

$$V = \pi \int_1^3 (\sqrt{x^2 + 3x})^2 dx$$

$$= \pi \int_1^3 (x^2 + 3x) dx$$

$$\left[ \frac{x^3}{3} + \frac{3x^2}{2} \right]_1^3$$

# Curriculum Handbook

Senior School Years 10-12 | 2024



Nazareth

# PRINCIPAL'S INTRODUCTION

It is with great pleasure that I present parents/caregivers and students the 2024 Nazareth Senior Years Curriculum Handbook for students in Years 10-12. This handbook is a valuable resource to assist students, together with their parents to make informed decisions to support their aspirations for post-secondary pathways.

Parents/caregivers play an integral role in the education and formation of their children, and it is crucial that parents/caregivers work in partnership with their child and the College to enable our students to become thriving people, capable learners and leaders for the world God desires. Careful counsel is required to enable student success, and to this end, our students will receive individual guidance, subject and pathways counselling from experienced staff to ensure that the course chosen is most suitable to tailor to each individual student's abilities and desired post-secondary pathway.

As part of our approach to Pathways, Partnerships and Careers we offer a wide range of Stage 1 and Stage 2 courses from the South Australian Certificate of Education (SACE) as well as an increasing number of VET pathways and skills programs with connections to industry and community. Depending on their selected course and pathway, students may undertake their learning across our Kidman Park, St Gabriel's and Flinders Park campuses and in some instances even off campus, enabling students to consider and explore broad options to fulfil their aspirations. Courses can be tailored to best suit the needs of our students such that students enjoy and fully engage in their senior years of learning, and prepare for life after Nazareth as independent, knowledgeable and skilful young adults.

It is important to note when choosing subjects, that students wishing to pursue a tertiary pathway research the tertiary entry requirement for their desired pathway. This is essential to meet the minimum entry requirements set by universities. Please be aware that the minimum requirements may vary between universities, so we encourage you to research your pathway carefully.

If students and their parents/caregivers have specific questions regarding this handbook, I encourage them to contact the relevant Leader of Teaching and Learning.

We wish all our students well as they embark on this significant subject selection, course and subject counselling process. I am confident that together we will set you on the right pathway to success, fulfilment, and lifelong learning.

**Mr Andrew Baker**  
Principal

*Disclaimer: Every effort has been made to obtain up-to-date and correct information from Tertiary Institutions and the SACE Board. Students are advised to contact the relevant institution to verify information or to contact the school as information may be subject to change.*



















Nazareth Catholic College



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# SUBJECT AND PATHWAYS SELECTION

## Subject and Pathways Selection Process

### Acceptance into courses:

- To move from Year 9 to 10, Year 10 to Stage 1 and from Stage 1 to Stage 2, specific subject recommendations exist (refer to this handbook).
- Access to courses is determined by past performance based on semester results and examination results not by perceived or implied potential.
- A place in a subject is earned by demonstrating the necessary background that includes:
  - Academic achievement, i.e. required levels of performance in current studies
  - Organisational skills (planning, completion of work, submission of work by the due date)
  - Fulfilment of expectations (application, attendance, punctuality, homework)
- Overall standard of work will be taken into account in the subject selection and subject approval process.
- Access to VET courses is dependent on a range of factors, including but not limited to availability, delivery site and fees.

## Tips for Success

Choose senior subjects and courses carefully as decisions may affect your success at school, your feelings about school and your level of preparedness or eligibility for training or tertiary study after school.

### Before you select the course and subjects that you wish to choose:

- Understand the content and requirements and read subject descriptions in this Curriculum Handbook carefully
- Talk to your subject teachers, curriculum leaders and VET and Careers Counsellor
- Consider your results, career goals and interests and determine your academic and vocational strengths

### Do NOT choose a subject or course:

- Because your friends are doing that subject or course
- On the basis of a teacher's reputation
- Because you think it might be easy

### When planning your Tertiary Pathway, check:

- Prerequisites, assumed knowledge, precluded subjects pairs and preferred subjects for University Entry. Noting entry requirements vary between institutions (see the SATAC Tertiary Entrance Booklet)
- TAFE preferred pathways, subject and employment experience/s & industry demands.

## Subject Selection at Nazareth

Every effort will be made to place students into the subjects of their first choice (provided all requirements are met). However, the school cannot guarantee every choice made. Classes are dependent on one, or a combination, of the following:

- Number of students selecting a subject (class size)
- Availability of staff
- Availability of resources and facilities

# YEAR 10

Compulsory Subjects	
Religious Education	One semester
English	Two semesters (Full year)
Exploring Identities and Futures (EIF)	One semester
History	One semester
Mathematics	Two semesters (Full year) - See choices below
Physical Education	One semester - See choices below
Science	Two semesters (Full year) - See choices below

Compulsory Subjects with Choice		
<b>Mathematics</b>	Essential Mathematics	Two semesters (Full year)
	Introduction to General Mathematics	Two semesters (Full year)
	Introduction to Mathematical Methods	Two semesters (Full year)
<b>Physical Education</b>	AFL and AFLW Academy	Semester 2
	Basketball Academy	Semester 1
	Football (Soccer Academy)	Semester 1
	Netball Academy	Semester 1
	Volleyball Academy	Semester 2
	Physical Education	One semester
	Physical Education - Dance & Movement	One semester
Physical Education - Sport & Recreation	One semester	
<b>Science</b>	Science Applications	One semester (Semester 2)
	Introduction to Chemistry & Physics	One semester (Semester 2)
	Introduction to Biology, Nutrition & Psychology	One semester (Semester 2)

Elective Subjects		
Learning Area	Subject	Length of Course
The Arts	Art and Design	One semester
	Dance	One semester
	Drama	One semester
	Fashion	One semester
	Music	Full year
	Music Technology	One semester
Digital Technologies	Digital Publishing	One semester
	Digital Technology	One semester
Design Technologies	Advanced Manufacturing	One semester
	Woodwork	One semester
	Tools of the Trade - Industry Connections	One semester
	Metalwork	One semester
Food & Technology	The World of Food and Hospitality	One semester
	Food and Nutrition Through the Lifespan	One semester
Health & Physical Education	Health and Wellbeing	One semester
	Physical Education - Academy students only	One semester
	Outdoor Education (Stage 1)	One semester
Humanities & Social Sciences	Geography	One semester
	Business, Finance and the Law	One semester
Languages	Italian	Full year
	Japanese	Full year
Mathematics	Applications of Mathematics	One semester

Vocational Education and Training Courses	
In Year 10 students may try various Try-A-Trade and Industry Immersion Experiences in addition to selected subjects. Potential courses offered:	
<ul style="list-style-type: none"> <li>TAT - Automotive</li> <li>TAT - Construction</li> <li>TAT - I.T / Screen Media / Computer Design</li> <li>Child Care Immersion Day</li> </ul>	<ul style="list-style-type: none"> <li>TAT - Electrotechnology</li> <li>TAT - Engineering</li> <li>TAT - Hair and Beauty</li> <li>Individual Support Immersion Day</li> </ul>
It may be possible to commence VET certificate courses in some industries by negotiation - book an appointment with VET & Careers Counsellor.	

# RECOMMENDATIONS FOR SUBJECTS AT YEAR 10

Learning Area	Subject	Recommendations
<b>Religious Education</b>	Religious Education	Nil
<b>The Arts</b>	Art and Design	One semester of Year 8 or Year 9 Art or by portfolio submission
	Dance	Successful completion of Year 8 or 9 Dance or by audition
	Drama	Nil
	Fashion	Nil
	Music	Successful completion of Year 9 Music or by teacher recommendation
	Music Technology	Nil
<b>Business, Careers &amp; Futures</b>	Exploring Identities and Futures	Nil
<b>Design Technologies</b>	Advanced Manufacturing	Nil
	Woodwork	Nil
	Metalwork	Nil
<b>Digital Technologies</b>	Digital Publishing	Nil
	Digital Technology	Nil
<b>English</b>	English	Nil
<b>Food and Technology</b>	Food & Nutrition through the lifespan	Nil
	The World of Food and Hospitality	Nil
<b>Health &amp; Physical Education</b>	Academy - AFL and AFLW	By selection
	Academy - Basketball	By selection
	Academy - Football (Soccer)	By selection
	Academy - Netball	By selection
	Academy - Volleyball	By selection
	Health & Wellbeing	Nil
	Outdoor Education (Stage 1)	Successful completion of Year 9 Outdoor Education
	Physical Education	Nil
	Physical Education - Sport & Recreation	Nil
Physical Education - Dance & Movement	Nil	
<b>Humanities &amp; Social Sciences</b>	Geography	Successful completion of Year 9 Geography or English
	History	Nil
	Business, Finance and the Law	Nil
<b>Languages</b>	Italian	Successful completion of 2 semesters of Year 9 Italian
	Japanese	Successful completion of 2 semesters of Year 9 Japanese
<b>Mathematics</b>	Applications of Mathematics	Nil
	Essential Mathematics	Nil
	General Mathematics	Successful completion of Year 9 Mathematics
	Mathematical Methods	B in Year 9 Mathematics
<b>Science</b>	Science	Successful completion of Year 9 Science
	Science Applications	Successful completion of Year 9 Science
	Introduction to Physics & Chemistry	Successful completion of Year 9 Science
	Introduction to Biology, Nutrition & Psychology	Successful completion of Year 9 Science

# THE SACE

## What is the SACE?

The South Australian Certificate of Education (SACE) is an internationally recognised qualification that prepares young people to move from school to work or further training and study.

By completing the SACE, students prepare for further learning, work and life, by:

- Building essential skills and knowledge
- Making informed choices about future study and work, based on their strengths and interests
- Gaining a certificate that gives them a head-start on their pathway beyond school.

Students who successfully complete the SACE requirements are awarded the SACE certificate.

## How do students achieve the SACE?

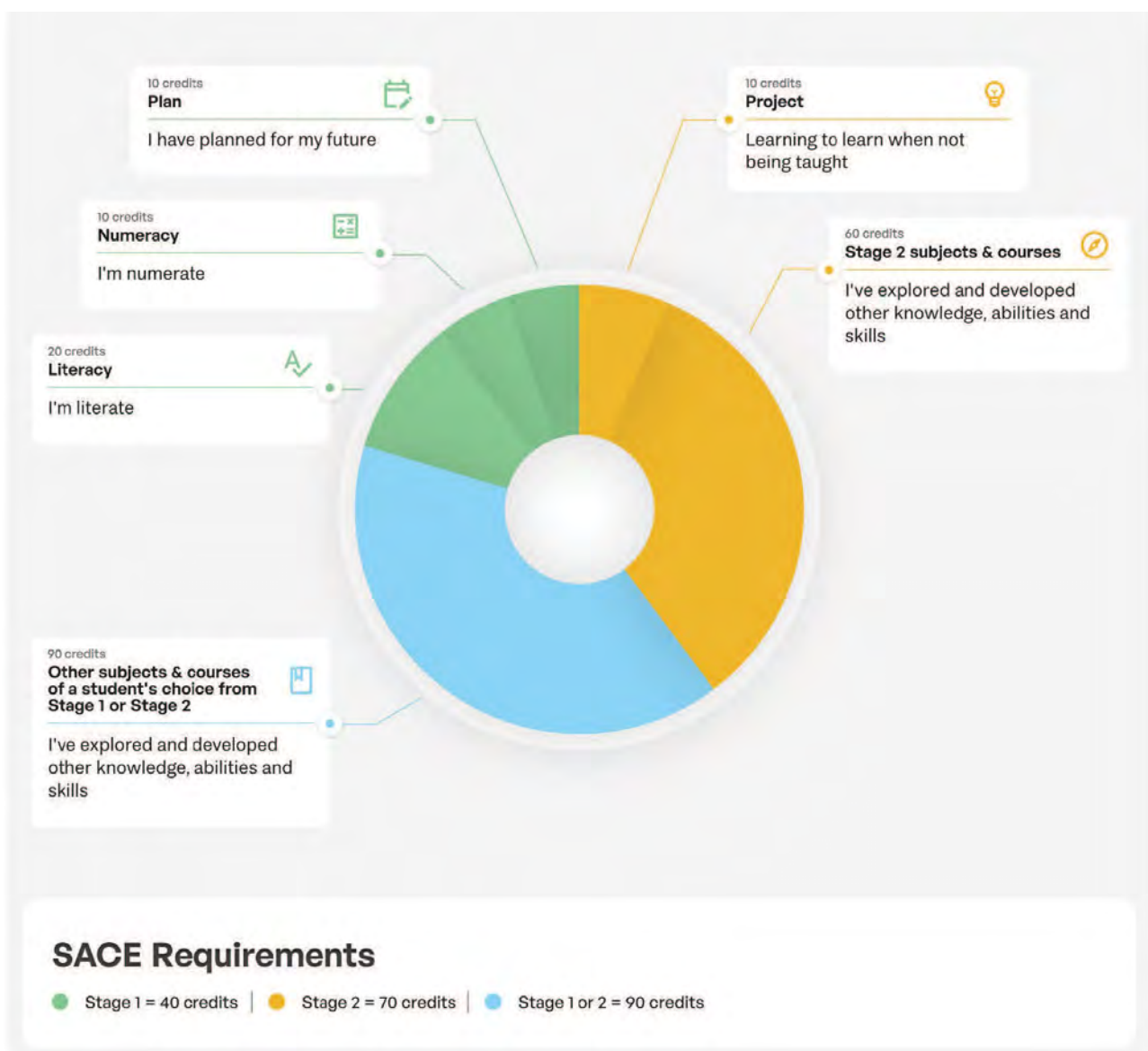
Students gain their SACE in two stages:

- Stage 1, which most students complete in Year 11
- Stage 2, which most students complete in Year 12.

Students undertake a range of subjects or recognised learning courses, such as VET courses. Each subject or course successfully completed earns 'credits' towards the SACE, and a minimum of 200 credits are required for students to gain the certificate.

- **10 credits = one semester of study = generally 60 hours of study**
- **20 credits = full year of study = generally 120 hours of study**

The diagram below illustrates the requirements of the SACE:



## What are some of the features of the SACE?

### As part of the SACE students will:

- Receive credits for many different forms of education and training (such as academic subjects, TAFE, vocational training and community learning) provided they are recognised by the SACE Board. VET may account for up to 150 of the required 200 credits
- Be able to return to their studies at any time in the future to complete the SACE without losing credits for work already granted as SACE credits
- Be expected to gain and demonstrate essential skills and knowledge for their future, focusing on capabilities
- Have 30 per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways including exams, practical performances, presentations and investigations
- Have SACE moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the state. Moderation will also occur to some compulsory subjects at Stage 1
- Have their assessment tasks marked using common Performance Standards which identify the levels of performance achieved by the student.

## The SACE at Nazareth

Students at Nazareth can expect to achieve more than the 200 credits required for SACE completion and the total number of credits completed will depend on the subjects selected at Stage 1 and Stage 2.

### Religion is a compulsory subject for all Stage 1 and Stage 2 students at Nazareth.

At Stage 1 (Year 11) students will undertake 10 credits (one semester) of Spiritualities, Religion & Meaning, which may be completed in either Semester 1 or Semester 2 depending on the other subjects selected.

At Stage 2 (Year 12) students are required to complete a minimum of 10 credits (one semester) of Spiritualities, Religion & Meaning, they may choose to complete 20 credits (full year) of either:

- Spiritualities, Religion & Meaning
- Practical Religion
- Religion - Society and Culture.

Year 10	Stage 1 - Year 11		Stage 2 - Year 12	
	Semester 1	Semester 2	Option 1	Option 2
EIF 10 credits	Literacy 10 credits	Literacy 10 credits	AIF 10 credits	AIF 10 credits
	Numeracy 10 credits	Religion 10 credits	Religion 10 credits	Religion 20 credits
	Subject or Course	Subject or Course	Subject or Course	Subject or Course
	Subject or Course	Subject or Course	Subject or Course	Subject or Course
	Subject or Course	Subject or Course	Subject or Course	Subject or Course
	Subject or Course	Subject or Course	Subject or Course	

<b>Compulsory Stage 1</b>	Students must achieve an A, B, C, or equivalent in the compulsory subjects to complete the SACE.
<b>Compulsory Stage 2</b>	
<b>Free Choice subject or courses (Stage 1 and/or Stage 2)</b>	Students must achieve either a C grade or equivalent for subjects selected at Stage 1. For a minimum of 60 credits at Stage 2, students must achieve a C- or better. VET courses and other recognised learning must be successfully completed and certified by the training organisation, otherwise no credits can be granted.
<b>Compulsory at Nazareth</b>	<b>Stage 1</b> - Spiritualities, Religion & Meaning
	<b>Stage 2</b> - Option 1: Spiritualities, Religion & Meaning (10 credits) <b>OR Stage 2</b> - Option 2: <ul style="list-style-type: none"> <li>• Spiritualities, Religion &amp; Meaning (20 credits)</li> <li>• Society &amp; Culture (20 credits)</li> <li>• Practical Religion (20 credits)</li> </ul>



# SACE STAGE 1 (YEAR 11)

**Table 1: List of Stage 1 Subjects and Courses Available at Nazareth**

✓ Denotes available at Stage 2 (Year 12)

\* Denotes TAS approved for entry into University

Learning Area	Subject	Credits	Stage 2 ✓
<b>Religious Education</b>	Spiritualities, Religion & Meaning - 10 or 20 credits	10	✓*
<b>The Arts</b>	Certificate III Music (Performance) - Part A	30	✓
	Dance	10 or 20	✓*
	Drama	10 or 20	✓*
	Fashion	10	✓*
	Integrated Learning - Performing Arts	10 or 20	✓*
	Music - Advanced	10 or 20	✓*
	Music Technology	10	✓*
	Visual Arts - Art	10	✓*
	Visual Arts - Design	10	✓*
<b>Business, Careers &amp; Futures</b>	Business Innovation	10	✓*
	Business Innovation (Shark Tank)	10	
	Certificate III in Business (Stage 2)	10 or more	✓
	Small Business Skills - Industry Connections (Stage 2)	10 or 20	✓
	Workplace Practices	10 or 20	*
<b>Design Technologies</b>	Advanced Manufacturing	10	✓
	Material Products - Wood	10	✓*
	Material Products - Metal	10	✓*
	Woodwork Foundations	10	✓
	Metalwork Foundations	10	✓
	Tools of the Trade - Industry Connections (Stage 2)	10 or 20	✓
	Photography	10	✓
<b>Digital Technologies</b>	Digital Technology A + B	10 or 20	✓*
	Information Processing and Publishing - Digital Publishing	10	✓
	Information Processing and Publishing - Personal Publishing	10	✓
<b>English</b>	English	20	✓*
	English Literary Studies	20	✓*
	Essential English	20	✓*
	Women's Studies	10	✓*
	Media Studies	10	✓*
<b>Food &amp; Technology</b>	Certificate III in Hospitality - Partial (Stage 2)	10 or more	✓
	Certificate III in Early Childhood Education and Care (Stage 2)	10 or more	✓*
	Child Studies	10	✓
	Food & Hospitality	10	✓
	Hospitality Skills - Industry Connections (Stage 2)	10	✓
<b>Health &amp; Physical Education</b>	Academies - Industry Connections (Stage 2) Netball, Basketball, Soccer	10	✓
	Certificate III in Fitness (Stage 2)	10 or more	✓
	Health & Wellbeing	10	✓*
	Health - Yoga & Mindfulness	10	✓*
	Integrated Learning - Sport & Recreation	10	
	Outdoor Education (Stage 2)	20	✓
	Physical Education	10 or 20	✓*
<b>Humanities &amp; Social Sciences</b>	Accounting	10	✓*
	Economics	10	✓*
	Geography	10	✓*
	History and The World Today (Community Studies B)	20	✓
	Politics, Power and People	10	✓*
	Legal Studies	10	✓*
	Modern History	10 or 20	✓*
	Italian	20	✓*
<b>Languages</b>	Japanese	20	✓*
	Integrated Learning - Culture and Identity	10	✓
	Essential Mathematics	10 or 20	✓*
<b>Mathematics</b>	General Mathematics	10 or 20	✓*
	Mathematical Methods	20	✓*
	Specialist Mathematics	20	✓*
	Biology	10 or 20	✓*
<b>Science</b>	Chemistry	20	✓*
	Nutrition	10 or 20	✓*
	Physics	20	✓*
	Psychology	10 or 20	✓*

**Table 2: Recommendations for Subjects and Courses at Stage 1**

Learning Area	Subject	Recommendations
<b>Religious Education</b>	Spiritualities, Religion & Meaning	Nil
<b>The Arts</b>	Dance	Successful completion of Year 10 Dance or by audition
	Drama	Successful completion of Year 10 Drama or by audition
	Certificate III in Music (Performance) - Part A	Ability to sing or play an instrument
	Fashion	Successful completion of Year 8, Year 9, Year 10 Art or Year 10 Fashion
	Integrated Learning - Performing Arts	Nil
	Music - Advanced	Successful completion of Year 10 Music
	Music Technology	Nil
	Visual Arts - Art	Successful completion of a Year 8, Year 9 or 10 Visual Arts subject
	Visual Arts - Design	Successful completion of a Year 8, Year 9 or 10 Visual Arts subject
<b>Business, Careers &amp; Futures</b>	Business Innovation	Nil
	Business Innovation (Shark Tank)	Nil
	Certificate III in Business	Nil
	Small Business Skills - Industry Connections (Stage 2)	Nil
	Workplace Practices	Nil
<b>Design Technologies</b>	Advanced Manufacturing	Successful completion of Year 10 Advanced Manufacturing
	Material Products - Wood	Successful completion of Year 10 Woodwork or must be undertaken with Stage 1 Woodwork Foundations
	Material Products - Metal	Successful completion of Year 10 Metalwork or must be undertaken with Stage 1 Metalwork Foundations
	Photography	Nil
	Tools of the Trade - Industry Connections (Stage 2)	Nil
	Metalwork Foundations	Nil
	Woodwork Foundations	Nil
<b>Digital Technologies</b>	Digital Technology A + B	Successful completion of Year 10 Digital Technology or by teacher recommendation
	Information Processing and Publishing	Nil
<b>English</b>	English	Successful completion of Year 10 English
	English Literary Studies	B in Year 10 English
	Essential English	Completion of Year 10 English
	Media Studies	Successful completion of Year 10 English
	Women's Studies	Successful completion of Year 10 English
<b>Food and Technology</b>	Child Studies	Nil
	Hospitality Skills - Industry Connections (Stage 2)	Nil
	Certificate III in Hospitality - Partial (Stage 2)	Nil
	Certificate III in Early Childhood Education and Care	Nil
	Food and Hospitality	Successful completion of a Year 8, 9 or 10 Food and Technology subject

**Table 2: Recommendations for Subjects and Courses at Stage 1 continued**

Learning Area	Subject	Recommendations
<b>Health and Physical Education</b>	Certificate III in Fitness	Nil
	Health & Wellbeing	Nil
	Health - Yoga & Mindfulness	Nil
	Integrated Learning - Sport & Recreation	Nil
	Outdoor Education (Stage 2)	Successful completion of Stage 1 Outdoor Education
	Physical Education	Nil
	Academies - Industry Connections (Stage 2) Netball, Basketball, Soccer, Volleyball	Successful completion of Year 10 Academies
<b>Humanities &amp; Social Sciences</b>	Accounting	Successful completion of Year 10 Business, Finance & the Law or Mathematics
	Economics	Successful completion of Year 10 Business, Finance & the Law or English
	Geography	Successful completion of Year 10 Geography or English
	Legal Studies	Successful completion of Year 10 Business, Finance & the Law or English
	Modern History	Successful completion of Year 10 History or Year 10 English
	Politics, Power and People	Successful completion of Year 10 History or Year 10 English
<b>Languages</b>	Italian	Successful completion of 2 semesters of Year 10 Italian
	Japanese	Successful completion of 2 semesters of Year 10 Japanese
	Integrated Learning - Culture & Identity	Nil
<b>Mathematics</b>	Essential Mathematics	Successful completion of Year 10 Mathematics
	General Mathematics	Successful completion of Year 10 Introduction to General Mathematics or completion of Year 10 Introduction to Mathematical Methods
	Mathematical Methods	Successful completion of Year 10 Introduction to Mathematical Methods
	Specialist Mathematics	Successful completion of Year 10 Introduction to Mathematical Methods
<b>Science</b>	Biology	Successful completion of Year 10 Science
	Chemistry	B in Year 10 Science
	Nutrition	Successful completion of Year 10 Science
	Physics	B in Year 10 Science
	Psychology	Successful completion of Year 10 Science AND Year 10 English



# SACE STAGE 2 (YEAR 12)

**Table 1: List of Stage 2 Subjects and Courses Available at Nazareth**

\* Denotes TAS approved for entry into University

**EXAM** ✓ Denotes subject has an external examination

Learning Area	Subject	*TAS	Exam ✓	
<b>Religious Education</b>	Religion (Society & Culture) - 20 credits	*		
	Spiritualities, Religion & Meaning - 10 or 20 credits	*		
	Religion (Practical Religion) - 20 credits			
<b>Activating Identity &amp; Futures (AIF)</b>	Activating Identity and Futures	*		
	Certificate III Music (Performance) - Part B	*		
<b>The Arts</b>	Dance	*		
	Drama	*		
	Music Ensemble Performance 10 credits	*		
	Music Solo Performance 10 credits	*		
	Integrated Learning - Performing Arts	*		
	Music Technology (Cross-Disciplinary Studies)	*		
	Music Explorations (Performance)	*		
	Visual Arts - Art	*		
	Visual Arts - Design	*		
	<b>Business, Careers &amp; Futures</b>	Beyond School - Community Studies		
		Business Innovation	*	
Certificate III in Business				
Workplace Practices		*		
<b>Design Technologies</b>	Advanced Manufacturing	*		
	Material Products	*		
	Photography	*		
<b>Digital Technologies</b>	Information Processing and Publishing	*		
	Digital Technology	*		
<b>English</b>	English	*		
	English Literary Studies	*	✓	
	Essential English	*		
	Women's Studies	*		
	Media Studies	*		
<b>Food &amp; Technology</b>	Certificate III in Hospitality - Partial			
	Child Studies	*		
	Food & Hospitality	*		
<b>Health &amp; Physical Education</b>	Certificate III in Fitness			
	Health & Wellbeing	*		
	Integrated Learning - Sport & Recreation	*		
	Integrated Learning - Basketball or Soccer Focused			
	Physical Education	*		
<b>Humanities &amp; Social Sciences</b>	Accounting	*	✓	
	Economics	*	✓	
	Geography	*	✓	
	History and The World Today (Community Studies B)			
	Politics, Power and People	*		
	Legal Studies	*	✓	
	Modern History	*	✓	
	<b>Languages</b>	Italian (Continuers Level)	*	✓
Japanese (Continuers Level)		*	✓	
Culture and Identity (Integrated Learning)				
<b>Mathematics</b>	Essential Mathematics	*	✓	
	General Mathematics	*	✓	
	Mathematical Methods	*	✓	
	Specialist Mathematics	*	✓	
<b>Science</b>	Biology	*	✓	
	Chemistry	*	✓	
	Nutrition	*	✓	
	Physics	*	✓	
	Psychology	*	✓	

**Table 2: Recommendations for Subjects and Courses at Stage 2**

Learning Area	Subject	Recommendations
<b>Religious Education</b>	Religion (Society & Culture)	Nil
	Spiritualities, Religion & Meaning	Nil
<b>The Arts</b>	Integrated Learning - Performing Arts	Nil
	Music Ensemble Performance	Successful completion of Stage 1 Music Advanced or Certificate III Music Performance
	Certificate III Music (Performance) - Part B	Ability to sing or play an instrument, Successful completion of Certificate III Music (Performance) - Part A
	Music Solo Performance	Successful completion of Stage 1 Music Advanced or Certificate III Music Performance
	Music Technology (Cross-Disciplinary Studies)	Nil
	Music Explorations (Performance)	Successful completion of Stage 1 Music Advanced
	Visual Arts - Art	Successful completion a of Stage 1 Visual Arts - Art or Design subject
	Visual Arts - Design	Successful completion a of Stage 1 Visual Arts - Art or Design subject
<b>Business, Careers &amp; Futures</b>	Beyond School - Community Studies	Students should have a planned VET pathway
	Business Innovation	Successful completion of a previous business subject encouraged
	Certificate III in Business	Nil
	Workplace Practices	Nil
<b>Design Technologies</b>	Advanced Manufacturing	Successful completion of Year 10 or Stage 1 Advanced Manufacturing
	Material Products	Successful completion of Stage 1 Material Products
	Photography	Successful completion of Stage 1 Photography
<b>Digital Technologies</b>	Information Processing and Publishing	Successful completion of one semester of Stage 1 Information Processing and Publishing or teacher recommendation
	Digital Technology	Successful completion of one semester of Stage 1 Digital Technologies
<b>English</b>	English	Successful completion of Stage 1 English or English Literary Studies
	English Literary Studies	B in Stage 1 English Literary Studies
	Essential English	Successful completion of Stage 1 Essential English or Stage 1 English
	Womens Studies	Successful completion of Stage 1 English, Media Studies or Womens Studies
	Media Studies	Successful completion of Stage 1 Media Studies
<b>Food and Technology</b>	Certificate III in Hospitality - Partial	Nil
	Child Studies	Successful completion of a Year 9, 10 or 11 TEF subject
	Food and Hospitality	Successful completion of a Year 9, 10 or 11 TEF subject
<b>Health and Physical Education</b>	Certificate III in Fitness	Nil
	Health & Wellbeing	Nil
	Integrated Learning - Sport & Recreation	Nil
	Integrated Learning - Sports Focused	Successful completion of a Year 11 Sports Academy
	Physical Education	Successful completion of one semester of Stage 1 Physical Education
<b>Humanities &amp; Social Sciences</b>	Accounting	Successful completion of Stage 1 Accounting or General Mathematics or Mathematical Methods
	Economics	Successful completion of Stage 1 Economics or Stage 1 English
	Geography	Successful completion of Stage 1 Geography or English
	History and the World Today (Community Studies B)	Nil
	Legal Studies	Successful completion of Stage 1 Legal Studies or Stage 1 English
	Modern History	Successful completion of Stage 1 History A or Stage 1 English
	Politics, Power and People	Successful completion of Stage 1 History or Stage 1 English
<b>Languages</b>	Italian	Successful completion of Stage 1 Italian
	Japanese	Successful completion of Stage 1 Japanese
	Culture and Identity (Integrated Learning)	Nil
<b>Mathematics</b>	Essential Mathematics	Successful completion of Stage 1 Essential Mathematics or completion of Stage 1 General Mathematics/Mathematical Methods
	General Mathematics	Successful completion of Stage 1 General Mathematics or completion of Stage 1 Mathematical Methods
	Mathematical Methods	Successful completion of Stage 1 Mathematical Methods
	Specialist Mathematics	Successful completion of Stage 1 Specialist Mathematics
<b>Science</b>	Biology	Successful completion of Stage 1 Biology, Chemistry or Physics
	Chemistry	B in two semesters of Stage 1 Chemistry
	Nutrition	Successful completion of Stage 1 Biology, Chemistry, Nutrition or Physics
	Physics	B in two semesters of Stage 1 Physics
	Psychology	Successful completion of one semester of Stage 1 Psychology

## Precluded Combinations at Stage 2

### Please Note:

#### Precluded Combinations With SACE:

- Where there is both a 10 and 20 credit offering of the same subject, these are precluded against each other (eg Drama 10 credit and Drama 20 credit is a precluded combination)
- Stage 2 Visual Arts - Art AND Stage 2 Visual Arts - Design

#### Counting Restrictions for ATAR (University entry) Students can choose:

- Maximum 40 credits of Mathematics Subjects
- Maximum 40 credits of Music Subjects
- Maximum 20 credits of Integrated Learning Subjects (Maximum 40 credits for SACE completion)
- Maximum 20 Credits of Material Products/Communication Products/Systems and Control Products subjects (Maximum 40 credits for SACE completion)
- Maximum 20 credits of Workplace Practices (maximum 40 credits for SACE completion.)

Further information is available at: [www.satac.edu.au](http://www.satac.edu.au)



# THE SACE (PART 2)

## Students with Disabilities

The SACE offers a range of modified subjects at Stage 1 and Stage 2 to provide opportunities for students with identified intellectual disabilities to demonstrate their learning. A student's achievement in a modified subject will be reported as "Completed", with the appropriate number of SACE credits. The SACE certificate will indicate that the student has achieved the SACE using one or more modified subjects.

For more information about modified subjects, visit: [www.sace.sa.edu.au/web/modified-subjects/](http://www.sace.sa.edu.au/web/modified-subjects/)

## Special Provisions

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

For school-assessed tasks in Stage 1 or Stage 2 subjects, schools decide if a student is eligible for special provisions. The SACE Board will determine a student's eligibility for special provisions for external assessments at Stage 2 (examinations, investigations, etc.). If a student applies for special provisions they need to provide evidence of how this impacts their ability to access assessment conditions.

For more information about special provisions, visit: [www.sace.sa.edu.au/web/special-provisions](http://www.sace.sa.edu.au/web/special-provisions)

## Students Online

Students Online is a one-stop-shop for information about an individual student's SACE. It can help students:

- Plan their SACE and look at different subjects, or subject and course, combinations
- Check their progress towards completing their SACE
- Access their results

Students can log in to Students Online using their SACE registration number and PIN at: [www.sace.sa.edu.au/students-online](http://www.sace.sa.edu.au/students-online)

## Further Information

Visit the SACE website ([www.sace.sa.edu.au](http://www.sace.sa.edu.au)), particularly the studying the SACE section. Students are encouraged to talk with their subject teachers, Curriculum Leaders & the VET and Careers Counsellor about their study and pathway options.

## Community Learning

Students are able to earn SACE credits for community learning in two ways:

- Community-developed Programs and
- Self-directed Community Learning

Community-developed Programs include, for example, the Australian Music Examination Board, the Duke of Edinburgh's Award, and the SA Country Fire Service. Program details are updated as new information becomes available.

Self-directed Community Learning is gained through informal community activities such as coaching a sports team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

For more information visit: [www.sace.sa.edu.au/studying/recognised-learning](http://www.sace.sa.edu.au/studying/recognised-learning)



# PATHWAYS AND CAREERS

At Nazareth we believe there is a pathway for every child. As a Nazareth student, young people in our care are able to explore the range of learning and pathways available to them, including combinations of SACE subjects and VET qualifications, leading to pathways to University, apprenticeships, further training and employment.

Decision making, in relation to employment, study, subject and pathways choices should be based on sound research and the capacity to source relevant information. There are many people and resources available to help in this endeavour.

<b>At School</b>	<ul style="list-style-type: none"><li>• Career and VET Coordinator</li><li>• SACE Coordinator</li><li>• Mentor Group Teachers</li><li>• Subject Teachers and Curriculum Leaders</li><li>• School Counsellor</li></ul>
<b>At Universities</b>	<ul style="list-style-type: none"><li>• Faculty personnel</li><li>• Admissions officers</li></ul>
<b>At TAFE</b>	<ul style="list-style-type: none"><li>• Faculty personnel</li><li>• TAFE Information Centre</li><li>• TAFE Liaison Personnel</li></ul>
<b>Centrelink</b>	<ul style="list-style-type: none"><li>• Job Brokers</li></ul>
<b>Publications</b>	<ul style="list-style-type: none"><li>• SATAC University &amp; TAFE SA Guide</li><li>• SATAC Tertiary Entrance</li></ul>
<b>Internet</b>	<ul style="list-style-type: none"><li>• Good Universities Guide (<a href="http://www.gooduniversitiesguide.com.au">www.gooduniversitiesguide.com.au</a>)</li><li>• My Future (<a href="http://www.myfuture.edu.au">www.myfuture.edu.au</a>)</li><li>• SATAC (<a href="http://www.satac.edu.au">www.satac.edu.au</a>)</li><li>• The University of Adelaide <a href="http://www.adelaide.edu.au">www.adelaide.edu.au</a></li><li>• Flinders University <a href="http://www.flinders.edu.au">www.flinders.edu.au</a></li><li>• TAFE <a href="http://www.tafesa.edu.au">www.tafesa.edu.au</a></li><li>• University of South Australia <a href="http://www.unisa.edu.au">www.unisa.edu.au</a></li></ul>

## University Entry & ATAR

Gaining the SACE is the main method used by South Australian students to gain admission into university and TAFE courses. Students who complete the SACE may be eligible for an ATAR (Australian Tertiary Admissions Rank) and university entry, provided they meet certain requirements.

