



SACRED HEART COLLEGE SENIOR

# YEAR 10

CURRICULUM HANDBOOK



2011

## WELCOME TO SACRED HEART COLLEGE SENIOR

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It is with much pleasure that I introduce you to this Curriculum Handbook which outlines the formal curriculum offered by Sacred Heart College Senior, Somerton Park. As a Catholic Marist College founded in 1897, Sacred Heart College takes its inspiration from a French priest, Marcellin Champagnat who, early in 19<sup>th</sup> Century rural France, saw the need for many young people to be educated. Above all, Marcellin wanted young people to be taught the message of the Gospel and the tenets of Christian faith, in context of a compassionate and forgiving God.

Students coming to Sacred Heart College Senior normally attend for three years, commencing at Year 10 and concluding after Year 12, thereby completing their South Australian Certificate of Education (SACE).

Sacred Heart College Senior also offers an extensive array of programmes that go beyond normal school hours. All students are encouraged to participate in these programmes be they musical, dramatic, sporting or religious, as they provide an opportunity to experience the rich spirit which permeates the Sacred Heart College community.

I take this opportunity to wish all students and their parents a happy and rewarding time at Sacred Heart College Senior. I look forward to the future with considerable confidence and enthusiasm.



Dr. Paul Hine  
Principal  
Sacred Heart College Senior

## INTRODUCTION

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The Curriculum Handbook 2012 has been prepared to acquaint students and parents with the Year 10 subjects available for study at Sacred Heart College Senior.

The Curriculum Handbook for Years 11 and 12 is available on the college website: [www.shcs.sa.edu.au](http://www.shcs.sa.edu.au)

Sacred Heart College Senior aims to offer a broad and liberal curriculum for its students with a range of subjects offered to cater for a varied cohort of students.

As the year progresses, Year 10 students will be encouraged to make carefully considered course choices for Years 11 and 12. The counselling process for each student begins with the Personal Learning Plan and continues with the support of Homeroom Teachers, Heads of Learning Areas, Heads of Houses, the Careers & Pathways Counsellor and the Director of Teaching and Learning. In addition, we strongly encourage parent involvement in the counselling process.

We hope that the information in this handbook will help students make informed choices concerning their study path at Sacred Heart College Senior.

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## **CURRICULUM VISION & PRINCIPLES**

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### **The vision for Sacred Heart College Senior**

Sacred Heart College Senior has been formed by the Marist Charism of trust in God. In the tradition of Saint Marcellin Champagnat, the College promotes a love of learning and the personal growth of each individual within a co-operative and supportive community.

This means that Sacred Heart College Senior is committed to provide a broad and meaningful curriculum designed to promote a love of learning and educate the whole person, enabling the spiritual, intellectual, cultural, physical and social development of emerging adults.

### **Principles which underpin the vision**

- Young adults can integrate faith and life through an understanding of the challenges of contemporary life within the Christian context and the Catholic Marist tradition.
- Students will integrate the many purposes of curriculum through well designed, flexible frameworks and pathways.
- Students will strive for excellence in whichever curriculum pathway they choose.
- Students will have equal access to coherent, comprehensive learning programmes, appropriate to their abilities and aspirations.
- School structures and the approaches to learning will affirm, support and develop each individual.
- Effective partnerships with parents, the community and other agencies support student learning.
- A valid purpose of education is to enable students to move into post-school options in further education, training and employment.
- Relationships between the members of the Sacred Heart College Senior community will be based on dignity and respect.
- Continuous monitoring and review will enhance excellence in curriculum.

## THE YEAR 10 CURRICULUM

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The Year 10 curriculum prepares students for the South Australian Certificate of Education – also known as the SACE. Students will study a variety of subjects over the next three years as they prepare for the world after school – which will involve study at university, TAFE or other types of training, work, and career and community life.

Every student at Sacred Heart College aspires to achieve the SACE as it is a requirement for entrance to University, many TAFE courses, and other training. In addition, employers regard SACE achievement as an indicator of a student’s ability to communicate well, get along with others and take initiative in life, study and work.

### The Personal Learning Plan (PLP)

The first subject studied for the SACE is the Personal Learning Plan (PLP) and all Year 10 students must study this compulsory subject. The PLP helps students to plan for their future by investigating:

- the subjects that will be studied in Years 11 and 12 and any courses outside of school (such as Vocational Education and Training – VET);
- possible career choices and ideas for community service;
- how best to prepare for career options and other goals.

### The Year 10 Subject Pattern

The Year 10 subject pattern is shown in the table below. All students will complete three full year subjects – English, Mathematics, and Science. They will also complete three semester length subjects – PLP, Physical Education, and Religion Studies. Finally, all students will select three semester length subjects (called electives) from a wide range listed in the following pages.

<b><i>Semester 1</i></b>	<b><i>Semester 2</i></b>
English	English
Mathematics	Mathematics
Science	Science
Physical Education (or PLP)	PLP (or Physical Education)
Religion Studies (or Elective 1)	Elective 1 (or Religion Studies)
Elective 2	Elective 3

## YEAR 10 COMPULSORY SUBJECTS

COMPULSORY SUBJECTS	One semester	Full Year
<b>Religious Education</b>		
Religion Studies	✓	
<b>English (choose <i>one</i> of the following)</b>		
English		✓
English Enrichment		✓
English as a Second Language (ESL)		✓
<b>Mathematics (choose <i>one</i> of the following)</b>		
Mathematics (Specialist)		✓
Mathematics (Studies)		✓
Mathematics (Applications)		✓
Mathematics in Society		✓
<b>Sciences (choose <i>one</i> of the following)</b>		
Science		✓
Science for Everyday Living		✓
<b>Cross-Disciplinary Studies</b>		
Personal Learning Plan (PLP)	✓	
<b>Health and Physical Education (choose <i>one</i> of the following)</b>		
Physical Education – Sports and Lifestyle	✓	
Physical Education – Activity and Lifestyle	✓	
Dance	✓	

## YEAR 10 ELECTIVE SUBJECTS

<b>ELECTIVE SUBJECTS</b>	One semester	Full Year
<b>Languages</b>		
Italian	✓	✓
Japanese	✓	✓
<b>Arts</b>		
Visual Arts - Art	✓	
Visual Arts - Design	✓	
Drama	✓	
Music	✓	✓
Music Industry Skills		✓
<b>Humanities &amp; Social Sciences</b>		
Accounting	✓	
Ancient Civilisations	✓	
The World of Business	✓	
Great Trials in Australian History	✓	
History Through Film	✓	
Sustainable Futures	✓	
<b>Health and Physical Education</b>		
Food & Hospitality	✓	
<b>Technology</b>		
Information Technology	✓	
Web Design	✓	
Systems & Control Products	✓	
Furniture Construction	✓	
Photography	✓	

## THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION (SACE)

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

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). However, all Year 10 students at Sacred Heart College undertake 20 credits of Stage 1 study by completing their Personal Learning Plan (PLP) and Religion Studies.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

In addition to earning the 200 credits all students must complete the following compulsory subjects: Stage 1 English (20 credits), Stage 1 Mathematics (10 credits), PLP (10 credits), Stage 2 Research Project (10 credits), and a minimum of three 20 credit Stage 2 subjects. Each of these compulsory aspects of the SACE must be achieved at a level of C or higher.

Students will achieve a grade of A to E for each of their Stage 1 SACE subjects and A<sup>+</sup> to E<sup>-</sup> for their Stage 2 subjects.

The table below illustrates how the minimum 200 points are acquired to achieve the SACE:

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

Stage 1 compulsory subjects and courses



Stage 2 compulsory subjects and courses



## THE SACE AT SACRED HEART COLLEGE SENIOR

At Sacred Heart College Senior students will study *more* than the 200 credits required to achieve the SACE. Students will earn, on average, 230 credits.

The table below illustrates how the 230 points are achieved at Sacred Heart College:

<b>Year 10</b>	<b>Stage 1 (Year 11)</b>		<b>Stage 2 (Year 12)</b>
<b>Semester 1 or 2</b>	<b>Semester 1</b>	<b>Semester 2</b>	<b>Full Year</b>
PLP (10 credits)* Religion Studies (10 credits)	English (10 credits)*	English (10 credits)*	Research Project (10 credits)*
	Maths (10 credits)*	Religion Studies (10 credits)	Subject (20 credits)*
	Subject (10 credits)	Subject (10 credits)	Subject (20 credits)*
	Subject (10 credits)	Subject (10 credits)	Subject (20 credits)*
	Subject (10 credits)	Subject (10 credits)	Subject (20 credits)
	Subject (10 credits)	Subject (10 credits)	

\*Compulsory subjects where minimum C grade must be obtained

Following are subject selection exemplars which demonstrate pathways of study for students.

