



Curriculum Handbook

Senior School Years 10-12 | 2027



Nazareth



PRINCIPAL'S INTRODUCTION

Dear Parents and Senior Students,

A key component of becoming a capable learner who will take their place in society as an active and informed citizen is choosing a program of study that complements both your preferences for learning and your future aspirations for life beyond school. These are not necessarily easy decisions for students or parents as most young people are uncertain about post school careers and study. Thankfully, the Australian Curriculum (Year 10) and the SACE provide a reliable structure that give students many choices along with multiple options to adjust their pattern of learning as they develop a clearer sense of their preferred pathway beyond school. Accordingly, this process of choosing then readjusting is quite common for university students as they mature and become more aware of the range of careers and pathways open to them through tertiary studies.

In introducing the latest edition of our Curriculum Handbook for students in Year 10 to Year 12, I am pleased to draw your attention to the many decades of shared expertise that our senior staff bring to this process. Our teachers, subject leaders and Senior Campus staff have been working to support literally thousands of students and families to choose the most appropriate pattern of subjects for many years. They also know our Nazareth students well. Therefore, you are in good hands throughout this process.

While there are many resources available to you, the Curriculum Handbook is designed to gather the most important information into a single resource. If you have any questions regarding the subjects or pathways, please don't hesitate to contact the relevant teacher or Leader of Learning using the contact information provided. All students will also receive individual guidance with parents and guardians approving the final combination of subjects before they are finalised in our subject timetabling process. This also ensures that each student has the right combination of subjects required to meet the entry requirements of their preferred university and TAFE courses.

Finally, I wish all students well as you engage in the process of thinking about your future and choosing your subjects for 2027. As you mature, your studies become more focused and rigorous because you are ready for the challenge, and they will prepare you well for life beyond Nazareth. Do not worry about what subjects your friends choose, focus on who God calls you to be and in the words of Catherine of Sienna, 'You will set the world on fire.'

Mr Brian Schumacher
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.



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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
- 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



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, knowledge and capabilities
- 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?

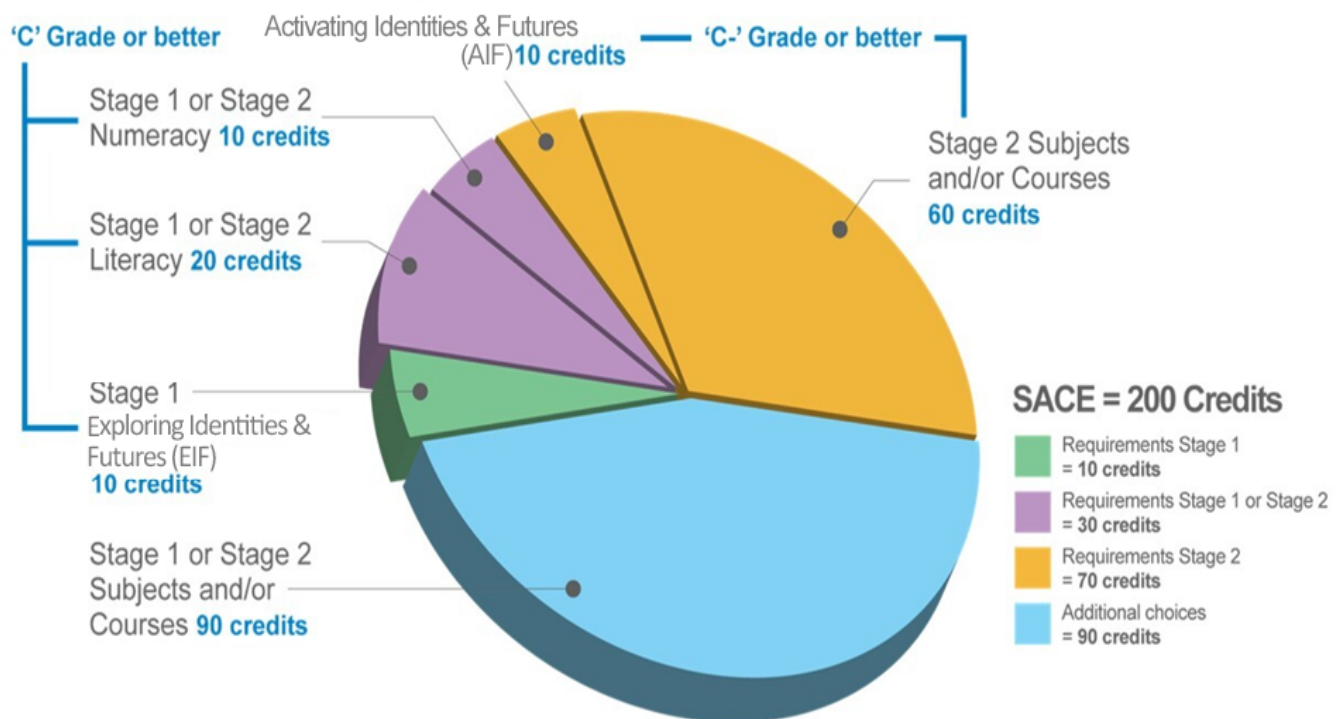
Students gain their SACE in two stages:

- 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:



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.
- 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 and Meaning
- Practical Religion (does not contribute towards the ATAR)
- 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	
Compulsory Stage 1	Students must achieve at least C grade, or equivalent in the compulsory subjects to complete the SACE.			
Compulsory Stage 2				
Free Choice subject or courses (Stage 1 and/or Stage 2)	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.			
Compulsory at Nazareth	Stage 1 - Spiritualities, Religion & Meaning			
	Stage 2 - Option 1: Spiritualities, Religion & Meaning (10 credits) OR Stage 2 - Option 2: • Spiritualities, Religion & Meaning (20 credits) • Society & Culture (20 credits) • Practical Religion (20 credits) - does not contribute towards the ATAR			



THE SACE

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 40 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



THE SACE

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/

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

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

Further Information

Visit the SACE website (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



YEAR 10

Compulsory Subjects

Religious Education	Two Semesters (Full Year) - See choices below
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

Religious Education	Spiritualities, Religion & Meaning Music Ministry	Two Semesters (Full year)
Mathematics	Introduction to Essential Mathematics Introduction to General Mathematics Introduction to Mathematical Methods	Two Semesters (Full year) Two Semesters (Full year) Two Semesters (Full year)
Physical Education	Physical Education Physical Education - Sport & Fitness Academies: AFL and AFLW, Basketball, Soccer, Netball, Volleyball	One Semester One Semester One Semester
Science	Science Applications Introduction to Chemistry & Physics Introduction to Biology, Nutrition & Psychology	One Semester (Semester 2) One Semester (Semester 2) 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 Design	One Semester
	Music	Full Year
	Music Technology	One Semester
	School Musical (runs biannually)	One Semester
Digital Technologies	Digital Design	One Semester
	Digital Technology	One Semester
Design Technologies	Advanced Manufacturing	One Semester
	Woodwork	One Semester
	Metalwork	One Semester
	Trade Foundations (Stage 2 Industry Connections - 10 credits)	One Semester
Food & Technology	Food & Hospitality	One Semester
	Food & Development	One Semester
Health & Physical Education	Health & Wellbeing	One Semester
	Specialist Physical Education	One Semester
	Outdoor Education (Stage 1)	One Semester
Humanities & Social Sciences	Geography	One Semester
	Economics, Finance & the Law	One Semester
Languages	Italian (Stage 1)	Full Year
	Japanese (Stage 1)	Full Year

As members of the Senior School, Year 10 students can expect to attend classes across our various senior campuses as part of their regular timetable.

This movement between campuses is a normal part of the Senior School experience and reflects our commitment to providing students with access to the specialist facilities, learning environments and resources best suited to each subject.

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:

- TAT - Automotive - TAT - Construction - TAT - I.T / Screen Media / Computer Design - Child Care Immersion Day	- TAT - Electrotechnology - TAT - Engineering - TAT - Hair and Beauty - Individual Support Immersion Day
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It may be possible to commence VET certificate courses in some industries by negotiation - book an appointment with VET & Careers Counsellor.



YEAR 10 SUBJECTS & RECOMMENDATIONS

Learning Area	Subject	Recommendations
Religious Education	Spiritualities, Religion & Meaning	Nil
	Music Ministry	Must be willing to sing or play musical instruments at College Liturgies and Masses
The Arts	Art and Design	One semester of Year 8 or Year 9 Art or by portfolio
	Dance	Successful completion of Year 8 or 9 Dance or by audition
	Drama	Nil
	Fashion Design	Nil
	Music	Successful completion of Year 9 Music or by teacher recommendation
	Music Technology	Nil
	School Musical (runs biannually)	Interest in performing or offstage role
Careers & Futures	Exploring Identities & Futures	Nil
Design Technologies	Advanced Manufacturing	Successful completion of Year 9 Advanced Manufacturing
	Woodwork	Successful completion of Year 9 Design & Technology
	Metalwork	Nil
	Trade Foundations	Recommended to be undertaken with Try-A-Trade program
Digital Technologies	Digital Design	Nil
	Digital Technology	Nil
English	English	Nil
Food & Technology	Food & Development	Nil
	Food & Hospitality	Nil
Health & Physical Education	Academies: AFL and AFLW, Basketball, Soccer, Netball, Volleyball	By selection
	Health & Wellbeing	Nil
	Outdoor Education (Stage 1)	C+ grade in Year 9 OE. Must have attended Year 9 camp opportunities.
	Physical Education	Nil
	Physical Education - Sport & Fitness	Nil
	Specialist Physical Education	Nil
Humanities & Social Sciences	Geography	Successful completion of Year 9 Geography or English
	History	Nil
	Economics, Finance & the Law	Nil
Languages	Italian (Stage 1)	Successful completion of 2 semesters of Year 9 Italian
	Japanese (Stage 1)	Successful completion of 2 semesters of Year 9 Japanese
Mathematics	Introduction to Essential Mathematics	By teacher recommendation
	Introduction to General Mathematics	Successful completion of Year 9 Mathematics
	Introduction to Mathematical Methods	B in Year 9 Mathematics
Science	Science (Semester 1)	Nil
	Science Applications (Semester 2)	Nil
	Introduction to Physics & Chemistry (Semester 2)	Successful completion of Year 10 Science (Semester 1)
	Introduction to Biology, Nutrition & Psychology (Semester 2)	Successful completion of Year 10 Science (Semester 1)



