FAITH
LUTHERAN
COLLEGE

2027 CURRICULUM HANDBOOK

Delivering excellence in co-education from Early Learning to Year 12

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Principal's Welcome

Dear Parents, Caregivers and Students,

If you are reading the 2027 Curriculum Handbook, then you are either embarking upon the challenge of choosing subjects, or you are supporting someone who is. Regardless of whether you are making the choice or supporting a loved one, these are exciting and important decisions that require a high degree of discernment and reflection. When choosing subjects, it is important to consider future aspirations, but equally important is to consider personal gifts, talents, and areas of interests.

The Curriculum Handbook describes courses offered from Year 7 through to Year 12. While some students may be very clear about their future pathway and direction and therefore see subject choice as a straightforward process, for some there will be changes of mind, deviations, and U-turns throughout the journey. These are all normal experiences and part of the discernment process. It is our prayer however, that the detailed nature of the Faith Curriculum Handbook will support your decision-making process by showcasing the broad range and depth of curriculum offerings which have been specifically designed to meet the needs of all learners.

The curriculum at Faith is aligned with both the Australian Curriculum and South Australian Certificate of Education – SACE. In addition, several specific programs are offered which meet the particular needs of our school community.

There is little doubt that we live in changing times. Particularly relevant for Faith students, is that these changing times can best be observed through the not so subtle changing nature of the workforce and future employment opportunities.

What is becoming clear is that the roles of the future require not just technical skills and knowledge, but capabilities, such as, problem solving, communication skills, digital literacy, teamwork, presentation skills, critical thinking, creativity, and financial literacy. It is these capabilities that are demanded by employers and allow for movement between different professions.

At Faith Lutheran College, we are committed to providing an educational experience that truly prepares young people for the changing world they will enter post-secondary. Our commitment is to provide a faith based, holistic, rigorous educational experience that allows students to develop these skills and abilities.

In 2021, Faith Lutheran College achieved authorisation as an International Baccalaureate World School for the Middle Years Programme. As an IB World School, we share a common philosophy with over 5000 schools worldwide, "a commitment to improve the teaching and learning of diverse and inclusive community of students by delivering challenging, high-quality programmes of international education that share a powerful vision." At Faith, our students are active learners and are encouraged to develop their knowledge and skills in a way that fosters creativity, collaboration, and communication – skills that provide the foundation for future education and employment.

As you read this handbook, you will discover the vast array of learning opportunities available to Faith students. The Curriculum Handbook is just one tool available to support subject selection decisions. All staff, and particularly our Pathways staff are also available to discuss your personal requirements.

I take this opportunity to thank the many staff of Faith Lutheran College that have been responsible for generating the 2027 Curriculum Handbook.

Blessings to our students as they consider the subject offerings available for 2027 and discern the many study options provided at Faith Lutheran College.

Mr Steven Wilksch
Principal

Teaching and Learning

At Faith Lutheran College, we recognise that every student's learning journey is unique. As students move through middle and senior secondary school, they are presented with opportunities to explore their interests, develop their strengths, and make decisions that shape their future. Subject selection is an important step in this journey, requiring careful consideration of personal aspirations, learning pathways, and career possibilities.

Our Learning and Wellbeing Framework guides us in supporting students as they navigate these choices. We encourage students to reflect on their strengths, engage with their passions, and develop a sense of purpose in their learning. The subject selection process is not about finding a single "right" path but rather about identifying opportunities that align with individual goals and growth.

To assist students in making informed decisions, our course counselling process provides tailored support. Course counsellors work closely with students to explore their options, understand course requirements, and consider how their choices align with future study, training, or career pathways.

They also help students balance learning commitments with personal interests, extra-curricular activities, and wellbeing.

The Curriculum Handbook is designed as a valuable resource to guide students and families through this process. It outlines subject offerings, pathways, and prerequisites while reinforcing the importance of a broad and balanced education. Whether students are refining their interests, preparing for future study, or pursuing vocational pathways, we are committed to supporting them in making choices that foster both learning success and personal growth.

At Faith Lutheran College, learning is a journey of discovery, challenge, and opportunity. We look forward to supporting each student as they shape their future with confidence and purpose.

Mr Kain Noack
Teaching and Learning Director

Philosophy of Curriculum

At Faith Lutheran College, our curriculum is more than a collection of subjects; it is a carefully designed journey that nurtures both learning and wellbeing, equipping students to discover their strengths, embrace challenges, and prepare for their future. Grounded in our Learning and Wellbeing Framework, we believe that education should be both purposeful and personalised, ensuring that every student has an opportunity to GROW; to be growth-oriented, resilient, open-minded, and wholehearted.

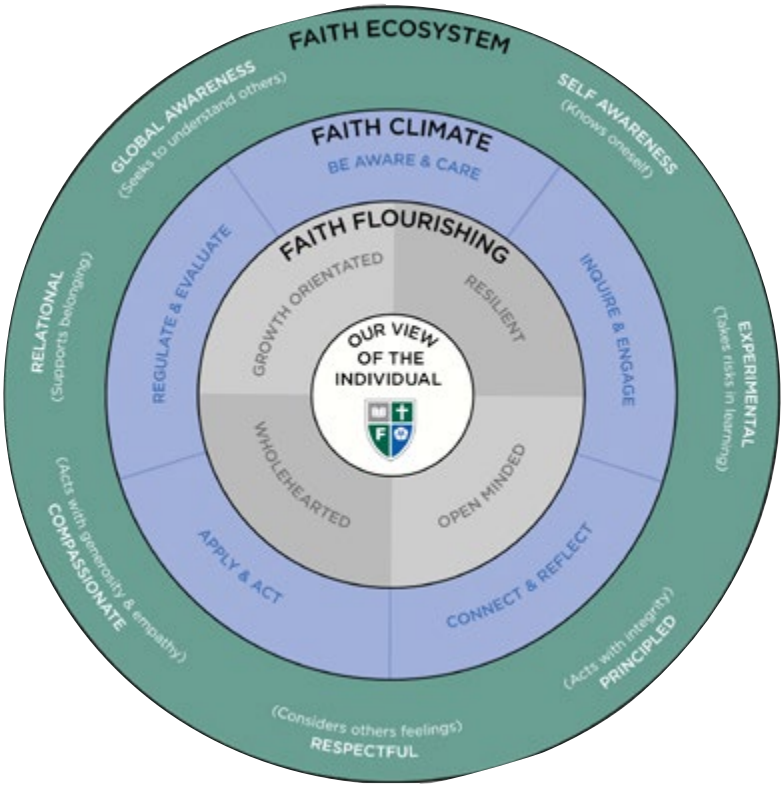
We recognise that learning is most effective when it is engaging, relevant, and holistic. Our Faith Climate shapes how we teach and learn, ensuring that students experience a dynamic and supportive environment where they are encouraged to be aware and care, inquire and engage, connect and reflect, apply and act, and regulate and evaluate. These elements guide our pedagogy and provide a structured approach to fostering deep learning and personal development.

The Faith Ecosystem reflects the culture we create; a learning environment where students are encouraged to be self-aware, experimental, principled, respectful, compassionate, relational, and globally aware.
We believe that learning happens in community, where students collaborate, take risks, think critically, and develop the skills needed to contribute meaningfully to the world.

Aligned with the commitments outlined in Our Strategic Story, our curriculum supports each student in finding their personal extraordinary. Whether pursuing learning excellence, vocational pathways, or creative and entrepreneurial ventures, we empower students to follow their unique passions and aspirations. Within our faith-based community, students are encouraged to develop their God-given talents and apply them with courage, love, hope, and a commitment to excellence.

By integrating wellbeing and learning, our curriculum fosters resilience, adaptability, and a deep sense of purpose. We strive to create a culture of belonging and growth, where students leave Faith Lutheran College as confident, capable, and compassionate individuals, ready to shape their future and positively impact the world.

Mr Kain Noack
Teaching and Learning Director



Head of Student Wellbeing

At Faith Lutheran College, wellbeing is at the heart of learning, growth, and each student's journey toward discovering their personal extraordinary. Grounded in our Christian values, we are committed to creating a community where every student feels safe, known, supported, and experiences a genuine sense of belonging. We recognise that wellbeing is not simply the absence of challenges, but the presence of strong relationships, emotional awareness, resilience, and a sense of purpose.

Our approach is proactive and relational, with a strong focus on connection, ensuring every student has trusted adults and peers who walk alongside them throughout their time at the College. Wellbeing is woven into daily school life through pastoral care, classroom practice, and targeted programs such as, The Rite Journey, Respectful Relationships, and What's the Buzz? What's the Buzz? plays an important role in explicitly teaching social and emotional skills, supporting students to build confidence in communication, develop empathy, regulate emotions, and navigate conflict in healthy and respectful ways. Together, these experiences create a consistent and supportive framework for building positive relationships.

Our wellbeing team work closely with students, families, and staff to provide individualised support where needed. This may include counselling, personalised plans, and collaboration with external services. We value strong partnerships with families and believe that working together is key to supporting each young person's wellbeing.

At Faith, wellbeing and learning are intrinsically connected, and by prioritising both, we equip students to grow in character, engage fully in their education, and contribute positively to their community and the world around them.

Ms Heidi Thompson
Head of Student Wellbeing

Pastoral Care

In Middle and Senior School, our Pastoral Care approach focuses on building positive relationships between students and staff, and is underpinned by five key pillars: Leadership, Inclusion, Student Voice, Partnerships and Support.

Leadership
At Faith, District Leaders play an active role in fostering a positive learning environment where all students feel connected, respected and supported. They provide consistent guidance and oversight, working closely with staff and students within their Districts.

Inclusion
We work collaboratively to provide a strong and consistent foundation for student support. This includes regular communication and structured check ins between Village Care Group Teachers and District Leaders to ensure a coordinated approach.

Student Voice
Student voice is central to our Pastoral Care approach. Students are encouraged to contribute to the development of Village Care Group and District culture and activities. Opportunities exist through formal leadership roles such as, District Captain or College Leader as well as through everyday classroom and co-curricular experiences.

Partnerships
We value strong partnerships with parents and families. Building positive relationships allows us to respond effectively to individual needs and support each student throughout their learning journey.

Support
Our approach promotes high expectations for engagement and behaviour, with clear and consistent processes in place. Staff work collaboratively to respond to the day-to-day needs of students, ensuring a structured and supportive environment for learning.

Our Village Care Group structure aligns each student within a District, providing a consistent network of support. This model allows for the development of strong, ongoing relationships over time, rather than a single year, supporting each student throughout their Middle and Senior School experience.

Ms Harmony Chambers
Pastoral Care Coordinator

Summary of Subjects

Learning Area	Year 7	Year 8	Year 9
Arts	Dance, Drama, Music, Visual Arts	Dance, Drama, Music, Visual Arts	Dance, Drama, Music Visual Arts Fast Fashion
Design	Design and Technology Food and Hospitality	Design and Technology Digital Technology Food and Hospitality	Design and Technology Food and Hospitality
Health and Physical Education	Health and Physical Education	Health and Physical Education	Health and Physical Education
Individuals and Societies	Business and Economics Civics and Citizenship Geography History	Business and Economics Civics and Citizenship Geography History	Business and Economics Civics and Citizenship Geography History
Language	Language Acquisition - German Language Acquisition - Japanese	Language Acquisition - German Language Acquisition - Japanese	Language Acquisition - German Language Acquisition - Japanese
Language and Literature	Language and Literature	Language and Literature	Language and Literature
Learning in Faith Education - LIFE	Learning in Faith Education - LIFE	Learning in Faith Education - LIFE	The Rite Journey
Mathematics	Mathematics	Mathematics	Mathematics
MYP - IB	Interdisciplinary Unit	Interdisciplinary Unit	Interdisciplinary Unit The Community Project
Science	Agriculture Science	Agriculture Science	Agriculture Science

Summary of Subjects

Learning Area	Year 10	Year 11
Activating Identities and Futures		Activating Identities and Futures – AIF
Agriculture	Agriculture	Agriculture
Arts	Dance Drama Music Visual Arts - Art Visual Arts - Design	Dance Drama Music Advanced Music Experience Visual Arts - Art Visual Arts - Design
English	English	English Pre-Literary Studies Essential English
Exploring Identities and Futures	Exploring Identities and Futures - EIF	
Food and Hospitality	Food and Hospitality	Food and Hospitality
Health and Physical Education	Health and Physical Education	Outdoor Education Physical Education Health & Wellbeing
Humanities and Social Sciences	History History - Ancient Studies Geography Societies and Culture	Accounting Business Innovation Child Studies Information Processing and Publishing Legal Studies Modern History Society and Culture Tourism Workplace Practices
Languages	German Japanese	German Japanese
Learning in Faith Education - LIFE	Learning in Faith Education – LIFE	Spiritualities, Religion and Meaning Learning in Faith Education – LIFE Certificate III Christian Ministry and Theology - Veta Morphus
Mathematics	Pre-Mathematical Methods and Pre-General Mathematics Pre-Essential Mathematics	Essential Mathematics A and B General Mathematics A and B Mathematical Methods A and B Specialist Mathematics D
Science	Science	Biology Chemistry Physics Psychology
Technology	Design and Technology – Electronics Design and Technology – Fibre to Fabulous - Textiles Design and Technology – Metal Design and Technology – Wood	Design, Technology and Engineering - Fashion - Industry and Entrepreneurial Solutions - Material Solutions – Metal - Material Solutions – Wood

Summary of Subjects

Learning Area	Year 12
Agriculture	Agricultural Productions Agricultural Systems
Arts	Dance Drama Music Exploration Music Performance - Ensemble Music Performance - Solo Music Studies Visual Arts - Art Visual Arts - Design
English	English English Literary Studies Essential English
Health and Physical Education	Certificate III Fitness Outdoor Education Physical Education
Food and Hospitality	Food and Hospitality
Humanities and Social Sciences	Accounting Business Innovation Child Studies Information Processing and Publishing Legal Studies Modern History Society and Culture Tourism Workplace Practices
Languages	German Japanese
Mathematics	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
Science	Biology Chemistry Physics Psychology
Technology	Design, Technology and Engineering - Fashion - Industry and Entrepreneurial Solutions - Material Solutions - Metal / Wood

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Middle School

Middle Years Programme

Year 7 Subject Selection

Compulsory Subjects	Term	Semester	Year
Agriculture - Food, Fibre and Farming	✓		
Arts - Dance, Drama, Music, Visual Arts		✓	
Design - Design and Technology		✓	
Design - Food and Hospitality	✓		
Language and Literature			✓
Language Acquisition - German		✓	
Language Acquisition - Japanese		✓	
Individuals and Societies Business and Economics Civics and Citizenship Geography and History			✓
Mathematics			✓
Science			✓
Health and Physical Education			✓
Learning in Faith Education - LIFE			✓
Other			
Arts - Aspire			✓
Find Your Spark! Elective Program			✓
Interdisciplinary Unit	✓		

Agriculture

Food, Fibre and Farming

Length of Course Term
Compulsory or Choice Compulsory

Subject Description
Agriculture – Food and Fibre Farming allows students to experience an initial exposure to the diversity of farm enterprises that contribute to the production of food and fibre in Australia. This subject allows those students that are not from farming backgrounds to experience what farm life could be like in the future. The content of Agriculture – Food and Fibre will vary according to the time of year it is studied.

Content
Students may study the following areas:
- Bees
- Dairy
- General Farm Safety
- Sheep
- Goats
- Vegetable Gardening

Assessment
Students demonstrate evidence of their learning through a reflection.

School Assessment – 100%
Agriculture - Food, Fibre and Farming is not assessed; however, students complete a reflection in response to one or more of the IB Learner Profile Attributes focusing on how they have developed this attribute through this subject.

Pathways
Agriculture - Food, Fibre and Farming leads to Year 8 Agriculture

Arts

Length of Course Semester
Compulsory or Choice Compulsory

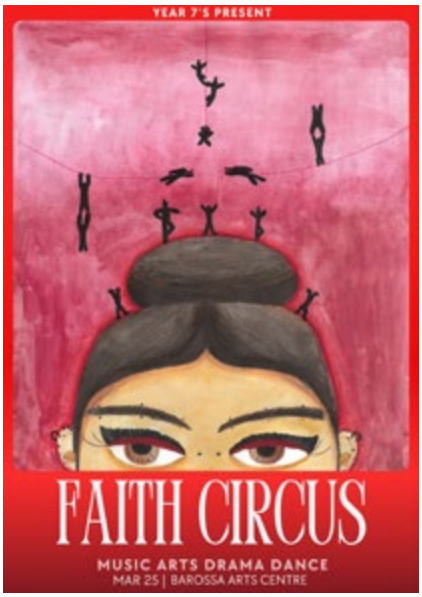
Subject Description
Arts allows students to explore the elements of Dance, Drama, Media, Music and Visual Arts. Through a variety of techniques and skills, students are able to experience a foundation from which to perform, create and analyse creative and performing art works while developing confidence and learning to work as a team member. Arts is an integral part of our community that fosters creativity and innovation and frequently celebrated at Faith Lutheran College.

Content
Students are required to study a combination of the following areas:
- Dance
- Drama
- Music
- Visual Arts

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Investigating, Developing, Creating, and Performing and Evaluating.

Pathways
Arts leads to Year 8 Arts - Dance, Drama, Music and Visual Arts



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Arts - Aspire

Length of Course Year
Compulsory or Choice Choice – audition required
Credits NA

Subject Description
Aspire is a specialist Arts program that allows students to be uniquely themselves within an Arts space. Aspire enables students to trial new skills, techniques, forms, and practices to help demonstrate what makes them distinctive as an artist. This program focuses not only on industry skills and experiences, but also on developing a broad range of proficiencies presented by teachers and guest professionals in a variety of Arts fields. This program is open to students from Years 7 – 12 who work together as a mixed age team to present collaborative or individual works at public performance events, predominately focusing on ensemble work.

Content
Students are required to select from two specialist streams:

Performing Arts Stream – Dancing, Acting and Singing
Students in this stream will be working alongside students in the Music Stream to collaborate in an annual major public performance, as well as developing individual areas of interest and diversity focused on preparing students to work within the Performing Arts industry.

Music Stream – Industry Skills, Solo and Ensemble Performance and Singing Skills
Students in this stream will be working alongside students in the Performing Arts Stream to collaborate in an annual major public performance, as well as developing individual areas of interest and diversity focused on preparing students to work within the Music industry.

Overview of Aspire Program (2-year cycle)
Year 1 (Even years)
Semester 1
- Mini Musical – Aspire students only
- Reframed – Interpretation of a literary work through a new performance lens

Semester 2
- Choral Work
- Drama Performance (Performing Arts students)
- Music Composition + Recording (Music students)
- Amplify – Individual skill development project

Year 2 (Odd years)
Semester 1
- Large Scale Musical – Aspire + whole school community
- Conceptual Characterisation – Individual project with live performance component

Semester 2
- Choral Work
- Chapel performance
- Collaborative Work with live performance component

Throughout the Year - School Community Performances (i.e. Principal's Assembly, Valedictory, special Faith community events, etc)

Audition Process
- A 3-minute live audition demonstrating skills in:
  - Performing Arts Stream - all three disciplines (acting, dancing and singing)
  - Music Stream – your chosen instrument & secondary instrument (including voice) if applicable
- A 250-word document outlining why you want to be involved in the Aspire program
- At least 1 reference from an adult in the industry
- A $50 non-refundable application and processing fee

If successful, students and parents are required to sign a written contract (available in the audition pack) to solidify their commitment to the Aspire program. Students can leave the program upon request and in negotiation with staff and parents.

Pathways
Aspire is a specialist Arts program with opportunities to gain industry experience and skills. There will be opportunities for formative feedback during contact time and during rehearsal processes.

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Design - Design and Technology

Length of Course Semester
Compulsory or Choice Compulsory

Subject Description

Design and Technology allows students to investigate and select from a range of technologies, materials, systems, components, tools and equipment to design and produce solutions to problems for individuals and the community. Students use creativity, innovation and enterprise skills. Students use the design cycle to conduct inquiry and analysis. They communicate ideas using a range of technologies including, graphical representation techniques by generating and clarifying ideas through sketching and modelling. Students identify the sequences and steps involved in design tasks. They develop plans to manage design tasks including, safe and responsible use of materials and tools, and apply management plans to successfully complete design tasks. Students observe safety procedures that minimise risk and manage projects with safety and efficiency. Students also have the opportunity to investigate Design and Technology related professions to examine their contributions to society locally, regionally and globally.

Content

Students are required to study the following areas:

- The Design Process
- 3D Modelling / Computer Aided Design
- Advanced Manufacturing (3D printing / Laser Cutting)
- Materials and Production Techniques
- Robotic and Electronic Systems
- Safe Work Practices
- Design and Technology Professions

Assessment

Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%

The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Inquiring and Analysing, Developing Ideas, Creating the Solution and Evaluating.

Pathways

Design and Technology leads to Year 8 Design and Technology

Design – Food and Hospitality

Length of Course Term
Compulsory or Choice Compulsory

Subject Description

Food and Hospitality allows students to develop communication, problem solving and collaboration skills. Students also learn about kitchen practical skills, hygiene, and safety requirements.

Content

Students are required to study the following areas:

- Safe Food Handling Skills and Kitchen Safety
- Kitchen Organisation and Management Practices
- Development of Food Preparation Skills

Practical Tasks students may also study:

- Rock Cakes
- Apple and Cinnamon Scrolls
- Apple Crumble and Custard
- Choc Wattle Seed Muffins
- Rice Paper Rolls
- Pizza

Assessment - 100%

Design – Food and Hospitality is not assessed; however, students complete a reflection in response to one or more of the IB Learner Profile Attributes focusing on how they have developed this attribute through this subject.

Pathways

Design – Food and Hospitality leads to Year 8 Design – Food and Hospitality

Find Your Spark!

Elective Program

Length of Course Year
Compulsory or Choice Compulsory

Subject Description

At Faith Lutheran College, the Find Your Spark! Elective Program allows Middle School students with the opportunity to explore their interests, develop new skills, and engage in learning beyond the traditional classroom. Aligned with the Middle Years Programme – MYP principles, the program fosters curiosity, creativity, collaboration, and resilience, encouraging students to develop essential real-world problem-solving skills. Students select from a diverse range of electives each term to reflect their passions and emerging interests. Through hands-on learning experiences, students build confidence, critical thinking abilities, and a deeper understanding of themselves and the world.
The Find Your Spark! Program is an integral part of the MYP experience, supporting personal growth and inquiry-driven learning. It empowers students to take ownership of their learning journey, fostering independence, engagement, and a lifelong love of learning.

Content

Students focus on and develop the IB Learner Profile Attributes:

- Inquires
- Knowledgeable
- Thinker
- Communicator
- Principled
- Open Minded
- Caring
- Risk Taker
- Balanced
- Reflective

Assessment

Find Your Spark! is not assessed; however, students complete a reflection in response to one or more of the IB Learner Profile Attributes focusing on how they have developed this attribute through the elective.

Health and Physical Education

Length of Course Year
Compulsory or Choice Compulsory

Subject Description

Health and Physical Education allows students to develop knowledge, understanding and skills to help them achieve successful outcomes in classroom, social, physical and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. A large emphasis will be placed on individual skill development as well as students' teamwork and leadership development. In Health and Physical Education, the College offers enrichment opportunities of Athletics and Aquatics Days and School Sport SA competitions.

Content

Students are required to study the following area:

- Physical Education – students participate in Athletics, Ultimate Frisbee, Squash, European Handball, Cricket and Korfball.
- Health – students are required to study, Moving Up, Decision Making, Cyber Safety and Respectful Relationships.

Assessment

Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%

The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Knowing and Understanding, Planning for Performance, Applying and Performing and Reflecting and Improving Performance.

Pathways

Health and Physical Education leads to Year 8 Health and Physical Education

Individuals and Societies

Length of Course Year
Compulsory or Choice Compulsory

Subject Description

Individuals and Societies allows students to inquire into human behaviour and interaction in social, cultural, environmental, economic and political contexts. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future. Students develop skills in thinking critically, solving problems, communicating effectively, making decisions and adapting to change. They gain a broad understanding of the world in which we live, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

The study of Humanities and Social Sciences combines the following disciplines:

- Business and Economics
- Civics and Citizenship
- Geography
- History

Content

Students are required to study the following areas:

- Ancient Civilisations
- Water
- Place and Liveability
- Government and Democracy
- Economics and Business

Assessment

Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%

The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Knowing and Understanding, Investigating, Communicating and Thinking Critically.

Pathways

Individuals and Societies leads to Year 8 Individuals and Societies Geography, History, Business and Economics or Civics and Citizenships

Interdisciplinary Unit

Length of Course Term
Compulsory or Choice Compulsory

Subject Description

One of the key features of the MYP is its emphasis on interdisciplinary teaching and learning. This trait emerges from the challenges and opportunities of educating students in, and for, a highly interconnected world. Although secondary education organises learning into disciplinary compartments (as a response to increasing specialisation), an ever-changing world also demands an education that empowers students to integrate disciplines in novel and creative ways. As knowledge and information multiply, critical thinkers must successfully integrate disciplinary perspectives to understand real-world issues, ideas, and challenges, and to take action to promote positive changes in societies.

The following four main elements capture what interdisciplinary learning is:

1. The integration of subject-specific knowledge and synthesis of understanding.
2. The idea that the subjects of this synthesis must be drawn from different areas of knowledge (usually labelled with the traditional term ‘disciplines’ or ‘subjects’).
3. That the conceptual definition of interdisciplinarity almost always includes some notion of utility—a need to identify a reason for seeking such a synthesis.
4. Students need to be aware of why they are doing an interdisciplinary unit and what they are expected to know, understand, and do or create from the beginning of the unit.

Content

This Year 7 Interdisciplinary Unit integrates Individuals and Societies with Mathematics, providing a seamless and engaging learning experience. Students explore financial literacy, economic systems, and mathematical reasoning through four Individuals and Societies lessons and two Mathematics lessons per week. A key feature of the unit is The Game of Life SAT, where students apply economic concepts and mathematical skills in real-world scenarios. This hands-on approach deepens their understanding of global interactions and financial decision-making.

Assessment

Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%

The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Disciplinary Grounding, Synthesizing, Communicating and Reflecting.

Pathways

Interdisciplinary Unit leads to Year 8 Interdisciplinary Unit

Language Acquisition

German

Length of Course Semester
Compulsory or Choice Compulsory

Subject Description
Language Acquisition – German allows students to develop the necessary scaffolding to listen to, view, read, speak, perform and write German in a range of simple classroom interactions and transactions with the teacher and peers. Learners work collaboratively and independently, pooling information, language knowledge and resources to plan, problem-solve, monitor and reflect. Students use modelled and rehearsed language in guided situations with familiar contexts and roles, and begin to use and adapt the language learnt to express their own personal meanings. Students reflect on inter-cultural perspectives and their experience of interaction and make cross-curricular connections. Opportunities for real and simulated interactions with other German speakers within and beyond the school community including, purposeful and integrated use of ICT such as, social media and applications.

Content
Students are required to study the following areas:
- Greetings and Introductions
- Family
- Numbers 1-100
- School Life
- Likes and Dislikes

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Listening, Reading, Speaking and Writing.

Pathways
Language Acquisition - German leads to Year 8 Language Acquisition - German

Language Acquisition

Japanese

Length of Course Semester
Compulsory or Choice Compulsory

Subject Description
Language Acquisition – Japanese allows students to interact collaboratively and independently whilst exploring a variety of texts including, songs/raps and role-plays with particular reference to their social, cultural and communicative interests. Students share language knowledge and resources to plan, problem-solve, monitor and reflect. Students use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original language. Students make cross-curricular connections and explore inter-cultural perspectives and experiences. They plan, and present imaginative and informative texts and participate in collaborative tasks and games. Students use high frequency vocabulary and phases with increasing confidence. Students read, view and interact with a range of texts for a variety of informative, transactional and communicative purposes.

Content
Students are required to study the following areas:
- Numbers 1-100
- Read and Write all Hiragana and some basic Kanji
- Introductions and Greetings
- Pets and animals

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Listening, Reading, Speaking and Writing.

Pathways
Language Acquisition - Japanese leads to Year 8 Language Acquisition - Japanese

Language and Literature

Length of Course Year
Compulsory or Choice Compulsory

Subject Description
Language and Literature allows students to develop an understanding of the relationship between audience, purpose, form, context and language. Students explore and appreciate the stories of their own and other cultures through accessible but challenging subject matter in spoken, written, visual and multimodal texts. Students develop a critical approach to literature and learn to respond appropriately to a variety of texts. Students are encouraged to use language with enjoyment as a vehicle for thought, creativity, learning and self-expression.

Content
Students are required to study the following areas:
- Speaking and Listening – involves selecting and interpreting language resources to establish and identify the roles and relationships of participants
- Reading and Viewing – involves the identification of multiple purposes, perspectives and the positioning of audiences through the use of language resources across a wide range of texts
- Writing and Designing – involves the development of literary and non-literary texts that elaborate and extend main ideas and points of view to appeal to certain groups, and that establish and identify the roles and relationships of participants

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Analysing, Organising, Producing Text and Using Language.

Pathways
Language and Literature leads to Year 8 Language and Literature

Learning in Faith Education – LIFE

Length of Course Year
Compulsory or Choice Compulsory

Subject Description
Learning in Faith Education – LIFE allows students to hear, explore, reflect on and appreciate the Christian understanding of life, and the world in which they live. Students are challenged to think critically and laterally about real-life issues and engage in meaningful debate in a supportive, inclusive and safe environment. Students are engaged in intellectually challenging experiences that actively involve them in journeys of inquiry and constructing meaning of their world based on their own beliefs and spirituality. LIFE is integrated with the Rite Journey Heroic Habits Program and Pastoral Care.

Content
Students are required to study the following areas:
- Christian Beliefs – students investigate and evaluate the significance of Jesus the Christ, his life, death and resurrection for Christians
- Christian Church – students develop skills to examine scripture and analyses its cultural and historical contexts
- Christian Living – students draw conclusions about the influence of the other on self-identity in light of Christian beliefs about the worth of the individual
- Christianity in the World – students apply decision-making processes to ethical issues and explain how and why people hold different ethical positions

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is non-graded; however, students are provided with both verbal and written feedback on tasks.

Pathways
Learning in Faith Education – LIFE leads to Year 8 Learning in Faith Education – LIFE

Mathematics

Length of Course Year
Compulsory or Choice Compulsory

Subject Description
Mathematics allows students to develop an understanding of the principles and nature of mathematics, improve logical, critical, and creative thinking and enhance problem-solving skills. At Faith, a two-fold approach is used throughout Years 7 to 9. Students follow an enquiry approach as they explore rich tasks and investigations, applying their mathematics to a range of real life and problem-solving situations. The IB Middle Years Program underpins this approach. Students use the 'Maths Pathway' online platform to follow an individually tailored course focusing on skill and concept development. Teachers provide mini lessons to small groups that target skills that students are ready to learn.

Content
Students are required to study the following areas:
- Number and Algebra
- Statistics and Probability
- Measurement

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Knowing and Understanding, Investigating Patterns, Communicating and Applying Mathematics in Real-World Contexts.

Pathways
Mathematics leads to Year 8 Mathematics

Science

Length of Course Year
Compulsory or Choice Compulsory

Subject Description
Science allows students to cultivate analytical, inquiring and flexible minds that pose questions, solve problems and construct explanations and judge arguments. Students will develop skills to design and perform investigations, evaluate evidence and reach conclusions.

Content
Students are required to study the following areas:
- Scientists
- Space Technology
- Scientific Investigation
- Science of Toys
- Circle of Life

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Knowing and Understanding, Inquiring and Designing, Processing and Evaluating and Reflecting on the Impacts of Science.

Pathways
Science leads to Year 8 Science

Year 8 Subject Selection

Year 8

Compulsory Subjects	Term	Semester	Year
Rotation Subjects			
Rotation 1 - One term each of: Arts - Dance, Drama, Music, Visual Arts	✓		
Rotation 2 - One term each of: Design - Agriculture, Design and Technology, Digital Technology, Food and Hospitality	✓		
Language and Literature			
Language and Literature			✓
Language Acquisition **Choice Language Acquisition Subjects**			
Language Acquisition - German			✓
Language Acquisition- Japanese			✓
Individuals and Societies			
Individuals and Societies A - Geography, Business and Economics		✓	
Individuals and Societies B - History, Citizenship and Civics		✓	
Mathematics			
Mathematics			✓
Science			
Science			✓
Health and Physical Education			
Health and Physical Education			✓
Learning in Faith Education - LIFE			✓
Other			
Arts - Aspire			✓
Find Your Spark! Elective Program			✓
Learning in Faith Education - LIFE			✓
Interdisciplinary Unit	✓		

Agriculture

Length of Course Term
Compulsory or Choice Compulsory

Subject Description

Agriculture allows students to explore farming enterprises commonly undertaken in South Australia. The theory in Agriculture is strengthened by the practical tasks, which fosters a greater appreciation of management practices and also gives students scope to develop initiative, problem solving and a positive work ethic. In Agriculture, the College offers enrichment opportunities of, management and exhibition of Show Teams of Beef, Sheep and Goats.

Content

Students are required to study the following areas:

- Dairy Calves - Husbandry and Nutrition Systems.
- Laying Hens and Egg Production - Housing Systems, Layer Breeds, Bird Anatomy and Husbandry and management for hatching.

Assessment

Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%

The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Knowing and Understanding, Creating a Solution, and Reflecting on the Impacts of Science.

Pathways

Agriculture leads to Year 9 Agriculture

Arts - Aspire

Length of Course Year
Compulsory or Choice Choice – audition required
Credits NA

Subject Description
Aspire is a specialist Arts program that allows students to be uniquely themselves within an Arts space. Aspire enables students to trial new skills, techniques, forms, and practices to help demonstrate what makes them distinctive as an artist. This program focuses not only on industry skills and experiences, but also on developing a broad range of proficiencies presented by teachers and guest professionals in a variety of Arts fields. This program is open to students from Years 7 – 12 who work together as a mixed age team to present collaborative or individual works at public performance events, predominately focusing on ensemble work.

Content
Students are required to select from two specialist streams:

Performing Arts Stream – Dancing, Acting and Singing
Students in this stream will be working alongside students in the Music Stream to collaborate in an annual major public performance, as well as developing individual areas of interest and diversity focused on preparing students to work within the Performing Arts industry.

Music Stream – Industry Skills, Solo and Ensemble Performance and Singing Skills
Students in this stream will be working alongside students in the Performing Arts Stream to collaborate in an annual major public performance, as well as developing individual areas of interest and diversity focused on preparing students to work within the Music industry.

Overview of Aspire Program (2-year cycle)
Year 1 (Even years)
Semester 1
- Mini Musical – Aspire students only
- Reframed – Interpretation of a literary work through a new performance lens

Semester 2
- Choral Work
- Drama Performance (Performing Arts students)
- Music Composition + Recording (Music students)
- Amplify – Individual skill development project

Year 2 (Odd years)
Semester 1
- Large Scale Musical – Aspire + whole school community
- Conceptual Characterisation – Individual project with live performance component

Semester 2
- Choral Work
- Chapel performance
- Collaborative Work with live performance component

Throughout the Year - School Community Performances (i.e. Principal's Assembly, Valedictory, special Faith community events, etc)

Audition Process
- A 3-minute live audition demonstrating skills in:
  - Performing Arts Stream - all three disciplines (acting, dancing and singing)
  - Music Stream – your chosen instrument & secondary instrument (including voice) if applicable
- A 250-word document outlining why you want to be involved in the Aspire program
- At least 1 reference from an adult in the industry
- A $50 non-refundable application and processing fee

If successful, students and parents are required to sign a written contract (available in the audition pack) to solidify their commitment to the Aspire program. Students can leave the program upon request and in negotiation with staff and parents.

Pathways
Aspire is a specialist Arts program with opportunities to gain industry experience and skills. There will be opportunities for formative feedback during contact time and during rehearsal processes.

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Arts – Dance

Length of Course Term
Compulsory or Choice Compulsory

Subject Description

Dance allows students to explore specific elements, skills and processes through engaging in different styles, techniques, choreography and cultural understandings. Learning through Dance facilitates the growth of creativity, reflection and communication skills through practical work and the development of artistic understanding. Dance is a physically focused activity that develops kinaesthetic skills, as well as skills that enable students to choreograph, rehearse and perform their own work.

Content

Students study the following areas:

- Students practically explore styles of Hip Hop, Jazz, Contemporary, Musial Theatre, Tap and Lyrical.
- Students participate in movement using the body as their expressive tool in both individual and group creative works that can be shared with an audience.
- A strong emphasis is on understanding and applying the Dance elements effectively in various styles.
- Students develop their Dance language through reflecting on their own and others' works, expanding their vocabulary and literacy skills.
- Students direct their learning through a cultural lens in accordance with their creative works.
- Students work towards learning and presenting a class routine in a style of their choice that has been explored throughout the term.

Assessment

Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%

The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Investigating, Developing, Creating, and Performing and Evaluating.

Pathways

Arts - Dance leads to Year 9 Arts - Dance

Arts – Drama

Length of Course Term
Compulsory or Choice Compulsory
Subject Description
Drama allows students to develop confidence and creativity through practical performance and collaborative theatre-making. Students explore how actors communicate ideas, stories, and emotions using voice, movement, characterisation, and stage space. Through performance activities and group work, students learn how drama can engage and communicate with an audience.

Content
Students are required to study the following areas:
- Setting the Scene – students develop foundational drama skills including improvisation, tableau, characterisation, and stage geography.
- Modern Comedy – students explore physical and visual comedy techniques, including movement, facial expression, costume, and props.
- Learning Experiences – students participate in drama games, improvisation, group performances, and reflection on the elements of drama.

Assessment
Students demonstrate evidence of their learning through a variety of practical and reflective tasks:
- Performance Tasks – group improvisations and devised scenes.
- Practical Workshops – demonstrating skills such as, characterisation, stage movement, and comedic performance.
- Reflection Tasks – written responses analysing the use of drama techniques and performance choices.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Investigating, Developing, Creating, and Performing and Evaluating.

Pathways
Arts – Drama leads to Year 9 Arts - Drama

Arts - Music

Length of Course Term
Compulsory or Choice Compulsory

Subject Description
Music allows students to explore the world of music and enhance their skills in listening, playing, communicating ideas, and working collaboratively. Students begin to build a base knowledge of musical elements through activities, such as, playing instruments, singing in a group ensemble setting and responding to musical works using subject specific terminology. Students also become familiar with basic music technology and recording practices through various software platforms. In Music, the College offers a wide range of both internal and external enrichment opportunities.

Content
Students are required to study a combination of the following areas:
- Music through Voice – students learn how to make music through singing in a group with their peers.
- Music through Rhythm – students learn the basics of tuned and untuned percussion playing with hand-held instruments and use of the drumkit.
- Music through Pitch – students make music using a variety of pitched instruments.
- Music through Performance – students play an instrument in an ensemble group to create a musical piece.
- Music Technology – students use music technologies for creativity, composition, recording and listening.
- Music Appreciation - students respond to other's works using relevant musical terminology relating to key elements.

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Investigating, Developing, Creating, and Performing and Evaluating.

Pathways
Year 8 Arts – Music leads to Year 9 Arts – Music

Arts - Visual Arts

Length of Course Term
Compulsory or Choice Compulsory

Subject Description

Visual Arts allows students to make and respond using Visual Arts knowledge, understanding and skills. Visual Arts engages students in a journey of discovery, experimentation and problem-solving. Students respond creatively by utilising visual techniques, technologies, practices and processes. Through learning in the Visual Arts, students become increasingly confident and proficient in developing their personal art style and appreciate the value and intention of other practitioners.