In South Australia, the South Australian Tertiary Admissions Centre (SATAC) process and administer applications for entry to tertiary courses in South Australia and the Northern Territory. Full details of university and TAFE entry requirements are included in the SATAC **Tertiary Entrance Booklet** published annually by SATAC. Nazareth staff will assist students in understanding the SATAC application process, and the range of pathways and alternative University entry programs available.

Visit the SATAC website for more information on tertiary entry: [www.satac.edu.au](http://www.satac.edu.au)

## VOCATIONAL EDUCATION & TRAINING (VET)

VET stands for Vocational Education and Training. VET gives students skills for work, particularly in industry and trade professions. VET options are recognised towards the SACE so that students are encouraged to complete, or make significant progress towards completing, VET qualifications at the same time as completing the SACE.

There are many opportunities for Nazareth students to participate in VET. Some courses are run after hours while others require a full day or half day at training. Some courses are conducted during school holidays. Students must assess their own ability to organise their school and personal commitments around both their school-based learning and their VET. At times, this may include missed days at school to undertake VET, so being organised, committed and proactive is key.

Ideally students who are interested in careers in industry and trade professions will begin introductory courses in Year 10. This supports students to explore the range of options and to get an understanding of the nature of industry so they can maximise their skill development as preparation for commencing a VET course or qualification. During Year 11 VET students develop a broader view of the nature of the skills required, undertake Structured Work Placements and learn about the demands in industry, which can be continued in Year 12. Beginning a VET course in Year 12, while possible in some industries, is more difficult as there are severe time constraints. Year 12 students can commence a VET course but they may not complete it in one year, but there are often options to continue it after Year 12.

### What are the benefits of VET?

- On-the-job training/learning
- Gaining skills, knowledge and confidence that enhance employability
- Gaining nationally recognised qualifications as well as SACE
- Adding purpose and motivation for senior schooling
- Developing a network and knowledge of possible industry employers
- Some completed VET certificates may help for some University or TAFE entry



# PATHWAYS AND CAREERS - (VET)

For some students VET is an opportunity to challenge themselves and to assess their interest in a particular field. Many students develop greater confidence and knowledge about certain career pathways including the post-secondary training opportunities through TAFE and Universities. Both have entrance requirements and students are strongly advised to speak to the Careers Coordinator about selection criteria.

A VET course is highly recommended for students at Stage 2 who undertake a package of study as an alternative to achieving an ATAR score. Some students may opt to do a School-based Apprenticeship which offers alternative possibilities in Stage 2. School-based Apprenticeship requires families to investigate and locate potential employers.

## How does VET operate?

Most models will require students to undertake:

- Off-the-job learning which might happen at school or with another training provider
- On-the-job learning which will happen at an actual workplace, referred to as Structured Workplace Learning.

Depending on the course, the provider and the training requirements, VET courses are offered one day per week, one half-day per week, in block periods such as school holiday, or a variety of other modes. Students and parents are advised these details as enrolment in the VET course is negotiated.

<b>School Based Program</b>	Units of competence are delivered at Nazareth Catholic College
<b>Community Based Program</b>	Students may combine with other schools or organisations for the delivery of VET
<b>Externally Based Program</b>	Students attend TAFE or other Registered Training Organisations (RTO) for course delivery
<b>Structured Work Placement</b>	Students assessed on-the-job

## How much does VET cost?

The cost of VET courses varies based on the course, the industry and the provider. Nazareth College pays half the cost of a course up to a maximum of \$1500 per student per year, in line with the College Fee and Financial Information published on the Nazareth website.

Students are expected to attend their VET course regularly. SACE credits are only granted upon successful completion of the VET course. Students who do not attend regularly will jeopardise completion of their VET program and attainment of SACE credits, and potentially any fees paid. Withdrawing from a VET course is only permitted in extraordinary circumstances, and in negotiation with the VET and Careers Counsellor and SACE Coordinator.

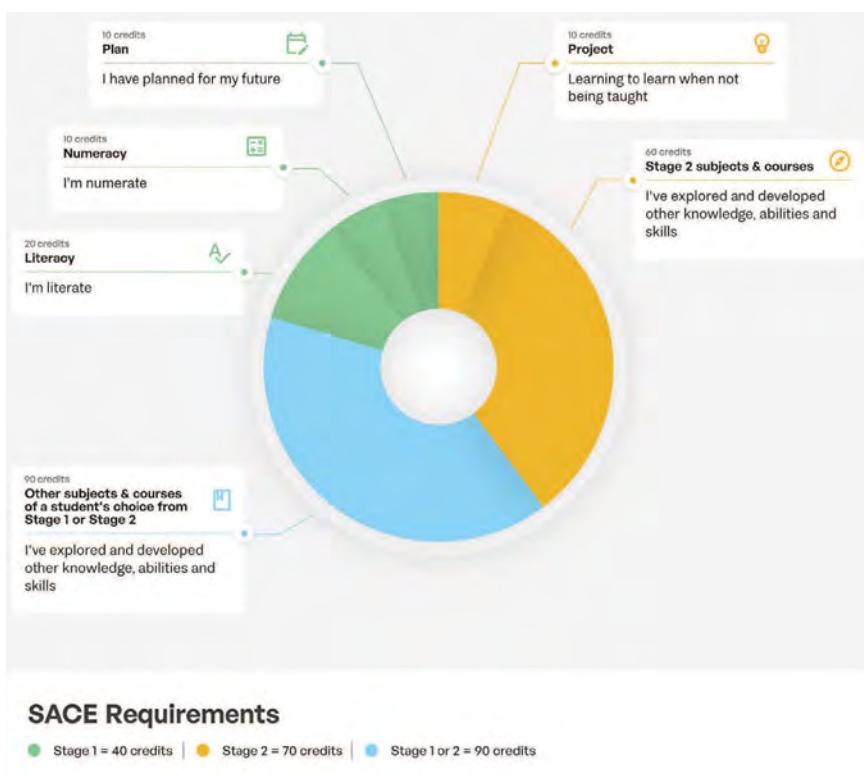
## How does VET work with the SACE?

To complete the SACE, students must achieve at least 200 credits; 150 of which can be gained through VET. The remaining 50 credits are derived from:

- Exploring Identities and Futures (10 credits),
- Activating Identity and Futures (10 credits),
- the literacy requirement (20 credits),
- and the numeracy requirement (10 credits).

It is possible for students to focus their learning in these subjects on their VET context. VET can be undertaken for the remaining 150 credits, as long as at least 60 credits is Stage 2 level. \*See Chart below.

The SACE Board determines whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about recognition at Stage 1 and Stage 2. <https://www.sace.sa.edu.au/web/vet>



The recognition arrangements for VET in the SACE can include completed qualifications, partly completed qualifications and Stackable VET courses.

SACE credits are only granted upon successful completion of the VET units undertaken as part of the VET course.

Students who do not attend regularly will jeopardise completion of their VET program and attainment of SACE credits, and potentially any fees paid.

**Please note:** A completed Certificate III course at Stage 2 can be included towards an ATAR score.

A copy of the completed certificate must be submitted to the Careers and VET Coordinator by the end of November.

It is highly recommended that students undertaking VET also undertake SACE Workplace Practices as part of their credits.

# PATHWAYS AND CAREERS - (VET)

## What is VETRO?

VETRO is a VET Readiness Orientation, and is required for some VET courses, funded by the South Australian government.

Certain VET courses are identified as having strong future employment opportunities in SA and may be subsidised for school students aged at least 16 years of age or enrolled in Year 11 or 12 through the VET for Secondary School Students scheme.

To be eligible students must meet the age and year level criteria, have completed relevant VET Pathway experience, for example work experience, immersion day or taster course, and complete a literacy and numeracy assessment.

The VET and Careers Counsellor will advise if VETRO is necessary for the VET course you wish to do, and may require application forms and paperwork to be completed within tight timelines.

## What VET Courses are available?

Nazareth students can access a range of VET courses across a variety of different industry areas. Nazareth works with a number of different training providers so students can pursue their individual pathway and interests.



A growing number of VET courses are delivered in our School Based Program at **Nazareth** through partnership arrangements with registered training organisations (RTOs).



Other VET courses are offered through Community Based Programs at other schools or through attending TAFE or other Providers such as **Western Technical College**.

Each VET course has various entrance criteria, and enrolment is subject to negotiation regarding dates, venue and a range of other factors. Where VET courses are through Community Based Programs or other Providers, students will need to get their own transport to the training venue.

Make an appointment to speak to the Nazareth VET and Careers Counsellor by booking an appointment through Nazareth's Career Portal:

<https://www.nazarethcatholiccollegecareers.com/for-parents/appointment-booking>



### Animal Studies

Gain insights and skills in to working in workplaces that care for animals, with pathways to Veterinary Nursing



### Agriculture & Horticulture

Develop key skills in a number of Agricultural or Horticulture industries, including working with farm animals, landscaping and plants.



### Automotive

Develop skills to work in an automotive workshop, including basic repair of mechanical and electrical vehicle components.



### Beauty & Retail Cosmetics

Use your creativity to learn skills to provide make-up for different occasions, as well as care for others and yourself, leading to pathways in the Beauty Therapy industry.



### Business

Gain business management skills that you can apply to any industry, or choose an optional specialisation in Medical Administration, Legal Administration or Entrepreneurship.



### Building & Construction

Develop building and construction skills in specialised construction fields, including carpentry, brick and block laying, and tiling.



### Coding & Game Development

Gaming development: creating 2D and 3D modelling and animation software through scripts and storyboards



### Early Childhood Education and Care

Develop skills and knowledge to inspire and support children leading to potential work in a childcare, preschool, classroom, out of-school-hours care or community education setting. There are also pathways to diploma and bachelor teaching and education courses.



### Electrical/Electrotechnology

Gain insights into the range of electrical, telecommunications and security knowledge and skills needed in industry, including in renewable and sustainably energy and electric vehicles, with possible pathways to an apprenticeship as an Electrician.

# PATHWAYS AND CAREERS



## Engineering and Metal Trades

Gain underpinning knowledge and skills to work in a range of engineering and manufacturing roles, including in fabrication and welding.



## Fashion

Learn basic trade skills required to work in the fashion industry and commence your pathway to applied fashion design and merchandising where you can build upon your technical skills for potential job roles such as design assistants, pattern makers, and other design, construction and merchandising management roles.



## Fitness

Develop skills in fitness programming, healthy eating, and instructing individual or group exercise sessions, leading to pathways in a sports, fitness, or recreational environment as a fitness instructor.



## Hairdressing, Barbering and Salon Assistant

Gain practical skills in hairdressing and barbering, as well as skills to interact with clients and work in a team, leading to pathways to apprenticeships.



## Health Services (Nursing Pathway)

Develop skills to work as an allied health assistant, with pathways to nursing at both Diploma and Bachelor levels



## Hospitality

Courses at Nazareth focus on introductory aspects of Barista, Food and Cookery. Other providers offer specialisations including Bakery, Food and Beverage, Food Technology, to a range of pathways including apprenticeships, and hospitality and hotel management.



## ICT, Screen and Media

Develop technical skills in networking, programming, web development or even movie making and editing with pathways to a range of job roles and industries including database developers and administrators, game developers, programmers, web developers, interactive digital media, film and television.



## Individual Support

Support Workers across the range of caring industries are in demand, including disability support and aged care, with pathways to nursing.



## Music (Performance)

Commence your career in a pathway towards performing music, or working in sound production, audio or music management and administration.



## Plumbing

Develop the practical skills and knowledge to work effectively in the plumbing, gas fitting and roof plumbing industry.



## Rural Operations

Gain practical skills to maintain facilities, operate machinery and equipment, and undertake general agriculture activities, leading to pathways in the agricultural and animal care industries including as station hands and pastoral workers.



## Tourism & Events

Pathways that combine people and organisational skills with a love of travel to a variety of job roles such as travel agent, event manager and communications promoter.

# PATHWAYS AND CAREERS

## Focus your pathway

At Nazareth students are supported to create their own pathway, whether they are headed for university, further education, training, apprenticeships, or the workforce.

Students can focus their pathway with an industry focus using combinations of SACE subjects and VET qualifications. Here are just a few of the possibilities!

## BUSINESS ENTREPRENEUR

### YEAR 10

- Exploring Identities and Futures (EIF)
- English, Maths and other Australian Curriculum
- Business, Finance and the Law
- Work Experience
- SACE Small Business Skills (Industry Connections)

### YEAR 11

- Identities and Futures (IF)
- SACE English, SACE Maths
- SACE subjects such as;
  - Business Innovation
  - Media Studies
  - Shark Tank
  - Accounting
  - Legal Studies
  - E-Commerce
  - Small Business Skills (Industry Connections)
- SACE Workplace Practices
- Cert III in Business - focus may include;
  - Business
  - Medical Administration
  - Legal
- Potential school-based Traineeships

### YEAR 12

- Activating Identities and Futures (AIF)
- SACE subjects such as;
  - Business Innovation
  - Media Studies
  - Legal Studies
  - E-Commerce
  - Small Business Skills (Industry Connections)
- Cert III in Business - focus may include;
  - Business
  - Medical Administration
  - Legal
- Potential school-based Traineeships

### PATHWAY BEYOND NAZARETH

#### EMPLOYMENT

- for potential careers such as;
- Administrators
  - Office Co-ordinators

#### VET

- and further training such as;
- Diploma of Business
  - Diploma of Marketing and Communications
  - Diploma of Paralegals Services
- for potential careers in;
- Administration
  - Business Ownership
  - Marketing and Public Relations
  - Paralegals and Medical Administration

#### UNIVERSITY

- & Tertiary education pathways in;
- Business Management and Commerce

## EDUCATION AND CARE

### YEAR 10

- Exploring Identities and Futures (EIF)
- English, Maths and other Australian Curriculum
- Industry Immersion taster course
- Work Experience
- Food & Nutrition through the Lifespan, The World of Food and Hospitality

### YEAR 11

- Identities and Futures (IF)
- SACE English, SACE Maths
- SACE subjects such as;
  - Child Studies
  - Nutrition
  - Food and Hospitality
  - Hospitality Skills (Industry Connections)
- SACE Workplace Practices
- Commence VET in Cert III in Early Childhood Education and Care
- Work Placement
- Potential school-based traineeships

### YEAR 12

- Activating Identities and Futures (AIF)
- SACE subjects such as
  - Child Studies
  - Nutrition
  - Beyond School
  - Food and Hospitality
- Continue VET in Cert III in Early Childhood Education and Care
- Continue Work Placement
- Potential school-based

### PATHWAY BEYOND NAZARETH

#### EMPLOYMENT

- for potential careers as;
- Early Childhood Educator/Worker

#### VET

- and further training such as;
- Diploma Early Childhood Education and Care
- for careers such as;
- Senior Educator

#### UNIVERSITY

- & Tertiary education pathways such as;
- Bachelor of Teaching
  - Bachelor of Education

## FITNESS

### YEAR 10

- Exploring Identities and Futures (EIF)
- English, Maths and other Australian Curriculum
- Health & Wellbeing
- PE - Fitness & Lifestyle
- Food & Nutrition through the Lifespan
- SACE Small Business Skills (Industry Connections)

### YEAR 11

- Identities and Futures (IF)
- SACE English, SACE Maths
- SACE subjects such as;
  - Health & Wellbeing
  - Health - Yoga & Mindfulness
  - Nutrition
  - Fitness and Lifestyle (Integrated Learning)
  - Small Business Skills (Industry Connections)
- Cert III in Fitness
- Potential school-based Traineeships

### YEAR 12

- Activating Identities and Futures (AIF)
- SACE Subjects such as;
  - Health & Wellbeing
  - Nutrition
  - Small Business Skills (Industry Connections)
- Potential school-based Traineeships

### PATHWAY BEYOND NAZARETH

#### TRAINEESHIPS

- for potential careers such as ;
- Recreation Industry workers
  - Instructors
  - Trainers and Administrators
- in fitness facilities, leisure and community centres

#### VET

- and further training such as;
- Cert IV in Sports Development
  - Diploma of Sport
  - Diploma of Remedial Massage
  - Diploma of Exercise and Sport Science
- to pursue a range of roles that provide leadership and support to colleagues in the industry

#### UNIVERSITY

- & Tertiary education pathways such as;
- Bachelor of Exercise of Sports Science
  - Bachelor of Business (Sport and Recreation)

# PATHWAYS AND CAREERS

## HOSPITALITY

### YEAR 10

- Exploring Identities and Futures (EIF)
- English, Maths and other Australian Curriculum
- Industry Immersion Taster Courses
- Work Experience
- The World of Food and Hospitality
- Food and Nutrition through the Lifespan
- SACE Small Business Skills (Industry Connections)

### YEAR 11

- Identities and Futures (IF)
- SACE English, SACE Maths
- SACE subjects such as;
  - Food and Hospitality
  - Hospitality Skills (Industry Connection)
  - Small Business Skills (Industry Connections)
- Commence VET in Cert III Hospitality
- Work Experience
- SACE Workplace Practices
- Barista Short Courses
- Potential school-based apprenticeship

### YEAR 12

- Activating Identities and Futures (AIF)
- SACE subjects such as;
  - Food and Hospitality
  - Hospitality Skills (Industry Connections)
  - Beyond School (Industry Connections)
- Continue VET in Cert III Hospitality
- Potential school-based apprenticeship

### PATHWAY BEYOND NAZARETH

#### APPRENTICESHIPS

for potential careers such as;

- Cooks
- Caterers
- Kitchen Operations

in various settings such as Hospitals, Sporting Venues, Production Kitchens, Food Trucks

#### VET

and further training such as;

- Cert IV in Kitchen Management
- Cert IV in Patisserie
- Diploma of Hospitality Management
- Diploma of Event Management

for potential careers in hospitality spread across a diverse range of employers

#### UNIVERSITY

& Tertiary education pathways in;

- Tourism
- Hotel Management and Recreation.

## MUSIC

### YEAR 10

- Exploring Identities and Futures (EIF)
- English, Maths and other Australian Curriculum
- Music
- Music Technology
- Industry immersion through co-curricular ensembles such as;
  - Senior Rock Band
  - Stage Bands
  - Vocal Jazz Groups
 representing the school at competitions such as Generations in Jazz, ABODA Band Festival and Catholic Schools Music Festival.

### YEAR 11

- Identities and Futures (IF)
- SACE English, SACE Maths
- SACE Subjects such as;
  - Music Technology (Cross-Disciplinary Studies)
  - Music
- Commence VET in Cert III in Music (Part A or B) Performance
- Industry immersion through co-curricular ensembles such as;
  - Senior Rock Band
  - Stage Bands
  - Vocal Jazz Groups
 representing the school at competitions such as Generations in Jazz, ABODA Band Festival and Catholic Schools Music Festival.

### YEAR 12

- Activating Identities and Futures (AIF)
- SACE Subjects such as;
  - Music Explorations
  - Music Technology (Cross-Disciplinary Studies)
  - Music Performance - Ensemble
  - Music Performance - Solo
- Continue VET in Cert III in Music (Part A or B) Performance
- Industry immersion through co-curricular ensembles such as;
  - Senior Rock Band
  - Stage Bands
  - Vocal Jazz Groups
 representing the school at competitions such as Generations in Jazz, ABODA Band Festival and Catholic Schools Music Festival.

### PATHWAY BEYOND NAZARETH

#### EMPLOYMENT

for potential careers as;

- Music Performers
- Sound Production Crew
- Music Management
- Administration

#### VET

and further training such as;

- Diploma of Audio Production
- Diploma of Music (Performance)
- Diploma of Music (Sound Production)

for careers such as;

- Music Producer
- Audio Technician
- Music Performer

#### UNIVERSITY

& Tertiary education pathways such as;

- Bachelor of Music
- Bachelor of Audio
- Bachelor of Creative Industries (Music)

for careers such as;

- Songwriter
- Audio Technician
- Music Promotion / Management / Administration

## TECHNICAL TRADES

### YEAR 10

- Exploring Identities and Futures (EIF)
- English, Maths and other Australian Curriculum
- Try-a-Trade taster course
- Work Experience
- Advanced Manufacturing, Woodwork & Metalwork
- SACE Tools of the Trade (Industry Connections)

### YEAR 11

- Identities and Futures (IF)
- SACE Essential English, SACE Essential Maths
- SACE subjects such as;
  - Advanced Manufacturing
  - Material Products
  - Woodwork Foundations
  - Industry Connections
- SACE Workplace Practices
- Cert II in VET such as;
  - Construction
  - Automotive
  - Engineering
- Work Experience
- Potential school-based apprenticeship

### YEAR 12

- Activating Identities and Futures (AIF)
- SACE subjects such as;
  - Advanced Manufacturing
  - Material Products
  - Beyond School
  - Industry Connections
  - Small Business Skills (Industry Connections)
- Continue VET in Cert II or commence Cert III in Carpentry, Plumbing, Light Vehicle Automotive, Motor Sport
- Potential school-based apprenticeship

### PATHWAY BEYOND NAZARETH

#### APPRENTICESHIPS

for potential careers in a variety of trades such as;

- Electrician
- Plumber
- Builder
- Carpenter
- Civil Engineer

#### VET

and further training such as;

- Diploma of Engineering
- Diploma of Building and Construction
- Advanced Diploma of Building and Surveying
- Cert IV in Project Management Practices

#### UNIVERSITY

& Tertiary education pathways such as;

- Bachelor of Construction Management

# RELIGIOUS EDUCATION

## Religious Education Year 10

**Recommendation:** Nil

**Length of Course:** One semester (compulsory)

**Nazareth Pathways:**

Spiritualities, Religion & Meaning Stage 1

### Aims

- To awaken, nourish and develop religious literacy
- To acquire a systematic knowledge of the teachings of Jesus Christ
- To help students understand the role of Christian ministry
- To develop good decision-making skills, within the context of Catholic Christian morality
- To develop students awareness of and ability to critique current social issues

### Content

#### God, us and Faith

Students explore how Christian Discipleship is a vocational commitment to Jesus' vision of the Reign of God

#### Church for the World

- Aboriginal Spirituality
- Religious Identity
- The Catholic Church and World Religions

#### Social Justice and Ethical Issues

- The 10 Principles of Catholic Social Justice teaching
- The Nazareth Outreach Workers (NOW) Projects within the context of Catholic Social Justice teaching

#### Moral Life

- Students appreciate the process of informing one's conscience, enables individuals to exercise authentic freedom when making decisions

#### Made in the Image of God

- Human Sexuality Program

### Assessment

A variety of assessment tasks will be offered, in order to test a wide range of skills and cater for a broad range of learning styles. Assessment tasks offered will include research assignments, oral presentations, comprehension tasks and tests. Assessment is based on the achievement of the level 4/5 standard according to the Crossways Document. Students are also required to complete a writing task.

### Further Comment

Of equal importance to the academic religion curriculum taught in the classroom, is the experiential, faith and nurturing dimension of the curriculum. This takes place through student participation in: Daily Prayer, Masses, Liturgies and Retreats. All students are expected to take part.

## Spiritualities, Religion & Meaning Stage 1

**Recommendation:** Nil

**Length of Course:** One semester (10 Credits)

**Nazareth Pathways:**

Stage 2 Spiritualities, Religion & Meaning  
Stage 2 Religion (Society and Culture)

### Aims

- To analyse religious perspectives on big ideas, enduring questions or contemporary issues
- To explore religious and spiritual perspectives and how they influence communities
- To reflect on how religious experiences, beliefs and values contribute to a sense of personal and shared meaning
- To apply religious or spiritual principles to promote human, community and planetary flourishing

### Content

The course uses 'big ideas' to frame enquiry questions, explore ideas and reflect on personal and shared meaning in dialogue with the Catholic and other traditions.

#### Story, Visions and Futures

- Students will create a photo story to demonstrate their understanding of the image of Jesus and the key themes presented in one of the four gospels.
- Students will investigate the core moral teachings of a particular religious tradition.

#### Growth Belonging and Flourishing

- Students will investigate potential for forming authentic relationships in the digital age.
- Students will form a small group to advocate on behalf of a marginalized group in Australian society.

### Assessment

Assessment at Stage 1 is school based. The following Assessment Types enable students to demonstrate their learning in Stage 1 Spiritualities, Religion & Meaning:

- Assessment Type 1: Representations
- Assessment Type 2: Connections
- Assessment Type 3: Issues Investigation

### Further Comment

Of equal importance to the academic religion curriculum taught in the classroom, is the experiential, faith and nurturing dimension of the curriculum. This takes place through student participation in: Daily Prayer, Masses, Liturgies and Retreats. All students are expected to take part.

# RELIGIOUS EDUCATION

## Spiritualities, Religion & Meaning Stage 2

**Recommendation:** Nil

**Length of Course:**

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

In Spiritualities, Religion and Meaning, students have the opportunity to engage in reflective analysis in response to research and/or stimuli such as guest speakers and excursions, contextualized by one of six big ideas which frame their inquiry. Students explore concepts or issues from a religious and/or spiritual perspective and collaborate with others to apply their learning. They engage in reflective practice to evaluate their personal and shared actions.

### Aims

- To explore diverse religious and/or spiritual perspectives and understandings and how these shape and are shaped by communities
- To reflect on the contribution to a sense of personal and shared meaning of religious and spiritual understandings
- To refine independent and collaborative communication skills to share ideas and express informed opinions

### Content

- The course uses 'big ideas' to frame inquiry questions, explore ideas and reflect on personal and shared meaning. For the 10-credit subject, students study one or two big ideas. For the 20-credit subject, students study two or three big ideas.
- Students explore key beliefs, values and practices of one or more religions or spiritualities. They engage with the topic individually and in collaboration with others, through imaginative exploration, research and open questioning.

### Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

**School Based Assessment:**

Reflective Analysis (40%)

Connections (30%)

**External Assessment:**

Transformative Action (30%)

### Further Comment

Of equal importance to the academic religion curriculum taught in the classroom, is the experiential, faith and nurturing dimension of the curriculum. This takes place through student participation in: Daily Prayer, Masses, Liturgies, and Retreats. All students are expected to take part.

## Religion (Society & Culture) Stage 2

**Recommendation:** Nil

**Length of Course:** Full year (20 credits)

There is no assumed knowledge for this subject. However, because of the inquiry approach inherent in this course, it would be an advantage for students to have developed abilities to communicate effectively with others, to participate responsibly in groups and to show some independence and initiative in individual and group research.

### Aims

- To investigate and critically analyse a range of aspects of and issues related to contemporary societies and cultures in local and global contexts.
- To develop skills of critical inquiry.
- To demonstrate knowledge and understanding of ways in which societies and cultures are connected and interdependent.

### Content

Students study three topics (each from a different group of topics)

**Group 1: The Material World**

- Culture Diversity
- Youth Culture
- Work and Leisure
- The Material World

**Group 2: Social Ethics**

- Social Ethics
- Contemporary Contexts for Aboriginal and Torres Strait Islander Peoples
- Technological Revolutions
- People and the Environment

**Group 3: A Question of Rights**

- Globalisation
- A Question of Rights
- People and Power

### Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

**School Based Assessment:**

- Folio
- Interaction

**External Assessment**

Investigation

Students undertake one independent, focused investigation of a negotiated contemporary social or cultural issue and present their findings in a written report. The written report should be a maximum of 2000 words.

### Further Comment

While Religion is formally assessed by the SACE Board as "Society and Culture," the topics chosen for study are deliberately focused on the interconnection of religion and society, and aim to foster CESA's vision of young people as leaders for the world God wants.

# RELIGIOUS EDUCATION

## Religion (Practical Religion) Stage 2

**Recommendation:** Nil

**Length of Course:** 20 credits

**\*Note:** This subject does not contribute to an ATAR

### Aims

This course aims to provide students with the opportunity to study religion and its practical impact on people and the community. Students engage with Catholic Social Teaching and explore ways that they can be a positive impact on the world beyond school.

### Content

Students engage with several resources regarding what it means to be spiritual in today's society and what this means for them. Students will explore Indigenous Spirituality. They look at various issues in society, violation of rights, and the role of powerful human rights leaders and analyse the UN Declaration of Human Rights.

Students look at campaigns, hash tags, and recent movements that have impacted society in a positive way. They contribute to society and advocate for others and experience what it might be like to make a difference.

Students engage in volunteering to demonstrate knowledge and understanding of the value of volunteering to society. Students look at a range of organisations, engage with guest speakers and gain knowledge on why volunteers are an important part of our community. Students choose an activity that allows them to interact in the community for approximately 20 hours.

Students look at ways that materialism and our consumer culture interferes with our spirituality, and how to be more culturally responsible.

### Assessment

Assessment Type 1: Practical Inquiry 40%

Assessment Type 2: Connections 30%

Assessment Type 3: Personal Endeavour 30%

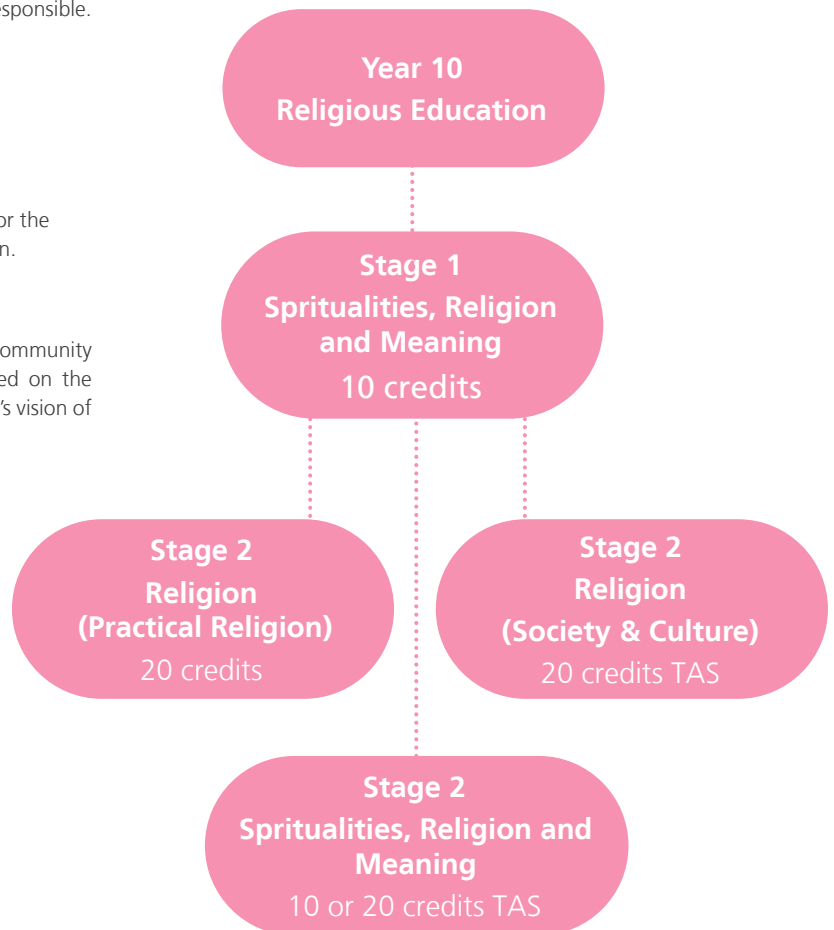
In the 20 credit subject students undertake four assessments for the Folio, two assessments for the Interaction and one investigation.

### Further Comment

While Religion is formally assessed by the SACE Board as "Community Studies," the topics chosen for study are deliberately focused on the interconnection of religion and society, and aim to foster CESA's vision of young people as leaders for the world God wants.



## RELIGIOUS EDUCATION FLOWCHART





# ACTIVATING IDENTITY AND FUTURES

## Activating Identity and Futures (AIF) Stage 2

### Recommendation:

Activating Identity and Futures is a compulsory Stage 2 subject that all SACE students undertake. Students need to achieve a C grade or higher to achieve their SACE.

### Length of Course:

One semester (10 credits)

## Aims

Activating Identity and Futures enables students to:

- Take greater ownership and agency over their learning (learning how to learn)
- Select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output.
- Gain experience and build competence in self-directed learning.

## Content

The focus for student's AIF, should stem from interests, passions, skills and capabilities, aspirations or a combination of several of these. Students can deepen an area of current personal interest or examine an area new to their experience and valuable to their ongoing development.

Students will explore ideas related to an area of personal interest through a process of self-directed learning. They draw on relevant knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution.

The focus of the exploration aims to develop capabilities and support students in their chosen pathways.

## Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

### School Based Assessment

Assessment Type 1: Portfolio 30%

Assessment Type 2: Progress Checks 40%

### External Assessment

Assessment Type 3: Appraisal (30%)



# THE ARTS

## Art and Design Year 10

**Recommendation:** One semester of Year 8 or Year 9 Art or by portfolio submission

**Length of Course:** One semester

**Nazareth Pathways:**

Visual Arts - Art Stage 1  
Visual Arts - Design Stage 1  
Fashion - Stage 1

### Aims

Students explore the influences of a range of artists and designers, as well as media, techniques and processes, to create their own personal works. This course provides a focus on the exploration and development of ideas and concepts through the folio process, using a variety of media and techniques. Students are introduced to the structured format of a Visual Study, exploring a range of concepts, techniques and elements, through the critical analysis of works and practical exploration of media.

Students refine their personal aesthetic through working and responding perceptively as an individual artist and designer. They adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make personally relevant resolved art and design works that demonstrate skills with their own chosen media.

Visits to exhibitions, galleries and workshops will form part of this course.

### Content

- Art and Design Analysis
- Mixed Media, Principles and Elements
- Resolved Artwork
- Resolved Design work

### Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types:

**Visual Study:** Analysis and practical exploration of media, techniques and visual responses

**Folio:** Development of planning skills, ideas and exploration of media Understanding of Design Process to create solutions.

**Practical:** Resolved Artwork, Resolved Design work



## Fashion Design Year 10

**Recommendation:** Nil

**Length of Course:** One semester

**Nazareth Pathways:**

Visual Arts - Art Stage 1  
Visual Arts - Design Stage 1  
Fashion - Stage 1

### Aims

Students will explore a range of fashion products as well as various media, techniques and processes used to design and create fashion.

This course provides a focus on the design process and the exploration and development of ideas to create final Fashion designs and products. Students will learn drawing techniques to create fashion illustrations and practical skills to produce a range of fashion products, (jewellery and clothing ensembles).

Students will be introduced to the format of a skills folio. Through critical analysis of fashion design and practical exploration of techniques, students will investigate a variety of media, styles and design concepts. Students will refine their own personal aesthetic and style, by adapting and manipulating media to create resolved fashion design products.

### Content

- Exploration of Fashion techniques
- Analysis of Fashion Design
- Resolved creation of Fashion Products (jewellery, garment, accessory)

### Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types:

**Skills Folio:** Practical exploration and analysis of techniques

**Folio:** Development of conceptual skills, ideas and exploration of media and investigate into materials

**Practical:** Resolved Fashion Products



# THE ARTS

## Dance Year 10

**Recommendation:** Successful completion of Year 8 or 9 Dance or by audition

**Length of Course:** One semester

**Nazareth Pathways:** Dance Stage 1  
Integrated Learning - Performing Arts Stage 1

### Aims

Students will choreograph and perform solo, duet and or group dances to communicate ideas, experiences and artistic intentions for different purposes, contexts and audiences. They will develop and apply their understanding of the processes of dance composition for choreography by using a range of dance elements, genres, styles, techniques, conventions and practices. Students will develop an awareness of Australian and international dance artists, companies and practices, expanding their understanding of the cultural dimensions of dance and informing their own compositions and performances. They will use dance language to analyse and critically respond to a range of dance works.