YEAR 11

Table 1: SACE Stage 1 Subjects and Courses Available at Nazareth

✓ Denotes available at Stage 2 (Year 12)

* Denotes TAS approved for entry into University at Stage 2

Learning Area	Subject	Credits	Stage 2 ✓
Religious Education	Spiritualities, Religion & Meaning - 10 credits	10	✓*
The Arts	Certificate III in Dance (Part B - 2027)	30	✓*
	Certificate III Music (Performance) - Part A	30	✓*
	Dance	10 or 20	✓*
	Integrated Learning - Performing Arts (Drama)	10	✓*
	Music	10 or 20	✓*
	Music Technology (Cross Disciplinary Studies)	10 or 20	✓*
	Photography	10	✓*
	Visual Arts - Art	10	✓*
	Visual Arts - Design	10	✓*
	Visual Arts Design - Fashion	10	✓*
Careers & Futures	Nazareth Identities & Futures (Integrated Learning) (Stage 2)	10	✓
	Workplace Practices (Stage 2)	10 or 20	*
Design Technologies	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)	20	✓
Digital Technologies	Digital Communication Products	10	✓*
	Robotic & Electronic Systems	10	✓*
English	English	20	✓*
	English Literary Studies	20	✓*
	Essential English	20	✓*
	Women's Studies	10	✓*
	Media Studies	10	✓*
Food & Technology	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 or 20	✓
Health & Physical Education	Academies - Industry Connections (Stage 2) Netball, Basketball, Soccer	10	✓
	Cert III in Sports Coaching (Stage 2)	10 or more	✓*
	Certificate III in Health Services Assistance (Stage 2)	10 or more	✓*
	Health & Wellbeing	10	✓*
	Health & Wellbeing - Yoga & Mindfulness	10	
	Integrated Learning - Sport & Fitness	10	✓
	Outdoor Education (Stage 2)	20	✓
	Physical Education	10 or 20	✓*
Humanities & Social Sciences	Accounting	10	✓*
	Business Innovation	10	✓*
	Business Innovation - Shark Tank	10	
	Small Business Skills (Industry Connections - Stage 2)	10	*
	Cert III in Business (Stage 2)	up to 70	*
	Economics	10	✓*
	Geography	10	✓*
	Politics, Power and People	10	✓*
	Legal Studies	10	✓*
	Modern History	10 or 20	✓*
Languages	Italian (Stage 2)	20	✓*
	Japanese (Stage 2)	20	✓*
Mathematics	Essential Mathematics	10 or 20	✓*
	General Mathematics	10 or 20	✓*
	Mathematical Methods	20	✓*
	Specialist Mathematics	20	✓*
Science	Biology	10 or 20	✓*
	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	Minimum Recommendations
Religious Education	Spiritualities, Religion & Meaning	Nil
The Arts	Dance	Year 9 Dance Academy or Year 10 Dance or by audition
	Certificate III Dance (Part B 2027)	Completion of Cert III Dance Part A
	Creative Arts - Photography	Nil
	Fashion	C Grade in Year 10 Art or Fashion
	Visual Arts - Arts	C Grade in Year 9 or 10 Art or Fashion
	Visual Arts - Design	C Grade in Year 9 or 10 Art or Fashion
	Music	C grade in Year 10 music
	Certificate III Music - Performance (Part A)	Must understand this is a 2 Year commitment
	Certificate III Music - Performance (Part B)	Successful completion of Certificate III Music - Performance (Part A).
	Music Technology (Cross Disciplinary Studies)	Nil
	Performing Arts - Drama (Integrated Learning)	C Grade in Year 9/10 Drama or interview if no previous Drama experience
	School Musical (Industry Connections)	Nil
Careers & Futures	Nazareth Identities & Futures (Integrated Learning)	Nil
	Workplace Practices	Nil
Design Technologies	Advanced Manufacturing	C grade in Year 10 Advanced Manufacturing
	Metalwork Foundations	C grade in Year 10 Metalwork
	Material Products - Metal	C grade in Year 10 Metalwork
	Woodwork Foundations	C grade in Year 10 Woodwork
	Material Products - Wood	C grade in Year 10 Woodwork
	Tools of the Trade (Industry Connections)	Nil
Digital Technologies	Digital Communication Products	C grade in Year 10 Digital Design
	Robotic and Electronic Systems	C grade in Year 10 Digital Technology
English	English	B- grade in Year 10 English
	English Literary Studies	B+ grade in Year 10 English
	Essential English	Completion of Year 10 English
	Media Studies	C+ grade in Year 10 English
	Women's Studies	C+ grade in Year 10 English
Food & Technology	Child Studies	C grade in Year 10 Food Technology subjects
	Food & Hospitality	C grade in Year 9 or 10 Food Technology subjects
	Certificate III in Early Childhood Education and Care	Must have an interest in early childhood education
	Hospitality Skills - Industry Connections	Must have an interest in the Hospitality Industry



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

Learning Area	Subject	Minimum Recommendations
Health & Physical Education	Certificate III in Health Services Assistance (Stage 2)	Students must commit to a work placement to complete this course.
	Certificate III in Sports Coaching	Students must have an ongoing commitment to their sport (school and/or club)
	Health & Wellbeing	Nil
	Health & Wellbeing - Yoga & Mindfulness	Nil
	Sport & Fitness (Integrated Learning)	Teacher recommendation only - not to be studied with Year 11 PE
	Outdoor Education (Stage 2)	C+ grade in Stage 1 Outdoor Ed and attendance at Stage 1 Outdoor Ed camp.
	Physical Education	C+ grade in Year 10 PE, cannot be studied with Year 11 IL - Sport & Fitness
	Academies - Industry Connections (Stage 2) Netball, Basketball, Soccer, Volleyball	Successful completion of Year 10 Academies
Humanities & Social Sciences	Accounting	Nil - successful completion of Year 10 EFL would be an advantage
	Business Innovation	Nil
	Business Innovation (Shark Tank)	Nil
	Certificate III in Business (Partial)	Nil
	Small Business Skills (Industry Connections)	Nil
	Economics	Nil - successful completion of Year 10 EFL would be an advantage
	Geography	C grade in Year 10 Geography
	Legal Studies	Nil - successful completion of Year 10 EFL would be an advantage
	Modern History	C grade in Year 10 History
	Politics, Power and People	C grade in Year 10 History
Languages	Italian	Successful completion of Stage 1 Italian in Year 10
	Japanese	Successful completion of Stage 1 Japanese in Year 10
Mathematics	Essential Mathematics	Nil
	General Mathematics	C grade or higher in Year 10 Introduction to General Mathematics or Introduction to Mathematical Methods
	Mathematical Methods	B- grade or higher in Year 10 Introduction to Mathematical Methods
	Specialist Mathematics	B- grade or higher in Year 10 Introduction to Mathematical Methods
Science	Biology	C grade in Year 10 Science
	Chemistry	C grade in Year 10 Science
	Nutrition	C grade in Year 10 Science
	Physics	C grade in Year 10 Science and Year 10 Maths
	Psychology	C grade in Year 10 Science

YEAR 12

Table 1: SACE 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 ✓
Religious Education	Religion (Society & Culture) - 20 credits	*	
	Spiritualities, Religion & Meaning - 10 or 20 credits	*	
	Religion (Practical Religion) - 20 credits		
The Arts	Dance	*	
	Certificate III in Dance (Part B - 2027)	*	
	Certificate III Music (Performance) - Part B	*	
	Music Ensemble Performance 10 credits	*	
	Music Solo Performance 10 credits	*	
	Music Explorations (Performance)	*	
	Music Technology (Cross-Disciplinary Studies)	*	
	Integrated Learning - Performing Arts	*	
	Industry Connections - School Musical (runs biannually)		
	Photography	*	
	Visual Arts - Art	*	
	Visual Arts - Design	*	
Careers & Futures	Activating Identities & Futures	*	
	Beyond School (Community Connections)		
	Workplace Practices	*	
Design Technologies	Advanced Manufacturing	*	
	Material Products - Metal	*	
	Material Products - Wood	*	
	Tools of the Trade (Industry Connections)		
Digital Technologies	Digital Communication Products	*	
	Robotics and Electronic Systems	*	
English	English	*	
	English Literary Studies	*	✓
	Essential English	*	
	Women's Studies	*	
	Media Studies	*	
Food & Technology	Certificate III in Early Childhood Education and Care	*	
	Child Studies	*	
	Food & Hospitality	*	
Health & Physical Education	Certificate III in Fitness	*	
	Certificate III in Health Services Assistance	*	
	Health & Wellbeing	*	
	Integrated Learning - Sport & Fitness	*	
	Integrated Learning - Basketball or Soccer Focused	*	
	Physical Education	*	
Humanities & Social Sciences	Accounting	*	✓
	Business Innovation	*	
	Certificate III in Business	*	
	Economics	*	✓
	Geography	*	✓
	Politics, Power and People	*	
	Legal Studies	*	✓
	Modern History	*	✓
Languages	Italian (Continuers Level)	*	✓
	Japanese (Continuers Level)	*	✓
Mathematics	Essential Mathematics	*	✓
	General Mathematics	*	✓
	Mathematical Methods	*	✓
	Specialist Mathematics	*	✓
Science	Biology	*	✓
	Chemistry	*	✓
	Diseases, Diagnoses and Discoveries (Scientific Studies)	*	
	Nutrition	*	✓
	Physics	*	✓
	Psychology	*	✓