Content

Students are required to study the following areas:

- Students participate in practical activities using various media, processes and techniques to develop skills in drawing, painting, and clay to make artworks that can also be shared with an audience.
- A strong emphasis is on understanding and applying Visual Arts elements effectively.
- Students develop Visual Arts language through reflecting and responding to their art making, expanding their vocabulary and developing visual literacy skills.
- Students plan and organise their Arts Process Journal with appropriate use of art materials and equipment.
- Art appreciation is introduced through observing and responding to art works from global and local contexts.

Assessment

Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%

The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Investigating, Developing, Creating/Performing and Evaluating.

Pathways

Year 8 Arts - Visual Arts leads to Year 9 Arts - Visual Arts

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Design - Design and Technology

Length of Course Term
Compulsory or Choice Compulsory

Subject Description

Design and Technology allows students to use design thinking and technologies to analyse and investigate; to generate, create and develop ideas; and plan, produce and evaluate design solutions for authentic needs and problems. Students complete a variety of tasks in a range of areas, including, materials awareness, sustainability, problem solving and tool use. Students design and construct projects using a range of materials, components and technologies.Through these projects, students are exposed to a range of tools, production processes and problem solving skills, as well as Computer Aided Design software and 3D printing.

Content

Students are required to study the following areas:

- Safety in the Workplace
- Appropriate use of Tools and Machinery
- Materials and Sustainability
- The Design Process

Assessment

Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%

The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Inquiring and Analysing, Developing Ideas, Creating the Solution and Evaluating.

Pathways

Design - Design and Technology leads to Year 9
Design - Design and Technology

Design - Digital Technology

Length of Course Term
Compulsory or Choice Compulsory

Subject Description

Digital Technology allows students to explore living in an increasingly digital world where they are routinely interacting with digital systems. Digital Technology aims to engage students with a range of information systems and become confident developers of digital solutions. They apply computational systems and design thinking methods to define, design and implement digital solutions that meet needs and are innovative and sustainable. Students explore network types and how data is transmitted in binary along with protocol use within information systems. Students develop their computational thinking, creating a range of digital solutions, such as, mobile game apps and robotics, use programming, communicate and collaborate online with an understanding of cyber-safety and legal responsibilities.

Content

Students are required to study the following areas:

- Types of networks and their sustainability for purpose
- Text, image and sound data and their representation in digital systems
- Use of data to model solutions and create information
- Design user experiences in a collaborative environment
- Programming, including, general purpose languages
- Test, modify and evaluate information systems

Assessment

Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%

The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Inquiring and Analysing, Developing Ideas, Creating the Solution and Evaluating.

Pathways

Design - Digital Technology leads to Year 9
Design - Design and Technology

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Design - Food and Hospitality

Length of Course Term
Compulsory or Choice Compulsory

Subject Description

Food and Hospitality allows students to explore a variety of foods, nutrition principles and food preparation skills. Students develop knowledge and understanding about the nature of food safety, and use problem solving to make informed and appropriate food preparation choices.

Content

Students are required to study the following areas:

- Safe Food Handling Skills and Kitchen Safety
- Kitchen Organisation and Management Practices
- Development of Food Preparation Skills and Food Presentation Methods

Practical Tasks students may also study:

- Carrot Muffins with Cream Cheese Icing
- Chicken Stir-fry with Hokkien Noodles
- Sushi and Cold Rolls
- Beef Sliders with Sweet Potato Fries
- Group 'Burger' Task

Assessment

Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%

The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Inquiring and Analysing, Developing Ideas, Creating the Solution and Evaluating.

Pathways

Design - Food and Hospitality leads to Year 9 Design - Food and Hospitality

Find Your Spark!

Elective Program

Length of Course Year
Compulsory or Choice Compulsory

Subject Description

At Faith Lutheran College, the Find Your Spark! Elective Program allows Middle School students with the opportunity to explore their interests, develop new skills, and engage in learning beyond the traditional classroom. Aligned with the Middle Years Programme – MYP principles, the program fosters curiosity, creativity, collaboration, and resilience, encouraging students to develop essential real-world problem-solving skills. Students select from a diverse range of electives each term to reflect their passions and emerging interests. Through hands-on learning experiences, students build confidence, critical thinking abilities, and a deeper understanding of themselves and the world.
The Find Your Spark! Program is an integral part of the MYP experience, supporting personal growth and inquiry-driven learning. It empowers students to take ownership of their learning journey, fostering independence, engagement, and a lifelong love of learning.

Content

Students focus on and develop the IB Learner Profile Attributes:

- Inquires
- Knowledgeable
- Thinker
- Communicator
- Principled
- Open Minded
- Caring
- Risk Taker
- Balanced
- Reflective

Approaches to Learning:

- Communication Skills
- Research Skills
- Skill-Management Skills
- Social Skills
- Thinking Skills

Assessment

Find Your Spark electives are not formally graded; however, students complete a short, structured reflection, which is assessed against clear criteria. This process strengthens learning through reflection and supports student agency and personal growth. It encourages students to consider what they have learned and how they have developed their Approaches to Learning skills and IB Learner Profile attributes. The focus is on personal development, engagement, and building confidence and independence as learners.

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Health and Physical Education

Length of Course Year
Compulsory or Choice Compulsory

Subject Description

Health and Physical Education allows students to experience a broad spectrum of sporting and fitness activities. This subject introduces students to an understanding and appreciation of the basic skills of developing and maintaining personal physical fitness. Students have the opportunity to build an understanding of what a healthy lifestyle looks like and to raise students' awareness of relevant health issues. We encourage physical activity as an essential part of a health promoting lifestyle. In Heath and Physical Education, the College offers enrichment opportunities of, knockout interschool and state competitions, Athletics and Aquatics days, SSSSA interschool competition.

Content

Students are required to study the following areas:
Physical Education – students explore the concepts of Goal Setting and Achievement, Space, Development and Communication through participation in the following units; Athletics, Invasion Games, Striking and Fielding Games and Games Creation.
Health – students explore the benefits of physical activity and healthy eating for their health and wellbeing.
Fitness – students participate in a wide range of minor games, circuits and practically based activities with the aim of increasing physical activity levels and developing communication and social skills.

Assessment

Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%

The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Knowing and Understanding, Planning for Performance, Applying and Performing and Reflecting and Improving Performance.

Pathways

Health and Physical Education leads to Year 9 Health and Physical Education

Individuals and Societies A

Geography, Business and Economics

Length of Course Semester
Compulsory or Choice Compulsory

Subject Description
Geography allows students to promote awareness and broaden understanding of the interconnections between the physical and human environments on a local, national, and global scale. In Geography, the College offers enrichment opportunities of, local, state, and national activities and competitions, plant propagation and revegetation at various sites on the College grounds. Business and Economics allows students to further develop their understanding of economics and business concepts by exploring the ways markets including, traditional Aboriginal and Torres Strait Islander markets work within Australia, the participants in the market system and the ways they may influence the market's operation. Students examine the rights, responsibilities and opportunities that arise for businesses, consumers and governments and the influence on the ways individuals work now and in the future.

Content
Students are required to study the following areas:
- Topic 1: Landforms and Landscapes
- Topic 2: Changing Nations
- Topic 3: Business and Markets
- Topic 4: Changing Workforce

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Knowing and Understanding, Investigating, Communicating and Thinking Critically.

Pathways
Individuals and Societies A leads to Year 9 Individuals and Societies – Geography and Business

Individuals and Societies B

History, Citizenship and Civics

Length of Course Semester
Compulsory or Choice Compulsory

Subject Description
History allows students to develop a wide range of knowledge and understanding as well as transferable skills. By understanding and identifying with groups and individuals from other times and places, students will develop a better understanding of their own society and how it came to be. By recognising their own values and appreciating the values of other people, students will come to understand how and why people have acted in the past and the influence on their future. Students also develop the skills of inquiry, research, referencing, essay writing and empathy. In History, the College offers enrichment opportunities of, National and State competitions, such as, the Simpson Prize. Civics and Citizenship allows students to study the responsibilities and freedoms of citizens and how Australians can actively participate in their own democracy.

Content
Students are required to study the following areas:
- Topic 1: Medieval Societies
- Topic 2: Europe and the Modern World
- Topic 3: Empires and Expansions
- Topic 4: Living in a Democracy
- Topic 5: Laws and Courts

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Knowing and Understanding, Investigating, Communicating and Thinking Critically.

Pathways
Individuals and Societies B leads to Year 9 Individuals and Societies – History and Civics

Interdisciplinary Unit

Length of Course Term
Compulsory or Choice Compulsory

Subject Description
A key feature of the MYP is learning that connects different subjects together. In an interdisciplinary unit, students bring together knowledge and skills from two or more subject areas to explore real-world issues and challenges.
While subjects are usually taught separately, the world outside school is not divided into compartments. These units help students see how learning connects across subjects and how different perspectives can work together to deepen understanding.
Students learn to think critically, make meaningful connections, and apply their learning in creative ways. By combining ideas from different subjects, they develop a stronger understanding of complex issues and are encouraged to take informed action where appropriate.

Content
Interdisciplinary learning helps students to:
1. Combine knowledge and skills from different subjects to explore a shared topic or challenge.
2. See how ideas, concepts, and skills connect across learning areas.
3. Apply their understanding to real-world contexts and meaningful situations.
4. Develop critical, creative, and reflective thinking skills.
5. Collaborate with others, manage their learning, and communicate their ideas effectively.
6. Reflect on their learning and the connections they make across subjects.

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Disciplinary Grounding, Synthesizing, Communicating and Reflecting.

Pathways
Interdisciplinary Unit leads to Year 9 Interdisciplinary Unit

Language Acquisition

German or Japanese

Length of Course Year
Compulsory or Choice Compulsory

Subject Description
Language Acquisition of German or Japanese allows students to develop essential communications skills in the target language. Students choose ONE Language for the full year. Students explore inter-cultural capabilities and an understanding of the role of language and culture in communication. Students also have the opportunity to engage with the linguistic and cultural diversity of the world and its peoples. Language Acquisition allows students to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world. Students will develop an understanding of the target language in terms of grammatical and textual conventions and the way language varies in use and changes over time.

Content
In Year 8 German, students are required to study the following topics:
- Myself, My Family and My School
- Clothing and Descriptions
- Food and Drink
- Making Arrangements

In Year 8 Japanese, students are required to study the following topics:
- Japanese Scripts – Review of Hiragana and Learning of Specified Kanji
- Myself and My Family
- Describing Places and Sights
- My Week
- Dining Out

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Listening, Reading, Speaking and Writing.

Pathways
Language Acquisition – German leads to Year 9 Language Acquisition – German. Language Acquisition – Japanese leads to Year 9 Language Acquisition – Japanese.

Language and Literature

Length of Course Year
Compulsory or Choice Compulsory

Subject Description
Language and Literature allows students to engage critically and creatively with a variety of text types. Students also develop the ability to recognise the themes and ideas conveyed in a range of texts. Student responses are based on literary perception, text analysis and imaginative work. Students develop both their written and oral language skills throughout this subject. Students also improve their ability to compose texts for particular purposes and audiences.

Content
Students are required to study the following areas:
- Read and analyse a Novel
- Conduct a Film Study
- Analyse and produce a Media piece
- Write creatively across many text types

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Analysing, Organising, Producing Text and Using Language.

Pathways
Language and Literature leads to Year 9 Language and Literature - English

Learning in Faith Education - LIFE

Length of Course Year
Compulsory or Choice Compulsory

Subject Description

Learning in Faith Education allows students to provide a safe and supportive context in which students can reflect on their experiences of the world and on their own beliefs and spirituality as they attempt to make sense of their rapidly changing and complex global environment, and as they develop their identity as individuals. This subject explores a broad variety of issues in the areas of faith, ethics and decision making and its aim is to engage students from diverse varieties of backgrounds. The Christian message of love and service lives at the heart of our College and, as such, we fully respect the right of each individual to make their own faith decisions. Learning in Faith Education is an inclusive program that respects and celebrates the spiritual and cultural identity of each individual, while still challenging the students to continue to develop their personal worldview.

Content

Students are required to study the following areas:
Semester 1:
Beliefs, Values and Identity:

- Students investigate the basis of the beliefs associated with Christianity and how the values of Courage, Appreciation, Love, and Forgiveness were displayed by Jesus. Students will develop an understanding of how the values displayed by Jesus are relevant in their lives and in their wider community. Students will investigate the meaning of identity by examining their own identity and what it means to exist as an important individual in a community.

Social Justice:

- Students explore the values of Compassion, Hope, Care and Service that underpins the idea of 'Justice' and 'Equality'. There is a strong focus on further developing one's understanding of Social Justice issues and how these issues have an impact on individuals and a community. Students will have an opportunity to develop their understanding of 'Social Injustices' and how the idea of how 'Service' can benefit those in need.

Semester 2:
Self Worth:

- Students reflect on the meaning of self worth and how individuals and groups make sense of 'meaning' in their lives and in society. Students will also compare ideas and beliefs about God and the nature of human beings in other religions, and the importance of valuing self and others.

Rituals and Symbols:

- Students explore Rituals and Symbols of the Christian religion and develop an understanding of the significance these have in explaining meaning. In particular, students will endeavour to deeply explore how Rituals and Symbols influence behaviour, identity and belief.

Assessment

Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%

The assessment for Learning in Faith Education – LIFE is aligned with the Lutheran Schools Christian Studies Curriculum that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject..

Pathways

Learning in Faith Education leads to Year 9 - The Rite Journey

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Mathematics

Length of Course Year
Compulsory or Choice Compulsory

Subject Description
Mathematics allows students to develop an understanding of the principles and nature of mathematics, improve logical, critical, and creative thinking and enhance problem-solving skills. At Faith, a two-fold approach is used throughout Years 7 to 9. Students follow an enquiry approach as they explore rich tasks and investigations, applying their mathematics to a range of real life and problem-solving situations. The IB Middle Years Program underpins this approach. Students use the 'Maths Pathway' online platform to follow an individually tailored course focusing on skill and concept development. Teachers provide mini lessons to small groups that target skills that students are ready to learn.

Content
Students are required to study the following areas:
- Number and Algebra
- Statistics and Probability
- Measurement

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Knowing and Understanding, Investigating Patterns, Communicating and Applying Mathematics in Real-World Contexts.

Pathways
Year 8 Mathematics leads to Year 9 Mathematics

Science

Length of Course Year
Compulsory or Choice Compulsory

Subject Description
Science allows students to learn how to investigate, understand and critically analyse the physical, chemical, biological and technological world. Students develop an innovative and creative mindset to solve problems individually and collaboratively in both new and familiar contexts. Science enables students to become critical thinkers by encouraging them to use evidence to evaluate the way science is applied and how scientists work in the community. In Year 8 Science, the College offers experiences such as, The Oliphant Science Awards, Scientists in Schools and the Geology excursion.

Content
Students are required to study the following areas:
- Scientific Skills
- Body Systems
- Cells
- Physical and Chemical Change
- Elements
- Energy
- Geology and Plate Tectonics

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Knowing and Understanding, Inquiring and Designing, Processing and Evaluating and Reflecting on the Impacts of Science.

Pathways
Science leads to Year 9 Science

Year 9 Subject selection

Year 9

Compulsory Subjects	Term	Semester	Year
Semester A Choose one of the following:			
Arts - Dance, Drama, Music, Visual Arts		✓	
Semester A Choose one of the following:			
Agriculture, Design and Technology, Food and Hospitality		✓	
Semester B Choose two of the following:			
Agriculture, Art, Dance, Drama, Design and Technology Food and Hospitality, Music		✓	
Language and Literature			
English			✓
Language Acquisition Choice Language Acquisition Subjects			
Languages - German			✓
Languages - Japanese			✓
Individuals and Societies			
History and Civics		✓	
Geography and Business		✓	
Mathematics			
Mathematics			✓
Science			
Science			✓
Health and Physical Education			
Health and Physical Education			✓
The Rite Journey			✓
Other			
Arts - Aspire			✓
Find Your Spark! Elective Program			✓
Interdisciplinary Unit	✓		
The Community Project	✓		

Agriculture

Length of Course Semester or Year
Compulsory or Choice Choice

Recommended Knowledge
A satisfactory level of achievement in Year 8 Agriculture.

Subject Description
Agriculture allows students to explore a diversity of plant and animal enterprises commonly undertaken in South Australia. Agriculture not only fosters a greater appreciation of management practices but also gives scope to develop initiative, problem solving and a positive work ethic. In Agriculture, the College offers enrichment opportunities of, involvement in the management and exhibition of the Show Teams of Beef Cattle and Sheep, operating the farm tractor and spur pruning the College vineyard.

Content
Students are required to study the following areas:
Semester 1:
- Poultry Management – Meat Chickens
- Sheep Husbandry – ewe management from Joining through to Weaning of lambs.

Semester 2:
- Tractor Operation and Farm Safety – focus on the safe use of machinery and safe handling of livestock.
- Vineyard Management – Vine Pruning, Cover Cropping and Frost Control.
- Pig Management and operations

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Knowing and Understanding, Inquiring and Designing, Processing and Evaluating and Reflecting on the Impacts of Science.

Pathways
Agriculture leads to Year 10 Agriculture

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Arts - Aspire

Length of Course Year
Compulsory or Choice Choice – audition required
Credits NA

Subject Description
Aspire is a specialist Arts program that allows students to be uniquely themselves within an Arts space. Aspire enables students to trial new skills, techniques, forms, and practices to help demonstrate what makes them distinctive as an artist. This program focuses not only on industry skills and experiences, but also on developing a broad range of proficiencies presented by teachers and guest professionals in a variety of Arts fields. This program is open to students from Years 7 – 12 who work together as a mixed age team to present collaborative or individual works at public performance events, predominately focusing on ensemble work.

Content
Students are required to select from two specialist streams:

Performing Arts Stream – Dancing, Acting and Singing
Students in this stream will be working alongside students in the Music Stream to collaborate in an annual major public performance, as well as developing individual areas of interest and diversity focused on preparing students to work within the Performing Arts industry.

Music Stream – Industry Skills, Solo and Ensemble Performance and Singing Skills
Students in this stream will be working alongside students in the Performing Arts Stream to collaborate in an annual major public performance, as well as developing individual areas of interest and diversity focused on preparing students to work within the Music industry.

Overview of Aspire Program (2-year cycle)
Year 1 (Even years)
Semester 1
- Mini Musical – Aspire students only
- Reframed – Interpretation of a literary work through a new performance lens

Semester 2
- Choral Work
- Drama Performance (Performing Arts students)
- Music Composition + Recording (Music students)
- Amplify – Individual skill development project

Year 2 (Odd years)
Semester 1
- Large Scale Musical – Aspire + whole school community
- Conceptual Characterisation – Individual project with live performance component

Semester 2
- Choral Work
- Chapel performance
- Collaborative Work with live performance component

Throughout the Year - School Community Performances (i.e. Principal's Assembly, Valedictory, special Faith community events, etc)

Audition Process
- A 3-minute live audition demonstrating skills in:
  - Performing Arts Stream - all three disciplines (acting, dancing and singing)
  - Music Stream – your chosen instrument & secondary instrument (including voice) if applicable
- A 250-word document outlining why you want to be involved in the Aspire program
- At least 1 reference from an adult in the industry
- A $50 non-refundable application and processing fee

If successful, students and parents are required to sign a written contract (available in the audition pack) to solidify their commitment to the Aspire program. Students can leave the program upon request and in negotiation with staff and parents.

Pathways
Aspire is a specialist Arts program with opportunities to gain industry experience and skills. There will be opportunities for formative feedback during contact time and during rehearsal processes.

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Arts - Dance

Length of Course Semester or Year
Compulsory or Choice Choice

Recommended Knowledge
A satisfactory level of achievement in Year 8 Dance or its equivalent through private training providers.

Subject Description
Dance allows students to engage in a journey of discovery, experimentation, expression and problem solving relevant to the development of creative works. Students investigate a range of ways to express and communicate ideas and feelings within the framework of specific dance elements. Through dance, students become increasingly confident and proficient in developing their personal style of this Arts discipline to reflect their individual concepts, and they have opportunities to appreciate and understand other practitioner's works.

Content
Students are required to study the following areas:
- Researching – Students research the history of dance about a style that is selected for them. This research will connect to the style of their class routine which is learnt over the course of the semester. This will allow students to have a deeper background knowledge and understanding about the tyle they are practicing in and developing.
- Devising – Students learn to collaborate to develop choreography made for a specific intention/theme/idea. Students use knowledge about choreographic interest, choreographic devices and the elements of dance to develop a routine.
- Performing – Students learn 1 – 2 class routines to perform at the end of the semester. The style of routine/s is selected by the class teacher to suit the strengths of the class. Students will reflect on the process and the outcome of this routine.

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Investigating, Developing, Creating, and Performing and Evaluating.

Pathways
Arts - Dance leads to Year 10 Arts - Dance

Arts - Drama

Length of Course Semester or Year
Compulsory or Choice Choice

Recommended Knowledge
A satisfactory level of achievement in Year 8 Arts – Drama.

Subject Description
Arts – Drama allows students to develop skills in performance, collaboration, and creative expression. Students explore how drama communicates ideas, stories, and perspectives through acting, movement, design, and staging. They work both individually and in groups to devise and perform dramatic works, while also reflecting on and analysing their own performances and the work of others. Arts – Drama builds confidence, creativity, and critical thinking while developing an understanding of theatre as an art form.

Content
Students are required to study a range of practical and theoretical areas:
- History of Theatre
- Performance by Design (theatre design elements such as, costume, lighting, set and props)
- Australian Theatre
- Responding to Drama (analysing live or recorded performances)
- Physical Theatre
- Monologue Performance
- Learning experiences which included, practical workshops, group performances, design exploration, and written reflection.

Assessment
Students demonstrate evidence of their learning through a variety of practical and reflective tasks:
- Individual and Group Performances
- A Monologue Performance
- Design and Performance Development Tasks
- Written Reflections and Responses to Drama

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Investigating, Developing, Creating, and Performing and Evaluating.

Pathways
Arts- Drama leads to Year 10 Arts - Drama

Arts - Music

Length of course Semester or Year
Compulsory or Choice Choice

Recommended Knowledge
A satisfactory level of achievement in Year 8 Arts – Music or its equivalent through private training providers.

Subject Description
Music allows students to engage in a journey of discovery, experimentation and creativity through performance, practical skills, technology skills, and the building of fundamental theoretical understandings. Using the six key elements of music as a foundation, students have the opportunity to learn artistic processes to develop their experiences into composition, arranging, expressive communication and responding to other's works. Engagement with existing and emerging music from the local community and from around the world allows students to understand how music making is a significant and universal aspect of human expression. Students are required to learn an instrument or to participate in solo voice lessons. In Music, the College offers a wide range of both internal and external enrichment opportunities.

Content
Students are required to study a combination of the following areas:

Music A – Semester 1
- Instrumental and/or Choral – students learn an instrument and/or voice to enhance skill and technique development, and for the purpose of performing as a class ensemble to an audience.
- Music Technology – students create a soundtrack composition to accompany a chosen visual using computer software.
- Music Appreciation – students investigate the opportunities for work in the Music Industry and explore an area of interest.
- Musicianship – students participate in theory and aural training as a foundation for endeavours in composition, arrangement, and performance.

Music B – Semester 2
- Instrumental and/or Choral – students continue learning their chosen instrument and/or voice to enhance skill and technique development, and for the purpose of performing solo and/or with others to an audience.
- Sound Production – students participate in activities to gain skills in live Sound Production.
- Music Appreciation – students use their knowledge of the six key musical elements to analyse and respond to other's works.
- Musicianship – students participate in theory and aural training as a foundation for endeavours in composition, arrangement, and performance.

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Investigating, Developing, Creating, and Performing and Evaluating.

Pathways
Year 9 Arts – Music leads to Year 10 Arts – Music

Arts - Visual Arts

Length of Course Semester or Year
Compulsory or Choice Choice

Recommended Knowledge

There is no recommended knowledge; however, Year 8 Arts - Visual Arts would be beneficial.

Subject Description

Visual Arts allows students to engage in a journey of discovery, experimentation and problem-solving relevant to visual perception and visual language. Students respond creatively by utilising 2D and 3D techniques, technologies, practices and processes. Students have the opportunity to create and respond using visual arts knowledge, understanding and skills to represent meaning associated with personal and global views. Through Visual Arts, students become increasingly confident and proficient in developing their personal art style and appreciate the value and intention of other practitioners.

Content

Students are required to study units of inquiry:
Semester A: Skate Deck Design, Photography & Painting
Semester B: Street Wear Design, Drawing & Sculpture
Students are required to study the following areas:

- Techniques – students develop their techniques in drawing, mixed media, painting, printmaking, clay sculpture, functional ceramics, photography and graphic design.
- Creative Problem Solving – students use art/design processes, principles, compositional methods and conceptual skills to make meaningful artworks.
- Art Styles – students explore Australian and International contexts and integrate this knowledge in their practical work, giving students the opportunity to develop critical awareness and make connection with their own art making.
- Arts Process Journal – students organise and document their tasks with the opportunity to share resolved art works with a wider audience and work collaboratively with other students.

Assessment

Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%

The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Investigating, Developing, Creating, and Performing and Evaluating.

Pathways

Arts - Visual Arts leads to Year 10 Arts - Visual Art - Art and / or Year 10 Arts - Visual Arts - Design

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Design – Design and Technology

Fast Fashion

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
There is no recommended knowledge.

Subject Description
Fast Fashion allows students to think like designers to investigate real-world issues and create meaningful solutions. Using the context of fast fashion, they explore its impact on people, communities, and the environment, and learn how design can support more sustainable choices. Through a series of hands-on projects, students generate ideas, experiment with materials, and develop practical skills in sewing, manufacturing, and problem-solving. They refine their work through collaboration and feedback, applying the design process to bring their ideas to life.

Content
Students are required to study the following areas through inquiry and production of practical projects, including:
- Overconsumption and Upcycling – Denim Re-Mix (Zip Up Pouch)
- Sustainability and Social Justice – Stitch for Dignity
- Innovative and functional Reuse – Tote-Ally Upcycled (Tote Bags)
- Slow Fashion Movement – Bespoke Boxer Shorts
- Circular Fashion – Op Shop Couture (Garment Redesign)

A key focus is rethinking waste as students explore how discarded textiles can be transformed into stylish, functional products. They are encouraged to design creatively and with purpose, documenting their ideas, production, and evaluation in a folio. This course empowers students to become creative, independent problem-solvers who design with intent, think sustainably, and make a real difference through what they create.

Assessment
Students demonstrate evidence of their learning through several assessment types:

School Assessment – 100%
The assessment is aligned with the International Baccalaureate Middle Years Program. Students are assessed against the following criteria: Inquiring and Analysing, Developing Ideas, Creating the Solution and Evaluating.

Pathways
Design and Technology – Fast Fashion leads to Year 10 Design and Technology – Fibre to Fabulous

Design - Design and Technology

Formula CO_2

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
There is no recommended knowledge.

Subject Description
Design and Technology allows students to use design thinking and technologies to critique, explore and investigate; to generate, develop and evaluate ideas; and plan, produce and evaluate design solutions for authentic needs and problems. Students work through a variety of tasks to expand their skills in a range of areas, including, advanced manufacturing, STEM concepts and product design. Through practical activities students develop problem solving techniques, both individually and collaboratively.

Content
- The Design Process
- Advanced Manufacturing
- Materials

Students investigate the use of materials, develop design ideas and use 3D modeling/CAD software to design a Formula 1 inspired CO2 powered vehicle. Designs are virtual wind tunnel tested and are produced using a range of advanced manufacturing processes, including; computer controlled milling machines and 3D printers. Students develop graphics for the vehicle using vinyl-cutting equipment to manufacture logos and other decals. Students prepare a visual display of their learning and race their completed vehicles along a 20m course against others at the end of the unit.

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Inquiring and Analysing, Developing Ideas, Creating the Solution and Evaluating.

Pathways
Design - Design and Technology leads to Year 10 Design and Technology

Design – Design and Technology

Materials – Metal and Wood

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
There is no recommended knowledge.

Subject Description
Design and Technology allows students to use design thinking and technologies to critique, explore and investigate; to generate, develop and evaluate ideas; and plan, produce and evaluate design solutions for authentic needs and problems. Students work the design cycle to expand their skills in a range of areas, including, materials awareness, sustainability, problem solving and tool use. Through practical activities students develop technical skills with handtools and machinery.

Content
Students are required to study the following areas:
- The Design Process
- Materials and Sustainability
- Appropriate use of Tools and Machinery
- Safety

Students investigate the use of metals through the design and production of functional and/or ornamental products. Students to also work within a timber focused design task to develop skills in computer aided design, timber preparation, joining techniques and finishing processes.

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment - 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Inquiring and Analysing, Developing Ideas, Creating the Solution and Evaluating.

Pathways
Design – Design and Technology leads to Year 10 Design and Technology

Design – Design and Technology

Robotic and Electronic Systems

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
There is no recommended knowledge.

Subject Description
Design and Technology allows students to use design thinking and technologies to critique, explore and investigate; to generate, develop and evaluate ideas; and plan, produce and evaluate design solutions for authentic needs and problems. Students work through the design cycle to expand their knowledge and skills in the use of Arduino Microcontrollers and coding, problem solving and component use.

Content
Students are required to study the following areas:
- The Design Process
- Microcontroller Systems
- Appropriate use of Components and Coding
- Safety

Students explore a range of sensors and outputs while developing systems that include a programmable microcontroller. Students develop an automated greenhouse and explore the climatic conditions necessary to promote plant growth through which they monitor and alter the climate through using a variety of sensors and output devices.

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment - 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Inquiring and Analysing, Developing Ideas, Creating the Solution and Evaluating.

Pathways
Design – Design and Technology leads to Year 10

Design - Food and Hospitality

Length of Course Semester or Year
Compulsory or Choice Choice

Recommended Knowledge
A satisfactory level of achievement in Year 8 Food and Hospitality.

Subject Description
Food and Hospitality allows students to develop a wide range of practical skills. Students explore nutrition principles, food preparation skills, food safety guidelines and problem solving.

Content
Practical Tasks students may study:
Semester 1:
- Mexican Food Truck Task
- Dietary Requirements Task
- Coconut Rice Pudding with Caramalised Pear
- Spaghetti Bolognaise
- Sausage Rolls with Tomato Sauce
- Pad Thai

Semester 2:
- Food Court Task
- High Tea Task
- Passion Fruit Millie Feville
- Bacon and Basil Handmade Pasta
- Sweet Chilli Burger with Sweet Potato Fries
- Thai Sausage Rolls with Dipping Sauce
- Orange Syrup Cake

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Inquiring and Analysing, Developing Ideas, Creating the Solution and Evaluating.

Pathways
Design - Food and Hospitality leads to Year 10 Food and Hospitality

Find Your Spark!

Elective Program

Length of Course Year
Compulsory or Choice Compulsory

Subject Description
At Faith Lutheran College, the Find Your Spark! Elective Program allows Middle School students with the opportunity to explore their interests, develop new skills, and engage in learning beyond the traditional classroom. Aligned with the Middle Years Programme – MYP principles, the program fosters curiosity, creativity, collaboration, and resilience, encouraging students to develop essential real-world problem-solving skills. Students select from a diverse range of electives each term to reflect their passions and emerging interests. Through hands-on learning experiences, students build confidence, critical thinking abilities, and a deeper understanding of themselves and the world.
The Find Your Spark! Program is an integral part of the MYP experience, supporting personal growth and inquiry-driven learning. It empowers students to take ownership of their learning journey, fostering independence, engagement, and a lifelong love of learning.

Content
Students focus on and develop the IB Learner Profile Attributes:
- Inquires
- Knowledgeable
- Thinker
- Communicator
- Principled
- Open Minded
- Caring
- Risk Taker
- Balanced
- Reflective

Approaches to Learning:
- Communication Skills
- Research Skills
- Skill-Management Skills
- Social Skills
- Thinking Skills

Assessment
Find Your Spark electives are not formally graded; however, students complete a short, structured reflection, which is assessed against clear criteria. This process strengthens learning through reflection and supports student agency and personal growth. It encourages students to consider what they have learned and how they have developed their Approaches to Learning skills and IB Learner Profile attributes. The focus is on personal development, engagement, and building confidence and independence as learners.

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Health and Physical Education

Length of Course Year
Compulsory or Choice Compulsory

Recommended Knowledge
A satisfactory level of achievement in Year 8 Health and Physical Education.

Subject Description
Health and Physical Education allows students to experience a broad spectrum of sporting and fitness activities. Students understand and appreciate the basic skills of developing and maintaining personal physical fitness. They are able to build an understanding of what a healthy lifestyle looks like and supports students' awareness of relevant health issues. We encourage physical activity as an essential part of a health promoting lifestyle. In Health and Physical Education, the College offers enrichment opportunities of, Knockout Sports, Athletics and Aquatics Days and SSSSA interschool competitions.

Content
Students are required to study the following areas:
- Physical Education – students explore the concepts of Goal Setting and Achievement, Control, Placement and Positioning, Space and Creativity through participation in Athletics, Invasion Games, Net and Count-Divided Games, Target Games, Dance and Inclusive Games.
- Health – students explore the concept of Lifelong Physical Activity and examine the influences of technology on physical activity levels.
- Fitness – students participate in a wide range of minor games, circuits and practically based activities with the aim of increasing physical activity levels, developing communication and social skills.

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Knowing and Understanding, Planning for Performance, Applying and Performing and Reflecting and Improving Performance.

Pathways
Health and Physical Education leads to Year 10 Health and Physical Education and Year 10 Elective Physical Education

Individuals and Societies

History and Civics

Length of Course Semester
Compulsory or Choice Compulsory

Recommended Knowledge
A satisfactory level of achievement in Year 8 History.

Subject Description
History allows students to develop a wide range of knowledge and understanding as well as develop many transferable skills. By understanding and identifying with groups and individuals from other times and places, students will develop a better understanding of their own society and how it came to be. Students recognise their own values and learn to appreciate the values of other people and in turn, students learn to understand how and why people have acted in the past and how those decisions influence their future. Students learn how to research, reference, inquiry, use empathy, analyse, interpret and evaluate. In History, the College offers enrichment opportunities, National and State competitions, such as, National History Competition and the Simpson Prize.

Content
Students are required to study the following areas:
- Industrial Revolution
- World War One (1914-1918)
- Government - Focus on Elections

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Knowing and Understanding, Investigating, Communicating and Thinking Critically.

Pathways
Individuals and Societies - History and Civics leads to Year 10 History

Individuals and Societies

Geography and Business

Length of Course Semester
Compulsory or Choice Compulsory

Recommended Knowledge
A satisfactory level of achievement in Year 8 Geography.

Subject Description
Geography allows students to develop an awareness and broaden their understanding of the interconnections between the physical and human environments on a local, national, and global scale. Many enrichment opportunities are available through local, state and national activities and competitions as well as school environment programs.

Content
- Biomes and Food Security
- Geographies of Interconnections
- Business

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Knowing and Understanding, Investigating, Communicating and Thinking Critically.

Pathways
Individuals and Societies - Geography and Business leads to Year 10 Geography

Interdisciplinary Unit

Arts Adventure

Length of Course Term
Compulsory or Choice Compulsory

Subject Description
A key feature of the MYP is learning that connects different subjects together. In an interdisciplinary unit, students bring together knowledge and skills from two or more subject areas to explore real-world issues and challenges.
While subjects are usually taught separately, the world outside school is not divided into compartments. These units help students see how learning connects across subjects and how different perspectives can work together to deepen understanding.
Students learn to think critically, make meaningful connections, and apply their learning in creative ways. By combining ideas from different subjects, they develop a stronger understanding of complex issues and are encouraged to take informed action where appropriate.

Content
Interdisciplinary learning helps students to:
1. Combine knowledge and skills from different subjects to explore a shared topic or challenge.
2. See how ideas, concepts, and skills connect across learning areas.
3. Apply their understanding to real-world contexts and meaningful situations.
4. Develop critical, creative, and reflective thinking skills.
5. Collaborate with others, manage their learning, and communicate their ideas effectively.
6. Reflect on their learning and the connections they make across subjects.

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Disciplinary Grounding, Synthesizing, Communicating and Reflecting.

Language Acquisition

German or Japanese

Length of Course Year
Compulsory or Choice Compulsory

Recommended Knowledge
Students continue the Language learned in Year 8; changing Languages for Year 9 is not permitted without prior consultation with the Languages Learning Area Coordinator in the previous year.

Subject Description
Language Acquisition of German or Japanese allows students to develop essential communications skills in the target language. Students choose ONE Language for the full year that they studied in the previous year. Students also develop an understanding of the target language in terms of grammatical and textual conventions and the way language varies in use and changes over time. Students explore intercultural capabilities and develop an understanding of the role of language and culture in communication. The study of languages enables students to engage with the linguistic and cultural diversity of the world and its people. Students are able to reflect on their understanding of experience in various aspects of social life, their own participation and the ways of being in the world. Learning a language broadens student's horizons in relation to personal, social and employment opportunities. In German or Japanese, the College offers enrichment opportunities of, cultural exchange or hosting a cultural exchange.

Content
In Year 9 German, students are required to study the following topics:
- Transport and Travelling in German-Speaking Places
- Asking For and Giving Directions
- Eating Out
- Going to the doctor
- Talking about past events

In Year 9 Japanese, students are required to study the following topics:
- Japanese Scripts – Learning of Katakana and of Specified Kanji
- My Daily Routine – Telling the Time and What I Do When
- School
- Events
- Hobbies
- Describing Appearances

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Listening, Reading, Speaking and Writing.

Pathways
Language Acquisition – German leads to Year 10 German. Year 9 Language Acquisition – Japanese leads to Year 10 Japanese.

Language and Literature

English

Length of Course Year
Compulsory or Choice Compulsory

Recommended Knowledge
A satisfactory level of achievement in Year 8 English.

Subject Description
Language and Literature allows students to analyse a range of texts and improve their understanding of particular genre and stylistic conventions. Students learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose. Students responses are based on literary perceptions, text analysis and imaginative words.

Content
Students are required to study the following areas:
- Learn about the genre of Historical and Dystopian Fiction
- Conduct a Film Study
- Read and respond to a written text
- Analyse and produce a range of Advertising materials
- Investigate the importance Life Stories have in our society

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Analysing, Organising, Producing Text and Using Language.

Pathways
Language and Literature - English leads to Year 10 English

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Mathematics

Length of Course Year
Compulsory or Choice Compulsory

Recommended Knowledge
A satisfactory level of achievement in Year 8 Mathematics.

Subject Description
Mathematics allows students to develop an understanding of the principles and nature of mathematics, improve logical, critical, and creative thinking and enhance problem-solving skills. At Faith, a two-fold approach is used throughout Years 7 to 9. Students follow an enquiry approach as they explore rich tasks and investigations, applying their mathematics to a range of real life and problem-solving situations. The IB Middle Years Program underpins this approach. Students use the 'Maths Pathway Flex' online platform to follow an individually tailored course focusing on skill and concept development. Teachers provide mini lessons to small groups that target skills that students are ready to learn.

Content
Students are required to study the following areas:
- Number and Algebra
- Statistics and Probability
- Measurement

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Knowing and Understanding, Investigating Patterns, Communicating and Applying Mathematics in Real-World Contexts.

Pathways
Year 9 Mathematics leads to Year 10 Mathematics where with teacher guidance, students choose from, Year 10 Pre-Mathematical Methods, Year 10 Pre-General Mathematics or Year 10 Pre-Essential Mathematics

Science

Length of Course Year
Compulsory or Choice Compulsory

Recommended Knowledge
A satisfactory level of achievement in Year 8 Science.

Subject Description
Science allows students to learn to investigate, understand and critically analyse the physical, chemical, biological and technological world. Students develop an innovative and creative mindset to solve problems individually and collaboratively in both new and familiar contexts. Science enables students to become critical thinkers by encouraging them to use evidence to evaluate the way science is applied and how scientists work in the community. In Year 9 Science, the College offers experiences, such as, the Oliphant Science Awards and the Faith Science Fair.

