All subject choices will again be made online. This year choices can be made online between Monday 15 August and Friday 26 August.

Details of how to make the online selections, including an individual password, will be given to students prior to these dates. Students who do not make their selections online during the subject choice period may submit their selection on the form on the next page. However, if classes have been allocated, students who submit forms late may miss out on their preferences.

If submitting late preferences, please include the appropriate signatures.

The details of all of the Year 11 courses are shown below. Please note that the core courses (English and Mathematics) are listed first with the elective courses following them.

Although English is a core SACE subject, students will need to choose between English Literary Studies, English, Essential English, and English as an Additional Language (EAL).

In Mathematics, students will need to choose between the Mathematics subjects of
- Mathematical Methods,
- General Mathematics,
- Essential Mathematics
- Stage 2 Mathematical Methods (if appropriate).

Students who wish to study the Stage 2 Research Methods course in Year 11 should choose this subject next if it is a high priority.

The courses being offered for study in 2017 are listed on the next page. This list should be used to clarify your choices before making your final selection online. Late submissions will need to be made on paper instead of online, and the form on the next page may be used with appropriate signatures.

To help us form classes select options from the core subjects then select up to 11 additional semesters of elective courses in order of preference.
### Subject Choice Information — Year 11 2017

<table>
<thead>
<tr>
<th>Preferences</th>
<th>List your English preference: English Literary Studies, English, Essential English and EAL.</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>List your Mathematics preference: Methods, General, Essential, or Stage 2 Mathematical Methods if appropriate</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>If you are choosing to undertake the Stage 2 Research Project in Year 11 indicate it as a preference here.</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

List preferences from 4 to a maximum of 14 for the elective subjects listed below.

<table>
<thead>
<tr>
<th>Subject Choice Information — Year 11 2017</th>
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<tbody>
<tr>
<td>Stage 1 Accounting (1 Semester)</td>
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<td>Stage 1 Biology (2 Semesters)</td>
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<td>Stage 1 Business Studies (1 Semester)</td>
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<td>Stage 1 Chemistry (2 Semesters)</td>
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<td>Stage 1 Chinese (Background Speakers)</td>
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<td>Stage 1 Drama (1 Semester)</td>
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<td>Stage 1 Drama (2 Semesters)</td>
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<td>Stage 1 Geography (1 Semester)</td>
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<td>Stage 1 Geography (2 Semesters)</td>
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<td>Stage 1 Information Technology (1 Semester)</td>
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<td>Stage 2 Indonesian (2 Semesters)</td>
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<td>Stage 2 Japanese (2 Semesters)</td>
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<td>Stage 1 Legal Studies (1 Semester)</td>
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<td>Stage 1 Mathematics – Specialist (2 Semesters)</td>
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<tr>
<td>Stage 1 Media Studies (1 Semester)</td>
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<td>Stage 1 Media Studies (2 Semesters)</td>
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<tr>
<td>Stage 2 Media Studies (2 Semesters)</td>
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<tr>
<td>Stage 1 Modern History (1 Semester)</td>
</tr>
</tbody>
</table>

(If submitting late preferences using this form, please include the appropriate signatures.)

Student’s signature _______________________________ Date ______________________________

Parent’s signature _______________________________ Student Name: ______________

Success, wisdom, balance
Subject Choice Information — Year 11 2017

Stage 1 ENGLISH — Full Year (20 Credits)

All Stage 1 students will study either English Literary Studies, English, Essential English or English as an Additional Language. To successfully qualify for SACE, students must achieve a C grade standard or better in whichever English subject they choose.

Please note that the titles of the Stage 1 English courses have been updated to complement changes to SACE Stage 2 English programs, effective 2017 onwards.

Assessment Design Criteria in SACE English

The assessment design criteria are based on the SACE learning requirements and performance standards. Teachers use the assessment design criteria to clarify for students what they need to learn and to design opportunities for students to provide evidence of their learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that students should demonstrate in their submitted assignments, and that teachers look for as evidence that students have met the learning requirements.

The assessment design criteria in SACE Stage 1 English Literary Studies, English and Essential English are:

- knowledge and understanding
- analysis
- application

Stage 1 ENGLISH LITERARY STUDIES - Full Year (20 Credits)

Prerequisite: Satisfactory completion of Year 10 English, demonstrated linguistic competence and the potential to study English Literary Studies or English at Stage 2 level.

Stage 1 English Literary Studies students will explore complex texts composed for a range of purposes and presented in a range of forms. They will produce pieces of writing in response to texts as well as completing a smaller number of creative tasks. Students will also have the opportunity to demonstrate their skills in expressing themselves orally for a variety of purposes. English Literary Studies emphasizes student engagement with unfamiliar texts like Shakespearean plays, literary prose, complex poetry and cinema. The Intertextual Study will provide opportunities for students to analyse the relationships between texts, and/or demonstrate how their knowledge of other texts has influenced the creation of their own texts.

In Stage 1 English Literary Studies, students are expected to:

1. analyse relationships between purpose, context, and audience and how these influence texts and their meaning
2. demonstrate an understanding of how ideas and perspectives are represented in texts
3. analyse how language, stylistic features and conventions are interpreted by readers
4. create oral, written, and/or multimodal texts for particular purposes, contexts, and audiences
5. identify and analyse intertextual connections between texts
6. demonstrate precision, fluency and coherence of writing and speaking

Success, wisdom, balance
**Assessment:**

Each semester students will complete the following:

**Responding to Texts:** a range of responses to texts, usually two written and one oral presentation

**Creating Texts:** at least one piece of creative work per semester

**Intertextual Study:** one major task per semester, which connects two or more texts in relation to the contexts in which each was generated and the context in which each text is read or viewed. Students may either produce responses to texts or create texts to demonstrate their understanding of intertextuality

*This course leads to the Year 12 ATAR subjects Stage 2 English Literary Studies or Stage 2 English.*

**Stage 1 ENGLISH - Full Year (20 Credits)**

Prerequisite: Satisfactory completion of Year 10 English, demonstrated linguistic competence and the potential to study English at Stage 2 level.