Table 2: Recommendations for Subjects and Courses at Stage 2

Learning Area	Subject	Minimum Recommendations
Religious Education	Society & Culture	Nil
	Spiritualities, Religion & Meaning	Nil
	Practical Religion (Community Connections)	By Teacher Recommendation only
The Arts	Dance	Successful completion of Year 10 or Stage 1 Dance, or by audition
	Certificate III Dance (Part B)	Successful completion of Certificate III Dance (Part A).
	Creative Arts - Photography	C grade in Stage 1 Photography
	Visual Arts - Arts	B- grade Stage 1 Art/Design/Fashion
	Visual Arts - Design	B- grade Stage 1 Art/Design/Fashion
	Music Explorations (Performance)	B- grade in Stage 1 music
	Music Performance - Ensemble	B- grade in Stage 1 music
	Music Solo Performance	B- grade in Stage 1 music
	Music Technology (Cross Disciplinary Studies)	Nil
	Certificate III Music - Performance (Part B)	Successful completion of Certificate III Music - Performance (Part A).
	Performing Arts - Drama (Integrated Learning)	C+ grade in Stage 1 Drama or interview if no previous Drama experience.
Careers & Futures	School Musical (Industry Connections)	Nil
	Activating Identities & Futures	Nil
	Beyond School (Community Connections)	By Teacher Recommendation
Design Technologies	WorkPlace Practices	Nil
	Advanced Manufacturing	C+ grade in Stage 1 Advanced Manufacturing
	Material Products - Metal	C+ grade in Stage 1 Metalwork
Digital Technologies	Material Products - Wood	C+ grade in Stage 1 Woodwork
	Tools of the Trade (Industry Connections)	Nil
	Digital Communication Products	C+ grade in Stage 1 Digital Communication Products
English	Robotic and Electronic Systems	C+ grade in Stage 1 Robotic & Electronic Systems
	English	B grade in Stage 1 English / Literary Studies
	English Literary Studies	B grade in Stage 1 English Literary Studies
	Essential English	C+ grade in Stage 1 Essential English or Stage 1 General English
	Media Studies	B grade in Stage 1 Media OR Stage 1 English/Literary Studies
Food & Technology	Women's Studies	B grade in Stage 1 Women's Studies OR English/Literary Studies
	Child Studies	C grade in Stage 1 Child Studies
	Food & Hospitality	C grade in Year 10 or Stage 1 Food Technology subjects
Health & Physical Education	Certificate III in Early Childhood Education and Care	Must have an interest in early childhood education
	Certificate III in Sports Coaching	Students must have an ongoing commitment to their Sport (school and/or club)
	Certificate III in Health Services Assistance	Students must commit to a work placement to complete this course.
	Health & Wellbeing	Nil
	Integrated Learning - Sport & Fitness	Nil - cannot be studied with Year 12 PE
	Integrated Learning - Sports Focused	Successful completion of Stage 1 Academies - Industry connections or by teacher recommendation
Humanities & Social Sciences	Physical Education	C+ grade in Stage 1 PE, cannot be studied with Year 12 IL
	Accounting	C grade in Stage 1 Accounting
	Business Innovation	C grade in Stage 1 Business or General English
	Certificate III Business	C grade in Stage 1 Business
	Small Business Skills (Industry Connections)	C grade in Stage 1 Business
	Economics	C+ grade in Stage 1 Economics
	Geography	C+ grade in Year 11 Geography
	Legal Studies	C grade in Stage 1 Legal studies
	Modern History	C grade in Stage 1 History or Stage 1 English Lit
Languages	Politics, Power and People	Nil
	Italian	Stage 2 Italian completed in Year 11
Mathematics	Japanese	Stage 2 Japanese completed in Year 11
	Essential Mathematics	B- grade Stage 1 Essential Mathematics or C grade or higher in Stage 1 General Mathematics
	General Mathematics	B- grade in Stage 1 General Mathematics or C grade or higher in Stage 1 Mathematical Methods
	Mathematical Methods	B- grade in Stage 1 Mathematical Methods
Science	Specialist Mathematics	B- grade in Stage 1 Specialist Mathematics
	Biology	B- grade in Stage 1 Biology or Chemistry
	Chemistry	B- grade in both Semesters of Stage 1 Chemistry
	Diseases, Diagnosis & Discoveries (Scientific Studies)	Successful completion of a Stage 1 Science
	Nutrition	B- grade in Stage 1 Nutrition or Biology
	Physics	B- grade in both Semesters of Stage 1 Physics and B grade in maths (Methods recommended)
	Psychology	B- grade in Stage 1 Psychology



PATHWAYS FOR YOUR FUTURE

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.

At School	• Career and VET Coordinator • SACE Coordinator • Mentor Group Teachers • Subject Teachers and Curriculum Leaders • School Counsellor
At Universities	• Faculty personnel • Admissions officers
At TAFE	• Faculty personnel • TAFE Information Centre • TAFE Liaison Personnel
Centrelink	• Job Brokers
Publications	• SATAC University & TAFE SA Guide • SATAC Tertiary Entrance
Internet	• Good Universities Guide (www.gooduniversitiesguide.com.au) • My Future (www.myfuture.edu.au) • SATAC (www.satac.edu.au) • The University of Adelaide www.adelaide.edu.au • Flinders University www.flinders.edu.au • TAFE www.tafesa.edu.au • University of South Australia www.unisa.edu.au

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

VOCATIONAL EDUCATION & TRAINING (VET)

VET stands for Vocational Education and Training. VET gives students skills for work, particularly in industry and trade professions and can lead to potential apprenticeships and traineeships. 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. 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.

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.

What are the benefits of VET?

- Practical training leading to potential apprenticeships, traineeships and jobs
- Gaining skills, knowledge and confidence that employers value
- Gaining nationally recognised qualifications as well as SACE
- Learning in new ways that add purpose and meaning to senior schooling
- Developing a network and knowledge of possible industry employers



PATHWAYS - VET

- Some completed VET certificates may help for some University or TAFE entry

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.

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

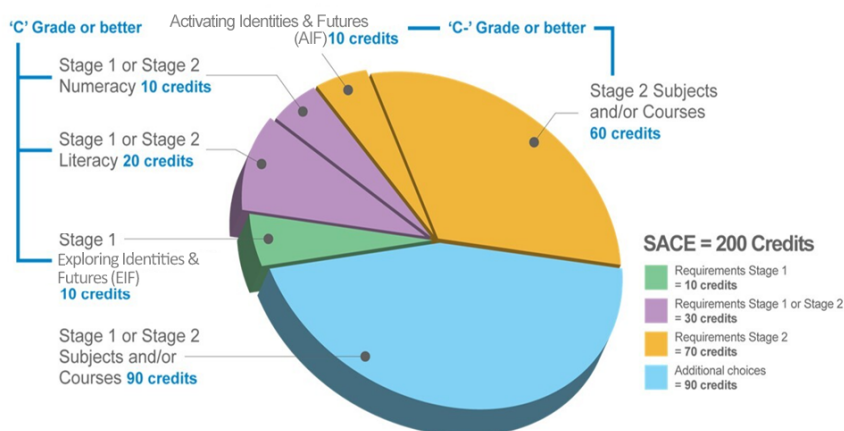
How does VET work with the SACE?

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 Identities 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 - 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.



Civil Construction

Develop skills in a key skill shortage area involving road, water, and infrastructure needed for projects, like new housing development and the T2D tunnels.



Coding & Game Development

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



Dance

Follow your passion to learn skills and enhance your ability to work in the live performance and entertainment industries.



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 - VET



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 promotor.



PATHWAYS

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 design 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;
 - o Business Innovation
 - o Media Studies
 - o Shark Tank
 - o Accounting
 - o Legal Studies
 - o E-Commerce
 - o Small Business Skills (Industry Connections)
- SACE Workplace Practices
- Cert III in Business - focus may include;
 - o Business
 - o Medical Administration
 - o Legal
- Potential school-based Traineeships

YEAR 12

- Activating Identities and Futures (AIF)
- SACE subjects such as;
 - o Business Innovation
 - o Media Studies
 - o Legal Studies
 - o E-Commerce
 - o Small Business Skills (Industry Connections)
- Cert III in Business - focus may include;
 - o Business
 - o Medical Administration
 - o 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;
 - o Child Studies
 - o Nutrition
 - o Food and Hospitality
 - o 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
 - o Child Studies
 - o Nutrition
 - o Beyond School
 - o Food and Hospitality
- Continue VET in Cert III in Early Childhood Education and Care
- Continue Work Placement
- Potential school-based traineeships
- Religion

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;
 - o Health & Wellbeing
 - o Health - Yoga & Mindfulness
 - o Nutrition
 - o Fitness and Lifestyle (Integrated Learning)
 - o Small Business Skills (Industry Connections)
- Cert III in Fitness
- Potential school-based Traineeships

YEAR 12

- Activating Identities and Futures (AIF)
- SACE Subjects such as;
 - o Health & Wellbeing
 - o Nutrition
 - o 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

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;
 - o Food and Hospitality
 - o Hospitality Skills (Industry Connection)
 - o 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;
 - o Food and Hospitality
 - o Hospitality Skills (Industry Connections)
 - o 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;
 - o Senior Rock Band
 - o Stage Bands
 - o 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;
 - o Music Technology (Cross-Disciplinary Studies)
 - o Music
 - Commence VET in Cert III in Music (Part A or B) Performance
 - Industry immersion through co-curricular ensembles such as;
 - o Senior Rock Band
 - o Stage Bands
 - o 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;
 - o Music Explorations
 - o Music Technology (Cross-Disciplinary Studies)
 - o Music Performance - Ensemble
 - o Music Performance - Solo
 - Continue VET in Cert III in Music (Part A or B) Performance
 - Industry immersion through co-curricular ensembles such as;
 - o Senior Rock Band
 - o Stage Bands
 - o 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;
 - o Advanced Manufacturing
 - o Material Products
 - o Woodwork Foundations
 - o Industry Connections
- SACE Workplace Practices
- Cert II in VET such as;
 - o Construction
 - o Civil Construction
 - o Automotive
 - o Engineering
- Work Experience
- Potential school-based apprenticeship

YEAR 12

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

Spiritualities, Religion & Meaning Year 10

Recommendation:

Nil

Length of Course:

Two Semesters (Full Year)

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.