Content
Students are required to study the following areas:
- Science Inquiry Skills
- Disease
- Reactions Types
- Atoms
- Electrical Energy
- Heat
- Nervous System and Reproduction
- Earth Systems
- Waves

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Knowing and Understanding, Inquiring and Designing, Processing and Evaluating and Reflecting on the Impacts of Science.

Pathways
Science leads to Year 10 Science

The Community Project

Length of Course Term
Compulsory or Choice Compulsory

Subject Description
The Community Project is a student-centred project which enables students to engage in practical explorations through a cycle of inquiry, action, and reflection. Through the project, students will continue to develop the IB Learner Profile attributes and demonstrate the approaches to learning (ATL's) skills they have developed throughout the MYP. All Year 9 students complete the Community Project. The project can be completed in groups of no more than three, as pairs or as individuals. The project focuses on community and service, encouraging students to research and act on an area of service in their community. To consolidate your learning, you will engage in an in-depth inquiry, culminating in an exhibition evening where their project is presented to families.

Content
Students are required to study the following areas:
- Participate in a sustained, self-directed inquiry within a global context.
- Generate creative new insights and develop deeper understandings through in-depth investigation.
- Demonstrate the skills, attitudes and knowledge required to complete a project over an extended period of time.
- Communicate effectively in a variety of situations.
- Demonstrate responsible action through, or as part of, learning.
- Appreciate the process of learning and take pride in their accomplishments.

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment is aligned with the International Baccalaureate, Middle Years Program. Students are assessed against the following criteria: Investigating, Planning, Taking Action and Reflecting.

The Rite Journey

Length of Course Year
Compulsory or Choice Compulsory

Recommended Knowledge
There is no recommended knowledge.

Subject Description
The Rite Journey allows students to acknowledge and celebrate each student's transition to adulthood. It provides the opportunity for conversations and experiences that help to guide students transition to adulthood. The Rite Journey helps to foster connections with positive adult role models and helps to educate students how to connect with parents and caregivers as part of the process. This subject connects students with their strengths and helps to build self-awareness. This subject encourages students to transform their school culture by developing responsibility.

Content
Students are required to study 4 key themes that underpin The Rite Journey program:
1. Who am I really?
2. How do I get along with others?
3. Is there something more?
4. What do I have to give?

Challenges
Students are presented with numerous challenges throughout the year. These challenges replace the assessment component. These challenges form part of the programs Rite of Passage concept, whereby students learn to build resilience, develop responsibility, and understand respect.

Assessment
The Rite Journey is not assessed; however, students are provided with verbal and written feedback on the activities and challenges they participate in.

Senior School

Year 10 Subject Selection

Compulsory Subjects	Semester	Year	SACE Credits
English		✓	NA
Health and Physical Education		✓	NA
History - ACARA	✓		NA
Learning in Faith Education - LIFE		✓	NA
Mathematics		✓	NA
Exploring Identities and Futures- EIF	✓		10
Science		✓	NA
Tute Time		✓	NA
Choice 5 Subjects			
Agriculture	✓	✓	NA
Arts - Aspire		✓	NA
Arts - Dance	✓	✓	NA
Arts - Drama	✓	✓	NA
Arts - Music	✓	✓	NA
Arts - Visual Arts - Art	✓	✓	NA
Arts - Visual Arts - Design	✓	✓	NA
Design and Technology - Electronics	✓		NA
Design and Technology - Metal	✓		NA
Design and Technology - Wood	✓		NA
Food and Hospitality	✓	✓	NA
Geography	✓		NA
German	✓	✓	NA
History - Ancient Studies	✓		10
Health and Physical Education	✓		NA
Japanese	✓	✓	NA
Society and Culture	✓		NA

NA = Not Applicable

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Agriculture

Agriculture A

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
A satisfactory level of achievement in Year 9 Agriculture or Year 9 Science.

Subject Description
Agriculture allows students to explore the relevance of viticulture and the associated wine industry.

Content
Students are required to study the following areas:
Vineyard Management
- Crop monitoring for ripeness
- Vine Disease Management
- Crop Harvest options

Winemaking Principles
- Crushing
- Fermentation
- Pressing
- Racking
- Wine Chemical Analysis
- Wine Storage and Maturation
- Clarifying and Fining of Wine
- Wine Styles

Practical Activities
- Hand picking white or red varieties
- Faith College Winemaking involving a vintage crush of approximately 10 tonnes and the making of white and red wines.

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for Agriculture A is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
Agriculture leads to Stage 1 Agriculture

Agriculture

Agriculture B

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
A satisfactory level of achievement in Year 9 Agriculture or Year 9 Science.

Subject Description
Agriculture allows students to develop initiative and responsibility whilst teaching them major principles and relevant practical skills.

Content
Students are required to study the following areas:
Dairy Cattle and Beef Cattle Management
- Dairy Breeds and their Role
- Cow Reproduction
- Breeding Technologies
- Dairy Shed Design
- Alternative Agricultural Enterprises

Farm Skill Practical Activities
- Taking and preparing vine cuttings
- Excursion - Milking a 200 cow herd using a Rotary Dairy
- Basic Machinery Maintenance - tractors, cars, Ag bikes and four wheel bikes and chainsaws.
- How to tie a load
- Fencing Knots and Straining Wires

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for Agriculture B is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
Agriculture leads to Stage 1 Agriculture

Arts - Aspire

Length of Course Year
Compulsory or Choice Choice – audition required
Credits NA

Subject Description
Aspire is a specialist Arts program that allows students to be uniquely themselves within an Arts space. Aspire enables students to trial new skills, techniques, forms, and practices to help demonstrate what makes them distinctive as an artist. This program focuses not only on industry skills and experiences, but also on developing a broad range of proficiencies presented by teachers and guest professionals in a variety of Arts fields. This program is open to students from Years 7 – 12 who work together as a mixed age team to present collaborative or individual works at public performance events, predominately focusing on ensemble work.

Content
Students are required to select from two specialist streams:

Performing Arts Stream – Dancing, Acting and Singing
Students in this stream will be working alongside students in the Music Stream to collaborate in an annual major public performance, as well as developing individual areas of interest and diversity focused on preparing students to work within the Performing Arts industry.

Music Stream – Industry Skills, Solo and Ensemble Performance and Singing Skills
Students in this stream will be working alongside students in the Performing Arts Stream to collaborate in an annual major public performance, as well as developing individual areas of interest and diversity focused on preparing students to work within the Music industry.

Overview of Aspire Program (2-year cycle)
Year 1 (Even years)
Semester 1
- Mini Musical – Aspire students only
- Reframed – Interpretation of a literary work through a new performance lens

Semester 2
- Choral Work
- Drama Performance (Performing Arts students)
- Music Composition + Recording (Music students)
- Amplify – Individual skill development project

Year 2 (Odd years)
Semester 1
- Large Scale Musical – Aspire + whole school community
- Conceptual Characterisation – Individual project with live performance component

Semester 2
- Choral Work
- Chapel performance
- Collaborative Work with live performance component

Throughout the Year - School Community Performances (i.e. Principal's Assembly, Valedictory, special Faith community events, etc)

Audition Process
- A 3-minute live audition demonstrating skills in:
  - Performing Arts Stream - all three disciplines (acting, dancing and singing)
  - Music Stream – your chosen instrument & secondary instrument (including voice) if applicable
- A 250-word document outlining why you want to be involved in the Aspire program
- At least 1 reference from an adult in the industry
- A $50 non-refundable application and processing fee

If successful, students and parents are required to sign a written contract (available in the audition pack) to solidify their commitment to the Aspire program. Students can leave the program upon request and in negotiation with staff and parents.

Pathways
Aspire is a specialist Arts program with opportunities to gain industry experience and skills. There will be opportunities for formative feedback during contact time and during rehearsal processes.

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Arts - Dance

Length of course Semester or Year
Compulsory or Choice Choice

Recommended Knowledge
A satisfactory level of achievement in Year 9 Dance or its equivalent through private training providers.

Subject Description
Dance allows students to develop skills and techniques as a means of personal expression and creative thinking. Students visualise, develop and create dance works that illustrate a personal style through group ensemble works, individual works and choreographed pieces. Students heighten their investigative skills to further enhance their knowledge and understanding in the areas of aesthetics, cultural identification and presentation methods. Students continue to develop their literacy skills to reflect, analyse and critique their own and other's works. Performance opportunities are provided for students to present their creative works to audiences within and outside the College.

Content
Students study the following areas:
- Awareness – students become aware of the body and how it is used in particular dance styles. They interpret forms and elements, social and cultural contexts and respond accordingly.
- Technique – an extension of technical skills including confidence, accuracy, clarity of movement and projection.
- Cultural understanding – students draw on dances from a range of cultures, times and locations as they experience dance.
- Interpretation – students extend their understanding of forms and elements, social, cultural and historical contexts of dance as they make and respond to dance.
- Performance – students have multiple opportunities to perform to audiences within their own body capabilities and through working safely in groups.

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for Arts - Dance is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
Year 10 Arts - Dance leads to Stage 1 Arts - Dance

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Arts – Drama

Drama A

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
A satisfactory level of achievement in Year 9 Drama.

Subject Description
Arts – Drama A allows students to develop performance and collaborative theatre-making skills through the exploration of theatrical styles and ensemble performance. Students investigate how actors create character, communicate meaning, and engage audiences through voice, movement, and dramatic conventions.

Content
Students are required to study the following areas:
- Commedia Dell'Arte – students examine stock characters physical comedy, improvisation, and mask performance.
- Group Drama Production – students collaboratively rehearsing and presenting a class performance.
- Responding to Drama – students analyse and review live theatre performances.
- Learning Experiences include practical workshops, ensemble rehearsal, performance development, and written reflection.

Assessment
Students demonstrate evidence of their learning through several assessment types; including performance, production work and responding to drama.

School Assessment – 100%
The assessment for Creative Arts – Drama A is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
Arts – Drama leads to Stage 1 Arts – Arts - Drama

Arts – Drama

Drama B

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
A satisfactory level of achievement in Year 9 Drama.

Subject Description
Arts – Drama B allows students to focus on character development, realism, and dramatic storytelling. Students explore how actors create believable characters and relationships through voice, movement, and emotional truth. Through rehearsal and performance, students develop their acting skills and deepen their understanding of dramatic performance.

Content
Students are required to study the following areas:
- Realism and Stanislavski - students investigate naturalistic acting techniques and character development.
- Group Drama Production – students rehearse and perform a scripted or devised performance.
- Responding to Drama – students analyse and review live theatre performances.
- Learning Experiences include acting workshops, rehearsal processes, performance tasks, and written reflection.

Assessment
Students demonstrate evidence of their learning through several assessment types; including performance, production work and responding to drama.

School Assessment – 100%
The assessment for Creative Arts - Drama B is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
Arts – Drama leads to Stage 1 Arts - Arts - Drama

Arts – Music

Length of Course Semester or Year
Compulsory or Choice Choice

Recommended Knowledge

A satisfactory level of achievement in Year 9 Arts – Music or its equivalent through private training providers.

Subject Description

Music allows students to develop musical skills, creativity, and understanding through performance, composition, and music analysis. This course provides opportunities for students to refine their instrumental or vocal abilities, engage in ensemble and solo performance, and explore music technology and production. Students will develop a deeper understanding of music theory, notation and aural skills, enhancing their ability to read, write, and interpret music. Composition and arranging tasks will encourage creativity, with a focus on melody, harmony and structure. Through listening and analysis, students will explore a variety of musical genres, styles and historical contexts.

Content

Music A – Semester 1
Students are required to study the following core areas:

- Music Analysis – students analyse a recorded song using the six elements of Music.
- Sound Production – students learn and demonstrate how to setup a small PA system for live music performance.
- Music Arrangement – students manipulate the elements of music to interpret and create their own version of existing works.
- Improvisation – students improvise and perform music solos/melodies over chord progressions.
- Aural Training – students study four key areas of music theory and aural training using Auralia software.
- Performance Review – students constructively review live performances of peers.

Students are also required to select two from the following choice areas:

- Solo Performance – students develop and improve solo performance skills to perform in front of a live audience.
- Ensemble Performance – students develop skills in teamwork, musical communication, balance, and interpretation while refining technical ability on an instrument and/or voice.
- Individual Study – students research an area of interest that enhances musicianship/skill.

Music B – Semester 2
Students are required to study the following core areas:

- Music Analysis – students analyse a recorded song using the six elements of Music.
- Sound Production – students alter and mix audio stems in Digital Audio Workstations.
- Composition – students compose a piece of music with at least two parts for a length of 1 – 3 minutes.
- Music History – students choose a music genre to research, explain its origins, timeframes, leading composers, etc.
- Music Theory – students use sentences, explain musical literacy and theoretical symbols.

Students are also required to select two from the following choice areas:

- Solo Performance – students develop and improve solo performance skills to perform in front of a live audience.
- Ensemble Performance – students develop skills in teamwork, musical communication, balance and interpretation while refining technical ability on an instrument and/or voice.
- Individual Study – students research an area of interest that enhances musicianship/skill.

Assessment

Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%

The assessment for Music is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.
Please note: Students must attend instrumental lessons on an instrument or voice at the College or private training providers for the duration of the subject.

Pathways

Year 10 Arts – Music leads to Stage 1 Arts – Music Advanced or Stage 1 Arts – Music Experience

Arts - Visual Arts

Art

Length of Course Semester or Year
Compulsory or Choice Choice

Recommended Knowledge
There is no recommended knowledge; however, Year 9 Arts - Visual Arts would be beneficial.

Subject Description
Visual Arts – Art allows students to develop skills as a means of personal expression and creative thinking. Students conceive, develop and make visual artworks to reflect individuality and a personal style through drawing, painting, sculpture and printmaking. Documentation of media exploration, analysis, research, and composition resolution are presented in an Art Journal. Students will develop visual literacy skills and critically analyse artworks from a range of contexts. Opportunities are provided for collaborative learning, sharing and responding to art making with exhibition of student artworks in the College.

Content
Students are required to study the following areas:
Semester A: Drawing and Painting
- Portrait Drawing – students investigate portrait artists and learn practical techniques with charcoal, watercolour, ink, and impasto application.
- Acrylic Painting on Canvas – students use a creative process to resolve a personally symbolic painting inspired by different art styles, such as still life, movements, Cubism, and artists, Picasso.

Semester B: Sculpture and Printmaking
- Sculpture – students investigate the surrealist art movement and create with various 3D media including clay, Modroc and mixed media.
- Printmaking – students explore culture and spirituality through animals' subject matter and learn Mono/Gelli-Print, Dry Point Etching and Lino Block practical skills.

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for Visual Arts - Art is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject through four assessment tasks.

Pathways
Arts - Visual Arts – Art leads to Stage 1 Arts - Visual Arts – Art

Arts - Visual Arts

Design

Length of Course Semester or Year
Compulsory or Choice Choice

Recommended Knowledge
There is no recommended knowledge; however, Year 9 Arts - Visual Arts would be beneficial.

Subject Description
Visual Arts – Design allows students to explore the world of design with a focus on graphic design and concept development. The course consists of developing knowledge in typography, photography, digital manipulation and illustration using predominantly, Photoshop and Illustrator. Students follow the design process to complete their own practical work, consisting of visual research concepts, sketches and digital resolutions. Students use their problem solving skills to produce innovative, professional and unique digital designs. The Adobe Creative Suite is used to complete each practical task.

Content
Students are required to study the following areas:
Semester A: Graphics and Product Focus
- Brand Identity – Logo, Poster, Ethics, Product.

Semester B: Graphics and Environmental Focus
- Promotion and Place - Album cover, Merchandise, Mood Board, Floorplan.

Assessment
Students demonstrate evidence of their learning through practical and written assessment types.

School Assessment – 100%
The assessment for Visual Arts - Design is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject

Pathways
Arts - Visual Arts – Design leads to Stage 1 Arts - Visual Arts - Design

Design and Technology

Metal

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
There is no recommended knowledge.

Subject Description
Design and Technology - Metal allows students to explore a range of metal working processes that will be used within the fabrication of a "Mud Bench". Student projects will require the fabrication and machining of components according to developed design specifications. Students will explore the environmental sustainability of their completed products. The design cycle is used to investigate and plan in response to a given Design Brief. Students will use Adobe Illustrator to develop designs for CNC plasma cutting and 3 dimensional modelling software to present their chosen solution.

Content
Students are required to study the following areas:
- The Design Process
- Machining and Fabrication Processes
- Sustainability
- Computer Aided Design

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for Design and Technology - Metal is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
Design and Technology - Metal leads to Stage 1 Design, Technology and Engineering - Material Solutions - Metal

Design and Technology

Fibre to Fabulous - Textiles

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
There is no recommended knowledge.

Subject Description
Design and Technology – Textiles allows students to embark on a hands-on adventure that combines traditional textile techniques with modern technology and explore the world of fibres and fabrics, from their raw forms to finished products. Students will have the opportunity to develop a range of skills in both hand and machine-made textile processes, gaining valuable experience in various techniques that will bring textile creations to life. Students learn about the characteristics of different fibres, yarns, and fabrics, enabling them to make informed choices when selecting the perfect materials for projects. Sustainability is at the heart of this course. Students learn about the design cycle, that guides them through the process of ideation, prototyping, and refinement. By considering the environmental impact of choices, students will develop a mindset that prioritises responsible and ethical design practices.

Content
Students are required to study the following areas:
- Specialised Skills Tasks – a range of practical skill building techniques
- Issues Task – Fashion Psychology
- Design Process and Solutions – Hoodies for Hope

Assessment
Students demonstrate evidence of their learning through several assessment types:

School Assessment – 100%
The assessment for Design and Technology – Textiles is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
Design and Technology – Fibre to Fabulous leads to Stage 1 Design and Technology – Fashion and Stage 1 Child Studies

Design and Technology

Robotic and Electronic Systems

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
There is no recommended knowledge.

Subject Description
Design and Technology – Robotic and Electronics Systems allows students to explore electronics, micro controllers and a variety of inputs and outputs. The knowledge gained will then be used to design and produce a range of solutions to individual problems with focus on creating movement. Students explore issues related to the system they develop. Students may use 3D modeling software to design and print components as necessary for their solutions. Students work in a collaborative environment to undertake some tasks. This subject combines Electronics, Mechanical Systems, and coding along with the use of 3D design and printing technologies.

Content
Students are required to study the following areas:
- Inputs, Process and Outputs
- Coding
- Microcontrollers
- The Design Process
- Sustainability

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for Design and Technology - Electronics is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
Design and Technology - Robotic and Electronics Systems leads to Stage 1 Design, Technology and Engineering - Industry and Entrepreneurial Solutions
Curriculum Charges – Due to the nature of Design and Technology, there are additional costs associated that are NOT included in the composite fee. These costs are determined by the materials selected by the student.

Curriculum Charges – Due to the nature of Design and Technology, there are additional costs associated that are NOT included in the composite fee. These costs are determined by the materials selected by the student.

Design and Technology

Wood

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
There is no recommended knowledge.

Subject Description
Design and Technology – Wood allows students to investigate a range of possible materials, joining systems and finishes. The design cycle is used to guide the students as they design and construct a small table or similar piece of furniture.
Students evaluate the quality and finish of their work and discuss whether they have met the requirements of their original design brief. Students will explore the environmental sustainability of their completed products. Students develop their drawing skills through the production of isometric drawings. Students also develop their Computer Aided Design skills through the development of 3-dimensional models and orthographic drawings and of their final design.

Content
Students are required to study the following areas:
- The Design Process
- Materials and Joining Techniques
- Sustainability
- Computer Aided Design

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for Design and Technology - Wood is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
Design and Technology – Wood leads to Stage 1 Design, Technology and Engineering - Material Solutions - Wood.

English

Length of Course Year
Compulsory or Choice Compulsory

Recommended Knowledge
A satisfactory level of achievement in Year 9 English.

Subject Description
English allows students to engage critically and creatively with a variety of text types. Students also develop the ability to recognise the themes and ideas conveyed in a range of texts. Student responses are based on literary perception, text analysis and imaginative work. Students develop both their written and oral language skills throughout this subject. Students also improve their ability to compose texts for particular purposes and audiences.

Content
Students are required to study the following areas:
- Read and analyse a Novel before comparing it to its film adaptation
- Deconstruct and produce Short Stories
- Study the nature and creation of media
- Conduct a study of films with an Australian context

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for English is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
English leads to Stage 1 English or Stage 1 Essential English

Curriculum Charges – Due to the nature of Design and Technology, there are additional costs associated that are NOT included in the composite fee. These costs are determined by the materials selected by the student.

Exploring Identities and Futures - EIF

Length of Course	Semester
Compulsory or Choice	Compulsory
Credits	10

Recommended Knowledge
There is no recommended knowledge.

Subject Description
Exploring Identities and Futures – EIF, is a compulsory Stage 1 SACE subject that offers a unique opportunity for students. It allows them to delve into their aspirations and extend their thinking beyond what they want to do, encouraging them to contemplate who they want to be both now and in the future. This subject supports students in their journey of self-discovery and understanding their place in the world. It enables them to deepen their sense of belonging, identity, and connections to the world around them. Stage 1, EIF is designed to prepare students for their SACE journey and equip them with the knowledge, skills, and capabilities required to be thriving learners. EIF empowers students to take ownership of their future, explore interests, work, travel, and further learning.

Content
Students are required to study and develop the following areas:

- Agency – students are encouraged and provided opportunities to make their own choices about their learning.
- Demonstrate Self-Efficacy – students plan and implement actions to develop their capabilities and connections with future aspirations.
- Apply Self-Regulation – students apply skills to achieve goals, seek feedback and make decisions.
- Develop Communication – students develop their skills through interaction, collaboration, sharing evidence of their learning progress and developing connections with others.

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: Exploring Me and Who I Want to Be 50%
Type 1: Exploring Me and Who I Want to Be 50%
Task 1: Exploring My Past and Present – The Me Project (Past and Present) 25%

- Students engage in a self-directed learning journey to explore and understand their identity, strengths, interests, skills, capabilities, and values. This learning will be documented and reflected upon in a Portfolio of Learning and a Presentation showcasing who they are now as a learner and as an individual and demonstrating their ability to reflect on their development and seek feedback to support continued growth.

Task 2: Exploring My Future 25%

- Part A: Portfolio of Learning – Students reflect on the perspectives explored in Task 1 and connect these insights to possible future pathways in work, education, or life. Students build on this by adding their own investigation and personal reflections to map out pathways that are meaningful to them, align with their identity, and support future goals. Work includes evidence of research, feedback, and the perspectives you have considered, and be communicated in a mode or medium that is personally relevant.
- Part B: Presentation – students demonstrate how identity, interests, strengths, and aspirations influence the choices they make moving forward. Students choose a presentation style and format that best suits their preferences and effectively communicates their learning.

Type 2: Acting and Showcasing My Capabilities 50%
Task 3: Passion Project 50%

- Part A: Portfolio of Planning – Students explore and deepen their understanding of their strengths, interests, skills, capabilities, and/or values by putting them into practice for a purpose. Throughout the assessment, students will plan and undertake an action, seeking feedback to adjust their approaches and ongoing reflective practice (metacognitive practices, self-regulation and organisation/productivity skills).
- Part B: Showcase of Learning – Students will showcase their learning to an audience.

Food and Hospitality

Food and Hospitality A

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
There is no recommended knowledge; however, Year 9 Design - Food and Hospitality would be beneficial.

Subject Description
Food and Hospitality allows students to undertake a variety of practical activities both individually and in small groups. Students develop an understanding of food hygiene, kitchen safety and management practices while being introduced to a range of hospitality concepts.

Content
Students are required to complete practical tasks which may include:
- Mango Coconut Verrine
- Prawn and Ginger Potsticker Dumplings
- Thai Beef Salad
- Chicken Parmigiana with Wedges and Greens
- Ombre Cake with Salted Caramel Popcorn Toffee
- Lemon Meringue Cupcakes and Chocolate Fillagree

Students are required to complete the following tasks:
- Verrines Dessert Task - Group
- Contemporary Pasta Task - Individual

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for Food and Hospitality A is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
Food and Hospitality leads to Stage 1 Food and Hospitality

Food and Hospitality

Food and Hospitality B

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
There is no recommended knowledge; however, Year 9 Design - Food and Hospitality would be beneficial.

Subject Description
Food and Hospitality allows students to undertake a variety of practical activities both individually and in small groups. Students develop an understanding of food hygiene, kitchen safety and management practices while being introduced to a range of hospitality concepts.

Content
Students are required to complete practical tasks which may include:
- Strawberry Eclair
- Brandy Snap Basket with Raspberry Icecream
- Chicken, Smoked Puree and Thyme Lavosh
- Trio of Sliders
- Ice Cream, Poached Pear Ginger Crumble Skin
- Citrus Tart with Nut Praline
- Bao Buns with Pickled Vegetables

Students are required to complete the following tasks:
- Plated Dessert Task - Group
- Contemporary Cafe Meal - Individual

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for Food and Hospitality B is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
Food and Hospitality leads to Stage 1 Food and Hospitality

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Geography

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
A satisfactory level of achievement in Year 9 Geography.

Subject Description
Geography allows students to explore both environmental and social management issues on a local, national, and global basis. Geography seeks to show students the consequences of decision making on both the environment and in the lives of people.

Content
Students are required to study the following areas:
Geographies of Human Wellbeing – focuses on global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing.
Environmental Change and Management – focuses on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students have the opportunity to examine the causes and consequences of a change within the context of a specific environment and the strategies to manage the change.

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do world views influence decisions on how to manage environmental and social change?

Assessment
Students demonstrate evidence of their learning through several assessment types:

- Field Reports
- Research Reports
- Investigations
- Digital and non-digital collection and representation of Data
- Tests

School Assessment – 100%
The assessment for Geography is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
Geography leads to Stage 1 Society and Culture

German

German A

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
A satisfactory level of achievement in Year 9 German.

Subject Description
German allows students to continue to develop language skills within the areas of communicating and understanding of the German language and culture.

Content
Students are required to study the following areas:
- Self Identity and Relationships
- Health
- Travel - with a focus on Berlin

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for German A is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
German leads to Stage 1 German

German

German B

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
A satisfactory level of achievement in Year 9 German.

Subject Description
German allows students to continue to develop language skills within the areas of communicating and understanding of the German language and culture.

Content
Students are required to study the following areas:
- Germany and Australia
- Holidays and Celebrations
- Nature and the Environment
- Part Time Jobs

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for German B is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
German leads to Stage 1 German

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Health and Physical Education

Length of Course Year
Compulsory or Choice Compulsory

Recommended Knowledge
A satisfactory level of achievement in Year 9 Health and Physical Education.

Subject Description
Health and Physical Education allows students to undertake a variety of activities involving team sports and recreational pursuits. Health and Physical Education encourages the enjoyment of physical activity and the pursuit of an active and healthy lifestyle beyond school. Students develop their motor skills and confidence to participate in a variety of physical activities and appreciate an understanding of different training methods.

Content
Students are required to study the following areas:
Semester 1: Physical Activity and Motor Skills, topics may include:
- Softball
- Squash
- Futsal
- Floor Hockey

Semester 2: Students undertake a range of physical activities that could be undertaken as a recreational past time. This may include:
- Beach Volleyball
- Indoor Games
- Resistance Training
- Exercise and Fitness activities may include:
- Interval Training
- Group Fitness
- Circuit Training
- Yoga
- Aqua Aerobics
- Spin Classes

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for Health and Physical Education is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
Health and Physical Education leads to Stage 1 Physical Education

Health and Physical Education

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
A satisfactory level of achievement in Year 9 Health and Physical Education.

Subject Description
Health and Physical Education allows students to focus on skill development and the formation of sporting strategies and tactics. Students explore body systems, nutrition and physical performance, and concepts related to the learning of physical skills. This subject provides an introduction for students to the concepts that are studied in Year 11 and 12 Physical Education.

Content
Students are required to study the following areas:
Practical Component, topics may include:
- Touch
- Badminton
- Volleyball

Theory Component, topics may include:
- Anatomy and Physiology
- Fitness Components
- Games Analysis

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for Health and Physical Education is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
Health and Physical Education leads to Stage 1 Physical Education

History

ACARA History

Length of Course Semester
Compulsory or Choice Compulsory

Recommended Knowledge
A satisfactory level of achievement in Year 9 History.

Subject Description
History allows students to engage in the study of World War Two in both the European and Pacific regions, and to study Civic Rights in both the United States of America and Australia and Pop Culture. Students undertake several tasks including, sources analysis, short answer questions, individual investigations, and film analysis.

Content
Students are required to study the following areas:
World War Two
- Students study World War Two with a focus on Australia's role in this global conflict.

Rights and Freedoms
- Students investigate the Civil Rights Movements in America and Australia, focusing on Human Rights, protests and changes to laws.

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for History is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
History leads to Stage 1 Modern History

History

Ancient Studies

Length of Course Semester
Compulsory or Choice Choice
Credits 10

Recommended Knowledge
A satisfactory level of achievement in Year 9 History.

Subject Description
History – Ancient Studies is a Year 11 SACE subject that allows students the opportunity to understand a complex and rapidly changing world by connecting the past and the present. Through the study of past events, artefacts and phenomena students gain an insight into the human nature and the ways in which individuals and societies function. Student's research sources within a framework of inquiry and critical thinking.

Content
Students are required to study the following areas:
- Topic 1: Preservation, Conservation or Reconstruction of Ancient Sites and Artefacts – Students interpret and analyse the nature of ancient sites, including the condition and extent of remains and issues of conservation, such as, environmental hazards, war terrorism, tourism, pillaging and poverty that threaten the survival of ancient sites.

In addition, the teacher will select two of the following topics:
- Topic 2 – Art, Architecture and Technology
- Topic 3 – Warfare and Conquest
- Topic 4 – Social Structure, Slavery and Everyday Life
- Topic 5 – Beliefs, Rituals and Mythology
- Topic 6 – Creative Representations

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: Skills and Applications Tasks 70%
- Students produce three Skills and Applications Tasks.

Type 2: Inquiry Task 30%
- Students choose an aspect of an ancient society of culture to complete their Inquiry Task.
- Students negotiate with their teacher the form of their inquiry; it may be multimodal, oral, or written. An inquiry should be a maximum of 1000 words of written or a maximum of 6 minutes for an oral presentation, or the equivalent in multimodal form.

Pathways
History – Ancient Studies leads to Stage 1 Modern History.

Japanese

Japanese A

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
A satisfactory level of achievement in Year 9 Japanese.

Subject Description
Japanese allows students to continue to develop all language skills within the areas of socialising, translating, informing and creating.

Content
Students are required to study the following areas:
- Myself and My Family
- Food
- Shopping and Leisure Activities

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for Japanese A is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
Japanese leads to Stage 1 Japanese

Japanese

Japanese B

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
A satisfactory level of achievement in Year 9 Japanese.

Subject Description
Japanese allows students to continue to develop all language skills within the areas of socialising, translating, informing and creating.

Content
Students are required to study the following areas:
- Neighbourhoods
- Directions
- School Trips
- Future Plans

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for Japanese B is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
Japanese leads to Stage 1 Japanese

Learning in Faith Education - LIFE

Length of Course Year
Compulsory or Choice Compulsory

Recommended Knowledge
There is no recommended knowledge.

Subject Description
Learning in Faith Education - LIFE allows students to explore topics associated with Identity, Serving, Meaning, Faith, Values and Beliefs.

Content
Students are required to study the following areas:

- Human Life – You do matter. Students explore the value of human life and what it means for us. Students will develop a greater understanding of the worth of human life and how to promote this. Students will explore the concepts of Sin and Grace and investigate the value of goodness over evil.
- Putting myself in your shoes - Valuing others. Students explore what it means to value others and why this is important in a world often consumed by materialism and self. This topic will use the Biblical Good Samaritan story as a key focus. The nature of serving and caring for others is explored in detail.
- Worldviews - What are the different beliefs and why is it important for understanding, empathy and acceptance. Students develop an understanding of Belief Systems, Faith and Identity and the impact this has on developing Global Citizenship. An investigation of what it means to be a person of faith in today's world. This topic will succinctly explore five major religions (Christianity, Islam, Hinduism, Buddhism and Judaism) to allow students to develop a greater understanding of worldviews and the impact they have on self, others and the wider global community.
- Values: LOVE, COMPASSION and FORGIVENESS – what the world needs NOW! Students explore why these values are so important to individuals and the wider community. Prejudice, Hate, Love, Compassion and Forgiveness are all investigated. This topic will involve investigating human condition and the transforming power of love and forgiveness.

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for Learning in Faith Education – LIFE is aligned with the Lutheran Schools Christian Studies Curriculum that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
LIFE - Learning in Faith Education leads to Stage 1 Spiritually, Religion and Meaning - LIFE

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Mathematics

Pre-Mathematical Methods and Pre-General Mathematics

Length of Course Year
Compulsory or Choice Compulsory

Recommended Knowledge
A satisfactory level of achievement in Year 9 Mathematics.

Subject Description
Mathematics allows students to develop an understanding of the principles and nature of mathematics, improve logical, critical, and creative thinking and enhance problem-solving skills. Students are enrolled in either Pre-Mathematical Methods or Pre-General Mathematics following a consultative process with students and parents during Year 9. In Term One, all students study a similar course; however, in the remaining terms, the Methods course has an Algebra focus whilst the General course focuses more on practical everyday applications. Students have the option to transfer between classes during the year. Students follow an inquiry approach as they tackle investigations, applying their mathematics to a range of real life and problem-solving situations, and a skills-based approach as they learn new concepts and techniques.

Content
Students are required to study the following areas:
- Expanding and Factorising
- Index Laws and Surds
- Linear, Quadratic and Exponential Relationships
- Simultaneous Equations
- Measurement
- Pythagoras and Trigonometry
- Probability
- Statistics and Bi-Variate Data
- Financial Mathematics
- Algebraic Fractions

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for Mathematics is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.
Please Note - SACE Board approved Graphic Calculators are a requirement of this subject.

Pathways
Pre-Mathematical Methods leads to Stage 1 Mathematical Methods, Specialist Mathematics or General Mathematics.
Pre-General Mathematics leads to Stage 1 General Mathematics or Essential Mathematics.

Mathematics

Pre-Essential Mathematics

Length of Course Year
Compulsory or Choice Compulsory

Recommended Knowledge
A satisfactory level of achievement in Year 9 Mathematics.

Subject Description
Mathematics allows students to develop an understanding of the principles and nature of mathematics, improve logical, critical, and creative thinking and enhance problem-solving skills. Students are enrolled in either Pre-Mathematical Methods, Pre-General Mathematics or Pre-Essential Mathematics following a consultative process with students and parents during Term 1 in Year 9.
All students follow a similar course to allow for student movement between the three levels of Mathematics. The primary focus of Pre-Essential Mathematics is to allow students who find Mathematics difficult, the opportunity to see how Mathematics can be used in practical everyday applications and the small Pre-Essential Mathematics class allows students to build confidence in their ability to use Mathematics.

Content
Students are required to study a selection of the following areas:
- Money and Financial Mathematics
- Mental Computation Skills
- Patterns and Algebra
- Linear Relationships
- Measurement
- Pythagoras and Trigonometry
- Probability
- Buying and Running a Car
- Share Investments
- Personal Budgeting and Banking
- Planning a Holiday
- Supermarket Mathematics
- Planning a Fundraiser

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for Mathematics is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
Pre-Essential Mathematics leads to Essential Mathematics
Please note: mathematical concepts taught in this subject cover a range of topics from Years 8 to 10 and entry is negotiated with parents

Science

Length of Course Year
Compulsory or Choice Compulsory

Recommended Knowledge
A satisfactory level of achievement in Year 9 Science.

Subject Description
Science allows students to develop an understanding of the physical, chemical, geological and biological world in which they live. They are encouraged to apply the concepts of the course to the world around them to develop their skills in scientific procedure. In Year 10 Science, the College offers experiences such as, the Oliphant Science Award, the Science and Engineering Challenge and the Forensic Science incursion.

Content
Students are required to study the following areas:
- DNA and Genetics
- Forensic Science
- Natural Selection and Evolution
- The Periodic Table
- Chemical Reactions
- Global Systems
- The Universe
- Motion and Energy

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for Science is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
Science leads to Stage 1 Biology, Stage 1 Chemistry, Stage 1 Physics and Stage 1 Psychology

Society and Culture

Length of Course Semester
Compulsory or Choice Choice

Recommended Knowledge
A satisfactory level of achievement in Year 9 Geography or History.

Subject Description
Society and Culture allows students to explore and analyse the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures.

Content
Students are required to study two of the following areas:
- Societies in Rural and Urban Australia
- Cultures and Subcultures in Australian Society
- Refugee and Migrant Experiences and Contributions
- Peace and Conflict

Assessment
Students demonstrate evidence of their learning through several assessment types.

School Assessment – 100%
The assessment for Society and Culture is aligned with the Australian Curriculum Achievement Standards that stipulates the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning in this subject.

Pathways
Society and Culture leads to Stage 1 Society and Culture, Stage 1 Tourism and Stage 1 Modern History.

Tute Time – TT

Length of Course Year
Compulsory or Choice Compulsory

Recommended Knowledge
There is no recommended knowledge required.

Subject Description
Tute Time allows students to focus on topics and information that is relevant to them and their development as senior students and young adults. This program allows students to personalise and explore their educational pathways both at school and beyond. Students have an opportunity to engage in a broad range of directed and self-directed workshops. This program aims to support the development of students' personal attributes, skills for lifelong learning and students that are world ready, active and informed citizens.

Content
Students are required to participate in the following:
- Spiritual Development – Students consider and discuss Spirituality, Faith and God.
- Personal Development – Students engage in guided activities to support their development to become well rounded young people both at school and in preparation for life after school.
- Year level-based Topics and Events – Students participate in camp and event preparation and planning.
- Curriculum and Career Information – Students actively participate in informative sessions to assist and support their pathways both at school and beyond.

Assessment
No assessment required.

Year 11 Subject Selection

Subjects	Semester	Year	SACE Credits
Accounting	✓		10
Activating Identities and Futures – AIF	✓		10
Agriculture	✓	✓	10 or 20
Arts – Aspire		✓	10
Arts – Dance	✓	✓	10 or 20
Arts – Drama	✓	✓	10 or 20
Arts – Music - Advanced	✓	✓	10 or 20
Arts – Music - Experience	✓	✓	10 or 20
Arts – Visual Arts - Art	✓	✓	10 or 20
Arts – Visual Arts - Design	✓	✓	10 or 20
Biology	✓	✓	10 or 20
Business Innovation	✓		10
Chemistry	✓	✓	10 or 20
Child Studies	✓	✓	10 or 20
Christian Ministry and Theology - Certificate III Veta Morphus		✓	70
Design, Technology and Engineering - Fashion	✓		10
Design, Technology and Engineering - Industry and Entrepreneurial Solutions	✓		10
Design, Technology and Engineering - Material Solutions - Metal	✓		10
Design, Technology and Engineering - Material Solutions - Wood	✓		10
English		✓	20
English – Pre-Literary Studies	✓		10
Essential English		✓	20
Food and Hospitality	✓	✓	10 or 20
German	✓	✓	10 or 20
Health & Wellbeing	✓	✓	10 or 20
History - Modern History A and B	✓	✓	10 or 20
Information Processing and Publishing	✓		10
Japanese	✓	✓	10 or 20
Legal Studies	✓		10
Mathematics - Essential Mathematics A and B	✓	✓	10 or 20
Mathematics - General Mathematics A and B	✓	✓	10 or 20
Mathematics - Mathematical Methods A and B	✓	✓	10 or 20
Mathematics - Specialist Mathematics D	✓	✓	10 or 20
Outdoor Education	✓		10
Physical Education	✓	✓	10 or 20
Physics	✓	✓	10 or 20
Psychology	✓	✓	10 or 20
Society and Culture	✓		10
Spiritualities, Religion and Meaning - Learning in Faith Education - LIFE	✓		10
Tourism	✓		10
Tute Time		✓	NA
Workplace Practices	✓		10

NA = Not Applicable

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Accounting

Length of Course Semester
Compulsory or Choice Choice
Credits 10

Recommended Knowledge
A satisfactory level of achievement in Year 10 Mathematics would be beneficial.