### Content

- Choreography
- Technique
- Performance
- Response

### Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types:

- Understanding dance
- Creating and performing dance
- Responding to dance

### Further Comment

Some out of school hours rehearsals may be required.

Students will be expected to change into appropriate dance clothing for all lessons. This includes the Nazareth dance singlet or T-shirt, which can be purchased from the uniform shop.

Attendance at Performance Nights is required and form part of the students 'Performance' assessment.

## Drama Year 10

**Recommendation:** Nil

**Length of Course:** One semester

**Nazareth Pathways:** Drama Stage 1  
Integrated Learning - Performing Arts Stage 1

### Aims

In this course students develop a practical and critical understanding of how the elements of drama can be used to shape and structure drama that engages audiences and communicates meaning. Students engage with the production process through planning, producing, rehearsing, refining and performing for a public audience. They use movement and voice along with language and ideas to explore, develop and portray roles, characters, relationships and situations.

Students learn the skills of working collaboratively, recognising that imaginative, creative and critically analytic teamwork is central to drama. Creating, performing and viewing drama enables the exploration of ideas and feelings. The exploration of dramatic forms and styles, and associated cultural, social and historical contexts, diversifies students' expression, understanding and experience of their world. Students learn that meanings can be generated from different viewpoints and as they investigate or critique drama they analyse and evaluate its dramatic meaning and aesthetic effect.

### Content

- Individual or Group Dramatic Presentation
- Production Process (Page-to-Stage)
- Responding to Drama
- Performance

### Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types:

- Performance Work
- Written or Oral response
- Group or Individual Presentations
- Rehearsal and Discussion

### Further Comment

Some out of school hours rehearsals and performances will be required.



# THE ARTS

## Music Year 10

**Recommendation:** Successful completion of Year 9 Music or by teacher recommendation

**Length of Course:** Full year

\*unless discussed with Director of Music

**Nazareth Pathways:**

Music Stage 1

Certificate III Music (Performance) Part A

It is important that students who take up the study of Music meet the following curriculum requirements:

- Student need to have been undergoing tuition on an instrument for at least one year and must continue to learn in the instrumental program or privately
- Must be able to read music
- Will perform at concerts outside of normal school hours and be expected to participate in at least one co-curricular performance group

### Aims

The music course covers the following areas of study:

- Practical Studies - individual instruction, ensemble work, participating in regular performances, listening to recordings and attending performances
- Aural awareness, theory and music in society - through teacher-directed learning, individual and group work and through computer-assisted learning

### Content

Students will:

- Extend musicianship and technical skill on their chosen instrument(s)
- Develop skills as a soloist and a member of an ensemble
- Develop aural awareness, skills and understanding of music
- Extend practical and theoretical knowledge by performing, composing and arranging
- Develop appreciation and understanding of music through an historical study of music and its role in society
- Express ideas/emotions/feelings, through performance and composition

### Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types:

- Group and individual practical performances
- Theory/aural/harmony tasks
- Arranging assignments

## Music Technology Year 10

**Recommendation:** Nil

**Length of Course:** One semester

**Nazareth Pathways:**

Music Technology Stage 1

### Aims

Students will learn to use various forms of technology in the production of music. This subject will give students the foundation skills and understanding required for aural analysis, composing, mixing and recording in any contemporary genre of music.

### Content

Students will work in the Music Technology Lab to develop their technology skills through music. They will learn how to edit and manipulate existing pieces of music and use software instruments to create musical compositions. Ableton Live computer software will be used to compose music with loops, MIDI and audio files, predominately in an EDM style. Students will have the opportunity to perform their music using Launchpads to trigger scenes, loops and drum hits.

### Outcomes

Students will:

- Manipulate combination of the elements of music in a range of styles using technology and notation
- Arrange and compose music using aural recognition of musical elements.

### Further Comment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types:

- Song analysis
- Composition and arranging assignments
- Research Project on aspects of music technology

# THE ARTS

## Dance Stage 1

**Recommendation:**

Successful completion of Year 10 Dance or by audition

**Length of Course:**

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

**Nazareth Pathways:**

Dance Stage 2

Integrated Learning Performing Arts Stage 2

### Aims

Students develop creative, technical, and physical understanding, and an appreciation of dance as an art form. Dance has its own specific language and processes that students learn in theory and practice through the study of technique, composition, choreography, performance, and critical analysis. Dance offers opportunities for the development of students' creativity, self-discipline, self-esteem, personal identity, and confidence. This is achieved through experiences that encourage collaboration and creative problem-solving, the acquisition of skills, knowledge, and understanding, and the development of aesthetic awareness.

- To encourage students to communicate effectively through dance
- To encourage the pursuit of excellence in all aspects of dance involvement
- To foster awareness of the interaction between dance and other art forms and of the contribution of dance to the values of Australian and other cultures
- To enable students to develop skills and knowledge that they may be able to use in the further pursuit of dance
- To give students the opportunity to develop their critical awareness of the concepts and principles of dance

### Content

Stage 1 Dance consists of three areas of study:

- Understanding Dance
- Creating Dance
- Responding to Dance

### Assessment

Assessment at Stage 1 is school based and enables students to demonstrate their learning through the following Assessment Types:

- Assessment Type 1: Dance Literacy
- Assessment Type 2: Creative Explorations
- Assessment Type 3: Dance Contexts

### Further Comment

Some out of hour rehearsals may be required.

Students will be expected to change into appropriate dance clothing for all lessons. This includes the Nazareth dance singlet or T-shirt, which can be purchased from the uniform shop.

Attendance at Performance Nights is required and part of the students 'Performance' assessment.

## Drama Stage 1

**Recommendation:**

Successful completion of Year 10 Drama or by audition

**Length of Course:**

One semester (10 Credits) or Full year (20 Credits)

**Nazareth Pathways:**

Drama Stage 2

Integrated Learning Performing Arts Stage 2

### Aims

Drama is a dynamic, collaborative process involving experimentation, intuition and analysis. In this course, students acquire the skills and understanding to generate creative solutions to the challenge of producing dramatic works. Students analyse, evaluate and develop personal interpretations of texts and performances and reflect on their own learning.

- To work both independently and collaboratively to apply dramatic ideas and processes to create dramatic works.
- To develop and apply dramatic skills and techniques related to one or more dramatic roles.
- To analyse and evaluate dramatic ideas, products and technologies.
- To explore and experiment with technology to provide creative solutions.
- To learn about dramatic theory and practice.

### Content

- Understanding and Responding to Drama
- Company and Performance
- Drama and Technology

**This involves:**

- Working collaboratively to conceive, explore, develop, produce, refine and perform a dramatic work
- Investigate, develop, create and present a dramatic product
- Viewing live theatre and/or other professional drama experiences.
- Study of a dramatic text and a dramatic style.

### Assessment

Assessment at Stage 1 is school based. The following Assessment Types enable students to demonstrate their learning In Stage 1 Drama:

- Assessment Type 1: Performance
- Assessment Type 2: Responding to Drama
- Assessment Type 3: Creative Synthesis
- Rehearsal and Discussion

### Further Comment

Some out of school hours rehearsals and performances will be required.

# THE ARTS

## Music Stage 1

### Recommendation:

Successful completion of Year 10 Music

**Length of Course:** Full year (20 Credits)

### Nazareth Pathways:

Music Explorations (Performance) Stage 2

Solo Performance Stage 2

Ensemble Performance Stage 2

## Aims

This program is designed for students with a substantial background in Music. Students will:

Develop their aural awareness, Extend their musicianship and technical skill on a chosen instrument or instruments, perform as a soloist and in an ensemble, extend their theoretical knowledge, develop skills in composing and arranging, appreciate music in a historical perspective, express their ideas using musical notation and live performance

## Content

Students have the opportunity to engage in the following activities:

- Composing, Arranging, Transcribing, Improvising
- Performing
- Music in Contexts
- Developing Theory and Aural Skills

### Students will:

- Develop their technical and interpretative skills on a chosen instrument or voice
- Develop their ability to sing or play musically and stylistically through a practical study of repertoire for instrument/voice
- Appraise their own performances and those of others; communicate clearly their ideas about musical performance
- Aurally recognise and identify rhythmic, melodic and harmonic aspects of music
- Understand and utilise musical notation
- Harmonically analyse piano music and voice chords
- Create a musical arrangement and present a score of an arrangement
- Write critical and appreciative essays about music
- Communicate clearly their ideas and the ideas of others about music

## Assessment

Assessment at Stage 1 is school based. The following Assessment Types enable students to demonstrate their learning in Stage 1 Music Advanced:

- Assessment Type 1: Creative Works
- Assessment Type 2: Musical Literacy

## Certificate III in Music (Performance) Part A Stage 1

**Recommendation:** Positions in the Certificate 3 course are limited; therefore students will be required to audition and meet the following criteria:

- Undertaking instrumental tuition through college or privately
- Have experience playing an instrument or singing

**Length of Course:** Full year (30 Credits)

**Nazareth Pathways:** Certificate 3 in Music (Performance) Part B

**Note:** This course runs over a two-year period in two parts:

Part A is completed in Stage 1 (30 Stage 2 Credits) and Part B is completed in Stage 2 (A further 30 Stage 2 Credits).

To receive the Certificate 3 in Music certification, and to use the 60 Stage 2 credits towards an ATAR, both Part A (Stage 1) and Part B (Stage 2) must be completed.

## Aims

This program is a VET course that will provide students with a Certificate III in Music (Performance), an industry recognised certification as well as 60 SACE Stage 2 Credits upon the completion of the 2-year program.

The course is aimed at students who enjoy performing music, particularly in bands and groups. Music theoretical knowledge is not required as it is a practical based course, however students must be proficient on their instrument.

## Content

Students will have the opportunity to engage in the following activities:

- Form a band with other class members and learn and rehearse repertoire
- Perform songs in a band
- Develop improvisational skills
- Compose and record songs as a group
- Learn about music genres
- Learn about the music industry and music pathways for post high school exploration

## Assessment

This course is run during the normal school timetable by Nazareth teaching staff, with the accreditation taking place through Collarts Australia. Assessment is based on achieving competency in each of the performance criteria in the relevant units. Students are not graded on an A-E scale but are instead awarded with a 'Competent' or 'Not Yet Competent' achievement. On its own, Certificate III in Music Part A will contribute 30 SACE Stage 2 Credits towards a student's SACE. Combined with Certificate III in Music Part B, this subject can contribute up to 60 Stage 2 Credits towards the SACE and can be used towards an ATAR if the full Certificate III is completed. To work out a grade to contribute to an ATAR, the SACE calculator takes an average of the three highest Stage 2 subject grades and awards this average as the ATAR score (for each individual student).

## Further Comment

Students who would like to choose this subject, and meet the above criteria, are invited to select it in the subject selection process before auditioning. Auditions will take place in late Term 3 after subject selections have closed. If students are not successful in attaining a position in the course their selection will revert to the reserve subject chosen.

# THE ARTS

## Music Technology (Cross Disciplinary Studies) Stage 1

**Recommendation:** Nil

**Length of Course:** One semester (10 credits)

**Nazareth Pathways:**  
Stage 2 Music Technology (Cross Disciplinary Studies)

### Aims

Students will learn to use various forms of technology in the production of music. This subject will give students the skills and understanding required for aural analysis, composing and the production of EDM Music.

### Content

Students will work in the Music Technology Lab to develop their technology skills through music. They will learn to analyse the production and musical elements of songs, and to apply that knowledge to edit and manipulate existing pieces of music and create musical compositions using the Ableton Live software and hardware controller such as Launchpads and MIDI keyboards. Composition work will use loops, MIDI and audio, predominantly in an EDM style. music

### Assessment

Assessment at Stage 1 is school based. The following Assessment Types enable students to demonstrate their learning in Stage 1 Music Technology (Cross Disciplinary Studies)

- Assessment Type 1: Group Project
- Assessment Type 2: Skills and Applications task
- Assessment Type 3: Analysis



## Visual Arts - Art Stage 1

**Recommendation:** Successful completion of a Year 8, Year 9 or 10 Visual Arts subject

**Length of Course:**  
One semester (10 credits) or Full Year (20 Credits)

**Nazareth Pathways:**  
Visual Arts - Art Stage 2 OR  
Visual Arts - Design Stage 2

### Aims

Students will learn to develop and refine their own aesthetic. This includes the development of ideas, research, analysis and the experimentation with media, techniques, resolution and production of final artworks. Students will be involved in teacher-directed and student-directed tasks to support the development of their own personal style within practical art works. Visits to exhibitions, galleries and workshops will form part of this course.

- To gain an appreciation of the visual arts, not only as a means of self-expression but also as a way of understanding others' interpretation of society and culture
- To encourage students in developing their individual creativity
- To develop an ability to describe, analyse, interpret, evaluate and respond to visual arts
- To develop skills in the visual arts, in particular, 2D and 3D areas of individual expression

### Content

Stage 1 Visual Arts – Art is divided into three areas of study:

- Visual Thinking – Folio
- Practical Resolution – Practical works
- Visual Arts in Context – Visual Study

The course includes:

- Exploration, development and application of practical skills, media, styles and techniques
- Extension through personal investigation of concepts, ideas and visual thinking
- Self-directed research in areas of practical study which are of interest to the individual
- Analysis, interpretation and response to visual arts in cultural, social and/or historical contexts
- Production of original resolved artworks

### Assessment

Assessment at Stage 1 is school based and enables students to demonstrate their learning through the following Assessment Types:

- Assessment Type 1: Folio
- Assessment Type 2 : Practical
- Assessment Type 3: Visual Study

# THE ARTS

## Fashion Stage 1

### Recommendation:

Successful completion of Year 9 Art, Year 10 Art or Year 10 Fashion

**Length of Course:** One semester (10 credits)

### Nazareth Pathways:

Stage 2 Visual Arts - Art  
Stage 2 Visual Arts - Design

## Aims

This course is designed for students who are interested in Fashion and pursuing a career in this area. It includes research, investigation, development of ideas, experimentation and the creation of practical products related to the Fashion Industry. Students will be able to develop and apply their practical skills, knowledge, and understanding of the Fashion Industry to their own fashion product, while also developing the ability to identify, create, initiate, and develop products.

- To develop and apply skills, knowledge, concepts, and understanding of the Fashion Industry
- To learn to use tools, technologies, materials and media to complete a product.
- To develop planning, exploration, problem-solving, and decision-making skills to create a solution.

## Content

The content focuses on various aspects of the Fashion industry with students focusing on an area of particular interest to them.

The key topics are:

- Development of specific practical skills and knowledge related to the Fashion Industry
- Design and documentation through creative problem-solving, research and exploration.
- The planning and making of a Fashion product.
- Reflection and analysis on the development of knowledge and skills related to the Fashion Industry

## Assessment

Assessment at Stage 1 is school based and enables students to demonstrate their learning through the following Assessment Types:

- Assessment Type 1: Specialised Skills
- Assessment Type 2: Design Process and Solution

## Further Comment

Students should have some basic knowledge and practical understanding of how to make Fashion products.

Whilst the school supplies a variety of basic materials, as students undertake individual products, they can be expected to provide their own specific supplies for practical work.

## Visual Arts - Design Stage 1

### Recommendation:

Successful completion of a Year 8, Year 9 or 10 Visual Arts subject

**Length of Course:** One semester (10 credits)

### Nazareth Pathways:

Visual Arts - Art Stage 2 OR Visual Arts - Design Stage 2

## Aims

Design is based on creating successful visual representations with a Graphic, Product and/or Environmental focus. It includes research, development of ideas, experimentation, practical skill development and the use of computer software to create designs which meet a set brief. Students will be involved in teacher-directed and student-directed tasks that involve the use of the design process and the development of problem-solving skills. Visits to exhibitions, galleries and workshops may be included in the program.

- To develop a cultural awareness of design
- To explore 2D and 3D media, methods, techniques and creative thinking approaches
- To develop skills in design analysis, communication and the production of a resolved design
- To define the brief, problem solve, generate solutions and communicate practical resolutions

## Content

Stage 1 Visual Arts – Design is divided into three areas of study:

- Visual Thinking – Folio
- Practical Resolution – Practical works
- Visual Arts in Context – Visual Study

Students use creative and visual thinking to arrive at practical resolutions of their ideas. Students will experience;

- Working to set briefs
- Individual projects such as; Architecture, Interior Design, Jewellery, Fashion, Marketing, Corporate Identity, Digital Graphics or Product Design
- Using the 'Design Process' to find design solutions through creative problem-solving, research, lateral thinking techniques, drawing and refining ideas
- Presentation of concepts through drawing, photography, computer aided design printing, models and other media
- Analysis, interpretation and response to design in a cultural, social and/or historical context
- Production of original resolved designs

## Assessment

Assessment at Stage 1 is school based. The following Assessment Types enable students to demonstrate their learning in Stage 1 Visual Arts – Design:

- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Visual Study



# THE ARTS

## Integrated Learning - Performing Arts Stage 1

**Recommendation:** Genuine interest in Performing Arts

### Length of Course:

One semester (10 credits) or Full year (20 Credits)

### Nazareth Pathways:

Integrated Learning - Performing Arts Stage 2

## Aims

This course is specifically designed to meet the interests and needs of the students and to provide an insight into the collaborative nature of the creative process. This course is based on Dance and Drama and focuses on the development of the capabilities of Critical and Creative Thinking and Personal and Social Capability.

- To develop and apply one or more capabilities.
- To develop the communication and problem-solving skills required in the Arts.
- To develop and apply performing arts knowledge, concepts and skills to achieve a purpose.
- To work productively and collaboratively with others to create an integrated and polished performance
- To use the creative arts process of investigation, development, production and evaluation
- To demonstrate self-awareness in reflecting on, and critically evaluating, learning.

## Content

The content focuses on various aspects of Dance and Drama and allows students to develop their critical and creative thinking and personal and social capabilities, which will support them in their future studies or career pathways. The key topics are:

- Creative arts process
- Individual investigation and presentation
- Review and reflection

### Study of these topics will involve:

- Active participation in planning and rehearsals
- Performance/presentation before a live audience
- Investigation and presentation of a personal project
- Workshops, improvisations and class-based practical activities
- Reflection on learning through self-assessment and feedback from others

## Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

- Practical Exploration – Performance
- Connections – Rehearsal and Reflection
- Personal Venture – Individual Project

Students take either an on-stage or off-stage role in the Performance.

## Integrated Learning - Performing Arts Stage 2

**Recommendation:** Genuine interest in Performing Arts

**Length of Course:** Full year (20 Credits)

## Aims

The content for this course is specifically designed to meet the interests and needs of the students and provide an insight into the collaborative nature of the creative process. It focuses on developing the communication and problem solving skills required in the Arts.

- To develop and apply one or more capabilities.
- To develop the communication and problem-solving skills required in the Arts.
- To develop and apply performing arts knowledge, concepts and skills to achieve a purpose.
- To work productively and collaboratively with others to create an integrated and polished performance
- To use the creative arts process of investigation, development, production and evaluation.
- To demonstrate self-awareness in reflecting on, and critically evaluating, learning.

## Content

This course is focused on various aspects of performing arts and allows students to develop their critical and creative thinking and personal and social capabilities which will support them in their future studies or career pathways.

## Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

### School Based Assessment

- Assessment Type 1: Practical Inquiry 40%

Students complete two or three practicals and the topics may include: Performance; Set/Costume/Lighting Design; Individual Presentation; Multimedia Design, Front of House, Group Presentation, Choreography, Film-making

- Assessment Type 2: Connections 30%

Students complete one or two group activities. Students work collaboratively in groups to plan, organise, implement and reflect on an activity or project. Activities may include: Rehearsal; Performance; Event Promotion; Group Presentation; Arts Workshops

### External Assessment

- Assessment Type 3: Personal Endeavour 30%

Students select an area of personal interest and complete an individually assessed research or practical based project. The project has two parts (Outcome and Explanation of Learning) and the method of presentation will be negotiated with the teacher. As a guide the project should be 2000 words written or 12 minutes oral or multimodal.

# THE ARTS

## Music Ensemble Performance Stage 2

### Recommendation:

Successful completion of Stage 1 Music

**Length of Course:** One Semester (10 Credits)

### Aims & Content

Stage 2 Ensemble Performance is a 10 credit subject and will need to be combined with another 10 credit subject to make a full (20 credit) subject. The other 10 credit subject available in Music at Stage 2 is Solo Performance.

Students will develop their practical performance skills, developing their technique and tone on their chosen instrument. Students will also analyse their repertoire and demonstrate knowledge of style, technique, form, and musical structure through these means. In addition, students will take part in a 2 minute part-testing for each assessment.

It is expected that students are involved in a College Ensemble to undertake this subject. Students will therefore be required to attend all rehearsals and performances that apply to their chosen ensemble. Students who select an ensemble outside of school will be responsible for all organisation and repertoire selection to this end.

### Assessment

In this subject, students will be assessed using SACE Stage 2 Performance Standards for this subject.

Students demonstrate evidence of their learning through the following Assessment Types:

#### School Based Assessment (70%)

Assessment Type 1: Performance (30%)

Assessment Type 2: Performance and Discussion (40%)

#### External Assessment (30%)

Performance Portfolio (30%)



## Music Technology (Cross-Disciplinary Studies) Stage 2

**Recommendation:** Nil

**Length of Course:** Full Year (20 Credits)

### Aims

Students will develop their understanding of music styles and music technology to create tracks, beats and songs. This subject will give students the skills and knowledge required for aural analysis, stylistic understanding, composing, recording and producing electronic or hip hop music. This subject is intended for students who enjoy listening to music and creating music technology projects, but may not necessarily play an instrument.

### Content

Students will study artists or songs within a style of music and learn technical computer music production skills in the software, Ableton Live, to create music. Students will complete a combination of individual and group work tasks and will work primarily in the Music Technology Lab on the provided desktop computers. Students will use Launchpads to perform loops and tracks live, learn to input melodies, chords, bass lines and drum patterns with software instruments and will have the option to record vocal or rap parts.

Students will submit a combination of written analysis pieces and computer music projects as well as reflecting on their learning with specific reference to the musical style chosen and the process of computer music creation.

### Assessment

In this subject, students will be assessed using the SACE Stage 2 Performance Standards for Cross-Disciplinary Studies.

The SACE Subject that this subject is assessed against is

Cross-Disciplinary Studies. Students and parents need to be aware that this subject title will appear on their final SACE results/certificate (and not the words 'Music Technology').

Students demonstrate evidence of their learning through the following assessment types:

#### School Based Assessment

Assessment Type 1: Commentary (30%)

Assessment Type 2: Group Project (20%)

Assessment Type 3: Presentation & Discussion (20%)

#### External Assessment

Assessment Type 4: Analysis (30%)

# THE ARTS

## Music Explorations (Performance) Stage 2

**Recommendation:** Successful completion of Stage 1 Music

**Length of Course:** Full year (20 Credits)

### Aims

Stage 2 Music Explorations (Performance) will give students the opportunity to develop their practical performance skills through the exploration of a style, technique or influence. Students will also be able to develop their aural analysis, composition and musical literacy skills. This subject is intended for students who have significant practical experience on an instrument or the voice and for students who have studied Stage 1 Music Advanced.

### Content

Students complete 3 musical literacy tasks, including a song analysis, gig review and composition task. Students will explore a chosen style, technique or influence and then perform 8-10 minutes of related but contrasting repertoire on their chosen instrument (or voice) over two summative school-assessed performances. Students also present a multimodal commentary synthesising their explorations and findings. Finally, students will perform a further 6-8 minutes of repertoire for their external assessment in a final performance with an accompanying multimodal discussion.

### Assessment

In this subject, students will be assessed using the SACE Stage 2 Performance Standards for this subject. Students demonstrate evidence of their learning through the following assessment types:

#### School Based Assessment (70%)

Assessment Type 1: Music Literacy (30%) – Composition of own song + Lead Sheet + 500 Word Commentary, Song Analysis, Live Performance Review

Assessment Type 2: Portfolio (Explorations) (40%) – 6-8 Minutes of Repertoire over 2 Summative Performances + Multimodal Commentary

#### External Assessment (30%)

Assessment Type 3: Creative Connections (30%) – Summative Performance of 6-8 minutes of new repertoire + Multimodal Discussion

## Solo Performance Stage 2

**Recommendation:** Successful completion of Stage 1 Music

**Length of Course:** One Semester (10 Credits)

Stage 2 Solo Performance is a 10-credit subject and will need to be combined with another 10-credit subject to make a full (20-credit) subject. The other 10 credit subject available in Music at Stage 2 is Ensemble Performance.

### Aims & Content

Students will develop their practical performance skills, developing their technique and tone on their chosen instrument. Students will also analyse and discuss their repertoire and demonstrate knowledge of style, technique, form, and musical structure through these means.

### Assessment

In this subject, students will be assessed using the SACE stage 2 Solo Performance 'Performance Standards'.

Students demonstrate evidence of their learning through the following Assessment Types:

#### School Based Assessment (70%)

Assessment Type 1: Performance (30%)

Assessment Type 2: Performance and Discussion (40%)

#### External Assessment (30%)

Performance Portfolio (30%)



# THE ARTS



## Certificate III in Music (Performance) Part B Stage 2

**Recommendation:** Students must have experience playing an Instrument or Singing

**Length of Course:** Full year (30 Credits)

### Note:

This course runs over a two-year period in two parts:

Part A is completed in Stage 1 (30 Stage 2 Credits) and Part B is completed in Stage 2 (A further 30 Stage 2 Credits).

To receive the Certificate 3 in Music certification, and to use the 60 Stage 2 credits towards an ATAR, both Part A (Stage 1) and Part B (Stage 2) must be completed.

## Aims

This program is a continuation of the Certificate III in Music Part A Vet course from Stage I. It will provide students with a Certificate III in Music (Performance), an industry recognised certification as well as 60 SACE Stage 2 Credits upon the completion of the 2-year program.

The course is aimed at students who enjoy performing music, particularly in bands and groups. Music theoretical knowledge is not required as it is a practical based course, however students must be proficient on their instrument.

## Content

Students will have the opportunity to engage in the following activities:

- Form a band with other class members and learn and rehearse repertoire
- Perform songs in a band
- Develop improvisational skills
- Compose and record songs as a group
- Learn about music genres
- Learn about the music industry and music pathways for post high school exploration

## Assessment

This course is run during the normal school timetable by Nazareth teaching staff, with the accreditation taking place through Collarts Australia. Assessment is based on achieving competency in each of the performance criteria in the relevant units. Students are not graded on an A-E scale but are instead awarded with a 'Competent' or 'Not Yet Competent' achievement.

On it's own, Certificate III in Music Part A will contribute 30 SACE Stage 2 Credits towards a student's SACE. Combined with Certificate III in Music Part B, this subject can contribute up to 60 Stage 2 Credits towards the SACE and can be used towards an ATAR if the full Certificate III is completed.

To work out a grade to contribute to an ATAR, the SACE calculator takes an average of the three highest Stage 2 subject grades and awards this average as the ATAR score for the subject (for each individual student).

# THE ARTS

## Drama Stage 2

### Recommendation:

B in Stage 1 Drama and confident handling of Stage 1 English

### Length of Course:

Full Year (20 credits)

## Aims

In Drama, students develop their creativity, collaboration, critical thinking and communication skills. They refine their literacy, numeracy, ethical understanding, and intercultural understanding, and develop self-belief and confidence, as they engage in learning as practising dramatic artists.

- Explore and understand dramatic theories, texts, styles, conventions, roles, and processes
- Experiment with dramatic theories, ideas, aesthetics, processes, and technologies
- Apply dramatic ideas, theories, and practice to develop dramatic outcomes collaboratively and individually
- Apply and integrate the skills of drama to create and present original and culturally meaningful dramatic products
- Analyse and evaluate dramatic theories, practice, works, styles, events, and/or practitioners from a range of personal, local, global, contemporary, and/or historical contexts.

## Content

Stage 2 Drama is a 20-credit subject that consists of two areas of dramatic study:

- Company and Production
- Exploration and Vision

## Assessment

School-based and External Assessments are marked against performance standards under the Assessment Design Criteria: Knowledge and Understanding, Critical and Creative Thinking and Creative Application.

Students demonstrate evidence of their learning through the following Assessment Types:

### School Based Assessment

- Assessment Type 1: Group Production 40%
- Assessment Type 2: Evaluation and Creativity 30%

### External Assessment

- Assessment Type 3: Creative Presentation 30%

## Further Comment

All students participate in the group production in an on-stage or off-stage role. Students present up to 15 minutes of evidence of their work in the process and performance of the production, including up to 5 minutes of recorded evidence of the performance.

Due to the nature of this subject, additional out of school hours rehearsals and performances will be required.



# THE ARTS

## Visual Arts - Art Stage 2

### Recommendation:

Successful completion of a Stage 1 Visual Arts - Art, or Visual Arts - Design

**Length of Course:** Full year (20 Credits)

### Aims

- To develop a general interest in the world of Art
- To develop the skills and knowledge of materials, processes and resources required to develop an idea from conception through to planning and completion
- To develop an awareness and critical understanding of visual arts from a range of social and cultural perspectives within the community
- To develop a critical understanding of historical and contemporary visual arts through analysis/research and practice
- To refine practical skills in the application of media and creation of artworks.

### Content

Stage 2 Visual Arts – Art is divided into three areas of study:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

### Assessment

#### School Based Assessment (70%)

Assessment Type 1: Folio 40%

Students produce either (two separate folios) or (one joint folio) of developmental work towards their practical (40 x A3 pages maximum).

Assessment Type 2: Practical 30%

Students produce 2 original resolved art works or a body of work based on their own ideas. Each resolved artwork must be accompanied by a Practitioner's Statement of 500 words each, or 1000 words for a body of work.

#### External Assessment (30%)

Assessment Type 3: Visual Study 30%

Students are required to investigate an art topic of their choice submitting twenty A3 pages (or equivalent) of visual study, integrated with a maximum of 2000 words of written analysis (source references not included) or a maximum of 12 minutes of recorded oral explanation.

### Further Comment

- Students should attempt practical work that is manageable and feasible.
- This course requires dedication, commitment and some extra time spent working in the classroom outside of normal college hours. (Practical studio sessions)
- Visits to exhibitions, galleries and workshops included.

Whilst the school supplies a variety of basic materials, as students undertake individual projects, they can be expected to provide their own specific supplies for practical work.

## Visual Arts - Design Stage 2

### Recommendation:

Successful completion of a Stage 1 Visual Arts - Art, or Visual Arts - Design

**Length of Course:** Full year (20 Credits)

### Aims

- To develop a genuine interest in the world of design
- To develop the skills and knowledge of materials, processes and resources required to develop an idea from conception through to planning and completion, using the design process
- To develop awareness and analytical skills of historical and contemporary design practice and techniques
- To develop a critical understanding of historical and contemporary design through analysis/research and practice
- To refine technical skills in design media and presentation skills

### Content

Stage 2 Visual Arts – Design is divided into three areas of study:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

### Assessment

#### School Based Assessment (70%)

Assessment Type 1: Folio 40%

Students produce either (two separate folios) or (one joint folio) of developmental work towards their practical (40 x A3 pages maximum).

Assessment Type 2: Practical 30%

Students produce 2 original resolved design works or a body of work based on their own ideas. Each resolved design work must be accompanied by a Practitioner's Statement of 500 words each or 1000 words for a body of work.

#### External Assessment (30%)

Assessment Type 3: Visual Study 30%

Students are required to investigate a design topic of their choice submitting twenty A3 pages (or equivalent) of visual study, integrated with a maximum of 2000 words of written analysis (source references not included) or a maximum of 12 minutes of recorded oral explanation.

### Further Comment

- Students should attempt practical work that is manageable and feasible.
- This course requires dedication, commitment and some extra time spent working in the classroom outside of normal college hours. (Practical studio sessions)
- Visits to exhibitions, galleries and workshops included.

Whilst the school supplies a variety of basic materials, as students undertake individual projects, they can be expected to provide their own project specific supplies.

# THE ARTS

## Dance Stage 2

### Recommendation:

Successful completion of Stage 1 Dance or by audition

**Length of Course:** Full year (20 Credits)

### Aims

In Stage 2 Dance students develop aesthetic and kinaesthetic intelligence, using the body as an instrument for the expression and communication of ideas.

Through the development of:

- Practical movement skills and choreographic and performance skills as an artist and experiencing performance as part of an audience,
- They develop an appreciation of dance as an art form and connection to mental and physical well-being.
- Students specialise in a dance genre and also explore dance in diverse contexts.
- Develops individuals who are reflective thinkers, enabling them to refine their thinking and technical and expressive skills.
- Dance has its own movement vocabulary and specific techniques and processes that students learn and apply to their own work and appreciate the work of others.

### Content

Stage 2 Dance is a 20-credit subject that consists of the following strands:

- Understanding dance
- Creating dance
- Responding to dance

### Assessment

#### School Based Assessment (70%)

Assessment Type 1: Performance Portfolio 40%

Assessment Type 2: Dance Contexts 30%

#### External Assessment (30%)

Assessment Type 3: Skills Development Portfolio 30%

Students are assessed on one of the following:

- Performance Portfolios: one or more recordings of a live performance (10 minutes)
- Composition works for stage or screen with accompanying analysis
- Skills development portfolio with independent focus on onstage or offstage roles with evidence of development as a dance artist.

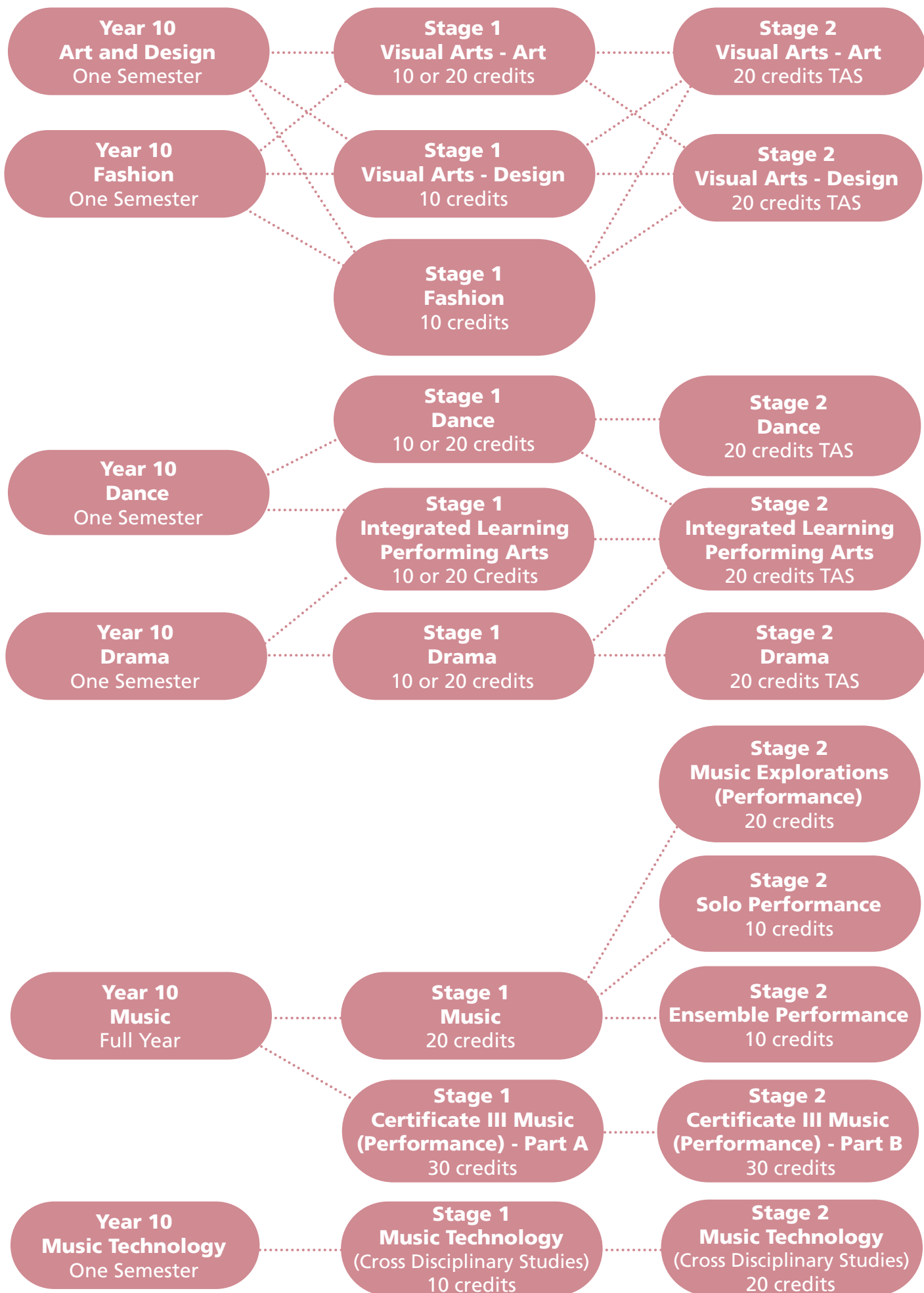
### Further Comment

Some out of hour rehearsals will be required. Students will be expected to change into appropriate dance clothing for all lessons. This includes the Nazareth dance singlet or T-shirt, which can be purchased from the uniform shop.

Attendance at Performance Nights is required and part of the students 'Performance' assessment. SACE Dance students are encouraged to participate in dance classes out of school hours to assist in the practice and development of technical skills.



# THE ARTS FLOWCHART





# BUSINESS, CAREERS & FUTURES

## Exploring Identities & Futures (EIF) Year 10

**Recommendation:** Compulsory

**Length of Course:**

One semester (10 credits)

**Note:** The EIF is a compulsory requirement of the SACE. Students must achieve C grade or better in this course to obtain their SACE.

### Aims

Exploring Identities and Futures is a subject designed to support student's exploration of aspirations; creating future visions that are expanded to encompass their lives beyond careers, and exploring who they want to be, not just what they want to do. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity, and connections to the world around them. The exploration of identities and futures in this subject will continue and inform students' future pathway through the Activating Identities and Futures subject at Stage 2.

### Content

Stage 1 Exploring Identities and Futures represents a shift away from viewing students as participants in learning, to empowered co-designers of their own learning. Students will be responsible for exploring learning opportunities, exercising their agency and building connections with others. This encompasses a broad range of connections, including those with peers, culture, community and work.

This subject is foundational in initiating students to and preparing students for their SACE journey and the knowledge, skills and capabilities required to be thriving learners. As an introduction to the SACE, students will be empowered to take ownership of their future and where their pathway leads, exploring interests, work, travel and/or further learning.

### Assessment

- **Assessment Type 1:**  
Exploring your past, present and future (50%)
- **Assessment Type 2:**  
Putting your capabilities into action (50%)

## Business Innovation Stage 1

**Recommendation:** Nil

**Length of Course:**

One semester (10 credits)

**Nazareth Pathways:**

Business Innovation Stage 2

### Aims

At Stage 1, students begin developing their knowledge, skills, and understanding by engaging with business contexts in the modern world. Students are immersed in the process of finding and solving customer problems and or needs through the Design Thinking Process and assumption-based planning tools. Additionally, they learn and explore opportunities and challenges associated with businesses and how digital and emerging technologies may present opportunities to enhance business models and their impact on global and local community.

In this subject, students are expected to:

- Explore problems and generate possible solutions to meet customer problems and or needs.
- Develop and apply financial awareness as well as decision-making skills.
- Respond to and apply business and financial information to develop and communicate business models.
- Apply communication and collaborative skills in a business context.

### Content

Stage 1 Business Innovation is a 10-credit subject and is studied through the context of a start-up business. Students explore the following concepts:

- Finding + solving problems through the design thinking process
- Revenue streams
- Business models
- Value proposition
- Feasibility, desirability, viability
- Prototyping
- Marketing strategies

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### Business Skills (70%)

Development and Creation of:

- Customer focused Value Proposition
- Business Model Canvas
- Infographic on prototype

#### Business Pitch and Evaluation (30%)

- Students create, and present a pitch to a panel of potential customers, investors, or stakeholders.

# BUSINESS, CAREERS & FUTURES

## Business Innovation - Shark Tank Stage 1

**Recommendation:** Nil

**Length of Course:** One semester (10 credits)

**Nazareth Pathways:** Business Innovation Stage 2

### Aims

Shark Tank eSchool (STeS) is an educational program designed to immerse students into “the doing” of entrepreneurship and innovation. It is similar to the Business Innovation course but allows students a more real-life opportunity to participate in the creation of a product and pitch. The knowledge, skills, and application activities within the Shark Tank eSchool program incorporates core concepts of creativity, innovation, critical thinking, teamwork, and entrepreneurial thinking skills.

The program runs over one semester and uses entrepreneurship as a basis of problem solving through the application of a core set of skills. Shark Tank eSchool is an action-learning, project-based program.

### Content

Stage 1 Business Innovation (Shark Tank) is a 10-credit subject and is studied through the context of a start-up business. The program consists of nine modules that represent an entrepreneurial activity roadmap, incrementally introducing key concepts while scaffolding teaching and learning throughout the venture of a start-up business.

Students develop and apply their understanding of the following learning strands:

- **Finding and solving problems** - students develop and apply their skills in finding and solving problems that matter to customers.
- **Financial Awareness** - students develop and apply their financial awareness and ability to make informed decisions.
- **Business information and communication** - students develop their ability to collect, manage, and analyse business information in order to inform decisions in relation to their business model development.
- **Global, local, and digital connections** - students develop their knowledge and understanding of the opportunities and challenges associated with designing businesses in the modern, connected world.

### Assessment

There are a total of four assessments that are completed over the duration of the program.

#### Business Skills (70%)

- Portfolio
- Ideating + Prototyping Presentation
- Business Model Canvas

#### Business Pitch and Evaluation (30%)

- Students create and present a pitch to a panel of potential customers, investors, or stakeholders.

All teams present their solutions in a pitch at the end of semester, with the opportunity to progress to the state finals, and if successful, National finals. In addition to the availability of SACE credits, the STeS program carries 3 elective credits for students. To this end, one undergraduate course credit is available towards a University of Adelaide undergraduate course (based on individual competency demonstrated through appropriate assessment evidence gathered by each school during the duration of the program)

## Business Skills (Industry Connections)

Year 11 - Stage 2

**Recommendation:** Nil

**Length of Course:** One Semester (10 or 20 credits)

**Nazareth Pathways:** VET Qualifications

Business Innovation - Shark Tank

Business Innovation - Stage 2

### Aims

The Stage 2 course aims to develop practical skills and knowledge of business skills needed in industry, particularly trades pathways and owning your own business.

The course enables students to develop and apply their skills, knowledge, and understanding about workplace communication, marketing, basic finances and other considerations for establishing a business. Students also develop their capabilities and employability skills through their practical tasks, and apply these to an industry project.

### Content

The content focuses on the foundations for developing business skills relevant to the working world. Through their class work and a series of industry immersion activities, students have opportunities to explore:

- communication for the world of work
- business and marketing fundamentals
- essential finance considerations and the apps and tools to support businesses
- a focussed industry project 'My Business'
- reflection on the development of knowledge and skills related business skills

### Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

#### School Based Assessment (70%)

- Assessment Type 1: Work Skills Portfolio 50%
- Assessment Type 2: Reflection 20%

#### External Assessment (30%)

- Assessment Type 3: Industry Project 30%

# BUSINESS, CAREERS & FUTURES

## Certificate III in Business

Year 11 (Stage 2)

### Recommendation:

Work placement is not compulsory but strongly encouraged

### Length of Course:

Full Year (up to 70 Stage 2 credits)

### Nazareth Pathways:

Business Innovation - Stage 2

### Cost:

Approximately \$1700 tbc (Nazareth to pay half)

## Aims

This program will provide students with a Certificate III in Business, an industry recognised certification as well as up to 70 SACE Stage 2 Credits upon completion of the full year program.

The course is aimed at students who wish to develop some transferable business skills to work in a variety of job roles across a range of industries, including clerical, administrative, social media and operations.

## Content

Students will have the opportunity to engage in activities that build their skills and knowledge about:

- Designing and producing business documents
- Using digital technologies to communicate in a work context
- Securely managing workplace information
- Sustainable work practices and risk
- The ability to think critically and support wellbeing in a team environment.

These skills can prepare students for a range of pathways, particularly as this course builds foundational skills as business administrators to work in any industry or business context.

## Assessment

This course is run by a registered training organisation onsite at Nazareth's St Gabriel's campus. It may also be available at a range of other training locations by negotiation. Assessment is based on achieving competency in each of the performance criteria in the relevant units. Students are not graded on an A-E scale but are instead awarded with a 'Competent' or 'Not Yet Competent' achievement.

## Further Comment

If fully completed, the Certificate III in Business may contribute up to 70 SACE Stage 2 credits towards a student's SACE and can also be used towards an ATAR.

If the Certificate III in Business is partially completed, students may still gain credits towards SACE, but it will not contribute towards an ATAR.

Further course and assessment details will be available through the registered training organisation's enrolment process - see Nazareth's VET and Careers Coordinator.

## Workplace Practices - Stage 2

### Recommendation:

Students undertaking a VET course are strongly encouraged to choose this subject

Pathways Learning

### Length of Course:

One semester (10 credits) or Full Year (20 credits)

### Note:

This subject is available to Year 11 and Year 12 students

## Aims

In this subject students will gain an understanding of the broad concepts of industry and work.

- Students will explain, analyse, investigate and reflect on their learning in regards to an industry of their choosing.
- Students will learn about the impact of technology on employment, equal opportunities, issues in the workplace, entrepreneurship and labour market data.
- Students will endeavour to plan their transition from school to work, higher education or training and will prepare for job interviews, application writing and job seeking.

## Content

Students will undertake a range of assessment in order to demonstrate their understanding of broad concepts and issues relating to industry and work. Students will gain valuable practice for job interviews, application writing and job seeking.

Students will analyse issues in the workplace and labour market information. Students will undertake 15 – 30 hours of work experience, paid work or VET and will be required to reflect on their experiences. Students will complete an external investigation individually in any area of their choosing.

## Assessment

Students will be assessed on the following assessment types and will provide evidence of their learning through at least three assessments for the Folio, one or two assessments for the Performance, which includes 15 – 30 hours of work experience, paid work or VET; at least two assessments for the Reflection; and one Investigation.

### School Assessment (70%)

- Assessment Type 1: Folio (25%)
- Assessment Type 2: Performance (25%)
- Assessment Type 3: Reflection (20%)

### External Assessment (30%)

- Assessment Type 4: Investigation (30%)

## Further Comment

Workplace Practices is a great opportunity for students to undertake Work Experience and gain insight into a variety of industry areas and/or occupations.

Workplace Practices pairs well with students undertaking VET and it is encouraged that all VET students undertake the subject.

Please be aware of the counting restriction. Maximum of 20 credits Workplace Practices for ATAR, 40 for SACE completion.

# BUSINESS, CAREERS & FUTURES

## Business Innovation - Stage 2

**Recommendation:** Successful completion of Stage 1 Business Innovation or STeS

**Length of Course:** Full Year (20 credits)

### Aims

In Stage 2 Business Innovation students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining or transforming business in the modern world. In a time when design-driven companies consistently outperform other stock market companies, Business Innovation foregrounds design thinking and assumption-based business planning tools to promote an iterative, human-centred approach to innovation and the transformation of business products, services, and processes.

Students engage with complex, dynamic real-world problems, to identify and design, test, iterate, and communicate viable business solutions. They will develop, understand and apply their critical and creative thinking skills to anticipate, find, and solve problems that matter to specific people in a business environment.

### Content

Stage 2 Business Innovation is a 20-credit subject structured around three key contexts:

- Designing business
- Sustaining business
- Transforming business

Through these contexts, students develop and apply their understanding of the following underpinning learning strands:

- Innovation
- Decision-making and project management
- Financial literacy and information management
- Global, local, and digital perspectives

### Assessment

Students provide evidence of their learning through five assessments, including the external assessment component as outlined below:

#### School Assessment (70%)

- Assessment Type 1: Business Skills (40%)
- Assessment Type 2: Business Model (30%)

#### External Assessment (30%)

- Assessment Type 3: Business Plan and Pitch (30%)

## Beyond School - Community Connections B Stage 2

### Recommendation:

Students who have planned a VET pathway

**Length of Course:** 10 credits or 20 credits

### Aims

To develop students skills for professional and practical contexts by establishing connections with the students vocational experiences.

- Develop a sound understanding of networks and industry links for life beyond school.
- To have a deeper understanding of their own strengths and abilities and the application of these in future contexts.

### Content

Beyond School – Community studies focuses on the exploration and development of connections with key industry, agencies and mentors. These links will work to support a successful transition into life after SACE completion.

Students will engage in several practical opportunities, which will work to support students to be ‘work ready.’

The course aims to build student’s confidence and competence using communication in professional and practical settings.

The course aims to build student’s confidence and competence using communication in professional and practical settings. The course builds these skills through the following assessment types:

#### Folio

Students engage with a range of practical activities, which may include: First Aid, work experience, volunteering, financial literacy, workplace visits.

Students reflect on the activities to develop a folio of work, which showcases the development of their capabilities.

#### Community Application Activity

This assessment is designed by the student and will reflect their chosen industry pathway. The student takes an aspect of life beyond school and applies the knowledge, skills, and understanding of the aspect or area of interest to a community context.

### Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

#### School Assessment (70%)

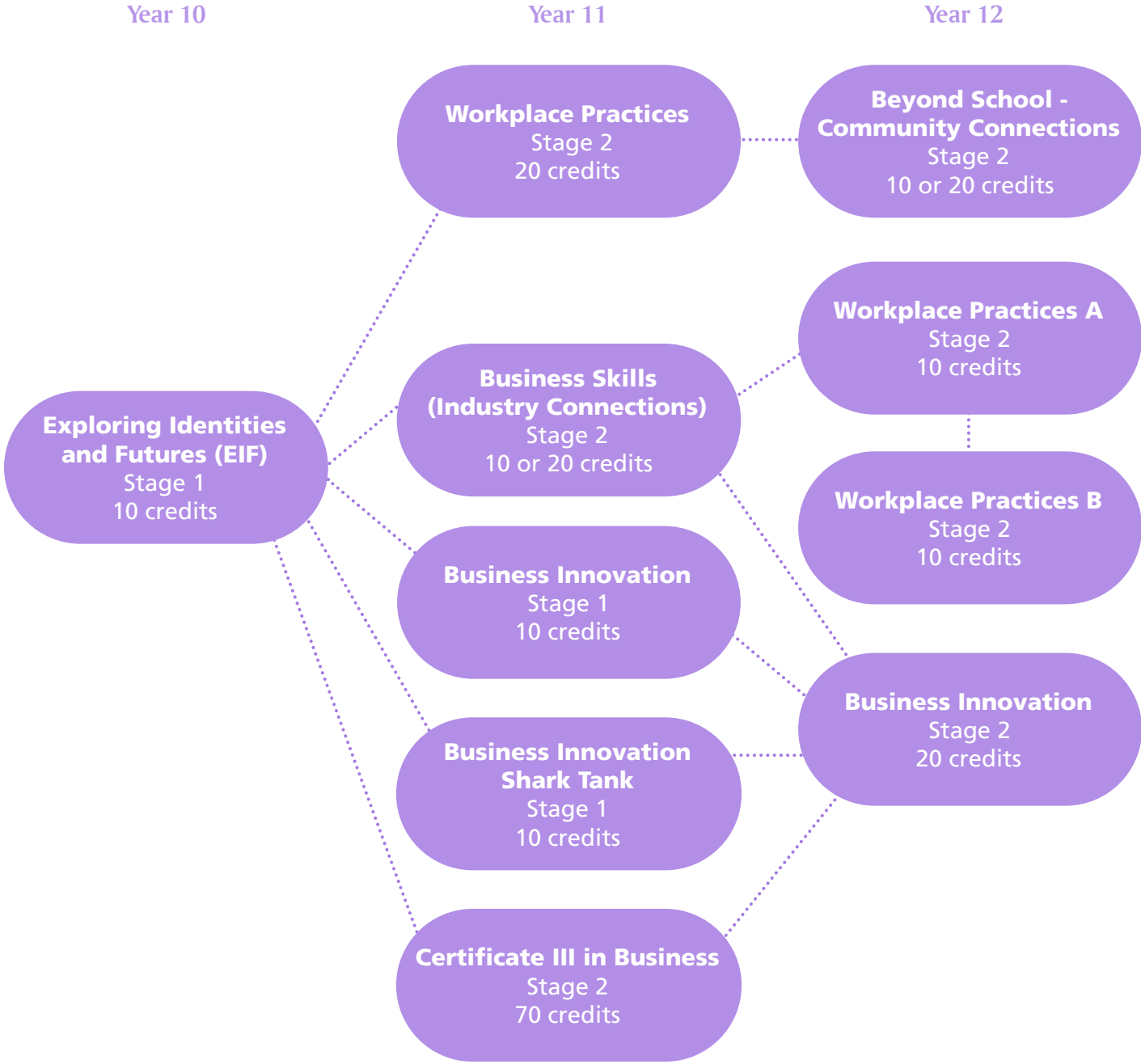
- Assessment Type 1: Folio
- Assessment Type 2: Reflection

#### External Assessment (30%)

- Assessment Type 3: Community Application Activity

\*Note: this subject cannot contribute to an ATAR score

# BUSINESS, CAREERS & FUTURES FLOWCHART



# DESIGN TECHNOLOGIES

## Advanced Manufacturing Year 10

### Recommendation:

Nil

### Length of Course:

One semester

### Nazareth Pathways:

Advanced Manufacturing Stage 1

## Aims

- To develop understanding of system technologies
- To develop an ability to be independent and creative learners
- To develop skills in Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM)
- To emphasise the importance of Work, Health and Safety in different contexts
- To provide a sound basis for future success at Stage 1 and 2.

## Content

Students will further develop their skills and knowledge through exploring properties of systems technology, and introduced to concepts around Product Design. Focus will be on Computer Aided Design and manufacturing with a greater emphasis on design, theoretical knowledge and environmental issues.

Content will be delivered through design concepts outlined above. Topics covered will be varied, and will be determined by the expertise, interests and number of students undertaking the course.

## Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard.

Assessment will be both formative and summative and will cover both practical and theoretical aspects according to the appropriate Achievement Standards in the Australian Curriculum - Technologies.

## Further Comment

Please note that all students are required to **provide their own and to wear eye protection** and appropriately covered footwear (school shoes, not sports shoes or sneakers) whilst in the workshop and during practical tasks.

The College covers material costs up to a maximum of \$50. Additional costs due to complex or differing designs selected by the student will be negotiated and financially supplemented by the student.

## Woodwork Year 10

### Recommendation:

Nil

### Length of Course:

One semester

### Nazareth Pathways:

Woodwork Foundations Stage 1

Material Products - Wood Stage 1

## Content

Students will further develop their skills and knowledge through exploring concepts around Product Design. Focus will be on manufacturing with a greater emphasis on design, theoretical knowledge and environmental issues.

Content will be delivered through design concepts outlined above. Topics covered will be varied, and will be determined by the expertise, interests and number of students undertaking the course.

## Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Assessment will be both formative and summative, and will cover both practical and theoretical aspects according to the appropriate Achievement Standards in the Australian Curriculum - Technologies.

## Further Comment

Please note that all students are required to **provide their own and to wear eye protection** and appropriately covered footwear whilst in the workshop.

The College covers material costs up to a maximum of \$50. Additional costs due to complex or differing designs selected by the student will be negotiated and financially supplemented by the student.

# DESIGN TECHNOLOGIES

## Metalwork Year 10

### Recommendation:

Nil

### Length of Course:

One semester

### Nazareth Pathways:

Metalwork Foundations Stage 1

Material Products - Metal Stage 1

## Content

Students will further develop their skills and knowledge through exploring properties of metal, and introduced to concepts around Product Design. Focus will be on machining and joining techniques with a greater emphasis on design, theoretical knowledge and environmental issues.

## Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Assessment will be both formative and summative, and will cover both practical and theoretical aspects according to the appropriate Achievement Standards in the Australian Curriculum - Technologies.

## Further Comment

Please note that all students are required to **provide their own and to wear eye protection** and appropriately covered footwear whilst in the workshop.

The College covers material costs up to a maximum of \$50. Additional costs due to complex or differing designs selected by the student will be negotiated and financially supplemented by the student.

## Tools of the Trade (Industry Connections)

Years 10-12 - Stage 2

### Recommendation:

Nil

### Length of Course:

One Semester (10 or 20 credits)

### Nazareth Pathways:

VET Qualifications

Try-A-Trade

## Aims

The Stage 2 course aims to develop practical skills and knowledge as an introduction to trade pathways.

The course enables students to develop and apply their skills, knowledge, and understanding about trades, and apply these to an industry project. Students also develop their capabilities and employability skills through their practical tasks, setting them up for potential opportunities to pursue work experience, Try-A-Trade, VET training and apprenticeships in the future.

## Content

The content focuses on the foundations required to pursue Trade pathways, with students focusing on an industry area of particular interest to them. They develop a sense for working in a trade through some industry immersion activities.

The key focus areas are:

- Tools of the industry
- Planning and making of a trade-related product
- Development of specific practical skills and knowledge related to working in a trade
- Reflection on the development of knowledge and skills related to trades in industry

This course is designed to get students familiar with industry norms where the working day in trades areas starts early. Therefore start times may commence earlier than the school day.

## Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

### School Based Assessment (70%)

- Assessment Type 1: Work Skills Portfolio 50%
- Assessment Type 2: Reflection 20%

### External Assessment (30%)

- Assessment Type 3: Industry Project 30%

# DESIGN TECHNOLOGIES

## Material Products - Wood Stage 1

### Recommendation:

Successful completion of Year 10 Woodwork or must be undertaken with Stage 1 Woodwork Foundations

### Length of Course:

One semester (10 credits)

### Nazareth Pathways:

Material Products - Wood Stage 2

## Aims

- Students develop the ability to identify, create, initiate, and develop products, processes, or systems
- Students learn to use tools, materials, and systems safely and competently to complete a product
- Students explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

## Content

Material Solutions: Students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to convert resistant materials into useful products. Students demonstrate knowledge and skills associated with using systems, and processes and resistant materials such as, metals, plastics, wood and composites.

- Collect and analyse data and information from external sources to assist with their own product design
- Complete a Product Analysis of a commercial product
- Design and document processes to enable them to complete a constructed project
- Engage in safe work and machining operations

## Assessment

In this subject, students will be assessed using the SACE Performance Standards. Assessment at Stage 1 is school based.

The following Assessment Types enable students to demonstrate their learning in Stage 1 Design Technology (Material Products):

- Assessment Type 1: Specialised Skills 40%
- Assessment Type 2: Design Process and Solution 60%

## Further Comment

Please note that all students are required to **provide their own and to wear eye protection** and strong covered footwear whilst in the workshop.

The College covers material costs up to a maximum of \$80 (spread across the various tasks, with approximately \$20 allocated to each of the Skills Tasks and \$60 allocated to the Major Project). Additional costs due to complex or differing designs selected by the student will be negotiated and financially supplemented by the student.

## Material Products - Metal Stage 1

### Recommendation:

Successful completion of Year 10 Metalwork or must be undertaken with Stage 1 Metalwork Foundations

### Length of Course:

One semester (10 credits)

### Nazareth Pathways:

Material Products - Metal Stage 2

## Aims

- Students develop the ability to identify, create, initiate, and develop products, processes, or systems
- Students learn to use tools, materials, and systems safely and competently to complete a product
- Students explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

## Content

Material Solutions: Students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to convert resistant materials into useful products. Students demonstrate knowledge and skills associated with using systems, and processes and resistant materials such as, metals, plastics, wood and composites.

- Collect and analyse data and information from external sources to assist with their own product design
- Complete a Product Analysis of a commercial product
- Design and document processes to enable them to complete a constructed project
- Engage in safe work and machining operations

## Assessment

In this subject, students will be assessed using the SACE Performance Standards. Assessment at Stage 1 is school based.

The following Assessment Types enable students to demonstrate their learning in Stage 1 Design Technology (Material Products):

- Assessment Type 1: Specialised Skills 40%
- Assessment Type 2: Design Process and Solution 60%

## Further Comment

Please note that all students are required to **provide their own and to wear eye protection** and strong covered footwear whilst in the workshop.

The College covers material costs up to a maximum of \$80 (spread across the various tasks, with approximately \$20 allocated to each of the Skills Tasks and \$60 allocated to the Major Project). Additional costs due to complex or differing designs selected by the student will be negotiated and financially supplemented by the student.



# DESIGN TECHNOLOGIES

## Woodwork Foundations Stage 1

### Recommendation:

Nil

### Length of Course:

One semester (10 credits)

### Nazareth Pathways:

Material Products - Wood Stage 2

### Aims

- Through the study of Design and Technology, students develop the ability to identify, create, initiate, and develop products, processes, or systems.
- Students learn to use tools, materials, and systems safely and competently to complete a product.
- They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

### Content

Students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to convert raw timber and manufactured materials into a standardised product with aspects of design skills. Students demonstrate knowledge and understanding associated with using the design cycle in conjunction with correct production skills.

- Collect and analyse data and information from external sources to assist with their own product design.
- Complete a Product Analysis of a commercial product.
- Design and document processes to enable them to complete a constructed project.
- Engage in safe work and machining operations.

### Assessment

Students will be assessed on the following assessment types:

- Assessment Type 1: Specialised Skills 40%
- Assessment Type 2: Design Process and Solution 60%

### Further Comment

**Important** - All students are required to wear strong covered footwear and eye protection whilst in the workshop.

Material costs supplied by the college - \$80 (spread across skills tasks and the Major Task). This equates to \$60 for the Major Task, and \$20 towards various skills tasks.

## Metalwork Foundations Stage 1

### Recommendation:

Nil

### Length of Course:

One semester (10 credits)

### Nazareth Pathways:

Material Products - Metal Stage 2

### Aims

- Through the study of Design and Technology, students develop the ability to identify, create, initiate, and develop products, processes, or systems.
- Students learn to use tools, materials, and systems safely and competently to complete a product.
- They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

### Content

Students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to convert raw steel and manufactured materials into a standardised product with aspects of design skills. Students demonstrate knowledge and understanding associated with using the design cycle in conjunction with correct production skills.

- Collect and analyse data and information from external sources to assist with their own product design.
- Complete a Product Analysis of a commercial product.
- Design and document processes to enable them to complete a constructed project.
- Engage in safe work and machining operations.

### Assessment

Students will be assessed on the following assessment types:

- Assessment Type 1: Specialised Skills 40%
- Assessment Type 2: Design Process and Solution 60%

### Further Comment

**Important** - All students are required to wear strong covered footwear and eye protection whilst in the workshop.

Material costs supplied by the college - \$80 (spread across skills tasks and the Major Task). This equates to \$60 for the Major Task, and \$20 towards various skills tasks.

# DESIGN TECHNOLOGIES

## Photography Stage 1

### Recommendation:

Nil

### Length of Course:

One semester (10 credits)

### Nazareth Pathways:

Photography Stage 2

## Aims

- To introduce students to the manual control of digital cameras
- To develop skills in digital manipulation
- To encourage students in developing their own creativity
- To develop an ability to describe, analyse, interpret and evaluate works of visual communication
- To develop skills in visual communication
- To enable students to acquire skills and knowledge that they may need in the pursuit of photography and graphic design as a career, in a course of study or as an interest activity
- To provide a sound basis for future success at Stage 2.

## Content

Digital Communication Solutions: Students use images to design and make products that communicate information. Students demonstrate knowledge and skills associated with the manipulation of communication media, both manual and digital.

- Basic manual camera and computer manipulation techniques
- Design project with emphasis on creative problem solving through research, planning, presentation of final concept and evaluation
- Research, test and evaluate products, systems and production techniques related to the visual image.

## Assessment

Students will be assessed on the following assessment types:

- Assessment Type 1: Specialised Skills 40%
- Assessment Type 2: Design Process and Solution 60%

## Photography Stage 2

### Recommendation:

Successful completion of Stage 1 Photography

### Length of Course:

Full Year (20 credits)

## Aims

To further develop:

- Confidence and safety in the use of the camera (Digital SLR)
- Knowledge and understanding in the use of Adobe Photoshop, Illustrator, and Lightroom as a tool for design and image manipulation
- Design skills in a technological context
- Understanding of the social, cultural, environmental and economic impact and consequences of technology in the Visual Media
- Interest and enjoyment in photography through personal involvement

## Content

Communication Solutions: Students use symbols, signs, behaviour, speech, images, sound, or other data to design and make products that communicate information. Students demonstrate knowledge and skills associated with using manipulation of communication media, both manual and digital.

- Developing advanced skills in the use of Digital cameras
- Research, test and evaluate products, systems and production techniques related to commercial photography
- An introduction to digital manipulation in Adobe Photoshop, Illustrator and Lightroom
- Analysis of photographic images related to inspiration for their major product
- Develop a product suitable for exhibition or publication
- Evaluation of their major and minor products against design criteria

## Assessment

Students will be assessed on the following assessment types:

- Assessment Type 1: Specialised Skills Task 20%
- Assessment Type 2: Design Process and Solution 50%
- Assessment Type 3: Resource Study 30%

# DESIGN TECHNOLOGIES

## Advanced Manufacturing Stage 1

### Recommendation:

Successful completion of Year 10 Advanced Manufacturing

### Length of Course:

One semester (10 credits)

### Nazareth Pathways:

Advanced Manufacturing Stage 2

## Aims

- Students develop the ability to identify, create, initiate, and develop products, processes, or systems
- Students learn to use tools, materials, and systems safely and competently to complete a product
- Students explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences

## Content

Students develop the ability to initiate, create and develop products in response to a design brief. They learn to use tools, materials and systems safely and competently to complete a product. Students analyse the impacts of technology, including consequences for individuals, society and the environment. They use electrical, electronic, mechanical, pneumatic, and hydraulic devices, and interface components including programmable control devices.

- Collect and analyse data and information from external sources to assist with their own product design
- Complete a Product Analysis of a commercial product
- Design and document processes to enable them to complete a constructed project
- Engage in safe work and machining operations

## Assessment

Students will be assessed on the following assessment types:

- Assessment Type 1: Specialised Skills 40%
- Assessment Type 2: Design Process and Solution 60%

## Further Comment

Please note that all students are required to **provide their own and to wear eye protection** and appropriately covered footwear whilst in the workshop.

The College covers material costs up to a maximum of \$80 (approximately \$20 per Skills Task and \$60 for the Major Task). Additional costs due to complex or differing designs selected by the student will be negotiated and financially supplemented by the student.

## Material Products Stage 2

### Recommendation:

Successful completion of Stage 1

Material Products or Woodwork Foundations

### Length of Course:

Full Year (20 credits)

## Aims

Material Products: Students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to convert resistant materials into useful products. Students demonstrate knowledge and skills associated with using systems, and processes and resistant materials such as, metals, plastics, wood and composites.

## Assessment

Students will be assessed on the following assessment types:

### School Based Assessment

- Assessment Type 1: Specialised Skills 20%
- Assessment Type 2: Design Process and Solution 50%

### External Assessment

- Assessment Type 3: Resources Study 30%

### Students undertake:

- Two specialised skills Tasks
- Up to three design processes on solution tasks
- One Resources study task

## Further Comment

Please note that all students are required to wear eye protection and appropriately covered footwear (school shoes, not sports shoes or sneakers) whilst in the workshop.

The College covers material costs up to a maximum of \$200 for major products and \$20 towards the Skills Tasks.

Additional costs due to complex or differing designs selected by the student will be negotiated and financially supplemented by the student.

# DESIGN TECHNOLOGIES

## Advanced Manufacturing Stage 2

### Recommendation:

Successful completion of Stage 1  
Advanced Manufacturing

### Length of Course:

Full Year (20 credits)

### Aims

Students develop the ability to initiate, create and develop products in response to a design brief. They learn to use tools, materials and systems safely and competently to complete a product. Students analyse the impacts of technology, including consequences for individuals, society and the environment. They use electrical, electronic, mechanical, pneumatic and hydraulic devices, and interface components including programmable control devices.

### Assessment

Students will be assessed on the following assessment types:

- Assessment Type 1: Specialised Skills Task 20%
- Assessment Type 2: Design Process and Solution 50%
- Assessment Type 3: Resource Study 30%

### Further Comment

**Important** - All students are required to wear strong covered footwear and eye protection whilst in the workshop.

Material costs supplied by the college - \$220 (spread across skills tasks, minor task and major task). This equates to \$200 for the Major Task and \$20 towards various skills tasks.

Any further costs due to differing designs will be negotiated and financially supplemented by the student.

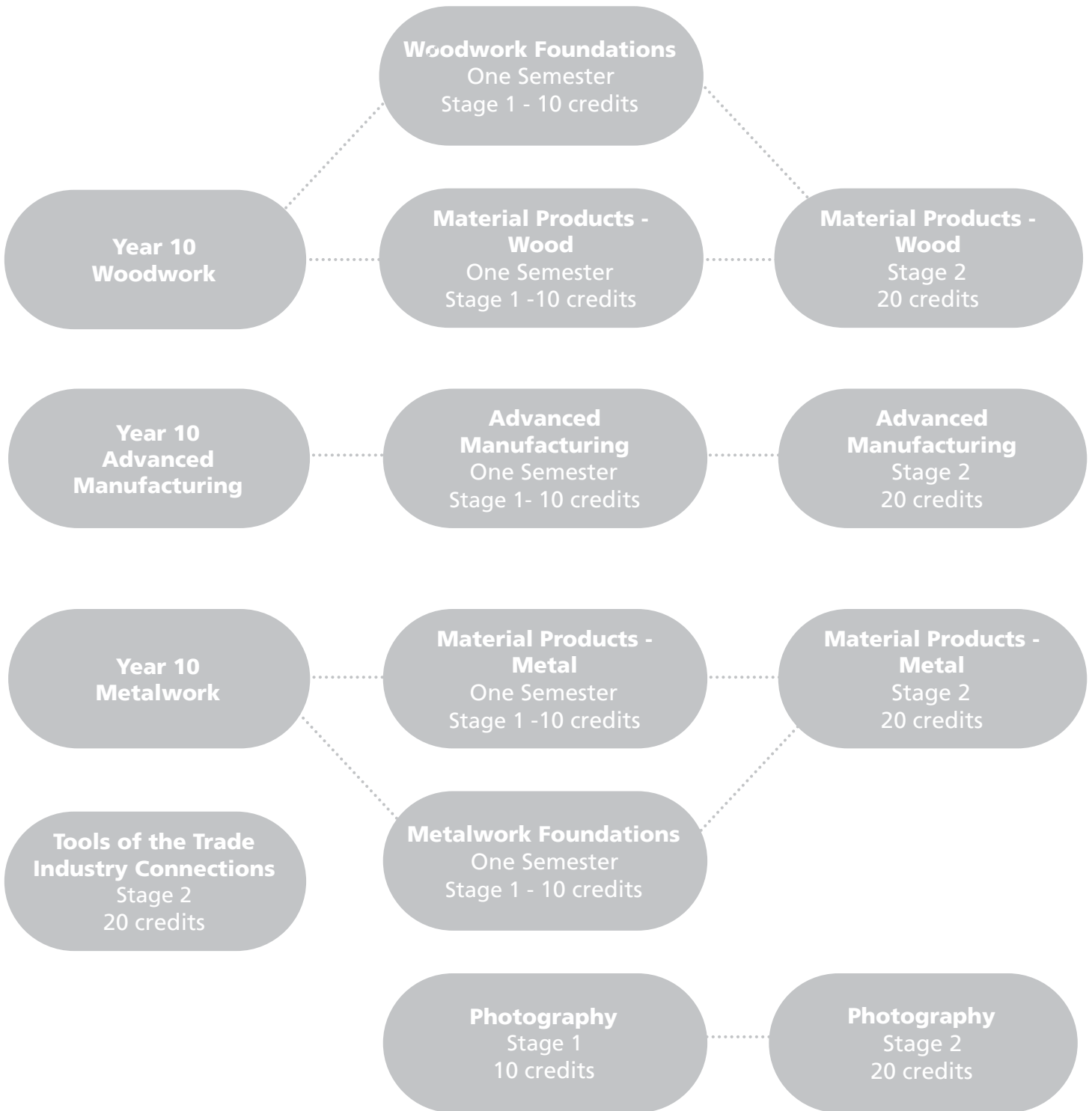


# DESIGN TECHNOLOGIES FLOWCHART

Year 10

Year 11

Year 12



# DIGITAL TECHNOLOGIES

## Digital Publishing Year 10

**Recommendation:**

Nil

**Length of Course:**

One semester

**Nazareth Pathways:**

Information Processing and Publishing Stage 1

### Aims

- Adopts a practical approach to the development of IT skills relevant to graphic design
- Develop skills focusing on design principles
- Use appropriate software to process, manage and communication information in a range of context
- Engage in problem solving and creative avenues to investigate, plan and produce

### Content

- Use appropriate communication methods to discuss design principles
- Develop annotations which focus on understanding and productions skills
- Follow the design process to produce digital and paper-based publications
- Negotiate own topics to demonstrate their learning
- Topics may include graphic design, TV and Film production, photography and web design.

### Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard for this subject. Students will be assessed on the following assessment types:

- Assessment Type 1: 1 x Folio (evidence of design process evaluation)
- Assessment Type 2: 2 x Skills (skills development)
- Assessment Type 3: 1 x Product (Multimedia product)

## Digital Technologies Year 10

**Recommendation:**

Nil

**Length of Course:**

One semester

**Nazareth Pathways:**

Digital Technologies Stage 1

### Aims

In this subject students use computational thinking and information systems to define, design and implement digital solutions.

In addition to the overarching aims for the Australian Curriculum: Digital Technologies more specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Design, create, manage and evaluate sustainable and innovative digital solutions
- Use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation
- Confidently use digital systems to automate the transformation of data into information
- Apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences
- Apply systems thinking to monitor, analyse, predict and shape the interactions within and between digital systems and the impact of these systems.

### Content

- Digital Systems
- Coding
- Collecting and Managing Data
- Creating digital solutions by defining, designing, implementing and evaluating
- Collaborating and Managing projects

In addition to the above, students will undertake tasks in order to reinforce learning of:

- Design principles
- ICT capabilities

### Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard for this subject. Students will be assessed on the following assessment types:

Assessment is based on collaborating peer assessment and product development. Theory will be assessed by a variety of assignments and tests.

# DIGITAL TECHNOLOGIES

## Digital Technology A Stage 1

### Recommendation:

Successful completion of Year 10 Digital Technology or teacher recommendation

### Length of Course:

One semester (10 credits)

### Nazareth Pathways:

Digital Technology Stage 2

## Aims

Digital Technologies involves students creating new ways of doing things, generating their own ideas and creating digital solutions to problems of interest. Students are encouraged to experiment and learn from what does not work as planned, as well as from what does work. Students use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to them. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including the basic constructs involved in coding, array processing, and modularisation.

In addition to the overarching aims for Digital Technologies, SACE more specifically aims that students can:

- Apply computational thinking skills to explore problems and possible solutions
- Develop and apply programming skills in creating digital solutions
- Analyse patterns and relationships in data sets and/or algorithms, and draw conclusions
- Develop and apply program-design skills to create and evaluate digital solutions
- Research and discuss ethical considerations in digital technologies
- Work individually and collaboratively.

## Content

### Programming

- Students use computational thinking skills and strategies to understand problems and explore possible solutions.

### Exploring innovations.

- Students extend and apply their critical and creative thinking capability through exploring innovation, including developing an understanding of what makes a solution innovative and how to be innovative in their own work.

## Assessment

In this subject, students will be assessed using the SACE Performance Standard for this subject. Students will be assessed on the following school based assessment types:

Assessment Type 1: at least three project skills tasks

Assessment Type 2: at least one digital solution.

## Digital Technology B Stage 1

### Recommendation:

Successful completion of Year 10 Digital Technology or teacher recommendation

### Length of Course:

One semester (10 credits)

### Nazareth Pathways:

Digital Technologies Stage 2

## Aims

Students use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to them. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Through the study of Digital Technologies, students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including the basic constructs involved in coding, array processing, and modularisation.

In addition to the overarching aims for Digital Technologies, SACE more specifically aims that students can:

- Apply computational thinking skills to explore problems and possible solutions
- Develop and apply programming skills in creating digital solutions
- Analyse patterns and relationships in data sets and/or algorithms, and draw conclusions
- Develop and apply program-design skills to create and evaluate digital solutions
- Research and discuss ethical considerations in digital technologies
- Work individually and collaboratively.

## Content

### Advanced programming

Students extend their computational thinking skills and strategies to understand a range of problems, and explore and code possible solutions.

### Exploring innovations and data analytics

Students use computational thinking skills and strategies to analyse relationships in data sets, apply programming and program-design skills, and use a digital system to transform data into information.

## Assessment

In this subject, students will be assessed using the SACE Performance Standard for this subject. Students will be assessed on the following school based assessment types:

Assessment Type 1: at least three project skills tasks

Assessment Type 2: at least one digital solution.

# DIGITAL TECHNOLOGIES

## Information Processing & Publishing (Digital Publishing) Stage 1

**Recommendation:**

Nil

**Length of Course:**

One semester (10 credits)

**Nazareth Pathways:**

Information Processing & Publishing Stage 2

### Aims

Digital Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

### Content

Digital Publishing involves the development of products to be published in a digital format. Students who undertake this topic develop skills in the creation, manipulation, storage, and use of digital media to solve publishing problems in personal, community, or business contexts.

Tasks may include such elements as Digital Signage, Video Shorts and E-Books.

### Assessment

In this subject, students will be assessed using the SACE Performance Standard for this subject. Students will be assessed on the following assessment types:

- Assessment Type 1: Practical Skills
- Assessment Type 2: Product and Documentation
- Assessment Type 3: Issues Analysis

## Information Processing & Publishing (Personal Publishing) Stage 1

**Recommendation:**

Nil

**Length of Course:**

One semester (10 credits)

**Nazareth Pathways:**

Information Processing & Publishing Stage 2

### Aims

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

### Content

Using industry standard software, students follow the design process to produce, for personal use, paper-based publications such as letters, reports, flyers, menus, and invitations.

### Assessment

In this subject, students will be assessed using the SACE Performance Standard for this subject. Students will be assessed on the following assessment types:

- Assessment Type 1: Practical Skills
- Assessment Type 2: Product and Documentation
- Assessment Type 3: Issues Analysis



# DIGITAL TECHNOLOGIES

## Digital Technology Stage 2

### Recommendation:

Successful completion of one semester of Stage 1 Digital Technologies

### Length of Course:

Full Year (20 credits)

### Aims

- Create practical, innovative solutions to problems of interest.
- Investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.
- Creating new ways of doing things, generating their own ideas and creating digital solutions to problems of interest.
- Use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to students.
- Analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions.

### Content

Stage 2 Digital Technologies is a 20-credit subject that consists of the following focus areas:

Focus area 1: Computational thinking

Focus area 2: Design and programming

Focus area 3: Data analytics

Focus area 4: Iterative project development

These areas are covered interdependently and allows students the opportunity to individually and collaboratively explore a range of problems

### Assessment

In this subject, students will be assessed using the SACE Performance Standard for this subject. Students will be assessed on the following assessment types:

#### School assessment (70%)

- Assessment Type 1: Project Skills (50%)
- Assessment Type 2: Collaborative Project (20%)

#### External assessment (30%)

Assessment Type 3: Individual Digital Solution (30%).

#### Students undertake:

- four project skills tasks
- one collaborative project
- one individual digital solution.

The school-based assessments and the external assessment will be marked with reference to the Performance Standards.

## Information Processing & Publishing Stage 2

### Recommendation:

Successful completion of Stage 1 Information Processing & Publishing or teacher recommendation

### Length of Course:

Full Year (20 credits)

### Nazareth Pathways:

Photography Stage 2

### Aims

Information Processing and Publishing focuses on the application of practical skills to provide creative solutions to text-based communication tasks. Students create both hard copy and electronic text-based publications, and evaluate the development process. They use technology to design and implement information processing solutions, and identify, choose, and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts.

### Content

Students undertake two of the focus areas listed below:

- Desktop Publishing
- Electronic Publishing
- Personal Documents
- Business Documents

### Assessment

In this subject, students will be assessed using the SACE Performance Standard for this subject. Students will be assessed on the following assessment types:

#### School Based Assessment (70%)

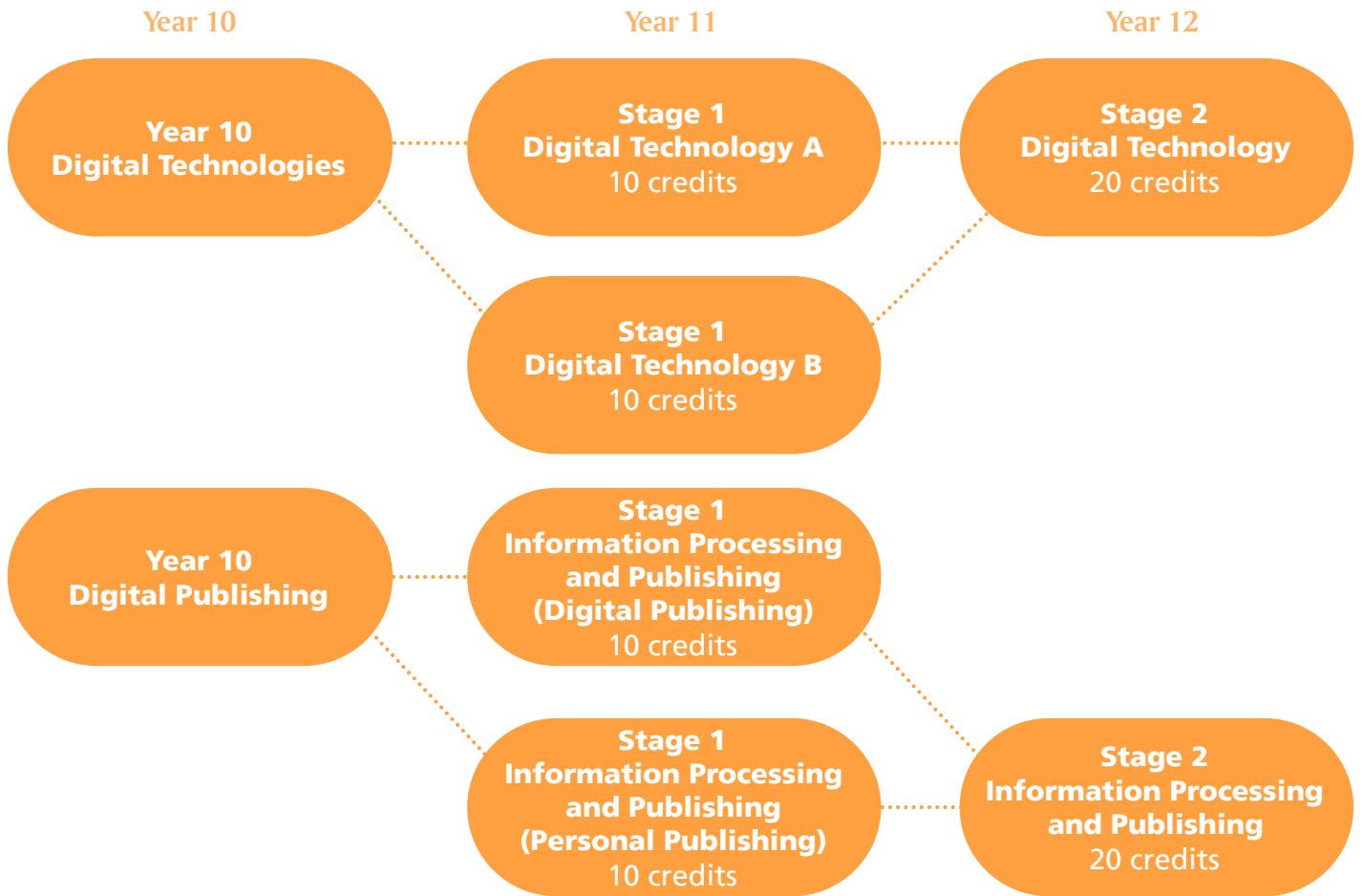
Assessment Type 1: Practical Skills 40%

Assessment Type 2: Issues Analysis 30%

#### External Assessment (30%)

Assessment Type 3: Product and Documentation 30%

# DIGITAL TECHNOLOGIES FLOWCHART



# ENGLISH

## English Year 10

**Recommendation:** Nil

**Length of Course:** Full year (Compulsory)

**Nazareth Pathways:**

English Stage 1

English Literary Studies Stage 1

Essential English Stage 1

### Aims

The Year 10 English Curriculum aims to ensure that students:

- Learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose.
- Appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke emotion, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue.
- Understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning.
- Develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.

### Content

The English Curriculum is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- Language: Knowing about the English language.
- Literature: Understanding, appreciating, responding to, analysing and creating literature.
- Literacy: Expanding the repertoire of English usage.

### Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard for this subject. Students will complete and be assessed on the following Assessment Types:

- A range of Analytical Responses including:  
Discussions, arguments, persuasive texts, evaluative responses, critical readings and reading comprehensions, essays, research projects, oral presentations and multimodal presentations.
- A range of Creative Responses including:  
Recounts, narratives, expositions, visual texts and poetry. Writing Tasks completed under supervision will be assessed.

All Year 10 English students will undertake an examination to demonstrate knowledge, understanding and skills developed throughout each Semester.

## English Stage 1

**Recommendation:**

Successful completion of Year 10 English

**Length of Course:** Full year (20 Credits)

**Nazareth Pathways:**

English Stage 2

Essential English Stage 2

Media Studies Stage 2

Womens Studies Stage 2

English focuses on the exploration and development of English skills, strategies, knowledge, and understanding, for a variety of purposes. This is achieved through reading, viewing, writing, composing, listening, speaking, and using information and communication technologies (ICTs) in appropriate ways and for different purposes. Students are encouraged to read, consider and appreciate a wide range of texts in various forms and media.

The course involves exploring, responding to, and composing texts in, and for a range of, personal, social, cultural, and workplace contexts. Some texts and contexts will be familiar to the student and some will introduce and explore new concepts.

### Aims

- To provide a sound basis for future success in Stage 2.
- To provide students with communication skills that will allow them to succeed in the world beyond school.
- To develop a critical awareness of how texts are shaped by society and culture.
- To promote personal, intellectual, emotional and imaginative growth.

### Content

English focuses on the study of a wide range of text types. Students will develop an understanding of the relationship between audience, purpose and form across a range of contexts. The course is designed to prepare students for the study of English at Stage 2. The course includes three components:

**Reading and Responding to texts:**

- Plays, Short and Extended Narrative, Short and Extended Film Studies, Poetry and Media Texts

**Creating texts:**

- To inform, to entertain and to persuade

**Intertextual Study:**

- Language Study, Connected Texts Study, Negotiated Study.

### Assessment

In this subject, students will be assessed using the SACE Performance Standards for this subject. Students will be assessed on the following Assessment Types:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study

# ENGLISH

## English Literary Studies Stage 1

**Recommendation:** B in Year 10 English

**Length of Course:** Full year (20 Credits)

**Nazareth Pathways:** English Stage 2, English Literary Studies Stage 2, Essential English Stage 2

### Aims

- To provide a sound basis for future success in Stage 2.
- To provide students with communication skills that will allow them to succeed in the world beyond school.
- To develop a critical awareness of how texts are shaped by society and culture.
- To promote personal, intellectual, emotional and imaginative growth.

### Content

English Literary Studies focuses on the exploration and development of English skills, knowledge, and understanding, for a variety of purposes. This is achieved through reading, viewing, writing, composing, listening, speaking and using information and communication technologies (ICTs) in appropriate ways and for different purposes. Students are encouraged to read, consider, and appreciate a wide range of literary texts in various forms. The course involves exploring, responding to, and composing texts in, and for a range of, personal, social, cultural, and workplace contexts. Some texts and contexts will be familiar to the student and some will introduce and explore new concepts.

Some of the themes that will be explored in the literature course include identity, culture, power, gender, and social justice. These themes will be examined through close reading of the texts, class discussions, and assignments.

It is important to note that some of the texts that will be read may contain mature content, including language, violence and sexual themes. However, we will approach these texts in a sensitive and responsible way and aim to create a safe and supportive environment for all students to learn and explore. All the texts that we engage with in the course are on the SACE recommended text list for English Literary Studies.

The course is designed to prepare students for the study of English Literary Studies at Stage 2. The course includes three components:

#### Reading and Responding to Texts:

- Plays, Short and Extended Narrative, Short and Extended Film Studies, Poetry and Media Texts.

#### Creating Texts:

- To inform, to entertain and to persuade.

#### Intertextual Study:

- Language Study, Connected Texts Study, Negotiated Study.

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning in Stage 1 English through the following Assessment Types:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study

All Stage 1 English Literary Studies students will undertake a Critical Reading Examination at the end of each semester.

## Essential English Stage 1

**Recommendation:** Completion of year 10 English

**Length of Course:** Full year (20 Credits)

**Nazareth Pathways:** Essential English Stage 2

### Aims

- To develop students communication skills in reading, viewing, writing, composing, listening, speaking and using ICTs. To establish connections with the students vocational social or cultural contexts.
- To analyse a range of texts for purpose and audience.
- To compose texts in which language is used for a specific purpose.

### Content

#### Reading and Responding to Texts:

Students explore a range of texts and respond to them in a variety of modes including: oral presentations, reviews, websites, monologues, role plays, evaluations.

#### Producing Texts:

Students produce a range of texts which might include: an advocacy website, a letter of application, a written narrative, an interactive children's story, a visual essay, a multimedia display, a poem, a formal email, instructional writing or workplace writing.

### Assessment

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning in the following Assessment Types:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts

# ENGLISH

## Media Studies Stage 1

**Recommendation:** Nil

**Length of Course:** One Semester (10 Credits)

**Nazareth Pathways:**  
Media Studies Stage 2

### Aims

In this subject, students are expected to:

- Communicate informed responses to local, national, and global media issues
- Research and analyse media texts and contexts
- Analyse the ways in which societies are represented by media
- Analyse their own and others' interactions with media
- Reflect on aspects of the dynamics of the media industry
- Apply knowledge of forms, contents, contexts, and audiences to design and produce creative, practical media texts.

### Content

Media Studies focuses on the four key media concepts media representations, media conventions, media organisations, and media audiences, which underpin the study of aspects of media and are essential to students' critical reading of media texts and products. The course is designed to develop students critical thinking and analysis skills and prepare students for Stage 2 Media Studies.

Students explore the role of media in Australian and global contexts, and how media can exert significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time. Students develop media literacy and production skills by critically observing media practice, critically analysing media texts, and creating media products. By developing sensitivity to trends in media content, students learn about their own culture and that of others, and the effect of media on individual and group identity.

The course addresses these concepts through the following assessment types:

#### Folio

Students produce one media exploration assessment, and one media interaction study for the folio. The media exploration is designed to explore and reflect on representations within a range of media texts including films, television, gaming, social media and news media. Media interaction studies require students to interact with media and analyse their interactions. This is to evaluate the impact of new media types such as apps, gaming and virtual reality on themselves and society at large.

#### Product

Students produce one media product, which is supported by a producer's statement. Students work as a group to create a pre-production plan and schedule, identify relevant production techniques and complete a final media product.

### Assessment

Students will be assessed using the SACE Performance Standards for this subject.

## Media Studies Stage 2

**Recommendation:**

Successful Completion of Media Studies Stage 1 or Womens Studies Stage 1

**Length of Course:**

Full year (20 Credits)

### Aims

At the end of the program students should be able to:

- Communicate informed responses to local, national, and global media issues.
- Research and analyse media texts and contexts.
- Analyse the ways in which societies are represented by media.
- Analyse their own and others' interactions with media.
- Reflect on aspects of the dynamics of the media industry.
- Apply knowledge of forms, contents, contexts, and audiences to design and produce creative, practical media texts.

### Content

Media Studies focuses on the development of media literacy and production skills by critically analysing media texts and practice and creating media products. Students will develop their knowledge and understanding of the four key media concepts — media representations, media conventions, media organisations, and media audiences, which all underpin the study of aspects of media and are essential to students' critical reading of media texts and products. The course addresses these concepts through the following assessment types:

#### Folio

Students produce two media exploration assessments, and one media interaction study for the folio. Media explorations are designed to analyse and explore the sociological impact of film, TV and music. The media interaction study requires students to interact with media and analyse the interplay between digital design and human nature.

#### Product

Students produce two media products, a video essay and a short film, each of which is supported by a producer's statement. Students work individually and as group to create a pre-production plan and schedule, identify relevant production techniques and complete a final media product based on their plan.

#### Investigation

Students undertake one independent investigation on the cultural, political, or economic impact of media on contemporary society.

### Assessment

Students should provide evidence of their learning through six assessments, including the external assessment component.

#### School Assessment (70%)

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Product (40%)

#### External Assessment (30%)

- Assessment Type 3: Investigation (30%).

# ENGLISH

## Womens Studies Stage 1

**Recommendation:** Successful completion of Year 10 English

**Length of Course:** One Semester (10 Credits)

**Nazareth Pathways:** Womens Studies Stage 2

### Aims

In this subject, students are expected to:

- Demonstrate knowledge and understanding of the meaning of gender and its construction
- Demonstrate knowledge and understanding of gender stereotyping in different social contexts, times, and cultures
- Identify and analyse diversity in representations of women in cultural texts
- Identify and analyse the impact of various social structures and cultural practices on the lives of women of diverse backgrounds and experiences
- Identify and analyse examples of women's disempowerment, and strategies for empowerment and alternative futures
- Communicate informed ideas, individually and with others, using the language of gender analysis and appropriate forms, with acknowledgment of sources.

### Content

Gender issues remain at the forefront of the sociocultural discourse in Australia and globally. In the light of Third Wave Feminism, the #MeToo movement, and the increasing intersectionality of feminist values, there is an excellent case to be made for introducing Women's Studies in schools. Women are finding their voices through film and music, through social media, and increasingly in government and on the sporting field. It is imperative that we transfer this increasing visibility of gender issues into the classroom.

Women's Studies supports the development of key capabilities: communication, citizenship, personal development, work, and learning. Through inquiry, discussion, and critical analysis, students will develop their understanding of gender issues in our world, supporting them in being informed citizens and critical thinkers.

The course addresses these concepts through the following assessment types:

#### Text Analysis (40%) - Representations of Women in Cultural Texts

Students examine Female archetypes in film and the evolution of female representation in film and comedy.

#### Group Presentation (30%) – Women's achievements, struggles and empowerment

Students explore the history of feminist movement, and feminist activism in the last 30 years.

#### Issues analysis (30%) – Key Issues in Women's Studies

Students select an issue of their choice for in depth analysis.

### Assessment

Students will be assessed using the SACE Performance Standards for this subject.

## Womens Studies Stage 2

**Recommendation:** Successful Completion of Stage 1 English

**Length of Course:** Full year (20 Credits)

### Aims

In this subject, students are expected to:

- Demonstrate knowledge and understanding of the meaning of gender and its construction
- Demonstrate knowledge and understanding of gender stereotyping in different social contexts, times, and cultures
- Identify and analyse diversity in representations of women in cultural texts
- Identify and analyse the impact of various social structures and cultural practices on the lives of women of diverse backgrounds and experiences
- Identify and analyse examples of women's disempowerment, and strategies for empowerment and alternative futures
- Communicate informed ideas, individually and with others, using the language of gender analysis and appropriate forms, with acknowledgment of sources.

### Content

Gender issues remain at the forefront of the sociocultural discourse in Australia and globally. In the light of Third Wave Feminism, the #MeToo movement, and the increasing intersectionality of feminist values, there is an excellent case to be made for introducing Women's Studies in schools.

Women are finding their voices through film and music, through social media, and increasingly in government and on the sporting field. It is imperative that we transfer this increasing visibility of gender issues into the classroom.

Women's Studies supports the development of key capabilities: communication, citizenship, personal development, work, and learning. Through inquiry, discussion, and critical analysis, students will develop their understanding of gender issues in our world, supporting them in being informed citizens and critical thinkers.

### Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

#### School Assessment (70%)

- Assessment Type 1: Text Analysis (20%)
- Assessment Type 2: Essay (20%)
- Assessment Type 3: Folio (30%)

#### External Assessment (30%)

- Assessment Type 4: Issues Analysis (30%)

# ENGLISH

## English Stage 2

**Recommendation:** Successful completion of Stage 1 English or English Literary Studies

**Length of Course:** Full year (20 Credits)

### Aims

At the end of the program students should be able to:

- Show an understanding of the relationship between audience, purpose and form in a range of communication modes in a number of contexts.
- Identify the language structures and conventions of texts and the way the language in texts represents ideas, power relationships, values and interests.
- Clarify and articulate their own ideas and values through critical engagement with texts and language.
- Demonstrate their understanding of the conventions of a variety of textual forms and the purposes to which texts may be put by composing their own texts in a range of forms and modes.
- Communicate clearly and accurately in a range of appropriate forms and modes, including electronic media.

### Content

English focuses on the development of English skills, and in particular the communication process. Students learn to recognise the conventions of different text types and contexts. They consider the role of language in communications between individuals, groups and organisations. By reading, writing, viewing, listening and speaking, and through the use of information and communication technologies, students develop literacy skills in a broad range of contexts.

English Students study a broad range of text types and develop an understanding of the relationship between audience, purpose and form across a range of contexts. The course includes three components:

#### Reading and Responding to Texts:

- Short and Extended Narrative, Short and Extended Film Studies, Plays and Media Texts.

#### Producing Texts:

- To inform, to entertain and to persuade.

#### Extended Study:

- Language Study, Connected Texts Study, Negotiated Study.

### Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

#### School Based Assessment

Assessment Type 1: Responding to Text 30%

Assessment Type 2: Creating Texts 40%

#### External Assessment

Assessment Type 3: Comparative Analysis 30%

## English Literary Studies Stage 2

**Recommendation:** B in Stage 1 English Literary Studies

**Length of Course:** Full year (20 Credits)

### Aims

- To develop students' critical understanding of and involvement with a range of texts, showing connections between texts.
- To extend the ability of students to express their perceptions clearly and effectively in a variety of writing styles, and formats and through a range of individual and group oral performances.
- To extend students' reading and viewing skills through an independently negotiated programme.
- To provide a sound basis for future success in tertiary education or the work force.

### Content

In English Literary Studies students read a range of extended texts and a number of shorter texts. They read texts analytically from a range of contexts, including those from the past, contemporary texts, and those from everyday experience. Students focus on the skills and strategies of critical thinking needed to interpret texts. Through a shared and individual study of texts, they have opportunities to exchange and develop ideas, find evidence to support a personal view, and learn to construct logical and convincing arguments.

Some of the themes that will be explored in the literature course include identity, culture, power, gender, and social justice. These themes will be examined through close reading of the texts, class discussions, and assignments.

It is important to note that some of the texts that will be read may contain mature content, including language, violence and sexual themes. However, we will approach these texts in a sensitive and responsible way and aim to create a safe and supportive environment for all students to learn and explore. All the texts that we engage with in the course are on the SACE recommended text list for English Literary Studies.

English Literary Studies focuses on the study of a range of literary texts. Students will develop an understanding of the relationship between audience, purpose, and form across a range of contexts. The course includes three components:

#### Text Study:

- Four Shared Studies: Single texts, Paired texts, Poetry, Critical Reading

#### Individual Study:

- Critical Essay and supporting materials

#### Text Production Study:

- Compose texts to inform, to entertain and to persuade.

### Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

#### School Based Assessment

Assessment Type 1: Responding to Texts 50%

Assessment Type 2: Creating Texts 20%

#### External Assessment

Assessment Type 3: Comparative Text Study 15%

Assessment Type 4: Critical Reading Examination (100 minutes) 15%

# ENGLISH

## Essential English Stage 2

**Recommendation:** Successful completion of Stage 1 Essential English or completion of Stage 1 English

**Length of Course:** Full year (20 Credits)

### Aims

- To develop students communication skills in reading, viewing, writing, composing, listening, speaking and using ICTs.
- To establish connections with the students vocational social or cultural contexts.
- To analyse a range of texts for purpose and audience.
- To compose texts in which language is used for a specific purpose.
- To provide a sound basis for future success in the workforce.

### Content

Essential English focuses on the exploration and development of English skills as well as developing students' confidence and competence in using the English language.

### Reading and Responding to Texts:

Students explore a range of texts such as extended prose, visual or media texts and a creative text, and respond to them in a variety of manners.

### Producing Texts:

Students produce a range of texts which might include: an advocacy website, a letter of application, a monologue, a written narrative, an interactive children's story, a visual essay, a multimedia display, an exposition, a weblog, poem, a formal email, instructions, a workplace text.

### Language Study:

Students complete an independent study into the use of language by a group of people in a context of their choice, for example, a cultural, school, volunteer, sporting, work or religious group.

### Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

#### School Based Assessment

Assessment Type 1: Text Analysis 30%

Assessment Type 2: Text Production 40%

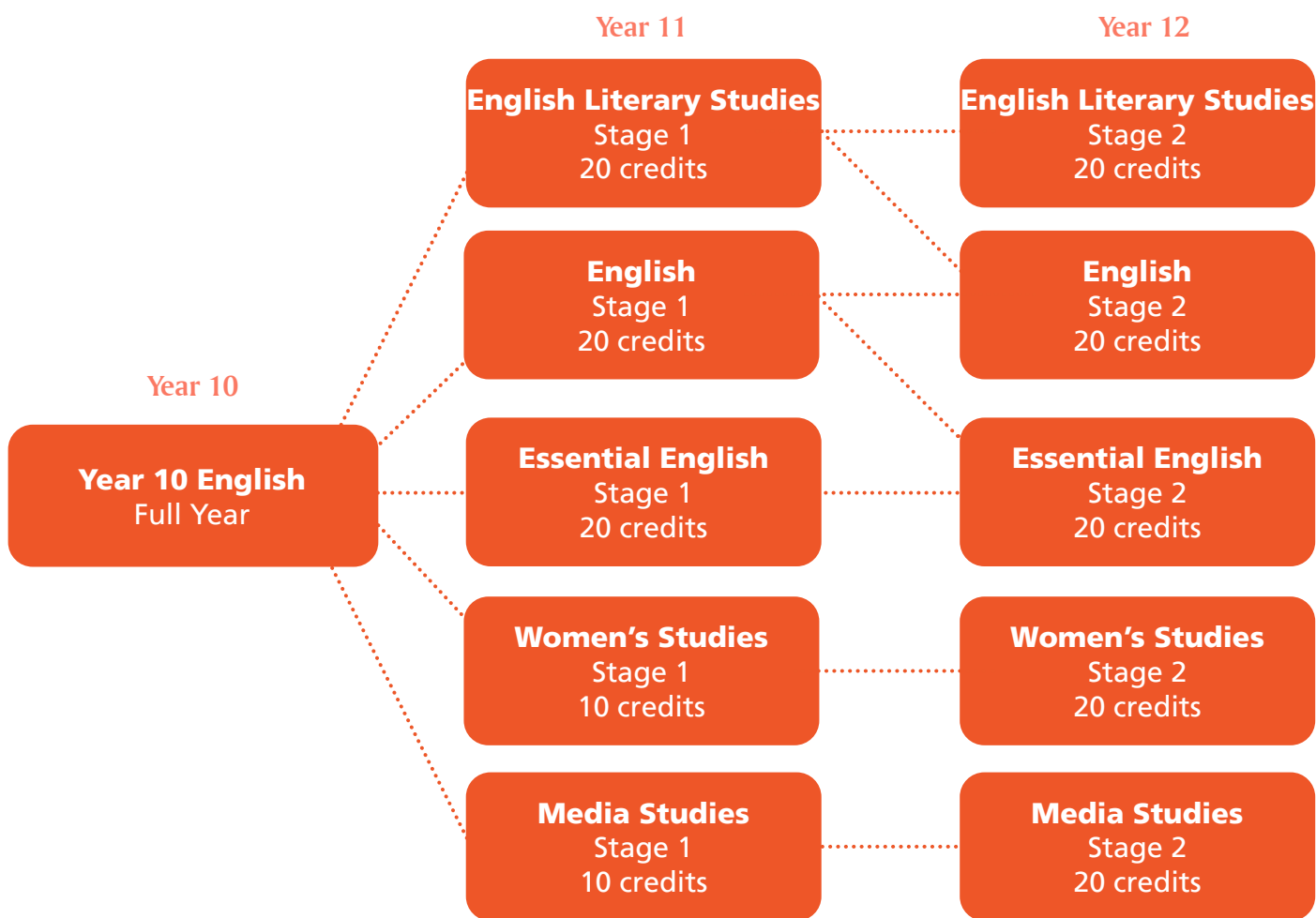
#### External Assessment

Assessment Type 3: Language Study 30%





# ENGLISH FLOWCHART



# FOOD & TECHNOLOGY

## Food and Nutrition Through the Lifespan Year 10

**Recommendation:**

Nil

**Length of Course:**

One semester

**Nazareth Pathways:**

Child Studies Stage 1

Food and Hospitality Stage 1

Nutrition Stage 1

### Aims

This subject will focus on the planning and preparation of a variety of meals to meet specific dietary needs through the life-span. Different factors which impact on individual and family food choice will be investigated. Students will apply practical skills to the production of a range of healthy recipes, critically analysing ingredient and production methods that will improve the nutritional value of meals.

Content will be drawn from the Health & Physical Education (HPE) and Technologies Australian Curriculum documents.

### Content

- Revision of kitchen equipment, safety and hygiene
- Nutrition – functions of food, nutrients and their roles, food selection models - Recommended Dietary Intakes (RDI) and Diet related diseases.
- Fats, salt and sugars in the diet
- Ingredient selection and production methods to produce highly nutritious meals for different age groups
- Meal ideas for children

### Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standards for both practical and theory tasks.

### Further Comment

A food safe container must be provided by students each week.

## The World of Food and Hospitality Year 10

**Recommendation:**

Nil

**Length of Course:**

One semester

**Nazareth Pathways:**

Child Studies Stage 1

Food and Hospitality Stage 1

Industry Connections - Food & Technology (Year 11 - Stage 2)

### Aims

This subject will delve into the dynamic world of food and hospitality. Students will explore this captivating and exciting industry, which is like no other. The subject aims to provide practical and theory tasks which develop 21st century employability skills, namely leadership, collaboration, problem solving and communication.

Content will be drawn from the Health & Physical Education (HPE) and Technologies Australian Curriculum documents.

### Content

- Multicultural food and culture
- Comparing food trends
- Catering for food events
- Menu Planning
- Food presentation techniques
- Design briefs

### Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard for both practical and theory tasks.

### Further Comment

A food safe container must be provided by students each week.

This subject may require out of school hours commitment for special events.

# FOOD & TECHNOLOGY

## Child Studies Stage 1

### Recommendation:

Nil

### Length of Course:

One semester (10 Credits)

### Nazareth Pathways:

Child Studies Stage 2

## Aims

Students examine the period of childhood from conception to 8 years, and issues related to the growth, health & well-being of children.

Students examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

Students work independently and collaboratively to achieve common goals.

## Content

Students study topics within each of the following areas of study:

- The Nature of childhood and the socialisation and development of children
- Children in wider society
- Children, rights and safety

## Assessment

Assessment at Stage 1 is school based.

- Assessment Type 1: Practical Activity (two tasks)
- Assessment Type 2: Group Activity (one task)
- Assessment Type 3: Investigation (one task)



## Certificate III in Education and Care

### Year 11 (Stage 2)

### Recommendation:

Nil

### Length of Course:

Full Year with an additional 6 months to allow for work placement, totalling 18 months (up to 155 Stage 2 credits)

### Cost:

Approximately \$600 (Nazareth to pay half)  
Plus \$50 for work placement shirts

### Additional Note:

160 hours of work placement is compulsory

## Aims

This program will provide students with a Certificate III in Early Childhood Education and Care, an industry recognised certification as well as up to 155 SACE Stage 2 Credits upon completion of the full 18 month program.

The course is aimed at students who wish to pursue pathways leading to work in early childhood education settings, including child care, playgroup, OSH and other recreation settings. This initial qualification is the minimum required to work in childcare settings, and may also lead to further training and study pathways in teaching at Diploma and Bachelor levels.

## Content

Students will have the opportunity to engage in activities that build their skills and knowledge about:

- working with children
- the health, safety and wellbeing of children
- experiences to support children's play and learning
- legal and ethical obligations in children's education and care

This course may be subsidised under the Government of South Australia's Flexible Industry Pathway initiative.

Eligibility criteria apply - further details will be available through the registered training organisation's enrolment process - see Nazareth's VET and Careers Coordinator.

## Assessment

This course is run by a registered training organisation onsite at Nazareth's St Gabriel's campus. It may also be available at a range of other training locations by negotiation. Assessment is based on achieving competency in each of the performance criteria in the relevant units. Students are not graded on an A-E scale but are instead awarded with a 'Competent' or 'Not Yet Competent' achievement.

## Further Comment

If fully completed, the Certificate III in Early Childhood Education and Care may contribute up to 155 SACE Stage 2 credits towards a student's SACE and can also be used towards an ATAR.

If the Certificate III in Early Childhood Education and Care is partially completed, students may still gain credits towards SACE, but it will not contribute towards an ATAR.

Further course and assessment details will be available through the registered training organisation's enrolment process - see Nazareth's VET and Careers Coordinator.

# FOOD & TECHNOLOGY

## Food & Hospitality Stage 1

### Recommendation:

Successful completion of a Year 8, Year 9 or Year 10 Food & Technology subject

### Length of Course:

One semester (10 Credits)

### Nazareth Pathways:

Food & Hospitality Stage 2

## Aims

Students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation.

## Content

Students study topics within each of the following areas of study:

- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Industry

## Assessment

Assessment at Stage 1 is school based.

- Assessment Type 1: Practical Activity (two tasks)
- Assessment Type 2: Group Activity (one task)
- Assessment Type 3: Investigation (one task)



## Certificate III in Hospitality - (Partial)

Year 11 (Stage 2)

### Recommendation: Nil

**Length of Course:** Semester 2 (20 credits)

**Nazareth Pathways:** Hospitality Skills - Industry Connections

**Cost:** Approximately \$800 (Nazareth to pay half)

**Additional Note:** Some workplacement may be required, hours to be determined

## Aims

This program will provide students with entry pathway to a Certificate III in Hospitality, with students completing units towards an industry recognised certification, and partially completing the qualification. Students have the opportunity to achieve at least 20 Stage 2 Credits upon completion of this semester program, and the option to continue working towards the full Certificate at a later date.

The course is aimed at students who wish to pursue pathways leading to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, cafes and coffee shops.

## Content

Students will have the opportunity to engage in activities that build their skills and knowledge about:

- core hospitality skills and knowledge
- hygienic practices and workplace safety
- front of house and food operations
- customer service and table service
- the ability to work effectively in a team environment and develop their social and cultural skills.

These skills can prepare students for a range of hospitality pathways, including front of house roles, kitchen operations, cookery, hospitality service and management, and function and event management. Students also develop a range of transferable employability skills.

## Assessment

This course is run by a registered training organisation onsite at Nazareth's St Gabriel's and/or Flinders Park campus. It may also be available at a range of other training locations by negotiation. Assessment is based on achieving competency in each of the performance criteria in the relevant units. Students are not graded on an A-E scale but are instead awarded with a 'Competent' or 'Not Yet Competent' achievement.

## Further Comment

This program is not intended as a complete Certificate III in Hospitality, and is a partial certificate program. Students may gain credits towards SACE, but it will not contribute towards an ATAR.

If fully completed, the Certificate III in Hospitality may contribute up to 80 SACE Stage 2 credits towards a student's SACE and can also be used towards an ATAR.

Further course and assessment details will be available through the registered training organisation's enrolment process - see Nazareth's VET and Careers Coordinator.

# FOOD & TECHNOLOGY

## Hospitality Skills - Industry Connections

Year 11 (Stage 2)

### Recommendation:

Successful completion of a Year 8, Year 9 or Year 10 Food & Technology subject

### Length of Course:

One semester (10 Credits)

### Nazareth Pathways:

VET qualifications in Hospitality

Stage 2 Advanced Hospitality Skills - Industry Connections

Stage 2 Food & Hospitality (By Recommendation)

## Aims

The Stage 2 subject is designed for students who have an interest in the Food & Hospitality industry and want to acquire real life work skills in a flexible setting. Students will develop and apply skills, knowledge and understandings of the Food & Hospitality industry, using a practical hand-on focus. Students will also develop personal capabilities and employability skills and use these to undertake an industry-related project.

## Content

Students study topics within each of the following areas of study:

- Workplace safety
- Knife skills & cooking techniques
- Menu planning (Recipe selections, recipe costing, recipe modifications)
- Catering a food related event

## Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

- Assessment Type 1: Work Skills Portfolio 50%
- Assessment Type 2: Reflection 20%
- Assessment Type 3: Industry Project 30%



# FOOD & TECHNOLOGY

## Child Studies Stage 2

### Recommendation:

Successful completion of a Year 9, 10 or 11 TEF subject

**Length of Course:** Full year (20 Credits)

### Aims

The Stage 2 subject focuses on children's growth and development from conception to eight years inclusive. Students examine attitudes and values about parenting and care-giving and gain an understanding of the growth and development of children. Through the study of Stage 2 Child Studies students develop a variety of research, management, evaluation, and practical skills.

### Content

Students study topics within each of the following five areas of study:

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

### Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

#### School Based Assessment (70%)

Assessment Type 1: Practical Activity 50%

Assessment Type 2: Group Activity 20%

#### External Assessment (30%)

Assessment Type 3: Investigation 30%

## Food & Hospitality Stage 2

### Recommendation:

Successful completion of a Year 9, 10 or 11 TEF subject

**Length of Course:** Full year (20 Credits)

### Aims

Students explore contemporary issues and trends relevant to the diverse Australian Food and Hospitality Industry. Practical and group applications provide essential skills including problem solving, communication and collaboration, which aids development of essential employability skills.

### Content

The 20-credit course comprises the following five areas of study:

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

### Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

#### School Based Assessment (70%)

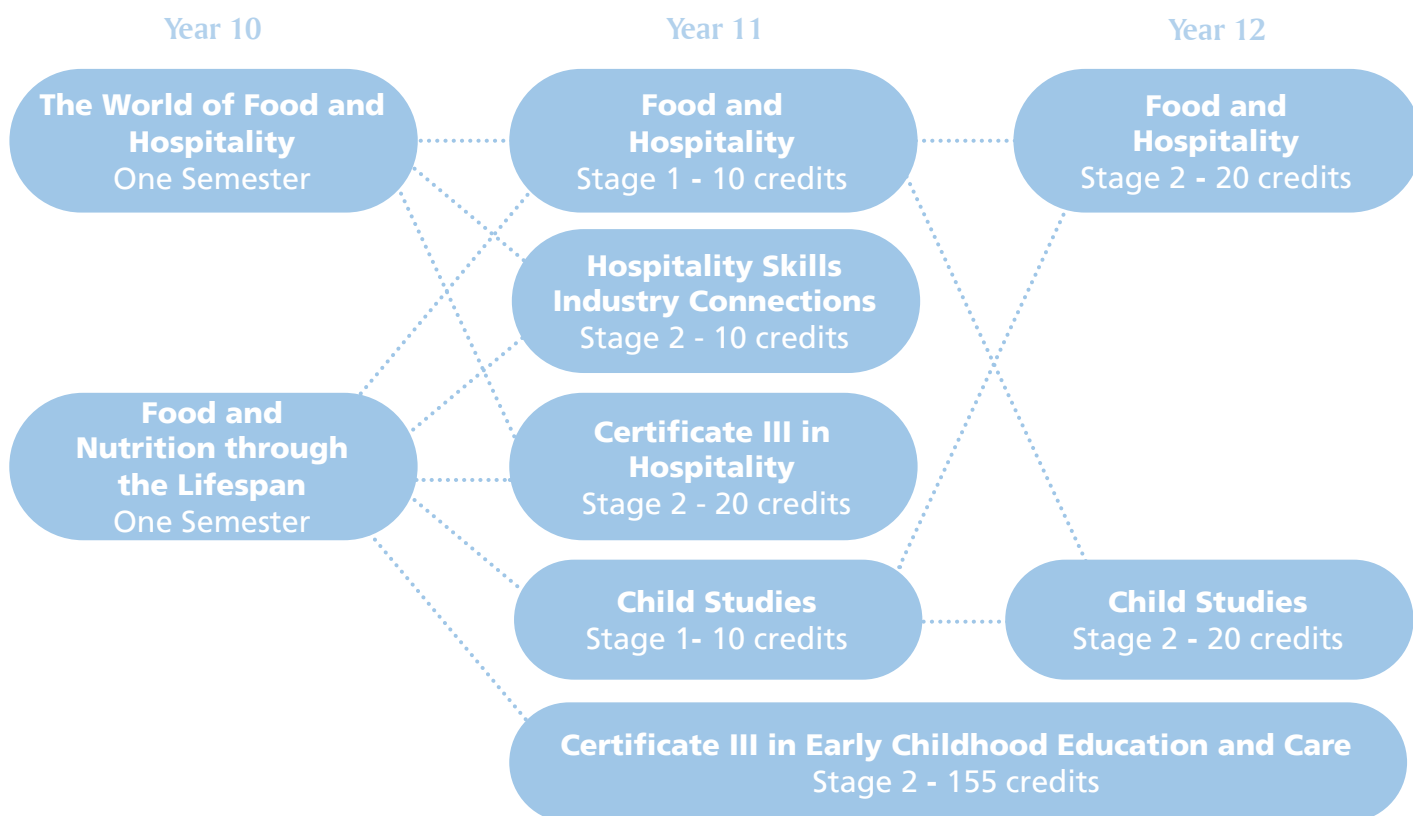
Assessment Type 1: Practical Activity 50%

Assessment Type 2: Group Activity 20%

#### External Assessment (30%)

Assessment Type 3: Investigation 30%

## FOOD & TECHNOLOGY FLOWCHART



# HEALTH & PHYSICAL EDUCATION

## Basketball, Football (Soccer), Netball, Volleyball, AFL & AFLW Academies Year 10

### Recommendation:

Positions in the academy are limited, therefore students will be required to trial and meet eligibility criteria, or will be asked to continue on from the Year 9 Academy.

**Length of Course:** One semester (selection required)

### Timetabling:

Basketball, Netball and Football (soccer) Academies will run in Semester 1.

Volleyball and AFL/AFLW Academies will run in Semester 2.

### Nazareth Pathways:

Physical Education - Stage 1

Academies - Industry Connections (Stage 2 course undertaken in Year 11)

**Cost:** \$300

### Additional Note:

Separate Academies are run for boys and girls dependent on numbers.

## Aims

- Provide students with the opportunity to develop their potential towards the 'elite' level whilst maintaining their performance in academic studies
- Provide students with quality coaching and feedback on their development in the school environment
- Foster and promote the development and growth of the sport in Flinders Park and surrounding community areas

## Content

The Nazareth Sports Academies have a focus on development through learning at the highest level. Content will include:

- Individual ball skills
- Training principles and methods
- Speed and agility training to improve coordination and game play
- Physiological responses to training
- Fitness, strength and stamina
- Sports Nutrition
- Small sided games
- Team related tactical knowledge, awareness and games sense

## Assessment

Assessment will be coordinated in accordance with ACARA Physical Education standards. Students will also be required to complete two written assessment tasks in addition to their practical component. Students will be monitored continuously throughout the semester in terms of their involvement, technique ability, game sense development and theoretical understanding.

## Further Comment

Students who participate in the Sports Academies will also form the College's Knockout Squads, and will represent the College in the prestigious State-wide knockout competition. In order to be eligible to trial for the academy, the following criteria must be met:

- Club level experience in basketball or an advanced level of skills and technique
- Well-developed understanding of theoretical and practical principles
- A high level of fitness
- Positive attitude and approach

Participation in the academy may also lead to opportunities for students to represent the College at interstate competitions.



# HEALTH & PHYSICAL EDUCATION



## Outdoor Education Year 10 (Stage 1)

### Recommendation:

Successful completion of Year 9 Outdoor Education

**Length of Course:** One semester (10 credits)

### Nazareth Pathways:

Outdoor Education Stage 2

Health & Wellbeing Stage 1

Physical Education Stage 1

**Cost:** \$350.00

## Aims

In Outdoor Education, Students develop an understanding of ecosystems and the impacts of human actions and decisions through the study of natural environments and wilderness areas. They develop knowledge and understanding of environmental systems, cultural perspective and physical and emotional health through participating in outdoor activities. They learn to develop and apply risk and safety management skills and responsibility for themselves and other members of a group, reflecting on environmental practices in outdoor activities.

## Content

Stage One Outdoor Education consists of the following three focus areas:

### Focus Area 1 – Environment and conservation

Students will investigate the implications of human interaction on natural and built environments.

### Focus Area 2 – Planning and management

Students will investigate, plan and partake in practical expeditions with the focus on developing teamwork, risk management, leadership and collaboration.

### Focus Area 3 – Personal and social growth and development

Students will reflect critically on their own and others technical skill development and growth.

Practical units and expeditions will be determined by the expertise, availability, and number of students undertaking the course.

### Practical Units may include:

- Bush Walking / Orienteering
- Surfing
- Rock Climbing / Bouldering
- Kayaking / Canoeing
- Snorkelling

## Assessment

Students will be assessed using the SACE Performance Standards on the following assessment types.

- Assessment Type 1: Investigation 30%
- Assessment Type 2: Skill Development 30%
- Assessment Type 3: Planning folio 40%



# HEALTH & PHYSICAL EDUCATION

## Health & Wellbeing Year 10

**Recommendation:** Nil

**Length of Course:** One semester

**Nazareth Pathways:**

Health & Wellbeing Stage 1

Health, Yoga and Mindfulness Stage 1

### Aims

In Health & Wellbeing, students will continue to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different social and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy habits. They also investigate barriers to healthy lifestyles and propose strategies to support the development of preventive health practices that build and optimise community health & wellbeing.

### Content

Students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations.

Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve health in their communities

Focus areas could include:

- Cyber safety
- Mental health & wellbeing
- Respectful Relationships
- Lifelong physical activities for maintaining mental and physical health - including Yoga and Mindfulness practices.

### Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard for this subject.

Students will be assessed on the following assessment types:

- Group activity and reflection
- Issues Response
- Practical activity investigation

## Physical Education Year 10

**Recommendation:** Nil

**Length of Course:** One semester

**Nazareth Pathways:**

Health & Wellbeing Stage 1

Outdoor Education Stage 1

Physical Education Stage 1

### Aims

In Physical Education learning is addressed through the focus areas of 'Learning through movement', 'Understanding movement' and 'Moving our Body'. Students analyse their own performance and critically analyse methods of improvement.

### Content

Topics covered will be varied, and will be determined by the expertise, interests and number of students undertaking the course.

**Practical units may include:**

- Fitness and Conditioning
- Football Codes
- Netball
- European Handball
- Softball
- Volleyball

**Theory units may include:**

- Body Systems
- Skill Development + Performance Improvement
- Training Methods and Principles

### Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard for this subject. Students will be assessed on the following assessment types:

- Involvement
- Technique ability
- Game sense development
- Theoretical understanding

# HEALTH & PHYSICAL EDUCATION

## Physical Education - Dance and Movement Year 10

**Recommendation:** Nil

**Length of Course:** One semester

**Nazareth Pathways:**

Integrated Learning - Sport and Rec Stage 1

**Additional Note:**

Students cannot pick both Year 10 Dance and Year 10 Dance and Movement in Semester 2



## Aims

Students learn, devise, and implement different dance and movement styles for maintaining healthy and active habits with a large focus on developing key areas of fitness, health and physical activity.

They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of movement activities. These activities may include:

## Content

Topics covered will be varied, and will be determined by the expertise, interests and number of students undertaking the course. Practical units may include:

- Dance Conditioning – with a focus on flexibility, strength and cardiovascular endurance
- Aerobics
- Zumba
- Yoga
- Pilates
- Health hustles
- Commercial Dance styles such as: Hip Hop, TikTok, Party Dance, Etc

Theory focus areas to be addressed in Year 10 Dance and Movement include health issues relevant to young people.

## Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard for this subject.

Students will be assessed on the following assessment types:

- Involvement
- Technique
- Development of Fitness Components
- Theoretical Understanding

# HEALTH & PHYSICAL EDUCATION

## Physical Education - Sport & Recreation

Year 10

### Recommendation:

Nil

### Length of Course:

One semester

### Nazareth Pathways:

Integrated Learning - Sport & Recreation, Stage 1

## Aims

Students learn information to devise and implement personalised plans for maintaining healthy and active habits with a large focus on developing key areas of fitness health and physical activity.

They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

## Content

Topics covered will be varied, and will be determined by the expertise, interests and number of students undertaking the course. Practical lessons could include:

- Modified games – fast 5 netball, rugby 7s, ultimate frisbee, futsal, 3v3 basketball
- Skills based unit - teacher led skills based session
- Students will then develop and coach their own modified game.
- Fitness for life – designing activities to improve areas of fitness

Theory focus areas to be addressed include health issues relevant to young people, namely childhood obesity & barriers to being healthy.

## Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard for this subject. Students will be assessed on the following assessment types:

- Involvement
- Application of fitness concepts to improve health outcomes
- Collaboration and communication
- Theoretical understanding

## Certificate III in Fitness

Year 11 (Stage 2)

### Recommendation:

Nil

### Length of Course:

Full Year (up to 95 Stage 2 credits)

### Nazareth Pathways:

Physical Education - Stage 2

### Cost:

Approximately \$1700 tbc (Nazareth to pay half)

## Aims

This program will provide students with a Certificate III in Fitness, an industry recognised certification as well as up to 95 SACE Stage 2 Credits upon completion of the full year program.

The course is aimed at students with a passion for health and fitness, and who wish to become fitness instructors, leading a range of activities and sessions within the fitness industry.

## Content

Students will have the opportunity to engage in activities that build their skills and knowledge about:

- Fitness programming
- Healthy eating
- Instructing group exercise sessions
- Anatomy and physiology to support exercise
- The ability to work effectively in a sports, fitness or recreational environment.

These skills can prepare students for a range of pathways, including working as a fitness instructor, and support students to develop transferable employability skills.

## Assessment

This course is run by a registered training organisation onsite at Nazareth's St Gabriel's campus. It may also be available at a range of other training locations by negotiation. Assessment is based on achieving competency in each of the performance criteria in the relevant units. Students are not graded on an A-E scale but are instead awarded with a 'Competent' or 'Not Yet Competent' achievement.

## Further Comment

If fully completed, the Certificate III in Fitness may contribute up to 95 SACE Stage 2 credits towards a student's SACE and can also be used towards an ATAR.

If the Certificate III in Fitness is partially completed, students may still gain credits towards SACE, but it will not contribute towards an ATAR.

Further course and assessment details will be available through the registered training organisation's enrolment process - see Nazareth's VET and Careers Coordinator.

# HEALTH & PHYSICAL EDUCATION

## Health & Wellbeing Stage 1

**Recommendation:** Nil

**Length of Course:** One semester (10 Credits)

**Nazareth Pathways:** Health & Wellbeing Stage 2

### Aims

In Health & Wellbeing, students develop the knowledge and skills required to explore and understand influences and make decisions regarding health & wellbeing. They consider the role of health & wellbeing in different contexts and explore ways of promoting positive outcomes for individuals, communities and global society.

### Content

Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives. Students evaluate current trends and issues that impact health & wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities and global society.

Students will recognise and use appropriate health & wellbeing language by developing and reflecting on their own and others' values, beliefs, and attitudes. They will express how they feel about the issue being considered by analysing and interpreting sources for bias, relevance, and credibility, sourcing appropriate primary sources such as data or information and analysing research findings. Students will respond to the dynamic and changing nature and influence of media on health issues, explore health & wellbeing theories, concepts and methodologies.

Units may include:

1. Physical Health - Evaluating physically active lifestyles & barriers to attaining it.
2. Social Health - Respecting diversity and social equity. Respectful relationships & consent education.
3. Mental Health - Investigation into impacts on mental health and work of community agencies.

### Assessment

- Students provide evidence of learning through three assessments.
- Assessment Type 1: Practical Action 60% - 2 tasks
- Assessment Type 2: Issues Inquiry 40%

## Health - Yoga & Mindfulness Stage 1

**Recommendation:** Nil

**Length of Course:** One semester (10 Credits)

**Nazareth Pathways:** Health & Wellbeing Stage 2

### Aims

In Health – Yoga and Mindfulness, students focus on the interrelationship of lifestyle, physical activity, social behaviour, health care and the challenges of maintaining and promoting healthy living in society. They take a holistic approach, in relation to healthy living and caring for themselves.

Students develop skills in health literacy by considering how changing social structures, technologies, and community values affect the health and well-being of individuals and communities. Health literacy is the ability to identify, critique and make informed decisions about health care and advice.

### Content

It is through this practice, and the mindfulness meditation, that students will examine and reflect on current trends in fitness, in both children and adults, and the barriers people face in leading a healthy lifestyle. Students will examine the benefits of Yoga on social, mental and physical health.

To promote health and wellbeing in young people, students will develop a Yoga sequence suitable for primary aged children, they will deliver this to a group of students reflecting on the benefits of yoga practice and meditation on young people.

### Assessment

- Students provide evidence of learning through three assessments.
- Assessment Type 1: Practical Action 60% - 2 tasks
- Assessment Type 2: Issue Inquiry 40%

# HEALTH & PHYSICAL EDUCATION



## Outdoor Education Year 11 (Stage 2)

**Recommendation:** Teacher recommendation from Year 10 Outdoor Education (Stage 1)

Students must have a genuine interest in the environment, camping, and physical activity.

There are limited places for this subject.

B grade or better in Stage 1 Outdoor Education is desirable.

**Length of Course:** Full Year (20 Credits)

**Cost:** \$370.00

### Aims

Through experiential learning and the study of three focus areas including conservation and sustainability; human connections with nature; and personal and social growth and development, students develop skills, knowledge, and understanding of safe and sustainable outdoor experiences in the key areas of preparation and planning, managing risk, leadership and decision-making, and self-reliance skills.

The study of Stage 2 Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, initiative, self-reliance, leadership, and collaborative skills. Students will evaluate and reflect on their own learning progression, including their practical outdoor skills development and their collaborative and leadership skills, as well as their relationship with and connection to nature. Students use reflective practice and processes to implement improvement strategies in building their skills and connections.

### Content

Stage 2 Outdoor Education is a 20-credit subject and studied for a full year. During the year, Students will be expected to demonstrate outstanding application in all aspects campcraft skills in preparation for their final self-reliant journey. The teacher's role for the self-reliant journey is to ensure safety, observe and assess under indirect supervision.

Practical units and expeditions will be determined by the expertise, availability, and number of students undertaking the course. Practical Units may include Rock Climbing/Bouldering, Bush Walking/Orienteering, Kayaking/Canoeing or Snorkelling.

### Assessment

Students will be assessed using the SACE Performance Standards on the following assessment types:

#### School-based Assessment

- Assessment Type 1: Learning about natural environments- 20%
- Assessment Type 2: Learning in natural environments - 50%

#### External Assessment

- Assessment Type 3: Connections with natural environments 30%

### Special Requirements

Ability to manage schoolwork and communicate with other subject teachers when attending excursions, camps, and expeditions.

# HEALTH & PHYSICAL EDUCATION

## Integrated Learning - Sport & Rec Stage 1

**Recommendation:** Nil

**Length of Course:** One semester (10 Credits)

### Nazareth Pathways:

Integrated Learning – Sport and Rec Stage 2

### Aims

The content for this course is specifically designed to meet the interests and needs of the students and provide an insight into the organisation and implementation of a life-long commitment to leading a healthy lifestyle and participating in physical activity.

### Content

Through the lens of the program focus, students develop their learning about a real-world situation, task, event, or other learning opportunity, while also growing their knowledge about themselves as learners, and their capabilities.

In Integrated Learning, students develop, extend, and apply critical thinking skills through inquiry about aspects of the program focus that are of interest to them.

Students extend their self-awareness, personal identity and values through collaborative processes that build from peer and self-assessment.

The focus areas in Integrated Learning – Sport and Rec are centred around a holistic approach to physical health, the issues that may impact it, factors that will enhance it, barriers to leading it, coaching and personal development.

### Assessment

The following assessment types enable students to demonstrate their learning in Stage 1 Integrated Learning:

- Assessment Type 1: Practical Exploration 40%
- Assessment Type 2: Connections 30%
- Assessment Type 3: Personal Venture.30%

Assessments may include guide books, portfolio of evidence, creating fitness programs or dietary guidelines and reflections on key learning and capabilities developed.

## Physical Education Stage 1

**Recommendation:** Nil

**Length of Course:** One or two semesters (10 or 20 credits)

### Nazareth Pathways:

Health & Wellbeing Stage 2

Physical Education Stage 2

Integrated Learning - Sport and Rec Stage 2

### Aims

In Stage 1 Physical Education – General, students will participate in a range of sports in order to develop their knowledge, skills, and capabilities. These may include lab trials, fitness and practical sessions where students will examine movement in a variety of contexts and use statistics and data to analyse performance.

Students explore movement concepts and strategies through these physical activities to promote performance and participation outcomes. They learn experientially, encouraging the development of their capabilities and skills such as critical and creative thinking, communication and collaboration. An integrated approach to learning supports a conceptual framework that promotes deep learning in, through, and about physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity.

### Content

#### Focus Area 1: In Movement

- Applying skill acquisition concepts for improvement
- Movement concepts and strategies
- Application of energy sources affecting physical performance
- Application of the effects of training on physical performance

#### Focus Area 2: Through Movement

- Physiological barriers and enablers to participation
- Social strategies to manipulate equity in participation
- Personal influences on participation

#### Focus Area 3: About Movement

- The body's response to physical activity
- The effect of training on the body
- Learning and refining skills

### Assessment

In this subject, students will be assessed using the SACE Performance Standard for this subject. Students will be assessed on the following assessment types:

Assessment type 1: Improvement Analysis 60%

Assessment type 2: Physical Activity Investigation 40%

# HEALTH & PHYSICAL EDUCATION

## Academies - Basketball, Netball, Soccer Industry Connections Year 11 (Stage 2)

### Recommendation:

Successful completion of the Year 10 Academy program.

**Length of Course:** Semester 2 (10 Credits)

### Nazareth Pathways:

Integrated Learning - Sport & Recreation Stage 2

**Cost:** \$300

## Integrated Learning - Sport and Rec or Sports Focused Stage 2

**Recommendation:** Nil

**Length of Course:** Full year (20 Credits)

**Cost:** \$400 for Focused Course\* (Basketball or Soccer)

### Aims

Students investigate, practice and reflect on the skills, knowledge, and work undertaken in the Sports, Recreation and Fitness industry, and how this will assist them in the future. Students will consider the development of their selected SACE capability, using evidence of actions taken. Students will plan, organise, problem solve and use their decision-making skills through their industry project.

### Assessment

#### Assessment Type 1: Work Skills Portfolio (50%)

Students could undertake units on the following topics:

**Umpiring/Coaching/Playing:** Students produce an instructional video demonstration, such as how to perform a particular sporting or work skill that is related to the field, they are interested in (player/coach/official).

**Coaching:** Students explore coaching techniques by participating in a coaching course then individually, or in small groups, plan and deliver a coaching session.

**Industry Knowledge:** Roles in the Sporting Industry. Students develop a portfolio of evidence (digital or hard copy) demonstrating their possible roles within the sporting industry.

**Meeting Client Needs:** Students develop a coaching plan to meet the needs of a specific group

#### Assessment Type 2: Reflection (20%)

Students reflect on the value and purpose of the skills, knowledge, and work undertaken in the Sports, Recreation and Fitness industry, and how this will assist them in the future.

#### External Assessment (30%)

#### Assessment Type 3: Industry Project (30%)

Student's plan, conduct and evaluate a program with a sport, recreation or fitness focus. This could include ongoing coaching activities, fitness or rehabilitation plans, and indoor and outdoor recreation activities and deliver their program over a series of sessions / weeks, seek feedback and evaluate their performance, connecting their developing knowledge and skills with one or more Capabilities. In making these connections they also consider the benefits and future possibilities of their industry project to the industry and themselves.

### Aims

The content for this course is specifically designed to meet the interests and needs of the students and provide an insight into the organisation and implementation of a life-long commitment to leading a healthy lifestyle and participating in physical activity.

For sports focused basketball and soccer, IL students with a club or academy background or those with a keen interest in the game, will develop their knowledge, skills, and capabilities through a wide range of authentic physical activities. Students will experience high-level coaching from specialized coaches.

### Content

Through the lens of the program focus, students develop their learning about a real-world situation, task, event, or other learning opportunity, while also growing their knowledge about themselves as learners, and their capabilities.

Students extend their self-awareness, personal identity and values through collaborative processes that build from peer and self-assessment.

Underpinning the design of Integrated Learning is an emphasis on students making links between their learning and their capabilities. They make meaning from experiences in order to recognise themselves as confident and creative individuals, and critical and evaluative thinkers with the necessary life skills to contribute to society as active and informed citizens.

In this way, the 7 SACE capabilities are central to Integrated Learning and are reflected in the assessment requirements and performance standards.

The focus areas in Integrated Learning – Sport & Recreation or Sports focused are centred around a holistic approach to physical health, the issues that may impact it, factors that will enhance it, barriers to leading it, coaching and personal development.

### Assessment

#### School assessment (70%)

Assessment Type 1: Practical Inquiry – 2 tasks (40%)

Assessment Type 2: Connections - 2 tasks (30%)

#### External assessment (30%)

Assessment Type 3: Personal Endeavour (30%).

Assessments may include guide books, portfolio of evidence, creating fitness or training programs or dietary guidelines and reflections on key learning and capabilities developed.

# HEALTH & PHYSICAL EDUCATION

## Physical Education Stage 2

### Recommendation:

Successful completion of one semester of Stage 1 Physical Education

**Length of Course:** Full year (20 Credits)

### Aims

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (eg sports, theme-based games, laboratories, fitness and recreational activities).

Students explore movement concepts and strategies through these physical activities to promote performance and participation outcomes. They learn experientially, encouraging the development of their capabilities and skills such as critical and creative thinking, communication and collaboration. An integrated approach to learning supports a conceptual framework that promotes deep learning in, through, and about physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity.

### Content

#### Focus Area 1: In movement

- Applying skill acquisition concepts for improvement
- Movement concepts and strategies
- Application of energy sources affecting physical performance
- Application of the effects of training on physical performance

#### Focus Area 2: Through movement

- Physiological barriers and enablers to participation
- Social strategies to manipulate equity in participation
- Personal influences on participation

#### Focus Area 3: About movement

- The body's response to physical activity
- The effect of training on the body
- Learning and refining skills

### Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

#### School Based Assessment (70%)

Assessment Type 1: Diagnostics 30%

Assessment Type 2: Improvement analysis 40%

#### External Assessment (30%)

Assessment Type 3: Group dynamics 30%

The school-based and external assessment will be marked with reference to the Performance Standards.

## Health & Wellbeing Stage 2

**Recommendation:** Nil

**Length of Course:** Full year (20 Credits)

### Aims

Students develop the knowledge and skills required to explore and analyse influences and make informed decisions regarding health & wellbeing. They consider the role of health & wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities and global society.

### Content

Health & Wellbeing is influenced by diverse social and cultural attitudes, beliefs and practices. An awareness and analysis of the health & wellbeing status of individuals, communities and global societies incorporates health determinants, inequities, barriers and strategies. Students explore principles, frameworks, models and theories relating to health & wellbeing.

In Health & Wellbeing, student agency is promoted through providing opportunities to make responsible choices and decisions in a rapidly changing world. They play an active role in negotiating what and how they will learn.

Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives. Students evaluate current trends and issues that impact health & wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities and global society.

Health & Wellbeing is structured around four concepts of Health Literacy, Health Determinants, Social Equity and Health Promotion. They are considered through the lens of individual, community and global contexts.

### Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Health & Wellbeing.

#### School assessment (70%) - Four Tasks

Assessment Type 1: Initiative (40%)

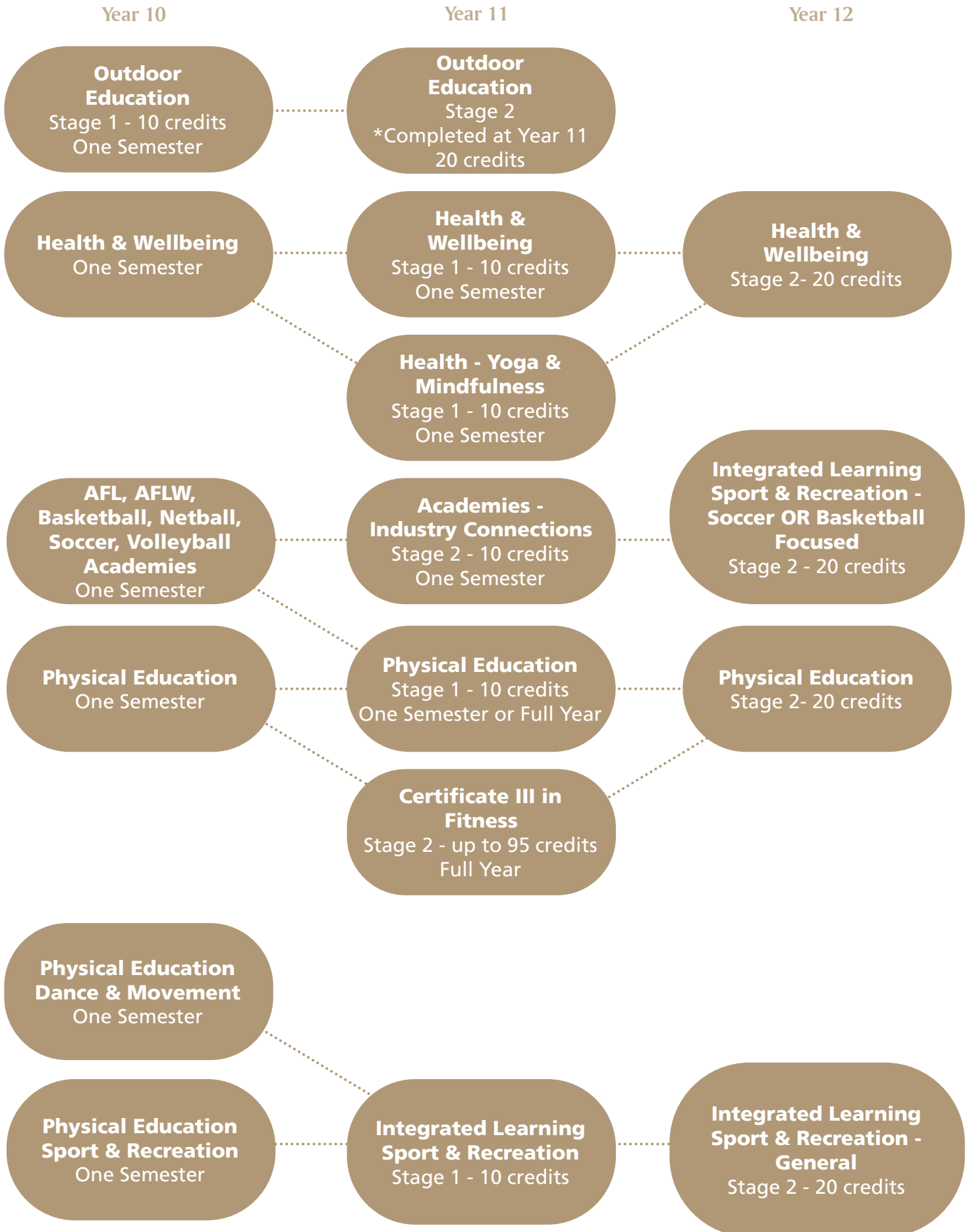
Assessment Type 2: Folio (30%)

#### External assessment (30%)

Assessment Type 3: Inquiry (30%)



# PHYSICAL EDUCATION FLOWCHART



# HUMANITIES & SOCIAL SCIENCES

## Business, Finance & the Law Year 10

### Recommendation:

Nil

### Length of Course:

One semester

### Nazareth Pathways:

Accounting Stage 1

Business Innovation Stage 1

Business Innovation (Shark Tank) Stage 1

Economics Stage 1

Legal Studies Stage 1

## Aims

This course is designed as an introduction to several subjects which can be studied at both Stage 1 and Stage 2 of the SACE. It provides students with an opportunity to learn skills in finance, and to develop an understanding of our legal, economic and business environment. Students gain an understanding of how the legal system works, compare different sources of law and the difference between criminal and civil law. They will be introduced to skills relating to accounting processes for organisational and business applications and become familiar with economic terms, concepts, models and skills which are used to explain current economic issues.