Music Ministry Year 10

Recommendation:

Must be willing to sing or play musical instrument at College Liturgies and Masses

Length of Course:

Two Semesters (Full Year)

Nazareth Pathways:

Spiritualities, Religion & Meaning Stage 1

Aims

- To nourish and develop religious and musical literacy
- To acquire in-depth knowledge of the teachings of Jesus and Sacred Scriptures
- To develop good musical performance and compositional skills within the context of Catholic Christian ministry
- To develop awareness of the Catholic Social Teachings in society

Content

The Sound of Worship

- Analyse and perform a piece of Music that draws on scripture

Christian Music in the Community

- Collaborate as a Band to compose and perform a piece of music related to Catholic perspectives on moral issues.

Made in the Image of God

- Human sexuality program

Assessment

Assessment is based on the criteria for the Crossways Key Ideas and is covered by a variety of assessment types that include: analytical written responses, journal reflections, practical tasks, individual oral and group presentations.

Further Comment

Students can select this subject without private instrumental tuition, however they are expected to partake in Music Ministry including live performance. This is not a precluded combination with mainstream Year 10 Music.

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 1

Recommendation:

Nil

Length of Course:

One Semester (10 credits)

Nazareth Pathways:

Spiritualities, Religion & Meaning Stage 2

Religion (Society and Culture) Stage 2

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 explore the phenomenon of Jesus' humanity and divinity by analysing the Three Words of the Text of various Gospel stories.
- Students will investigate The Golden Rule, its place in all world religions, and how it can be applied to positive relationships in the digital age.

Growth Belonging and Flourishing

- Students will form a small group to advocate/and or fund raise on behalf of a chosen organisation or marginalised group in Australian society.

Students will also investigate the religious perspectives and moral arguments for and against a chosen ethical issue in our modern world.

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.

Spiritualities, Religion & Meaning Stage 2

Recommendation:

Nil

Length of Course:

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

In Spiritualities, Religion & 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.



RELIGIOUS EDUCATION

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 desires.

Practical Religion Stage 2

Recommendation:

Selection by teacher recommendation only

Length of Course:

One Semester (20 credits)

*Note:

This subject does not contribute towards 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: Folio (50%)

Assessment Type 2: Reflection (20%)

Assessment Type 3: Community Application Activity (30%)

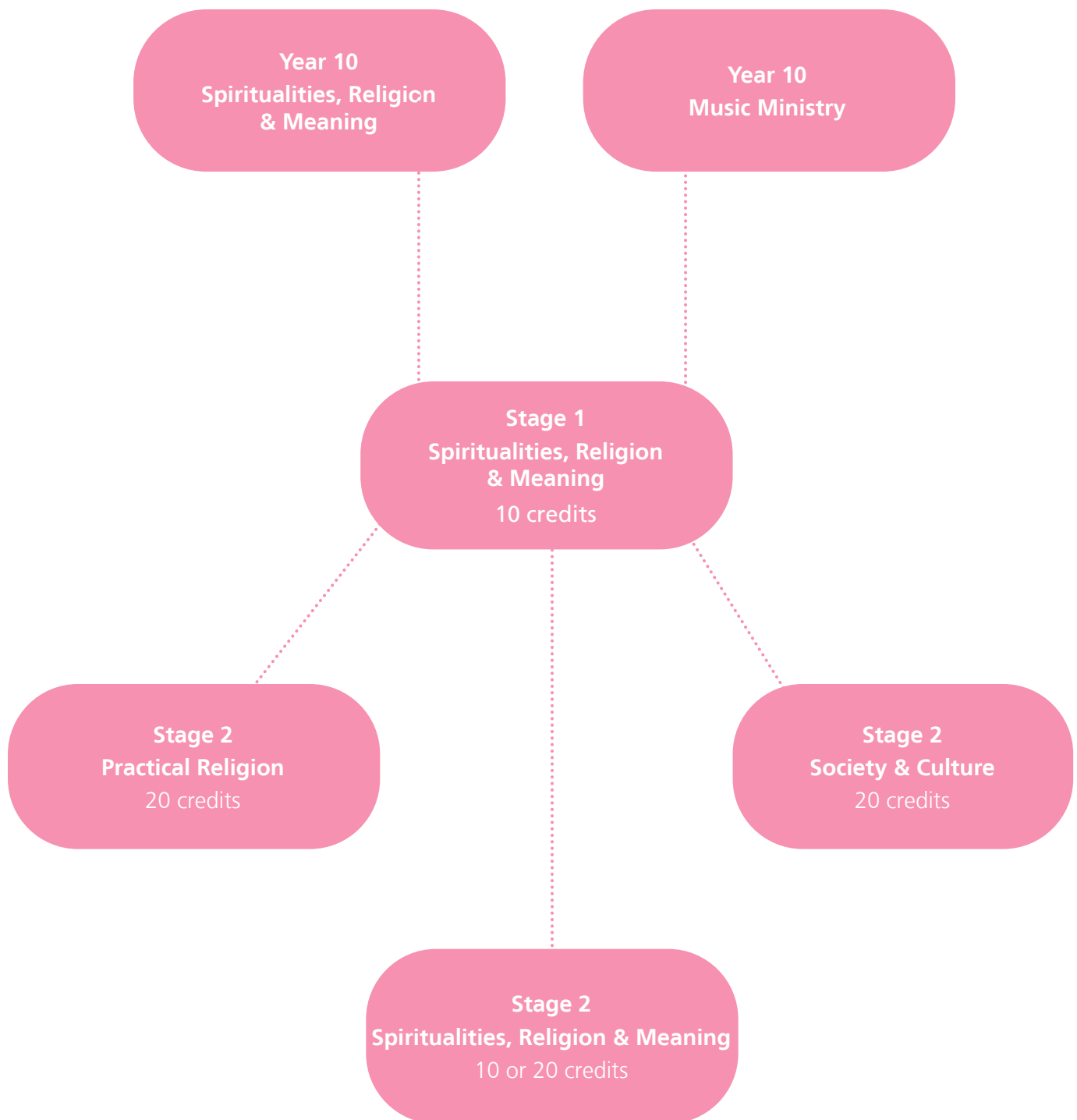
Students undertake four assessments for the Folio, one assessment for Reflection and one assessment for Community Application Activity.

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 desires.



RELIGIOUS EDUCATION FLOWCHART



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
Visual Arts - 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 original resolved art and design works built around a concept 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: Research, 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:

An interest in Fashion or Art

Length of Course:

One Semester

Nazareth Pathways:

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

Aims

Students will explore a range of 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 functional Fashion designs and products. Students will learn practical techniques including the use of sewing machines, to produce a range of fashion illustrations and 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 materials and media to create resolved fashion design products.

Content

- Exploration of Fashion techniques and media
- 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 of media techniques and analysis of designers.

Folio: Development of conceptual skills, ideas and exploration of media following the Design Process.

Practical: Resolved Fashion Products

Further Comment

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



Pathways
The Arts

Religious Education
Food & Technology

Careers & Futures
Health & PE

Design Technologies
Humanities

Digital Technologies
Languages

English
Mathematics

Sciences

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

Certificate III in Dance

Aims

Students will choreograph and perform whole class and small 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
- Responding to Dance

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 will be required.

Students are expected to change into the Nazareth Dance uniform, 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:

C+ grade at Year 8 or Year 9 Drama. A genuine interest in Drama and a willingness to perform, participate in extra rehearsals.

Length of Course:

One Semester

Nazareth Pathways:

Integrated Learning - Performing Arts - Drama - 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

- Acting Methods & Techniques - Stanislavsky
- Production Process - Devising Drama through Improvisation
- Script Analysis - Period Drama
- Theatre Review in response to professional theatre performance
- Public Performance

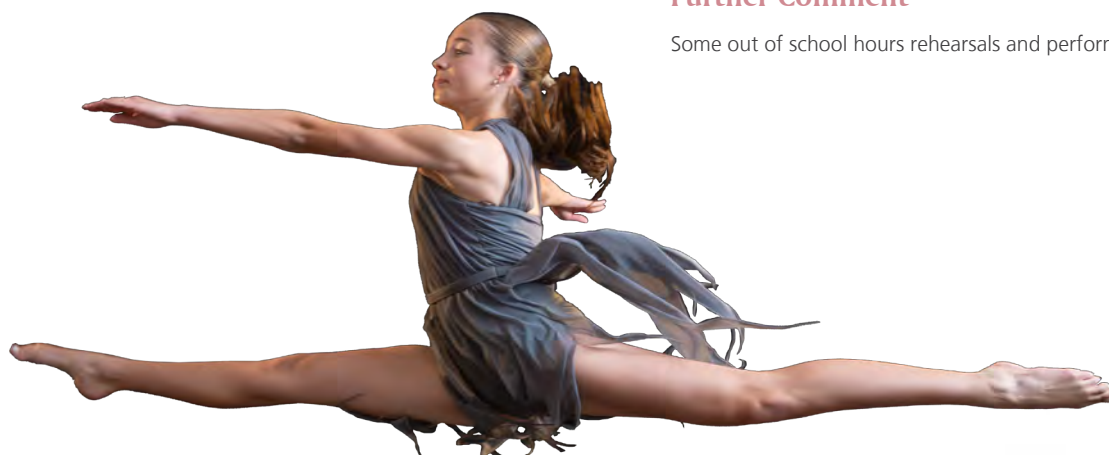
Assessment

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

Certificate III in Dance (Part A)

Year 10 or Year 11 - *Offering again in 2028*

Recommendation: Positions in the Certificate III are limited, therefore students are required to complete an audition, demonstrating proficient skills in either Contemporary or Jazz dance.