Subject Description
Accounting allows students to develop a foundation of financial understanding for managing a family business, starting your own business, and effectively handling personal finances. To discover how Accounting tells a financial story, students will have the opportunity to learn the basics of accounting and key concepts that guide the practice. Students create and interpret financial information and understand how different types of data help in making business decisions. Students learn about the reporting needs of various stakeholders and explore how digital and emerging technologies are changing accounting. Students observe firsthand how accounting affects their personal finances and they investigate the impact of accounting on society and explore future career opportunities in the field.

Content
Students are required to study the following areas:
- Understanding Accounting – students explore the role of accounting in business contexts.
- Understanding Financial Sustainability – students apply their understanding of accounting concepts and conventions to create accounting information.
- Perspectives in Accounting – students develop an understanding of how accounting applies to their personal circumstances.

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: Accounting Skills 70%
- Students undertake three tasks to demonstrate and apply understanding of accounting concepts and conventions to create accounting information, understand the accounting information needs of stakeholders and the role of accounting in decision-making. Students explore, apply, and analyse accounting information to meet the needs of stakeholders.

Type 2: Accounting Inquiry 30%
- Students undertake one task researching an aspect of accounting, issue or opportunity, with relevance to local or global communities, or their personal circumstances.

Pathways
Accounting leads to Stage 2 Accounting

Activating Identities & Futures – AIF

Length of Course Semester
Compulsory or Choice Compulsory
Credits 10

Subject Description
Activating Identities and Futures – AIF previously known as Research Project – RP is a Stage 2 compulsory subject. Students must complete this subject with at least a C minus grade, or they will not be awarded the SACE. Activating Identities and Futures – AIF is a process of self-directed inquiry to allow students to take greater ownership and agency over their learning (learning how to learn). They will use a broad range of learning strategies (knowing what to do when you do not know what to do) to explore, conceptualise, create and/or plan an idea related to an area of personal interest.

Content
Activating Identities and Futures may be approached in many ways but should draw on the student. The focus and learning output should stem from student interests, passions, skills and capabilities, aspirations, or a combination of several of these. The AIF subject will provide an opportunity to build on and/or develop new skills and capabilities to support students' pathways beyond school.
When selecting the focus area for their Learning Exploration, students are encouraged to reflect on their capabilities, strengths, and insights developed in the Stage 1 subject, Exploring Identities and Futures – EIF. This exploration will help students build upon previous learning and support them in their current and future pathways.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Portfolio 35%
- Students collect natural evidence throughout the exploration of their chosen topic, considering the value and purpose of their chosen learning goal and creation of their output.

Type 2: Progress Checks 35%
- Students will discuss the progress of their learning, considering the impact of different strategies, perspectives, and feedback that they have utilised at set points, and consider what further strategies and perspectives will help them progress towards their intended learning output.

External Assessment – 30%
Type 3: Appraisal 30%
- Students respond to the value and purpose of their learning output. Students will reflect on the strategies and perspectives that have shaped their chosen output and learning processes.

Agriculture

Agriculture A

Length of Course Semester
Compulsory or Choice Choice
Credits 10

Recommended Knowledge
A satisfactory level of achievement of one semester in Year 10 Agriculture or Year 10 Science.

Subject Description
Agriculture allows students to consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks, and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture affects their lives, their communities, and the environment. Students develop critical thinking skills that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavour.

Content
Students are required to study the following areas:
Agriculture Innovation through Technology
- What are the benefits of adopting technology
- Explore recent innovations relevant to Agriculture

Beef Cattle Husbandry
- Explore systems of Beef Production
- Examine Beef Cattle Breeds in Australia and the role of crossbreeding
- Understand Reproductive Technologies
- Ruminant Digestion and Nutrition
- Safe Handling Procedures
- Marketing Specifications and Methods

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: Agricultural Reports 50%
- Students complete a Farm Experiment where the outcome is uncertain.
- Students complete a Technology Advancing Agriculture Report.

Type 2: Applications 50%
- Students complete a Beef Cattle Market Specification Practical.
- Students complete a Topic Test - Beef Cattle.

Pathways
Agriculture leads to Stage 2 Agricultural Systems or Stage 2 Agricultural Production

Agriculture

Agriculture B

Length of Course Semester
Compulsory or Choice Choice
Credits 10

Recommended Knowledge
A satisfactory level of achievement of one semester in Year 10 Agriculture or Year 10 Science.

Subject Description
Agriculture allows students to consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks, and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture affects their lives, their communities, and the environment. Students develop critical thinking skills that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavour.

Content
Students are required to study the following areas:
Crops and Pastures
- Crop Experimentation Trial
- Crop and Pasture Selection
- Tillage Systems and Technology
- Crop Rotations
- Pasture Establishment and Management
- Nutrient Testing Methods and Fertiliser options
- Pest Control Methods

Sheep Husbandry
- Sheep meat and wool breeds and their industry role
- Prime Lamb production and the role of cross-breeding
- External Sheep Anatomy
- Sheep Classing and Selection
- Wool Properties and Characteristics
- Sheep Handling
- Sheep Management and Shearing

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: Agricultural Reports 50%
- Students complete a Crop Trial Investigation.
- Students complete a Lamb Production Assignment.

Type 2: Applications 50%
- Students complete a Practical on Sheep Catching and Classing.
- Students complete a Topic Test – Sheep/Crops and Pastures.

Pathways
Agriculture leads to Stage 2 Agricultural Systems or Stage 2 Agricultural Production

Arts - Aspire

Length of Course Year
Compulsory or Choice Choice – audition required
Credits NA

Subject Description
Aspire is a specialist Arts program that allows students to be uniquely themselves within an Arts space. Aspire enables students to trial new skills, techniques, forms, and practices to help demonstrate what makes them distinctive as an artist. This program focuses not only on industry skills and experiences, but also on developing a broad range of proficiencies presented by teachers and guest professionals in a variety of Arts fields. This program is open to students from Years 7 – 12 who work together as a mixed age team to present collaborative or individual works at public performance events, predominately focusing on ensemble work.

Content
Students are required to select from two specialist streams:

Performing Arts Stream – Dancing, Acting and Singing
Students in this stream will be working alongside students in the Music Stream to collaborate in an annual major public performance, as well as developing individual areas of interest and diversity focused on preparing students to work within the Performing Arts industry.

Music Stream – Industry Skills, Solo and Ensemble Performance and Singing Skills
Students in this stream will be working alongside students in the Performing Arts Stream to collaborate in an annual major public performance, as well as developing individual areas of interest and diversity focused on preparing students to work within the Music industry.

Overview of Aspire Program (2-year cycle)
Year 1 (Even years)
Semester 1
- Mini Musical – Aspire students only
- Reframed – Interpretation of a literary work through a new performance lens

Semester 2
- Choral Work
- Drama Performance (Performing Arts students)
- Music Composition + Recording (Music students)
- Amplify – Individual skill development project

Year 2 (Odd years)
Semester 1
- Large Scale Musical – Aspire + whole school community
- Conceptual Characterisation – Individual project with live performance component

Semester 2
- Choral Work
- Chapel performance
- Collaborative Work with live performance component

Throughout the Year - School Community Performances (i.e. Principal's Assembly, Valedictory, special Faith community events, etc)

Audition Process
- A 3-minute live audition demonstrating skills in:
  - Performing Arts Stream - all three disciplines (acting, dancing and singing)
  - Music Stream – your chosen instrument & secondary instrument (including voice) if applicable
- A 250-word document outlining why you want to be involved in the Aspire program
- At least 1 reference from an adult in the industry
- A $50 non-refundable application and processing fee

If successful, students and parents are required to sign a written contract (available in the audition pack) to solidify their commitment to the Aspire program. Students can leave the program upon request and in negotiation with staff and parents.

Pathways
Aspire is a specialist Arts program with opportunities to gain industry experience and skills. There will be opportunities for formative feedback during contact time and during rehearsal processes.

Arts - Dance

Length of Course	Semester or Year
Compulsory or Choice	Choice
Credits	10 or 20

Recommended Knowledge

A satisfactory level of achievement in Year 10 Arts - Dance or participation in external Dance classes. A skills assessment may be requested.

Subject Description

Dance allows students to develop aesthetic and kinaesthetic intelligence, using the body as an instrument for the expression and communication of ideas. Through the development of practical movement skills and choreographic and performance skills as an artist and experiencing performance as part of an audience, students explore and celebrate the human condition. They consider the role of dance in different cultural contexts and develop an appreciation of dance as an art form, as well as a life-enrichment opportunity connected to mental and physical wellbeing.

Content

Students are required to study the following areas:

- Understanding Dance – students develop and extend their understanding of how ideas and intentions are communicated in and through dance. Students build on and refine their knowledge and understanding of dance focusing on the body, dance skills, dance elements, production and structural devices.
- Creating Dance – students develop and extend their practical skills in choreography and performance. Students apply their knowledge, understanding, skills and techniques to perform and create choreographic works for a range of purposes.
- Responding to Dance – students reflect on how meaning is communicated in their own and other's work, including, cultural perspectives and artistic and industry innovators. Students build confidence in using appropriate terminology, strengthening their dance literacy to discuss key elements of performance and choreography.

Assessment

Students demonstrate evidence of their learning through three assessment types:

School Assessment – 100%

Type 1 – Skills Development 30%

- Students complete at least one reflection to communicate their ideas and use appropriate dance terminology. The skills development task is designed to develop students' ability to make informed judgments about their development as a dancer or choreographer through research and reflection on their own creative work.

Type 2 – Creative Explorations 50%

- Students complete at least one creative work in the form of a performance or a composition. Students explore and apply their dance understanding, skills, and techniques to develop, refine, and present their creative work.

Type 3 – Dance Contexts 20%

- Students complete at least one investigation of dance practice and performance from specific cultures, historical periods, or traditions to analyse the function of dance in that context. Students' investigations can consist of live or recorded performances, and research dance traditions, performers, or choreographers.

Pathways

Arts - Dance leads to Stage 2 Arts – Dance

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Arts - Drama

Length of Course	Semester or Year
Compulsory or Choice	Choice
Credits	10 or 20

Recommended Knowledge
A satisfactory level of achievement in one semester of Year 10 Arts - Drama.

Subject Description
Arts – Drama allows students to develop creativity, collaboration, and communication through performance and dramatic analysis. Students explore how dramatic ideas are developed and presented for audiences in theatre and screen. Through practical and theoretical learning, students build skills in acting, design, directing, and production while developing confidence and creative thinking.

Content
Students are required to study the following areas:
- Company and Performance – students create and present a dramatic performance as part of a theatre or screen company.
- Understanding and Responding to Drama – students analyse professional dramatic works such as, theatre, film, or workshops.
- Drama and Technology – students explore how technology can enhance dramatic storytelling and audience engagement.
- Learning Experiences include practical workshops, rehearsal and performance, and analysis of professional productions.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 100%
Type 1: Performance 40%
- Students collaboratively develop and present a dramatic work.

Type 2: Responding to Drama 30%
- Students analyse professional dramatic work or events.

Type 3: Creative Synthesis 30%
- Students develop a concept for a dramatic production using dramatic and technological ideas.

Pathways
Stage 1 Arts – Drama leads to Stage 2 Arts – Drama

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Arts – Music Advanced

Length of Course Semester or Year
Compulsory or Choice Choice
Credits 10 or 20

Recommended Knowledge
A satisfactory level of achievement in Year 10 Arts – Music or its equivalent through private training providers.

Subject Description
Music allows students to engage in a range of activities including, performance, music technologies, individual studies, composing and Musicianship studies. Students will work individually and collaboratively to present tasks in both Creative Works and Musical Literacy. Students continue to develop and expand their understanding and application of the six musical elements. Music Advanced is designed for students with existing experience in Music.

Content
Students are required to study the following areas:
Creative Works
Students choose from the following areas:
- Solo Performance and/or Ensemble Performance
- Musicianship Composition or Arranging
- Technology Composition or Arranging

Musical Literacy
Students choose from the following areas:
- Aural Training
- Reflective Journal on Individual Skill Development and Outcomes
- Analysis of Own or Other's Compositions
- Musicianship Knowledge and Understanding

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: Creative Works 60%
- Through consultation with their teacher, students may choose a stream or focus to meet their Creative Works requirements. Students explore and apply their musical understanding, skills, and techniques to develop, refine, and present their musical works.

Type 2: Musical Literacy 40%
- Through consultation with their teacher, students may choose a stream or focus to meet their Music Literacy requirements. These tasks enable students to demonstrate their musical literacy skills, communicate their musical ideas, and use appropriate musical terminology.

Please note: Students must attend instrumental lessons on an instrument or voice at the College or private training providers for the duration of the subject.

Pathways
Stage 1 Arts – Music Advanced leads to Stage 2 Arts – Music Studies or Stage 2 Arts – Music Explorations or Stage 2 Arts – Music Performance – Solo and/or Ensemble

Arts – Music Experience

Length of Course Semester or Year
Compulsory or Choice Choice
Credits 10 or 20

Recommended Knowledge
Entry to this subject requires consultation with the Music staff.

Subject Description
Music Experience allows new students to engage in a range of activities including performance, music technologies, individual studies, composing and theoretical studies. Students will work individually and collaboratively to present tasks in both Creative Works and Musical Literacy.

Content
Students are required to study the following areas:
Creative Works
- Solo Performance and/or Ensemble Performance
- Musicianship Composition or Arranging
- Technology Composition or Arranging
- Individual Research and Project

Musical Literacy
- Aural Training
- Reflective Journal on Individual Skill Development and Outcomes
- Analysis of Own or Other's Compositions
- Musicianship Knowledge and Understanding

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: Creative Works 60%
- Through consultation with their teacher, students may choose a stream or focus to meet their Creative Works requirements. Students explore and apply their musical understanding, skills, and techniques to develop, refine, and present their musical works.

Type 2: Musical Literacy 40%
- Through consultation with their teacher, students may choose a stream or focus to meet their Music Literacy requirements. These tasks enable students to demonstrate their musical literacy skills, communicate their musical ideas, and use appropriate musical terminology.

Please note: Students must attend instrumental lessons on an instrument or voice at the College or private training providers for the duration of the subject.

Pathways
Stage 1 Arts – Music Experience leads to Stage 2 Arts – Music Explorations or Stage 2 Arts – Music Performance – Solo and Ensemble

Arts - Visual Arts

Art

Length of Course	Semester or Year
Compulsory or Choice	Choice
Credits	10 or 20

Recommended Knowledge
There is no recommended knowledge; however, Year 10 Arts - Visual Arts - Art/Design would be beneficial.

Subject Description
Visual Arts – Art allows students to express ideas through the creative process leading to 2D and 3D practical work. Students have opportunities to research, understand and reflect upon visual art works in various cultural, historical and contemporary contexts. Students will develop and refine their skills in Drawing, Painting, Printmaking, Sculpture and other artistic applications through the development of research, ideas, analysis and experimentation with a variety of media and techniques to resolve practical artworks. An Art Excursion will occur 1-2 times a year.

Content
Students are required to study the following areas:
Semester 1: Painting and Drawing
- Visual Study – "Themed", drawing a range of subjects with various mediums including charcoal, pastel, pencils, inks and mixed media. Students choose historical and contemporary artists for inspiration and apply this to their own subject matter and themes.
- Folio/Practical – Painting with acrylics and water-soluble oil paints on a large format canvas inspired by the student's choice of music text e.g. song lyrics or literature. The practical is supported by folio creative process pages. Student work may be selected and exhibited for the SALA festival.

Semester 2: Ceramics and Printmaking
- Visual Study – Investigating a "theme" e.g. environmental issues, and analysing related artists, developing practical skills with clay exploring slab, wheel and coil techniques for final glazed ceramic forms.
- Folio/Practical – Printmaking with Lino block, Gelli-Plates, Mono-Printing, Etching etc. Practical skills are inspired by a "theme" e.g. human nature/form and/or narrative. The Practical is supported by folio creative process pages.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 100%
Type 1: Folio 30%
- Students prepare A3 pages/screens of preparatory work that leads to the Practical assessment.

Type 2: Practical 30%
- Students produce a resolved Artwork or body of work with a written Practitioner's Statement.

Type 3: Visual Study 40%
- Students research, analyse, create and present their learning in A3 pages/screens.

Pathways
Arts - Visual Arts – Art leads to Stage 2 Arts - Visual Arts – Art

Arts - Visual Arts

Design

Length of Course	Semester or Year
Compulsory or Choice	Choice
Credits	10 or 20

Recommended Knowledge
There is no recommended knowledge; however, Year 10 Arts - Visual Arts - Arts/Design would be beneficial.

Subject Description
Visual Arts – Design allows students to express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and digital programs leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual works in various cultural, historical and contemporary contexts. The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining a problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

Content
Students are required to study the following areas:
Semester 1: Product Graphic Design and Wine Labels
- Product Graphic Design – students explore social and historical contexts of design. A combination of theory and practical work is completed, whereby students choose a product and base their practical work on this style and related design movements. Students design using Adobe Illustrator / Photoshop, tablet drawing, digital photography, collage, mixed media, contemporary illustration and deconstruction.
- Wine Label Design – students design front and back labels for both red and white Faith Mengler View wines using a range of media, research and application methods. The final designs are to be created in a digital format for professionalism. Students attend a Design excursion to CCL printing.

Semester 2: Footprints Design and Architecture
- Typography – students study typography used in design, in particular graphic design, its purpose, function and importance. Various designers will be explored throughout and students create numerous designs based on Typographic techniques that have been researched and explored.
- College Publications – students design a College publication, such as, the Footprints magazine cover, using extensive exploration of a range of media and concepts. The final design is to be completed in a digital format incorporating both imagery and typography. Students may attend an excursion to either, MOD, City/ Country Architecture or AGSA.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 100%
Type 1: Folio 30%
- Students prepare A3 Folio pages/screens documenting the design process, including visual research, concept sketches, ideas, media trials, and concept development, to create a well presented and authentic body of work that leads to a resolved design solution.

Type 2: Practical 30%
- Students produce a resolved work of Design, accompanied by a Practitioner's Statement.

Type 3: Visual Study 40%
- Students prepare an exploration of, and/or experimentation with, a style, an idea, a concept, media, materials, methods, techniques, and/or technologies. Students present the findings of their visual study as well as their conclusions and insights in the form of A3 pages/screens.

Pathways
Arts - Visual Arts – Design leads to Stage 2 Arts - Visual Arts – Design

Biology

Biology A

Length of Course Semester
Compulsory or Choice Choice
Credits 10

Recommended Knowledge
A satisfactory level of achievement in Year 10 Science.

Subject Description
Biology allows students to study the diversity of life and living systems. Knowledge and understanding provided by Biology helps students to explore and explain how the living world works, and allows students to join in and initiate debates about biological issues.

Content
Students are required to study the following areas:
Cells.
- Introduction to Cells
- Microscopy
- Movement into and out of Cells
- Cell structure and function
- Levels of Organisation
- Energy Requirements
- Cell Division

Infectious Diseases
- Microorganisms
- Types of Diseases and Pathogens
- Methods of Transmission
- Protection and Immunity
- Vaccination

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 100%
Type 1: Investigations Folio 60%
- Students complete a Practical Investigation.
- Students complete a Science as a Human Endeavour Investigation.

Type 2: Skills and Application Tasks 40%
- Students complete Supervised Tests.

Type 3: Examination
- A one and a half hour internal formative examination.

Pathways
Biology leads to Stage 2 Biology

Biology

Biology B

Length of Course Semester
Compulsory or Choice Choice
Credits 10

Recommended Knowledge
A satisfactory level of achievement in Year 10 Science.

Subject Description
Biology allows students to study the diversity of life and living systems. Students explore how living systems have evolved and how they continue to change. Knowledge and understanding provided by Biology helps students to explore and explain how the living world works, and allows students to join in and initiate debates about biological issues.

Content
Students are required to study the following areas:
Multicellular Organisms
- Cell Types
- Hierarchical Structure
- Exchange Systems
- Absorption of Nutrients
- Removal of Wastes
- Lifestyle Choices

Biodiversity and Ecosystems
- Biological Classification Systems
- Living in an Ecosystem
- Food Chains and Food Webs
- Energy flow through Ecosystems
- Adaptations and Natural Selection
- Evolution
- Environmental Factors and Evolution
- Human impacts on Ecosystems
- Change in Ecosystems
- Speciation

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 100%
Type 1: Investigations Folio 60%
- Students complete a Practical Investigation.
- Students complete a Science as a Human Endeavour Investigation.

Type 2: Skills and Application Tasks 40%
- Students complete Supervised Tests.
- Students complete Biological Applications.

Type 3: Examination
- A one and a half hour internal formative examination.

Pathways
Biology leads to Stage 2 Biology

Business Innovation

Shark Tank eSchool

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge
There is no recommended knowledge; however, a satisfactory level of achievement in Year 10 English would be beneficial.

Subject Description
Business Innovation allows students that are keen on running the family business or starting their own business to learn the fundamentals required for success. Business Innovation can help from idea conception to pitching the final product, paving the way for succession, change and start-up success. This is substantiated by participating in the Business Innovation Shark Tank eSchool. Students join the exciting Shark Tank eSchool program, created by Sony Shark Tank, MIE Lab, and The University of Adelaide. This program is available in schools across Australia and helps you develop essential 21st-century skills. In Shark Tank eSchool, students will learn to think creatively and solve real-world problems, prototype their ideas and pitch them to experts. Students build important skills, such as, communication, teamwork, adaptability, resilience, and problem-solving and develop a growth mindset and entrepreneurial spirit. Business innovation can help students succeed in a fast-paced global society.

Content
Students are required to study the following areas:
- Module 1 - Imagine It
- Module 2 – Define It
- Module 3 – Confirm It
- Module 4 – Ideate It
- Module 5 – Create It
- Module 6 – Validate It

These modules are specifically tailored for secondary school students, the themes of each module are designed to ensure that students are actively learning and engaged in new venture start-up activities, offering a step-by-step process and guide to entrepreneurial start-up and innovation.

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: Business Skills 50%
- Business Innovation – Students work collaboratively or individually to apply creative or critical thinking in developing entrepreneurial ideas and innovations.
- Product Validation and Hypothesis Testing – Students work collaboratively and individually on validating their assumptions about their product or service prototype.
- Students prepare a business model summary of a solution to a customer's need or problem in 800 words or 5-minute oral or the equivalent in multimodal.

Type 2: Business Pitch 50%
- Students prepare a 3-minute pitch for investors on their entrepreneurial idea. The school will showcase the top two pitches to the Shark Tank panel from which 9 pitches will be chosen nationally for a finals competition. Faith have been successful in achieving first and second places in these finals.

Chemistry

Chemistry A

Length of Course Semester
Compulsory or Choice Choice
Credit 10

Recommended Knowledge
A satisfactory level of achievement in Year 10 Science.

Subject Description
Chemistry allows students to develop an understanding of the processes that determine the behaviour of matter from the small (atoms, molecules and ions) to larger perspectives. Students explore natural and processed materials and the various ways that people obtain, manufacture and use materials in their everyday lives. Through both laboratory and classroom work, students are introduced to the practice and theory of Chemistry. Students explore basic particles of matter and the ways these combine to form various classes of compounds. Students also examine organic chemistry when investigating the nature of hydrocarbons and polymers.

Content
Students are required to study the following areas:
Topic 1: Materials and their Atoms
- Properties and uses of Materials
- Atomic Structure
- Quantities of Atoms
- The Periodic Table

Topic 2: Combinations of Atoms
- Types of Materials
- Bonding between Atoms
- Quantities of Molecules

Topic 3: Molecules
- Molecule Polarity
- Interactions between Molecules
- Hydrocarbons
- Polymers

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 100%
Type 1: Investigations Folio – Practical Investigations and Issues Investigation 50%
- Students complete a Practical Investigation and a Science as a Human Endeavour Report.

Type 2: Skills and Applications Tasks 50%
- Students complete two Topic Tests.

Type 3: Examination
- A two hour internal formative examination.

Pathways
Chemistry leads to Stage 2 Chemistry

Chemistry

Chemistry B

Length of Course Semester
Compulsory or Choice Choice
Credits 10

Recommended Knowledge
A satisfactory level of achievement in Year 10 Science.

Subject Description
Chemistry allows students to develop an understanding of the processes that determine the behaviour of matter from the small (atoms, molecules and ions) to larger perspectives. Students explore natural and processed materials and the various ways that people obtain, manufacture and use materials in their everyday lives. Students will explore the importance of the molar quantities and the ratios of reactants to products during chemical reactions. The chemistry of mixtures and solutions and acids and bases provides a context for this. Students also understand chemical change through the study of Oxidation and Reduction.

Content
Students are required to study the following areas:
Topic 4: Mixtures and Solutions
- Miscibility and Solutions
- Solutions of Ionic Substances
- Quantities in Reactions
- Energy in Reactions

Topic 5: Acids and Bases
- Acid-base Concepts
- The pH Scale
- Reactions of Acids and Bases

Topic 6: Redox Reactions
- Concepts of Oxidations and Reduction
- Metal Reactivity
- Electrochemistry

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 100%
Type 1: Investigations Folio 50%
- Students complete a Practical Investigation and a Science as a Human Endeavour Report.

Type 2: Skills and Applications Tasks 50%
- Students complete two Topic Tests.

Type 3: Examination
- A two hour internal formative examination.

Pathways
Chemistry leads to Stage 2 Chemistry

Child Studies

Child Studies A

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge

A satisfactory level of achievement in Year 10 English.
Subject Description
Child Studies allows students to explore how children grow, develop, and thrive from conception to 8 years of age, with a focus on physical, cognitive, emotional, and social development and the importance of health and wellbeing. Students investigate how families, communities, and society influence childhood, including diverse attitudes, values, and beliefs about raising children. Child Studies is a practical, hands-on subject, where students demonstrate their learning through creative and applied tasks such as, cooking, sewing, designing resources, working with children and using digital technologies. These experiences allow students to apply their understanding in meaningful, real-world contexts. This course is ideal for students interested in working with children and exploring pathways in education, health, or community services, as well as those who enjoy hands-on practical subjects and making creative products.

Content

Students may study the following areas:
- The Nature of Childhood and the Socialisation and Development of Children
- Children in wider Society
- Children, Rights and Safety

Assessment topics may include:
- Gross Motor Skill Development
- Newborn Development and Gifts
- Allergies at Children's Parties
- Impacts of Media on Children

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 100%

Type1: Practical Activity 50%
- Students complete two practical activities incorporating an action plan or a research task, a practical application, and an evaluation report.

Type 2: Group Activity 25%
- Students participate in one group activity exploring the health and wellbeing of children through collaboration and participating effectively in a team.

Type 3: Investigation 25%
- Students complete one investigation on a contemporary issue related to child development in the community.

Pathways

Child Studies A leads to Stage 2 Child Studies

Child Studies

Child Studies B

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge

A satisfactory level of achievement in Year 10 English.
Subject Description
In this course, students explore how children grow, develop, and thrive from conception to 8 years of age, with a focus on physical, cognitive, emotional, and social development and the importance of health and wellbeing. Students investigate how families, communities, and society influence childhood, including diverse attitudes, values, and beliefs about raising children. Child Studies is a practical, hands-on subject, where students demonstrate their learning through creative and applied tasks such as cooking, sewing, designing resources, working with children and using digital technologies. These experiences allow students to apply their understanding in meaningful, real-world contexts. This course is ideal for students interested in working with children and exploring pathways in education, health, or community services, as well as those who enjoy hands-on, practical subjects and making creative products.

Content

Students may study the following areas:
- The Nature of Childhood and the socialisation and Development of Children
- Children in wider society
- Children, Rights and Safety

Topics may include:
- First Aid and Safety for Children
- Fine Motor Skill Development
- Social and Emotional Development
- Healthy 'Grab and Go' Breakfast
- Parenting Styles

Assessment

Students demonstrate evidence of their learning through three assessment types:
School Assessment – 100%
Type1: Practical Activity 50%
- Students complete two practical activities incorporating an action plan or a research task, a practical application, and an evaluation report.

Type 2: Group Activity 25%
- Students participate in one group activity exploring the health and wellbeing of children through collaboration and participating effectively in a team.

Type 3: Investigation 25%
- Students complete one investigation on a contemporary issue related to child development in the community.

Pathways

Child Studies B leads to Stage 2 Child Studies

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Design, Technology and Engineering

Fashion

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge
A satisfactory level of achievement of Year 10 Design and Technology – Fibre to Fabulous would be beneficial.

Subject Description
Material Solutions – Fashion allows students to think and work like designers by developing a design brief that responds to an identified ethical, legal, economic, and/or sustainability issue within the fashion industry. Students explore fashion as a form of self-expression while learning to use a range of textile materials, tools, and technologies to create a garment that reflects both their personal style and considered design choices. Through the design process, students investigate, experiment, and develop the technical skills required to construct a high-quality product.

Content
Students are required to study the following areas:
- Identify and investigate an ethical, legal, economic, and/or sustainability issue in the fashion industry to inform design decisions.
- Design and produce a skirt of their own design in response to a design brief addressing the identified issue.
- Investigate and analyse existing fashion designs, trends, and construction techniques to support the development of original ideas.
- Develop specialised skills in pattern making and toile construction to test and refine design solutions.
- Apply knowledge of textile materials, sustainability, and ethical considerations in garment production.
- Use graphic, digital, and written communication techniques to develop a design folio documenting the design process.

Assessment
Students demonstrate evidence of their learning through two assessment types:
School Assessment – 100%
Type 1: Specialised Skills Task 30%
- Students undertake specialised skills tasks in pattern making and toile development, building the knowledge and skills required for the final garment.

Type 2: Design Process and Solution 70%
- Students show evidence of the design process, including investigation, analysis, design development, and planning within a folio.
- Students produce and present their final skirt design solution.
- Students evaluate how effectively the solution meets the design brief, reflecting on successes, challenges, and possible improvements.

Pathways
Stage 1 Design, Technology and Engineering – Fashion leads to Stage 2 Design, Technology and Engineering – Fashion

Design, Technology and Engineering

Industry and Entrepreneurial Solutions

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge
There is no recommended knowledge; however, a semester of Year 10 Design and Technology, would be beneficial.

Subject Description
Industry and Entrepreneurial Solutions allows students to design solutions to meet industry requirements, or the invention of an entrepreneurial product that meets a need or solves a problem. This could be achieved using design programs, such as computer-aided design to develop prototypes or products. Students demonstrate knowledge and skills associated with systems, processes, and materials appropriate for the prototype and final solution.

Content
Students are required to study the following areas:
- Design and produce a solution that meets a design brief using a range of system components, materials, and production techniques.
- Investigate a broad range of systems and use information gained to create original solutions.
- Combine designing and making skills with the knowledge and understanding of components to make an original product, prototype, or system for an intended purpose.
- Analysis of ethical, legal, economic and/or sustainability issues.
- Use graphical, oral, and written techniques to communicate, generate, develop, and model design proposals.

Assessment
Students demonstrate evidence of their learning through two assessment types:

School-based Assessment – 100%
Type 1: Specialised Skills Task 30%
- Students undertake two Specialised Skills Tasks through which they develop skills and knowledge that will be required for the realisation of the solution in Assessment Type 2. Students evaluate and assess the development of their own skills and review how these processes and techniques may influence their solution.

Type 2: Design Process and Solution 70%
- Students show evidence of key design phases of investigation and analysis, design development and planning.
- Students create and evaluate the solution. The student provides evidence of the solution in the form of images or a video recording and evaluates the completed solution.
- Students should evaluate how well the requirements of the design brief have been met including what worked well, what did not go according to plan, and what was learnt. Students consider possible modifications to improve the outcome and discuss how the solution is to be used.

Pathways
Design, Technology and Engineering – Industry and Entrepreneurial Solutions leads to Stage 2 Design, Technology and Engineering – Industry and Entrepreneurial Solutions

Curriculum Charges – Due to the nature of Design and Technology, there are additional costs associated that are NOT included in the composite fee. These costs are determined by the materials selected by the student.

Design, Technology and Engineering

Material Solutions – Metal

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge
There is no recommended knowledge; however, Year 10 Design and Technology - Metal, would be beneficial.

Subject Description
Material Solutions – Metal allows students to develop a design brief to meet their needs and involves the use of a diverse range of manufacturing technologies, such as, tools, machines and/or systems to convert a range of materials and suitable hardware supplies into finished products.

Content
Students are required to study the following areas:
- Design and produce a 'Wheeled Carrier' of either a hand trolley or cart or similar according to the needs identified in a design brief.
- Investigate and analyse a broad range of products and use the information gained to create original solutions. During practical tasks, students develop the knowledge and skills associated with using a range of materials and production processes.
- Analysis of ethical, legal, economic and/or sustainability issues.
- Use graphic, oral and written techniques that incorporate information technologies to communicate, generate, develop and model design proposals.

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: Specialised Skills Task 30%
- Students undertake two Specialised Skills Tasks through which they develop skills and knowledge that will be required for the realisation of the solution in Assessment Type 2. Students evaluate and assess the development of their own skills and review how these processes and techniques may influence their solution.

Type 2: Design Process and Solution 70%
- Students show evidence of key design phases of investigation and analysis, design development and planning.
- Students create and evaluate the solution. The student provides evidence of the solution in the form of images or a video recording and evaluate the completed solution.
- Students should evaluate how well the requirements of the design brief have been met including what worked well, what did not go according to plan, and what was learnt. Students consider possible modifications to improve the outcome, and discuss how the solution is to be used.

Pathways
Design, Technology and Engineering – Materials Solutions - Metal leads to Stage 2 Design, Technology and Engineering – Materials Solutions - Metal/Wood

Curriculum Charges – Due to the nature of Design and Technology, there are additional costs associated that are NOT included in the composite fee. These costs are determined by the materials selected by the student.

Design, Technology and Engineering

Material Solutions – Wood

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge
There is no recommended knowledge; however, Year 10 Design and Technology - Wood, would be beneficial.

Subject Description
Material Solutions – Wood allows students to develop a design brief to meet their needs and involves the use of a diverse range of manufacturing technologies, such as, tools, machines and/or systems to convert a range of materials and suitable hardware supplies into finished products.

Content
Students are required to study the following areas:
- Design and produce a 'Cabinet' of either a bedside or television cabinet or similar according to the needs identified in a design brief.
- Investigate and analyse a broad range of products and use the information gained to create original solutions. During practical tasks, students develop the knowledge and skills associated with using a range of materials and production processes.
- Analysis of ethical, legal, economic and/or sustainability issues.
- Use graphic, oral and written techniques that incorporate information technologies to communicate, generate, develop and model design proposals.

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: Specialised Skills Task 30%
- Students undertake two Specialised Skills Tasks through which they develop skills and knowledge that will be required for the realisation of the solution in Assessment Type 2. Students evaluate and assess the development of their own skills and review how these processes and techniques may influence their solution.

Type 2: Design Process and Solution 70%
- Students show evidence of key design phases of investigation and analysis, design development and planning.
- Students create and evaluate the solution. The student provides evidence of the solution in the form of images or a video recording and evaluate the completed solution.
- Students should evaluate how well the requirements of the design brief have been met including what worked well, what did not go according to plan, and what was learnt. Students consider possible modifications to improve the outcome, and discuss how the solution is to be used.

Pathways
Design, Technology and Engineering – Materials Solutions - Wood leads to Stage 2 Design, Technology and Engineering – Materials Solutions - Metal/Wood

Curriculum Charges – Due to the nature of Design and Technology, there are additional costs associated that are NOT included in the composite fee. These costs are determined by the materials selected by the student.

English

English

Length of Course Year
Compulsory or Choice Compulsory
Credit 20

Recommended Knowledge
A satisfactory level of achievement in Year 10 English.

Subject Description
English allows students to respond to texts, create texts and conduct two Intertextual Studies. Students critically and creatively engage with a variety of texts types including, novels, film, media, and poetry. Students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. Students consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives.

Content
Students are required to study the following areas:
- Read and analyse a play
- Conduct a Film Study
- Analyse and Create Poetry or Lyrics
- Complete two Intertextual Studies
- Compose a range of texts

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 100%
Type 1: Responding to Texts 40%
- Students complete a range of assessment tasks responding to the texts studied throughout the course. These assessments include essays, short answer responses and oral / multimodal presentations.

Type 2: Creating Texts 40%
- Students compose a range of texts throughout the course. These may include Original Poetry, Advocacy Texts, Vlogs and Narratives.

Type 3: Intertextual Study 20%
- Students complete two Intertextual Studies. One will be of an analytical nature and the other will be a creative text.

Pathways
English leads to Stage 2 English, Stage 2 English Literary Studies or Stage 2 Essential English

English

English – Pre-Literary Studies

Length of Course Semester 2
Compulsory or Choice Choice
Credit 10

Recommended Knowledge
A satisfactory level of achievement in Year 10 English and a B+ or higher in analytical assessment in Stage 1 General English Semester 1.

Subject Description
English Literary Studies allows students to develop an understanding of the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions and have the opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

Content
Students are required to study the following areas:
- Read and analyse a play
- Complete an Intertextual Comparative Study
- Compose a transformative text

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 100%
Type 1: Responding to Texts 50%
- Students study critical perspectives through a shared text. The shared text could be, but is not limited to: a play, novel, short stories, film.
- complete a range of assessment tasks responding to the texts studied throughout the course. These assessments include essays, short answer responses and oral / multimodal presentations.

Type 2: Creating Texts 25%
- Students transform a shared class text, using ideas, characters, plot, style, and more into a different style, then reflect on the choices the creative choices they employ

Type 3: Intertextual Study 2
- Students complete two Intertextual Studies. It will be an analytical comparative study.
- Type 3: Examination
- A one-and-a-half-hour internal formative close reading examination.

Pathways
English leads to Stage 2 English, Stage 2 English Literary Studies or Stage 2 Essential English

English

Essential English

Length of Cours	Year
Compulsory or Choice	Compulsory
Credits	20

Recommended Knowledge
A satisfactory level of achievement in Year 10 English.

Subject Description
Essential English allows students who are planning to pursue a career in a range of trades or vocational pathways to develop both their verbal and written communication skills. There is an emphasis on communication, comprehension, analysis and text creation. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

Content
Students are required to study the following areas:
- Conduct at least one Film Study
- Anaylse the genre of Reality TV
- Study the conventions of Feature Articles
- Compose a range of texts

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: Responding to Texts 40%
- Students complete a range of assessment tasks responding to the texts studied throughout the course. These assessments include short answer responses, extended written responses and oral/multimodal presentations.

Type 2: Creating Texts 60%
- Students compose a range of texts throughout the course. These may include Narratives, TED Talks, Feature Articles and oral/multimodal presentations.

Pathways
Essential English leads to Stage 2 Essential English

Food and Hospitality

Food and Hospitality A

Length of Course Semester
Compulsory or Choice Choice
Credits 10

Recommended Knowledge
A satisfactory level of achievement in Year 10 Food and Hospitality.

Subject Description
Food and Hospitality allows students to develop an understanding of the contemporary and changing nature of the Australian Hospitality Industry. Students critically analyse economic, technological, socio-cultural and legal issues. Learning and assessment is conducted in a variety of ways, with an emphasis on practical application.

Content
Students are required to study the following areas:
Practical Activity
- Cultural Meal – students prepare food from around the world.
- BAFFC Fundraiser Catering Event

Group Activity
- Catering Activity - students work in groups to prepare and serve food for a Hospitality function.
- Investigation
- Students investigate a Contemporary Hospitality Issue, such as, the use of Espresso Coffee in Hospitality Businesses.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment - 100%
Type 1: Practical Activity 50%
- Students undertake two practical activities with either an Action Plan or a Research Task.

Type 2: Group Activity 20%
- Students work in groups to plan, organise and implement action to meet a teacher-directed challenge.