Jules, a student wishing to be a diesel mechanic, studies the following Stage 1 and Stage 2 subjects:

<b>Stage 1 (Year 11)</b>		<b>Stage 2 (Year 12)</b>
<b>Semester 1</b>	<b>Semester 2</b>	<b>Full Year</b>
English (10 credits)	English (10 credits)	Research Project (10 credits)
Maths Applications (10 credits)	Maths Applications (10 credits)	Furniture Construction (20 credits)
Physical Education (10 credits)	Physical Education (10 credits)	Maths Applications (20 credits)
Workplace Practices (10 credits)	Workplace Practices (10 credits)	Workplace Practices (20 credits)
VET (10 credits)	VET(10 credits)	Community Studies (20 credits)
Religion Studies (10 credits)	Furniture Construction (10 credits)	

The VET enables Jules to get a head start on mechanics' training by beginning Certificate II Automotive at TAFE.

Jesse, a student wishing to study engineering at university, studies the following Stage 1 and Stage 2 subjects:

Stage 1 (Year 11)		Stage 2 (Year 12)
Semester 1	Semester 2	Full Year
English (10 credits)	English (10 credits)	Research Project (10 credits)
Specialist Maths (10 credits)	Specialist Maths (10 credits)	Specialist Maths (20 credits)
Specialist Maths (10 credits)	Specialist Maths (10 credits)	Maths Studies (20 credits)
Physics (10 credits)	Physics(10 credits)	Physics (20 credits)
Chemistry (10 credits)	Chemistry (10 credits)	Chemistry(20 credits)
Biology (10 credits)	Religion Studies (10 credits)	

### Qualifying for Entrance to University under SACE

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 80 credits at Stage 2, including the three compulsory 20-credit Stage 2 subjects required for SACE completion. Student eligibility to a university course/program is competitive in relation to other applicants. Student competitiveness is based on a rank (ATAR) which ranges from 0 to 99.95.

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

- ATAR calculated from the combined score of four Stage 2 subjects;
- ATAR calculated from the combined score of three Stage 2 subjects, plus half the score of the fourth Stage 2 subject combined with the score from the Research Project B (which would occur if the score of the Research Project exceeds half the score of the lowest scoring Stage 2 subject).

Universities also specify required subjects for some of their courses. **Pre-requisite** subjects are used to determine eligibility and **must be** studied. Students must achieve a minimum C grade in pre-requisite subjects. Subjects designated as **Assumed Knowledge** are not compulsory but are recommended as beneficial to the student's tertiary study.

Full details of university and TAFE entry requirements for 2013 onwards are published in the **Tertiary Entrance Booklet 2011, 2012, 2013** issued by the South Australian Tertiary Admissions Centre. GO to the SATAC website for more information [www.satac.edu.au](http://www.satac.edu.au). Each of the South Australian universities operate bonus points schemes which are subject related and also equity based. Further details are available from the above **Tertiary Entrance Booklet 2011, 2012, 2013**

## Qualifying for Entrance to TAFE under SACE

TAFE SA Certificate II and higher courses have Minimum Entry Requirements (MER) which all applicants must meet in order to be eligible for selection. Minimum Entry Requirements differ according to the level of the TAFE SA course concerned.

There are no Minimum Entry Requirements for Certificate I level courses.

Minimum Entry Requirements for Certificate II level courses are:

- Meet a literacy standard by the successful completion of 20 credits of Stage 1 English or equivalent;
- Meet a numeracy standard by the successful completion of 10 credits of Stage 1 Mathematics or equivalent.

OR

- Satisfactory achievement in the TAFE SA Assessment of Basic Skills (TABS) or satisfactory achievement in Special Tertiary Admissions Test (STAT).

Minimum Entry Requirements for Certificate III level courses are:

- Satisfactory completion of the SACE;

OR

- Any completed Certificate 11 or higher;

OR

- Satisfactory achievement in the TAFE SA Assessment of Basic Skills (TABS) or satisfactory achievement in Special Tertiary Admissions Test (STAT).
- Selection into TAFE is based on merit, where there are more eligible applicants for a TAFE SA course than places available, applicants are ranked in order of merit and selected accordingly. School leavers may receive additional points for their Year 12 studies for all courses **Bonus points** are awarded for specified senior secondary subjects depending on the course for which application is made. More details are available from the Careers Office or at the following website: [www.tafesa.gov.au](http://www.tafesa.gov.au)

## SACE to Employment

The SACE is achievable for all students and there are many benefits to formally completing your Secondary Education. Some students complete their SACE even though the entry requirement for a particular course, training program or job does not require it.

If a potential course provider or employer will not keep a position on hold until you have completed your studies, then you will need to carefully weigh up the option of completing SACE. Consequently, students should give thought to completing subjects with a vocational orientation.

Some students will complete their SACE, make no application for tertiary courses but seek employment. These students need to be organised, focused, obtain good comments on reports, and select suitable subjects in Years 11 and 12. Students in this group are usually advised to undertake full year Mathematics and English courses to keep their options open. They should also

be undertaking holiday blocks of Work Experience to add substance to their Resume and improve their employability. Thorough preparation for the job search and application process is very important, and the Careers Office has an abundance of information to assist students.

## **Students Who Leave Prior to the Completion of SACE**

In South Australia we now have a Compulsory Education Age which came into effect from January 1 2009. This law requires all 16 year olds to be in full-time education or training until they achieve a qualification or until they turn 17. For more details contact the Careers Office or visit the website: [www.edlawreform.sa.gov.au/pages/snrsec/faq/](http://www.edlawreform.sa.gov.au/pages/snrsec/faq/)

Some students will not achieve the SACE because they leave before completing the requirements. Students may choose this pathway because they have been offered a sound employment/training option. Other students may leave to undertake further studies with a technical school such as Marcellin Technical College [www.marcellintechnicalcollege.com.au](http://www.marcellintechnicalcollege.com.au) (where they may also complete the SACE) or a private provider such as a Naturopathy College or Business School.

## **Pathways Back to SACE**

Students can complete their SACE over any number of years. In addition, an Australian Tertiary Admissions Rank (ATAR) is calculated after three attempts which need not be in consecutive years. The subjects used for the ATAR calculation do not have to be studied in consecutive years. Whilst some students leave prior to completion of their SACE, they may return at a later date to fulfil the missing requirements for SACE completion.

## **Students Aiming for an Apprenticeship/Traineeship**

If students are aiming for an apprenticeship/traineeship they will need to check requirements with the major employers or group training organisations available via the internet or direct contact.

Things to check include:

- amount of work experience desired;
- preferred year 11 and 12 subjects, especially those with a vocational orientation;
- preferred TAFE/VET qualifications;
- other requirements, i.e. colour vision, portfolio, typing speed, etc.;
- TAFE requirements for studies associated with the apprenticeship.

Students pursuing this pathway may want to undertake some of the SHCS subjects that result in VET credit. This credit may mean less time that the employer has to release you for associated study days. It may be useful in winning that apprenticeship offer.

Students who are unable to secure an apprenticeship straight from school may apply for a position in a Pre-Vocational Certificate Course usually offered through TAFE. Direct application to SATAC is required. These courses are aimed at helping you improve your chances for gaining an apprenticeship. There are also opportunities for students in school based traineeships/apprenticeships in some industries. Generally, this is arranged by the student and/or employer. The school is able to assist with the appropriate recognition of competencies within SACE.

## **Pathways to University without SACE**

Students in this category, once 18 years of age, may be able to sit for a STAT test and apply for specific University Programs/Courses depending on their result. Some courses and programs will also take into account personal competencies and/or employment experience. The SATAC Guide ([www.satac.edu.au](http://www.satac.edu.au)) has further information. The South Australian universities may also offer foundation courses which can prepare prospective students for university study.

Finally, there are well defined pathways from TAFE Courses to University Courses. These are specific to the relevant courses and programs and further information should be obtained from the relevant institution.

## AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

Student eligibility to a university course/program is competitive in relation to other applicants. Student competitiveness is based on a rank (ATAR) which ranges from 0 to 99.95. The ATAR is calculated from the student's university aggregate.

To obtain a university aggregate (and therefore an ATAR) the student must:

- achieve their SACE
- comply with the rules regarding Precluded Combinations
- comply with the rules regarding Counting Restrictions
- complete at least 80 credits of study at Stage 2 of which 60 credits of study must be 20 credit Tertiary Admissions Subjects (TAS)\* from a maximum of three attempts which need not be in consecutive years

\* Normally 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same area, studied in pairs, can substitute for a 20 credit subject. These are called Valid Pairs and examples are 10 credit Music subjects, and 10 credit Workplace Practices subjects.

How your university aggregate is calculated:

<b>20</b> Subject 1 (20 credit score)	<b>20</b> Subject 2 (20 credit score)	<b>20</b> Subject 3 (20 credit score)	<b>+</b>	<b>20</b> Final 20 credit score
<p>Your scaled scores from three 20 credit Tertiary Admissions Subjects (TAS) are used.</p> <p>Normally, 10 credit subjects do not count towards this requirement but Valid Pairs can substitute for a 20 credit subject. Valid Pairs include pairings of 10 credit Music subjects and pairings of 10 credit Workplace Practice subjects.</p>				<p>Your score for the final 20 credits of study can come from:</p> <p><b>either</b> your score from:</p> <ul style="list-style-type: none"> <li>• another 20 credit TAS</li> </ul> <p><b>or</b> any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• half the score of a 20 credit TAS</li> <li>• the score of a 10 credit TAS</li> <li>• the score of another 10 credit TAS</li> <li>• the score of the Research Project (which has a common written assessment)</li> </ul>
<p><b>Your university aggregate is the best possible score calculated from the above options subject to counting restrictions and precluded combinations.</b></p>				

## Examples of University Aggregate Calculations for 2013 entry

Jordan, a student wishing to study commerce at university, studies the following Stage 2 subjects and achieves:

Stage 2 subjects completed	Economics	Maths Studies	English Studies	Accounting	Research Project (common written assessment)	university aggregate (max = 80)
Credits	20	20	20	20	10	
Scaled Score	19.8 Grade: A	18.2 Grade: A	17.0 Grade: A	14.2 Grade: B	7.8 Grade: B	
Used in university aggregate	✓ Full score	✓ Full score	✓ Full score	✓ Half score	✓ Half score	
	19.8	18.2	17.0	7.1	7.8	69.9

In this instance, the score for the Research Project is combined with half the score of the lowest scoring Stage 2 subject.

Jamie, a student wishing to study psychology at university, studies the following Stage 2 subjects and achieves:

Stage 2 subjects completed	English Comms	Maths Methods	History	Psychology	Research Project (common written assessment)	university aggregate (max = 80)
Credits	20	20	20	20	10	
Scaled Score	16.6 Grade: B	16.0 Grade: B	15.0 Grade: B	16.0 Grade: B	6.4 Grade: C	
Used in university aggregate	✓ Full score	✓ Full score	✓ Full score	✓ Full score	✗	
	16.6	16.0	15.0	16.0		63.6

In this instance, the score for the Research Project is discounted in calculating the university aggregate, as it scored less than half of the score of the lowest Stage 2 subject.

## Precluded Combinations and Counting Restrictions

For students who require an ATAR, the following subjects may not be studied together:

Systems & Control Products	&	Furniture Construction, Photography, or Web Design
Furniture Construction	&	Systems & Control Products, Web Design, or Photography
Photography	&	Systems & Control Products, Web Design, or Furniture Construction
Web Design	&	Photography , Systems & Control Products, or Furniture Construction
<i>NB: No more than 20 credits from Systems &amp; Control Products, Furniture Construction, Photography, and Web Design may be counted towards an ATAR</i>		
Mathematical Studies	&	Mathematical Methods, or Mathematical Applications
Mathematical Methods	&	Mathematical Studies, or Mathematical Applications
Mathematical Applications	&	Mathematical Studies, or Mathematical Methods
<i>NB: No more than 40 credits of Mathematics subjects may be counted towards an ATAR</i>		
Visual Art Studies - Art	&	Visual Art Studies – Design
English Studies	&	English Communications, English Pathways, ESL, or ESL Studies
English Communications	&	English Studies, English Pathways, ESL, or ESL Studies
English Pathways	&	English Studies, English Communications, ESL, or ESL Studies
ESL Studies	&	English Studies, English Communications, English Pathways, or ESL
ESL	&	English Studies, English Communications, English Pathways, or ESL Studies
<i>NB: No more than 20 credits of Cross Disciplinary and Integrated Learning subjects may be counted towards an ATAR</i>		
<i>NB: No more than 40 credits of Music subjects may be counted towards an ATAR</i>		

## **Converting the University Aggregate to an ATAR**

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

- the group of students who have qualified for a university aggregate in 2012 is called the 2012 cohort
- for each university aggregate score (which range from 0 to 80.0) obtained by the students in this cohort, the percentage of students who obtained that score or better is calculated. This is known as calculating the percentile distribution
- each score in the range 0-80.0 now has a corresponding percentile rank in the range 0-100. For example, if a score of 70.4 or better out of 80.0 has been obtained by 10% of the cohort, the score of 70.4 will correspond to a percentile rank of 90.0
- the 2012 cohort may differ from that of other years in that it may represent a smaller or larger percentage of the population of the same age group. The percentage from the given year is known as the participation rate. It is calculated from the Australian Bureau of Statistics and measuring these against the size of the cohort. If an allowance were not made for this, the final ATAR would not be comparable from one year to the next
- the percentile rank is then adjusted to take account of the participation rate and the result is the Australian Tertiary Admissions Rank (ATAR).

When the calculations are completed, a student's relative position on the ATAR range is unchanged from the student's relative position on the university aggregate range.

It is important to remember that a rank is not a score and an ATAR cannot be calculated arithmetically from a university aggregate.

## **Reporting the University Aggregate and ATAR**

The university aggregate is reported to students on a score range of 0-80.0 with intervals of 0.2.

The ATAR is reported to students on a percentile scale, which is on a range 0-99.95 with intervals of 0.05.

The university aggregate and ATAR are reported only to students who qualify for the SACE.

## STAGE 1 SUBJECTS

SUBJECT	One semester	Full Year	No. of Credits
<b>English &amp; Languages</b>			
English		✓	20
Literacy for Work & Community Life		✓	20
English Pathways		✓	20
English as a Second Language (ESL)		✓	20
Italian		✓	20
Japanese		✓	20
<b>Mathematics</b>			
Specialist Mathematics		✓	40
Mathematical Studies		✓	30
Mathematical Applications	✓	✓	10 or 20
Mathematics Pathways - Consumer Mathematics	Sem 1		10
Mathematics Pathways - Maths for Industry	Sem 2		10
<b>Sciences</b>			
Biology	✓	✓	10 or 20
Chemistry		✓	20
Physics		✓	20
Psychology	✓	✓	10 or 20
<b>Arts</b>			
Visual Arts - Art	✓	✓	10 or 20
Visual Arts - Design	✓	✓	10 or 20
Drama	✓	✓	10 or 20
Music Advanced	✓	✓	10 or 20
Music Experience	✓	✓	10 or 20
<b>Humanities &amp; Social Sciences</b>			
Accounting	✓	✓	10 or 20
Ancient Studies	✓		10
Business & Enterprise	✓		10
Economics	✓	✓	10 or 20
Geography	✓	✓	10 or 20
Legal Studies	✓	✓	10 or 20
Modern History	✓	✓	10 or 20
Tourism	✓		10
<b>Health and Physical Education</b>			
Food & Hospitality	✓		10
Physical Education	✓	✓	10 or 20
Integrated Learning (Fitness, Health & Physical Activity)	✓		10

<b>Technology</b>			
Information Technology	✓	✓	10 or 20
Information Processing & Publishing	✓		10
Communication Products (Web Design)	✓		10
Systems and Control Products	✓		10
Material Products (Furniture Construction)	✓	✓	10 or 20
Communication Products (Photography)	✓		10
<b>Cross-Disciplinary Studies</b>			
Workplace Practices (includes VET)		✓	40
Workplace Practices (Football)		✓	20
Community Studies (negotiated topic(s))	✓	✓	10 or 20

## STAGE 2 SUBJECTS

<b>TERTIARY ADMISSIONS SUBJECTS (TAS)</b>	
<i>Each subject worth 20 credits unless otherwise stated</i>	
<b>English &amp; Languages</b>	<b>Mathematics</b>
English Studies	Specialist Mathematics
English Communications	Mathematical Studies
English Pathways	Mathematical Methods
English as a Second Language Studies	Mathematical Applications
English as a Second Language	
Italian (continuers)	<b>Arts</b>
Japanese (continuers)	Drama
<b>Sciences</b>	Music (choose either 2 or 4 of the following):
Biology	<ul style="list-style-type: none"> <li>• <i>Composing &amp; Arranging (10 credits)</i></li> </ul>
Chemistry	<ul style="list-style-type: none"> <li>• <i>Ensemble Performance (10 credits)</i></li> </ul>
Physics	<ul style="list-style-type: none"> <li>• <i>Music Technology (10 credits)</i></li> </ul>
Psychology	<ul style="list-style-type: none"> <li>• <i>Musicianship (10 credits)</i></li> </ul>
Scientific Studies	<ul style="list-style-type: none"> <li>• <i>Solo Performance (10 credits)</i></li> </ul>
<b>Humanities &amp; Social Sciences</b>	Visual Arts (Art)
Accounting	Visual Arts (Design)
Business & Enterprise	
Classical Studies	<b>Technology</b>
Economics	Information Technology
Geography	Information Processing & Publishing
Legal Studies	Systems and Control Products
Modern History	Material Products (Furniture Construction)
Religion Studies	Communication Products I (Photography)
Tourism	Communication Products II (Web Design)
<b>Health and Physical Education</b>	<b>Cross-Disciplinary Studies</b>
Food & Hospitality	The Research Project
Integrated Learning (Health, Fitness & Physical Activity)	Workplace Practices (includes VET)
Physical Education	

<b>SUBJECTS (without TAS status)</b>
<b>Cross-Disciplinary Studies</b>
Community Studies (negotiated topic(s))
Community Studies (Foods & the Community)
Community Studies (Work in the Community - <i>Maths focus</i> )

## Year 10: Accounting

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### Duration

One semester

### Subject Summary

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

Year 10 students will be introduced to basic Bookkeeping and Accounting using manual and computerised methods.

### Content

Students will complete the following areas of study:

- The Accounting process;
- Petty Cash;
- Budgeting and Price Setting strategies.

Students will participate in a variety of tasks which may include:

- Case Studies;
- Accounting and Bookkeeping Problems;
- Research essays;
- Basic analysis and interpretation of reports.

### Assessment

Assessment is based on:

- Tests – 45%
- Assignments – 35%
- End of semester exam - 20%

### Contact teacher

Mrs Marisa Favilla [mfa@shcs.sa.edu.au](mailto:mfa@shcs.sa.edu.au)

## Year 10: Ancient Civilisations

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### Duration

One semester

### Subject Summary

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

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

Year 10 students will study events, people and cultural beliefs from lost ancient worlds.

### Content

Students will complete the following areas of study:

- Greek Mythology – Gods, Heroes and the Trojan War;
- Egyptian Society and Beliefs – Focus on the afterlife, mummification and famous pharaohs such as Tutankhamen and his curse;
- The volcanic destruction of Pompeii and the archaeological artefacts that remain;
- An individual research topic selected by students pertaining to an ancient or lost civilisation, such as Aztecs, Incas, Samurai and Vikings.

### Assessment

Assessment is based on:

- Archaeological source analysis - 20%
- Extended written responses – 20%
- Tests – 20%
- Orals – 10%
- Film accuracy studies – 20%
- End of semester exam – 10%

### Contact teacher

Mrs Marisa Favilla [mfa@shcs.sa.edu.au](mailto:mfa@shcs.sa.edu.au)

## Year 10: Control Technology

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### Duration

One semester

### Subject Summary

By completing this course students will:

- Gain proficiency in the safe use of materials, tools, machines and power tools.
- Understand and apply the Plan/Make/Appraise process, which is essential in arriving at sound design outcomes.
- Develop drawing skills to communicate design ideas.
- Gain knowledge and understanding of the tools, materials, information and systems used in technology.
- Consider the impact of technology on themselves, society and the environment.

### Content

Students will complete the following areas of study:

- An introduction to mechanical principles such as leverage, gearing, and mechanical advantage;
- Design and construction of simple and complex mechanical models using *Lego* and *Mechatronics*;
- Interface and control of models using *Intellecta*.

### Assessment

Assessment is based on:

- Worksheets and assignments – 25%
- The design, construction and control of several models – 50%
- Practical and theory tests – 25%

### Contact teacher

Mr Ryan Fleetwood [rfd@shcs.sa.edu.au](mailto:rfd@shcs.sa.edu.au)

## Year 10: Dance

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### Duration

One semester

### Subject Summary

The study of dance provides students with the opportunity to develop practical dance skills through a range of methods, techniques and dance genres. Students will also gain an appreciation and understanding of the social and cultural context from which dance has evolved.

There is a focus on developing:

- Physical skills to improve general fitness;
- Knowledge and application of safe techniques and practise;
- Skills in performance and presentation;
- Knowledge of movement vocabulary;
- Appreciation of dance traditions and contemporary innovations.

### Content

Students will complete the following areas of study:

- Practise and knowledge of the principles of correct dance technique;
- Improvisation;
- Exploration of dance composition;
- Dance performance – group or individual;
- Reflecting on performance processes and outcomes;
- Dance traditions and contemporary practice.

### Assessment

Assessment is based on:

- Skills Development;
- Assignments;
- Responses and reflections;
- Group performances and/or individual performances.

### Contact teacher

Ms Gail Radford [grd@shcs.sa.edu.au](mailto:grd@shcs.sa.edu.au)

## Year 10: Drama

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### Duration

One semester

### Subject Summary

Students are introduced to the origins of Western Theatre through various selected eras in theatre history. They examine the influence these dramatic styles have on contemporary theatre practice and dramatic thought. Students explore elements of theatre practice from these theatrical traditions, while building a repertoire of improvisation and performance skills.

Students will be expected to demonstrate:

- Practical skills in class performances and/or performance based activities;
- The process of performance preparation;
- An ability to write a theatre review;
- An ability to reflect on the development of personal/group progress.

### Content

Students will complete the following areas of study:

- Stagecraft for the Actor, Improvisation and Performance Skills;
- Various theatre traditions and techniques;
- Theatre Reviews – watching, analysing and critique writing;
- Reflecting on the creative process – report writing;
- Play production and performance - on and off-stage roles.

### Assessment

Assessment is based on:

- Theatre History – 20%
- Reports & Reviews – 30%
- Skills Development – 20%
- Group Production – 30%

### Contact teacher

Ms Gail Radford [grd@shcs.sa.edu.au](mailto:grd@shcs.sa.edu.au)

## Year 10: English

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**Note: Students must study either English, English Enrichment or ESL at Year 10**

### Duration

Full year

### Subject Summary

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Year 10 English, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

### Content

Students are required to read and respond to texts as well as produce texts.

### Reading and responding to texts

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

### Producing texts

Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

### Assessment

Assessment is based on:

- Text Analysis – 40%
- Text Production – 30%
- Special Study – 15%
- Examination – 15%

### Contact teacher

Ms Tracey Dorian [tdn@shcs.sa.edu.au](mailto:tdn@shcs.sa.edu.au)

## Year 10: English as a Second Language (ESL)

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**Note: Students must study either English, English Enrichment or ESL at Year 10**

### Duration

Full year

### Subject Summary

English as a Second Language is designed for students for whom English is an additional language or dialect.

The subject is based on responding to, and composing, oral and written texts in a range of genres and situations.

### Content

Areas of study include:

#### Text Study

Students explore a range of written, oral, and visual texts, constructed for different purposes and in a range of genres. Texts studied could include feature films, web pages, poetry, newspaper or magazine articles, documentaries, talks by guest speakers, or news broadcasts.

#### Investigative Study

Students investigate a topic of personal interest by moving beyond the classroom to interview one or more people of their choice.

#### Communication Study

The focus of this study is on written and oral texts as they are used in contexts beyond the classroom and, in particular, the use of texts to persuade, influence, and instruct other people.

### Assessment

Assessment is based on:

- Text Production – 50%
- Language Application – 50%

### Contact teacher

Ms Tracey Dorian [tdn@shcs.sa.edu.au](mailto:tdn@shcs.sa.edu.au)

## Year 10: English Enrichment

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**Note: Students must study either English, English Enrichment or ESL at Year 10**

### Duration

Full year

### Subject Summary

This subject is intended for those students whose literacy skills have been identified as an area for development. English Enrichment enables students to build their knowledge of the English language, and expand their literacy skills.

The study of English provides students with a focus for informed and effective participation in education, training, the workplace and their personal environment. In Year 10 English Enrichment, students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes.

### Content

Students are required to read and respond to texts as well as produce texts.

### Reading and responding to texts

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

### Producing texts

Students provide evidence of the extent and quality of their learning in producing texts in written, oral or multimodal form.

### Assessment

Assessment is based on:

- Text Analysis – 40%
- Text Production – 30%
- Special Study – 30%

### Contact teacher

Ms Tracey Dorian [tdn@shcs.sa.edu.au](mailto:tdn@shcs.sa.edu.au)

## Year 10: Food and Hospitality

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### Duration

One semester

- Investigate the Hospitality Industry, food preparation and
- Expand student's repertoire of food preparation skills.

### Subject Summary

By the end of this course students should obtain an awareness of contemporary issues by incorporating skills in research, critiquing, decision making and practical application. A compilation of tasks will be presented in a folio.

### Content

The course includes:

- Nutritional concepts learnt through the Australian Dietary Guidelines and the food group plan.
- Food preparation skills developed through a variety of practical activities, focusing on nutritional concepts and menu planning.
- Hygiene and safety in relation to the work place and preparation of food.
- Entertaining and how it relates to the Hospitality Industry and Multi-cultural cuisine.
- Historical aspects of food preparation.
- Technology with respect to methods of cooking and food selection.
- It will extend students knowledge of nutrition and diet, focusing on the contemporary Australian diet.
- Broaden student knowledge of Australia's multi-cultural cuisine.
- Promote an understanding of early Australian diets, in comparison with the influence of our new technology on today's diet.

### Assessment

- Practical – 60%
  - Assignments – 40%
- Performance in semester Assessment tasks will determine promotion to Stage1 Food & Hospitality

### Contact teacher

Mrs Emma Ruston [ern@shcs.sa.edu.au](mailto:ern@shcs.sa.edu.au)

## Year 10: Furniture Construction

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**Note: All lessons are conducted at the Sacred Heart College Senior Technology Centre located on 41 Byre Avenue, Somerton Park**

### Duration

One semester

- Use drawing boards and Computer Aided Design (CAD) to produce working drawings.

### Subject Summary

This course focuses on traditional methods of furniture construction in timber with an emphasis on the use of machines and power tools.

By completing this course students will:

- Gain proficiency in the safe use of materials, tools, machines and power tools;
- Understand and apply the Plan/Make/Appraise process, which is essential in arriving at sound design outcomes;
- Develop drawing skills to communicate design ideas;
- Gain knowledge and understanding of the tool materials, information and systems used in Technology;
- Consider the impact of technology on themselves, society and the environment.

### Assessment

Assessment is based on:

- Homework topics, Assignments and two Theory tests - 25%
- The design of a major project and documentation including a brief, justification, sketches, working drawing, cutting and costing sheets, journal and appraisal - 25%
- The construction and surface finishing of a major project - 50%

### Contact teacher

Mr Ryan Fleetwood [rfd@shcs.sa.edu.au](mailto:rfd@shcs.sa.edu.au)

### Content

Students will:

- Design and construct a major project in timber using mortise and tenon, dowel and butt joints;
- Use a range of machinery such as the radial arm saw, bandsaw and mortising machine;
- Use hand and power tools such as the rotary sander, belt sander, router, electric and battery drill, saws and drills;
- Study theory topics on safety (OH&S), wood working materials, machinery, techniques and environmental issues;

## Year 10: Great Trials in Australian History

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### Duration

One semester

### Subject Summary

This course is an introduction to Legal Studies. Those students interested in the law and in television programmes such as *Law and Order* and *CSI* will have an insight into the inner workings of the courtroom and the role of lawyers, the judge and the jury. Students will be introduced to the basic principles of Legal Studies, the role of court personnel, and an insight into the workings of the court-room by studying famous Australian Criminal cases.

### Content

Cases studied include:

- Ned Kelly – was his trial fair?
- Rupert Max Stuart – was his trial fair?
- Lindy Chamberlain – what is the role of the jury?
- Ronald Ryan – the last man hanged in Australia was found guilty and sent to jail in 1963, despite doubts about his guilt;
- Salvatore Fazzari, Carlos Pereiras and Jose Martine – wrongfully convicted of the murder of Philip Walsham.

Students will also visit the Courts.

### Assessment

Assessment is based on:

- Short Answer tests
- Group Presentations
- Cumulative journal
- Biography
- Poster design
- End of Semester Exam – 20%

### Contact teacher

Mrs Marisa Favilla [mfa@shcs.sa.edu.au](mailto:mfa@shcs.sa.edu.au)

## Year 10: History Through Film

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### Duration

One semester

### Subject Summary

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

This course provides students with the opportunity to study events, people and issues of historical significance by investigating the historical accuracy and usefulness of well-known films.

### Content

Some examples of films include;

- *Braveheart*;
- *The Patriot*;
- *Forest Gump*;
- *The Chamber*;
- *The Great Escape*.

### Assessment

Assessment is based on:

- Research
- Source and film analysis
- Extended written responses
- Tests
- Orals
- Posters
- End of Semester Exam – 20%

### Contact teacher

Mrs Marisa Favilla [mfa@shcs.sa.edu.au](mailto:mfa@shcs.sa.edu.au)

# Year 10: Information Technology

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## Duration

One semester

## Subject Summary

Students will develop a strong understanding of how computer systems are built and run, build confidence in upgrading and repairing systems, and extend their computing skills as a foundation for future learning.

This course assumes a basic understanding of computing and a desire to learn more about computer systems. Students will learn about computer systems through the study of hardware and software by building and upgrading computers and learning how to successfully install software and peripheral devices. Students will also use software applications that will enable them to become effective computer users. All work is completed on networked, IBM compatible computers.

## Content

Through a series of practical and theory based computing experiences, students will cover the following topics:

- Introduction to computer hardware and software;
- Windows operating systems;
- Computer applications in society;
- File and directory management;
- Advanced Micro Soft Power Point skills;
- Group research task;
- Intermediate Micro Soft Access skills.

## Assessment

Assessment is based on:

- Completion of practical computing assignments – 35%
- Written research assignments – 15%
- Class tests – 25%
- End of Semester Examination – 25%

## Contact teacher

Mr Ryan Fleetwood [rfd@shcs.sa.edu.au](mailto:rfd@shcs.sa.edu.au)

## Year 10: Italian

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### Duration

Full year

### Subject Summary

Sacred Heart College Senior offers *continuers level* languages at Stage 1 and Stage 2. These language subjects are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Consequently, this subject is suitable for students who have studied Italian for several previous years.

Modules of study cover the interpersonal, informational and aesthetic domains. There is equal emphasis on reading, writing, speaking and listening skills. Students will further their command of Italian and there are some investigations of cultural topics, principally in English.

### Content

Students undertake the following activities:

- A study of Italian grammar;
- The presentation of talks to the class;
- The writing of short stories;
- Reading for comprehension;
- Interpreting language from Italian to English and vice versa;
- Conversation and language use for particular functional purposes.

### Assessment

Assessment is based on:

- Interaction – 20%
  - Text Production – 20%
  - Text Analysis – 20%
  - Investigation – 40%
- 
- Examination – performance in semester examinations will determine promotion to Stage 1 Italian.

### Contact teacher

Ms Tracey Dorian [tdn@shcs.sa.edu.au](mailto:tdn@shcs.sa.edu.au)

## Year 10: Japanese

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### Duration

Full year

### Subject Summary

Sacred Heart College Senior offers *continuers level* languages at Stage 1 and Stage 2. These language subjects are designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge. Consequently, this subject is suitable for students who have studied Japanese for several previous years.

Modules of study cover the interpersonal, informational and aesthetic domains. There is equal emphasis on reading, writing, speaking and listening skills. Students will further their command of Kanji and there are some investigations of cultural topics, principally in English.

### Content

Students undertake the following activities:

- The presentation of skits in groups;
- Interaction with visiting exchange students;
- Reading for comprehension;
- Translation from Japanese to English and vice versa;
- Conversation and language use for particular functional purposes;
- A study of Japanese grammar.

### Assessment

Assessment is based on:

- Interaction – 20%
  - Text Production – 20%
  - Text Analysis – 20%
  - Investigation – 40%
- 
- Examination – performance in semester examinations will determine promotion to Stage 1 Japanese.

### Contact teacher

Ms Tracey Dorian [tdn@shcs.sa.edu.au](mailto:tdn@shcs.sa.edu.au)

## Year 10: Mathematics (Applications)

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**Note: Students must study either *Mathematics in Society, Mathematical Applications, Mathematical Studies or Specialist Mathematics at Year 10***

### Duration

Full year

### Subject Summary

Mathematical Applications caters for those students of sound mathematical ability who wish to undertake Mathematics in Years 11 and 12 but who do not intend to pursue any further formal Mathematics course beyond Year 12.

### Assessment

Assessment is based on:

- Tests – 40%
- Assignments, Directed Investigations, and Projects – 40%
- Examination – 20%

### Contact teacher

Mr James Grant [jgt@shcs.sa.edu.au](mailto:jgt@shcs.sa.edu.au)

### Content

Topics include:

- Chance and Statistics;
- Algebra;
- Measurement;
- Percentages and Ratio;
- Business Calculations;
- Linear Equations and Formulae;
- Reading and Interpreting Graphs;
- Linear Graphs;
- Plane Geometry;
- Right Angled Triangles;
- Maths of buying a car.

## Year 10: Mathematics (Studies)

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**Note: Students must study either Mathematics in Society, Mathematical Applications, Mathematical Studies or Specialist Mathematics at Year 10**

### Duration

Full year

### Subject Summary

Mathematical Studies caters for those students who have a high degree of proficiency and interest in Mathematics and who wish to undertake future Mathematics courses that would ultimately lead to a tertiary course in which Mathematics is a component of the course.

### Assessment

Assessment is based on:

- Tests – 40%
- Assignments, Directed Investigations, and Projects – 40%
- Examination – 20%

### Contact teacher

Mr James Grant [jgt@shcs.sa.edu.au](mailto:jgt@shcs.sa.edu.au)

### Content

Topics include:

- Probability;
- Algebra;
- Surds;
- Indices;
- Linear and Quadratic Functions;
- Trigonometry;
- Coordinate Geometry;
- Geometry;
- Statistics;
- Measurement.

## Year 10: Mathematics (Specialist)

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**Note: Students must study either Mathematics in Society, Mathematical Applications, Mathematical Studies or Specialist Mathematics at Year 10**

### Duration

Full year

### Subject Summary

Specialist Mathematics caters for those students who have been able to demonstrate a very high degree of proficiency and special interest in Mathematics and who wish to undertake future Mathematics courses that would ultimately lead to a tertiary course in which Mathematics is a primary component of the course.

Students who undertake this course are required to participate in a variety of mathematical and problem-solving competitions, including the Australian Mathematics Competition, South Australian Schools Maths Competition, and the Mathematics Challenge.

### Content

Topics include:

- Probability;
- Algebra;
- Surds;
- Indices;
- Linear and Quadratic Functions;
- Trigonometry;
- Coordinate Geometry;
- Geometry;
- Statistics;
- Measurement.

### Assessment

Assessment is based on:

- Tests – 50%
- Assignments, Directed Investigations, and Projects – 20%
- Examination – 30%

### Contact teacher

Mr James Grant [jgt@shcs.sa.edu.au](mailto:jgt@shcs.sa.edu.au)

**Acceptance into this course will be subject to a recommendation by their year 9 mathematics teacher.**

## Year 10: Mathematics in Society

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**Note: Students must study either *Mathematics in Society*, *Mathematical Applications*, *Mathematical Studies* or *Specialist Mathematics* at Year 10**

### Duration

Full year

### Subject Summary

Mathematics in Society caters for those students who have experienced significant difficulties with mathematics in the past, and who require the opportunity to develop basic mathematical skills before concluding their secondary education.

### Assessment

Assessment is based on:

- Tests – 40%
- Assignments, Directed Investigations, and Projects – 40%
- Examination – 20%

### Contact teacher

Mr James Grant [jgt@shcs.sa.edu.au](mailto:jgt@shcs.sa.edu.au)

### Content

Topics studied are selected from the following range:

- Chance and Statistics;
- Algebra;
- Measurement;
- Percentages and Ratio;
- Business Calculations;
- Linear Equations and Formulae;
- Reading and Interpreting Graphs;
- Linear Graphs;
- Plane Geometry;
- Right Angled Triangles;
- Maths of buying a car.

## Year 10: Music

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### Duration

One semester or full year

### Subject Summary

Students must have an instrument or voice specialisation, with at least 3 years music experience (or equivalent AMEB standards).

In the study of music, students will participate in a wide variety of musical experiences such as solo performance, class ensemble, theory, aural and history to expand their appreciation of music. Topics are delivered in a way that intertwines all these aspects so that students develop a holistic understanding of music. Study and participation in music draws together students' cognitive, affective, and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

### Content

This course is designed to prepare students for Stage 1 and Stage 2 Music Advanced, and Stage 1 and Stage 2 Music Experience when studied for a full year.

The following topics focus on engaging students with learning in contexts that are relevant to them. Each topic includes opportunities for performance, theory, aural, history and composing.

- Rock and Pop Music
- A Journey from 20<sup>th</sup> Century Music back to Middle Ages
- Jazz
- World Music

Various tasks include:

- Making your own music video
- Researching a favourite musician
- Composing an experimental piece of music
- Performing in small jazz ensembles and the class ensemble
- Theory concepts such as: time signatures, tonality, scales, chords, cadences, 4-part harmony, improvisation and 12 bar blues.

### Assessment

Assessment is based on:

- Tests
- Assignments
- Compositions
- Performance Examinations

### Contact teacher

Ms Gail Radford [grd@shcs.sa.edu.au](mailto:grd@shcs.sa.edu.au)

## Year 10: Music Industry Skills

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**Note: Successful completion of Year 10 and Stage 1 Music Industry Skills qualifies students for Certificates II in Music (Nationally accredited TAFE modules)**

### Duration

One semester or full year

### Subject Summary

Students must have an interest in the Music Industry and it is recommended they have an instrument or voice specialisation.

Through the study of Music Industry Skills, students will understand the 'behind the scene' tools and techniques that are required to work in the music industry. Such skills include recording and editing live music, microphone set up, using a mixing console, performance techniques, and the creation of sound. Performance opportunities include participation in class ensemble, small rock groups and individual performance. This program is heavily focused on practically demonstrating acquired skills.

### Content

This course is designed to prepare students for Stage 1 and Stage 2 Music Experience. After successful completion of Music Industry Skills in Year 10 and Stage 1, both for the full year, students are also awarded a Certificate II in Music from Ausmusic.

The following topics are based on the Ausmusic curriculum, and are studied for a full year.

- Record Sound
- Develop Technical Skills for Playing and Singing Music
- Use the Internet to Access and Modify Music
- Develop Music Knowledge and Listening Skills
- Health and Safety

Various tasks include:

- Recording your own radio show
- Instrument investigation
- Recording the class ensemble
- Researching a rock musician
- Modifying music from the internet

### Assessment

Assessment is based on:

- Tests
- Assignments
- Practical Demonstrations
- Performance Examinations

### Contact teacher

Ms Gail Radford [grd@shcs.sa.edu.au](mailto:grd@shcs.sa.edu.au)

## Year 10: Personal Learning Plan (PLP)

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**Note: Students must study PLP at Year 10 and achieve a minimum C grade towards the SACE**

### Duration

One semester

### Subject Summary

The Personal Learning Plan (PLP) is a compulsory 10-credit SACE subject. The PLP helps students plan for their future by:

- helping them to make informed decisions about the subjects they will study in Years 11 and 12, and any course outside of school
- possible career choices and ideas for community service
- how best to prepare for their career options and other goals.

Students complete the PLP in Year 10 so that they can plan for successful SACE learning in Years 11 and 12. Students must achieve a C grade or better to successfully complete the PLP, and they have opportunities to add further evidence of learning at any stage during their SACE studies.

The capabilities enable students to make connections in their learning within and across subjects in a wide range of contexts. They are central to learning in the Personal Learning Plan and are incorporated in the assessment of the subject.

The focus capabilities for the PLP are communication, citizenship, personal development, work, and learning.

### Content

The following topics will be covered in the PLP:

- Identity
- Goal Setting with the Capabilities
- Citizenship
- Careers
- Discussion and Evaluation

### Assessment

Assessment in the PLP is school- based. Students are required to produce a PLP Portfolio which includes all assessment pieces and is presented to the SACE Board for final moderation at the conclusion of the semester. Students will complete five assessment pieces for inclusion in their PLP Portfolio that demonstrate evidence of their learning. Assessment tasks include:

- Written reflection on their learning, personal and work goals.
- Evidence of their consideration of Citizenship
- Resume and Cover letter
- Oral presentation
- Discussion and written evaluation

### Contact teacher

Mr Michael Boers [mbs@shcs.sa.edu.au](mailto:mbs@shcs.sa.edu.au)

## Year 10: Photography

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### Duration

One semester

### Subject Summary

This course is an introduction to black and white photography. It is designed to help students develop their skills in using a camera and producing negatives and prints.

Students will be expected to cover some of the material costs.

By the end of this course students will have:

- Developed skills in using a camera, and in producing negatives and prints;
- Developed an understanding of the materials used;
- Understood photographic principles and processes;
- Applied their knowledge and skills to real world situations.

### Content

Topics include:

- Structure and use of a 35mm SLR camera;
- The process for developing negatives;
- Structure and use of an Enlarger;
- Process for developing prints;
- Principles of lenses;
- Composition of film, paper and chemicals;

### Assessment

Assessment is based on:

- Design exercise;
- Social relevance issue;
- Product realisation.

### Contact teacher

Mr Ryan Fleetwood [rfd@shcs.sa.edu.au](mailto:rfd@shcs.sa.edu.au)

## Year 10: Physical Education – Activities and Lifestyle

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**Note: Students must study either PE-Activity & Lifestyle or PE-Sports & Lifestyle at Year 10**

### Duration

One semester

\*Note\* There will be costs associated with using various facilities and agencies or using non-teaching facilitators.

### Subject Summary

By the end of this course students should have a clear understanding of the role of physical activity in the development for social, emotional and physical health and fitness in everyday life.

Through regular, positive, energetic and whole-hearted participation in practical components, students should have satisfactory skill improvement, along with a competent understanding of the physical, social and emotional benefits of being physically active. Students will also have opportunities to demonstrate organisation, independence, sportsmanship and respect for umpires and officials in addition to demonstrating their capacity to communicate and show initiative both as an individual and as part of a team/group.

### Content

#### Practical Component

All students undertake compulsory core activities of Volleyball, Netball, Badminton, Fitness Testing and Conditioning.

Students may cover other activities from the following. These activities will be negotiated between the student group and the teacher, taking into consideration class size and availability of venues and equipment.

*Negotiated Activities could include:*

- Bocce, lawn bowls, walking, yoga, Pilates, RPM, Pump, meditation, rock climbing, dance, boxing/self-defence, beach activities, ten-pin bowling, table tennis, ultimate Frisbee, archery, pool/eight ball

### Theoretical Component

Activities and Lifestyle theory includes:

- Body Systems - Skeletal, Muscular, Circulatory and Respiratory
- Components of Fitness
- Fitness Testing
- Life Style
- Nutrition & Healthy Lifestyle Choices

### Assessment

- Practical – 70%
- Assignments and Tests – 20%
- Examination – 10%

Performance in the semester's assessment tasks and examination will determine promotion to Stage 1 Physical Education

### Contact teacher

Mrs Emma Ruston [ern@shcs.sa.edu.au](mailto:ern@shcs.sa.edu.au)

## Year 10: Physical Education – Sports and Lifestyle

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**Note: Students must study either PE-Activity & Lifestyle or PE-Sports & Lifestyle at Year 10**

### Duration

One semester

### Subject Summary

By the end of this course students should have a clear understanding of the role of physical activity and sport in the development for social, emotional and physical health and fitness in everyday life.

Through regular participation in practical components, students should have satisfactory skill development, along with a competent understanding of rules and regulations of core sports undertaken. Students will also have opportunities to demonstrate organisation, independence, sportsmanship and respect for umpires and officials. Students will also demonstrate their capacity to communicate and show initiative both as an individual and as part of a team.

### Content

#### Practical Component

All students undertake compulsory core activities of Volleyball, Netball, Badminton, Fitness Testing and Conditioning.

Students may cover other activities from the following groups. These activities will be negotiated between the student group and the teacher, talking into consideration class size and availability of venues and equipment.

*Negotiated Activities could include:*

- Racquet Sports may include Tennis, Table Tennis, Squash and Lacrosse.
- Ball Sports may include Korfbal, Basketball, Touch, Australian Rules football, Soccer, Gaelic Football, Indoor Soccer, Softball, and Modified Cricket.

- Recreational Activities may include Lawn Bowls, Ten-Pin Bowling, Beach Activities and Bocce.

\*Note\* There will be costs associated with using various facilities and agencies or using non-teaching facilitators.

### Theoretical Component

Sports and Lifestyle theory includes:

- Body Systems - Skeletal, Muscular, Circulatory and Respiratory
- Components of Fitness
- Fitness Testing
- Life Style
- Nutrition & Healthy Lifestyle Choices

### Assessment

- Practical – 70%
- Assignments and Tests – 20%
- Examination – 10%

Performance in the semester's assessment tasks and examination will determine promotion to Stage 1 Physical Education

### Contact teacher

Mrs Emma Ruston [ern@shcs.sa.edu.au](mailto:ern@shcs.sa.edu.au)

## Year 10: Religion Studies

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**Note: Students must study Religion Studies at Year 10 which achieves 10 credits towards the SACE**

### Duration

One semester

### Subject Summary

By the end of this course students should:

- Have an appreciation and respect for creation stories and ceremonies used in Catholic, Aboriginal and other Indigenous religions.
- Have an understanding of the creation stories in Genesis and Evolution.
- Appreciate how we are 'Made In The Image Of God' and what it means to be fully human.
- Have an awareness of social justice issues and appropriate responses.

### Content

This course consists of:

- one religious and spiritual traditions study
- one social justice issue study
- Made In The Image of God unit

### **Religious and Spiritual Traditions Study**

Traditions are often considered to be ancient, unalterable, and deeply important. Tradition includes beliefs, practices, or customs taught or handed on by one generation to the next, a broad religious movement that has a common history, common customs and culture, and, to some extent, body of teachings. This study focuses on one aspect of religion or spirituality within Aboriginal and Catholic religions.

### **Justice Issue Study**

Students explore the religious basis of a social justice issue. This study provides an opportunity for students to develop their skills in discussing, evaluating, and responding to a social justice issue from a religious perspective. Students select a social justice issue and reflect on the extent that religion and spirituality provide guidance towards the selected social beliefs.

### **Made In The Image of God Unit**

The *Made in the Image of God* unit explores essential aspects of the human person and is firmly based on Catholic moral teaching. This curriculum has been organised into four strands: Being Human, Being Sexual, Being Connected and Being Moral.

### Assessment

- Assignments – 100%

### Contact teacher

Mrs Enza Vessali [evi@shcs.sa.edu.au](mailto:evi@shcs.sa.edu.au)

## Year 10: Science

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**Note: Students must study Science at Year 10**

### Duration

Full year

### Subject Summary

The study of science allows students to explore relevant, 'fertile' questions within the subject areas of Physics, Chemistry, Biology and Geology. Students intending to choose Stage 1 or 2 Physics, Chemistry, Biology or Psychology subjects in future years must do this Year 10 Science subject.

### Content

*Physics: "Can cars be made safer?"*

Cars are continually becoming safer and this topic investigates how safety features relate to Newton's laws of motion.

*Physics: "Can we meet the energy needs of a growing population?"*

Energy sustainability including energy reserves, energy production and energy distribution will be a challenge for the future and the issue needs to be explored now.

*Chemistry: "Which salt do you prefer on your chips?"*

The study of atoms, the periodic table, ions and ionic compounds introduces students to writing formulae and chemical equations.

*Chemistry: "What chemical reactions take place in your kitchen?"*

Kitchen chemistry will expose students to chemical substances and different types of chemical reactions that occur in their home.

*Biology: "Will the planting of a billion trees reduce global warming?"*

The study of the structure of leaves will enable students to begin to appreciate the importance of photosynthesis and ecosystems.

*Biology: "How do we inherit our looks from our parents?"*

Understanding genetics allows students to see a similarity between themselves and other forms of life.

*Geology: "What will the Earth look like in 250 million years?"*

Volcanoes and earthquakes are spectacular and often devastating reminders that the surface of our Earth is moving.

*Geology: "Could there be life somewhere else in the Universe?"*

Astronomy studies planets, stars, nebulae, pulsars, black holes and other phenomena, but can the information collected suggest possible regions where life could exist?

### Assessment

Assessment is based on:

- Tests – 35%
- Assignments – 50%
- End of semester Exam – 15%

Students intending to choose Stage 1 Physics, Chemistry, Biology or Psychology must successfully complete (a C grade or better) both semesters of Year 10 Science.

### Contact teacher

Mr Clayton Beal [cbl@shcs.sa.edu.au](mailto:cbl@shcs.sa.edu.au)

## Year 10: Science for Everyday Living

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**Note: Students must study Science at Year 10**

### Duration

Full year

### Subject Summary

Science for everyday living is designed for students who have struggled with Science. It introduces students to the scientific reasons for many things they observe in their everyday life. Whilst the content is similar to the other Year 10 Science course, students are assessed more on their research skills and assignment work (See Assessment). Students intending to choose Stage 1 or 2 Physics, Chemistry, Biology or Psychology subjects, must do the other Year 10 Science.

### Content

*Physics: "Can cars be made safer?"*

The safety features of cars are examined and the tests performed in the Australasian New Car Assessment Program (ANCAP) are researched.

*Physics: "Can we meet the energy needs of a growing population?"*

Electricity production at Torrens Island Power station is studied as an example of an energy transformation. Alternative energy transformations used to produce electricity are studied to see the relevance of wind farms such as the one at Rapid Bay.

*Chemistry: "Can solids, liquids and gases be made of the same atoms?"*

The study of matter and the properties of solids, liquids and gases will give an insight into their roles in industry.

*Chemistry: "What chemical reactions take place in your kitchen?"*

Kitchen chemistry will expose students to

chemical substances and different types of chemical reactions that occur in their home.

*Biology: "Will the planting of a billion trees reduce global warming?"*

The study of the structure of leaves will enable students to begin to appreciate the importance of photosynthesis and ecosystems.

*Biology: "How do we inherit our looks from our parents?"*

Understanding genetics allows students to see a similarity between themselves and other forms of life.

*Geology: "What will the Earth look like in 250 million years?"*

Volcanoes and earthquakes are spectacular and often devastating reminders that the surface of our Earth is moving.

*Geology: "Could there be life somewhere else in the Universe?"*

Astronomy studies planets, stars, nebulae, pulsars, black holes and other phenomena, but can the information collected suggest possible regions where life could exist?

### Assessment

Successful achievement in this subject will not be satisfactory for acceptance into Stage 1 and 2 Physics, Chemistry, Biology or Psychology subjects.

Assessment is based on:

- Tests – 20%
- Assignments – 80%

### Contact teacher

Mr Clayton Beal [cbl@shcs.sa.edu.au](mailto:cbl@shcs.sa.edu.au)

## Year 10: Sustainable Futures

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### Duration

One semester

### Subject Summary

This course promotes the key principles and concepts of environmental education by examining the interdependent notions of political, natural, social and economic sustainability.

### Content

Beginning in the school environment, students assess existing environmental and cultural components through inventories and conduct surveys/interviews to identify needs with the aim of developing learnscapes.

Learnscaping involves design and implementation stages in areas where students interact with their environment.

Students will engage in learning about conversation outside of the school environment through community participation programmes and gain an understanding of human geography through a unit focusing on peace, equality and human rights.

### Assessment

Assessment is based on:

- Mapping Test - 15%
- Sustainable Cities Field Report - 20%
- School Proposal - 25%
- Group Oral Presentation - 20%
- End of semester Exam - 20%

### Contact teacher

Mrs Marisa Favilla [mfa@shcs.sa.edu.au](mailto:mfa@shcs.sa.edu.au)

## Year 10: The World of Business

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### Duration

One semester

### Subject Summary

This course aims to develop both skills and knowledge which is engaging and motivating to all students. It recognises the importance of providing challenges that have meaning and value for young people and that recognise them as active citizens in today's world.

### Content

Topics covered may include:

- The Economics of Professional Sport (AFL);
- Money, Credit and Mobile Phones;
- Financial Literacy including investigation of 'Scams';
- Oil/Petrol prices – an investigation to show how markets function;
- ASX Share Market game;
- Advertising and Marketing;
- Australia's trade export promotion game;
- Entrepreneurship – investigating the super-rich (Packer, Murdoch, Gates);
- Financial Literacy (Commonwealth Bank initiative).

### Assessment

Assessment is based on:

- Topic Tests - 15%
- Group work - 15%
- Case Studies - 30%
- PowerPoint Presentations - 20%
- End of Semester Exam - 20%

### Contact teacher

Mrs Marisa Favilla [mfa@shcs.sa.edu.au](mailto:mfa@shcs.sa.edu.au)

## Year 10: Visual Arts - Art

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### Duration

One semester

### Subject Summary

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

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

### Content

Areas of study include:

#### **VISUAL ARTS PRACTICE**

- An introductory study of the elements and principles relating to Art Practice;
- Creating and transforming visual art works that explore social, cultural and environmental concepts and issues;
- Working with a wide range of techniques and technologies to produce innovative solutions.

#### **VISUAL ARTS STUDIES**

- An investigation of historical and contemporary visual artists and their work directly related to students own arts practice.

### Assessment

Assessment is based on:

#### **PRACTICAL WORK – Folio and resolved art works**

- The ability to conceive and develop ideas;
- Skills developed through experimentation and practice;
- The quality of finished work.

#### **VISUAL STUDIES – Visual Journal**

- The ability to describe, analyse and evaluate art works;
- The use of art related terminology;
- Practical interpretations.

### Contact teacher

Ms Gail Radford [grd@shcs.sa.edu.au](mailto:grd@shcs.sa.edu.au)

## Year 10: Visual Arts - Design

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### Duration

One semester

### Subject Summary

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

The broad area of Design includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

### Content

Areas of study include:

#### **DESIGN PRACTICE**

- An introductory study of the elements and principles relating to design practice;
- Creating and re-creating design works that address intended function in response to a design brief;
- Working with and integrating a range of techniques and technologies to present solutions to design problems in the area of product, environmental, graphic and communication design;
- Developing practical skills to generate and realise ideas as final presentations.

#### **DESIGN STUDIES**

- An investigation of historical and contemporary design practices and the role of designers.

### Assessment

Assessment is based on:

#### **PRACTICAL WORK – Folio and resolved works**

- The ability to conceive and develop ideas;
- Skills developed through experimentation and practice;
- The quality and diversity of idea generation;
- The quality of finished work(s).

#### **VISUAL STUDIES – Visual journal**

- The ability to describe, analyse and evaluate design works;
- The use of design related terminology;
- Practical interpretations

### Contact teacher

Ms Gail Radford [grd@shcs.sa.edu.au](mailto:grd@shcs.sa.edu.au)

## Year 10: Web Design

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### Duration

One semester

### Subject Summary

The course allows students to further develop their presentation of computing work through a variety of applications. Students are also introduced to the concepts of multimedia through intermediate use of MS PowerPoint and introduction to an authoring tool such as Macromedia Director or Flash. All work is completed on networked, IBM compatible computers. Students learn about web design using the 'design process' and by using an application such as Microsoft Front Page.

Objectives include:

- Development of sound skills in presenting computerised work;
- Introduction to the topic of multimedia through the practical and theory applications of a variety of multimedia creation software;
- Exploration of multimedia applications and the opportunities opened up by the impact of the Internet.

### Content

Through a series of practical computing experiences, students will cover the following topics:

- Introductory and advanced Word Processing skills;
- Advanced Microsoft PowerPoint skills;
- Introduction to multimedia authoring (e.g. Flash);
- Basic graphic work;
- Web Authoring using Adobe Dreamweaver.

### Assessment

Assessment is based on:

- Completion of practical computing assignments – 40%
- Written research assignments – 20%
- Class tests – 15%
- End of semester examination - 25%

### Contact teacher

Mr Ryan Fleetwood [rfd@shcs.sa.edu.au](mailto:rfd@shcs.sa.edu.au)