Length of Course: Full Year

Part A runs biennially and will run again in 2028 (Approx 35 credits)

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

Part A is completed in 2026 (approx. 35 Stage 2 credits) and Part B is completed in 2027 (approx. 35 Stage 2 credits). To receive the Certificate III in Dance certification, and to use the 70 Stage 2 credits towards an ATAR, both Part A (2026) and Part B (2027) must be completed.

Cost: Approx \$1300 for the full qualification (Part A & B). Nazareth will contribute half of the cost for Nazareth Enrolled Students.

Aims

This program is a VET course that will provide students with a Certificate III in Dance, an industry recognised certification as well as up to 70 Stage 2 Credits upon the completion of the 2-year program. The course is aimed at students who already have proficiency in dance technique and performance.

Content

In Part A (2026 or 2028) students will engage in training activities that build their skills and knowledge about:

- Increase depth of jazz dance techniques
- Increase depth of contemporary dance techniques
- Integrate rhythm into movement activities
- Develop performance techniques
- Develop basic dance composition skills
- Condition the body for dance performance
- Assist with dance teaching
- Develop basic dance analysis skills
- Work effectively with others

Assessment

This course is run during the normal and off line school timetable by Nazareth teaching staff, with the accreditation by a registered training organisation. 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. On it's own, Certificate III in Dance Part A will contribute approx. 35 SACE Stage 2 credits towards a student's SACE. Combined with Certificate III in Dance Part B (approx. 35 SACE Credits), this course can contribute up to a total of 75 Stage 2 Credits towards SACE and can be used towards an ATAR if the full Certificate III is completed. Students can choose to only complete Part A for a single year, however will not be issued a Certificate III in Dance.

Some additional rehearsals and performances will be required as part of the course including, but not limited to: The Evening of Dance, Cabaret & Dance Frenzy.

Further Comment

Students who would like to choose this course, 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. Students will be expected to change into the Nazareth dance uniform for all lessons, which can be purchased from the uniform shop.

Certificate III in Dance (Part B)

Year 11 or Year 12 - *Offered in 2027*

Recommendation: Completion of Certificate III in Dance - Part A.

Length of Course: Full Year - Part B in 2027 (Approx 35 credits)

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

Part A completed in 2026 (approx. 35 Stage 2 credits) and Part B is completed in 2027 (approx. 35 Stage 2 credits)

To receive the Certificate III in Dance certification, and to use the 70 Stage 2 credits towards an ATAR, both Part A (2026) and Part B (2027) must be completed.

Cost: Approx \$1300 for the full qualification (Part A & B). Nazareth will contribute half of the cost for Nazareth Enrolled Students.

Aims

This program is a VET course that will provide students with a Certificate III in Dance, an industry recognised certification as well as up to 70 Stage 2 Credits upon the completion of the 2-year program. The course is aimed at students who already have proficiency in dance technique and performance.

Content

In Part B (2027 or 2029) students will engage in training activities that build their skills and knowledge about:

- Increase depth of jazz dance techniques
- Increase depth of contemporary dance techniques
- Integrate rhythm into movement activities
- Develop performance techniques
- Develop basic dance composition skills
- Work effectively in the creative arts industry
- Plan a career in the creative arts industry
- Develop audition techniques
- Prepare personal appearance for performances

Assessment

This course is run during the normal and off line school timetable by Nazareth teaching staff, with the accreditation by a registered training organisation. 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. On it's own, Certificate III in Dance Part B will contribute approx. 35 SACE Stage 2 credits towards a student's SACE. Combined with Certificate III in Dance Part A (approx. 35 SACE Credits), this course can contribute up to a total of 70 Stage 2 credits towards SACE and can be used towards an ATAR if the full Certificate III is completed. Students can choose to only complete Part B for a single year, however will not be issued a Certificate III in Dance.

Some additional rehearsals and performances will be required as part of the course including, but not limited to: The Evening of Dance, Cabaret & Dance Frenzy.

Further Comment

Students who would like to choose this course, 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. Students will be expected to change into the Nazareth dance uniform for all lessons, which can be purchased from the uniform shop.



THE ARTS

Dance Stage 1

Recommendation:

Year 9 Dance Academy or Year 10 Dance or by audition

Length of Course:

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

Nazareth Pathways:

Dance 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 enables students to demonstrate their learning through the following Assessment Types:

- Assessment Type 1: Skills Development
- Assessment Type 2: Creative Explorations
- Assessment Type 3: Dance Contexts

Further Comment

Some out of hour rehearsals will be required.

Students will be expected to change into the Nazareth uniform, which can be purchased from the uniform shop.

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

Integrated Learning - Performing Arts

Drama Stage 1

Recommendation: C Grade in Year 9/10 Drama or interview if no previous Drama experience

Length of Course:

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

Nazareth Pathways:

Integrated Learning - Performing Arts - Drama 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 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 Performing 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 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.

Further Comment

Students will be expected to participate in additional rehearsals outside of scheduled lessons, including: after school rehearsals, school holiday rehearsals, and some weekend rehearsals.



THE ARTS

Visual Arts - Fashion Stage 1

Recommendation:

C+ Grade in Year 10 Art & Design 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, designing and creating their own works. It includes research, investigation, development of ideas, experimentation and the creation of practical products related to the Fashion Industry. Students will be involved in teacher-directed and student-directed tasks, to develop and apply their practical skills, knowledge, and understanding of the Fashion Industry to their own fashion product, using the design process.

To develop and apply skills, knowledge, concepts, and understanding of the Fashion Industry (sewing)

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

Stage 1 Fashion Design is divided into three areas of study:

- Visual Thinking - Folio
- Practical Resolution - Practical Work
- Visual Arts in Context - Visual Study

Students use creative and visual thinking to arrive at practical resolutions and products based on their own ideas. Students will experience:

- Working to set briefs
- Development of practical skills, design & documentation through creative problem-solving, research & exploration.
- Using the 'Design Process' to find solutions through problem solving, research and exploration of materials & techniques.
- Analysis, interpretation and response to design in a cultural, social and/or historical context
- The planning and making of original fashion products

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

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.

Creative Arts - Photography Stage 1

Recommendation:

Nil

Length of Course:

One Semester (10 credits)

Nazareth Pathways:

Photography Stage 2

Aims

- Application and manual control of digital cameras
- To develop skills in digital presentation of original ideas and products
- 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

Students demonstrate knowledge of Creative Arts through inquiring individual photographic themes and techniques, including researching industry relevant practitioners through an independent Inquiry.

Skills Folio includes camera handling skills to capture photos that explore a variety of technical skills, documenting experimentations that showcase their progression during the task.

Students work towards producing their own products, supported by a Folio, to showcase their artistic and creative responses through their individual presentation of photographic products.

Students reflect and evaluate their processes and effectiveness of their creative ideas.

Assessment

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

- Assessment Type 1: Skills Task
- Assessment Type 2: Product & Folio
- Assessment Type 3: Inquiry



Pathways
The Arts

Religious Education
Food & Technology

Careers & Futures
Health & PE

Design Technologies
Humanities

Digital Technologies
Languages

English
Mathematics

Sciences

THE ARTS

Music

Stage 1

Recommendation:

C grade in Year 10 Music

Length of Course:

Full Year (20 credits)

Nazareth Pathways:

Stage 2 Music Explorations (Performance)

Stage 2 Solo Performance

Stage 2 Ensemble Performance

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 Context
- 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 apply music theory, utilising traditional and graphic musical notation.
- Harmonically analyse piano music and voice chords
- Create and present musical scores for original compositions or arrangements
- 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:

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

Music Technology (Cross Disciplinary Studies) Stage 1

Recommendation:

Nil

Length of Course:

One Semester (10 credits)

Nazareth Pathways:

Music Technology (Cross Disciplinary Studies) Stage 2

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.

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



Pathways
The Arts

Religious Education
Food & Technology

Careers & Futures
Health & PE

Design Technologies
Humanities

Digital Technologies
Languages

English
Mathematics

Sciences

THE ARTS

Visual Arts - Design

Stage 1

Recommendation:

C+ Grade in Year 9 or 10 Art & Design or Fashion

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 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, Graphic or Product Design and Interior 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 a variety of media and techniques.
- 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 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

Visual Arts - Art

Stage 1

Recommendation:

C+ Grade in Year 9 or 10 Art & Design or Fashion

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

Further Comment

Students should attempt practical work this is manageable and feasible.



THE ARTS

Visual Arts - Art

Stage 2

Recommendation:

B- grade Stage 1 Art/Design/Fashion

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

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

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:

B- grade Stage 1 Art/Design/Fashion

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

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

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 specific supplies for practical work.



THE ARTS

Certificate III in Music (Performance) Part A

Stage 2 - Year 11

Recommendation: Positions in the Certificate III 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 III 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 III 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.

Cost: Approximately \$300. (Nazareth to pay half)

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 engage in the following training activities:

- Form a band with other class members and learn and rehearse repertoire
- Perform songs in a band
- Develop improvisational skills
- Compose and record song 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.

Further course, assessment and fee details will be available through the audition and enrolment process.

Further Comment

Students who would like to choose this course, 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.

Certificate III in Music (Performance) Part B

Stage 2 - Year 12

Recommendation: Students must have undertaken Part A the previous year.

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 III 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.

Cost: Approximately \$300. (Nazareth to pay half)

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 engage in the following training activities:

- Form a band with other class members and learn and rehearse repertoire
- Perform songs in a band
- Develop improvisational skills
- Compose and record song 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.

Further course, assessment and fee details will be available through the audition and enrolment process.



THE ARTS

Creative Arts - Photography

Stage 2

Recommendation:

C grade in Stage 1 Photography

Length of Course:

Full Year (20 credits)

Aims

To further develop

- Confidence and safety in the use of the SLR cameras, various lenses and equipment (including studio setup)
- Knowledge through experimenting with multiple camera settings and compositional skills
- Contemporary Design skills in a technological context
- Understanding of the intentions of practitioner's in the field, analysing their work and techniques to better inform student's own practice
- Interest and enjoyment in photography through personal involvement and creative expression.