Type 3: Investigation (Research) 30%
- Students undertake a 800-word investigation of a contemporary Australian Hospitality Issue.

Pathways
Food and Hospitality leads to Stage 2 Food and Hospitality

Food and Hospitality

Food and Hospitality B

Length of Course Semester
Compulsory or Choice Choice
Credits 10

Recommended Knowledge
A satisfactory level of achievement in Year 10 Food and Hospitality.

Subject Description
Food and Hospitality allows students to develop an understanding of the contemporary and changing nature of the Australian Hospitality Industry. Students critically analyse economic, technological, socio-cultural and legal issues. Learning and assessment is conducted in a variety of ways, with an emphasis on practical application.

Content
Students are required to study the following areas:
Practical Activity
- Students prepare a dish using contemporary technology.
- Students prepare a Contemporary Entremet - Restaurant Dessert.

Group Activity
- Catering Activity - students work in groups to prepare and serve food for a Hospitality function.

Investigation
- Students investigate a Contemporary Hospitality Issue, such as, the use of Sustainable Practices in Hospitality Businesses.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment - 100%
Type 1: Practical Activity 50%
- Students undertake two practical activities with either an Action Plan or a Research Task.

Type 2: Group Activity 20%
- Students work in groups to plan, organise and implement action to meet a teacher-directed challenge.

Type 3: Investigation (Research) 30%
- Students undertake a 800-word investigation of a contemporary Australian Hospitality Issue.

Pathways
Food and Hospitality leads to Stage 2 Food and Hospitality

BACK TO CONTENTS

German

German Continuers A

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge
A satisfactory level of achievement in Year 10 German.

Subject Description
German allows students to develop knowledge, awareness and understanding of German language and culture in relation to their own. Students develop and apply linguistic and intercultural knowledge, understanding and skills by interacting with others to exchange information, ideas, opinions and experiences in German. They create texts in German for specific audiences, purposes and contexts and analyse a range of texts in German to interpret meaning. Students examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

Content
Students are required to study the following areas:
- The Individual - students explore aspects of their personal world, sense of self, aspirations, personal values, opinions, ideas and relationships with others.
- The German Speaking Communities - students explore topics from the perspective of individuals and groups within German speaking communities, such as, lifestyle, cultural heritage, historical perspectives and the arts.
- The Changing World - students explore change as it affects the world of work and social issues.

Assessment
Students demonstrate evidence of their learning through four assessment types:

School Assessment – 100%
Type 1: Interaction 25%
- Students interact with others to exchange information, ideas, opinions, and experiences in spoken German. Students provide evidence of their learning in relation to Ideas and Expression.

Type 2: Text Production 25%
- Students create a text, in which they express ideas and / or opinions and / or feelings in written German. Students provide evidence of their learning primarily in relation to Ideas and Expression.

Type 3: Text Analysis 25%
- Students analyse and interpret texts that are in German with a response or responses in German and / or English. Students interpret meaning, analyse language used and reflect on how cultures and ideas are represented or expressed. Students provide evidence of their learning primarily in relation to Expression and Interpretation and Reflection.

Type 4: Investigation 25%
- Students undertake an investigation demonstrating research and personal reflection on a cultural or social aspect of an issue or topic associated with 'The German-speaking Communities'. Students create a written or multi-modal response in German and a reflection in English. Students provide evidence in relation to all three Assessment Design Criteria.

Pathways
German leads to Stage 2 German

German

German Continuers B

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge
A satisfactory level of achievement in Year 10 German.

Subject Description
German allows students to develop knowledge, awareness and understanding of German language and culture in relation to their own. Students develop and apply linguistic and intercultural knowledge, understanding and skills by interacting with others to exchange information, ideas, opinions and experiences in German. They create texts in German for specific audiences, purposes and contexts and analyse a range of texts in German to interpret meaning. Students examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

Content
Students are required to study the following areas:
- The Individual - students explore aspects of their personal world, sense of self, aspirations, personal values, opinions, ideas and relationships with others.
- The German Speaking Communities - students explore topics from the perspective of individuals and groups within German speaking communities, such as, lifestyle, cultural heritage, historical perspectives and the arts.
- The Changing World - students explore change as it affects the world of work and social issues.

Assessment
Students demonstrate evidence of their learning through four assessment types:

School Assessment – 100%
Type 1: Interaction 25%
- Students interact with others to exchange information, ideas, opinions, and experiences in spoken German. Students provide evidence of their learning in relation to Ideas and Expression.

Type 2: Text Production 25%
- Students create a text, in which they express ideas and / or opinions and / or feelings in written German. Students provide evidence of their learning primarily in relation to Ideas and Expression.

Type 3: Text Analysis 25%
- Students analyse and interpret texts that are in German with a response or responses in German and / or English. Students interpret meaning, analyse language used and reflect on how cultures and ideas are represented or expressed. Students provide evidence of their learning primarily in relation to Expression and Interpretation and Reflection.

Type 4: Investigation 25%
- Students undertake an investigation demonstrating research and personal reflection on a cultural or social aspect of an issue or topic associated with 'The German-speaking Communities'. Students create a written or multi-modal response in German and a reflection in English. Students provide evidence in relation to all three Assessment Design Criteria.

Pathways
German leads to Stage 2 German

Health & Wellbeing

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge
A satisfactory level of achievement in Year 10 Physical Education and/or Year 10 Elective Physical Education.

Subject Description
Health and Wellbeing allows students to develop the knowledge, skills and understandings to explore and make decisions regarding health and wellbeing. Students evaluate current trends and issues that impact health and wellbeing, reflecting on personal and community actions to promote and improve sustainable outcomes for individuals, communities and society in general.

Content
Students are required to explore concepts from the following areas:
- Health Literacy – students interpret and make decisions about health and wellbeing information and advice.
- Health Determinants – students develop an understanding of the factors that determine health and wellbeing outcomes.
- Health Promotion – students investigate the role that health and wellbeing promotion has in improving outcomes.
- Social Equity – students develop an understanding of fairness and equality.

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: Practical Action 50%
- Students complete at least one Practical Action Task. Students undertake a practical action on an individual or community issue to improve health and wellbeing outcomes. The action may include, reviewing and contributing to an existing community initiative, collaborating to develop a health and wellbeing event or showcase or develop an educational resource for a target audience. Students can present in multi-modal, oral form of 6 minutes or written presentation of a maximum of 1000 words.

Type 2: Issue Inquiry 50%
- Students complete at least one Practical Action Task. Students research a current health and wellbeing trend or issue. Topics may include, investigating a mental or emotional health issue and explore how effective health agencies support, promote and educate the community, exploring what it means to be a 'healthy' person, and how that has changed over time or analysing the impact of social media and messages regarding personal identity. Students can present in multi-modal, oral form of 6 minutes or written presentation of a maximum of 1000 words.

Pathways
Health and Wellbeing leads to Stage 2 Health and Wellbeing

History

Modern History A

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge
A satisfactory level of achievement in Year 10 ACARA History.

Subject Description
Modern History allows students the opportunity to understand a complex and rapidly changing world by connecting the past and the present. Through the study of past events, actions and phenomena students gain an insight into the human nature and the ways in which individuals and societies function. Students research sources within a framework of inquiry and critical thinking.

Content
Students are required to study the following areas:
- Topic 1: Revolution – students will study either the French or Russian Revolution and investigate the factors which led to the uprising.
- Topic 2: Elective – students will study issues of racism of either Apartheid or the Stolen Generation and how this has caused conflict that impacts individuals and communities.

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: Historical Skills 70%
- Students produce three historical skill assessments.

Type 2: Historical Study 30%
- Students choose an aspect of the French Revolution or Social Movements to complete their inquiry task.
- Students negotiate with their teacher the form of their inquiry; it may be multimodal, oral, or written. An inquiry should be a maximum of 1000 words of written or a maximum of 6 minutes for oral presentation, or the equivalent in multimodal form.

Pathways
Stage 1 Modern History A leads to Stage 2 Modern History.

Modern History B

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge
A satisfactory level of achievement in Year 10 ACARA History.

Subject Description
Modern History allows students the opportunity to understand a complex and rapidly changing world by connecting the past and the present. Through the study of past events, actions and phenomena students gain an insight into the human nature and the ways in which individuals and societies function. Students research sources within a framework of inquiry and critical thinking.

Content
Students are required to study the following areas:
- Topic 1: American Civil War – students study a major conflict which shaped a nation.
- Topic 2: Elective – students will study the issue of Terrorism from a historical, current and future context.

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: Historical Skills 70%
- Students produce three historical skill assessments.

Type 2: Historical Study 30%
- Students choose an aspect of the Russian Revolution or Terrorism to complete their inquiry task.
- Students negotiate with their teacher the form of their inquiry; it may be multimodal, oral, or written. An inquiry should be a maximum of 1000 words of written or a maximum of 6 minutes for oral presentation, or the equivalent in multimodal form.

Pathways
Stage 1 Modern History B leads Stage 2 Modern History.

Information Processing and Publishing

Length of Course Semester
Compulsory or Choice Choice
Credits 10

Recommended Knowledge
A satisfactory level of achievement in Year 10 English, Visual Arts - Art or Design.

Subject Description
Information Processing and Publishing allows students to apply practical skills and design principles to provide creative solutions to text-based communication tasks. Students create both hard copy (print) and electronic (digital publishing) publications and evaluate the development process. Students use technology to design and implement information-processing solutions and identify, choose and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts, such as, business and website documents.

Content
Students are required to study the following areas:
- Business Publishing, Electronic Publishing and Personal Publishing
- Issues relating to Information Processing and Publishing (social, ethical and legal)
- Use the design principles and process to document and evaluate their work

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 100%
Type 1: Practical Skills 50%
- Students complete practical production design tasks, such as, Business Cards, Food Truck, Recipe/Menu Designs, Products and Design Process.

Type 2: Product and Documentation 30%
- Students complete one design task of their choice, such as, a Fashion Website or Exercise App, etc.

Type 3: Issues Analysis 20%
- Students complete one task on social media and digital footprint, such as, Plagiarism and Copyright, etc.

Pathways
Information, Processing and Publishing leads to Stage 2 Information, Processing and Publishing and Stage 2 Visual Arts - Design

Japanese

Japanese Continuers A

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge
A satisfactory level of achievement in Year 10 Japanese.

Subject Description
Japanese allows students to develop an understanding of how Japanese is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts. Students explore a range of topics from the perspectives of diverse individuals and groups in the Japanese-speaking communities and in their own community.

Content
Students are required to study the following areas:
- The Individual – students explore aspects of their personal world, sense of self, aspirations, personal values, opinions, ideas and relationships with others.
- The Japanese Speaking Communities – students explore topics from the perspectives of diverse individuals and groups within Japanese speaking communities.
- The Changing World – students explore change as it affects the world of work and other topics.

Assessment
Students demonstrate evidence of their learning through four assessment types:

School Assessment – 100%
Type 1: Interaction 20%
- Students interact with others to exchange information, ideas, opinions, and experiences in spoken Japanese. Students provide evidence of their learning primarily in relation to Ideas and Expression.

Type 2: Text Production 20%
- Students create a text, in which they express ideas and/or information and/or opinions and/or feelings in written Japanese. Students provide evidence of their learning primarily in relation to Ideas and Expression.

Type 3: Text Analysis 20%
- Students analyse and interpret texts that are in Japanese with a response or responses in Japanese and/or English. Students interpret meaning, analyse language used and reflect on how cultures and ideas are represented or expressed. Students provide evidence of their learning primarily in relation to Expression and Interpretation and Reflection.

Type 4: Investigation 40%
- Students undertake an investigation demonstrating research and personal reflection on a cultural or social aspect of an issue or topic associated with 'The Japanese-speaking Communities'. Students create a written or multi-modal response in Japanese and a reflection in English. Students provide evidence in relation to all three Assessment Design Criteria.

Pathways
Japanese leads to Stage 2 Japanese

Japanese

Japanese Continuers B

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge
A satisfactory level of achievement in Year 10 Japanese.

Subject Description
Japanese allows students to develop an understanding of how Japanese is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts. Students explore a range of topics from the perspectives of diverse individuals and groups in the Japanese-speaking communities and in their own community.

Content
Students are required to study the following areas:
- The Individual – students explore aspects of their personal world, sense of self, aspirations, personal values, opinions, ideas and relationships with others.
- The Japanese Speaking Communities – students explore topics from the perspectives of diverse individuals and groups within Japanese speaking communities.
- The Changing World – students explore change as it affects the world of work and other topics.

Assessment
Students demonstrate evidence of their learning through four assessment types:

School Assessment – 100%
Type 1: Interaction 20%
- Students interact with others to exchange information, ideas, opinions, and experiences in spoken Japanese. Students provide evidence of their learning primarily in relation to Ideas and Expression.

Type 2: Text Production 20%
- Students create a text, in which they express ideas and/or information and/or opinions and/or feelings in written Japanese. Students provide evidence of their learning primarily in relation to Ideas and Expression.

Type 3: Text Analysis 20%
- Students analyse and interpret texts that are in Japanese with a response or responses in Japanese and/or English. Students interpret meaning, analyse language used and reflect on how cultures and ideas are represented or expressed. Students provide evidence of their learning primarily in relation to Expression and Interpretation and Reflection.

Type 4: Investigation 40%
- Students undertake an investigation demonstrating research and personal reflection on a cultural or social aspect of an issue or topic associated with 'The Japanese-speaking Communities'. Students create a written or multi-modal response in Japanese and a reflection in English. Students provide evidence in relation to all three Assessment Design Criteria.

Pathways
Japanese leads to Stage 2 Japanese

Legal Studies

Length of Course: Semester
Compulsory or Choice: Choice
Credits: 10

Recommended Knowledge

A satisfactory level of achievement in Year 10 English.

Subject Description

Legal Studies allows students to understand the use of laws and legal systems to create harmony within dynamic and evolving communities. Through an inquiry-based process, students explore and develop their understanding of the concepts of rights, fairness and justice, power, and change. Legal Studies is explored through the mechanism of asking 'big questions', open-ended questions that stimulate deep and conceptual thinking and involve the consideration of a range of perspectives. To provide responses to these questions, students must evaluate, analyse, and apply contextually appropriate legal principles, concepts, processes, evidence, and cases. Through Legal Studies, students develop an appreciation and awareness of their role as citizens in the Australian legal system, the skills to communicate their ideas, and the confidence to make informed and effective decisions regarding legal issues.

Content

Students are required to study the following areas:
Law and Communities – through inquiry, students build their understanding of how Australia's laws have developed from rules, customs, creeds, codes, customary law, such as, Australian Aboriginal and Torres Strait Islander customary law, and common law. They study the power, influence, and perspectives of those who have constructed Australia's laws and, through analysis and judgment, develop informed opinions and arguments. By exploring the past, students gain an understanding of the evolution and need for laws in Australian society and consider their role in influencing and constructing laws.
Justice and Society – students explore the operation of the adversary system of a trial in the resolution of criminal and civil disputes. In providing a response to the big questions, students make one or more connections to the concepts of rights, fairness and justice, power, and change. Young People and the Law – students explore the rights and interests of young people that are protected through state, territory, national, and international laws. Students investigate and debate a range of issues, such as, young people's views on drugs, vandalism, child abuse, parental responsibility, shoplifting, health, work, and under-age drinking.

Assessment

Students demonstrate evidence of their learning through three assessment types:

School Assessment – 100%
Type 1: Analytical Response 60%
Task 1: Law and the Community – Law and the Community Timeline

- Students work independently to demonstrate their understanding of how Australian laws have developed, changed, and evolved from 1788 to the present. Students will examine key historical events, policies, legislation, and court decisions that have shaped the legal rights, recognition, and treatment of various groups, including Aboriginal and Torres Strait Islander people.
- Students need to incorporate one of the following 4 Big Questions; Change: "Do laws change enough, or too much?", Fairness and Justice: "Why do we have the laws that we do?", Power: "Is law-making controlled by particular groups in society?" or Rights: "Whose rights do laws protect?"

Type 2: Inquiry 20%
Task 2: Young People and the Law – Youth and the Law Essay

- Students will conduct an independent inquiry into a contemporary legal issue concerning the rights, responsibilities, or treatment of young people under the law. Students will select a case or legislative challenge and use it as a basis for critical analysis.
- Students need to consider the following questions; Rights: "Are young people entitled to the same rights as adults?", Fairness & Justice: "Does the legal system treat young people fairly?" and Change: "Should laws relating to young people change, and if so, how?"

Type 3: Presentation 20%
Task 3: Justice and Society

- Part A: Criminal Law- Collaborative Mock Trial or Criminal Case – Students will work in groups to select a case (provided by the teacher) and organise roles (e.g., prosecutor, defence, witness) for a simulated trial. The group must develop and present a case, including opening statements, examination of witnesses, and closing arguments, demonstrating understanding of courtroom procedure (adversary system).
- Part B: Reflection – following the trial, each student will complete an individual reflection and answer a series of questions evaluating their role in the process and reflecting on their learning.

Mathematics

Essential Mathematics A and B

Length of Course Semester or Year
Compulsory or Choice One semester of Mathematics for Stage 1 is compulsory; however, to continue with Mathematics in Stage 2, a year is compulsory.
Credits 10 or 20

Recommended Knowledge
A satisfactory level of achievement in Year 10 Pre-Essential Mathematics.

Subject Description
Essential Mathematics allows students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. This subject is intended for students planning to pursue a career in a range of trades or vocations.

Content
Students are required to study the following areas:
Topic 1: Calculations, Time and Ratio (Mathematics A)
Topic 2: Earning and Spending (Mathematics A)
Topic 3: Geometry or Chance (Mathematics B)
Topic 4: Data in Context (Mathematics B)
Topic 5: Measurement (Mathematics A)
Topic 6: Investing (Mathematics B)

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: Skills and Applications Tasks 50%
- Students undertake two tests that demonstrate an understanding of the areas of study.

Type 2: Mathematical Investigation 50%
- Students undertake two investigations, by planning; applying their numeracy skills to gather, represent, analyse, and interpret data and propose or develop a solution to a mathematical problem based in an everyday or workplace context.

Please Note: SACE Board approved Graphics Calculators are a requirement for this subject.

Pathways
Essential Mathematics leads to Stage 2 Essential Mathematics

Mathematics

General Mathematics A and B

Length of Course Semester or Year
Compulsory or Choice One semester of Mathematics for Stage 1 is compulsory; however, to continue with Mathematics in Stage 2, a year is compulsory.
Credits 10 or 20

Recommended Knowledge
A satisfactory level of achievement in Year 10 Pre-General Mathematics or Year 10 Pre-Essential Mathematics.

Subject Description
General Mathematics allows students to extend their mathematical skills in ways that apply to practical problem-solving. The topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Content
Students are required to study the following areas:
Topic 1: Investing and Borrowing (Mathematics B)
Topic 2: Measurement (Mathematics A)
Topic 3: Statistical Investigation (Mathematics B)
Topic 4: Applications of Trigonometry (Mathematics A)
Topic 5: Linear Functions and their Graphs (Mathematics B)
Topic 6: Matrices and Networks (Mathematics A)

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: Skills and Applications Tasks 75%
- Students undertake three tests that demonstrate an understanding of the areas of study.

Type 2: Mathematical Investigation 25%
- Students investigate mathematical relationships, concepts, or problems, which may be set in an applied context.

Please Note: SACE Board approved Graphics Calculators are a requirement for this subject.

Pathways
General Mathematics leads to Stage 2 General Mathematics or Essential Mathematics

Mathematics

Mathematical Methods A and B

Length of Course Semester or Year
Compulsory or Choice One semester of Mathematics for Stage 1 is compulsory; however, to continue with Mathematical Methods in Stage 2, a full year is compulsory.
Credits 10 or 20

Recommended Knowledge
A satisfactory level of achievement in Year 10 Pre-Mathematical Methods.

Subject Description
Mathematical Methods allows students the opportunity to develop the foundation for further study in mathematics, economics, computer sciences, and the sciences, preparing students for courses and careers that may involve the use of statistics, such as, health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

Content
Students are required to study the following areas:
Topic 1: Functions and Graphs (Mathematics A)
Topic 2: Quadratics and Polynomials (Mathematics A)
Topic 3: Trigonometry (Mathematics A)
Topic 4: Counting and Statistics (Mathematics B)
Topic 5: Growth and Decay (Mathematics B)
Topic 6: Introduction to Differential Calculus (Mathematics B)

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: Skills and Applications Tasks 75%
- Students undertake three tests that demonstrate an understanding of the areas of study.

Type 2: Mathematical Investigation 25%
- Students investigate mathematical relationships, concepts or problems, which may be set in an applied context.

Please Note: SACE Board approved Graphics Calculators are a requirement for this subject.

Pathways
Mathematical Methods leads to Stage 2 Mathematical Methods or Stage 2 General Mathematics or Stage 2 Essential Mathematics

Mathematics

Specialist Mathematics D

Length of Course Semester
Compulsory or Choice Specialist Mathematics D is compulsory for students wishing to continue with Specialist Mathematics in Stage 2. Specialist Mathematics C is optional but recommended for students wishing to continue with Specialist Mathematics in Stage 2.
Credits 10 or 20

Recommended Knowledge
A satisfactory level of achievement in Year 10 Mathematical Methods.

Subject Description
Specialist Mathematics allows students to draw on and deepen their mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods and when studied together, this subject can be a pathway to engineering, physical science and laser physics.

Content
Students are required to study the following areas:
Topic 1: Sequences and Series (Mathematics C)
Topic 2: Matrices (Mathematics C)
Topic 3: Geometry (Mathematics C)
Topic 4: Vectors in a Plane (Mathematics D)
Topic 5: Further Trigonometry (Mathematics D)
Topic 6: Real and Complex Numbers (Mathematics D)

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: Skills and Applications Tasks 75%
- Students undertake three tests that demonstrate an understanding of the areas of study.

Type 2: Mathematical Investigation 25%
- Students investigate mathematical relationships, concepts or problems, which may be set in an applied context.

Please Note: SACE Board approved Graphics Calculators are a requirement for this subject.

Pathways
Specialist Mathematics leads to Stage 2 Specialist Mathematics

Outdoor Education

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge
A satisfactory level of achievement in Year 10 English or Year 10 Physical Education.

Subject Description
Outdoor Education allows students to study the human connection to natural environments through outdoor activities. Students develop their sense of self-reliance and build relationships with both people and natural environments. Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation. By participating in outdoor activities, students develop knowledge and skills, and reflect on their personal, group and social development. Students gain an understanding of ecology, environmental sustainability, cultural perspectives and physical, emotional and spiritual health. Through outdoor journey's students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts for sustainable futures.

Content
Students are required to study the following areas:
Focus Area 1 – Environment and Conservation – This topic allows students to develop an appreciation of the value of the natural history and culture of natural environments.
Focus Area 2 – Planning and Management – This topic allows students to develop basic skills in planning and implementing outdoor activities and lightweight journeys.
Focus Area 3 – Outdoor Activities – This topic allows students to develop the basic skills they need to participate safely and effectively in practicals, including, outdoor activities and outdoor journeys.
Focus Area 4 – Outdoor Journey – This topic allows students to undertake a 3-day outdoor journey that is either human-powered or uses natural forces.

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: About Natural Environments 40%
- Students understand and develop sustainable practices.
- Sustainable environmental practises presented as a resource for educating others.
- Students investigate environmental issues in a local park – issues, causes and solutions for a sustainable future.

Type 2: Experiences in Natural Environments 60%
- Students present and reflect on outlining personal planning and learning that provides evidence and details of experiences, personal observations, skill development and achievement.

Pathways
Stage 1 Outdoor Education leads to Stage 2 Outdoor Education

Curriculum Charges – Due to the nature of Year 11 Outdoor Education, there are additional costs associated that are NOT included in the composite fee.

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Physical Education

Physical Education A

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge
A satisfactory level of achievement in Year 10 Physical Education and/or Year 10 Elective Physical Education.

Subject Description
Physical Education allows students to undertake a range of physical activities, such as, sports, theme-based games, laboratories, fitness and recreational activities. Students explore movement concepts and strategies through these physical activities. Students analyse their own performances in these activities to develop ways to improve performance.

Content
Students are required to study the following areas:
Focus Area 1: In Movement
- Students investigate how the body responds to physical activity and students apply their knowledge to improve performance and/or participation in physical activity.

Focus Area 2: Through Movement
- Students explore barriers and enablers to physical activity identifying how personal, social, and cultural factors affect participation.

Focus Area 3: About Movement
- Students apply their knowledge to real-life experiences to evaluate participation and performance outcomes.

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: Performance Improvement 50%
Fitness and Training Demands in Basketball
- Students participate in a Basketball unit to collect and analyse data (HR, statistical and video) pertaining to the fitness demands of the sport. Students use this data to analyse how various fitness factors are utilised in a game. Students compare two different fitness factors, identify how each factor would contribute to a basketball player's performance. Students select one of the previous fitness factors, detail a training method and principles a Basketballer could apply to improve their performance in this area of fitness. Using results from student's fitness testing battery, students discuss their own strengths and weaknesses in terms of being 'Basketball Fit'. Using this data and any other relevant information, students suggest the role/position they would be best suited to in a game.
- Students present either an oral of a maximum of 9 minutes or multi-modal or written presentation of a maximum of 1500 words.

Type 2: Physical Activity Investigation 50%
Barriers and Enablers to Participation in Pickleball.
- Students explore the personal, social, or cultural barriers and enablers in Pickleball. Students identify and explore the particular characteristics that are inclusive or exclusive toward certain groups of participants. Students can consider one or more of the following factors:
- Physiological – age, gender, body composition, biomechanics, and fitness levels.
- Social – stereotypes, status, remuneration, accessibility, and media.
- Cultural – community values and religious beliefs.
- Students analyse the barriers and enablers for their chosen physical activity, and propose strategies to combat the identified barriers, increasing the equity for participants.
- Students present either an oral of a maximum of 9 minutes or multi-modal or written presentation of a maximum of 1500 words.

Pathways
Physical Education leads to Stage 2 Physical Education or Certificate III in Fitness

Physical Education

Physical Education B

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge
A satisfactory level of achievement in Year 10 Physical Education and/or Year 10 Elective Physical Education.

Subject Description
Physical Education allows students to undertake a range of physical activities, such as, sports, theme-based games, laboratories, fitness and recreational activities. Students explore movement concepts and strategies through these physical activities. Students analyse their own performances in these activities to develop ways to improve performance.

Content
Students are required to study the following areas:
Focus Area 1: In Movement
- Students investigate and apply skill acquisition concepts to generate improvements in the performance of physical skills. Key ideas include the role of feedback and the identification of biomechanical principles.

Focus Area 2: Through Movement
- Students initiate and contribute to the development of strategies that promote equity and inclusivity through a range of them-based games, sporting and physical activities.

Focus Area 3: About Movement
- Students develop their knowledge of the body's response to physical activity.

Assessment
Students demonstrate evidence of their learning through two assessment types:

School Assessment – 100%
Type 1: Improvement Analysis 50%
Performance Improvement – Biomechanics Improvement Analysis Task
- Students focus on the movement concept of movement quality. Students participate in a Badminton unit aimed at improving the effectiveness of one type of Badminton shot (overhead clear, underarm lift, drop shot and serve) over a period of time. Students analyse at least two biomechanical principles (balance and stability, summation of force, leverage, projectile motion, or momentum) to improve their performance.

Type 2: Physical Activity Investigation 50%
Performance Improvement – Modifications or Alternate Sports for Maximal Individual Participation (MIP)
- Students explore the personal, social, or cultural barriers and enablers of one physical activity. In pairs, students create a modified game of choice. For their chosen activity, students identify and explore the particular characteristics that are inclusive or exclusive towards certain groups of participants.

Pathways
Physical Education leads to Stage 2 Physical Education or Certificate III in Fitness

Physics

Physics A

Length of Course Semester
Compulsory or Choice Choice
Credits 10

Recommended Knowledge
A satisfactory level of achievement in Year 10 Science.

Subject Description
Physics allows students to study forces, electricity, energy and heat. A knowledge of Physics provides a framework for understanding physical phenomena such as global weather, electrical currents, and car safety. Students are provided with the basics for solving engineering problems, such as building more effective heating equipment, analysing the motion of objects and designing safer and autonomous cars.

Content
Students are required to study the following areas:
- Linear Motion
- Motion of objects under constant acceleration
- Forces
- Electric Circuits
- Charge
- Potential difference and electric current
- Resistance
- Circuits
- Electrical Power
- Heat
- Temperature
- Specific heat capacity
- Changes of State

Assessment
Students demonstrate evidence of their leaning through three assessment types:

School Assessment – 100%
Type 1: Investigations Folio - 75%
- Practical Investigations
- Practical investigations of the properties of an electrical device.
- Design practical investigating the rate at which water is boiled and applying this to food security.
- Science as a Human Endeavour Investigation - An investigation into a mode of transportation, the influences behind its development and its impact on society.

Type 2: Skills and Applications Tasks - 25%
- Test on Linear Motion and Forces.

Type 3: Examination
- A one and a half hour internal formative examination.

Pathways
Physics leads to Stage 2 Physics

Physics

Physics B

Length of Course Semester
Compulsory or Choice Choice
Credits 10

Recommended Knowledge
A satisfactory level of achievement in Year 10 Science.

Subject Description
Physics allows students to study forces, matter, energy and waves. A knowledge of Physics provides a framework for understanding physical phenomena. From nuclear reactions to rainbows, collisions to the harmonies of music. Physics provides the basics for solving engineering problems, for example, building safer and autonomous cars, minimising earthquake damage, improving nuclear medicine and designing musical instruments.

Content
Students are required to study the following areas:
- Energy and Momentum
- Work and Energy
- Conservation of Momentum
- Waves
- Wave Model
- Mechanical Waves
- Wave Interference
- Light
- Nuclear Models and Radioactivity
- The structure of the Nucleus
- Radioactive Decay
- Radioactive half-life
- Induced Nuclear Reactions
- Nuclear Fusion

Assessment
Students demonstrate evidence of their leaning through three assessment types:

School Assessment – 100%
Type 1: Investigations Folio - 50%
- Practical Investigations on the speed of the sound in an air column and applying this to musical instruments.
- Science as a Human Endeavour Investigation - Investigation into a radioisotope and its application in society.

Type 2: Skills and Applications Tasks - 50%
- Test on Energy and Momentum.
- Test on Waves and Light.

Type 3: Examination
- A one and a half hour internal formative examination.

Pathways
Physics leads to Stage 2 Physics

Psychology

Psychology A

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge
A satisfactory level of achievement in Year 10 English or Year 10 Science.

Subject Description
Psychology allows students to develop their skills in identifying and interpreting behaviour by using the Biopsychosocial model. Students examine a wide range of science inquiry skills, including types of experiments, various behavioural theories, and the ethical considerations in Psychological research.

Content
Students are required to study the following areas:
Emotion and Psychological Wellbeing – This topic allows students to see how an understanding of a psychological phenomenon 'emotion' requires the integration of all parts of the biopsychosocial model. It focuses on emotion intensity, expressive behaviours, physiological responses, and subjective feelings. As part of psychological wellbeing, students also focus on PERMA happiness model.
Forensic Psychology – This topic focuses on the difference between forensic and criminal psychology, what defines psychopathy and anti-social personality disorder, genetic factors in criminality, including, the warrior gene, and the legal and ethical use of polygraph machines. Students also make connections between the Biopsychosocial model to analyse potential causes of criminal behaviours.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 100%
Type 1: Investigations Folio 50%
- Students complete a Design and Deconstruction Practical based on Arousal and Emotion.
- Students complete a Science as a Human Endeavour Investigation on Criminal Profiling.

Type 2: Skills and Applications Tasks 50%
- Students complete an analysis of The Little Albert Experiment.
- Students complete a Forensic Psychology Topic Test.

Type 3: Examination
- Students complete a supervised 90-minute internal formative examination.

Pathways
Psychology leads to Stage 2 Psychology

Psychology

Psychology B

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge
A satisfactory level of achievement in Year 10 English or Year 10 Science.

Subject Description
Psychology allows students to develop their skills in identifying and interpreting behaviour by using the Biopsychosocial model. Students examine a wide range of Science inquiry skills, including types of experiments, various behavioural theories, and the ethical considerations in psychological research.

Content
Students are required to study the following areas:
Sport Psychology – Helps students to understand how great athletes manage to perform at their best and at the right time repeatedly. It is also a specialist area of psychology that not only helps those athletes who suffer from under-performance but also those who want to apply some of the techniques used by the elite, to achieve their maximum sporting potential, at whatever level they compete.
Lifespan Psychology – Encompasses development from conception to death, and the associated health, social, and behavioural changes which occur throughout the process. Lifespan Psychology can be studied scientifically across three developmental domains: physical, cognitive, and psychosocial. By studying these developmental changes and the ways in which individuals adapt to life changes, Lifespan Psychology can attempt to understand and explain why we behave, think, and feel the way we do.
Cognitive Psychology – We spend almost every waking minute engaged in cognition. We attend to some things rather than others and plan what to do next; solve everyday problems, retrieve words and information from our memories, and frame ways to make ourselves understood by others. Each of these is a complex process, yet we often seem to do them effortlessly and simultaneously. Cognitive Psychology is the scientific understanding behind this.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 100%
Type 1: Investigations Folio 50%
- Students complete a Design and Deconstruction Practical based on Music and Memory.
- Students complete a Science as Human Endeavour Investigation based on current initiatives in Sport Psychology.

Type 2: Skills and Applications Task 50%
- Students complete a Memory Analysis through viewing a film.
- Students complete a LifespanPsychology Topic Test.

Type 3: Examination
- Students complete a supervised 90-minute internal formative examination.

Pathways
Psychology B leads to Stage 2 Psychology

Society and Culture

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge

A satisfactory level of achievement in Year 10 Society and Culture, English or History.

Subject Description

Society and Culture allows students to explore and analyse the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures.

Content

Students are required to study the following areas:

- Australia's Relationship with the Asia–Pacific Region
- The Diversity of the Asia–Pacific Region
- Refugee and Migrant Experiences and Contributions
- Australia's Global Connections
- Australians as Global Citizens

Assessment

Students demonstrate evidence of their learning through three assessment types:

School Assessment – 100%

Type 1: Sources Analysis 40%

- Students produce two Source Analysis.

Type 2: Group Activity 30%

- Students participate in a Group Activity.

Type 3: Investigation 30%

- Students complete an Investigation.

Pathways

Stage 1 Society and Culture leads to Stage 2 Society and Culture, Stage 2 Tourism and Stage 2 Modern History

Spiritualities, Religion and Meaning

Learning in Faith Education – LIFE

Length of Course	Semester
Compulsory or Choice	Compulsory
Credits	10

Recommended Knowledge
A satisfactory level of achievement in Year 10 Learning in Faith Education – LIFE.

Subject Description
Spiritualities, Religion and Meaning allows students to develop their understanding of the influence of the spiritual and/or religious perspectives within various environment. Concepts are investigated within a local, national, and global context. Students will explore a contemporary issue which is linked to a big idea.

Content
Students are required to study the following areas:
- Topic 1: Community, Justice and Diversity – students will investigate Human Societies, Culture and Community. They will develop an understanding of the context of how Religion and Spirituality influence the role of nurturing fairer societies.
- Topic 2: Religion, Spiritualities and Ultimate Questions. In this topic students will explore how people find ultimate meaning in and through Religions and or Spiritualities.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 100%
Type 1: Representations 35%
- Students develop and demonstrate understanding of the influence of spiritual and/or religious perspectives on a community within a local, national, or global context, by engaging with representations. These representations could include religious and spiritual texts, traditions and images, other portrayals, such as documentaries, feature films, artworks, iconography, artefacts, cartoons, and photos, or online sources. As part of a class exploration of a big idea, and in consultation with teachers, students select one or more sources and identify spiritual and/ or religious perspectives. Students analyse how these representations influence a community or communities and share their insights.

Type 2: Connections 35%
- Students collaborate with others to develop, apply, and reflect on their understanding of some spiritual and/or religious principles that underpin social-justice actions in the school or broader community. They make connections to the big idea in focus, and research and engage in dialogue with teachers, peers, and others. Students engage in reflective practice to evaluate their collaboration and the impact of their engagement in these actions.

Type 3: Issue Investigation 30%
- Students complete an investigation of a contemporary issue linked to one of the big ideas. They develop focus questions, undertake research using primary and secondary sources to investigate spiritual and/ or religious perspectives on the issue and present their informed opinions.

Tourism

Length of Course	Semester
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge

A satisfactory level of achievement in Year 10 English or Year 10 Geography

Subject Description

Tourism allows students to gain an understanding of tourism knowledge, including the nature of tourists, tourism, the tourism industry and the impact of tourism. They apply an understanding of tourism concepts, including sustainable tourism and responsible tourism in different contexts — local, national, and global. Students will have the opportunity to investigate and analyse tourism trends, developments or contemporary issues, apply practical tourism skills in different contexts, and interpret and analyse information about tourism to recognise different perspectives and clarify their own perspectives. Students will develop their communication skills by sharing information about tourism for particular audiences and purposes, using appropriate terminology, forms, and acknowledgment of sources.

Content

Students are required to study the following areas:
Themes:
- Understanding the Tourism Industry
- Identifying Visitors and Hosts
- Creating Sustainable Tourism
- Working in the Tourism Industry

Topics:
- Investigating the History of Tourism
- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism
- Preparing for International Travel
- Understanding the Role of Organisations and Government in Tourism
- Examining Tourism and Technological Change
- Appreciating Tourism in Australia
- Investigating Tourism Markets
- Understanding Tourism and Natural Environments
- Tourism Industry Skills

Assessment

Students demonstrate evidence of their learning through four assessment types:

School Assessment – 100%

Type 1: Case Study 25%
- Students undertake one in-depth purposeful study into a particular location, event, or tourism activity. A case study may be situated locally, nationally, or globally.

Type 2: Sources Analysis 25%
- Students apply their tourism knowledge, understanding, and skills to interpret and analyse sources of information about tourism, such as, written materials, Internet sites, media items, quotations, cartoons, graphical information and statistical data.

Type 3: Practical Activity 25%
- Students undertake a Practical Activity in order to develop and demonstrate their practical tourism skills. In most cases, the research for this task extends beyond the classroom and is undertaken as a class or small group.

Type 4: Investigation 25%
- Students identify a tourism trend, development, or contemporary issue for investigation. An investigation involves a degree of independent student learning to identify, interpret, and analyse primary and secondary sources of information that present different perspectives on tourism.

Pathways

Tourism leads to Stage 2 Tourism

Tute Time – TT

Length of Course Year
Compulsory or Choice Compulsory

Recommended Knowledge
There is no recommended knowledge required.

Subject Description
Tute Time allows students to focus on topics and information that is relevant to them and their development as senior students and young adults. This program allows students to personalise and explore their educational pathways both at school and beyond. Students have an opportunity to engage in a broad range of directed and self-directed workshops. This program aims to support the development of students' personal attributes, skills for lifelong learning and student's that are world ready, active and informed citizens.

Content
Students are required to participate in the following:
- Spiritual Development – Students consider and discuss Spirituality, Faith and God.
- Personal Development – Students engage in guided activities to support their development to become well rounded young people both at school and in preparation for life after school.
- Year level-based Topics and Events – Students participate in camp and event preparation and planning.
- Curriculum and Career Information – Students actively participate in informative sessions to assist and support their pathways both at school and beyond.

Assessment
No assessment required.

Workplace Practices

Length of Course Semester
Compulsory or Choice Choice
Credits 10

Recommended Knowledge
There is no recommended knowledge; however, satisfactory level in English would be beneficial.

Subject Description
Workplace Practices allows students to dive into the world of work in their chosen industry. Students explore how work has evolved and tackle local, national, and global work-related issues. In Workplace Practices students complete 25 – 30 hours of work placement, which can include appropriate paid employment, a school-based apprenticeship, volunteer work, or work placement in and industry area of choice. Students who are considering a VET course are required to complete a week of work experience as part of the application process. Workplace Practices is an excellent option to meet this requirement. Workplace Practices offers practical skills and insights to help students succeed in any career path they choose.