Stage 1 English provides students the opportunity to develop their proficiency in using the English language for a range of purposes, placing less emphasis on the study of complex literary texts than the English Literary Studies course. Students will respond to a variety of text types including film, novels, short stories and plays. In particular, students will be encouraged to explore thematic connections between different texts. Language skills – both written and oral – pertinent to social interaction and future vocation will be fostered as well as opportunities for creative writing in a range of forms.

In Stage 1 English, students are expected to:

1. analyse relationships between purpose, context, and audience and how these influence texts and their meaning
2. demonstrate an understanding of how ideas and perspectives are represented in texts
3. analyse how language, stylistic features and conventions are interpreted by readers
4. create oral, written, and/or multimodal texts for particular purposes, contexts, and audiences
5. identify and analyse intertextual connections between texts
6. demonstrate precision, fluency and coherence of writing and speaking

**Assessment:**

Each semester students will complete the following:

**Responding to Texts:** a range of responses to texts, including one or two written assessments

**Creating Texts:** usually one written piece and one oral presentation per semester

**Intertextual Study:** one major task per semester, which connects two or more texts in relation to the contexts in which each was generated and the context in which each text is read or viewed. Students may either produce responses to texts or create texts to demonstrate their understanding of intertextuality

*This course leads to the Year 12 ATAR subject Stage 2 English.*
Stage 1 ESSENTIAL ENGLISH - Full Year (20 Credits)

In Stage 1 Essential English, students read, listen, speak, respond to and compose texts, to establish connections in the language used in familiar and unfamiliar communities. There is a strong emphasis on student negotiated tasks. Language skills – both written and oral – pertinent to social interaction and future vocation will be fostered. Students who achieve a C grade or better in both semesters of this subject meet the compulsory 20 credit literacy requirement in the SACE.

In this subject, students are expected to:

1. demonstrate clear and accurate communication skills through reading, viewing, composing, listening, and speaking
2. establish connection with vocational, cultural, or social spheres through personal and critical engagement with texts and language
3. reflect critically on the ways texts are created for specific purposes and audiences
4. use language in working with others and to solve problems
5. identify and reflect on cultural, social, or technical aspects of language and texts
6. compose texts that use language for critical, personal, vocational or imaginative purposes

Assessment:
Each semester students will complete the following:

Responding to Texts: a range of written, oral or multimodal responses to texts, the length of which can vary, though no response should be more than 500 words or 5 minutes, or the equivalent in multimodal form.

Creating Texts: written, oral or multimodal pieces which may be functional, informational, analytical, imaginative, interpretive, and/or persuasive in purpose.

This course leads to the Year 12 ATAR subject Stage 2 Essential English

Stage 1 ENGLISH AS AN ADDITIONAL LANGUAGE- Full Year (20 Credits)

Stage 1 English as an Additional Language is designed to improve students' general proficiency in using the English language and there is an emphasis on communication, comprehension, analysis and text creation. Students extend their knowledge of grammar and vocabulary through whole class, individual and small group activities and are encouraged to use technology to enhance their language and presentation skills.

In this subject, students are expected to:

1. exchange information, opinions, and experiences through writing and speaking in a range of situations
2. comprehend and interpret information presented in texts
3. analyse personal, social, and cultural perspectives in texts
4. understand and analyse how language features are used to communicate for different purposes
5. create oral, written, and multimodal texts, using a range of language skills appropriate to purpose, audience, and context

Assessment:
Each semester students will complete the following:
Responding to Texts: at least one written and one oral response to different texts, one of which will be a literary text such as a novel or collection of poetry.

Interactive Study/Discussion: for the Interactive Study, students conduct an interview and present their findings in a written report. For the Discussion, students select a topic of focus across two texts and engage in a discussion with their teacher and/or a small group to demonstrate their understanding and presentation skills. One of these tasks will be undertaken in each semester.

Language Study: Two oral, written or multimodal responses to Language used in contemporary media.

This course leads to the Year 12 ATAR subject Stage 2 English as an Additional Language.

Stage 1 MATHEMATICS – Full Year (20 Credits)

SACE Requirements

The SACE Board requires all students to achieve a level of Numeracy within a Mathematics course at stage 1. This is a compulsory component of the SACE. All students must achieve a C grade standard in a Mathematics stage 1 course to qualify for the compulsory 10 points of Numeracy.

At SACE Stage 1 students at St John’s Grammar usually study at least 2 units of Mathematics.

Stage 1 Essential Mathematics - Full Year (20 Credits)

Pre-requisites: - Successful completion of a Year 10 Mathematics course.

This two semester course meets the needs of students who are interested in gaining skills required in the workplace and in everyday life. They will learn how to approach new challenges by investigating, modelling, reasoning, visualising and problem-solving. Communicating their results to others is also a focus of the course.

The course design is flexible and may be composed of topics such as financial management, business applications, measurement and geometry and statistics.

Assessment includes summative tests and investigations.

The course prepares students for the SACE Stage 2 subject of the same name in 2017: Essential Mathematics. This subject is intended for students planning to pursue a career in a range of trades or vocations.

Stage 1 General Mathematics – Full Year (20 Credits)

Pre-requisites: - Successful completion of the Year 10 Mathematics General or Mathematics 10/10A course.

The topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Assessment tasks include project and assignment work, formative and summative tests, investigations and examinations.

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The course prepares students for the SACE Stage 2 subject of the same name in 2017: Mathematics General. Studies in this subject lead to tertiary courses requiring a non-specialised background in mathematics.

**Stage 1 MATHEMATICS METHODS – 2 Semesters (20 Credits)**

*Pre-requisites:* - Successful completion of the Year 10 Mathematics 10/10A course at the A or B level.

Mathematics includes the topics of Functions and Graphs, Polynomials, Trigonometry, Counting & Statistics, Introductory Calculus and Growth and Decay. The development of skills of investigating, analysing, evaluating and inferring form a crucial part of the program, highlighted by the many investigative tasks and project work incorporated. Technological tools (graphics calculators and graphing/geometric software) are extensively employed.

*Assessment includes:* - summative tests and investigations. Examinations occur at the end of both semesters.

The course prepares students for the Stage 2 subject in 2017; Mathematical Methods. The Mathematical Methods subject caters for further studies in areas such as health or social sciences which involve the use of statistics.

**Stage 1 SPECIALIST MATHEMATICS – 2 Semesters (20 Credits)**

*Pre-requisites:* A or B grade in the Year10 Mathematics 10/10A Course.

This subject is to be taken in conjunction with the Stage 1 subject Mathematical Methods. Topics studied in depth are Arithmetic and Geometric Sequences and Series, Geometry, Vectors, Further Trigonometry, matrices and Real and complex numbers. The course encourages students to theorise, explore and make conjectures and proofs based on a host of mathematical principles and is complemented by a large range of investigations and tests. Graphics calculators are extensively employed.

*Assessment includes:* - Summative tests and investigations.

The course is a pre-requisite for the Stage 2 subject Mathematics Specialist in 2017 which must be studied in conjunction with Stage 2 Mathematical Methods. This subject caters for those students who want to continue their studies in Mathematics at the tertiary level in fields such as Mathematical Science, Engineering, Computer Science, laser physics and space science.

**Stage 2 RESEARCH PROJECT – One semester - 10 credits**

The Research Project is a compulsory part of SACE. It involves a study of research methods, followed by an individual research project on a topic chosen by each student.

There are four parts to the research framework:
1. Initiating, planning and managing the research
2. Carrying out the research
3. Communicating the findings of their research
4. Evaluating their research

Students will select one or more of the seven SACE capabilities through their research and develop the skills relevant to them.

Students will be taught various methods of research and mentored during their program.

The Research Project has three assessment requirements. They are:

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School based assessment:
- Folio (preliminary ideas, the research proposal, research development and discussion): 30%
- Research Outcome: 40% (2000 words maximum)

External Assessment:
- Evaluation: 30% (1500 words maximum)

Students will undertake this study either during Year 11 or the first half of Year 12. It will require a degree of academic maturity as it will possibly count towards their Australian Tertiary Entrance Rank (ATAR).

Please Note: If students wish to undertake the course in Year 11 they should include it in their low numbered preferences when selecting subjects.

Stage 1 ACCOUNTING - Elective Subject - One Semester (10 Credits)

Pre-requisites: Nil

Students learn the practical skills needed to manage their own financial affairs and develop an understanding of the ethical considerations that affect financial decision-making.

They learn about the successful management of financial affairs in business, gain knowledge and skills related to accounting processes for organisational and business applications, and develop greater understanding of accounting concepts and standards and their use to generate financial reports.

Students learn how to interpret financial information and convey this information to interested users.

Topics covered include the environment of accounting, personal financial management, keeping cash records, business documents and financial reports.

Assessment will include skills and application tasks (reports, case studies and tests) and an investigation report.

Stage 1 BUSINESS STUDIES - Elective Subject - One Semester (10 Credits)

Business Studies is a 10-credit subject that prepares students to handle their own business affairs and to function more effectively and responsibly as consumers, workers, and citizens by broadening their perception of the business world.

Engaging in the world of business involves studying individuals, communities, and organizations, assessing their needs and problems, and generating solutions. As a semester course it will incorporate topics such as:

- Introduction to Business and Enterprise
- Establishing a Business
- Technology for Business
- Marketing
- Employment Relations
- Global Business

In undertaking these topics, the subject introduces students to an aspect of an increasingly complex world, an understanding of which will facilitate each student’s participation in society. Students will be challenged to research and investigate aspects of an actual business.
Assessment tasks will involve homework, tests, research assignments, group and individual oral presentations and an end-of-semester examination.

**Stage 1 BIOLOGY - Elective Subject - Full Year (20 credits)**

**Assumed Knowledge and Skills:** To be confident of success in Year 11 Biology, students should have attained a ‘B’ grade or higher in Year 10 Science, and a ‘C’ grade or higher in the Year 10 end of semester exams.

Biology is the study of life, organisms and an overall scientific process of enquiry into the living world. The Year 11 Biology course covers Cells and Microorganisms, Infectious Disease, Multicellular Organisms, Biodiversity and Ecosystem Dynamics.

One of the aims of the course is to help students make informed decisions about the increasing number of controversial issues that are arising because of advances in biotechnology and human demands on the biosphere. The practical nature of Biology enables students to understand the diversity of life at the microscopic and macroscopic levels, interrelationships between organisms and their environments, maintenance of the human body and the risks and social benefits of biotechnology. Students attend at least one excursion during the Biodiversity and Ecosystem Dynamics section. Students will become proficient in problem solving skills during this course. The scientific method is used in designing experiments, making observations, analysing data and evaluating the results.

The assessment of Year 11 Biology reflects the nature and aims of the course. It could include a range of assessment tasks such as projects, laboratory investigations, class presentations, role-plays, practical tests, topic tests and end of Semester examinations. Students will also be expected to complete reports based on any excursions.

**Stage 1 CHEMISTRY – Elective Subject - Full Year (20 credits)**

**Assumed Knowledge and Skills:** To be confident of achieving success in this subject students should have achieved at least a ‘B’ grade in the Year 10 Science unit Extended Chemistry, as well as a ‘B’ grade in Year 10 Science overall, including a minimum of 65% in the end of semester exams. Chemistry also requires mathematical skills, and students should be achieving at least a ‘B’ grade in Year 10 Mathematical Studies.

**Course Content:** This course covers such topics as:
- Materials and their Atoms
- Combinations of Atoms
- Molecules
- Mixtures and Solutions
- Acids and Bases
- Redox Reactions

**Skills:** The course is designed to assist students to acquire a knowledge of chemistry understand chemistry, apply their knowledge of chemistry to solve problems, analyse and evaluate critically, recognise the study of chemistry as a human activity and develop scientific literacy and communication skills

**Assessment tasks:** These will include tests and examinations, laboratory investigations and written reports, oral presentations, written research tasks, assignments and a creative piece of work.

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Stage 1 Chinese for Background Speakers – Full Year (20 credits)

11年级中文母语 – 全年 (20学分)

This course is designed for students with a Chinese cultural and linguistic background. Typically, students originate from, and have been educated in, a country where Chinese is the primary language spoken.

There are three purposes of the course: 1. Learning Australian study skills in Chinese; 2. Understand Chinese contemporary issues; 3. Chance of receiving ATAR bonus points.

The course focuses on developing skills in exchanging, analysing and evaluating information, opinions and ideas around four set themes.

- Theme 1: China and the world (e.g. Population issues, environment issues, etc.)
  主题1：中国和世界（例如人口问题，环境问题等）
- Theme 2: Modernisation and social change (e.g. Education change, Youth issues, etc.)
  主题2：现代化和社会变迁（例如教育改革，青少年问题等）
- Theme 3: The overseas Chinese-speaking communities (e.g. Chinese contributions in Australia)
  主题3：海外的华人社团（例如海外华人对澳大利亚的贡献）
- Theme 4: Language in use in contemporary China (e.g. Contemporary film review, Writers in Chinese language, etc.)
  主题4：当代汉语的应用（例如当代电影影评，当代作家文章赏析等）

Summative Assessment 测试方式

1. Interaction (20% ) - Students research and present an oral report in Chinese, then answer relevant questions
   互动（占20%）- 学生通过学习和搜索资料，做口头报告并回答问题
2. Text Production (20% ) – students choose one aspect of a contemporary issue to produce a text
   文章写作（占20%）- 学生选择中国社会问题的一个方面按照要求写作
3. Text analysis (20% ) - based on two related texts, students are to compare and summarise, then write a text
   文章分析（占20%）- 学生根据所给的两份材料，比较和总结后写作
4. Investigation (20%) – students read a wide range of texts related to one issue in China, and write a letter in Chinese
   调查（占20%）- 学生通过搜集资料和调查，就中国社会的一个问题写一封信
5. Reflection in English (20%) – students write a reflection in English on their experience in undertaking the investigation.
   英文反思（占20%）- 学生在做调查的过程中得出的经验和反思，用英文总结。

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Stage 1 DRAMA – Elective Subject – One or Two Semesters (10 or 20 Credits)

In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. They develop personal interpretations of texts. Students develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

The SACE focus capabilities for this subject are:
- Communication
- Citizenship
- Personal development and Learning

Students undertaking this course will study periods of theatre history. Major playwrights will be studied with a focus on the Theatre of Realism in Semester 1 and Anti-Realist Theatre in Semester 2. The course will examine the various areas of theatrical performance, including script writing and reading, research, improvisation and reflective journal writing for each topic. This course requires strong interest in Drama and an ability to work creatively in team situations. An out of hours commitment will be required for rehearsals, performances and attending theatre.

**Pre-requisites:** - Successful achievement of at least one unit of Year 10 Drama. Students must be prepared to work in team situations, spend time rehearsing outside of school hours when required and be willing to perform to the school community.

**Semester 1**

**The key areas studied are:**
- Representational Theatre

**Elements of study**
- Group Production
- Review Writing
- Individual Presentation
- Theatre of Realism and Naturalism
- Drama innovators and playwrights ie
  Anton Chekhov
  Vsevolod Meyerhold
  Henrik Ibsen
  David Williamson
  Louis Nowra

**Semester 2**

**The key areas studied are:**
- Presentational Theatre
- Absurdist
- Epic

**Elements of study**
- Group Production
- Review Writing
- Individual Presentation
- Drama innovators and playwrights ie
  Bertolt Brecht
  Samuel Beckett
  Eugène Ionesco
  Tom Stoppard

**Assessment**
Assessment at Stage 1 is school based. Students demonstrate evidence of their through the following assessments:

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Stage 1 GEOGRAPHY – Elective Subject – One or Two Semester (10 Credits)

Themes and Topics
For a 10-credit subject students study 2-3 topics from one or two of the themes. For a 20-credit subject, students study 4-6 topics, with at least one topic from each theme.
Theme 1: Sustainable Places
- Topic 1: Rural and/or remote places
- Topic 2: Urban places
- Topic 3: Megacities.

Theme 2: Hazards
- Topic 4: Natural Hazards
- Topic 5: Biological and Human Induced Hazards.

Theme 3: Contemporary Issues
- Topic 6: Local Issues
- Topic 7: Global Issues.

ASSESSMENT SCOPE AND REQUIREMENTS
Assessment Type 1: Geographical Skills and Applications
Students produce geographical skills and applications tasks to demonstrate knowledge and understanding of geographical concepts, and examine geographical features, patterns, and processes.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:
- knowledge and understanding
- analysis and evaluation
- application.

Assessment Type 2: Fieldwork.
Students undertake fieldwork that is linked to a topic of study. They use geographical skills to make observations, record data in the field, and identify, select, and analyse the field data. They produce multimodal, written, and/or oral evidence to communicate geographical information and findings, and make recommendations.

For this assessment type, students provide evidence of their learning primarily in relation to the following assessment design criteria:
- analysis and evaluation
- application.

Students will sit an end of semester exam.

Stage 1 - INFORMATION TECHNOLOGY - One Semester (10 Credits)

This course is designed as a foundation for Stage Two Information Technology.

Students develop an understanding of computer based systems and their role in supporting efficient and effective use of technology. They learn how people use computers to communicate, and how to develop software solutions that meet the needs of individuals, organisations and communities.
Computer Systems investigates information system components and how they interact. It also looks into how data is processed into information and then transferred from one location to another.

Application Programming focuses on need identification and the development of programs that use data to produce useful information. Microsoft Visual Studio is used.

Multimedia Programming provides students with the opportunity to develop and deploy mobile device applications using AS3 Action Script and Adobe Animate.

Pre-requisite – Students must have successfully completed the IT Elements course.

**Stage 2 INDONESIAN - Elective Subject - Full Year (20 Credits)**

*Prerequisite:* Successful Completion of Stage 1 Indonesian

The SACE stage 2 Indonesian course is designed and assessed in accordance with the guidelines from the SACE Board of SA. Assessment tasks will come under the three SACE strands of Communication, Understanding Language and Understanding Culture.

Students will be assessed in the following manner:

**Assessment Type 1:** Folio (50%)
- There are three assessments for the folio:
  - Interaction
  - Text Production
  - Text Analysis

Students should undertake all three assessments for the folio at least once.

**Assessment Type 2:** In-depth Study (20%)
- There are three assessments for the in-depth study:
  - one oral presentation in [Language] (3 to 5 minutes)
  - one written response to the topic in [Language] (600 characters/500 words)
  - one reflective response in English (600 words or 5 to 7 minutes). Students should undertake all three assessments for the in-depth study.

**Assessment Type 3:** Examination (30%)
- The examination consists of two assessments:
  - an oral examination
  - a written examination.

**Stage 2 JAPANESE – Full Year (20 Credits)**

Year 10 SACE Stage 1 Japanese course aims to extend written and spoken communication skills and allow students to take their learning to the next level. Sound knowledge of Hiragana and Katakana and Kanji studied at Year 9 are assumed. Students will use a text book called Kokoseikatsu supplemented with ‘flipped classroom’ videos and posted work on the school’s Japanese 365 page. There will be a focus on social learning with online educational tools used to support student’s personalized learning needs.

There will be a focus on social learning with online educational tools used to support student’s personalised work.

In this course, students will learn language to discuss ordering and buying food in restaurants and supermarkets, designing a travel itinerary, lifestyle while on exchange in Japan and writing in conversational style, as well as research certain aspects of traditional and modern Japan in an Investigative Tasks. This can then be used authentically as students in Year 9, 10 and 11 have

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the opportunity to be part of the biannual trip to Japan in the even school years allowing them to experience another culture first hand. As in previous years, oral, listening and writing skills are emphasized. Now authentic audiences are sourced with new technology allowing us to Skype our sister school students Japan while in class.

Assessment is planned to cater for a variety of learning styles and involves listening, oral and writing tasks and tests. Tasks include oral interviews and presentations, short essays, letters and stories. More complex written and oral tasks are designed to prepare students for SACE Stage 2 Japanese. Students start to develop a more independent approach to language acquisition, and are encouraged to build a personally relevant store of vocabulary to suit differing situations.

**Stage 1 LEGAL STUDIES - Elective Subject - One Semester (10 Credits)**

*Pre-requisites:* - Nil but a competency in writing skills is recommended.

Legal Studies is a 10-credit subject which focuses on providing an understanding of the role of the law in maintaining social cohesion and managing social change. Students examine the Australian legal system. They read and write about, and discuss, analyse and debate issues. Students use a variety of methods to investigate legal issues, such as observing the law in action in courts and through various media.

The core topic is Law and Society and the option topics studied include Young People and the Law, Law-making and Justice and Society. Students participate in mock trials and Youth Parliament during Law Week.

Assessment:

Folio – oral presentations, multimedia presentations, interviews, debates, essays, tests
One Issues Study
Present

**Stage 1 MEDIA STUDIES – Elective Subject – One or two Semesters (10 or 20 Credits)**

Students who have successfully completed the Year 9/10 Media Studies elective can apply to take the Stage 1 course in either Year 10 or Year 11. Students who have not studied the Year 9/10 Media Studies elective but wish to take the Stage 1 course in either Year 10 or Year 11 must complete both semesters.

Students of Media Studies can gain an understanding of how ideas are communicated and how audiences and individuals interpret, interact with, and respond to media. Students will gain knowledge, technical skills, and a critical understanding of media texts, products, and industries. For the purpose of Stage 1 and 2 Media Studies, a media text is any form of expression that is communicated by audio-electronic, visual, digital and/or print means. Students of Media Studies will develop media literacy and production skills by critically observing media practice, critically analysing media texts, and creating media products.

Stage 1 Media Studies is a 1-unit (10 Point) semester program. Students can elect to study this subject in one or both semesters. There will be two focus topics studied each semester from a list that includes - Careers in the Media, Representations in Media, Advertising, and Media Audiences.

Assessment consists of 3 components:

Assessment Type 1: Folio
Assessment Type 2: Interaction Study
Assessment Type 3: Product.
**Stage 1 MODERN HISTORY - Elective Subject - One or Two Semesters (10 or 20 Credits)**

*Pre-requisites:* Successful completion of a Semester of History at Year 10. Students who did not undertake History at Year 10 may negotiate with the Head of Department.

This is a brand new SACE course for 2017. In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short and long term consequences on societies, systems and individuals. The courses offered during the year are designed as an invaluable prelude to Stage 2 Modern History, which will also be a new course in 2018.

**Semester One – Course Outline**
- The French Revolution
- Imperialism
- Decolonisation

**Semester Two – Course Outline**
- The Russian Revolution
- Social Movements
- The Origins of the Arab Israeli Conflict 1900-1948

For more content information in relation to these topics visit the SACE Board website at this link and click on the Subject Outline PDF: https://www.sace.sa.edu.au/web/modern-history/2017-subject-changes/planning-to-teach/subject-outline

**Assessment:**

For each semester the students will complete at three historical skills assessments and one historical study assessment, which will be a 1000 word essay or 6 minute oral presentation (negotiable).

An end of semester exam is undertaken.

**Stage 1 MUSIC – Elective Subject –Two Semesters (10 or 20 Credits)**

*Stage 1 Music Pre-requisites:* -
- A minimum of 3 Years instrumental tuition prior to SACE Stage 1
- Students should be of AMEB grade 3 standard or equivalent or by negotiation with Cinzia Cursaro (Head of Music)
- Students should have completed either 1 or 2 semesters of year 10 music
- Continuation of instrumental tuition

Students studying Stage 1 Music are generally expected to complete a full year of Stage 1 Music, particularly those who wish to continue to Stage 2 Music. A full year of Stage 1 Music is 20 credits towards the SACE.

At times, in consultation with the Head of Music, a student in Year 10 or 11 can be accelerated. This allows these advanced students to be challenged and develop their practical and theory skills in preparation for Year 12 musicianship and solo performance. Students who are interested in the music industry and the technology behind music are exposed to a program, which allows them to work in the music industry and prepares students for Year 12 Music Technology or Individual Study. Combining for the practical components allows students to mix Success, wisdom, balance
with musicians of different abilities and this encourages those that need to develop their practical skills to do so in a positive and enriched environment

**Students are required to study Stage 1 Music for the full Year**

**Students wishing to progress to SACE Stage 2 Music must complete two semesters at SACE Stage 1 Level. Practical Components:**

1. **Solo Performance**
   Students will rehearse and perform a number of solo works reflecting their ability at the end of each term as well as perform them in front of a public audience.

   **Skills**
   **Present solo work:**
   - Fluently
   - Accurately
   - At an appropriate tempo
   - With good control of tone, intonation and technique
   - With appropriate dynamics and articulation
   - Communicate mood, character and style

   **Assessment**
   Rehearsals and Performances (2 formative class performances and 2 summative public performances)

2. **Ensemble Performance**
   The students will rehearse and perform a number of works as part of an ensemble and perform them in front of a public audience.

   **Skills**
   **Present ensemble work:**
   - Fluently
   - Accurately
   - At an appropriate tempo
   - With good control of tone, intonation and technique
   - With appropriate dynamics and articulation
   - Communicate mood, character and style

**Theory Components:**

**Musicianship Stream Pre-requisites:** -
- A minimum of 2 Years instrumental tuition prior to SACE Stage 1
- Continuation of instrumental tuition throughout SACE Stage 1
- Level 3 Music or 3rd/4th Grade AMEB Theory
- 4th Grade AMEB Practical or equivalent

1. **Musicianship**
   Students will undertake a programmed course of theoretical and aural studies designed as preparation for Stage 2 Musicianship.

   **Skills**
   - Accurately present theoretical and aural work

   **Assessment**
   - Programmed aural and written tests throughout the Semester

2. **Individual Composition and Arrangement**
   Students will be required to compose and arrange several pieces of music to be submitted in written and recorded versions in a portfolio at the end of each Semester including:

   - Modal, blues, irregular time and classical and romantic period compositions

     Success, wisdom, balance
Skills
Present composition and arrangement work:
- Accurately
- Using appropriate tempo
- Using appropriate dynamics and articulation
- Understanding of musical style and instrumentation

Assessment
- Submission of a folio at the end of Semester (summative)
- Draft submissions throughout the Semester
- Performance of compositions within small ensembles

3. Group Composition and Arrangement
Students will be required to compose and arrange several pieces of music for their own small ensemble. These are to be submitted in written and recorded versions in a portfolio at the end of each Semester and performed by the ensemble.

Assessment
- Submission of a folio at the end of Semester (summative)
- Draft submissions throughout the Semester
- Performance of compositions within small ensembles

4. Music Technology/ Music Industry Skills

**Music Technology/Music Industry Skills Pre-requisites:**
- A minimum of 2 Years instrumental tuition prior to SACE Stage 1
- Continuation of instrumental tuition throughout SACE Stage 1

**Music Technology/Music Industry Skills**
Music Technology/Industry Skills incorporates a foundation course through Collarts (Victorian College of the Arts - www.collarts.edu.au). Certificate III in Music Industry (CUS30109). For Year 11’s the VET modules are embedded in the Stage 1 Music course and offer two SACE units over a full year.

To complete the full Certificate III in Music Industry, students must participate in 134 hours of electives. While the course is extensive in content it is envisaged that a number of hours of work will take place off line and within the local community, eg Group Performance, Observing the Set Up of a PA System, Organising a Music Event etc.

Students are also able to apply for Recognition of Prior Learning (RPL) and gain credit for Music Industry knowledge already acquired. Elective modules can also be completed as part of SACE Stage 2 Music.

The key benefits of undertaking the Certificate III in Music are as follows:
- Recognised as a Stage 2 SACE subject providing a minimum of 45 and maximum of 65 SACE credits (based on nominal hours).
- The completed Certificate may be used to contribute as one of the four Stage 2 subjects required for an ATAR.
- Nationally recognised Vocational Music qualification
- Increased pathways for work and further study

Success, wisdom, balance
The course would be undertaken over years 10 and 11. See proposed list of units below.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit Name</th>
<th>Nominal hours</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUSOHS301A</td>
<td>Follow occupational health and safety procedures</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>CUFCMP301A</td>
<td>Implement copyright arrangements</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>CUSIND301B</td>
<td>Work effectively in the music industry</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>CUSSOU302A</td>
<td>Record and mix a basic music demo</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>CUSSOU301A</td>
<td>Provide sound reinforcement</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>CUSSOU303A</td>
<td>Set up and disassemble audio equipment</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>CUSMCP301A</td>
<td>Compose simple songs or musical pieces</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td>CUSMPF305A</td>
<td>Develop improvisation skills</td>
<td>35</td>
<td>11</td>
</tr>
<tr>
<td>CUSMLT301A</td>
<td>Apply knowledge of genre to music making</td>
<td>40</td>
<td>11</td>
</tr>
<tr>
<td>CUSMPF301A</td>
<td>Develop technical skills in performance</td>
<td>20</td>
<td>11</td>
</tr>
<tr>
<td>CUSMPF402A</td>
<td>Develop and maintain stagecraft skills</td>
<td>70</td>
<td>11</td>
</tr>
<tr>
<td>CUSMPF406A</td>
<td>Perform music as a soloist</td>
<td>70</td>
<td>11</td>
</tr>
<tr>
<td>CUSMPF404A</td>
<td>Perform music as part of a group</td>
<td>70</td>
<td>11</td>
</tr>
</tbody>
</table>

Students can receive a Statement of Attainment for the units completed in year 10, and/or continue and complete the full nationally recognized Certificate in Year 11.

The course delivery is supported by a wealth of music curriculum resources. All required readings, videos, interactive activities, music industry links, assessment tasks and quizzes are provided online through Collarts.

Students receive an individual log in for these materials and can keep track of their progression through the course.

*** There is a $110 annual fee for each student enrolled in the Certificate III in Music. This contributes to the cost of enrolling the student with the Registered Training Organisation and provision of the required and extensive course resources.

If you are interested in your child obtaining the Certificate III in Music, finding out more about the benefits of this program, or any other aspect of the Yr 10/11 Music program, please contact Mr Penfold or Ms Cursaro.

**Assessment**
- The course has substantial practical emphasis and is competency based.
- Solo and Group Performances are an intrigue part of the course
- Students must have an interest in the music industry and must attempt all tasks in each area.
- A nationally accredited certificate will be awarded on completion of the course and Module certificates are also awarded.

**Stage 1 PHILOSOPHY – Elective Subject – One Semester (10 Credits)**

This practical Year 11 course emphasises Philosophical Inquiry skills within 3 key areas; Ethics, Epistemology and Metaphysics. The course is intended to be practical, rather than theoretical in nature. Students will learn to identify philosophical issues, and to think critically, creatively and independently about them.

For their assessment students will undertake two Practical Issue Studies, one of which involves an ethical emphasis. There are no prerequisites for the course. However, students who know that they would like to study Philosophy in senior years are encouraged to study it at earlier year levels too.

The course Wikispace is well worth a visit: www.st1philosophy.wikispaces.com
Stage 1 PHYSICAL EDUCATION – Elective Subject – One or Two Semesters (10 or 20 Credits)

Prerequisite: Year 10 Physical Education – A or B grade

Students will further develop their skills and knowledge of rules and tactics by undertaking a range of individual, partner and team physical activities such as badminton, basketball, volleyball, lawn bowls, touch football and weight training.

In Semester One students will improve their knowledge about sporting and general injuries by studying the Senior First Aid Certificate. Please note that while the school will contribute to the cost there will be a charge for students to do the Senior First Aid Certificate. They will investigate the skeletal, muscular, circulatory and respiratory systems, particularly as they apply to physical activity. They will look at the role that energy systems play in performance and what fitness components are involved in specific activities.

They will also investigate current issues related to physical activity. In Semester Two students will investigate how to prevent and treat sporting injuries. They will further develop their understanding of the principles of training and develop training programs. They will also investigate how skills are learnt and will be introduced to biomechanical principles.

The skills and knowledge developed in this course will be important preparation for Year 12 Physical Education. The course will also be of value to those who have an interest in physical activities and associated issues but do not wish to continue Physical Education in Year 12.

Assessment will be through a combination of performance checklists, tests, assignments and laboratories.

Stage 1 PHYSICS – Elective Subject – Full Year (20 Credits)

Assumed Knowledge and Skills: To be confident of achieving success in this subject students should have achieved:

- At least a ‘B’ grade in the Year 10 Science unit Extended Physics.
- At least a ‘B’ grade in the two end of semester exams in Year 10 Science.
- Similar achievements in Year 10 Mathematical Studies.

Students require a strong mathematical background to succeed in Physics, and should enjoy Mathematics as well as Science.

Course Content: This course covers such topics as:

- Linear motion and Forces
- Electric Circuits
- Heat
- Energy and Momentum
- Waves
- Nuclear Models and Radioactivity

Skills: The course is designed to assist students to

- Acquire a knowledge of physics
- Understand physics, and to apply their knowledge of physics to solve problems
- Analyse and evaluate critically
- Recognise the study of physics as a human activity
- Develop scientific literacy and communication skills

Assessment tasks: These include tests, examinations, practical skills, laboratory investigation reports, research assignments and oral presentations.

Success, wisdom, balance
**Stage 1 PSYCHOLOGY – Elective Subject – One or Two Semesters (10 or 20 Credits)**

This course introduces students to the concepts and methods of Psychology. Behaviour is often explained at different levels – biological features such as hormones or brain activity, basic process such as cognitive and emotional processes, personal levels which account for individual differences, and the socio-cultural level where the influence of other people is considered. Each of these areas will be covered in the course.

Psychology is an evidence based subject and includes a study of scientific methods in relation to psychological inquiry. Students will be involved in an empirical investigation where they will need to analyse data and write reports. The consideration of ethical issues in relation to research is also crucial and will be covered in the course.

Assessment will involve a mixture of assignments, an empirical investigation and an application task where the principles learnt during the course must be applied in a scenario situation.

The course leads to Psychology as a SACE Stage 2 subject.

**Stage 1 TECHNOLOGY CONSTRUCTION - One or Two Semesters (10 or 20 Credits)**

As in previous years, this course will be hands on, involving the 3 key elements of Design and Technology: Critiquing, Designing and Making. The course is offered as two separate semester units.

The emphasis of the course is on timber construction and industry. Student work is based around the investigation, design, production and evaluation of their own pieces. As students are making their own designs, the cost of materials used for projects will be charged to the student.

Assessment tasks: -
- Design folio
- Issues - Research essay, Regular Assignments Skills-Construction of designed quality products.

For some students, further study in technology at TAFE may be the most appropriate option. This is a common practice and students spend part of their time in school and perhaps a half day or a day each week in TAFE. Students for whom this is the most appropriate course should discuss options with Mr. Johncock.

**Stage 1 TECHNOLOGY - CAD - One Semester (10 Credits)**

Stage 1 Computer Aided Design enables students to extend and apply their knowledge and understanding of digital technologies to create and share technical products in both Mechanical and Architectural design fields.

Course focus is on creating designs that effectively communicate and showcase student developed concepts.

In *Mechanical Design* students engage in a range of skills tasks before designing and developing a children’s toy. The final product is printed on the schools 3D printer with product effectiveness tested on a target audience in the Junior School.

In *Architectural Design* students create and showcase a futuristic school building of their own design, ultimately developing an animation of an alternate school layout that includes all buildings developed by the class.

Success, wisdom, balance
Students can choose either Mechanical or Architectural design as the platform for their major product, researching, designing, developing and evaluating a product based on an identified need.

Students should choose this subject if they are interested in a career in Engineering, Manufacturing, Construction, Architecture, Design or Drafting.

**Pre-requisite** – Students must have completed *Year 9 & 10 Computer Aided Design.*

**Stage 1 VISUAL ARTS - ART - Elective Subject - One or Two Semesters (10 or 20 Credits)**

**Pre-requisite** – *Year 10 Visual Arts*

This course is a recommended pre-requisite for students intending to study at Stage 2 Level. The single semester course is a 10-credit subject and the two semester course is a 20 credit subject. Students can enrol in Visual Arts- Art and/or Visual Arts–Design.

This course is structured to cover three assessment components; Visual Thinking, Practical Resolution and Visual Arts in Context. The course is designed to cater to the specific needs of the student cohort allowing for some individually negotiated aspects.

The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, and exploration, experimentation with media and technique, resolution (i.e. the realisation of an artwork), and production. Students are encouraged to refine existing skills and to work more independently when developing their ideas and executing major works.

Visual Arts engages students in 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 skills, and produce imaginative solutions. An integral part of Visual Arts is the documentation of visual thinking. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in visual form. Through ideation and problem-solving, experimentation, and investigations in a diversity of media, processes, and techniques, students demonstrate a range of technical skills and aesthetic qualities.

The practical component will allow students to create a folio of works along with one major work. Students will investigate historical and contemporary art within the Visual Arts in Context part of the course.

The assessment of each summative task is criteria based according to SACE guidelines. Students are provided with opportunities to address the objectives and the required components of the course in order to achieve the levels of assessment as set down by SACE. Students are expected to meet specified deadlines and due dates.

**Stage 1 VISUAL ARTS - DESIGN - Elective Subject – One or Two Semesters (10 Credits)**

**Pre-requisite** – *Year 10 Visual Arts*

This course is a recommended pre-requisite for students intending to study at Stage 2 Level.

The broad area of Visual Arts -Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to initiation and the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions.

This course is structured to cover three assessment components; Practical, Contemporary Practice and Investigative Study.

Success, wisdom, balance
The course is designed to cater to the specific needs of the student cohort allowing for some individually negotiated aspects.

Students are provided with opportunities to concentrate on a specific aspect of design to allow for specialisation in a preferred area from:

- Visual and Graphic Communication (communication, illustration)
- Built Environment (architectural, urban, garden, landscape, interior)
- Product (furniture, fashion, industrial, jewellery)

Through engaging in the design process students will have opportunities to develop and refine their skills in creative problem solving, visualising and presenting and communicating their ideas. Appropriate technologies will be utilised as required.

The practical component will allow students to create a folio of works along with one major work. Students will investigate historical and contemporary art within the Visual Arts in Context part of the course as applied to Design