## Content

- Accounting – recording financial information and analysing the performance of a firm.
- Business Innovation – process of finding and solving customer problems and needs.
- Economic Issues – the economic problem, movement of prices and unemployment growth.
- Australian Legal System – law making, enforcing laws through state and federal courts.

## Assessment

Students demonstrate evidence of their learning through the following assessment types:

- Skills and Application Tasks (including Tests)
- Investigation/Research Task
- Infographic

## Further Comment

This subject is essentially four subjects in one. The intention is to provide students with an introduction to the specific areas of Accounting, Business Innovation, Economics and Legal Studies in preparation for any of these subjects, or a combination of, at Stage 1.

## Geography Year 10

### Recommendation:

Successful completion of Year 9 Geography or English

### Length of Course:

One semester

### Nazareth Pathways:

Geography Stage 1

## Aims

The Geography course will give students the opportunity to deepen their understanding of the natural and human environments. They will develop an understanding of ethical behaviours when considering both the natural and built environment. A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specification of inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The Geography course at Year 10 is organised into two strands:

- Geographical Knowledge and Understanding and
- Geographical Inquiry and Skills.

These strands are interrelated and taught in an integrated manner, and are appropriate to specific local contexts.

## Content

There are two units of study:

### Environmental Change

- This unit draws on the concepts of environment, change, interconnection and sustainability to investigate the type and extent of change and the management strategies used in response to the effects of the changes for a chosen environment in one or more countries of the world, selected as appropriate.

### Global Geographies of Human Wellbeing

- This unit draws on the concepts of change, interconnection and sustainability to explore the measures and differences of wellbeing for populations within a country and between countries. Strategies implemented to improve wellbeing and promote a sustainable future are also studied.

## Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: class based tests, oral presentations, assignments, research projects, map work and analysis, and field work. Compulsory assessment includes an essay and a semester examination.

# HUMANITIES & SOCIAL SCIENCES

## History Year 10

### Recommendation:

Nil

### Length of Course:

One semester

### Nazareth Pathways:

Modern History Stage 1

History and the World Today - (Community Studies B)

## Aims

History is organised into two strands – Historical Knowledge and Understanding, and Historical Skills. It recognises the importance of the process of historical inquiry and integrates concepts of historical understanding, including evidence, continuity and change, cause and effect, empathy, significance, perspectives, and contestability. The focus of Year 10 History is 'The Modern World', with particular emphasis on World War II, focusing on its impact on the world and Australia.

## Content

### Overview

- The inter-war years between World War I and World War II.
- World War II
- Continuing efforts post-World War II to achieve lasting peace and security in the world.

There is one main depth study for this period:

### World War Two (1939-1945)

- An overview of the causes and course of World War II.
- Examination of significant events of the war, including the Holocaust and use of the atomic bomb.
- Experiences of Australians during the war, including the changing roles of women and use of wartime government controls.
- The significance of World War II to Australia's international relationships in the 20th Century.

## Assessment

In this subject, students are assessed using the Australian Curriculum Standards for History.

Students are assessed through a range of assessment types, including source analysis, research tasks involving note taking and analysis, case studies, oral presentations, essay writing and multimedia platforms.



# HUMANITIES & SOCIAL SCIENCES

## Accounting Stage 1

### Recommendation:

Successful completion of Year 10 Business Finance & the Law or Mathematics

### Length of Course:

One semester (10 credits)

### Nazareth Pathways:

Accounting Stage 2

## Aims

The study of Accounting gives students opportunities to learn the practical skills needed to record and interpret financial information which will benefit stakeholders. Students will develop an understanding of the successful management of financial affairs in business and gain knowledge and skills related to the accounting process as well as explore the changing forms of accounting information.

## Content

Stage 1 Accounting is a 10-credit subject that is structured around three focus areas:

- Understanding Accounting
- Understanding Financial Sustainability
- Perspectives in Accounting

The course will allow students to:

- Develop an understanding on how financial information provides useful data for stakeholders. They also develop further understanding of the range of influences on how an accountant displays monetary data.
- Record financial information in a range of forms, namely manual recording and excel spreadsheets, while exploring the use of other digital technologies.
- Develop an understanding of both local and international perspectives and the impact that these have on the advice provided by accountants to a range of stakeholders.

## Assessment

Assessment at Stage 1 is school-based. The assessment for Accounting at Stage 1 is broken into two areas.

- Assessment Type 1: Accounting Skills
- Assessment Type 2: Accounting Inquiry

For a 10-credit subject, students provide evidence of their learning through four assessments across the two assessment types.

## Economics Stage 1

### Recommendation:

Successful completion of Year 10 Business Finance & the Law or English

### Length of Course:

One semester (10 credits)

### Nazareth Pathways:

Economics Stage 2

## Aims

Economics is the study of how resources are allocated so that goods and services are produced, distributed, and exchanged to satisfy the unlimited needs and wants of society.

What happens in an economy depends on the choices that millions of people make every day when they interact with each other, with markets, with the government, and with their natural surroundings. Each interaction affects the behaviour of others and by seeing the world through an economic lens we are provided with the insight necessary to make more informed decisions in our daily lives.

On a broader scale, Economics enables us to analyse how the entire economy works and which issues are affecting it, including allocation of resources, inflation, economic growth, and government policies. Economics helps us tackle the most important issues facing humanity today.

## Content

In Stage 1 Economics, teachers design their program around scenarios and inquiry-based learning through which students learn to think like an economist.

Thinking like an economist is the core topic of Stage 1 Economics and is integrated into the three main areas of study which consist of:

- The Economic Problem and The Circular Flow of Income Model
- The Market Mechanism (Demand & Supply Analysis)
- The Role of the Government and Economic Policy

## Assessment

For a 10-credit subject, students provide evidence of their learning through four assessments:

- three folio tasks (75% weighting)
- one economic project (25% weighting)

To prepare students adequately for the end of Semester exam, Nazareth students will complete three Folio tasks.

## Folio

Folio tasks may include: tests, essay, blog, analytical report, multimodal presentation, interview or viva, short and/or extended responses, annotated graphs or diagrams

## Economic Project

Students conduct an analysis of an economic question or issue. They apply economic thinking to analyse economic information and construct reasoned arguments.

Students collect and analyse quantitative and qualitative data of an economic question or issue. They collect and analyse economic information such as statistics, graphs, journals, newspapers, official reports, case studies, film, cartoons, and articles.

# HUMANITIES & SOCIAL SCIENCES



## Legal Studies Stage 1

### Recommendation:

Successful completion of Year 10 Business Finance & the Law or English

### Length of Course:

One semester (10 credits)

### Nazareth Pathways:

Legal Studies Stage 2

## Aims

Legal Studies provides insight into law-making and the processes of dispute resolution and administration of justice. Students develop their civic literacy and awareness of how active citizenship can improve society by investigating legal perspectives on contemporary issues in Australian society.

The course aims to provide students with the opportunity to:

- Understand rights, responsibilities and values of individuals and groups in society.
- Understand and evaluate the Australian legal system.
- Compare sources of law, and the methods of law-making in Australia.
- Become critically aware of legal issues by using skills of inquiry.

## Content

10-Credit Legal Studies consists of three focus areas from the following topics:

### Topic 1: Law and Society

Students build their understanding of how Australia's laws have developed from rules, customs, creeds, codes, customary law and common law. They study the power, influence, and perspectives of those who have constructed Australia's laws and through analysis and judgment.

### Topic 2: Government

Students understand, analyse and evaluate the Australian legal system's approach to Government in areas such as the Separation of Powers, the Federal structure, Australia's Constitutional Monarchy and processes of governance.

### Topic 3: Law Making

Students develop a critical understanding of the legislative process, the making of regulations, and the processes used by judges to develop case law, including the interpretation of statutes.

### Topic 4: Crime, Law & Punishment

Students examine the criminal justice system in South Australia, including the key laws used in criminal justice, the nature of criminal offences, as well as evaluations of the jury system and adversarial system of justice.

## Assessment

Assessment at Stage 1 is school-based. Students may be able to demonstrate their learning by:

### Assessment Type 1: Analytical Response

1-2 tasks, including Source Analysis, Case Studies or Written Responses.

### Assessment Type 2: Inquiry

- 1 major research task on contemporary legal issue. Written Report or Oral Presentation

### Assessment Type 3: Presentation

- 1 presentation from a Mock Trial, Multimodal Presentation or Debate

# HUMANITIES & SOCIAL SCIENCES

## Geography Stage 1

### Recommendation:

Successful completion of Year 10 Business Finance & the Law or Mathematics

### Length of Course:

One semester (10 credits)

### Nazareth Pathways:

Geography Stage 2

The discipline of geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning.

## Aims

Through the study of Geography, students develop an understanding of:

- The spatial interrelationships of people, place and environments;
- How people interact with environments differently in different places and at different times;

The opportunities, challenges and constraints of different locations.

## Content

Students study topics with three key themes:

- Key Theme 1: Sustainable Places - Rural and/or Remote Places, Urban Places and Megacities
- Key Theme 2: Hazards - Natural Hazards, Biological and Human-induced Hazards
- Key Theme 3: Contemporary Issues - Local Issues and Global Issues

Topics are chosen to suit the needs and interests of the students and to:

- Explore geographical concepts and contemporary geographical issues;
- Engage students and build on their knowledge, cultural backgrounds and educational experiences;
- Use local fieldwork opportunities;
- Consider the availability of secondary sources and technologies;
- Develop cross-curricular student qualities and vocational learning opportunities.

## Assessment

Assessment at Stage 1 is school based. The following Assessment Types enable students to demonstrate their learning in Stage 1 Geography:

- Assessment Type 1: Geographical Skills and Applications
- Assessment Type 2: Fieldwork

## Modern History Stage 1

### Recommendation:

Successful completion of Year 10 History or English

### Length of Course:

Full Year (20 credits) or One semester (10 credits)

### Nazareth Pathways:

Modern History Stage 2

## Aims

Students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems and individuals. They analyse developments and/or movements in the modern world and both their short and long-term impacts. Students analyse the way in which societies in the modern world have been shaped by both internal and external forces and apply the skills of historical inquiry to examine sources and interpretations to develop and support their own views and arguments.

## Content

Stage 1 Modern History consists of four topics over the course of the year, with a Historical Study also conducted in each semester.

Semester One

**Social Movements:** Students undertake a study of one or more significant movements for social change. They investigate ways in which people, groups, and institutions challenge and adapt civil and political structures, social and cultural organisation, and economic models.

**Revolutions:** Students undertake a study of one revolution from 1750 onwards. They investigate the ways in which people, groups, and institutions have challenged and/or then adapted to existing political structures, social organisation, and economic models before, during, and in the aftermath of a revolution.

Semester Two

**Imperialism:** Students undertake a study of one or more examples of imperial expansion from 1750 onwards. They investigate the process of imperialism and its impacts on political, social, and economic structures, peoples, and groups.

**Decolonisation:** Students undertake a study of one or more examples of decolonisation. They investigate, from multiple perspectives, the methods of decolonisation and the consequences for both colonised and colonising peoples.

## Assessment

Assessment is divided into two types for Stage 1 History.

### Assessment Type 1: Historical Skills

Students apply their skills of historical inquiry to research, explore, interpret, and communicate their understanding of ideas, people, and events in history. Tasks can include source analysis, essays and presentations.

### Assessment Type 2: Historical Study

Students inquire into, explore, interpret, and research a historical idea, event, person, or group in depth. The historical study may be presented in written, oral, or multimodal form.

In each Semester, students conduct three Historical Skills tasks, plus one Historical Study. Students also undertake a 90 minute exam at Stage 1, consisting of a source analysis and essay.

# HUMANITIES & SOCIAL SCIENCES

## Politics, Power & People Stage 1

### Recommendation:

Successful completion of Year 10 History or English or Business, Finance & The Law

### Length of Course:

One semester (10 credits)

### Nazareth Pathways:

Politics, Power & People Stage 2  
Modern History Stage 2

## Aims

Students explore how politics works — a concept that is highly contested. They explore the nature of power and the implications that this might have for the study of politics.

Students develop an understanding of the competing definitions of politics in relation to the exercise of power and decision-making. They compare the meaning of participation in different political systems, and explore how political ideas are represented through political parties.

## Content

**One compulsory Unit** - Understanding how politics works.

The students will then complete one Option theme.

Each option theme consists of four inquiry questions, and allows students to develop their knowledge of political systems and practices in the context of a specific political situation or circumstance.

- **Option theme 1:** The game of sport and politics
- **Option theme 2:** Religion and politics: allies or foes
- **Option theme 3:** Australian media: entertainer or informer
- **Option theme 4:** Breaking barriers for women in politics: the struggle for visibility and voice
- **Option theme 5:** Migration and membership: the politics of its meaning
- **Option theme 6:** Reimagining our future.

## Assessment

Assessment at Stage 1 is school based.

Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Folio – weighting 50%
- Assessment Type 2: Source Analysis – weighting 20%
- Assessment Type 3: Investigation – weighting 30%

## Accounting Stage 2

### Recommendation:

Successful completion of Stage 1 Accounting or General Mathematics or Mathematical Methods

### Length of Course:

Full Year (20 credits)

## Aims

The study of Stage 2 Accounting will enable the student to understand the language of business, create financial reports, and assist interested parties in their financial decision making.

## Content

Stage 2 Accounting is a 20-credit subject that is focussed around three focus sections:

- Understanding accounting concepts and conventions
- Managing financial sustainability
- Providing financial advice

The content covered will:

- Address the concepts covered by accountants to generate financial reports, namely General Purpose Financial Reports. General Purpose Financial Reports - Income Statements, Balance Sheets and Cash Flow Statements. Reports will aid stakeholders in the management of their financial entity.
- Require students to analyse financial data and make recommendations which may address the concerns of stakeholders.

## Assessment

Students demonstrate evidence of their learning through the following assessment types:

### School Based Assessment (70%)

- Assessment Type 1: Accounting Concepts & Solutions (40%)
- Assessment Type 2: Accounting Advice (30%)

### External Assessment (30%)

Assessment Type 3: Examination (130 minutes) split into two sections:

- Section 1: Application of Accounting Skills
- Section 2: Accounting for Decision Making

# HUMANITIES & SOCIAL SCIENCES

## Economics Stage 2

### Recommendation:

Successful completion of Stage 1 Economics or English

**Length of Course:** Full Year (20 credits)

### Aims

Economics is the study of how we exchange scarce resources to satisfy our needs and wants and in doing so we gain insight into human behaviour in a variety of contexts, whether as individuals, firms, governments, or other organisations. An economic system is influenced by the social and political contexts that inform decisions made by the different participants in the economy.

What happens in an economy depends on the choices that millions of people make every day when they interact with each other, with markets, with the government, and with their natural surroundings.

### Content

Core topic: Thinking like an economist

Thinking like an economist involves applying knowledge of economic concepts through exploring scenarios. Students develop an understanding that economic systems are viewed through different social and political lenses and that these perspectives determine the decisions of stakeholders.

The knowledge, skills, and understanding of economic thinking at Stage 2 are incorporated into the four main areas of study:

- Microeconomics
- Macroeconomics
- Economic inquiry skills
- Data analysis

In Stage 2 Economics, students learn through inquiry. Teachers facilitate student learning through two or more problem-based scenarios.

The following contexts may form the basis for teachers to design scenarios for inquiry:

- firms
- macroeconomic management
- trade and globalisation
- wealth, poverty, and inequality
- innovation and the networked economy
- the environment
- health
- sport and entertainment
- elective scenario.

### Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Economics

#### School assessment (70%)

- Assessment Type 1: Folio (40%) - 3 tests, 1 assignment
- Assessment Type 2: Economic Project (30%)

#### External assessment (30%)

- Assessment Type 3: Examination (130 minutes) (30%).

Students provide evidence of their learning through five or six assessments, including the external assessment component. Students complete:

- four folio tasks
- one economic project
- one examination

## Geography Stage 2

### Recommendation:

Successful completion of Stage 1 Geography or English

**Length of Course:** Full Year (20 credits)

### Aims

In this subject, students are expected to:

- Demonstrate knowledge and understanding of geographical concepts of place, space, environment, interconnection, sustainability, scale, and change
- Demonstrate knowledge and understanding of the complexity of human–environment interdependence in local, national, and/or global contexts
- Use geographical and fieldwork skills, including the use of spatial technologies, to examine geographical features, patterns, and processes
- Analyse information to evaluate projections for change, and make recommendations for improvements to human and physical environments
- Evaluate the environmental, social, and economic causes, effects, and consequences of change
- Communicate geographical information, using subject-specific terminology and visual representations.

### Content

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

#### The Transforming World

The transforming world focuses on the following five topics, which are organised under the two themes of environmental change and social and economic change.

- Theme 1: Environmental Change
  - Topic 1: Ecosystems and People
  - Topic 2: Climate Change
- Theme 2: Social and Economic Change
  - Topic 3: Population Change
  - Topic 4: Globalisation
  - Topic 5: Transforming Global Inequality.

#### Fieldwork

Students undertake independent fieldwork on a local topic or issue of personal interest. The selected fieldwork must enable students to collect primary data using a wide range of data-collection techniques, and develop their skills of geographical inquiry and analysis. Students use a range of graphical presentations to support their findings and conclusions.

### Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

#### School Based Assessment

Assessment Type 1: Geographical Skills and Applications 40%  
Assessment Type 2: Fieldwork Report 30%

#### External Assessment

Assessment Type 3: Examination (2 hours) 30%

The school-based assessments and the external assessment will be marked with reference to the Performance Standards.



# HUMANITIES & SOCIAL SCIENCES

## History and the World Today (Community Studies B) Stage 2

**Recommendation:** Nil

**Length of Course:** One semester (20 credits)

**Note:** This subject is open to Year 11 and Year 12 students

\*This subject does not contribute to an ATAR

In Stage 2 History and the World Today, students explore a range of key historical events that have occurred within Australia and across the world, studying the impact and change brought about by the event and key figures who have had significant influence on their respective society. Students have the opportunity to engage with a range of interest areas and speak with members of the community. Students enhance their knowledge and understanding of critical turning points in History locally, nationally, and globally through with a range of inquiry and learning opportunities.

### Aims

- Explore an interest area and period of history to understand the motives and significance of key historical figures and the role they played in shaping their community.
- Gain knowledge and understanding of the state's development and plan and design a tour on an interest area.
- Engage with a range of technologies to convey a message and communicate ideas.
- Engage in inquiry learning and explore an area of interest from a significant war or battle.
- Reflect on their learning and communication of ideas with an audience.

### Content

- Key historical figures and events from student's interest area.
- Application of historical inquiry methods
- Engage with the community and explore local and national historical points of interest
- Reflect on capabilities and historical skills in their application to discussion with the community.

### Assessment

Assessment activities will take a variety of forms to allow students to provide evidence of their achievements. Students will be assessed on the following assessment types:

The following assessment types enable students to demonstrate their learning:

#### School Assessment (70%)

Assessment Type 1: Folio

1. Villains and Heroes –Social Media and photo caption with explanation of chosen person of influence.
2. World Wars and Battles – Follow interest area of study.
3. State Issue Study – Podcast/Short Film.

#### External Assessment (30%)

Assessment Type 2: Community Application

4. Activity Excursion and city visit: Inquiry, tour and community engagement.

## Legal Studies Stage 2

### Recommendation:

Successful completion of Stage 1 Legal Studies or English

**Length of Course:** Full Year (20 credits)

### Aims

The study of Legal Studies enables an understanding of the operation of the Australian legal system, its principles and processes and prepares students to be informed and articulate in matters of the Law and society.

Legal Studies is an exploration of the competing tensions that arise between rights and responsibilities, fairness and efficiency, the empowered and the disempowered, and certainty and flexibility. Laws must constantly evolve in order to resolve these tensions whilst also responding to changes in community values and circumstances.

Legal Studies is explored through 'big questions'. In providing a response to the questions, students must evaluate, analyse and apply contextually appropriate legal principles, processes, evidence and cases to demonstrate their arguments. Students consider a range of perspectives to make recommendations for reforms to the legal system and laws.

### Content

#### Focus Area 1: Sources of Law – Parliament

Students investigate and analyse some key principles and institutions that form the foundation, and guide the operation of the legislative arm of government.

#### Focus Area 2: Sources of Law - Courts

Students use inquiry questions to investigate and analyse the courts as a source of law in Australia. In particular, students examine the process by which Case Law is created and evaluate strengths and weaknesses of judicial law making.

#### Focus Area 3: Dispute Resolution

Students investigate and analyse adversarial and inquisitorial justice systems, with a particular focus on the criminal justice system in South Australia and the manner in which criminal disputes are resolved.

#### Focus Area 4: Rights and Obligations

Students investigate and analyse how rights are protected in Australia and limitations of that protection, with particular focus on the treaty making processes and Australia's obligations to international law.

### Assessment

#### School Assessment (70%)

Assessment Type 1: Folio (40%)

- 4-6 tasks including Source Analysis, Case Studies, Tests and Essays

Assessment Type 2: Inquiry (30%)

- 2000 word written research report

#### External Assessment (30%)

Assessment Type 3: (130 minute Examination) (30%).

- Part A – Source Analysis
- Part B – Essay Response

# HUMANITIES & SOCIAL SCIENCES

## Modern History Stage 2

### Recommendation:

Successful completion of Stage 1 Modern History or English

### Length of Course:

Full Year (20 credits)

### Aims

In this subject, students are expected to:

- Understand and explore historical concepts
- Understand and explore the role of ideas, people, and events in history
- Analyse ways in which the development of the modern world has been shaped by both internal and external forces
- Analyse interactions and relationships in the modern world, and their short-term and long-term impacts on national, regional, and/or international development
- Apply the skills of historical inquiry to examine and evaluate sources and interpretations, and support arguments
- Draw conclusions and communicate reasoned historical arguments.

### Content

In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations.

#### Historical Skills

Students apply their skills of historical inquiry to research, explore, interpret, and communicate their understanding of ideas, people, and events in history. They apply their historical literacy skills, using historical sources, interpreting historical texts, and analysing and synthesising evidence to support and develop a reasoned argument on historical questions.

Two assessments must be based on the topic from 'Modern Nations' and three assessments must be based on the topic from

'The World since 1945'.

#### Modern Nations

Possible topics:

United States of America (1919–45)

#### The World Since 1945

The Changing World Order (1945-)

### Assessment

The following Assessment Types enable students to demonstrate their learning in Stage 2 Modern History:

#### School Based Assessment (70%)

Assessment Type 1: Folio 50%

Assessment Type 2: Essay 20% and Examination

#### External Assessment (30%)

Examination (130 minutes) 30%

## Politics, Power and People Stage 2

### Recommendation:

Successful completion of Stage 1 Modern History or English

### Length of Course:

Full Year (20 credits)

### Aims

Politics, Power and People is the study of how power is distributed and exercised at all levels of society. It explores ideas related to cooperation, conflict, crises and the political intricacies of a government. Students develop an understanding of expressions of power and politics and the effect of these on the individual, families, workplaces, communities, governments, and institutions in the commercial world, law and media.

### Content

Stage 2 Politics, Power and People is a 20-credit subject that consists of:

#### One compulsory theme:

Making Meaning about Democracy – Exploring Australian Political Narratives

#### In addition, two option themes will be selected -

- Option theme 1: The United States and the world: managing challenges
- Option theme 2: A world in existential crisis
- Option theme 3: Mediatization of politics
- Option theme 4: Politics of the minority: making Aboriginal voices heard
- Option theme 5: The Chinese century: emergence of a new hegemon.

### Assessment

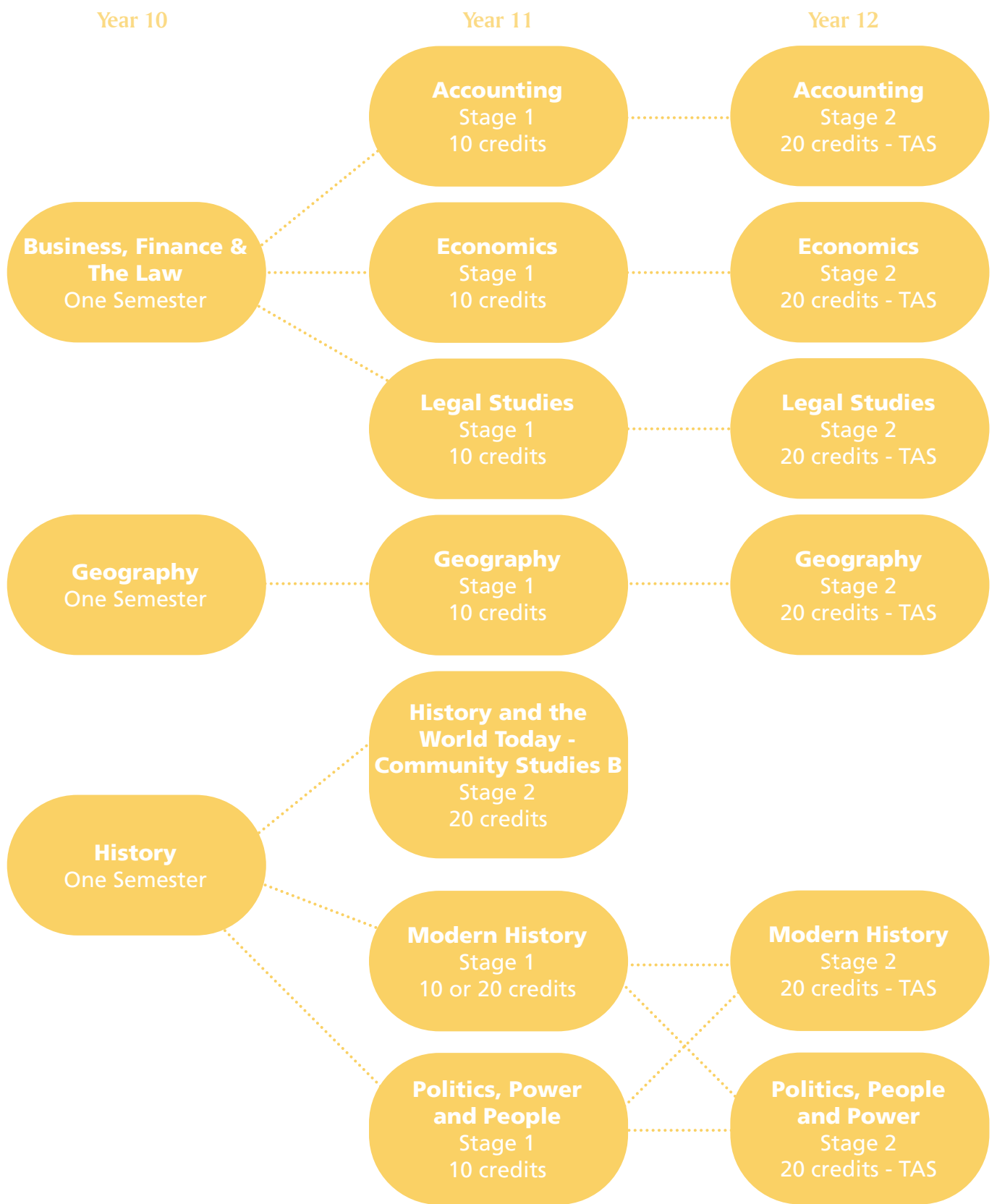
Students complete six to eight assessments including the external assessment component:

- at least three folio tasks
- two sources analysis
- one investigation.

### Further Comment

This course is a cross between History and Legal Studies with a strong focus on Politics. A valuable study if a student is wanting to pursue a career in Law, Politics and International Studies.

# HUMANITIES & SOCIAL SCIENCES FLOWCHART



# LANGUAGES

## Italian Year 10 - Stage 1

### Recommendation:

Successful completion of Year 9 Italian (Full Year)

**Length of Course:** Full Year (10 credits)

### Nazareth Pathways:

Italian Stage 2 (Undertaken in Year 11)

### Aims

The study of Italian enables students to:

- Gain skills in reading, writing, speaking, and understanding spoken Italian
- Develop their literacy skills in both English and Italian
- Understand the relationship between language and culture
- Understand themselves as communicators
- Increase their intercultural awareness

These aims are met through two strands of language: productive (communicating) and receptive (understanding). The course also focuses on developing students' social and cultural awareness and competency.

### Content

Stage 1 Italian consists of three themes and a number of topics and sub-topics.

#### The Individual:

- Personal Identity – Childhood
- Personal Identity – Relationships
- Health and Leisure – Leisure Time
- Future Plans

#### Italian-Speaking Communities:

- Social and Contemporary Issues – the Environment
- Lifestyle in Italy and Abroad – Festivals and Food
- Italian Passions – Cuisine

#### The Changing World:

- The World of Work – Entering the World of Work
- Trade and Tourism – Made in Italy
- Technology – Italian Online

### Assessment

Students are assessed according to the following assessment types:

#### School Based

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation

### Further Comment

Please note, successful completion of Stage 1 Italian requires commitment to additional study and homework outside of classroom activities

## Japanese Year 10 - Stage 1

### Recommendation:

Successful completion of Year 9 Japanese (Full Year)

**Length of Course:** Full Year (10 credits)

### Nazareth Pathways:

Japanese Stage 2 (Undertaken in Year 11)

### Aims

The study of Japanese enables students to:

- Gain skills in reading, writing, speaking, and understanding spoken Japanese
- Develop their literacy skills in both English and Japanese
- Understand the relationship between language and culture
- Understand themselves as communicators
- Increase their intercultural awareness

These aims are met through two strands of language: productive (communicating) and receptive (understanding). The course also focuses on developing students' social and cultural awareness and competency.

### Content

Stage 1 Japanese consists of three themes and a number of topics and sub-topics.

#### The Individual:

- Personal Identity – Family and Friends
- Daily Life – Routine
- Education - School Life

#### Japanese-Speaking Communities:

- Lives in Japan – Families and Home Life
- Visiting Japan – Getting Around

#### The Changing World:

- Working Life - Casual Work
- Current Issues - Media and Technology

### Assessment

Students are assessed according to the following assessment types:

#### School Based

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation

### Further Comment

Please note, successful completion of Stage 1 Japanese requires commitment to additional study and homework outside of classroom activities

# LANGUAGES

## Italian Year 11 - Stage 2

### Recommendation:

Successful completion of Stage 1 Italian

**Length of Course:** Full Year (20 credits)

### Aims

The study of Italian enables students to:

- Gain skills in reading, writing, speaking, and understanding spoken Italian
- Develop their literacy skills in both English and Italian
- Understand the relationship between language and culture
- Understand themselves as communicators
- Increase their intercultural awareness

### Content

Stage 2 Italian consists of three themes and a number of topics and sub-topics. These themes enable students to extend their understanding of the relationships between language, culture, and identity:

- The Individual
- Italian-speaking Communities
- The Changing World.

Italian language functions and grammar will be covered to give students the opportunity to successfully complete a range of assessment requirements, which will include oral, aural, written, text analysis, investigation, and language proficiency tasks.

### Assessment

Students are assessed according to the following assessment types:

#### School Based Assessment (70%)

1. Assessment Type 1: Folio 50%
  - Interaction, Text Production, Text Analysis
2. Assessment Type 2: In-Depth Study 20%

#### External Assessment (30%)

3. Assessment Type 3: Examination
  - Oral examination (conversation and discussion of In-Depth Study)
  - Written Examination (listening and responding, reading and responding, writing in Italian)

## Japanese Year 11 - Stage 2

### Recommendation:

Successful completion of Stage 1 Japanese

**Length of Course:** Full Year (20 credits)

### Aims

The study of Japanese enables students to:

- Gain skills in reading, writing, speaking, and understanding spoken Japanese
- Develop their literacy skills in both English and Japanese
- Understand the relationship between language and culture
- Understand themselves as communicators
- Increase their intercultural awareness

### Content

Stage 2 Japanese consists of three themes and a number of topics and sub-topics. These themes enable students to extend their understanding of the relationships between language, culture, and identity:

- The Individual
- Japanese-speaking Communities
- The Changing World.

Japanese language functions and grammar will be covered to give students the opportunity to complete successfully a range of assessment requirements which will include oral, aural, written, text analysis, investigation and language proficiency tasks.

### Assessment

Students are assessed according to the following assessment types:

#### School Based Assessment (70%)

1. Assessment Type 1: Folio 50%
  - Interaction, Text Production, Text Analysis
2. Assessment Type 2: In-Depth Study 20%

#### External Assessment (30%)

3. Assessment Type 3: Examination
  - Oral examination (conversation and discussion of In-Depth Study)
  - Written Examination (listening and responding, reading and responding, writing in Japanese)

# LANGUAGES

## Integrated Learning - Culture and Identity Stage 2

**Recommendation:** Nil

**Length of Course:** One Semester (10 credits)

**Note:** This subject is open to Year 11 and Year 12 students

### Aims

Culture and Identity (Integrated Learning) is a course designed to:

- Allow students to draw on their linguistic and cultural heritage
- Assist students in developing their understanding of their own cultural identity
- Encourage students to engage with the community
- Give students the opportunity to demonstrate learning in a way which is flexible, meaningful, and culturally relevant

### Content

Students may have one or more cultural/linguistics background from which they draw heritage. Students will identify a culture or Culturally or Linguistically Diverse (CALD) community on which they would like to focus their studies.

Students will consider the following focus areas:

- the global diaspora of their identified culture
- the history and establishment of their identified culture in Australia
- issues related to CALD people in Australia
- the impact of language, culture, and race on their personal identity

Students may identify a mentor from their community who can provide support and guidance through the course.

### Assessment

Students are assessed according to the following assessment types:

#### School Based Assessment (70%)

1. Assessment Type 1: Practical Inquiry 40%
  - Migration and Establishing Communities, Experiences of CALD People in Australia
2. Assessment Type 2: Connections 30%
  - Collaborative approach to raising awareness and increasing intercultural understanding

#### External Assessment (30%)

3. Assessment Type 3: Personal Endeavor
  - Issues Relevant to CALD People and Communities

## LANGUAGES FLOWCHART



# MATHEMATICS

## Application of Mathematics Year 10

**Recommendation:**

Nil

**Length of Course:**

Semester 2

**Nazareth Pathways:**

Mathematics Stage 1

### Aims

Applications of Mathematics aims to provide students with the time and experiences necessary to explore content and applications of Mathematics that are introduced in other units but due to time constraints are not fully explored.

Mathematics is a skill based discipline where students improve and consolidate skills by having time to apply them in a variety of contexts. The course will allow students the opportunity to work like Mathematicians and to have contact with people working in the real world.

### Content

The content covered in this course is not pre-required knowledge for Mathematics in SACE but will expose students to areas of Mathematics that they have not previously encountered.

The emphasis will be on developing problem solving and reasoning skills. Students will be required to collaborate and communicate mathematically.

### Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types:

- Skills and Application Tasks
- Directed Investigationson

## Essential Mathematics Year 10

**Recommendation:**

Nil

**Length of Course:**

Full Year

**Nazareth Pathways:**

Essential Mathematics Stage 1

### Aims

Year 10 Essential Mathematics will revise work covered in earlier years with an emphasis on the development of numeracy skills for work and life. This course is aimed to meet the needs of students who in the past have found Mathematics difficult to grasp and who have found in Year 9 that the increasing complexity of the material covered has been beyond their grasp.

### Content

The Australian Curriculum Mathematics is organised around the interaction of three content strands and four proficiency strands. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Students completing Essential Mathematics will only be exposed to some aspect of the ACARA Mathematics curriculum at Year 10 standard. Parts of the course will address outcomes at earlier year levels as necessary to meet the needs of individual students.

During Semester 2 students will complete 10 credits of Stage 1 Essential Mathematics.

**Number and Algebra**

- Money and Financial Mathematics

**Measurement and Geometry**

- Using units of measurement
- Pythagoras and trigonometry

**Statistics and Probability**

- Chance
- Data representation and interpretation

### Assessment

**Semester 1:**

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: tests, assignments and investigations.

**Semester 2:**

Students who undertake Semester 2 of Essential Mathematics will be assessed as a Stage 1 10 credits subject. Assessment at Stage 1 is school based. Students provide evidence throughout 4 assessments, including at least 2 skills and applications tasks and at least one folio task.

# MATHEMATICS

## Introduction to General Mathematics Year 10

**Recommendation:**

Nil

**Length of Course:**

Full Year

**Nazareth Pathways:**

Essential Mathematics Stage 1

General Mathematics Stage 1

### Aims

Introduction to General Mathematics prepares students for the study of General Mathematics in the final years of secondary schooling. The students continue to develop problem solving skills in practical contexts.

### Content

The Australian Curriculum Mathematics is organised around the interaction of two content strands and four proficiency strands. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content. Content will be drawn from:

**Number**

- Truncation of numbers

**Algebra**

- Solving linear and simultaneous equations
- Index laws

**Measurement**

- Pythagorean theorem
- Right angle trigonometry
- Surface area and volume

**Space**

- Congruent and similar triangles
- Geometric proofs

**Statistics**

- Box and whisker plots
- Interpreting statistics

**Probability**

- Compound events
- Conditional probability

### Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard.

Students will be assessed on the following assessment types: Skills and Applications Tasks, Directed Investigations and an Examination at the end of the semester.

## Introduction to Mathematical Methods Year 10

**Recommendation:**

B in Year 9 Mathematics

**Length of Course:**

Full Year

**Nazareth Pathways:**

General Mathematics Stage 1

Mathematical Methods Stage 1

Specialist Mathematics Stage 1

### Aims

Introduction to Mathematical Methods prepares students for the study of Mathematical Methods in the final years of secondary schooling where they will be using demanding problem-solving techniques to answer abstract problems.

### Content

The Australian Curriculum Mathematics is organised around the interaction of three content strands and four proficiency strands. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content will focus on the Numbers and Algebra Strand.

**Number**

- Truncation of numbers

**Algebra**

- Solving linear and simultaneous equations
- Linear programming
- Non-linear relationships
- Logarithms
- Index laws

**Measurement**

- Pythagorean theorem
- Right angle trigonometry
- Surface area and volume

**Space**

- Congruent and similar triangles
- Geometric proofs

**Statistics**

- Box and whisker plots
- Interpreting statistics

**Probability**

- Compound events
- Conditional probability
- Counting techniques

### Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard.

Students will be assessed on the following assessment types: Skills and Applications Tasks, Directed Investigations and an Examination at the end of semester.



# MATHEMATICS

## Essential Mathematics Stage 1

### Recommendation:

Successful completion of Year 10 Essential Mathematics or Year 10 Mathematics

### Length of Course:

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

### Nazareth Pathways:

Essential Mathematics Stage 2 - if Full year completed

## Aims

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry and statistics in social contexts.

This subject is intended for students planning to pursue a career in a range of trades or vocations.

## Content

### Semester One:

Topic 1: Calculations, Time and Ratio

Topic 2: Earning and Spending

Topic 3: Measurement

### Semester Two:

Topic 4: Data in Context

Topic 5: Geometry

Topic 6: Investing

## Assessment

Assessment at Stage 1 is school based. Students provide evidence of their learning through four assessments.

Students must undertake at least two skills and application tasks and at least one practical report. Skills and application tasks will involve questions both with and without the aid of technology.

Students work will be assessed against performance criteria.

Students studying Essential Mathematics in Semester 2 will also complete an examination at the end of the course in preparation for Stage 2 Essential Mathematics.

## General Mathematics Stage 1

### Recommendation:

Successful completion of Year 10 General Mathematics or Mathematical Methods

### Length of Course:

One semester (10 credits) or Full Year (20 credits)

### Nazareth Pathways:

Essential Mathematics Stage 2

General Mathematics Stage 2

## Aims

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

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

## Content

Students who complete 10 credits will complete three topics from the following list of topics. These topics will be selected by the teacher.

Students who complete 20 credits will need to complete all six topics.

Topic 1: Investing and borrowing

Topic 2: Measurement

Topic 3: Statistical Investigation

Topic 4: Applications of Trigonometry

Topic 5: Linear Functions and their Graphs

Topic 6: Matrices and Networks

## Assessment

Assessment at Stage 1 is school based. For each 10-credit unit, students provide evidence of their learning through four assessments.

Each assessment type should have a weighting of at least 20%. Students must undertake at least two skills and application tasks and at least one investigation. Skills and application tasks will involve questions both with and without the aid of technology. Students work will be assessed against performance criteria.

Each semester students will also complete an examination which will be reported separately.

# MATHEMATICS

## Mathematical Methods Stage 1

### Recommendation:

Successful completion of Year 10 Mathematical Methods

### Length of Course:

Full Year (20 credits)

### Nazareth Pathways:

General Mathematics Stage 2  
Mathematical Methods Stage 2

## Aims

Mathematics develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and using mathematical models. By using functions, their derivatives, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences and the sciences. It prepares students for courses and careers that involve the use of statistics, such as health and social sciences.

## Content

Topic 1: Functions and graphs

Topic 2: Trigonometry

Topic 3: Counting and Probability

Topic 4: Statistics

Topic 5: Growth and Decay

Topic 6: Introduction to Differential Calculus

## Assessment

Assessment at Stage 1 is school based. Each assessment type should have a weighting of at least 20%

Students must undertake at least four skills and application tasks and at least two investigations. Skills and application tasks will involve questions both with and without the aid of technology.

Students work will be assessed against performance criteria.

Each semester students will complete an examination which will be reported separately.

## Specialist Mathematics Stage 1

### Recommendation:

Successful completion of Year 10 Mathematical Methods

### Length of Course:

Full Year (20 credits)

### Nazareth Pathways:

Specialist Mathematics Stage 2

## Aims

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills and understanding and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models.

This subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

## Content

Students who complete 10 credits will complete three topics from the following list of topics. These topics will be selected by the teacher. Students who complete 20 credits will need to complete all six topics.

Topic 1: Arithmetic and Geometric Sequences and Series

Topic 2: Geometry

Topic 3: Vectors in the Plane

Topic 4: Trigonometry

Topic 5: Matrices

Topic 6: Real and Complex Numbers

## Assessment

Assessment at Stage 1 is school based. For each 10-credit unit, students provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%

Students must undertake at least two skills and application tasks and at least one investigation. Skills and application tasks will involve questions both with and without the aid of technology.

Students work will be assessed against performance criteria.

Each semester students will complete an examination which will be reported separately.

## Further Comment

Specialist Mathematics must be studied in conjunction with Mathematical Methods.

# MATHEMATICS

## Essential Mathematics Stage 2

### Recommendation:

Successful completion of Stage 1 Essential Mathematics or completion of Stage 1 General Mathematics/Mathematical Methods

### Length of Course:

Full Year (20 credits)

### Aims

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. This subject is intended for students planning to pursue a career in a range of trades or vocations.

### Content

Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

Topic 1: Scales, plans and models

Topic 2: Measurement

Topic 3: Business applications

Topic 4: Statistics

Topic 5: Investments and Loans

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### School Based Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks 30%
- Assessment Type 2: Folio 40%

Students undertake four Skills and Applications Tasks and three Folio Tasks

#### External Assessment (30%)

- Assessment Type 3: Examination (130 minutes) 30%

The examination is set by the SACE Board and is based on the key questions and key ideas outlined in the three topics (Measurement, Statistics, Investment and Loans)

The school-based assessments and the external assessment will be marked with reference to the Performance Standards.

## General Mathematics Stage 2

### Recommendation:

Successful completion of a full year Stage 1 General Mathematics or completion of Stage 1 Mathematical Methods

### Length of Course:

Full Year (20 credits)

### Aims

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

### Content

Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Topic 1: Modelling with linear relationships

Topic 2: Modelling with matrices

Topic 3: Statistical models

Topic 4: Financial models

Topic 5: Discrete models

### Assessment

Students demonstrate evidence of their learning through the following assessment types:

#### School Based Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks 30%
- Assessment Type 2: Folio 40%

Students undertake four Skills and Applications Tasks and three Folio Tasks

#### External Assessment (30%)

- Assessment Type 3: Examination (130 minutes) 30%

The examination is set by the SACE Board and is based on the key questions and key ideas outlined in topics 3, 4 and 5.

The school-based assessments and the external assessment will be marked with reference to the Performance Standards.

# MATHEMATICS

## Mathematical Methods Stage 2

### Recommendation:

Successful completion of a full year of Stage 1 Mathematical Methods

### Length of Course:

Full Year (20 credits)

## Content

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

Topic 1: Further differentiation and applications

Topic 2: Discrete random variables

Topic 3: Integral calculus

Topic 4: Logarithmic functions

Topic 5: Continuous random variables

Topic 6: Sampling and confidence intervals

## Assessment

Students demonstrate evidence of their learning through the following assessment types:

### School Based Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks 50%
- Assessment Type 2: Folio 20%

Students undertake six Skills and Applications Tasks and one investigation for the Folio.

### External Assessment (30%)

- Assessment Type 3: Examination (130 minutes) 30%

The external examination is based on the subtopics and key questions and key ideas outlined in the six topics. The examination will consist of a range of questions, some focusing on knowledge and routine skills and applications, and others focusing on analysis and interpretation. Students will have access to the appropriate technology during the examination.

The school-based assessments and the external assessment will be marked with reference to the Performance Standards.

## Specialist Mathematics Stage 2

### Recommendation:

Successful completion of a full year Stage 1 Specialist Mathematics

### Length of Course:

Full Year (20 credits)

## Content

The topics in Stage 2 extend students' mathematical experience and their mathematical flexibility and versatility, in particular, in the areas of complex numbers and vectors. The general theory of functions, differential equations, and dynamic systems provides opportunities to analyse the consequences of more complex laws of interaction.

Specialist Mathematics topics provide different scenarios for incorporating mathematical arguments, proofs, and problem-solving

Topic 1: Mathematical induction

Topic 2: Complex numbers

Topic 3: Functions and sketching graphs

Topic 4: Vectors in three dimensions

Topic 5: Integration techniques and applications

Topic 6: Rates of changes and differential equations

## Assessment

Students demonstrate evidence of their learning through the following assessment types:

### School Based Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks 50%
- Assessment Type 2: Folio 20%

Students undertake six Skills and Applications Tasks and one investigation for the Folio.

### External Assessment (30%)

- Assessment Type 3: Examination (130 minutes) 30%

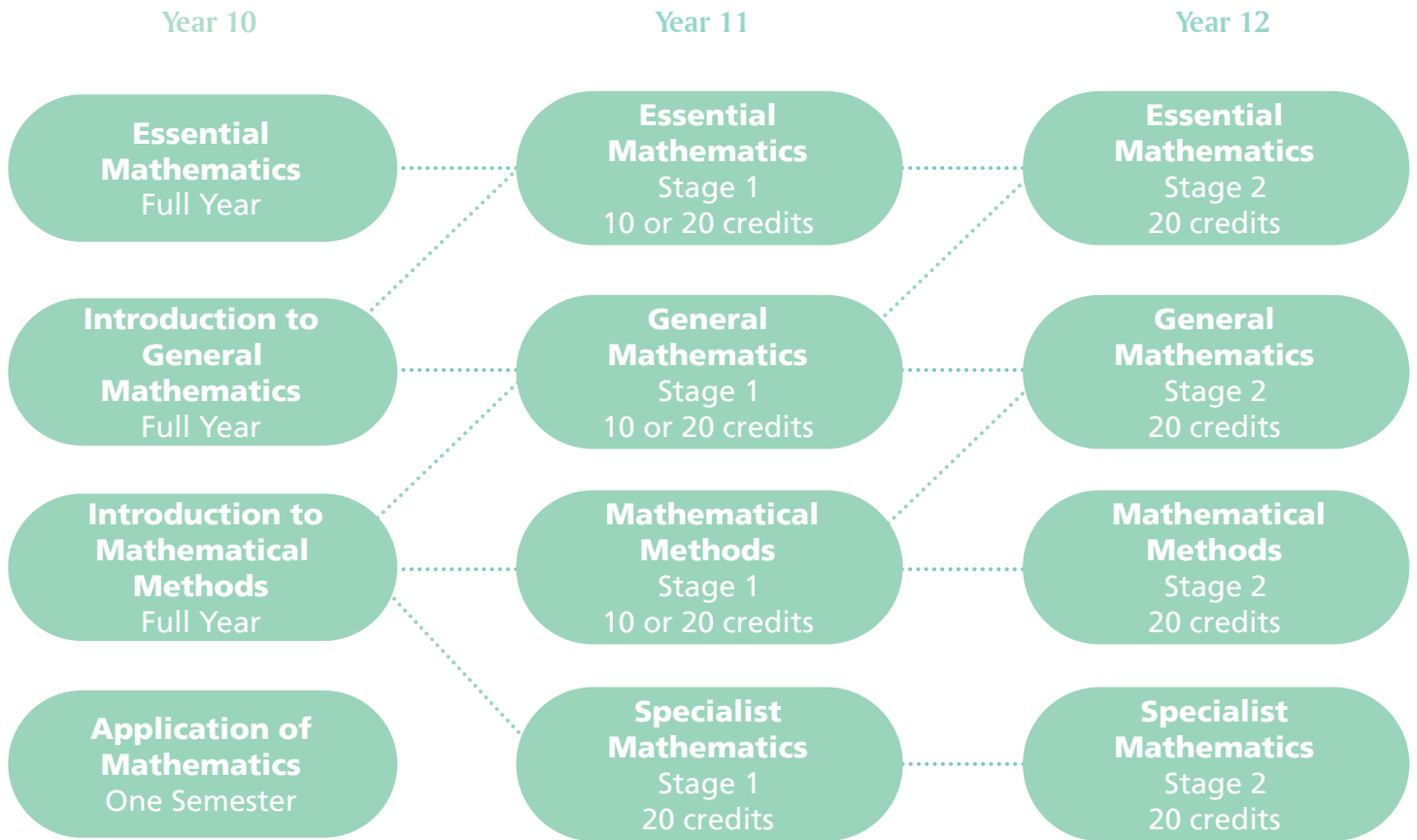
The external examination is based on the subtopics and key questions and key ideas outlined in the six topics. The examination will consist of a range of questions, some focusing on knowledge and routine skills and applications, and others focusing on analysis and interpretation. Students will have access to the appropriate technology during the examination.

The school-based assessments and the external assessment will be marked with reference to the Performance Standards.

## Further Comment

Specialist Mathematics must be studied in conjunction with Mathematical Methods.

# MATHEMATICS FLOWCHART



*\*Specialist Mathematics must be studied in conjunction with Mathematical Methods*



# SCIENCES

## Science Year 10

**Recommendation:** Nil

**Length of Course:** Semester One

### Nazareth Pathways:

Biology Stage 1

Chemistry Stage 1

Nutrition Stage 1

Physics Stage 1

Psychology Stage 1

### Aims

Year 10 Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives.

Students develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this 'scientific literacy' are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

### Content

Students explore systems at different scales and connect microscopic and macroscopic properties to explain phenomena. They will explore supporting evidence for the big bang theory and will consider the processes which formed the universe. They explain the processes that underpin heredity and genetic diversity and will develop their understanding of atomic theory to understand relationships within the periodic table. Students also understand that motion and forces are related by applying physical laws and modelling them mathematically.

Topics studied in Year 10 Science include:

- **Biological Sciences:** DNA, Inheritance, Chromosomes
- **Chemical Sciences:** Atomic Structure, Periodic Table
- **Earth and Space Sciences:** Origins of the Universe
- **Physical Sciences:** Motion, Forces and Energy Transformations

### Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: written practical reports, topic tests, a Science as a Human Endeavour Task and an examination at the completion of the semester.

## Science Applications Year 10

**Recommendation:** Nil

**Length of Course:** One Semester - Semester 2

### Nazareth Pathways:

Biology Stage 1

Chemistry Stage 1

Nutrition Stage 1

Physics Stage 1

Psychology Stage 1

### Aims

The Science Applications course allows students to build upon the skills developed in Semester 1, where they will learn about everyday applications of science. Students consider how peer review is important in the development of scientific knowledge and consider the interactions between science and society.

### Content

Students explore the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems. They analyse global trends to describe climate change and relate this to the theory of evolution by natural selection.

Topics studied in Year 10 Science (General) include:

- **Biological Sciences:** Evolution
- **Chemical Sciences:** Chemical Reactions
- **Earth and Space Sciences:** Global Systems, Climate Change

### Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: written practical reports, topic tests, a Science as a Human Endeavour Task and an examination at the completion of the semester.

# SCIENCES

## Introduction to Chemistry & Physics Year 10

**Recommendation:** Successful completion of Year 9 Science

**Length of Course:** One Semester - Semester 2

### Nazareth Pathways:

Biology Stage 1

Chemistry Stage 1

Nutrition Stage 1

Physics Stage 1

Psychology Stage 1

### Aims

This course prepares students for the study of Science in the final years of secondary schooling with a particular focus on Chemistry and Physics. They will develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them and integrate and apply a range of understanding, inquiry, and scientific thinking skills.

### Content

Students learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems. They use chemical knowledge to predict the products of reactions and the effect of changing reactant and reaction conditions. Students will also analyse global trends and patterns of energy transfer to describe climate change and relate this to the theory of evolution by natural selection. They will also study motion and apply mathematical relationships to understand acceleration.

Topics studied in Intro to Chemistry and Physics include:

- **Biological Sciences:** Evolution
- **Chemical Sciences:** Chemical Reactions, Collision Theory, Classifications of Chemical Reactions
- **Earth and Space Sciences:** Global Systems, Climate Change, Atmospheric Chemistry
- **Physics:** Radiation, Motion

### Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: written practical reports, topic tests, a Science as a Human Endeavour Task and an examination at the completion of the semester.

## Introduction to Biology, Nutrition & Psychology Year 10

**Recommendation:** Successful completion of Year 9 Science

**Length of Course:** One Semester - Semester 2

### Nazareth Pathways:

Biology Stage 1

Chemistry Stage 1

Nutrition Stage 1

Physics Stage 1

Psychology Stage 1

### Aims

This course prepares students for the study of Science in the final years of secondary schooling with a particular focus on Biology, Nutrition and Psychology. They will develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them and integrate and apply a range of understanding, inquiry, and scientific thinking skills.

### Content

Students learn about the relationships between aspects of the living, physical and chemical world that are applied to systems on a local and global scale and this enables them to predict how changes will affect equilibrium within these systems. Students consider the chemical reactions involved in metabolism and study the role of biological catalysts. They analyse global trends to describe climate change and consider agricultural impacts. Students also consider the role of genetics in the process of evolution by natural selection. They also consider the psychological principles concerning emotion which are evident in everyday experiences and events.

Topics studied in Intro to Biology, Nutrition and Psychology include:

- **Biological Sciences:** Evolution, Genetics
- **Chemical Sciences:** Chemical Reactions, Biological catalysts
- **Earth and Space Sciences:** Global Systems, Climate Change
- **Psychology:** Emotion

### Assessment

In this subject, students will be assessed using the Australian Curriculum Achievement Standard. Students will be assessed on the following assessment types: written practical reports, topic tests, a Science as a Human Endeavour Task and an examination at the completion of the semester.

# SCIENCES

## Biology Stage 1

### Recommendation:

Successful completion of Year 10 Science

### Length of Course:

One semester (10 Credits) or Full year (20 Credits)

### Nazareth Pathways:

Biology Stage 2

Nutrition Stage 2

## Aims

The study of biology is constructed around inquiry into and application of understanding the diversity of life, the structure and function of living things, and how they interact with their own and other species and their environments.

By investigating biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes through to macroscopic ecosystem dynamics, students extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the inter-connectedness of biological systems to evaluate the impact of human activity on the natural world.

## Content

### Semester 1

- **Cells and Microorganisms:** Cell Theory, Cell Types, Cell Replication, Cells require energy, Passive and Active Movement, Microorganisms and their requirements
- **Infectious Disease:** Pathogens, Spread of infectious diseases, Disease Control, Molecular recognition, Immune Response

### Semester 2

- **Multicellular Organisms:** Cell structure, Cell differentiation, Hierarchical structure within organisms, Exchange surfaces, Plants; structure and functions
- **Biodiversity and Ecosystem Dynamics:** Species, Population, Community, Ecosystems, Classification, Adaptations, Biogeochemical cycles, Ecological Succession, Human Impact on ecosystems

## Assessment

Assessment at Stage 1 is school based. The following Assessment Types enable students to demonstrate their learning in Stage 1 Biology.

### Assessment Type 1: Investigations Folio

Practical and Science as a Human Endeavour Investigation

### Assessment Type 2: Skills and Applications

Topic Tests and Semester Examination

## Chemistry Stage 1

### Recommendation:

B in Year 10 Science

### Length of Course:

Full year (20 Credits)

### Nazareth Pathways:

Biology Stage 2

Chemistry Stage 2

Nutrition Stage 2

## Aims

The study of chemistry allows students to develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider the examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and exploring options such as green or suitable chemistry, which seeks to reduce the environmental impact of chemical processes.

## Content

Students will study a selection of aspects of all of the following topics:

- Materials and their atoms
- Combinations of atoms
- Molecules
- Mixtures and solutions
- Acids and bases
- Redox reactions

## Assessment

Assessment at Stage 1 is school based. The following Assessment Types enable students to demonstrate their learning in Stage 1 Chemistry.

### Assessment Type 1: Investigations Folio

Practicals and a Science as a Human Endeavour Task

### Assessment Type 2: Skills and Applications Tasks

Topic Tests and Semester Examination





## Physics Stage 1

### Recommendation:

B in Year 10 Science

### Length of Course:

Full year (20 Credits)

### Nazareth Pathways:

Physics Stage 2

Biology Stage 2

Nutrition Stage 2

## Aims

The study of physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies and innovations.

## Content

As a 20-credit, full year course students study a selection of aspects of all six topics:

- Topic 1: Linear Motion and Forces
- Topic 2: Electric Circuits
- Topic 3: Heat
- Topic 4: Energy and Momentum
- Topic 5: Waves
- Topic 6: Nuclear Models and Radioactivity

## Assessment

Assessment at Stage 1 is school based. The following Assessment Types enable students to demonstrate their learning in Stage 1 Physics.

### Assessment Type 1: Investigations Folio

Practicals and a Science as a Human Endeavour Task.

### Assessment Type 2: Skills and Applications

Tests and assignments

Semester Examination

# SCIENCES

## Psychology Stage 1

### Recommendation:

Successful completion of Year 10 Science & Year 10 English

### Length of Course:

One semester (10 Credits) or Full year (20 Credits)

### Nazareth Pathways:

Psychology Stage 2

## Aims

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the wellbeing of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, deconstructing and designing their research using scientific approaches, using data, and analysing and critiquing their findings. The issues that arise during investigations should be informed by the application of key scientific ideas, skills, concepts, and understanding.

## Content

For a 10-credit subject, students study a selection of science understandings from at least two of the following topics.

- Topic 1: Cognitive Psychology
- Topic 2: Neuropsychology
- Topic 3: Lifespan Psychology
- Topic 4: Emotion
- Topic 5: Psychological Wellbeing
- Topic 6: Psychology in Context
- Topic 7: Negotiated Topic.

## Assessment

Assessment at Stage 1 is school based. The following Assessment Types enable students to demonstrate their learning in Stage 1 Psychology

### Assessment Type 1: Investigations Folio

Science as a Human Endeavour Task and an Investigation

### Assessment Type 2: Skills and Application

Topic Test

Semester Exam

## Nutrition Stage 1

### Recommendation:

Successful completion of Year 10 Science

### Length of Course:

One semester (10 Credits) or Full year (20 Credits)

### Nazareth Pathways:

Nutrition Stage 2

## Aims

Nutrition is a science that immerses students in the fundamentals of human nutrition, physiology, and health, and promotes investigation of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. Students consider how the food and nutrition needs of different population demographics are affected by food availability and product development. Students examine political, economic, cultural, and ethical influences and ecological sustainability in order to recommend actions or develop arguments about future food needs and food ethics. Students apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Students use technologies, scientific evidence, and research to critically analyse information and make informed decisions or recommendations.

## Content

### Semester 1:

Topic 1: Principles of nutrition, physiology, and health

- Macronutrients and Micronutrients
- Digestion

Topic 2: Health promotion and emerging trends

- Australian Dietary Guidelines
- Future Foods

### Semester 2:

Topic 1: Principles of nutrition, physiology, and health

- Macronutrients and overnutrition
- Micronutrients and undernutrition

Topic 2: Sustainable food systems

- Sustainable farming
- Food processing and preservation

## Assessment

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

### Assessment Type 1: Investigations Folio

Practical Investigation

Science as a Human Endeavour Task

### Assessment Type 2: Skills and Applications Tasks

Test or Case Study

Semester Examination



## Biology Stage 2

### Recommendation:

Successful completion of Stage 1 Biology, Chemistry or Physics

### Length of Course:

Full year (20 Credits)

### Aims

In this subject, students are expected to:

- Identify and formulate questions, hypotheses, concepts, and purposes that guide biological investigations
- Design and conduct individual and collaborative biological investigations
- Manipulate apparatus and use technological tools and numeracy skills to obtain, represent, analyse, interpret, and evaluate data and observations from biological investigations
- Select and critically evaluate biological evidence from different sources and present informed conclusions and personal views on social, ethical, and environmental issues
- Communicate their knowledge and understanding of biological concepts using appropriate biological terms and conventions
- Demonstrate and apply biological knowledge and understanding of concepts and interrelationships to a range of contexts and problems, including by presenting alternative explanations.

### Content

There are four Topics to the course:

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

### Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

#### School Based Assessment (70%)

Assessment Type 1: Investigations Folio 30%

Assessment Type 2: Skills and Applications Tasks 40%

Students undertake at least two practical investigations and a Science as a Human Endeavour Investigation for the Investigation Folio, and at least three Skills and Application Tasks.

#### External Assessment (30%)

Assessment Type 3: Examination (130 minutes) 30%

The school based assessment and the external assessment will be marked with reference to the SACE performance standards.

# SCIENCES

## Chemistry Stage 2

### Recommendation:

B in two semesters of Stage 1 Chemistry

### Length of Course:

Full year (20 Credits)

### Aims

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. Hence, which may involve the application of new technologies.

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

### Content

Students will study all aspects of all of the following topics:

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

### Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

#### School Based Assessment (70%)

Assessment Type 1: Investigations Folio 30%

Assessment Type 2: Skills and Applications Tasks 40%

Students undertake three practical investigations and a Science as a Human Endeavour Task for the Investigations Folio, and four topic tests for the Skills and Applications Tasks.

#### External Assessment (30%)

Assessment Type 3: Examination (2 hours) 30%

The school based assessment and the external assessment will be marked with reference to the SACE performance standards.

## Nutrition Stage 2

### Recommendation:

Successful completion of Stage 1 Biology, Chemistry or Physics

### Length of Course:

Full year (20 Credits)

### Aims

Nutrition is a science that immerses students in the fundamentals of human nutrition, physiology, and health, and promotes investigation of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease.

Students consider how the food and nutrition needs of different population demographics are affected by food availability and product development. Students examine political, economic, cultural, and ethical influences and ecological sustainability in order to recommend actions or develop arguments about future food needs and food ethics. Students apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Students use technologies, scientific evidence, and research to critically analyse information and make informed decisions or recommendations.

### Content

Topic 1: Principles of nutrition, physiology, and health

Topic 2: Health promotion and emerging trends

Topic 3: Sustainable food systems

### Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

#### School Based Assessment (70%)

Assessment Type 1: Investigation Folio (30%)

One design practical investigation

One investigation with a focus on Science as a Human Endeavour

Assessment Type 2: Skills and Application Tasks (40%)

Three skills and application tasks, one of which is a case study.

#### External Assessment (30%)

Assessment Type 3: Examination (130 minutes) (30%)

The examination will cover all aspects of the course, through short-answer and analytical questions.

The school based assessment and the external assessment will be marked with reference to the SACE performance standards

# SCIENCES

## Physics Stage 2

### Recommendation:

B in two semesters of Stage 1 Physics

### Length of Course:

Full year (20 Credits)

### Aims

The study of physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies and innovations.

Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life.

By exploring science as a human endeavour, students develop and apply their understanding of the complex ways in which science interact with society, and investigate the dynamic nature of physics. They explore how physicists develop new understanding and insights, and product innovative solutions to everyday and complete problems and challenges in local, national, and global contexts.

### Content

**Motion in Relativity:** Projectile motion, Forces and Momentum, Circular Motion and Gravitation

**Electricity and Magnetism:** Electric fields, Motion of charged particles in Electric Fields, Magnetic Fields, Motion of Charged particles in Magnetic Fields, Electromagnetic Induction

**Light and Atoms:** Wave behaviour of light, Wave-Particle duality, Structure of the atom, Standard model

### Assessment

#### School Based Assessment (70%)

Assessment Type 1: Investigations Folio 30%

Assessment Type 2: Skills and Applications Tasks 40%

Students undertake at least two practical investigations and one Science as a Human Endeavour Investigation, and at least three skills and application tasks.

#### External Assessment (30%)

Assessment Type 3: Examination (130 minutes) 30%

The school-based assessments and the external assessment will be marked with reference to the SACE Performance Standards.

## Psychology Stage 2

### Recommendation:

Successful completion of Stage 1 Biology, Chemistry or Physics

### Length of Course:

Full year (20 Credits)

### Aims

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the wellbeing of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, deconstructing and designing their research using scientific approaches, using data, and analysing and critiquing their findings. The issues that arise during investigations should be informed by the application of key scientific ideas, skills, concepts, and understanding.

### Content

- Topic 1: Psychology of the Individual
- Topic 2: Psychology Health and Wellbeing
- Topic 3: Organisational Psychology
- Topic 4: Social Influence
- Topic 5: The Psychology of Learning

### Assessment

Students demonstrate evidence of their learning through the following Assessment Types:

#### School Based Assessment (70%)

Assessment Type 1: Investigations Folio (30%)

Assessment Type 2: Skills and Application (40%)

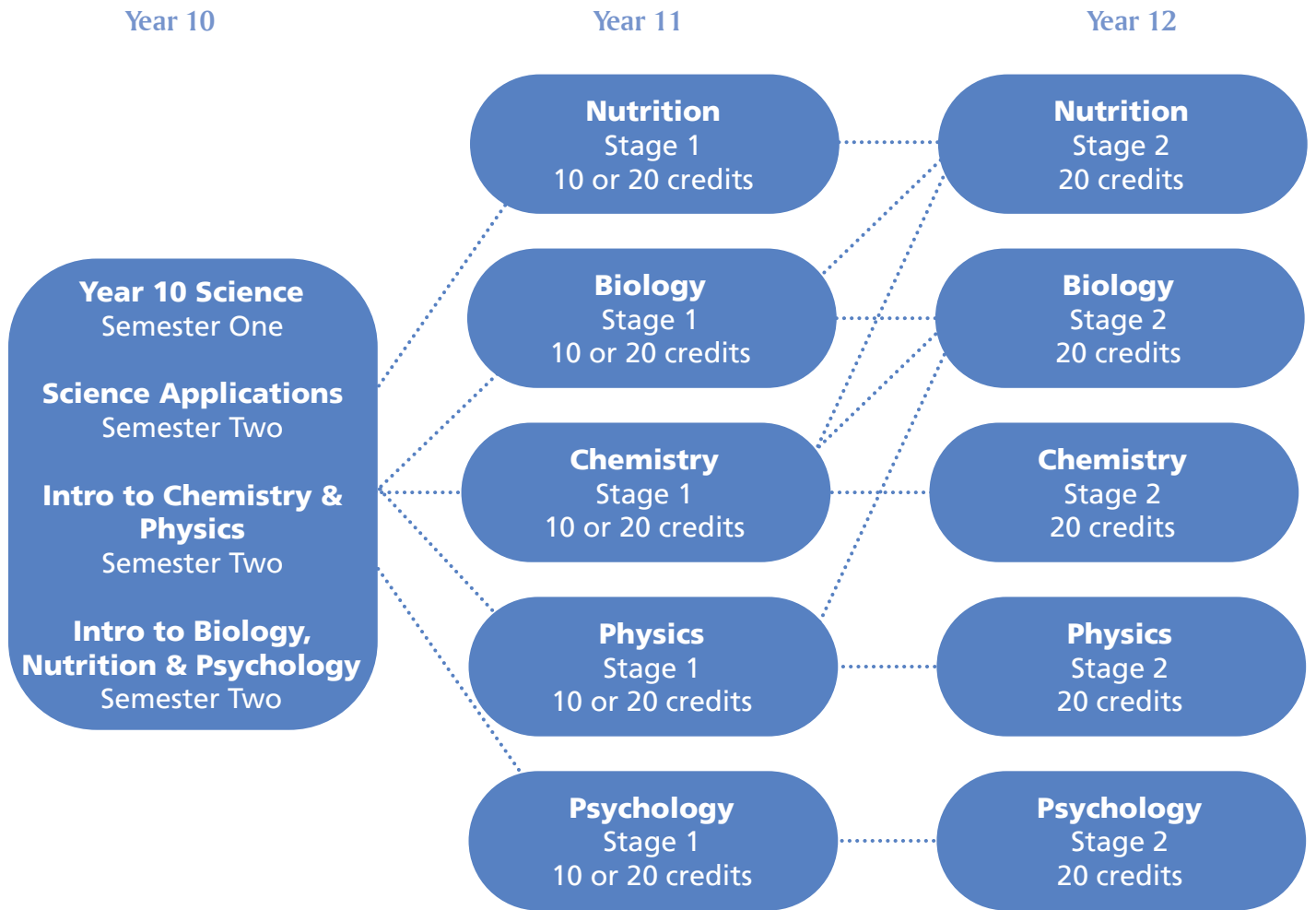
Students undertake one psychological investigations and one investigation with a focus on science as a human endeavour for the Investigations Folio, and at least three Skills and Applications Tasks (tests and assignments).

#### External Assessment (30%)

Assessment Type 3: Examination - 2 hours (30%)

The school-based assessments and the external assessment will be marked with reference to the SACE Performance Standards.

# SCIENCE FLOWCHART





# Nazareth

Campuses at Findon, Flinders Park  
and Kidman Park (new in 2023)

[www.nazareth.org.au](http://www.nazareth.org.au)