Content
Students are required to study the following areas:
- Industry and Work Knowledge
- Vocational Learning/VET

Assessment
Students demonstrate evidence of their learning through four assessment types:

School Assessment – 100%
Type 1: Folio 50%
- These assessment tasks are related to the students selected industry work knowledge.

Type 2: Performance 30%
- Portfolio workbook and 25-30 hours of work experience to be completed during term holidays.

Type 3: Reflection 20%
- One Reflective Task that relates specifically to the vocational learning and/or VET areas of study.

Pathways
Workplace Practices leads to Stage 2 Workplace Practices

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Year 12 Subject Selection

Year 12

Subjects	Year	SACE Credits
Accounting	✓	20
Agricultural Productions	✓	20
Agricultural Systems	✓	20
Arts – Aspire	✓	NA
Arts – Dance	✓	20
Arts – Drama	✓	20
Arts – Music Exploration	✓	20
Arts – Music Performance - Ensemble	✓	10
Arts – Music Performance - Solo	✓	10
Arts – Music Studies	✓	20
Arts – Visual Arts - Art	✓	20
Arts – Visual Arts - Design	✓	20
Biology	✓	20
Business Innovation	✓	20
Chemistry	✓	20
Child Studies	✓	20
Design, Technology and Engineering - Fashion	✓	20
Design, Technology and Engineering - Industrial and Entrepreneurial Solutions	✓	20
Design, Technology and Engineering - Material Solutions - Metal/Wood	✓	20
English	✓	20
English Literary Studies	✓	20
Essential English	✓	20
Fitness - Certificate III	✓	85
Food and Hospitality	✓	20
German	✓	20
Information Processing and Publishing	✓	20
Japanese	✓	20
Legal Studies	✓	20
Mathematics - Essential Mathematics	✓	20
Mathematics - General Mathematics	✓	20
Mathematics - Mathematical Methods	✓	20
Mathematics - Specialist Mathematics	✓	20
Modern History	✓	20
Outdoor Education	✓	20
Physical Education	✓	20
Physics	✓	20
Psychology	✓	20
Society and Culture	✓	20
The Finish Line	✓	NA
Tourism	✓	20
Workplace Practices	✓	20

NA = Not Applicable

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Accounting

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
There is no recommended knowledge; however, Stage 1 Accounting or Mathematics may be beneficial.

Subject Description
Accounting allows students to develop a foundation of financial understanding for managing a family business, starting your own business, effectively handling personal finances, and valuable knowledge for students considering a business or commerce degree. To discover how Accounting tells a financial story, students will have the opportunity to learn key accounting concepts and how they classify business transactions. Students gain practical skills to prepare and report financial information for stakeholders and analyse and evaluate financial data to offer real-world accounting advice. Students explore how social trends, new technologies, government regulations, environmental issues, and ethics impact accounting practices.

Content
Students are required to study the following areas:
- Understanding Accounting Concepts and Conventions – students develop the foundational understanding of accounting and explore how accounting concepts and conventions impact accounting activities.
- Managing Financial Sustainability – students produce accounting information that takes into consideration local and global perspectives to meet the needs of a variety of stakeholders.
- Providing Accounting Advice – students evaluate accounting information to develop and propose authentic accounting advice for a variety of stakeholders.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Accounting Concepts and Solutions 40%
- Students undertake four tasks as a set. These tasks enable students to demonstrate their learning across all three learning strands.

Type 2: Accounting Advice 30%
- Students undertake one task. Students develop their accounting advice to suit a focus area, developing accounting information for use by stakeholders in decision-making.

External Assessment – 30%
Type 3: Examination 30%
- A two-hour external examination.

Agricultural Production

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement in Stage 1 Agriculture or Stage 1 Biology / Chemistry / Physics.

Subject Description
Agricultural Production allows students to develop an understanding of the primary industries, such as, livestock, broad acre cropping, horticulture, viticulture, forestry and aquaculture. Students consider the changes in agricultural practices over time and analyse different methods of agricultural production in relation to benefits, risks and opportunities. Students understand sustainable management of the physical and biological environments and how agriculture impacts individual lives and communities. Students develop skills in critical thinking to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply.

Content
Students are required to study the following areas:

1. Animal Production
- Animal Nutrition
- Animal Reproduction
- Breeding Systems
- Animal Welfare
- Disease and Pest Management

2. Plant Production
- Nutrition
- Reproduction
- Disease, pest and weed management

3.Resource Management
- Soils
- Water
- Waste Management
- Climate

4. Agribusiness
- Enterprise Management
- Enterprise Analysis
- Farm Systems
- Marketing
- Work Health and Safety

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Practical Assessments and Reports 30%
- Students complete two Agricultural Reports. One reports have a practical focus, and one has a focus on science as a human endeavour in an agricultural context.

Type 2: Application Tasks 40%
- Students undertake three Application Tasks, with at least one supervised task. The supervised task is a maximum of 90 minutes.

External Assessment – 30%
Type 3: Production Investigation 30%
- Students are responsible for the production of their own Agricultural Enterprise and complete a written report on the profitability and success of the project.

Agricultural Systems

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement in Stage 1 Agriculture or Stage 1 Biology / Chemistry / Physics.

Subject Description
Agricultural Systems allows students to develop an understanding of the primary industries, such as, livestock, broad acre cropping, horticulture, viticulture, forestry and aquaculture. Students consider the changes in agricultural practices over time and analyse different methods of agricultural production in relation to benefits, risks and opportunities. Students understand sustainable management of the physical and biological environments and how agriculture impacts individual lives and communities. Students develop skills in critical thinking to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply.

Content
Students are required to study the following areas:
1. Animal Systems
- Animal Nutrition
- Animal Reproduction and Breeding
- Animal Health

2. Plant Systems
- Plant Growth and Nutrition
- Plant Breeding and Propagation
- Plant Health

3. Soil and Water Systems
- Soil quality
- Water quality
- Soil and Water Management

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Practical Assessments and Reports 30%
- Students complete two Agricultural Reports. Two reports have a practical focus, and one has a focus on science as a human endeavour in an agricultural context.

Type 2: Application Tasks 40%
- Students undertake three Application Tasks, with at least one supervised task. The supervised task is a maximum of 90 minutes.

External Assessment – 30%
Type 3: Experimental Investigation 30%
- The Experimental Investigation is a written report, using clearly expressed ideas and appropriate agricultural terminology.

Arts - Aspire

Length of Course Year
Compulsory or Choice Choice – audition required
Credits NA

Subject Description
Aspire is a specialist Arts program that allows students to be uniquely themselves within an Arts space. Aspire enables students to trial new skills, techniques, forms, and practices to help demonstrate what makes them distinctive as an artist. This program focuses not only on industry skills and experiences, but also on developing a broad range of proficiencies presented by teachers and guest professionals in a variety of Arts fields. This program is open to students from Years 7 – 12 who work together as a mixed age team to present collaborative or individual works at public performance events, predominately focusing on ensemble work.

Content
Students are required to select from two specialist streams:

Performing Arts Stream – Dancing, Acting and Singing
Students in this stream will be working alongside students in the Music Stream to collaborate in an annual major public performance, as well as developing individual areas of interest and diversity focused on preparing students to work within the Performing Arts industry.

Music Stream – Industry Skills, Solo and Ensemble Performance and Singing Skills
Students in this stream will be working alongside students in the Performing Arts Stream to collaborate in an annual major public performance, as well as developing individual areas of interest and diversity focused on preparing students to work within the Music industry.

Overview of Aspire Program (2-year cycle)
Year 1 (Even years)
Semester 1
- Mini Musical – Aspire students only
- Reframed – Interpretation of a literary work through a new performance lens

Semester 2
- Choral Work
- Drama Performance (Performing Arts students)
- Music Composition + Recording (Music students)
- Amplify – Individual skill development project

Year 2 (Odd years)
Semester 1
- Large Scale Musical – Aspire + whole school community
- Conceptual Characterisation – Individual project with live performance component

Semester 2
- Choral Work
- Chapel performance
- Collaborative Work with live performance component

Throughout the Year - School Community Performances (i.e. Principal's Assembly, Valedictory, special Faith community events, etc)

Audition Process
- A 3-minute live audition demonstrating skills in:
  - Performing Arts Stream - all three disciplines (acting, dancing and singing)
  - Music Stream – your chosen instrument & secondary instrument (including voice) if applicable
- A 250-word document outlining why you want to be involved in the Aspire program
- At least 1 reference from an adult in the industry
- A $50 non-refundable application and processing fee

If successful, students and parents are required to sign a written contract (available in the audition pack) to solidify their commitment to the Aspire program. Students can leave the program upon request and in negotiation with staff and parents.

Pathways
Aspire is a specialist Arts program with opportunities to gain industry experience and skills. There will be opportunities for formative feedback during contact time and during rehearsal processes.

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Arts - Dance

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge

A satisfactory level of achievement in Year 11 Arts – Dance or participation in external dance classes. A skills assessment may be requested.

Subject Description

Dance allows students to develop aesthetic and kinaesthetic intelligence, using the body as an instrument for the expression and communication of ideas. Through the development of practical movement, choreographic and performance skills as an artist and experiencing performance as part of an audience, students explore and celebrate the human condition. Students consider the role of dance in diverse contexts and its place in transmitting culture. Students specialise in various dance genres and explore dance in diverse contexts. The genres chosen will depend on the interests and abilities of the student cohort and the availability of facilities and resources.

Content

Students are required to study the following areas:

- Understanding Dance – students develop and extend their understanding of how ideas and intentions are communicated in and through dance. Students build on and refine their knowledge and understanding through dance practices focusing on the body, dance skills, dance elements, structural devices, production elements and safe dance practices.
- Creating Dance – students develop and extend their practical skills in choreography and performance. Students apply their knowledge, understanding, skills, and techniques to perform and create choreographic works for a range of purposes and contexts.
- Responding to Dance – students analyse how meaning is communicated in their own and others' work, including work from a range of cultural perspectives and artistic and industry innovators. They select and reflect on strategies to develop and refine their own performances and dance works, and those of others. Students build confidence in using appropriate terminology, strengthening their dance literacy to discuss key elements of performance and choreography.

Assessment

Students demonstrate their learning through three assessment types:

School Assessment – 70%

Type 1: Performance Portfolio 40%

- Students present a performance portfolio of one or more recorded full-length performance or production works for a live audience, totalling a maximum of 10 minutes. Performances may be presented as part of a small or larger group. Each student is required to perform in a solo, duo, trio, or small group for 1 minute to ensure the contribution of the student submitting the portfolio is evident.
- Students are to record one or two performances to a maximum of 3 minutes, demonstrating choreographic intent for stage or screen. Students who undertake one recorded performance submit one choreographic analysis.

Type 2: Dance Contexts 30%

- Students develop their knowledge, understanding and application of skills to create a dance work that may be informed by various cultural, social, political, historical, or traditional contexts. Students select, research, and explore their chosen context or contexts as a catalyst for the creation of their own self-devised dance works, which are recorded.

External Assessment – 30%

Type 3: Skills Development Portfolio 30%

- Students complete a Skills Development Portfolio which explores their development as a dance artist. The portfolio allows students to communicate their ideas and use appropriate dance terminology. This may include the documentation of processes and analysis of; technical skills development, possible strategies for developing and refining skills, genre-specific characterisation (e.g., founding principles of classical ballet), self, peer, and teacher feedback about skills development as a dancer or risk-taking and experimentation in refining movement.

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Arts – Drama

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge

A satisfactory level of achievement in one semester of Year 11 Arts – Drama.

Subject Description

Arts – Drama allows students to develop their creativity, collaboration, critical thinking, and communication skills. They refine their literacy, numeracy, ethical understanding, and intercultural understanding, and develop self-belief and confidence. Students learn to think and act as artists, and to develop as cultural leaders and creative entrepreneurs.

Content

Students are required to study the following two dramatic areas:

- Company and Production
- Exploration and Vision

These two areas of study integrate exploring, analysing, conceiving, creating, making, and evaluating drama. They provide students with valuable collaborative learning opportunities to explore creative possibilities as artists. Students apply the dramatic process to make meaningful drama for audiences.

Assessment

Students demonstrate evidence of their learning through three or four assessment types:

School Assessment – 70%

Type 1: Group Production 40%

- As a company (or companies), students are led by the teacher through the dramatic process to develop a group production or a selection of smaller productions.
- Each individual student selects and presents evidence of their understanding, creativity, analysis, evaluation, application, and development in the form of a recorded presentation of up to 15 minutes. The selection of evidence from the process and performance should be an authentic representation of the range of the student's learning and application.

Type 2: Evaluation and Creativity 30%

- Students focus on the development of their critical and creative thinking skills. They explore dramatic ideas, theories, and works by critically viewing a range of live theatre and/or screen productions, by engaging in workshops with professionals, and by investigating dramatic styles, and/or innovations from local, global, contemporary, and historical contexts.
- This assessment can be completed in two parts or one that combines both. One folio should focus on responding to drama and the other folio should focus on creating drama. The combined total for tasks in this assessment type is a maximum of 12 minutes if oral or multimodal, or 2000 words if written.

Type 3: Creative Presentation 30%

- Students collaborate in small groups of between two and five to conceive, plan, and produce a creative dramatic presentation. As a small dramatic company or a small ensemble within a whole-class company, they individually and collaboratively apply the knowledge, skills, and understanding that they have learned. The documentation of evidence may take a variety of forms, and students should take a creative approach to represent their creative and critical thinking and application of skills. The learning portfolio should be a maximum of 9 minutes if multimodal.

Arts - Music

Music Exploration

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement in Stage 1 Music with a focus on Performance, Technology or Individual Project stream. A student may also undertake Music Exploration if they can demonstrate an AMEB 2 Theory Level Standard, and a developed skill in Music Technology or Performance.

Subject Description
Music Exploration allows students to develop their critical and creative thinking and their aesthetic appreciation of music through exploring and responding to the music of others, and refining and presenting performances and/or composition. Students experiment with, explore and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

Content
Students are required to study the following areas:
- Understanding Music - students develop and extend their knowledge and understanding of the elements of music and apply this knowledge and understanding to exploring and experimenting with how music is made.
- Creating Music - students think creatively and critically about the nature and scope of music and apply this understanding to make informed and innovative choices in experimenting with music.
- Responding to Music - students engage critically and creatively with music through responding to their own and others' works. They develop and extend their understanding of how learning in music is an interactive process. They also learn how the knowledge and skills developed through responding to and evaluating music can refine their musical thinking and inform the choices they make in experimenting with and creating music.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Musical Literacy 30%
- Students undertake three musical literacy tasks. One task should enable students to demonstrate their compositional skills through the creation of an original melody or a song with lyrics, using a form of contemporary music notation appropriate to the style. The musical literacy tasks should be a maximum of 12 minutes if oral, 2000 words if written or the equivalent in multimodal form. The original melody or song should be a maximum of 32 – 48 bars.

Type 2: Explorations 40%
- Students develop an Explorations portfolio that comprises a presentation of a set of short performances, compositions, and/or other musical products, such as, digital uploads, DJ set recording or the features of an original handcrafted musical instrument. A commentary on the processes of exploration and experimentation that they have used and their key findings. The set of short performances should be presented to a live audience, recorded and between 8 – 10 minutes.

External Assessment – 30%
Type 3: Connections 30%
- Students undertake one creative Connections Task that should be related to but not repeating previous tasks. These two tasks include a new creative work or works that build on previous exploration and a discussion in oral or multimodal format.

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Arts - Music

Music Performance - Ensemble

Length of Course	Year
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge
A satisfactory level of achievement in Stage 1 Music with a focus on Performance. Students may also undertake Music Performance - Ensemble, if they can demonstrate an AMEB 2 Theory Level Standard, and a developed skill in Band or Choral Performance.

Subject Description
Music Performance – Ensemble allows students to develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions. Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

Content
Students are required to study the following areas:
- Understanding Music – students understand and apply key musical elements of the repertoire, think creatively and critically about ensemble music performance and express musical ideas.
- Performing Music - students develop and extend their practical music making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music.
- Responding to Music - students engage critically and creatively with music, and strengthen their musical literacy, through critiquing and evaluating their own performances in an ensemble, interpreting the creative works that they perform, and express their musical ideas. Students build confidence in using appropriate terminology to discuss key musical elements of the repertoire.
- They develop and extend their skills in score reading and/or aural perception. Student's critique and evaluate strategies to develop and refine their own musical performances and contribute as effective members of an ensemble.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Performance 30%
- Students present a performance of a single work or a set of works by one or more composers. The ensemble performance should be presented to a live audience. All performances and part tests must be recorded. The performance is a maximum of 6 to 8 minutes. The individual part testing is approximately 2 minutes.

Type 1: Performance and Discussion 40%
- Students present a recorded live ensemble performance of a single work or a set of works by one or more composers, and individual evidence of each student's contribution to the ensemble through individual part testing. An individual discussion of key musical elements of the repertoire, with a critique of strategies to improve and refine performance. The performance is a maximum of 6 to 8 minutes and the individual part testing is 2 minutes. The individual discussion is a maximum of 4 minutes if oral, 800 words if written, or the equivalent in multimodal form.

External Assessment – 30%
Type 3: Performance Portfolio 30%
- Students present a recorded live ensemble performance of a musical work or works, and individual evidence of their contribution to the ensemble through individual part testing. Students complete an individual evaluation of their learning journey.

Arts - Music

Music Performance - Solo

Length of Course	Year
Compulsory or Choice	Choice
Credits	10

Recommended Knowledge
A satisfactory level of achievement in Stage 1 Music with a focus on Performance. Students may also undertake Music Performance – Solo, if they can demonstrate an AMEB 2 Theory Level Standard, and a developed skill in Solo Performance.

Subject Description
Music Performance – Solo allows students to develop their critical and creative thinking, and their aesthetic appreciation of music through exploring and responding to the music of others, and refining and presenting performance and/or compositions. Students experiment with, explore and manipulate musical elements to learn the art of constructing and deconstructing music. Students develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

Content
Students are required to study the following areas:
- Understanding Music – students understand and apply key musical elements of the repertoire, think creatively and critically about ensemble music performance and express musical ideas.
- Performing Music - 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.
- Responding to Music - students engage critically and creatively with music and strengthen their musical literacy, through critiquing and evaluating their own performances, interpreting the creative works that they perform, and expressing their musical ideas. Students build confidence in using appropriate terminology to discuss key musical elements of their chosen repertoire. They develop and extend their skills in score reading and/or aural perception.
- Student's critique and evaluate strategies to develop and refine their technique, skills, accuracy, confidence, and stage presence in performing as a soloist.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Performance 30%
- Students present a solo performance of a single work or a set of works by one or more composers. The solo performance should be presented to a live audience, recorded for assessment and a maximum of 6 to 8 minutes.

Type 2: Performance and Discussion 40%
- Students present a solo performance of a single work or a set of works by one or more composers. A discussion of key musical elements of the chosen repertoire, with a critique of strategies to improve and refine the student's performance. The solo performance should be presented to a live audience, recorded for assessment and a maximum of 6 to 8 minutes. The discussion is a maximum of 4 minutes if oral, 800 words if written, or the equivalent in multimodal form.

External Assessment – 30%
Type 3: Performance Portfolio 30%
- Students present a solo performance of a musical work or works. Students also prepare an evaluation of their learning journey.

Arts - Music

Music Studies

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement in Stage 1 Music with a focus on Musicianship stream. Students may also undertake Music Studies if they can demonstrate an AMEB 4 Theory Level Standard.

Subject Description
Music Studies allows students to develop Musicianship using creativity and connections through performance and theoretical skills learnt in Year 11 Music. Students undertake a series of tasks designed to deepen their understanding of music styles through creative and connecting tasks, such as, music literacy including aural and analysis, creative processes of Arranging and Composition, performances and improvisation that explores and responds to students' literacy knowledge.

Content
Students are required to study the following areas:
- Understanding Music – students develop an understanding of selected musical works and styles, including how composers manipulate elements of music.
- Creating Music – students created their own music as performances or compositions. Students develop and apply their musical literacy skills and express their musical ideas through responding to their own works, interpreting musical works and/or manipulating musical elements.
- Responding to Music – students synthesise the findings of their study and express their musical ideas through their creative works, responses and reflections.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Creative Works 40%
- Students present a portfolio consisting of their own creative work, which may be performances, a composition or compositions or an arrangement or arrangements. Students will also write a creator's statement in which they reflect on their creative works.

Type 2: Musical Literacy 30%
- Students complete three musical literacy tasks. One task is a 2-minute composition or arrangement using traditional notation. These tasks may be compositions, aural and theoretical tasks or analysis of works/film scores.

External Assessment – 30%
Type 3: Examination 30%
- A two-hour external examination.

Arts - Visual Arts

Art

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement in one semester of Stage 1 Visual Arts – Art.

Subject Description
Visual Arts – Arts allows students to develop an understanding of conceptual, practical, analytical and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills and produce imaginative solutions.

Content
Students are required to study the following areas:
- Visual Thinking – is the ability to view works of art, understand the visual codes that describe, explain, analyse, interpret and develop a personal visual aesthetic.
- Practical Resolution – can be created by digital imaging, painting, drawing, mixed media, printmaking, photography, sculpture, ceramics or textiles.
- Visual Arts in Context – students are provided with opportunities to contextualise art; to place works of art culturally, socially, and/or historically in context.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Folio 40%
- Students produce two 20 page Folios or one 40 page Folio that include visual, practical and written evidence to support their Practical area of study.

Type 2: Practical 30%
- Students produce two Practical works of Art or a body of work and a written Practitioner's Statement to be displayed in the annual Faith Lutheran College Visual Arts Show.

External Assessment – 30%
Type 3: Visual Study 30%
- A 20 page 2000 word Inquiry Based Project of an Art related topic integrated with practical applications.

Arts - Visual Arts

Design

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement in one semester of Stage 1 Visual Arts – Design.

Subject Description
Visual Arts – Design allows students to further develop their understanding of conceptual, practical, analytical and contextual aspects of creative human endeavour. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills and produce imaginative solutions.

Content
Students are required to study the following areas:
- Visual Thinking – is the ability to view works of design, understand the visual codes that describe, explain, analyse, interpret and develop a personal visual aesthetic.
- Practical Resolution – can be product design, environmental design, graphic design or visual communication.
- Design in Context – students are provided with opportunities to contextualise design to place works of design culturally, socially, and/or historically in context.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Folio 40%
- Students produce two 20 page Folios or one 40 page Folio that include visual, practical and written evidence to support their Practical area of study.

Type 2: Practical 30%
- Students produce two Practical works of Design or a body of work and a written Practitioner's Statement to be displayed in the annual Faith Lutheran College Visual Art/Design Show.

External Assessment – 30%
Type 3: Visual Study 30%
- A 20 page 2000 word Inquiry Based Project of a Design related topic integrated with practical applications.

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Biology

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement in Stage 1 Biology A.

Subject Description
Biology allows students to develop an understanding of the diversity of life and living systems as they have evolved and continue to change. Biology helps us to explore and explain how the living world works, and allows us to join in and initiate debates about biological issues. Biology provides an exciting opportunity to engage with the work of classical and contemporary biologists.

Content
Students are required to study the following areas:
Topic 1: DNA and Proteins
- DNA Structure
- DNA and Protein Synthesis
- Structure and Function of Proteins
- Enzymes
- Gene Expression
- Mutations
- Biotechnology

Topic 2: Cells as the Basis of Life
- Cell Theory
- Cell Types
- Energy Transformations
- Movement of Substances
- Cell Metabolism
- Cell Division and Control

Topic 3: Homeostasis
- Maintaining the Internal Environment
- Nervous System
- Endocrine System
- Comparing Systems

Topic 4: Evolution
- Origin of Life on Earth
- Comparative Genomics
- Reproductive Isolation
- Genetic Variation
- Evolutionary Change
- Convergent and Divergent Evolution
- Human Impact

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Investigation Folio Tasks 30%
- Students undertake one practical investigation and one investigation with a focus on science as a human endeavour.

Type 2: Skills and Application Tasks 40%
- Students undertake a series of supervised tests. Each supervised test should be a maximum of 90 minutes.

External Assessment – 30%
Type 3: Examination 30%
- A two-hour external examination.

Business Innovation

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge

There is no recommended knowledge; however, Stage 1 Business Innovation would be beneficial.

Subject Description

Business Innovation allows students that are keen to run their family business or start their own business to learn the fundamentals required for success. Business Innovation guides you through the design process, from developing an idea to pitching the final product. Students learn how to prepare a business model and business plan, paving the way for succession, transformation, and dynamic start-up. Discover how to design, sustain, and transform businesses in today's world with Business Innovation. In Business Innovation students use design thinking to create innovative business products, services, and processes. Students learn by doing, using planning processes to find and solve problems and embrace risk and see failure as an opportunity to improve ideas. Students tackle real-world problems and create, test, and refine business solutions and develop skills to innovate and think like a designer in a changing and uncertain business environment. Business Innovation will help build the knowledge and skills to succeed in the modern business world.

Content

Students are required to study at least two of the following areas:

- Designing Business – students use design thinking and assumption-based planning tools to develop an idea for a product or service and investigate its potential viability.
- Sustaining Business – students focus on the skills, knowledge, and understanding required to sustain viable businesses.
- Transforming Business – students use business intelligence and user-focused processes to identify opportunities to transform existing businesses.

Through those areas, students develop and apply their understanding of;

- Innovation
- Decision Making and Project Managenent
- Financial Literacy
- Global, Local and Digital Perspectives

Assessment

Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%

Type 1: Business Skills 40%

- Students undertake three tasks to provide evidence of their learning primarily in relation to finding and solving problems, and analysis and evaluation of business contexts.

Type 2: Business Model 30%

- Students work collaboratively to develop one viable business model and individually evaluate the business model and their contribution to its development.

External Assessment – 30%

Type 3: Business Plan and Pitch 30%

- Students individually complete one business plan and one pitch.
- The business plan describes the goals and objectives of a business and the strategies it will use to achieve these. Students create and present a pitch to support and promote their business plan to an audience of potential stakeholders.

Chemistry

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement in Stage 1 Chemistry A and B.

Subject Description
Chemistry allows students to develop and extend their understanding of how the world is chemically constructed, the interaction between human activities and the environment, and the use of the planet's resources. Chemistry helps students make informed decisions about interacting with nature, and explore sustainable chemistry to reduce the environmental impact of chemical products and processes.

Content
Students are required to study the following areas:
Topic 1: Monitoring the Environment
- Global Warming and Climate Change
- Photochemical Smog
- Volumetric Analysis
- Chromatography
- Atomic Spectroscopy

Topic 2: Managing Chemical Processes
- Rates of Reactions
- Equilibrium and Yield
- Optimising Production

Topic 3: Organic and Biological Chemistry
- Alcohols
- Aldehydes and Ketones
- Carbohydrates
- Carboxylic Acids
- Amines
- Esters
- Amides
- Triglycerides
- Proteins

Topic 4: Managing Resources
- Energy
- Water
- Soil
- Materials

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Investigations Folio 30%
- Students undertake one practical investigation and one investigation with a focus on science as a human endeavour.

Type 2: Skills and Application Tasks 40%
- Students undertake four supervised skills and applications tasks.

External Assessment – 30%
Type 3: Examination 30%
- A two-hour external examination.

Child Studies

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement in Stage 1 Child Studies.

Subject Description
Child Studies allows students to explore how children grow, develop, and thrive from conception to 8 years of age, with a strong focus on health and wellbeing. Students deepen their understanding of physical, cognitive, emotional, and social development, while examining how families, communities, and society influence childhood. Students investigate a range of contemporary issues affecting children and explore diverse attitudes, values, and beliefs about raising and caring for children. Key concepts include the needs and rights of children, the value of play, behaviour guidance, nutrition, and the roles of parents and caregivers in a changing world.

Content
Students are required to study the following areas:
- Contemporary and Future Issues
- Economic and Environmental Influences
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70 %
Type 1: Practical Activity 50%
- Students complete four practical activities incorporating action plans and research such as, cooking, working with children, and creating products using digital, textile, or other materials. Tasks may include, caring for a simulator baby, preparing a two-course meal for a pregnancy case study, competing in a Junior MasterChef-style challenge, or designing a toy or learning aid for a specific disability.

Type 2: Group Activity 20%
- Students participate in group activities exploring the health and wellbeing of children through collaboration and effective teamwork.

External Assessment – 30%
Type 3: Investigation 30%
- Students complete one investigation on a contemporary issue related to child development and their health or wellbeing. Topics may include, Technology in Early Childhood – help or hindrance?, Supporting Children with Disabilities – inclusive or overlooked?, Play and Brain Development – is play essential?, Children's Mental Health – how can we support wellbeing?, Parenting Styles – do they shape behaviour?, Child Safety Today – are children truly protected? And Pregnancy and Early Health (including IVF) – how much does it matter?

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Design, Technology and Engineering

Fashion

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge

A satisfactory level of achievement of Stage 1 Design, Technology and Engineering – Fashion.

Subject Description

Design, Technology and Engineering – Fashion allows students to work as independent designers, developing a design brief that responds to an identified ethical, legal, economic, and/or sustainability issue within the fashion industry. Students refine their design thinking and technical skills to create sophisticated garments that reflect both personal style and informed decision-making. Through in-depth investigation, experimentation, and production, students use a range of textile materials, tools, and technologies to create high-quality, innovative fashion solutions.

Content

Students are required to study the following areas:

- Design and produce a major fashion outcome such as, a formal dress or a collection of up to three garments, in response to a design brief.
- Identify and investigate an ethical, legal, economic, and/or sustainability issue to inform design decisions.
- Investigate and analyse existing fashion designers, trends, materials, and construction techniques to support original design development.
- Apply advanced skills in pattern making, garment construction, and finishing techniques to achieve a professional standard.
- Apply knowledge of textile properties, sustainability, and ethical production practices in garment design and manufacture.
- Use graphic, digital, and written communication techniques to develop a comprehensive design folio documenting the design process.

Assessment

Students demonstrate evidence of their learning through two assessment types:

School Assessment – 70%

Type 1: Specialised Skills Tasks 20%

- Students undertake specialised skill development tasks to refine advanced textile and garment construction techniques.

Type 2: Design Process and Solution 50%

- Students present a detailed design folio showing investigation, analysis, design development, and planning.
- Students produce and present their major design solution (formal garment or collection).
- Students evaluate how effectively the solution meets the design brief, reflecting on design decisions, production processes, and opportunities for improvement.

External Assessment – 30%

Type 3: Resource Study 30%

- Students experiment with and test materials to see what works best for their design, using their findings to make informed decisions about their final product.
- Students explore real-world issues like sustainability, ethics, cost, and legal factors, and consider how they shape the choices they make as designers.

Design, Technology and Engineering

Industry and Entrepreneurial Solutions

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement of one semester in Stage 1 Design, Technology and Engineering – Material Products – Metal/Wood or Industry and Entrepreneurial Solutions

Subject Description
Industry and Entrepreneurial Solutions involves the designing of solutions to meet industry requirements or to invent an entrepreneurial product that meets a need or solves a problem. This could be achieved using design programs, such as, computer aided design, to develop prototypes or products. Students demonstrate knowledge and skills associated with systems, processes, and materials appropriate for the prototype and final solution.

Content
Students are required to study the following areas:
- Development of design thinking
- Investigation of engineering solutions
- Development of plans, realisation of solutions and evaluate the outcome
- Resource investigation and issues exploration
- Tasks tailored to suit individual student requirements

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Specialised Skills Tasks 20%
- Students complete two Specialised Skills Tasks through which they demonstrate skills and knowledge that will be required for the realisation of the solution in Assessment Type 2.
- Students evaluate and assess the development of their own skills and review how these processes and techniques may influence their solution.

Type 2: Design Process and Solution 50%
- Students produce up to three tasks in the design process and solution assessment type that together provide evidence of the stages of the Design and Realisation Process.
- Students provide evidence of Investigation and Analysis, Design Development and Planning, Production and Evaluation.

External Assessment – 30%
Type 3: Resource Study 30%
- Students investigate and analyse the functional characteristics and properties of two or more materials or components they are considering for use in the creation of their solution. They report on how their research into and testing of the functional characteristics and properties of these materials or components will affect their selection for use in the realisation of their solution.
- Students investigate and analyse ethical, legal, economic and/or sustainability issues related to their solution.

Curriculum Charges – Due to the nature of Design and Technology, there are additional costs associated that are NOT included in the composite fee. These costs are determined by the materials selected by the student.

Design, Technology and Engineering

Material Solutions - Metal/Wood

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement of one semester in Stage 1 Design, Technology and Engineering – Material Solutions – Metal or Wood.

Subject Description
Materials Solutions – Metal/Wood allows students to develop an understanding of a design brief to meet a client's needs and involves the use of a diverse range of manufacturing technologies, such as, tools, machines and/or systems to convert a range or materials and components into finished products. Through the process of investigating, planning, producing and evaluating, students develop design briefs, design ideas and produce a final product/s.

Content
Students produce a final product of an "outdoor entertaining" themed item, often a barbeque or similar. Students can combine materials, such as, wood, metal, glass, ceramics and plastics in their final product. Students work through the areas of Investigation and Analysis, Design Development and Planning, Producing and Evaluation.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Specialised Skills Tasks 20%
- Students complete two Specialised Skills Tasks through which they demonstrate skills and knowledge that will be required for the realisation of the solution in Assessment Type 2. Students evaluate and assess the development of their own skills and review how these processes and techniques may influence their solution.

Type 2: Design Process and Solution 50%
- Students produce up to three tasks in the design process and solution assessment type that together provide evidence of the stages of the Design and Realisation Process.
- Students provide evidence of Investigation and Analysis, Design Development and Planning, Production and Evaluation.

External Assessment – 30%
Type 3: Resource Study 30%
- Students investigate and analyse the functional characteristics and properties of two or more materials or components they are considering for use in the creation of their solution. They report on how their research into and testing of the functional characteristics and properties of these materials or components will affect their selection for use in the realisation of their solution.
- Students investigate and analyse ethical, legal, economic and/or sustainability issues related to their solution.

Curriculum Charges – Due to the nature of Design and Technology, there are additional costs associated that are NOT included in the composite fee. These costs are determined by the materials selected by the student.

English

English

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement in Stage 1 English.

Subject Description
English allows students to develop an understanding of a range of text types and analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. Students consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Content
Students are required to study the following areas:
- Responding to texts – students study and respond to a range of texts including prose, films, and drama texts. Students also have the opportunity to compare individually selected texts through the Comparative Study.
- Creating texts – students create a range of texts for a variety of purposes and audiences.
- Language Study – the language study focuses on the use of language by people in a context outside of the classroom. Students decide what the focus of their Language Study will be with the support of their teacher.

• Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Responding to Texts 30%
- Students produce three responses to texts; which includes two written assessments and one oral/ multimodal assessment.

Type 2: Creating Texts 40%
- Students produce two original texts and one writer's statement.

External Assessment – 30%
Type 3: Individual Comparative Analysis 30%
- Students complete a written comparative analysis of two individually selected texts. These can include novels, short stories, films and media texts.

English

English Literary Studies

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement in Stage 1 English.

Subject Description
English Literary Studies allows students to develop an understanding of the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions and have the opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions.

Content
Students are required to study the following areas:
- Responding to texts – students respond to shared studies and comparative texts study, including, prose, poetry and film. Responses may include written and multimodal formats.
- Creating texts – students create texts displaying their understanding of the ways in which language and style can engage and position the audience.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Responding to Texts 50%
- Students produce up to five responses to their text studies.

Type 2: Creating Texts 20%
- Students transform one text to another text and produce a writer's statement as well as one written, oral, or multimodal text.

External Assessment – 30%
Type 3: Text Study 30%
- The Text Study consist of two assessments, including Part A: Comparative Text Study, Part B: Critical Reading Examination.

English

Essential English

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement in Stage 1 Essential English or Stage 1 English.

Subject Description
Essential English allows students to develop an understanding of a range of texts that instruct, engage, challenge, inform, and connect audiences. Students consider information, ideas, and perspectives represented in the texts studied. Students develop their ability to create written texts but also multimodal and/or film texts.

Content
Students are required to study the following areas:
- Responding to Texts – students respond to a range of texts. These include film and media texts.
- Creating Texts – students create original pieces that appeal to certain audiences and contexts.
- Language Study – the language study focuses on the use of language by people in a context outside of the classroom. Students decide what the focus of their Language Study will be with the support of their teacher.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Responding to Texts 30%
- Students produce three responses to texts. These will include a variety of formats.

Type 2: Creating Texts 40%
- Students produce at least one text that advocates for an issue or cause and one additional text. This will include a variety of formats.

External Assessment – 30%
Type 3: Language Study 30%
- Students produce an independent Language Study through devising a question or hypothesis about the use of language in their chosen context.

Food and Hospitality

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement in Stage 1 Food and Hospitality.

Subject Description
Food and Hospitality allows students to focus on the contemporary and changing nature of the Australian Hospitality Industry. Students critically analyse economic, technological, socio-cultural and legal issues. Students work independently and in groups to undertake assessment tasks. Learning and assessment is conducted in a variety of ways, with an emphasis on practical application.

Content
Students are required to study the following areas:
Practical Activity:
- Contemporary Dessert Presentation
- Contemporary Issues
- Barossa Hamper
- Dessert Tasting Plate

Group Activity:
- Restaurant Shared Plates Lunch – students prepare an Asian Tapas meal lunch for customers.
- 2-Course Meal – students prepare a 2-course meal for customers

Investigation
- Students investigate a Contemporary Australian Hospitality Issue

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Practical Activity 50%
- Students undertake at least four practical activities consisting of Action Plans or Research Tasks.

Type 2: Group Activity 20%
- Students work in groups to plan, organise, and implement action to meet a teacher directed challenge.

External Assessment – 30%
Type 3: Investigation 30%
- Students undertake a 2000 word investigation of a Contemporary Australian Hospitality Issue.

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German

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement in Stage 1 German Continuers.

Subject Description
German allows students to develop an understanding of the knowledge, awareness and understanding of the German language and culture in relation to their own. Students develop and apply linguistic and intercultural knowledge, understanding and skills by interacting with others to exchange information, ideas, opinions and experiences in German. Students examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

Content
Students are required to study the following areas:
- The Individual – students explore aspects of their personal world, sense of self, aspirations, personal values, opinions, ideas and relationships with others.
- The German Speaking Communities – students explore topics from the perspectives of diverse individuals and groups within German speaking communities.
- The Changing World – students explore change as it affects the world of work and other topics.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Folio 50%
- Students undertake three tasks, consisting of Interaction, Text Production and Text Analysis.

Type 2: In Depth Study 20%
- Students undertake three tasks, consisting of oral, written and reflective response.

External Assessment – 30%
Type 3: Exam 30%
- A 130 minute external written examination.
- A 15 minute oral external examination.

Information Processing and Publishing

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement in Stage 1 English or Stage 1 Information Processing and Publishing or Stage 1 Arts - Visual Arts - Design.

Subject Description
Information Processing and Publishing allows students to apply practical skills and design principles to provide creative solutions to text-based communication tasks. Students create both hard copy (print) and electronic (digital publishing) publications and evaluate the development process. Students use technology to design and implement information-processing solutions and identify, choose and use the appropriate computer hardware and software to process and manage and communicate information in a range of contexts (newsletter, e-magazines, flyers etc.).

Content
Students are required to study the following areas:
- Electronic Publishing (Digital Publishing) – involves the use of computer hardware and software.
- Desktop Publishing (Print Publications) – involves the use of a computer and page layout and other software to assemble text and graphics electronically for publishing on paper.

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Practical Skills 40%
- Students complete practical production design tasks, such as, Business Suite, Promotion Package, Infographic Poster and Recipe Book.

Type 2: Issues Analysis 30%
- Students analyse two issues and complete a Privacy and Security Report and AI in the Classroom Report.

External Assessment – 30%
Type 3: Product and Documentation 30%
- Students analyse and create one Magazine product with 7 – 10 sample pages documenting the design process and evaluation.

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Japanese

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge

A satisfactory level of achievement in Stage 1 Japanese Continuers.

Subject Description

Japanese allows students to develop an understanding of how Japanese is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts. Students explore a range of topics from the perspectives of diverse individuals and groups in the Japanese-speaking communities and in their own community.

Content

Students are required to study the following areas:

- The Individual – students explore aspects of their personal world, sense of self, aspirations, personal values, opinions, ideas and relationships with others.
- The Japanese Speaking Communities – students explore topics from the perspectives of diverse individuals and groups within Japanese speaking communities.
- The Changing World/Current Issues – students explore change as it affects the world of work and other topics.

Assessment

Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%

Type 1: Folio 50%

- Students undertake three tasks, consisting of Interaction, Text Production and Text Analysis.

Type 2: In Depth Study 20%

- Students undertake three tasks, consisting of oral, written and reflective response.

External Assessment – 30%

Type 3: Examination 30%

- A 130 minute external written examination.
- A 15 minute oral external examination.

Legal Studies

Length of Course: Semester
Compulsory or Choice: Choice
Credits: 20

Recommended Knowledge

A satisfactory level of achievement in Year 11 English or Year 11 Legal Studies.

Subject Description

Legal Studies allows students to examine how people, governments, and institutions shape the law and how the law controls, shapes, and regulates interactions between people, institutions, and government. This subject introduces the relationships between law, society, and the individual by exploring competing tensions between rights and responsibilities, fairness, and efficiency, the empowered and the disempowered, and certainty and flexibility. These capabilities are deeply embedded in thinking, learning, and engagement with others.

Content

Students are required to study the following core areas:
Source of Law – this area is an overview of Legal Studies and introduces students to the legal concepts, including,

- The Functions of the Law
- Rule of Law and Arbitrary Government
- Basis of government
- Separation of Powers
- Responsible and representative government
- Structure, composition, and role of the Commonwealth parliament, and state parliament
- Constitutional Monarchy
- Case law and Bill of Rights
- Judicial Independence
- Court Hierarchy – Commonwealth and State
- Law Making

The Justice System – students think critically and evaluate the Australian criminal and civil justice systems and compare them with alternatives available in the global community. Students consider alternative dispute resolution, such as, self-help, abandonment of or concession of a claim, mediation and conciliation and independent arbitration. Students examine the reasons for a court hierarchy. They examine the main features of the adversary system, the main features of the criminal and civil justice systems, including, criminal and civil standards, burdens of proof, pre-trial stages, trial stages and post-trial stages. They also study the jury system and the main features of inquisitorial systems used in other countries.
Students may study the following option:
The Constitution – students may investigate and analyse a series of constitutional development from pre-federation to today.

Concepts may include:

- Federal System and Federation
- Separation of Powers
- Division of Powers
- Preservation of State Powers
- Role of the Governor General
- Rules of the Australian Constitutional System
- Evaluation of the Constitutional System
- An Australian Republic
- High Court of Australia
- International Treaties
- Human Rights
- Indigenous People and the Constitution

Assessment

Students demonstrate evidence of their leaning through three assessment types:

School Assessment – 70%

Type 1: Folio 40%

- Source of Law – students respond to a range of sources related to legal principles and processes in a specific context including, short answer questions, responses to sources and stimuli/sources.
- The Justice System – students write a report and analyse a legal problem and evaluate whether a prosecution could, or is likely to, succeed with consideration to burden and standard of proof, elements to prove, applicable statute and case law, criminal/civil law system, features, and processes of the adversary system, including, the strict rules of evidence and comparing the inquisitorial system.
- The Constitution – students are to investigate and analyse a series of constitutional development and whether there is a need for changes by using examples producing a timeline outlining the origins of the key features of the constitution.
- End of Topic Practice Exam – students answer a series of questions from Source of Law, the Justice System, and the Constitution. Questions will include source analysis and the "Big Questions" extended responses.

Type 2: Inquiry 30%

- Students pose a question that encourages consideration of a range of competing perspectives or arguments. In developing their response, students research a legal issue in depth, providing relevant and appropriate acknowledgment of sources and offering actions for change and or recommendations.

External Assessment – 30%

Type 3: Examination 30%

- Students undertake a 130-minute external examination that is divided into two parts: response to sources and extended response.

Mathematics

Essential Mathematics

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement in Stage 1 Essential Mathematics.

Subject Description
Essential Mathematics allows students to develop their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including, everyday calculations, financial management, business applications, measurement and geometry and statistics in social contexts.

Content
Students are required to study the following areas:
- Scales, Plans and Models
- Measurement
- Business Applications
- Statistics
- Investment and Loans

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Skills and Applications Tasks - 30%
- Students undertake five tests that demonstrate an understanding of the areas of study.

Type 2: Mathematical Investigation 40%
- Students undertake planning; apply their numeracy skills to gather, represent, analyse, and interpret data and propose or develop a solution to a mathematical problem based in an everyday or workplace context, and two investigations.

External Assessment – 30%
Type 3: Examination 30%
- A two-hour external examination.

Please Note: SACE Board approved Graphics Calculators are a requirement for this subject.

Mathematics

General Mathematics

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement in Stage 1 General Mathematics.

Subject Description
General Mathematics allows students to develop their practical problem-solving skills. Students develop their skills in a diverse range of applications of mathematics, including, personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Content
Students are required to study the following areas:
- Modelling with Linear Relationships
- Modelling with Matrics
- Statistical Models
- Financial Models
- Discrete Models

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Skills and Applications Tasks 40%
- Students undertake five tests that demonstrate an understanding of the areas of study.

Type 2: Mathematical Investigation 30%
- Students investigate mathematical relationships, concepts, or problems, which may be set in an applied context, and one investigation.

External Assessment – 30%
Type 3: Examination 30%
- A two-hour external examination.

Please Note: SACE Board approved Graphics Calculators are a requirement for this subject.

Mathematics

Mathematical Methods

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement in Stage 1 Mathematical Methods.

Subject Description
Mathematical Methods allows students to develop a complex and sophisticated understanding of calculus and statistics. Students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Content
Students are required to study the following areas:
- Further Differentiation and Applications
- Discrete Random Variables
- Integral Calculus
- Logarithmic Functions
- Continuous Random Variables and the Normal Distribution
- Sampling and Confidence Intervals

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Skills and Applications Tasks 50%
- Students undertake six tests that demonstrate an understanding of the areas of study.

Type 2: Mathematical Investigation 20%
- Students investigate mathematical relationships, concepts or problems, which may be set in an applied context, and one investigation.

External Assessment – 30%
Type 3: Examination 30%
- A two-hour external examination.

Please Note: SACE Board approved Graphics Calculators are a requirement for this subject.

Mathematics

Specialist Mathematics

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement in Stage 1 Mathematical Methods and Specialist Mathematics.

Subject Description
Specialist Mathematics allows students to deepen their mathematical knowledge, skills and understanding. Students also develop their skills in using rigorous mathematical arguments, proofs and mathematical models. Specialist Mathematics also includes the study of functions and calculus.

Content
Students are required to study the following areas:
- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions
- Integration Techniques and Applications
- Rates of Change and Differential Equations

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Skills and Applications Tasks 50%
- Students undertake six tests that demonstrate an understanding of the areas of study.

Type 2: Mathematical Investigation 20%
- Students investigate mathematical relationships, concepts or problems, which may be set in an applied context, and one investigation.

External Assessment – 30%
Type 3: Examination 30%
- A two-hour external examination.

Please Note: SACE Board approved Graphics Calculators are a requirement for this subject.

Modern History

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
A satisfactory level of achievement in one semester of Stage 1 Ancient Studies or Modern History.

Subject Description
Modern History allows students to develop an understanding of the 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.

Content
Students are required to study the following areas:

Modern Nations

Germany (1918-48)

- Students analyse the ways in which changes in Germany between 1918 and 1948 were shaped by internal and external forces and challenges. Students study the demise of an empire, the birth of a new republic, the creation of a totalitarian dictatorship, the policy of military and territorial expansionism and the institutionalisation of genocide.

The following are focus areas for study in this topic:

- The Liberal Experiment
- The Road to Dictatorship
- The Nazi State in Peace and War

The World Since 1945

The Changing World Order (1945-) - Cold War

- The end of the Second World War saw the emergence of the new superpowers. Contested spaces and opposing ideologies shaped global economics and politics. Students investigate ways in which the Cold War experience involved complex phases of reaction, reform, conflict, and compromise. They consider how leaders and movements rose and fell, while the issues of alliances, rivalries, and change continued.

The following are focus areas for study in this topic:

- The origins of the Superpower Rivalry
- The nature of the Cold War
- The end of the Cold War
- The consequences of the Cold War

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Historical Skills 50%

- Students undertake five historical tasks, two of which are based on Modern Nations and three are based on The World Since 1945.

Type 2: Historical Study 20%

- Students complete one individual Historical Study of 2000 words or 12 minute oral based on an aspect of the world since c. 1750.

External Assessment – 30%
Type 3: Examination 30%

- A two-hour external examination consisting of one source analysis and one Essay.

Outdoor Education

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge

A satisfactory level of achievement in Stage 1 Outdoor Education.

Subject Description

Outdoor Education allows students to study the human connection to natural environments through outdoor activities. Students develop their sense of self-reliance and build relationships with people and natural environments. Outdoor Education focuses on the development of awareness of environmental issues through observation and evaluation. By participating in outdoor activities, students develop knowledge and skills, and reflect on their personal, group and social development. They gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical, emotional, and spiritual health. Through outdoor journey's students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts for sustainable futures.

Content

Students are required to study the following areas:

- **Focus Area 1**: Environmental Studies – Students develop the ecological knowledge to investigate the significance of the natural environments in which outdoor journeys are conducted.
- **Focus Area 2**: Planning and Management Practices – Students develop skills in planning, organising, and managing the safe conduct of themselves and others in outdoor journeys.
- **Focus Area 3**: Outdoor Journeys – Students develop skills in outdoor activities under supervision. Students take their environmental studies knowledge into the field to conduct investigations.
- **Focus Area 4:** Sustainable Environmental Practices – Students demonstrate their ecological knowledge and interpret the significance of the natural environments in which outdoor journeys are conducted.
- **Focus Area 5:** Leadership and Planning – Students learn the skills of planning, management, and leadership needed for the safe conduct of self-reliant outdoor journeys involving lightweight travelling.
- **Focus Area 6:** Self-Reliant Expeditions – Students conduct, review, and evaluate a self-reliant expedition in the outdoors.

Assessment

Students demonstrate evidence of their learning through four assessment types:

School Assessment – 70%

Type 1: Folio 20%

- Students undertake four folio assessments which cover various topics.

Type 2: Group Practical 30%

- Students undertake two outdoor journeys of different types.

Type 3: Self-Reliant Practical 20%

- Students undertake one self-reliant expedition.

External Assessment – 30%

Type 4: Investigation 30%

- Students undertake an investigation based on their study of an environmental issue that is related to the group of practicals or self-reliant practical and present a written report.

Curriculum Charges – Due to the nature of Year 12 Outdoor Education, there are additional costs associated that are NOT included in the composite fee.

Physical Education

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge

A satisfactory level of achievement in one semester or year of Stage 1 Physical Education.

Subject Description

Physical Education allows students to explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. This subject incorporates an integrated approach to learning, with students exploring a variety of concepts, such as, Skill Acquisition, Exercise Physiology and Biomechanics, while developing their understanding of these concepts within a physical activity context. Physical activities can include sports, theme-based games, laboratories, and fitness and recreational activities.

Content

Students are required to study the following areas:

Focus Area 1: In Movement

- Students engage in personal participation where internal reflection and articulation of learning progress can be explored. Key ideas include the Body's Energy Systems and the Effect of Training on Physical Performance.

Focus Area 2: Through Movement

- Students use movement to explore personal, intellectual, and social skill development. Students reflect on and critique their learning in order to enhance participation and performance outcomes. Key ideas include the Psychology of Sports Performance.

Focus Area 3: About Movement

- Students apply their knowledge to real-life experiences to evaluate participation and performance outcomes. Key ideas include the Stages of Learning, Technology and Biomechanics, Nutrition and Performance.

Assessment

Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%

Type 1: Diagnostics 30%

- Students undertake two or three tasks and participate in one or more physical activities, sports, theme-based games, fitness and recreational activities to collect, analyse, and evaluate evidence to demonstrate the application of knowledge and understanding of the focus areas and movement concepts and strategies.

Type 2: Self Improvement Portfolio 40%

- Students undertake a personal journey of improvement with a focus on a specific physical activity. They must, identify an aspect of physical activity for improvement, design and implement strategies to improve the identified aspect and collect evidence to monitor the effectiveness of the strategies implemented.

External Assessment – 30 %

Type 3: Group Dynamics 30%

- Students create or participate in a competition in a selected sport, in which they demonstrate game competence, game knowledge, and game engagement. Through a specific coaching role, students demonstrate their impact on the participation and performance of others.

Physics

Length of Course Year
Compulsory or Choice Choice
Credits 20

Recommended Knowledge
A satisfactory level of achievement in Stage 1 Physics A and B.

Subject Description
Physics allows students to develop an understanding of the fundamental forces and interactions in the universe. Knowledge and understanding provided in Physics helps to give students an understanding of how the physical laws of the universe work and leads to modern discoveries that push the boundaries of scientific knowledge. Physics provides an opportunity for students to engage with the work of classical models of mechanics and learn about the discoveries that lead to the quantum theory of the 20th century.

Content
Students are required to study the following areas:
Motion and Relativity
- Projectile Motion
- Forces and Momentum
- Circular Motion and Gravitation
- Einstein's Relativity

Electricity and Magnetism
- Electric Fields
- Magnetic Fields
- Charged particles in Electric and Magnetic Fields
- Electromagnetic Induction

Light and Atoms
- Electromagnetic Waves
- Wave/Particle Duality
- Structure of the Atom
- The Standard Model

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Investigations Folio 30%
- Students undertake two practical investigation and one issues investigation with a focus on science as a human endeavour.

Type 2: Skills and Application Tasks 40%
- Students undertake a series of timed skills and applications tests.

External Assessment – 30%
Type 3: Examination 30%
- A two-hour external examination.

Psychology

Length of course Year
Compulsory or Choice Choice
Credits 20

Recommended Knowledge
A satisfactory level of achievement in Stage 1 Psychology.

Subject Description
Psychology allows students to develop their skills in identifying and interpreting behaviour by using the Biopsychosocial model. Students examine a wide range of science inquiry skills, including, types of experiments, various behavioural theories, and the ethical considerations in Psychological research.

Content
Students are required to study the following areas:
Topic 1: Psychology of the Individual
Topic 2: Psychological Health and Wellbeing
Topic 3: Organisational Psychology
Topic 4: Social Influence
Topic 5: The Psychology of Learning

Assessment
Students demonstrate evidence of their learning through three assessment types:

School Assessment – 70%
Type 1: Investigations Folio 30%
- Students undertake a Design and Deconstruct Practical.
- Students undertake a Science as a Human Endeavour Investigation.

Type 2: Skills and Applications Tasks 40%
- Students undertake four Skills and Applications Tasks. These require students to use their knowledge and understanding of Psychology through summative tests and assignments.

External Assessment – 30%
Type 3: External Assessment 30%
- A two hour and 10-minute electronic external examination.

Society and Culture

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge

A satisfactory level of achievement in Stage 1 English or Stage 1 Modern History or Stage 1 Society and Culture or Stage 1 Geography or Stage 1 Tourism.

Subject Description

Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Students work on contemporary social issues individually and in groups. Students study three topics related to Culture, Contemporary Challenges and Global Issues. They also undertake an independent investigation on a topic of individual interest. The focus capabilities for this subject are citizenship, communication and learning.

Content

Students study three topics (one from each of the groups).

Group 1: Culture

- Cultural Diversity
- Youth Culture
- Work and Leisure
- The Material World

Group 2: Contemporary Challenges

- Social Ethics
- Contemporary Contexts of Aboriginal and Torres Strait Islander Peoples
- Technological Revolutions
- People and the Environment

Group 3: Global Issues

- Globalisation
- A Question of Rights
- People and Power

Assessment

Students demonstrate evidence of their learning through three assessment types:

School Assessment (70%):

Type 1: Folio (50%)
Three assessment tasks (one per topic), individual and group work tasks.

Type 2: Interaction (20%)
Two assessment tasks, one as a group activity and one as an oral presentation.

A group activity consists of three equally important parts:

- group inquiry, planning, and evaluation
- collaborative social action
- an evaluation of each student's contribution.

The oral activity should

- Be a maximum of 5 minutes.
- Student's convey their knowledge, understanding, analysis, and evaluation of complex ideas and information relevant to a contemporary social or cultural issue related to a chosen topic.

External Assessment (30%):

Type 3: Investigation (30%)
Students independently investigate a social or cultural issue in a local or global context and present their findings in a report. The report may be 2,000 word written, or a 12 minute multimodal presentation.

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The Finish Line - TFL

Length of Course Year
Compulsory or Choice Compulsory

Recommended Knowledge
There is no recommended knowledge required.

Subject Description
The Finish Line allows students to focus on topics and information that is relevant to them and their development as senior students and young adults. This program allows students to personalise and explore their educational pathways both at school and beyond. Students have an opportunity to engage in a broad range of directed and self-directed workshops. This program aims to support the development of students' personal attributes, skills for lifelong learning and student's that are world ready, active and informed citizens.

Content
Students are required to participate in the following:
- Spiritual Development – Students consider and discuss Spirituality, Faith and God.
- Personal Development – Students engage in guided activities to support their development to become well rounded young people both at school and in preparation for life after school.
- Year level-based Topics and Events – Students participate in camp and event preparation and planning.
- Curriculum and Career Information – Students actively participate in informative sessions to assist and support their pathways both at school and beyond.

Assessment
No assessment required.

Tourism

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge

A satisfactory level of achievement in Stage 1 English or Stage 1 Geography or Stage 1 Tourism.

Subject Description

Tourism allows students to develop an understanding of the nature of tourists, economics of tourism, tourism trends, the tourism industry and the cultural and environmental impacts of tourism activity. Students develop an understanding of tourism from the perspective of host, tourism operator and the traveller. Students identify tourism trends, developments, and contemporary issues, impacts on the environment, cultural heritage and sustainable management. Tourism enables students to explore the complexities of tourism on a local, national and global scale as one of the world's largest industries. Students understanding of the sustainable management of tourism underpins this subject. Students examine the ever-changing nature of tourism, how tourism adapts to globalisation, world events, technological developments and the economy. Students explore tourism as a business, its impact on the economy and the future.

Content

Students are required to study the following areas:

Theme 1: Operations and Structures of the Tourism Industry

- Students explore the influence of the tourism industry on a local, national and global scale
- Students explore the different types of tourism, including, mass tourism, special interest tourism and niche tourism
- Students explore the complexities of employment in the tourism industry and the importance of working within and across cultures

Theme 2: Travellers' Perceptions, and the Interaction of Host Community and Visitor

- Students explore the interactions of tourists and the host communities
- Students explore the diversity of perspectives that tourists bring with them as visitors and how these perspectives are shaped by beliefs, values, customs and diverse cultures and societies
- Students explore the complex perceptions held about and by tourists

Theme 3: Planning for and Managing Sustainable Tourism

- Students explore the uniqueness of people, places, and environments and the way perceptions of them change
- Students explore the sustainability of tourism in relation to the economy, social, cultural and environmental aspects
- Students explore the generational and intergenerational sustainability of tourism and the need for long term planning and management
- Students explore social impacts of tourism, methods of tourism and preferred futures

Assessment

Students demonstrate evidence of their learning through four assessment types:

School Assessment – 70%

Type 1: Folio 20%

- Students undertake two tasks of critical analysis of secondary sources of information, one of which is supervised.

Type 2: Practical Activity 25%

- Students participate in two practical activities and present their findings in written text, or oral presentation or multimodal form.

Type 3: Investigation 25%

- Students undertake an investigation in written text, or oral presentation, or multimodal form that must be supported by visual and graphical evidence.

External Assessment – 30%

Type 3: Examination 30%

- A two-hour external examination.

Workplace Practices

Length of Course	Year
Compulsory or Choice	Choice
Credits	20

Recommended Knowledge
There is no recommended knowledge.

Subject Description
Workplace Practices allows students to explore the world of work and gain opportunities for work experience and network exposure. This dynamic subject strongly supports those students participation in a VET course or a School Based Apprenticeship. Workplace Practices allows students to explore the ever-evolving landscape of work in their chosen industry and investigate local, national, and global work-related issues and practices. Students build their own employment portfolio and sharpen their interview skills through a mock interview process. Workplace Practices aims to equip students with the knowledge and skills to thrive in any workplace.

Content
Students are required to study the following areas:
- Industry and Work Knowledge
- Vocational Learning and/or VET

Assessment
Students demonstrate evidence of their learning through four assessment types:

School Assessment – 70%
Type 1: Folio 25%
- Students complete two assessments to communicate their learning and experiences to others and to identify and investigate information related to Industry and Work Knowledge topics.

Type 2: Performance 25%
- Students undertake 30-60 hours of work placement, which can include paid employment, SBAT or volunteer work. Students are required to organise this work placement with assistance from the school.

Type 3: Reflection 20%
- Students complete two assessments to reflect on and evaluate their learning, including their engagement in a work-related context and/or VET Qualification.

External Assessment – 30%
Type 4: Investigation 30%
- Students undertake an investigation that may be either a practical investigation or an issues investigation.

Vocational Education and Training - VET

Fitness

Certificate III

Length of Course Year
Compulsory or Choice Choice
Credits 85

Recommended Knowledge

A satisfactory level of achievement in one semester of Stage 1 Physical Education.

Subject Description

Certificate III in Fitness allows students to plan and deliver a variety of gym and fitness programs along with advising on healthy eating guidelines in a sport and recreation environment. Certificat III in Fitness also encourages students to lead small group classes through basic programming. Students complete 30 hours of work placement in fitness, leisure and community centres.

Content

Students are required to study the following areas:

- Provide Health Screening and Fitness Orientation
- Recognise and apply exercise considerations for specific populations
- Instruct Fitness programs
- Incorporate Anatomy and Physiology Principles into Fitness programming
- Provide healthy eating information
- Provide quality service
- Maintain equipment for activities
- Work effectively in sport, fitness and recreation environments
- Conduct fitness appraisals
- Identify risk and apply Risk Management processes
- Provide First Aid
- Plan Facilitate Group Exercises
- Instruct approved Community Fitness programs
- Instruct Group Exercise sessions
- Participate in Workplace Health and Safety

Assessment

Students demonstrate evidence of their learning through compentency based assessments.

Compentency Based Assessment– 100%

- Students complete a combination of practical and online assessments for each unit of competence in a timely manner and in accordance with the submission dates given. The online tasks are a combination of multiple choice, short answer, extended response and case study questions.
- Students allocate 4 – 5 hours per week in addition to face to face lesson workshops to satisfactorily complete the written assessment requirements
- Students complete 30 hours of field experience in a fitness facility
- Students must attend no less than 85% of VET Fitness lessons
- Please note: This entry-level qualification supports students that are interested in a pathway in the Fitness industry.

Curriculum Charges – Due to the nature of Certificate III in Fitness, there are additional costs associated that are NOT included in the composite fee.

Veta Morphus

Certificate III in Christian Ministry and Theology

Length of Course	Year
Compulsory or Choice	Choice
Credits	70

Recommended Knowledge
A satisfactory level of achievement in Year 10 Learning in Faith Education - LIFE.

Subject Description
Certificate III in Christian Ministry and Theology and Theology – Veta Morphus allows students to explore the unity of theology, scripture and their daily-life. Students are challenged to reflect on a wide variety of topics related to Christianity, including; exegesis, denominations and church history, the mission of God, cultural change and engagement, as well as personal, social and biblical topics of individual interest. Veta Morphus places discipleship at the heart of a student's education and provides significant opportunity for students to develop in their faith, life and leadership. Veta Morphus is a Christian Leadership Training program for senior secondary students.

Content
Students are required to study the following areas:
- Ministry Practice – Students participate in two ministry experiences of their choice. The Ministry placement is about a heart to serve, whilst discovering and growing in their gifts. Students may serve in their school, church or wider community.
- Retreats – Students attend three retreats with their peers from all over the state to be equipped, installed and inspired through times of worship, personal reflection, teaching and group activities.
- Peer Group – Students are timetabled to meet together with a supervisor during the school week. Peer group includes, learning exercises and student presentations, with an emphasis on group discussion.
- Bible Engagement – Students read and engage with significant sections of the Bible, reflecting on their insights, discoveries and questions. These reflections are discussed each week in their Peer Group.
- Mentoring – Students meet regularly with a mature Christian in a mentoring relationship. The mentor provides support and encouragement to the student as they journey through Vetamorphus.
- Christian Community – Each student meets regularly in a Christian Community, exploring what it means to be a part of the Body of Christ.

Assessment
Students demonstrate evidence of their learning through five assessment types.

External Assessment – 100%
Type 1: Workbooks
- Students complete a series of modules through four online workbooks.

Type 2: Presentations
- Students complete three presentations throughout the year on a variety of topics.

Type 3: Bible Reading/Journal Writing
- Students read specific passages of scripture each week and journal on these passages as required.

Type 4: Ministry
- Students complete two ministry placements with a minimum of 56 hours.

Type 5: Mentoring, Christian Community and Retreats
- Students reflect on their experiences and complete an hour log.

Curriculum Charges – Due to the nature of Veta Morphus Certificate III in Christian Ministry and Theology, there are additional costs associated that are NOT included in the composite fee.

Curriculum and Pathways Information

Australian Curriculum and the Middle Years Program - MYP

Faith Lutheran College prides itself on developing curriculum that empowers students to be successful, active participants in their learning through a rigorous, holistic education program that includes the Australian Curriculum and the Middle Years Program – MYP. Our aim is to ensure our students are world ready, by offering an experience enriched by excellence in pedagogy, a challenging and creative curriculum and pastoral care.

The Australian Curriculum

The Australian Curriculum is designed to develop successful learners, confident and creative individuals that take positive action for wellbeing, relate and communicate well with others, pose questions and solve problems, make informed decision and act responsibly. It engages students more purposefully with the discipline knowledge, understanding and skills.

Australian Curriculum, Assessment and Reporting Authority – ACARA

ACARA provides a scope of the capabilities, their place in the learning areas and describes the knowledge, skills, behaviours and dispositions that students can reasonably be expected to develop at any stage of schooling.
The College is then able to plan and guide students' development of the general capabilities in school and classroom learning programs.

The Middle Years Program – MYP – International Baccalaureate

The Middle Years Program aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The IB organisation works with schools, government and international organisations to develop challenging programmes of international education and rigorous assessment.
These programs encourage students across the world to become active, compassionate and lifelong learners within the following eight learning areas:

- Arts
- Design
- Language and Literature
- Language Acquisition
- Individuals and Societies
- Mathematics
- Science
- Health and Physical Education

Approaches to Learning – ATL are the skills students learn and develop, preparing them for future study, work and life. Divided into five categories, these sills are transferable and provide a common language for all MYP subjects. Students develop, articulate and reflect on the development of these skills through meaningful assessment and the process of learning.

ATL skill categories	ATL skill clusters
Communication	I. Communication
Social	II. Collaboration
Self-management	III. Organisation
	IV. Affective
	V. Reflection
Research	VI. Information Literacy
	VII. Media Literacy
Thinking	VIII. Critical Thinking
	IX. Creative Thinking
	X. Transfer

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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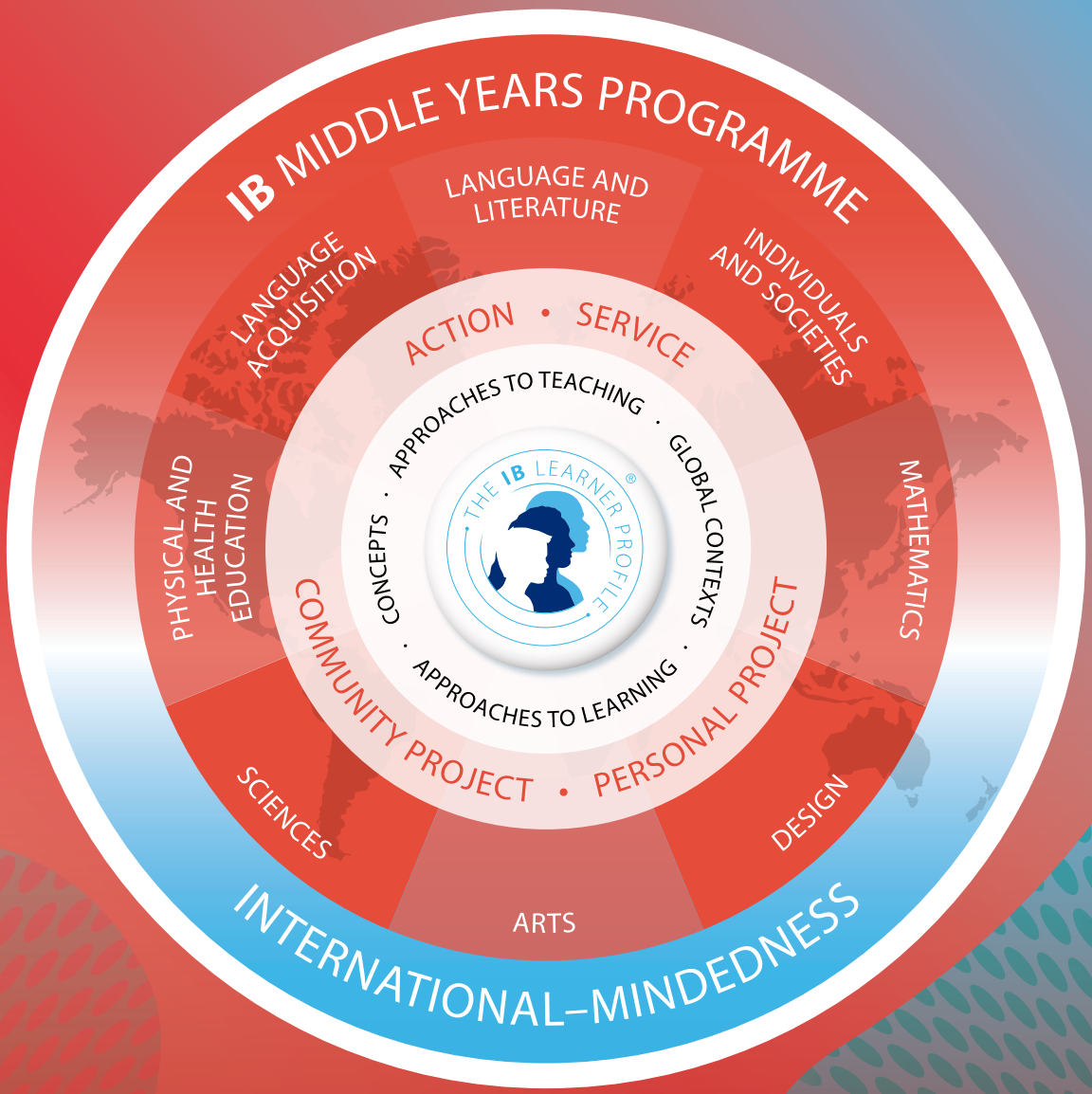
Middle Years Programme



The IB Middle Years Programme

Preparing students to be successful in school and to be active, lifelong learners

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10 Reasons

Middle Years Programme

why the IB Middle Years Programme (MYP) encourages you to become a creative, critical and reflective learner

1

Become a life-long learner

Learn 'how to learn' using communication, research, self-management, collaboration and critical thinking skills.

2

Learn by doing and experiencing

Through the MYP community project you learn to service the community and connect what you learn in the classroom to "real life".

3

The MYP encourages critical thinking

It teaches you to analyse and evaluate issues, generate novel ideas and consider new perspectives.

4

Explore global challenges

The MYP helps you increase your understanding of the world by exploring globally significant ideas and issues.

5

Learn for understanding

Not just to memorize facts or topics and prepare for exams.

6

Train yourself to:

- organize and plan your work
- meet deadlines
- concentrate
- bounce back
- persist
- think positively.

7

Subjects are not taught in isolation

You are encouraged to make connections between subjects.

8

It empowers you to develop your talents

Feel empowered to prove what you know and earn the MYP certificate or MYP course results.

9

It prepares you for future education

Prepare yourself for the IB Diploma Programme or IB Career-related Programme delivered by IB World Schools globally.

10

It encourages international-mindedness

The MYP helps you critically appreciate your own culture and personal history, as well as the values and traditions of others.

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Based on IB research - www.ibo.org/research

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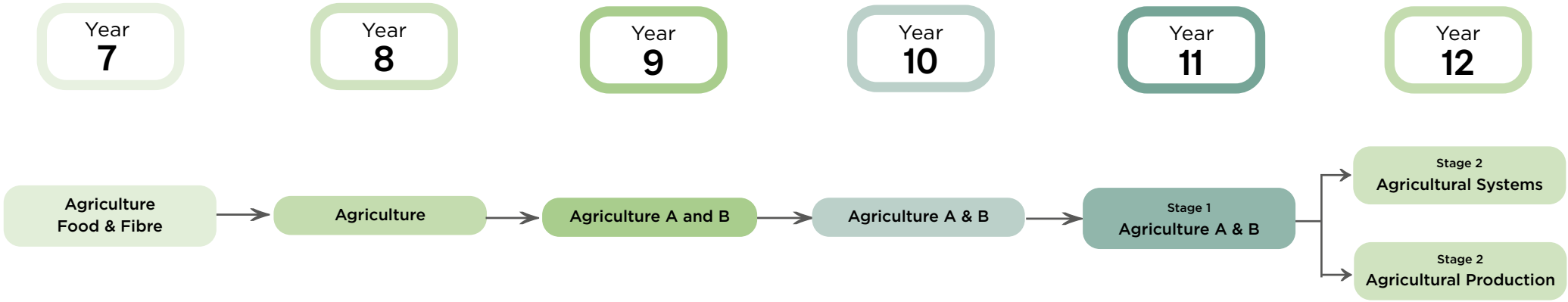
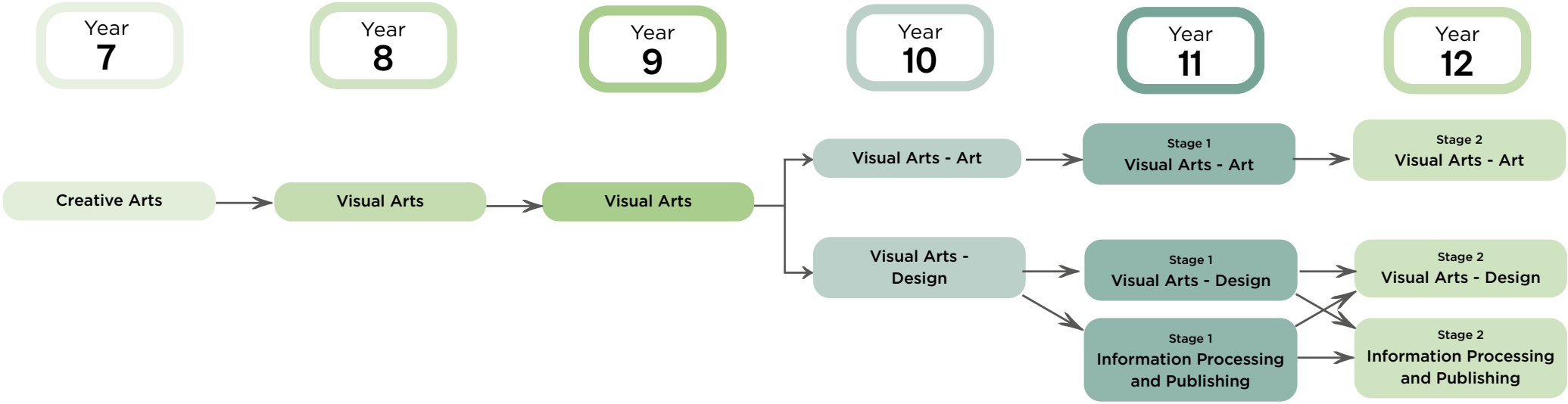
Learning Pathways - **Agriculture**



Learning Pathways - **Arts - Visual Arts**



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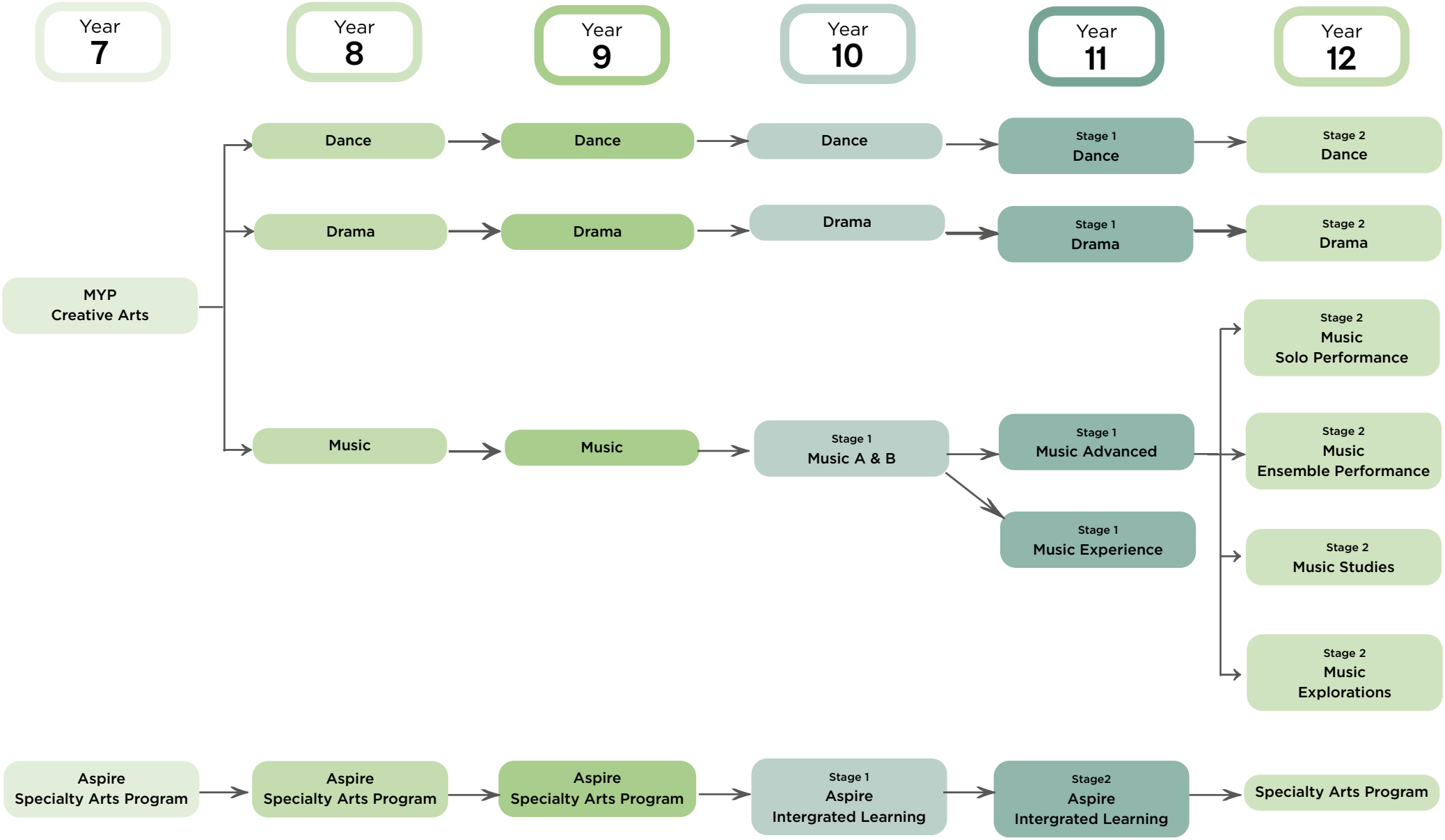
Learning Pathways - **Arts - Performing Arts**



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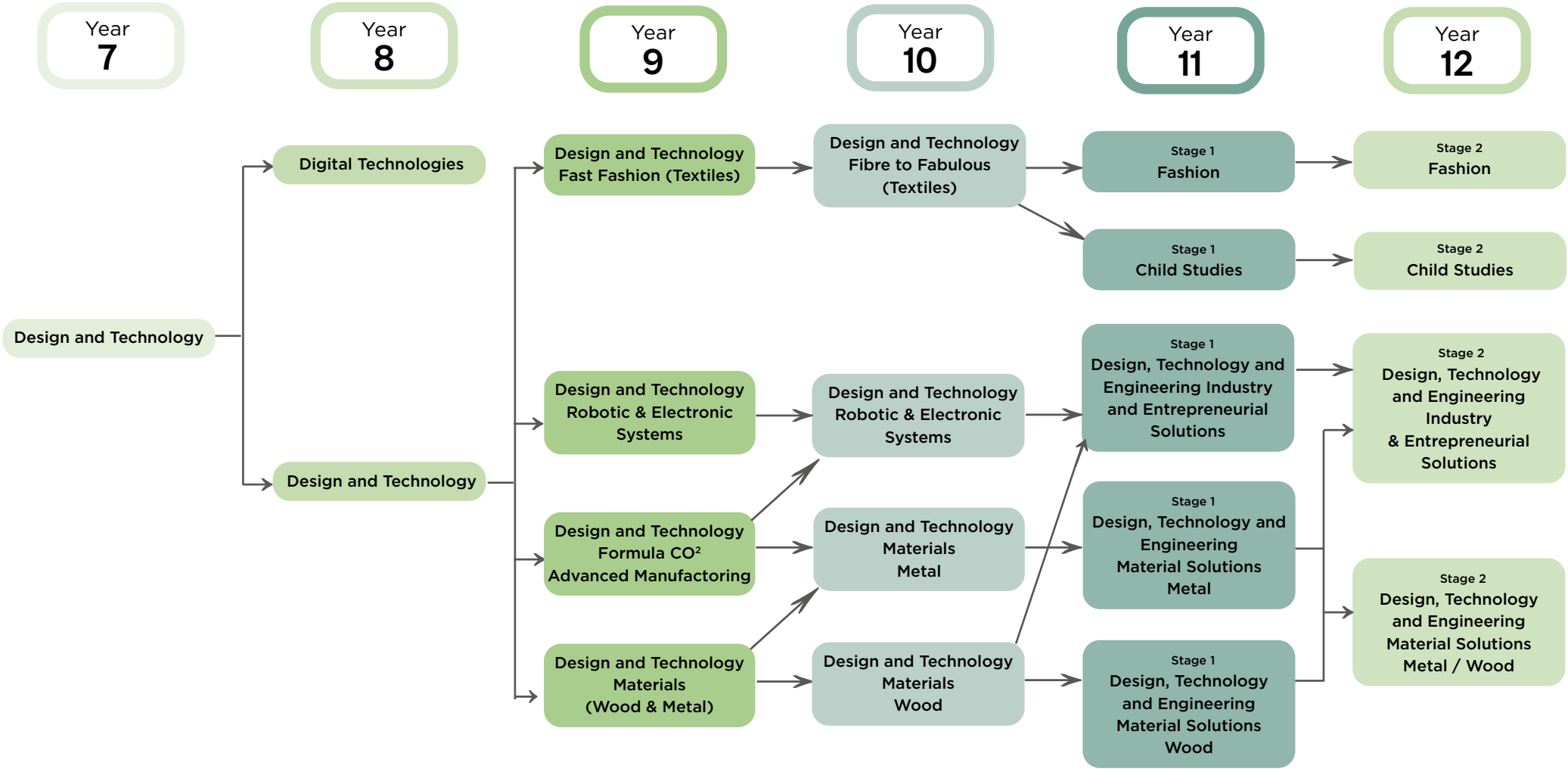
Learning Pathways - **Design and Technology**



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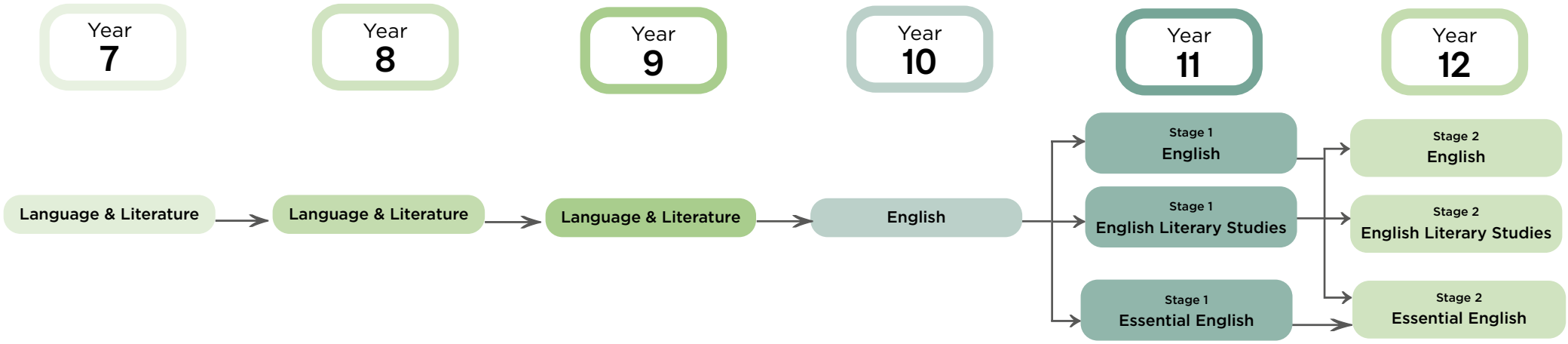
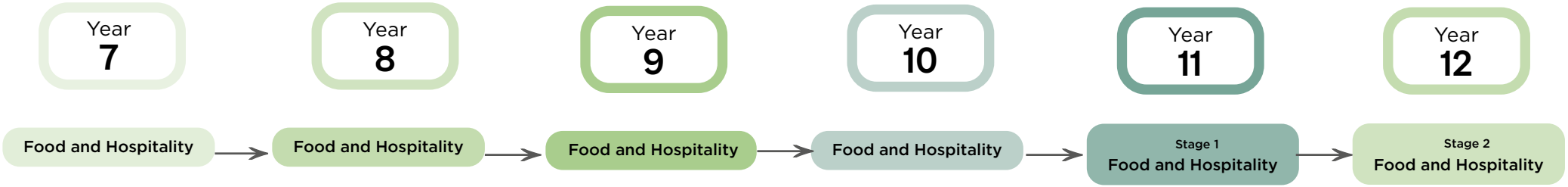
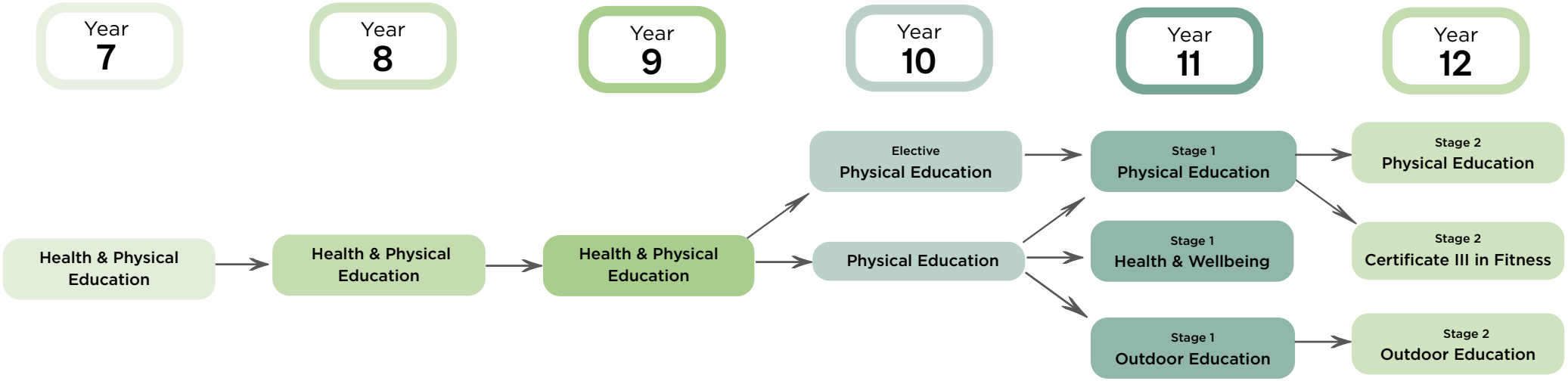
Learning Pathways - **English**



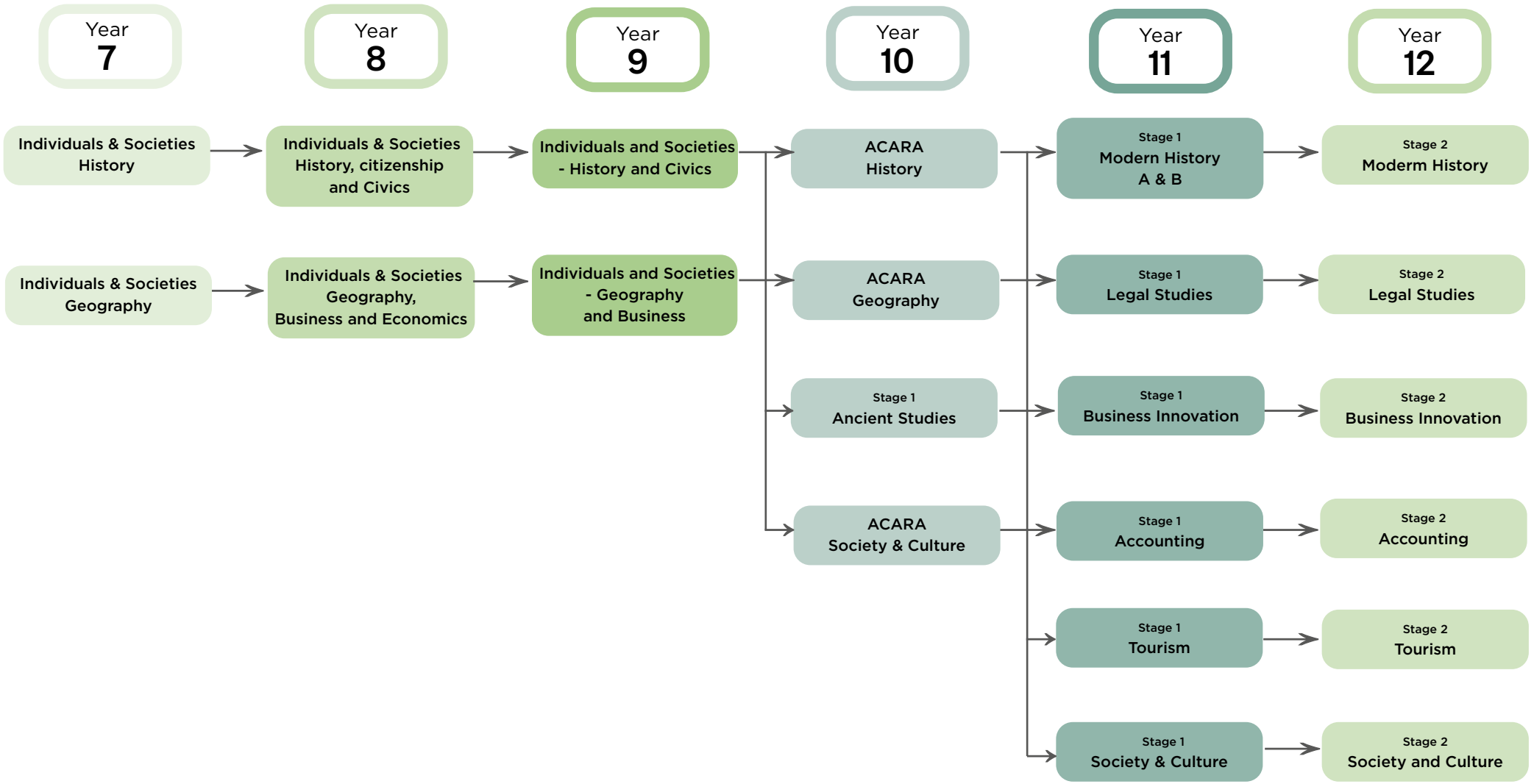
Learning Pathways - **Food and Hospitality**



Learning Pathways - Health and Physical Education



Learning Pathways - Individuals and Societies / Humanities



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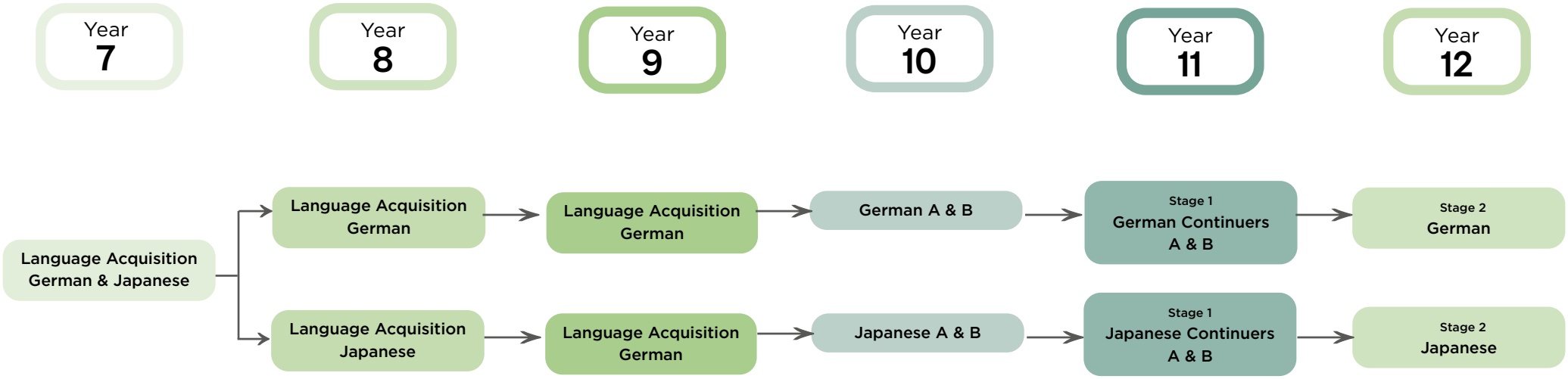
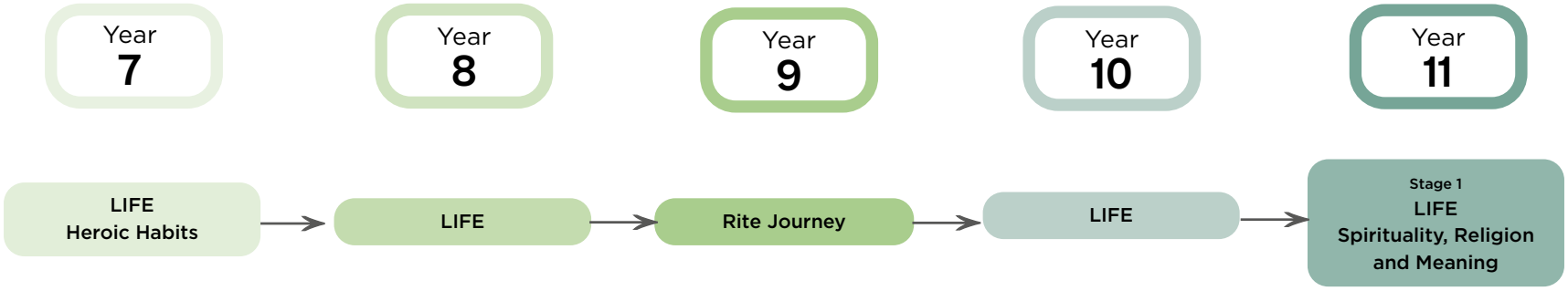
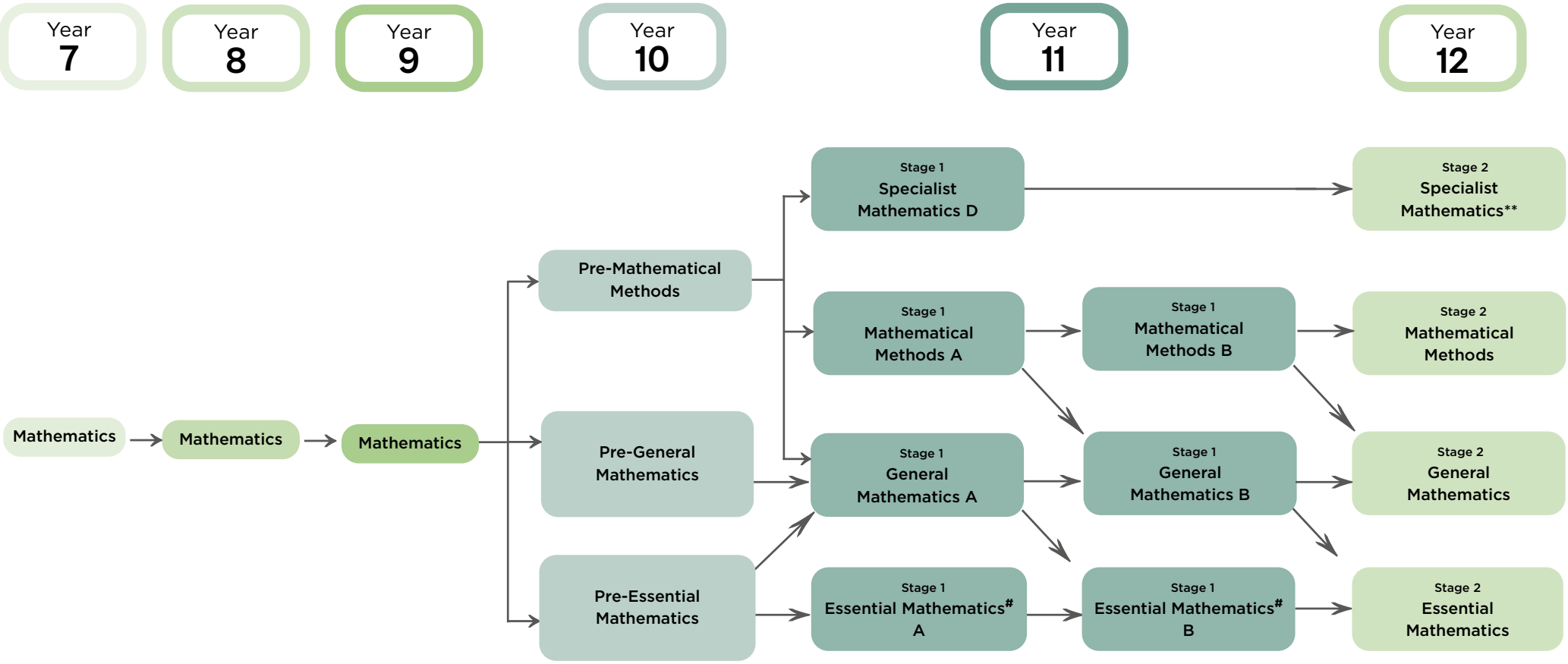
Learning Pathways - Languages



Learning Pathways - LIFE



Learning Pathways - **Mathematics**



*Specialist Mathematics C is optional but recommended for students wishing to continue with Specialist Mathematics in Stage 2

**Specialist Mathematics must be studied with Mathematical Methods

#Essential Mathematics A is by Teacher Recommendation Only

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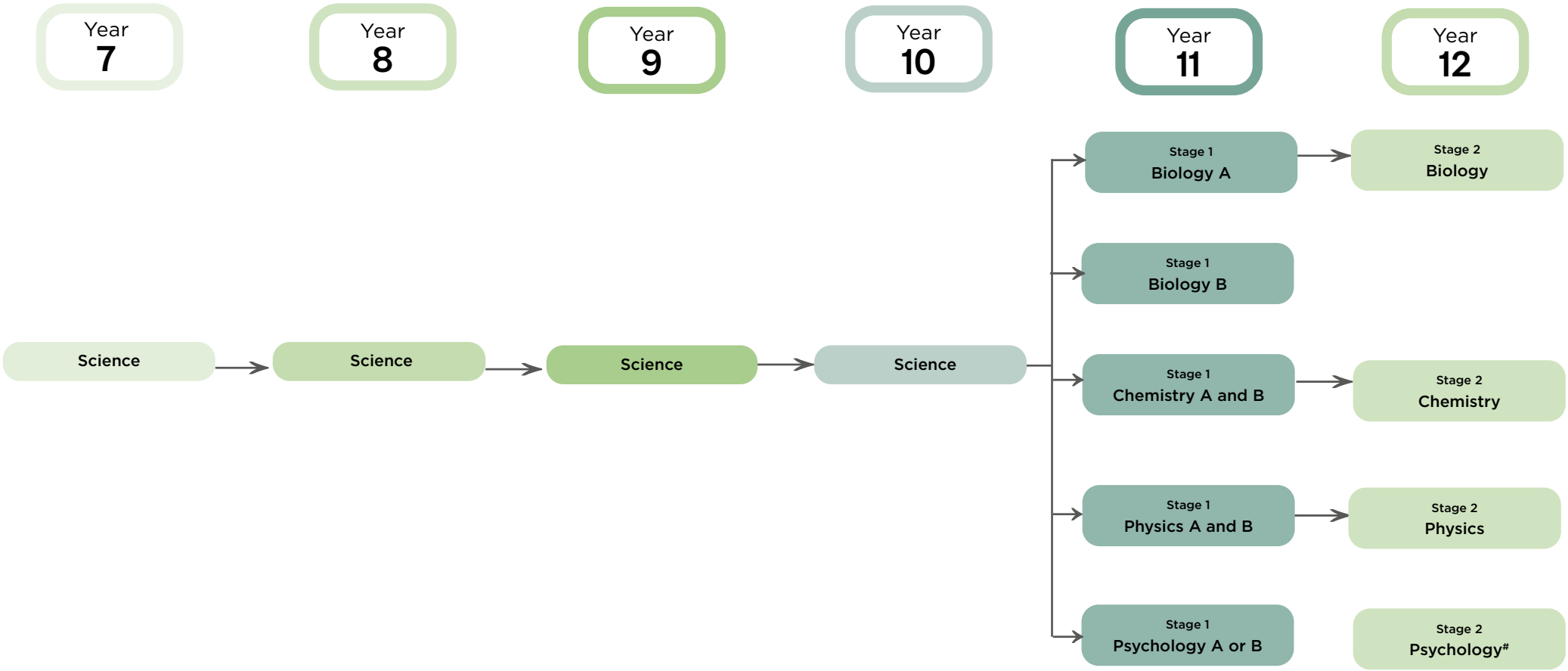
Learning Pathways - **Science**



#Neither A or B Psychology are prerequisite for Stage 2 Psychology

Senior Secondary Curriculum

The Senior Secondary Australian Curriculum specifies content and achievement standards for subjects taught in senior school. The content describes the knowledge, understanding and skills that are to be taught and learned. The achievement standards describe the quality of learning, the depth of understanding, extent of knowledge and sophistication of skill expected of students who have studied the content for the subject.

The state and territory authorities also determine assessment and certification specifications for their subjects and any additional information, guidelines and rules to satisfy local requirements, including advice on entry and exit points and credit for completed study. State and territory curriculum, assessment and certification authorities are responsible for determining how the Australian Curriculum content and achievement standards are to be integrated into their subjects.

Inclusive Practices

At Faith Lutheran College, Inclusive Practices provides learning opportunities that give depth and breadth to the curriculum in line with students' passions, interests, abilities, qualities and needs. Students are recognised, valued and empowered to develop their abilities and qualities through equitable access to differentiated and culturally responsive programs.

Faith's Inclusive Practices places students firmly at the centre of our teaching and learning and recognises the diversity of students and the individual way in which they all learn. Students learn best when their individual learning style is acknowledged and understood and the teaching and learning program is tailored to meet these needs.

Inclusive Practices staff work collaboratively with subject teachers and assist with planning so all students can participate in learning experiences that meet their individual needs. Students are supported in a variety of formats including extra assistance in the mainstream class, small groups or one-on-one as needed. 'Inclusive education means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. Inclusion is embedded in all aspects of school life, and is supported by culture, policies and every day practices.' Inclusive Education, Department of Education, 2018.

Inclusive Practices staff also liaise with professional agencies, such as, Autism SA, Psychologists and other allied health consultants to seek their services and expertise to support teachers to implement strategies and complement teaching and learning at Faith.

South Australian Certificate of Education - SACE

The South Australian Certificate of Education - SACE is an internationally recognised qualification, which paves the way for young people to move from school to work or further training or study.
There are two stages of the SACE:
Stage 1, which is usually undertaken in Year 11.
Stage 2, which is usually undertaken in Year 12.
Each Stage 1 and 2 subjects attract SACE credits. Full year subjects (2 semesters) attract 20 credits and a ½ year subject (1 semester) attracts 10 credits.
To obtain an ATAR, students must achieve a minimum of 90 credits of 4 ½ Tertiary Admissions Subjects (TAS) subjects at Stage 2. This can include the Research Project.
The SACE is awarded to students on the successful completion of the SACE subject requirements and achieving a minimum of 200 credits of study as prescribed in the table below:

Requirements	Credits
Year 11	
Exploring Identities and Futures - EIF	10
Literacy - from a range of 2 English subjects	20
Numeracy - from a range of 1 Mathematics subject	10
Nine other subjects or courses of the student's choice, including VET Certificates (subjects worth 10 credits each)	90 (minimum)
Year 12	
Activating Identities and Futures – AIF	10
Three other subjects or courses of the student's choice, including VET Certificates to achieve SACE only (subjects worth 20 credits each)	60 (minimum)
Four other subjects or courses of the student's choice, including VET Certificates to obtain an ATAR (subjects worth 20 credits each)	80 (minimum)
Total	200 (minimum)

At Faith Lutheran College, we commence SACE Stage 1 in Year 10 with EIF, and we study Stage 2 AIF in Year 11 to allow our students greater subject choice in Year 12. To support student success, ample SACE credits and best calculated ATAR, we require students to select 5 Year 12 subjects or VET equivalent.
At Faith, to complete SACE successfully, students must complete the following subject pattern with a C grade minimum over the course of 3 years:

Requirements	Credits
Year 10	
Exploring Identities and Futures - EIF	10
Year 11 - Stage 1	
Literacy - from a range of 2 English subjects	20
Numeracy - from a range of 1 Mathematics subject	10
Activating Identities and Futures – AIF	10
LIFE	10
Seven other subjects or courses of the student's choice, including VET Certificates (subjects worth 10 credits each)	70 (minimum)
Year 12 - Stage 2	
Five subjects or courses of the student's choice, including VET Certificates (subjects worth 20 credits each)	100
Total	230 (minimum)

Special Provisions in Curriculum and Assessment

Students who have learning or health difficulties can apply for special provisions to complete the SACE. It is important that our SACE Coordinator is notified to assist in the application process which will require specific professional evidence, often combined with teacher consultation and formal academic testing.
For further details on special provisions in the SACE, visit, www.sace.sa.edu.au/web/special-provisions

Students Online
Students can log in to Students Online to review their subjects and results using their SACE registration number and pin. The student's four-digit pin is set to a default code for their first access based on their birthday. The pin works as follows:
Birthday Pin
1st January = 0101
16th June = 1606

Once the student has logged on for the first time, they will be required to change their pin. If a student loses their pin, they will need to contact the SACE Board via the website, who will re-set their password. For further information on SACE, visit www.sace.sa.edu.au

University and TAFE SA Entry Requirements

In addition to the information in the Curriculum Handbook, parents and students are encouraged to refer to the SATAC website and download the SATAC Tertiary Entrance booklet, which is no longer published but available online. This booklet details how students achieve a University Aggregate, Prerequisite and Assumed Knowledge subjects and other important information about University and TAFE requirements.

University Entry

- To be eligible for selection into a university you must:
- Qualify for the SACE
- Obtain an Australian Tertiary Admission Rank - ATAR
- Meet any prerequisite subject requirements for the course

To obtain a university aggregate and an Australian Tertiary Admission Rank - ATAR a student must:

- Comply with the rules regarding Precluded Combinations
- Comply with the rules regarding Counting Restrictions
- Complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2
- Of the 90 credits of study, a minimum of 60 credits of study must be from three 20 credit Stage 2 subjects and a maximum of 30 credits can be Recognised Studies, including Vocational and Educational Training VET Certificates.

Precluded Combinations

- Precluded Combinations are determined by South Australian Tertiary Admissions Centre – SATAC and are as follows:
- English and English Literary Studies and Essential English
- Essential Mathematics and General Mathematics and Mathematical Methods
- Visual Arts – Art and Visual Arts – Design

Calculating the University Aggregate

The university aggregate is calculated from your Year 12 subject scaled scores. These are the numeric measures of your performance in your Tertiary Admissions Subjects (TAS), which are derived from your grades and are reported to you out of 20 for 20 credit subjects and out of 10 for 10 credit subjects. This score cannot be predicted.

Converting the University Aggregate to an Australian Tertiary Admissions Rank - ATAR

The university aggregate, your score out of 90 is then converted to an ATAR. The ATAR is an indicator of how well a particular student has performed relative to other students on a score range of 0 – 99.95.

Prerequisite Subjects and Assumed Knowledge Subjects

Many tertiary courses require Prerequisite Subjects, subjects that you must study in Year 12 for entry into a particular course.
The Universities may also recommend subjects to support your success in a particular course and they are referred to as Assumed Knowledge Subjects. These subjects are highly recommended for your Year 11 or Year 12 study.

Adjustment Factors

Flinders University and Adelaide University, operate two adjustment factor schemes. These are the SA Universities Equity Scheme and the SA Language, Literacy and Mathematics Subject Scheme. The schemes are administered by SATAC and are applied to the student's university aggregate to recalculate an adjusted ATAR for each university application.

- The SA Universities Equity Scheme awards up to 5 adjustment points for eligible students that;
- They or their parents are a holder of a School Card
- They or their parents are in receipt of a Centrelink means tested income support payment
- They or their parents are the holders of a Health Care Card or Pensioner Concession Card

The SA Language, Literacy and Mathematics Subject Scheme awards 2 to 4 points for eligible students that;

- Complete a Language subject other than English
- Complete English Literary Studies or English subject
- Complete Mathematical Methods or Specialist Mathematics subject

Adjustment Factors are awarded to students gaining an overall grade of C- or better. An individual student can receive a maximum of 9 adjustment points under both schemes.
The adjustment factor scheme applies to all courses offered by the three competitive universities except for the following courses:

- Bachelor of Clinical Sciences/Doctor of Medicine at Charles Darwin University
- Bachelor of Clinical Sciences/Doctor of Medicine at Flinders University
- Bachelor of Medical Studies at Adelaide University
- Bachelor of Medical Studies (Bonded Medical Place) at Adelaide University
- Bachelor of Science (Veterinary Bioscience) at Adelaide University

University and TAFE SA Entry Requirements

Interstate Universities

Students from South Australia are eligible for admission to interstate universities provided they have met the minimum entry requirements of prerequisite subjects and/or other specific selection criteria. Students that wish to apply to interstate universities must study Stage 2 English Literary Studies or English for entry.

TAFE SA Entry

Completion of the SACE can meet the Course Admission Requirements (CAR) for most of TAFE SA courses. TAFE also consider a variety of other qualifications in its entry and selection processes and may include; auditions, interviews, presentation of portfolio and previously completed VET certificates.

Course Admission Requirements differ according to the level of the TAFE course; however, successful completion of 60 credits of Stage 2 subjects (TAS) or 40 credits of TAS and 20 credits of Recognised Studies will enable entry to all TAFE courses.

Pathways Education

Guest speakers, workshops, university and TAFE presentations and visits are organised to help students with decisions regarding subject choices and pathways beyond school. The Pathways Coordinator is available for individual counselling sessions to assist with appropriate subject and course choices. The Pathways Coordinator also meets with Year 10 and Year 11 students to discuss pathways and suitable senior subjects and each Year 12 to discuss pathways beyond school.

Attendance at University Open Days in August is highly recommended.

For further information visit the following websites or contact the Pathways Coordinator.

SACE Board	sace.sa.edu.au
SATAC	satac.edu.au
Adelaide University	adelaide.edu.au
Charles Darwin University	cdu.edu.au
Flinders University	flinders.edu.au
TAFE SA	tafesa.edu.au

Vocational Education and Training - VET

Faith Lutheran College offers Vocational Education and Training - VET pathways for students with a passion for a particular industry area. VET is education and training which provides students with the opportunity to acquire work related skills and gives students a head-start on a qualification towards a rewarding career.
Vocational Education and Training is provided as an option to students in Years 11 and 12.
All VET programs are accredited towards SACE and students also gain nationally recognised qualifications. Successfully completed Certificate III and above qualifications may be used toward the Australian Tertiary Admissions Rank - ATAR.
Work placement is an integral part of many VET courses. Students arrange and undertake structured work placement in many businesses in the Barossa. Successful work placements can lead onto apprenticeships and traineeships.
Some VET courses are delivered at Faith, while others require students to study off campus, online or as a School Based Apprentice or Trainee - SBAT. Students undertaking SBATs attend paid work and training for a minimum of eight hours per week while continuing to meet their SACE and school commitments. SBATs convert to full-time apprenticeships once the student leaves school.

VET courses delivered at Faith

- Certificate III in Fitness
- Veta Morphus - Certificate III in Christian Ministry and Theology

VET courses that can be undertaken by Faith students through Registered Training Organisations RTOs

- Agriculture
- Agricultural Mechanical Technology
- Allied Health Assistance
- Animal Care
- Automotive
- Beauty Services
- Carpentry
- Commercial Cookery
- Construction Pathway
- Creative Industries – 3D Animation
- Dance
- Early Childhood Education and Care
- Electrotechnology
- Engineering Pathways
- Hairdressing
- Horticulture
- Hospitality
- Individual Support
- Information Technology
- Makeup
- Music
- Plumbing
- Rural Operations
- Screen and Media
- Wine Industry Operations – Viticulture

Short courses are on offer for students at various times throughout the year and are paid for by participants who choose to take part. These courses may support VET training.

Short courses may include:

- Barista
- Bar and Service of Drinks
- Cellar Operations
- Construction Induction - White Card
- Provide First Aid

The VET application process includes; student interview, parent consultation and teacher reference to determine the student's suitability for VET programs with the VET Coordinator.
Please refer to the Alternative Pathways Policy for details of course costs.

Glossary

Apprenticeship	Australian Apprenticeships encompass all apprenticeships and traineeships. They combine time at work with training and can be full-time, part-time or School. Apprenticeships are available in a range of occupations across Australia.
Assumed Knowledge Subjects	Background knowledge in a SACE Stage 1 or Stage 2 subject that a student is expected to have grasped for entry into particular university courses. You will still be considered for a course if you have not studied this subject, but you may find that you need to do a bridging course.
ATAR – Australian Tertiary Admission Rank	The ATAR is used by SATAC and universities to determine entrance and cut off scores to a particular course. It is comparable nationally. The ATAR is reported to students on a percentile scale, i.e. on a range 0-99.95.
Authorised School	The school has met all the requirements to be an IBO school.
CAR – Course Admission Requirements	This is what an applicant must meet in order to be eligible for selection to TAFESA courses. It varies according to the different level of courses.
Completion and Successful Completion of Subjects	Subject completion means achieving a grade of E or better. Successful completion means achieving a grade of C or better.
CP – Community Project	A student-centred project which enables students to engage in practical explorations through a cycle of inquiry, action and reflection.
Credits	Students earn credits for a completed subject. One semester attracts 10 credits and a full year subject attracts 20 credits. Students must complete 200 credits to gain their SACE.
CSPA – Core Skills Profile for Adults	This is a series of multiple choice tests addressing literacy and numeracy administered on a specific date. It is an alternative way for applicants to demonstrate they meet the CAR for application into a TAFESA course.
IBO – International Baccalaureate Organisation	The IBO works with schools, government, and international organisations to develop challenging programmes of international education and rigorous assessment.
IDU – Interdisciplinary Unit	Interdisciplinary teaching and learning which empowers students to integrate disciplines in novel and creative ways.
MYP – Middle Years Program	Aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
Precluded Combination	A named pair of SACE Stage 2 subjects that cannot both be counted when calculating the University or TAFE Aggregate. If you study a precluded combination, you are not eligible for an ATAR.
Prerequisite Subject	A SACE Stage 2 subject(s) that a student must gain a grade of C or better in order to be eligible for selection in the University course for which the prerequisite is nominated.
Pre-Vocational Course	Courses run by a Registered Training Provider RTO / TAFE in the trade areas. Usually fulltime for 6 months - one year. Successful completion gives credit towards the first year of an Apprenticeship.
Recognised Subjects	These are; International Baccalaureate, interstate Year 12, higher education or VET awards deemed by the SACE Board, the universities and TAFESA as being eligible to be included in the calculation of the ATAR.
SACE	South Australian Certificate of Education, successful completion of Stage 1 and Stage 2
SACE Board	This is the controlling body of assessment procedures for SACE. At the end of Stage 2, a Record of Achievement is issued to students that contains a transcript of all results achieved including the ATAR.

Glossary

SATAC - South Australian Tertiary Admissions Centre	SATAC receives and processes applications from persons seeking admission to the courses at tertiary institutions listed in the SATAC Guide.
SBAT - School Based Apprenticeship or Traineeship	This is a program of study where students have the opportunity to complete SACE Stage 1 and Stage 2 while completing their first year of an industry level apprenticeship / traineeship.
Scaling	The mathematical process that provides a basis for comparing performance in different SACE Stage 2 subjects, which have different objectives, content and assessment processes. The raw scores are scaled to ensure they are comparable before they are added together to produce the university aggregate.
Semester	A period of half a school year. A semester subject attracts 10 credits.
STAT – Special Tertiary Admissions Test	This test is used by universities to assess a range of competencies commonly considered important for success in tertiary study. Applicants need to turn 18 by February of the year they wish to enter university.
Subject Achievement Score	A score which represents the assessment of a student's achievement in a SACE Stage 2 subject as measured against the objectives of the subject syllabus. It is a number from 0 (lowest) to 20 (highest) and a letter from E (lowest) to A (highest) which gives a rank order of performance in that subject.
TAS – Tertiary Admissions Subjects	These are SACE Stage 2 subjects, which have been approved by the universities and TAFESA as providing appropriate preparation for tertiary studies.
Traineeship	Government subsidised training and employment for up to 18 months. Traineeships are now being offered in an ever increasing variety of areas, such as; office work, computing, retail, sport, IT, etc.
TGSS – Training Guarantee for SACE Students	The Training Guarantee for SACE Students - TGSS scheme supports selected students who are at least 16 years of age to commence a Certificate III completion pathway as an integrated part of their South Australian Certificate of Education SACE.
University Aggregate	The University Aggregate is calculated from the best scaled scored from three 20 credit TAS plus the best outcome from a fourth subject or VET Certificate III and / or the Research Project.
VET - Vocational Education and Training	Vocational Education and Training - VET is education and training that gives students skills and knowledge for work. VET operates through a national training system and is delivered, assessed and certified by Registered Training Organisations - RTOs.
VET Recognition	The SACE Board's recognition arrangements enable students to include VET in their SACE studies. Students are encouraged to complete or make significant progress towards completing VET qualifications while completing the SACE.

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