Content

Students further develop their knowledge and skills with manual camera settings to capture photos that explore specific technical skills and in-tended outcome. Students aim to demonstrate a clear progression in skill quality over the duration of the Skills Folio.

Students study a chosen theme for their Inquiry, involving research and learning relevant techniques from industry relevant practitioners, synthesising the important features and techniques required to be successful as a photographer in their chosen photography theme.

Students document and plan for their own expression of creativity, to produce and present exhibition quality photographs. The Product folio follows the sequence of research, development, and production of personal intentions that are developed and presented in person or digitally, accompanied by a folio. Students reflect and evaluate their processes and effectiveness of their creative ideas, developing advanced skills in the use of digital camera and creative compositions.

Assessment

Students will be assessed on the following assessment types:

- Assessment Type 1: Skills Task (30%)
- Assessment Type 2: Product & Folio (50%)
- Assessment Type 3: Inquiry (20%)

Dance

Stage 2

Recommendation:

Successful completion of Year 10 or 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

Assessment Type 1: Performance Portfolio (40%)

Assessment Type 2: Dance Contexts (30%)

External Assessment

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 the Nazareth dance uniform for all lessons, 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

Integrated Learning - Performing Arts

Drama

Stage 2

Recommendation: C Grade in Year 9/10 Drama or interview if no previous Drama experience

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 Performing Arts.

- To develop and apply one or more capabilities.
- To develop the communication and problem-solving skills required in Performing 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.

Further Comment

Students will be expected to participate in additional rehearsals outside of scheduled lessons, including: after school rehearsals, school holiday rehearsals, and some weekend rehearsals.



THE ARTS

Music Ensemble Performance

Stage 2

Recommendation:

B- grade in 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 5 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

Assessment Type 1: Performance (30%)

Assessment Type 2: Performance and Discussion (40%)

External Assessment

Performance Portfolio (30%)

Music Explorations (Performance)

Stage 2

Recommendation:

B- grade in 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

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

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

External Assessment

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



Pathways
The Arts

Religious Education
Food & Technology

Careers & Futures
Health & PE

Design Technologies
Humanities

Digital Technologies
Languages

English
Mathematics

Sciences

THE ARTS

Music Solo Performance

Stage 2

Recommendation:

B- grade in 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

Assessment Type 1: Performance (30%)

Assessment Type 2: Performance and Discussion (40%)

External Assessment

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%)



Pathways
The Arts

Religious Education
Food & Technology

Careers & Futures
Health & PE

Design Technologies
Humanities

Digital Technologies
Languages

English
Mathematics

Sciences

THE ARTS

Industry Connections - School Musical

Years 10, 11 and 12

Recommendation: Prior performance experience in Drama, Dance or music is an advantage but not a prerequisite.

Length of Course: Semester 1 (20 credits)

Nazareth Pathways:

Stage 1 & 2 Dance

Stage 1 & 2 Integrated Learning Performing Arts - Drama

Note: This subject does not contribute towards an ATAR.
This subject runs bi-annually and will be offered in 2027.

Aims

This Stage 2 course is designed for students who have an interest in the Entertainment Industry. It enables them to develop and apply their skills, knowledge, and understanding of the Entertainment Industry, while also developing capabilities and employability skills through their involvement in the School Musical.

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

Their involvement may be in one or more of the following areas:

Performance (acting, dancing, singing) Design (set, costume, make-up, lighting, sound or publicity and promotions), Front of House, Multimedia/ Film or Stage Management.

- To develop and apply skills, knowledge, concepts, and understanding of the Entertainment Industry
- To develop capabilities and employability skills
- To develop planning, organisational, problem solving, and decision-making skills
- To work productively and collaboratively with others to create an integrated and polished performance
- To demonstrate self-awareness in reflecting on, and critically evaluating, learning

Content

The content focuses on various aspects of the entertainment industry and allows students to develop relevant industry skills and capabilities, which will support them in their future studies or career pathways. The key topics are:

- Working in the entertainment industry
- Stagecraft and production design
- Performing for theatre
- Production development (page-to-stage)

Study of these topics will involve:

- Workshops, excursions, and class-based practical activities
- Industry visits and mentoring
- Active participation in the creative development, rehearsal and refinement of the School Musical
- Performance/presentation before a live audience

Assessment

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

School Assessment

Assessment Type 1: Folio (50%)

Assessment Type 2: Reflection (20%)

External Assessment

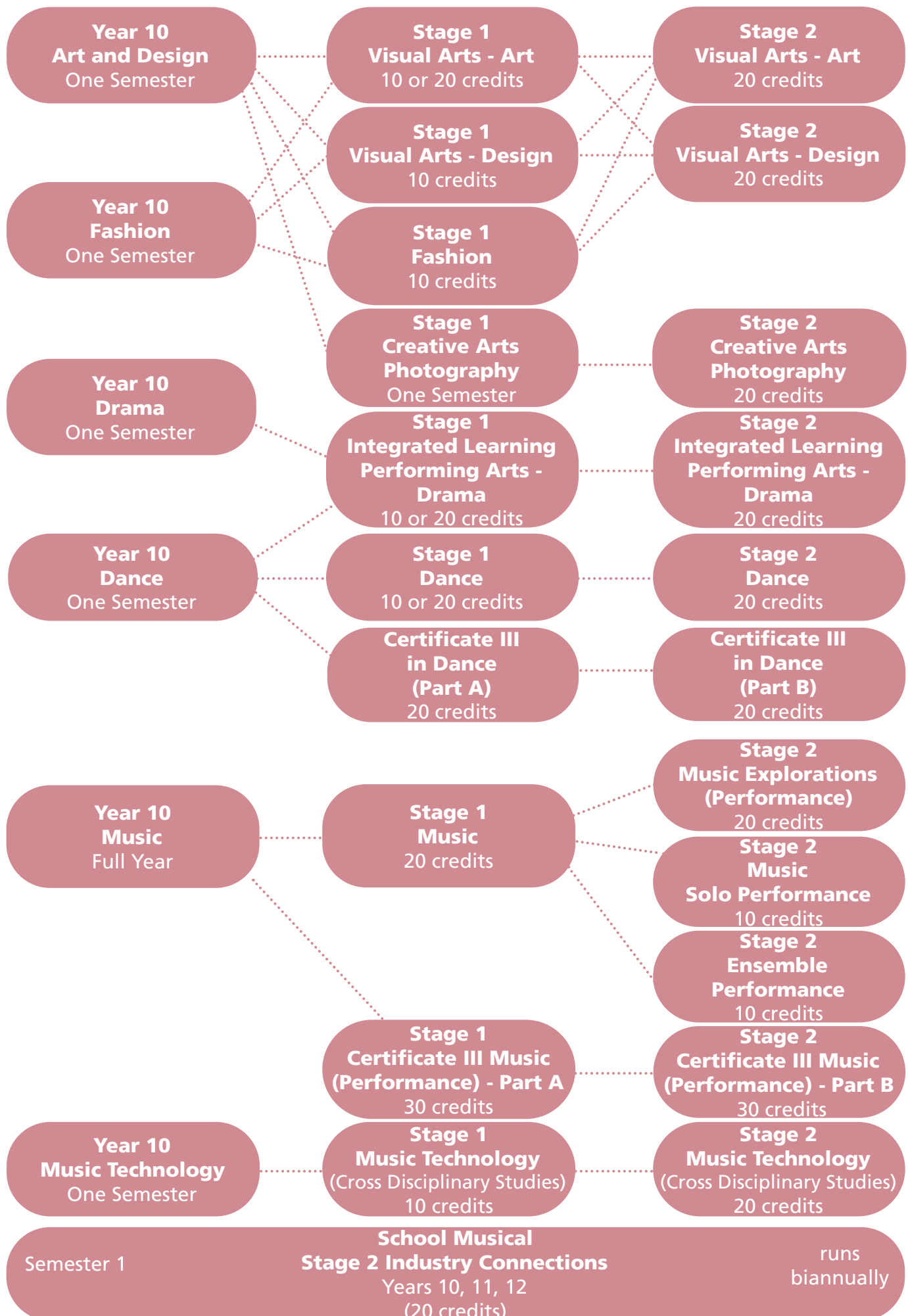
Assessment Type 3: Industry Project (30%)

Further Comment

Enrolment in Industry Connections leads to priority consideration for lead roles in the Musical. Students will be expected to participate in additional rehearsals outside of scheduled lessons, including after school rehearsals, school holiday rehearsals, and some weekend rehearsals.



THE ARTS FLOWCHART



CAREERS & FUTURES

Exploring Identities & Futures (EIF) Stage 1 Year 10

Recommendation:

Nil

Length of Course:

One Semester (10 credits)

Note:

Exploring Identities & Futures is a compulsory Stage 1 subject that all SACE students undertake. Students need to achieve a C grade or higher to achieve their SACE.

Aims

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

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.

Content

EIF 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.

In this subject students:

- develop agency by exploring their identity, interests, strengths, skills, capabilities and or values; and making choices about their learning
- demonstrate self-efficacy through planning and implementing actions to develop their capabilities and connecting with future aspirations
- apply self-regulation skills by contributing to activities to achieve goals, seeking feedback, and making decisions
- develop their communication skills through interaction, collaboration, sharing evidence of their learning progress and developing connections with others.

Assessment

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

Assessment Type 1: Exploring me and who I want to be

Assessment Type 2: Taking action and showcasing my capabilities

Nazareth Identities & Futures (NIF) Year 11

Recommendation:

Nil

Length of Course:

One Semester (10 credits)

Nazareth Pathways:

Stage 2 AIF

Aims

Nazareth Identities & Futures enables students to:

- Take greater ownership and agency over their learning.
- Build capacity as a researcher by engaging with multiple research methods and processes.
- Build competence in self-directed learning.

Content

NIF enables students to make links between aspects of their lives, their identities and their capabilities. Students will build capacity as researchers, as they direct their own learning through investigations, action/practical research and collaborative assessments.

Assessment

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

School Based Assessment

Assessment Type 1: Practical Inquiry (40%)

Assessment Type 2: Connections (30%)

External Assessment

Assessment Type 3: Personal Endeavour (30%)



Pathways
The Arts

Religious Education
Food & Technology

Careers & Futures
Health & PE

Design Technologies
Humanities

Digital Technologies
Languages

English
Mathematics

Sciences

CAREERS & FUTURES

Beyond School - Community Connections

Stage 2

Recommendation: Enrolment in Beyond School is by Teacher Recommendation

Length of Course:

Full Year (10 credits or 20 credits)

Note:

This subject does not contribute towards an ATAR

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

Workplace Practices Stage 2

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

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.



CAREERS & FUTURES

Activating Identities & Futures (AIF)

Stage 2

Recommendation:

Nil

Length of Course:

One Semester (10 credits)

Note:

Activating Identities & 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.

Aims

AIF is complementary to EIF and is underpinned by the same four pedagogical approaches (agency, natural evidence of learning, self-regulatory learning, and feedback). In AIF, students build upon the capabilities, strategies and insights developed in Stage 1 Exploring Identities and Futures.

Activating Identities & 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 (35%)

Assessment Type 2: Progress Checks (35%)

External Assessment

Assessment Type 3: Appraisal (30%)



Pathways
The Arts

Religious Education
Food & Technology

Careers & Futures
Health & PE

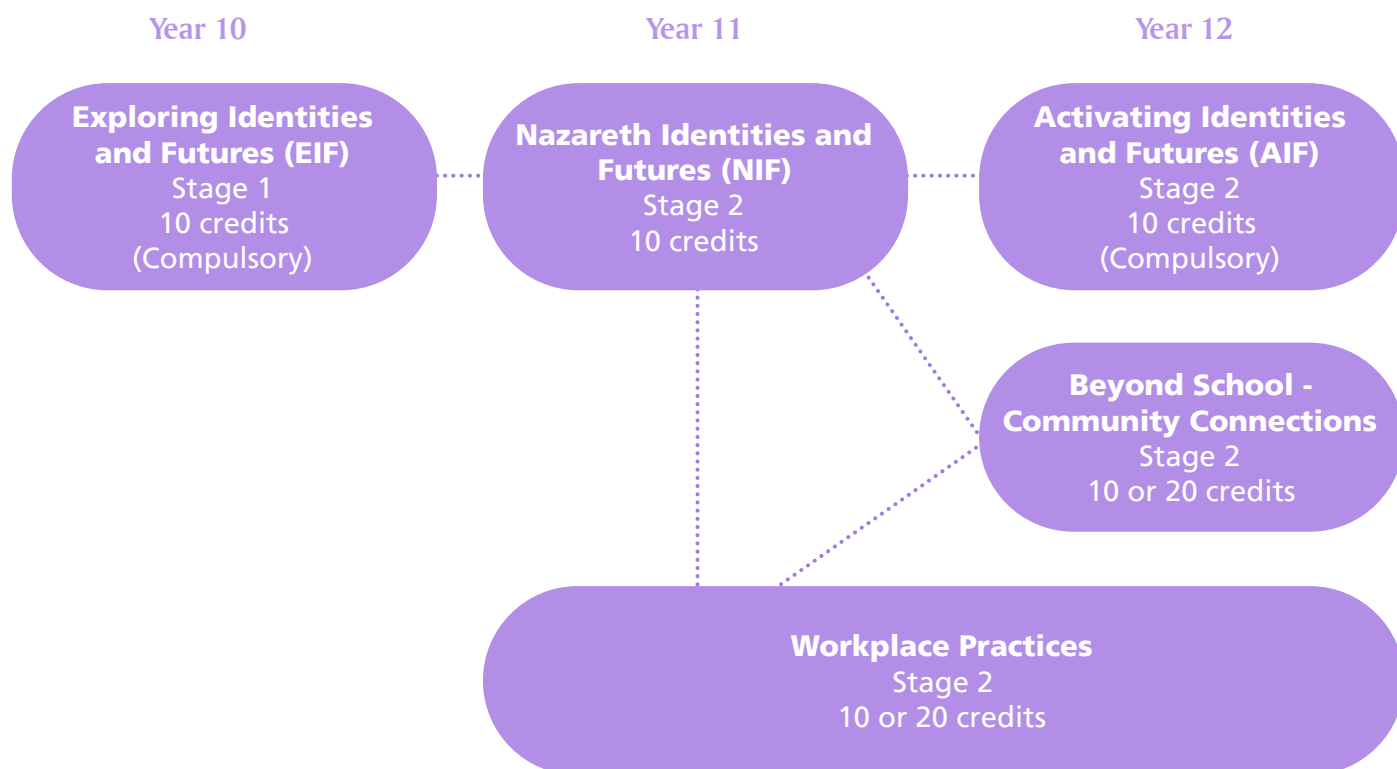
Design Technologies
Humanities

Digital Technologies
Languages

English
Mathematics

Sciences

CAREERS & FUTURES FLOWCHART



DESIGN TECHNOLOGIES

Advanced Manufacturing Year 10

Recommendation:

Successful completion of Year 9 Advanced Manufacturing

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:

Successful completion of Year 9 Design & Technology

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:

Successful completion of Year 9 Design & Technology

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.

Trade Foundations (Industry Connections) Year 10 - Stage 2

Recommendation:

Nil - Ideally studied in conjunction with Try-A-Trade

Length of Course:

One Semester (10 credits)

Nazareth Pathways:

VET Qualifications

Aims

This course is offered at Year 10 but allows students to earn 10 Stage 2 credits.

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:

C grade in Year 10 Woodwork

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

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

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:

C grade in Year 10 Metalwork

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

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

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:

C grade in Year 10 Woodwork

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.

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 strong covered footwear 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:

C grade in Year 10 Metalwork

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.

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 strong covered footwear 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

Tools of the Trade (Industry Connections)

Years 11, 12 - Stage 2

Recommendation:

Nil

Length of Course:

Full Year (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%)

Advanced Manufacturing Stage 1

Recommendation:

C grade in 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.

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.



Pathways
The Arts

Religious Education
Food & Technology

Careers & Futures
Health & PE

Design Technologies
Humanities

Digital Technologies
Languages

English
Mathematics

Sciences

DESIGN TECHNOLOGIES

Material Products - Wood Stage 2

Recommendation:

C+ grade in Stage 1 Woodwork

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 **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 \$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.

Material Products - Metal Stage 2

Recommendation:

C+ grade in Stage 1 Metalwork

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 **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 \$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



Photo Credit: Sam Noonan

Advanced Manufacturing Stage 2

Recommendation:

C+ grade in 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 - \$200 (spread across skills tasks, minor task and major task). This equates to \$180 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.



Pathways
The Arts

Religious Education
Food & Technology

Careers & Futures
Health & PE

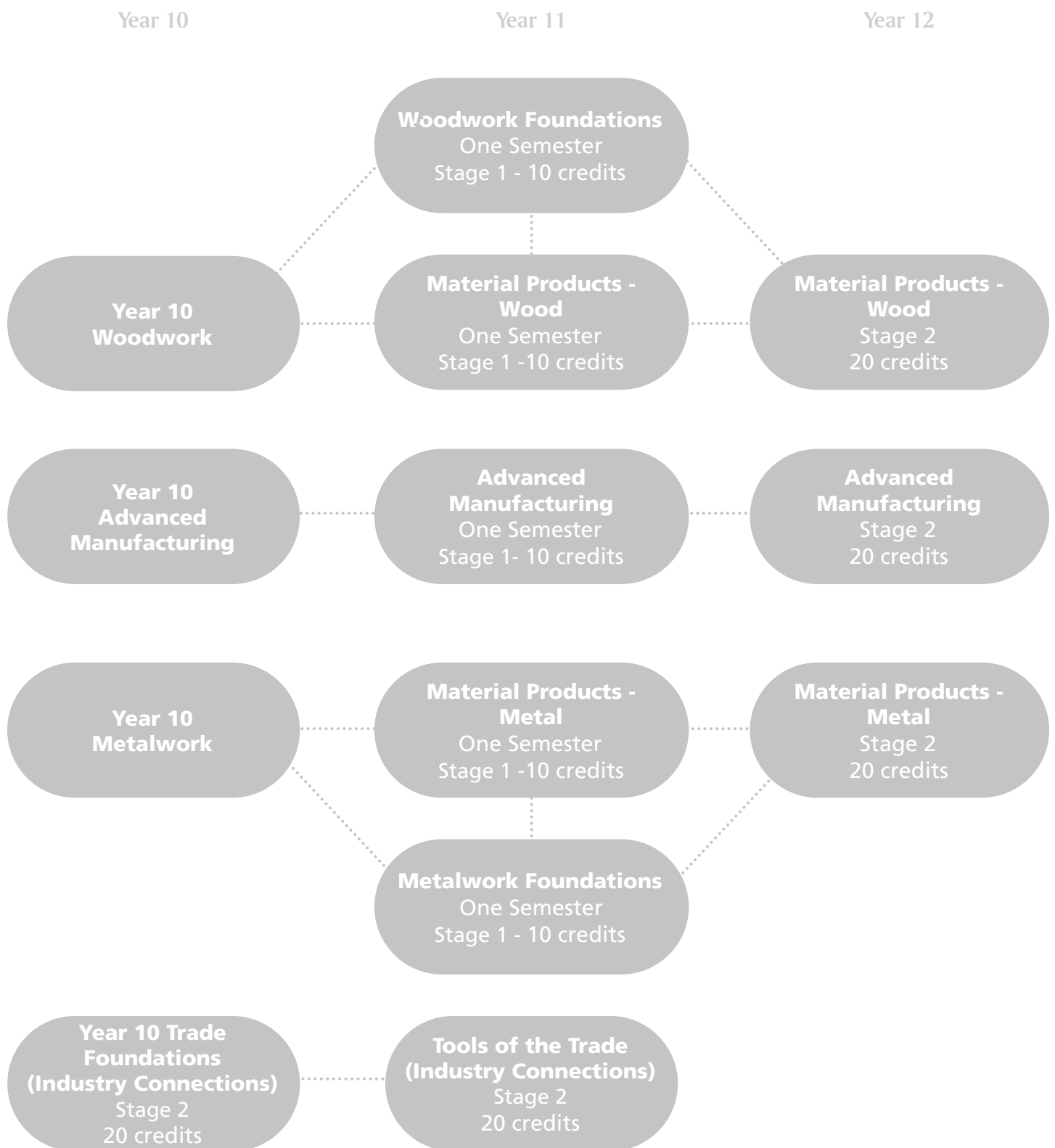
Design Technologies
Humanities

Digital Technologies
Languages

English
Mathematics

Sciences

DESIGN TECHNOLOGIES FLOWCHART



DIGITAL TECHNOLOGIES

Digital Design Year 10

Recommendation:

Nil

Length of Course:

One Semester

Nazareth Pathways:

Digital Communications Products 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 multimedia products
- Negotiate own topics to demonstrate their learning
- Topics may include graphic design, TV and Film production, photography, web design, game design, animation, and multimedia.

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 Technology Year 10

Recommendation:

Nil

Length of Course:

One Semester

Nazareth Pathways:

Robotics and Electronic Systems 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
- Robotics solutions
- 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 Communication Products Stage 1

Recommendation:

C grade in Year 10 Digital Design

Length of Course:

One Semester (10 credits)

Nazareth Pathways:

Digital Communication Products Stage 2

Aims

Digital Communications involves using symbols, signs, behaviour, speech, light, images, sound, or other data to design and make products that communicate information. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of digital communication media.

Students apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning.

Content

Digital Communications provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. Students will pick one of the following contexts to focus their skill development:

- Animation
- Film-making
- Game production
- Multimedia (Publishing)
- Other contexts may be taken in to consideration

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: Specialised Skills Task
- Assessment Type 2: Design Process & Solution

Robotic and Electronic Systems Stage 1

Recommendation:

C grade in Year 10 Digital Technology

Length of Course:

One Semester (10 credits)

Nazareth Pathways:

Digital Technology Stage 2

Aims

In Robotic and Electronic Systems, students can use a variety of hardware (components) that may be combined with software to design and realise a solution such as a device or system. Students produce outcomes that demonstrate the knowledge and skills associated with using electronic, mechatronic or electrical systems. These can include electronic components, circuit design and assembly, robotic components, programming, wiring, gears, simulation, or systems integration.

Content

Robotic and Electronic Systems provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. Students will pick one of the following contexts to focus their skill development:

- Communications systems (e.g. Bluetooth, radio telemetry, etc.)
- Electronic systems (e.g. microcontroller board such as Arduino)
- Internet of Things (IoT) (e.g. web-connected sensors & devices)
- Robotics (e.g. building a programmed, autonomous, or remote-controlled robot)
- Other contexts may be taken into consideration

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: Specialised Skills Task
- Assessment Type 2: Design Process & Solution



DIGITAL TECHNOLOGIES

Digital Communication Products Stage 2

Recommendation:

C+ grade in Stage 1 Digital Communication Products

Length of Course:

Full Year (20 credits)

Aims

Digital Communications involves using symbols, signs, behaviour, speech, light, images, sound, or other data to design and make products that communicate information. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of digital communication media.

Students apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning.

Content

Digital Communications provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. Students will pick one of the following contexts to focus their skill development:

- Animation
- Film-making
- Game production
- Multimedia (Publishing)
- Other contexts may be taken into consideration

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: Specialised Skills Task
- Assessment Type 2: Design Process & Solution

External assessment (30%)

Assessment Type 3: Resource Study (30%).

Robotic and Electronic Systems Stage 2

Recommendation:

C+ grade in Stage 1 Robotic & Electronic Systems

Length of Course:

Full Year (20 credits)

Aims

In Robotic and Electronic Systems, students can use a variety of hardware (components) that may be combined with software to design and realise a solution such as a device or system. Students produce outcomes that demonstrate the knowledge and skills associated with using electronic, mechatronic or electrical systems. These can include electronic components, circuit design and assembly, robotic components, programming, wiring, gears, simulation, or systems integration.

Content

Robotic and Electronic Systems provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. Students will pick one of the following contexts to focus their skill development: Desktop Publishing

- Communications systems (e.g. Bluetooth, radio telemetry, etc.)
- Electronic systems (e.g. microcontroller board such as Arduino)
- Internet of Things (IoT) (e.g. web-connected sensors & devices)
- Robotics (e.g. building a programmed, autonomous, or remote-controlled robot)
- Other contexts may be taken into consideration

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%)

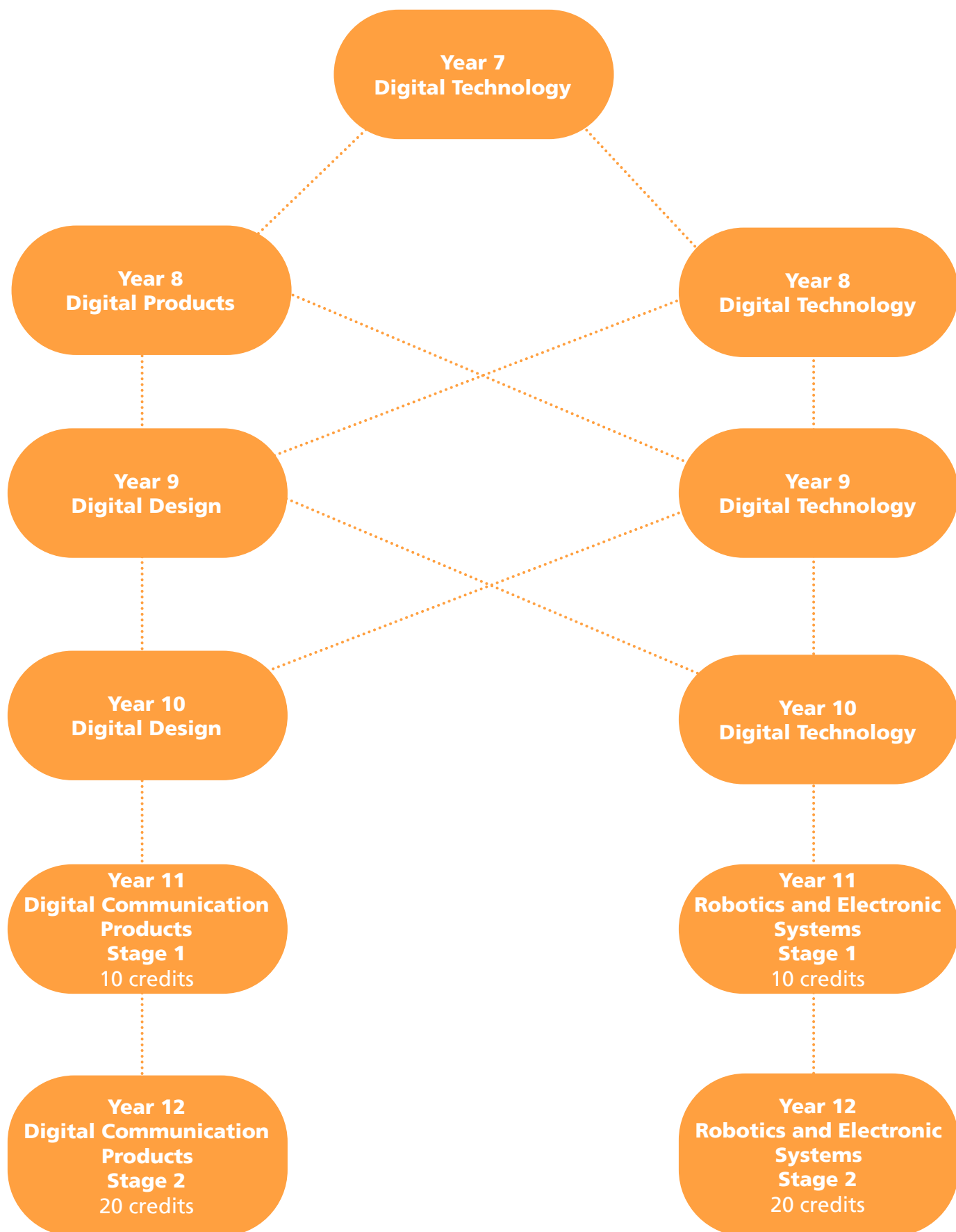
- Assessment Type 1: Specialised Skills Task
- Assessment Type 2: Design Process & Solution

External assessment (30%)

Assessment Type 3: Resource Study (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

English Stage 1

Recommendation:

C grade in 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

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 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:

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:

- Intertextual 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 grade 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:

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:

- Connected Texts Study, Transformative 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

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.

Creating 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:

C grade in Year 10 English

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

- Assessment Type 1: Folio (40%)
- Assessment Type 2: Interaction Study (20%)

Students reflect on their personal interaction with one or more converging media types.

- Assessment Type 3: Product (40%)

Media Studies Stage 2

Recommendation:

B grade in Stage 1 Media OR Stage 1 English/Literary Studies

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%).



Pathways
The Arts

Religious Education
Food & Technology

Careers & Futures
Health & PE

Design Technologies
Humanities

Digital Technologies
Languages

English
Mathematics

Sciences

ENGLISH

Women's Studies Stage 1

Recommendation:

C grade in Year 10 English

Length of Course:

One Semester (10 credits)

Nazareth Pathways:

Women's 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 diverse representations of women in cultural texts.
- Identify and analyse the impact of various social structures and cultural practices on the lives of women.
- