheet metal to size using a guillotine, use notching and folding techniques and join parts with hand tools using suitable blind rivets. Students also undertake a welding and fabrication project. This involves consolidating MIG welding skills, metal cutting, bending, and shaping techniques, then welding as determined by their design.

Subject Overview

Students will study the following topics:

- Safety
- The Design Process
- MIG Welding Fundamentals and Fabrication
- Sheet Metal Fabrication Techniques (including tool box construction)

Assessment

- School Assessment (100%)
- Skills Tasks – welding exercises and sheet metal task (30%)
- Folio – including product analysis and design work (30%)
- Product – welding project with evaluation (40%)

Costs

Students may be charged an additional fee depending on the cost of their main project.

STAGE 1

Material Solutions - Wood

Subject Length

One semester – 10 credits

Contact Teachers

Mr Nick Rolfs
Miss Arlette Hunt

Required Background

Completion of Year 10 Material Solutions – Wood is desirable.

What is this Subject about?

Students further develop their knowledge and skills in furniture construction and the design process. There is a focus on carcase construction methods and joining techniques with the use of manufactures boards. Students construct a small cabinet as their main project which must include the use of cabinet hardware into their drawer and door design.

Subject Overview

Students will study the following topics:

- Safe Workshop Practices
- Cutting and Shaping Timber
- The Design and Realisation Process
- Estimating and Calculating Project Costs
- Carcase Construction and Joining Methods
- Timber Jointing and Assembly Techniques

Assessment

- School Assessment (100%)
- Skills Tasks - including CAD/CAM task (30%)
- Folio – including product analysis and design work (30%)
- Product – Small Cabinet (40%)

Costs

Students may be charged an additional fee depending on the cost of their main project.

MATERIAL SOLUTIONS

STAGE 2

Material Solutions – Metal or Wood

Subject Length

Full year – 20 credits

Contact Teachers

Mr Nick Rolfs
Miss Arlette Hunt

Required Background

Successful completion of at least one semester of Year 10 or Stage 1 Material Solutions course is compulsory.

What is this Subject about?

Students utilise their design and technology skills to produce at least one design solution using wood and/or metal. This will involve design processes as well as the application of technical skills.

Subject Overview

Students will study the following topics:

- The Design Process
- Skills Development
- Product Design and Manufacture
- Evaluation Processes

Assessment

- School Assessment (70%)
- Skills and applications tasks (20%)
- Design and realisation of a product (50%)
- External Assessment (30%)
- Resource Study

Further Information

Design, Technology and Engineering – SACE

Costs

Students may be charged an additional fee depending on the cost of their main project.

MATHEMATICS (ESSENTIAL)

STAGE 1

Subject Length

Semester 1 (10 credits) or full year (20 credits)

Contact Teacher

Mr Tim Vanderbom

Required Background

Successful completion of Year 10 Mathematics (any level)

What is this Subject about?

The focus of this subject is on mathematics applicable to everyday life. Students undertaking one or both semesters of this subject would be those interested in pursuing vocational training and apprenticeships or similar career paths.

Subject Overview

Students will study the following topics:

Semester 1
- Calculations
- Time and Ratio
- Measurement
- Investing

Semester 2
- Earning and spending
- Data in Context
- Geometry

As much as possible, content will be applied to vocational applications and situations.

Assessment

- School Assessment (100%)
- 2 x Skills and Applications Tasks (SATs)
- 2 x Mathematical investigations each semester

Students MUST achieve a C or better in one semester to meet SACE numeracy requirements.

Costs

Students require a Casio Graphics calculator (model fx-1AU or similar). This was required in Year 10.

STAGE 2

Subject Length

Full year – 20 credits

Contact Teacher

Mr Tim Vanderbom

Required Background

B grade or better in Year 11 Essential Mathematics, or C grade or better in Year 11 General Mathematics or Mathematical Methods (for both semesters) at the time of subject counselling in Term 3.

What is this Subject about?

In this subject, students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Subject Overview

Students will study the following topics:
- Scales, Plans, and Models
- Measurement*
- Business Applications
- Statistics*
- Investments and Loans*

Assessment

- School Assessment (70%)
- SATs (tests) (30%)
- Folio (40%)
- External Assessment (30%)
- Examination – 3 topics marked with * only

Future Directions

- TAFE vocational courses
- Traineeships and Apprenticeships
- Small business management
- Essential Mathematics contributes to the ATAR, but does not gain bonus points

Costs

Students require a Casio Graphics calculator (model fx-1AU or similar). This was required in Years 10 and 11.

Further Information

www.sace.sa.edu.au/studying/subjects/essential-mathematics

Students should select their Mathematics subject carefully. Changing between courses is not possible after Week 2 of Term 1.

MATHEMATICS (GENERAL)

STAGE 1

Subject Length

Semester 1 (10 credits) or full year (20 credits)

Students doing only one semester of General Mathematics must complete it in Semester 1.

Contact Teacher

Mr Tim Vanderbom

Required Background

Completion of Year 10 Mathematics and subject to recommendation at course counselling.

What is this Subject about?

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

Subject Overview

Students will study the following topics:

- Investing and Borrowing
- Measurement
- Statistics
- Applications of Trigonometry
- Linear Functions and their Graphs
- Matrices and Networks

Three topics will be covered each semester.

Assessment

- School Assessment (100%)
- Skills and applications tasks (SATs) – three tests each semester
- Mathematical Investigation(s) – at least one each semester.

Students MUST achieve a C or better in one semester to meet SACE numeracy requirements.

Costs

Students require a Casio Graphics calculator (model fx-1AU or similar). This was required in Year 10.

STAGE 2

Subject Length

Full year – 20 credits

Contact Teacher

Mr Tim Vanderbom

Required Background

B grade or better in Year 11 General Mathematics, or C grade or better in Year 11 Mathematical Methods at the time of subject counselling in Term 3.

What is this Subject about?

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics.

Subject Overview

Students will study the following topics:

- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models *
- Financial Models *
- Discrete Models *

Assessment

- School Assessment (70%)
- SATs (Tests) (40%)
- Investigation (30%)
- External Assessment (30%)
- Examination * on topics above

Costs

Students require a Casio Graphics calculator (model fx-1AU or similar). This was required in Years 10 and 11.

Future Directions

- University degrees – Arts, Law, Business, Finance, Marketing.
- TAFE vocational courses
- Traineeships and apprenticeships
- General Mathematics contributes to the ATAR, but does not gain bonus points.

Further Information

www.sace.sa.edu.au/studying/subjects/general-mathematics

Students should select their Mathematics subjects carefully. Changing between courses is not possible after Week 2 of Term 1.

MATHEMATICS (METHODS)

STAGE 1

Subject Length

Semester 1 (10 credits) or full year (20 credits)

Students wishing to study Maths Methods in Semester 2 must have studied it in Semester 1

Contact Teacher

Mr Tim Vanderbom

Required Background

B grade in two semesters of Year 10 Standard or Extension Mathematics

What is this Subject about?

Mathematical Methods develops students' understanding of functions, calculus, trigonometry and statistics. Students will develop a deeper understanding of the physical world through applying their knowledge and modelling situations.

Subject Overview

Students will study the following topics:

- Semester 1
- Functions and Graphs
- Trigonometric Geometry
- Polynomials
- Semester 2
- Statistics
- Growth and Decay
- Introduction to Differential Calculus

Assessment

- School Assessment (100%)
- Skills and applications tasks, including an exam
- Mathematical Investigations – at least one each semester

Students MUST achieve a C or better in one semester to meet SACE numeracy requirements.

Costs

Students require a Casio Graphics calculator (model fx-1AU or similar). This was required in Year 10.

STAGE 2

Subject Length

Full year – 20 credits

Contact Teacher

Mr Tim Vanderbom

Required Background

B grade or better in Year 11 Mathematical Methods at the time of subject counselling in Term 3.

What is this Subject about?

Stage 2 Maths Methods develops an increasingly complex and sophisticated understanding of Calculus and Statistics, extending the development of concepts from Stage 1. Students will extend their algebraic and graphical skills, and where possible, apply their knowledge to real-life context.

Subject Overview

Students will study the following topics:

- Further Differentiation, Applications and Graphing
- Integral Calculus
- Logarithmic, Exponential and Trigonometric Applications
- Continuous and Discrete Random Variables and Sampling

Assessment

- School Assessment (70%)
- SATs (tests) (50%)
- Investigation (20%)
- External Assessment (30%)
- Examination

Costs

Students require a Casio Graphics calculator (model fx-1AU or similar). This was required in Years 10 and 11.

Future Directions

- Mathematical Methods is a pre-requisite or assumed knowledge for many Science, Engineering, Health, IT and Maths subjects at universities.
- Mathematical Methods, with at least a pass of a C grade, gains bonus points for university entrance to most courses.

Further Information

www.sace.sa.edu.au/web/mathematical-methods

Students should select their Mathematics subjects carefully. Changing between courses is not possible after Week 2 of Term 1.

MATHEMATICS (SPECIALIST)

STAGE 1

Subject Length

Semester 2 (10 credits)

Must be studied in conjunction with Mathematical Methods.

Contact Teacher

Mr Tim Vanderbom

Required Background

Minimum of a B grade in two semesters of Year 10 Standard or Extension Mathematics

What is this Subject about?

Specialist Mathematics builds on, and extends, algebraic and geometry concepts that have been taught in Year 10. This subject is very analytical and algebraic. It is designed to introduce the requirements of university courses that are rich in mathematical thinking (e.g. Mathematics courses or Engineering).

Subject Overview

Students will study the following topics:

- Further Trigonometry
- Vectors in the Plane
- Real and Complex Numbers

This course runs in Semester 2.

Assessment

- School Assessment (100%)
- Skills and Applications Tasks (SATs) – one test per topic
- Mathematical Investigations
- Examination

Costs

Students require a Casio Graphics calculator (model fx-1AU or similar). This was required in Year 10.

STAGE 2

Subject Length

Full year – 20 credits

Must be studied in conjunction with Mathematical Methods.

Contact Teacher

Mr Tim Vanderbom

Required Background

B grade or better in Year 11 Mathematical Methods at subject counselling (Term 3), and successful completion of Year 11 Specialist Mathematics.

What is this Subject about?

The topics extend students' mathematical experience and their mathematical flexibility and versatility, in particular, in the areas of complex numbers, vectors and calculus.

These topics provide different scenarios for incorporating mathematical arguments, proofs, and problem-solving. This subject is very analytical and algebraic.

Subject Overview

Students will study the following topics:

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

Assessment

- School Assessment (70%)
- SATs (tests) (50%)
- 1 x Investigation (20%)
- External Assessment (30%)
- Examination

Costs

Students require a Casio Graphics calculator. (Model fx-1AU or similar). This was required in Year 11.

Future Directions

- Stage 2 Specialist Mathematics may be a pre-requisite or assumed knowledge for university courses such as Engineering and Physical, Mathematical and Computer Sciences.
- Specialist Mathematics (at C grade or better) may gain bonus points for some university courses.

Further Information

www.sace.sa.edu.au/web/specialist-mathematics

MUSIC

STAGE 1

MUSIC – EXPERIENCE

Subject Length

One semester (10 credits) or full year (20 credits)

Contact Teacher

Mr Anthony Janus

Required Background

- Minimum overall grade of C in Music A and Music B (full year), or by audition and meeting with the Arts Learning Leader.
- Competence with a chosen instrument and continue formal instrumental tuition.
- Participation in at least one of the College's extra-curricular music ensembles is recommended.

What is this Subject about?

This subject provides opportunities for students to have a practical/performance emphasis while extending their aural, theoretical, composition, arranging and improvisational skills.

Subject Overview

Students will be involved in:

- Performance (solo and ensemble)
- Composing and arranging
- Musical literary development
- Aural skills development

Assessment

- School Assessment (100%)
- Creative Works (Solo/Ensemble, Performance, Composing and Arranging)
- Musical Literacy (analysis of repertoire, reflection on creative works)

Acceleration

Students performing at an advanced level in Music, with a strong grasp of theoretical concepts, can extend themselves by undertaking Stage 2 (10 credits) Solo or Ensemble Performance. The availability of this course will be dependent on resourcing each year. See the Stage 2 information for further details.

STAGE 2

MUSIC – EXPLORATIONS

Subject Length

Full year – 20 credits

Contact Teacher

Mr Anthony Janus

Required Background

Minimum of a C grade in two semesters of Stage 1 Music.

What is this Subject about?

This subject equips students with specific musical skills and knowledge that could provide a foundation for a career in music or a related area. It fosters and develops personal qualities such as confidence, self-discipline, application, imagination, communication, self-expression and creativity.

Subject Overview

Music Explorations has the flexibility to tailor learning in the direction of students' strengths through combinations of the following:

- Performing as a soloist, accompanist or within an ensemble
- Composing/song-writing and/or arranging
- Using music technology in live performance or composition

Students also develop musical literacy skills through analysing, responding and reflecting on their own works and the works of others in the music industry.

Assessment

- School Assessment (70%)
- Musical Literacy (30%)
- Explorations (40%)
- External Assessment (30%)
- Creative Connections

Future Directions

- Tertiary music study (some subjects require a high theory understanding and may need AMEB exams or tutoring)
- Community musical leadership/involvement
- Lifelong artistic pursuit

Further Information

https://www.sace.sa.edu.au/web/music

STAGE 2

MUSIC PERFORMANCE – ENSEMBLE

Subject Length

Full year – 10 credits

Contact Teacher

Mr Anthony Janus

Required Background

- Students must be a part of a senior school ensemble e.g. Hot House, or an ensemble outside of school e.g. ADYO
- Discuss if you qualify with your ensemble director and music staff

What is this Subject about?

This subject equips students with specific musical skills and knowledge that could provide a foundation for a career in music or a related area. It fosters and develops personal qualities such as confidence, self-discipline, application, imagination, communication, self-expression and creativity.

Subject Overview

Students develop and extend their practical music-making skills through performing works in an ensemble. Students analyse their repertoire, and critique strategies to rehearse and develop their performances, and contribute and collaborate as effective members of an ensemble. They apply their knowledge and understanding to the repertoire.

Students may elect to perform in;
- A small ensemble of two or more performers
- An orchestra, band, choir or vocal ensemble

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Music Performance - Ensemble
- School Assessment (70%)
- Performance (30%)
- Performance & Discussion (40%)
- External Assessment (30%)
- Performance & Portfolio

STAGE 2

MUSIC PERFORMANCE – SOLO

Subject Length

Full year – 10 credits

Contact Teacher

Mr Anthony Janus

What is this Subject about?

This subject equips students with specific musical skills and knowledge that could provide a foundation for a career in music or a related area. It fosters and develops personal qualities such as confidence, self-discipline, application, imagination, communication, self-expression and creativity.

Subject Overview

Students develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, and in developing stage presence and skills in engaging an audience. Students analyse their chosen repertoire, and critique strategies to develop their performances, and reflect on and evaluate their performances as a soloist. They apply their knowledge and understanding of the style, structure, and conventions appropriate to their chosen repertoire, in crafting their musical performances, developing their musical imagination, and in communicating their own ideas about and appreciation of music.

Assessment

The other variation between Ensemble and Solo is in the specific requirement of the assessments. Discuss this with a Music teacher or Arts Learning Leader.
- School Assessment (70%)
- Performance (30%)
- Performance & Discussion (40%)
- External Assessment (30%)
- Performance & Portfolio

Future Directions

- Tertiary music study (some subjects may require AMEB exams or tutoring)
- Community musical leadership/involvement
- Lifelong artistic pursuit

NUTRITION

STAGE 1

Subject Length

One semester (10 credits) or full year (20 credits)

Contact Teachers

Mrs Colleen Bradfield
Mrs Jane Hoffman

What is this Subject about?

Nutrition is a science that immerses students in the fundamentals of human nutrition, physiology, and health, and promotes investigation of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease.

Subject Overview

Concepts:

- Principles of nutrition, Physiology and Health
- Health Promotion and Emerging Trends
- Sustainable Food Systems

Underpinning Skill Sets:

- Nutrition Literacy and Numeracy
- Nutrition and Technology

Assessment

- School Assessment (100%)

The following assessment types

- Assessment Type 1: Investigations Folio (one practical investigation and one Science as a Human Endeavour)
- Assessment Type 2: Skills and Applications Tasks (case study or other task)

Further Information

www.sace.sa.edu.au/web/nutrition

STAGE 2

Subject Length

Full year – 20 credits

Contact Teachers

Mrs Colleen Bradfield
Mrs Jane Hoffman

Required Background

At least two semesters of Stage 1 Science subjects would be an advantage.

What is this Subject about?

The study of Nutrition presents students with contemporary data and information on the scientific basis for the role of nutrients in the human body as well as environmental issues related to nutrition. It gives students the opportunity to analyse and interpret knowledge and understanding about food in relation to wellbeing.

Subject Overview

Students will study the following topics:

- Principles of nutrition, Physiology and Health
- Health Promotion and Emerging Trends
- Sustainable Food Systems

Assessment

- School Assessment (70%)
- Investigations folio (30%) – Including one design practical investigation and one Science as a Human Endeavour (SHE) investigation
- Skills and applications tasks (40%) – including three skills and application tasks, one of which must be a case study
- External Assessment (30%)
- Examination (online)

Costs

- Workbook (ordered on booklist) $65
- SASTA Study Guide (ordered on booklist) $30

Further Information

www.sace.sa.edu.au/web/nutrition

OUTDOOR EDUCATION

STAGE 1

Subject Length

One semester (10 credits) or full year (20 credits)

Contact Teacher

Mrs Ali Hodgson

Required Background

Successful completion of Year 10 Outdoor Education

What is this Subject about?

Outdoor Education is an experiential subject in which students participate in journeys and activities in natural environments that will enable them to develop their knowledge and understandings of:

- Personal growth and development
- Environment and conservation
- Planning and management of outdoor activities and journeys

Together, the learning through these three focus areas enable students to develop and extend their core skills, knowledge and understanding required to be safe, active, and informed participants in the natural environment.

Subject Overview

The Stage 1 Outdoor Education focus areas are:

- **Focus Area 1: Environment and Conservation**
  Students develop an understanding of environmental systems and issues by exploring a range of perspectives and explore decision making around conservation and sustainability.
- **Focus Area 2: Planning and Management**
  Students apply planning to support positive outdoor experiences in nature for themselves and others through the development and application of risk management practices, minimal impact practices, skills specific to the activity and personal preparation.
- **Focus Area 3: Personal Growth and Development**
  Students engage in experiential learning episodes in natural environments to develop social skills, leadership skills, activity specific skills, risk and safety management, health and well-being, connection with nature and a commitment to responsible activity in natural environments.

Semester 1 – Expedition Bushwalking

- About Natural Environments – students will investigate Cornerstone's Wetland Environment, where research and observation of the biodiversity, interconnectedness of species, threats and conservation will be applied in assessment work
- Experience in Natural Environments – students will develop skills to plan for, participate in and reflect on their experiences in a one day orienteering experience and an extended bushwalking journey

Assessment

- Type 1: About Natural Environments – wetlands investigation (40%)
- Type 2: Experiences in Natural Environments (60%)
  - Orienteering reflective task
  - Expedition planning portfolio
  - Bushwalking skills reflection

Practical Experiences

- Orienteering Excursion – Kuitpo Forest – 1 day
- Bushwalking Expedition – Grampians National Park – days

Note: A good level of fitness is required for students

Semester 2 – Multi Skills

- About Natural Environments – students will investigate and explore estuary environments and their environmental importance
- Experiences in Natural Environments – students will develop skills and knowledge in the safe participation of varying aquatic activities and rock climbing, and reflect on their development and experience

Assessment

- Type 1: About Natural Environments – estuary investigation (40%)
- Type 2: Experiences in Natural Environments (60%)
  - Skills planning and development portfolio
  - Outdoor experience and reflective task

Practical Experiences

- Estuary Environments Environmental Excursion – Onkaparinga – 1 day
- Multi Skills Camp – Onkaparinga – 4 days

Note: Successful completion of the subject will require attendance on all practical excursions and camps.

OUTDOOR EDUCATION

STAGE 2

Subject Length

Full year – 20 credits

Contact Teacher

Mrs Ali Hodgson

Required Background

Successful completion of Stage 1 Outdoor Education.

What is this Subject about?

Outdoor Education is an experiential subject in which students will participate in journeys and activities in natural environments that will enable them to develop their knowledge and understandings of:

- Personal growth, safety and development
- Conservation and sustainability
- Human connection with nature

Together, the learning through these three focus areas enable students to develop and extend their core skills, knowledge and understanding required to be safe, active, and informed participants in the natural environment.

Subject Overview

The Stage 1 Outdoor Education focus areas are:

- **Focus Area 1: Conservation & Sustainability**
  Students develop their understanding of a range of different perspectives and critically analyse human interactions with the natural environment, implementing sustainable practices in their outdoor experiences.
- **Focus Area 2: Human Connections with Nature**
  Students engage in learning experiences in nature that allow them to apply planning, leadership skills, risk management practices, sustainability, conservation, and develop decision making, reflective and collaborative skills.
- **Focus Area 3: Personal Growth and Development**
  Through learning in natural environments and reflecting on skill development, leadership and collaboration with others, students develop personal meaning, and appreciation of the role of natural environments in providing life perspective.

Assessment

- School Assessment (70%)
- Type 1: About Natural Environments (20%)
- Type 2: Experiences in Natural Environments (50%)
- External Assessment (30%)
- Type 3: Connections with Natural Environments (30%)

Practical Experiences

Kayaking Training Day

Kayaking Expedition – Coorong 4 days

Self-Reliant Expedition – Ral Ral Creek 4 days

Rock Climbing Training Day

Rock Climbing Expedition – Mt Arapiles 4 days

Note

Successful completion of the subject will require attendance on the training days and expeditions.

Future Directions

Environmental Management; Recreation Planning & Management; Adventure Therapy; Outdoor Recreation; Environmental Science; Teaching; Adventure Tourism; Ecotourism; Emergency Services.

Further Information

www.sace.sa.edu.au/web/outdoor-education

PHILOSOPHY

STAGE 2

Subject Length

Full year – 20 credits (Year 11 Stage 2)

Contact Teacher

Mr Joel Turnbull

Required Background

No pre-requisites

What is this Subject about?

Students learn that philosophy is part of life: it shapes the way people think, what they consider to be of value, what they take as being the truth, and how they engage with others and the world around them. Historically and now, philosophers have been recognised as teachers of wisdom whose contributions have helped to form society and its visions for the future.

Philosophy involves the rational investigation of questions about existence, knowledge, and ethics, to which there are no simple answers. Consequently, philosophical problems tend to provoke disagreement and foster a variety of views and theories about the nature of the world and what ought to be done. Investigation of these problems requires skills of critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis.

Philosophy promotes respect for intellectual integrity as a human value and develops students' skills to engage in philosophical argument. Students build their capacity to be creative and independent critical thinkers who can articulate and justify philosophical positions and argue reasoned action. This course uses the Dark Knight (Batman) trilogy of films to explore various ethical topics.

Subject Overview

Students will study the following topics:

- Perception and Batman Begins
- Existentialism and Humanism and The Dark Knight
- Happiness as the Goal of Life and The Dark Knight Rises

Assessment

- School Assessment (70%)
- Argument Analysis x 2 (25%)
- Issues Analysis x 2-3 (45%)
- External Assessment (30%)
- Issues Study x 1 (30%)

PHYSICAL EDUCATION

STAGE 1

Subject Length

One semester – 10 credits

Contact Teacher

Mrs Ali Hodgson

Required Background

Successful completion of Year 10 Physical Education. Year 10 Sports Science is highly recommended.

What is this Subject about?

Students explore the participation in performance of human physical activities. An integrated approach to learning in Physical Education that promotes learning 'in, through and about' physical activity. Stage 1 Physical Education uses a range of sports and fitness in order to analyse, apply and investigate the concepts of the course in relation to participation in and performance of physical activities.

Subject Overview

Students will study the following topics:

- Application of skill acquisition
- Movement concepts and strategies
- Exercise physiology
- Energy systems & interplay of energy systems
- Effects of training on physical performance and the body
- Fitness components
- Factors affecting participation

Theoretical concepts applied within a practical context

Students will complete some practical skills and tactics that can be applied and analysed with a link to student theoretical knowledge. The course is theory based but also includes other practical and laboratory style learning.

Assessment

Students will provide evidence of their learning through 2 key assessment tasks, comprised of two different types.

- Type 1: Improvement Analysis Task
- Type 2: Physical Activity Investigation

Note: A GPS heart rate fitness watch is recommended.

Further Information

www.sace.sa.edu.au/web/physical-education

STAGE 2

Subject Length

Full year – 20 credits

Contact Teacher

Mrs Ali Hodgson

Required Background

Successful completion of Stage 1 Physical Education is required or approval from the Learning Leader.

What is this Subject about?

Students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes.

Physical activities can include sports, theme-based games, laboratories, and fitness and recreational activities. Classes can undertake a single-focus approach (e.g. single sport) or can undertake multiple sports, games, and/or activities.

Subject Overview

Stage 2 Physical Education has three focus areas supporting the Arnoldian Education Framework:

Focus Area 1: In movement – students making meaning of personal movement experiences.

Focus Area 2: Through movement – students using movement to achieve the goals of 21st-century education, including personal, intellectual, and social skills development.

Focus Area 3: About movement – students develop knowledge to understand the richness and diversity of movement experiences.

Assessment (Evidence of Learning)

- School Assessment (70%)
- Type 1: Diagnostics (30%)
- Type 2: Self Improvement Analysis (40%)
- External Assessment (30%)
- Type 3: Group Dynamics

Note: A GPS heart rate fitness watch is recommended.

Future Directions

Tertiary study in Human Movement, Teaching, Sport and Recreation, Fitness and Sport, Sport Science / Health Science

PHYSICS

STAGE 1

Subject Length

Full year – 20 credits

Contact Teachers

Mr Thomas Breitweg
Mr Andrew Ottens
Mrs Jane Hoffman

Required Background

- Minimum of a B grade in two semesters of Year 10 Science.
- Note that unsuccessful completion of Semester 1 Physics will preclude students from Semester 2.
- Recommended to study in conjunction with Maths Methods and/or Specialist Maths

What is this Subject about?

Physics focuses on understanding physical phenomena, such as matter, light, energy and motion, by developing techniques that enable the physical universe to be explored. It applies mathematics to describe and quantify these phenomena. The subject includes practical investigations.

Subject Overview

Students will study the following topics:

- Semester 1 – Physics A
- Linear Motion and Forces
- Energy and Momentum
- Heat
- Semester 2 – Physics B
- Electric Circuits
- Waves
- Nuclear Models and Radioactivity

Assessment

- School Assessment (100%)
- Skills and Application Tasks (e.g. assignments, oral presentations, topic tests)
- Investigation Folios – Practical investigations and one Science as a Human Endeavour task

STAGE 2

Subject Length

Full year – 20 credits

Contact Teachers

Mr Thomas Breitweg
Mrs Jane Hoffman

Required Background

- Minimum of a B grade in both semesters of Stage 1 Physics. Highly recommended to study in conjunction with Maths Methods and/or Specialist Maths

What is this Subject about?

Physics is the study of physical phenomena. Mathematics is applied to describe and quantify these phenomena. This subject in particular looks at motion in two dimensions, relativity, electricity and magnetism, light, atoms and the Standard Model.

Subject Overview

Students will study the following topics:

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

Assessment

- School Assessment (70%)
- Investigations Folio (30%) - Practical investigations and one Science as a Human Endeavour Task
- Skills and Applications Tasks (40%) - Tests, mid-year trial exam, assignments, extended-response questions
- External Assessment (30%)
- Examination

Future Directions

- The study of Stage 2 Physics is a prerequisite for a number of science and engineering programs at a university level.

Further Information

www.sace.sa.edu.au/web/physics

PRE-MED

STAGE 2

Subject Length

Full year – 20 credits

Contact Teacher

Mr Bill Stapleton

What is this Subject about?

If you are considering a career in the medical industry (Doctor, Dentist, Surgeon etc), this subject will help prepare you for the UCAT, plus give you an opportunity to determine if medicine is the right career pathway for you.

Subject Overview

This subject is by invitation or application only. Interested students should contact Mr Stapleton or Ms Hoopman if they would like to apply.

Pre-Med will be offered "offline" for students; they will meet with Mr Stapleton once a week to discuss progress and refine their work. Whilst there is no set course content, students will still have the opportunity to explore various aspects of the Medical Industry through a series of assignments, excursions and guest speakers.

Potential topics covered include:

- UCAT preparation
- Applying First Aid in high pressure situations
- Human Anatomy and Physiology
- Disease and Prevention

Assessment

Pre-Med is offered as an "Integrated Learning" SACE Stage 2 subject.

- School Assessment (70%)
- Assessment Type 1: Practical Application
- Assessment Type 2: Connections Task
- External Assessment (30%)
- Personal Endeavour

Future Directions

Students who complete the pre-med subject can pursue tertiary study in fields such as medicine, biomedical science, or health sciences, which provide pathways into becoming doctors or other healthcare professionals.

They may also follow alternative but related careers in allied health (e.g. nursing, physiotherapy, paramedicine) or science-based fields such as research, laboratory science, or pharmaceuticals.

Further Information

www.sace.sa.edu.au/web/integrated-learning

How to Apply

https://forms.office.com/r/ar5D1rNxni

PSYCHOLOGY

STAGE 1

There are two single semester options:
- Psychology – Introduction
- Psychology – Continuation

Subject Length

One semester – 10 credits each

Can be studied for either semester or a full year. If only one semester must be Psychology – Introduction.

Contact Teachers

Mrs Jessica Karpenko
Mrs Jane Hoffman

Required Background

Successful completion of Year 10 Science

What is this Subject about?

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

Subject Overview

Psychology – Introduction
- **Cognitive Psychology** – Cognition refers to mental processes involved in acquiring, storing, retrieving, using knowledge and memory.
- **Psychological Wellbeing** – This topic looks at the history of positive psychology which is the scientific study of human flourishing, and an applied approach to optimal functioning.
- **Psychology in Context** – Students will apply psychology concepts to a specific context. This could include any of the following:
  Indigenous Psychology
  Organisational Psychology
  Cyber Psychology
  Environmental Psychology
  Forensic Psychology
  Exercise & Sports Psychology

Psychology – Continuation
- **Neuropsychology** – The study of the brain and behaviour includes the structure and function of the different types of cells that make up the central nervous system, the relationship between behaviour and brain structure, and the role of neurotransmitters.
- **Emotion** – Emotions are considered subjective experiences and are made of the three components: physiological responses, subjective feelings and expressive behaviour. Emotions fuel our behaviour and impact all aspects of our lives.
- **Psychology in Context** – Students will apply psychology concepts to a specific context. It will not be the same context as in Psychology – Introduction. This could include any of the following:
  Indigenous Psychology
  Organisational Psychology
  Cyber Psychology
  Environmental Psychology
  Forensic Psychology
  Exercise & Sports Psychology

Assessment

- School Assessment (100%)
- Skills and Application Tasks (e.g. assignments, oral presentations, topic tests)
- Investigation Folios (deconstruct and design Science as a Human Endeavour task)

PSYCHOLOGY

STAGE 2

Subject Length

Full year – 20 credits

Contact Teachers

Mrs Jessica Karpenko
Mrs Jane Hoffman

Required Background

B grade minimum in one semester of Psychology. With teacher recommendation, Stage 2 Psychology is possible without Stage 1.

What is this Subject about?

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

Subject Overview

Students will study the following topics:

- Psychology of the Individual
- Psychological Health and Wellbeing
- Organisational Psychology
- Social Influence
- The Psychology of Learning

Assessment

- School Assessment (70%)
- Investigations Folio
- Skills and Applications Tasks – All topics
- External Assessment (30%)
- Examination -Topics Social Influence and The Psychology of Learning only

Future Directions

Psychology can be studied at university level and is relevant for some TAFE qualifications, for example, Aboriginal education, child studies, community services, health, business administration, marketing and youth work.

Further Information

www.sace.sa.edu.au/web/psychology

ROBOTICS AND ELECTRONIC SYSTEMS

STAGE 1

Subject Length

One semester – 10 credits

Contact Teachers

Mr Nick Rolfs
Miss Arlette Hunt

Required Background

None, although completion of Year 10 Robotics and Electronic Systems is advantageous.

What is this Subject about?

Students develop skills and knowledge employed in electronic systems. There is a focus on Arduino programming and rapid prototyping through the design and manufacture of a product that utilises motor control.

Subject Overview

Students will study the following topics:

- Safe Workshop Practices
- Arduino programming
- Design process
- Rapid prototyping
- Computer Aided Design
- Issues of Electronics and Control Technology in Society

Assessment

- School Assessment (100%)
- Skills Tasks – Arduino Project Skills
- Folio – Design Folio
- Product – Arduino Controlled Motor Project

Costs

Students may be charged an additional fee depending on the cost of their main project.

STAGE 2

Subject Length

Full year – 20 credits

Contact Teachers

Mr Nick Rolfs
Miss Arlette Hunt

Required Background

Successful completion of at least one semester of Year 10 or Stage 1 Robotics and Electronic Systems is advantageous.

What is this Subject about?

Students develop skills and knowledge employed in electronic systems and mechatronic engineering. There is a focus on creating movement using Arduino microcontrollers and a text-based coding language. Students apply electronics, coding and CAD/CAM skills to design and manufacture a product of their choice.

Subject Overview

Students will study the following topics:

- Component identification and suitability
- Arduino circuitry and programming
- CNC Router, Laser Cutter and 3D Printer programming
- Computer aided design and manufacture
- Issues of electronic systems in society

Assessment

- School Assessment (70%)
- Skills Task – Ultrasonic Sensor/ Servo Control
- Skills Task – 3D Printing/ Laser Cut Housing
- Design Process and Solution – Product and Design Folio (50%)
- External Assessment (30%)
- Resource Study

Costs

Students may be charged an additional fee depending on the cost of their main project.

TOURISM

STAGE 1

Subject Length

One semester – 10 credits

Contact Teachers

Ms Sam McDonnell
Mr Joel Turnbull

Required Background

Successful completion of one semester of Year 10 Geography would be desirable, but not essential.

What is this Subject about?

In Tourism, students develop an understanding of tourism from the perspectives of host, tourism operator, and traveller. Using local, national and global case studies, they develop a complex understanding of the nature of tourists, tourism, and the tourism industry and the ever-changing economic, social, cultural, and environmental impacts and interactions of tourism activity.

Subject Overview

Students will study the following topics:

- Examining Local Impacts of Tourism
- Preparing for International Travel
- Appreciating Tourism in Australia

Assessment

- School Assessment (100%)
- Practical Activity (Monarto Zoo)
- Investigation
- Case Studies
  Tourism in Australia
  The Impact of Events on Travel
- Source Analysis Exam

STAGE 2

Subject Length

Full year – 20 credits

Contact Teachers

Ms Sam McDonnell
Mr Joel Turnbull

Required Background

Stage 1 Tourism would be an advantage but is not essential.

What is this Subject about?

Students identify, investigate and analyse trends, developments and contemporary issues in tourism. They get to understand the significance of tourism's economic contributions and its impact on the environment. Tourism also provides opportunities for students to reflect on tourism activities and its role in well-being and personal identity.

Subject Overview

Students will study the following topics:

- Applications of Technology in Tourism
- Management of Local Area Tourism
- The Impacts of Tourism
- Responsible Travel

Assessment

- School Assessment (70%)
- Folio (20%)
- Practical activity (25%)
  Overnight Camp
  CBD Field Trip
- Investigation (25%)
- External Assessment (30%)
- Examination

Future Directions

- TAFE Tourism-related courses and private providers
- University courses, including Bachelor of Tourism and Event Management and other related courses

Further Information

www.sace.sa.edu.au/web/tourism

VISUAL ARTS – DRAWING AND PAINTING

STAGE 1

Subject Length

One semester (10 credits) or full year (20 credits)

Contact Teachers

Ms Arlette Hunt
Mrs Carol Kennedy
Ms Jacinta Smart
Mr Anthony Janus

Required Background

Successful completion of Year 10 Visual Arts – Drawing & Painting and/or Visual Arts – Sculpture & Printmaking, otherwise consultation with the contact teacher is required.

What is this Subject about?

This subject is designed for students who wish to be extended in the area of two-dimensional Art, with a focus on the media and techniques of both drawing and painting. This program encourages the development of imagination, investigation, and sensitivity to a wide range of media and techniques. It focuses on developing advanced drawing and painting techniques culminating in self-directed major works of art. Supporting the major work is a visual and annotated Folio that documents visual learning and thinking skills, leading to a resolved concept. Students at this level are given freedom to develop their own areas of interest, with value placed on individualised expression. The subject includes responding to and interpreting artists' works in the form of a Visual Study.

Subject Overview

In this subject, there is:

- Freedom to develop their own areas of interest
- Value placed on individualised expression
- Opportunity to respond to and interpret artists' works

Enrolling for an extended period of two semesters will provide an opportunity to further develop and refine skills, and deepen knowledge, with emphasis placed on independent investigation and increasingly personalised expression.

Assessment

- School Assessment (100%)
- Folio (40%)
- Practical (30%)
- Visual Study (30%)

Costs

Students may be required to purchase additional materials if major works are particularly large or require materials not stocked.

VISUAL ARTS – SCULPTURE AND PRINT MAKING

STAGE 1

Subject Length

One semester (10 credits) or full year (20 credits)

Contact Teachers

Mrs Carol Kennedy
Mr Anthony Janus

Required Background

Successful completion of Year 10 Visual Arts – Drawing & Painting and/or Visual Arts – Sculpture & Printmaking, otherwise consultation with the contact teacher is required.

What is this Subject about?

This subject is designed to cater for students wishing to be extended in printmaking and three-dimensional art. This program encourages the development of imagination, investigation, and sensitivity to a wide range of media and techniques. The subject focuses on developing advanced techniques, culminating in self-directed major works. Students at this level are given freedom to develop their own areas of interest.

Subject Overview

In this subject there is:

- Freedom to develop their own areas of interest
- Value placed on individualised expression
- Opportunity to respond to and interpret artists' works

Students enrolling in Sculpture and Printmaking for the extended period of two semesters will have opportunity to further develop and refine their skills, and deepen their knowledge, with emphasis placed on independent investigation and increasingly personalised expression.

Assessment

- School Assessment (100%)
- Folio (40%)
- Practical (30%)
- Visual Study (30%)

Costs

Students may be required to purchase additional materials if major works are particularly large or require materials not stocked.

VISUAL ARTS – ART

STAGE 2

Subject Length

Full year – 20 credits

Contact Teachers

Mrs Carol Kennedy
Mr Anthony Janus

Required Background

Strongly recommended completion of two semesters of Stage 1 Visual Arts subjects.

What is this Subject about?

In this subject, students express ideas and solve problems through drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques, leading to resolved artworks. A large degree of responsibility is placed on the students for their learning, giving them freedom to choose their own projects and pursuing personal areas of interest and skill. This includes in-depth research of artists with practical responses to show understanding and reflect upon visual art works in context.

Subject Overview

The subject focuses on producing a resolved art work through applying a creative problem-solving process in a logical sequence, and studying visual techniques and practitioners to produce these solutions. Experiments and research are accompanied by written or recorded annotations to document the thinking process.

Assessment

- School Assessment (70%)
- Folio (40%)
- Practical (30%)
- External Assessment (30%)
- Visual Study

Costs

Students may have to purchase additional materials if major practical works are particularly large or require materials not stocked.

Future Directions

- Tertiary studies in a Visual Art specialisation, Art Teaching, Art History
- Work in art-related areas such as Art Therapy, Gallery Curator, Fashion Design, Fine Artist, Set Design

Further Information

www.sace.sa.edu.au/web/visual-arts

WORKPLACE PRACTICES

STAGE 2

Subject Length

Full year – 20 credits

Contact Teacher

Mrs Simona McMaster

Required Background

This subject is recommended for students selecting VET subject involvement, undertaking an SBAT, working part-time, or wishing to undertake Workplace Learning to revisit career options.

What is this Subject about?

This subject is about future work and careers. It enables students to extend their understanding of work in our society while continuing to develop their work capabilities and knowledge through a mix of subject work, vocational training, work place involvement and reflection, and an investigation of personal interest.

Subject Overview

Students will study the following topics:

- Change in the Workplace
- Industrial Legislation – the roles of individuals, government legislation and policies, unions, and employer groups in work-related and workplace issues
- Finding Employment, including job search strategies, updating resumes and preparing for a mock interview
- Performance – Students will have to undertake 50-60 hours of work placement

Assessment

- School Assessment (70%)
- Folio Tasks (25%)
- Performance (25%)
- Reflection Tasks (20%)
- External Assessment (30%)
- Investigation

Further Information

www.sace.sa.edu.au/web/workplace-practices

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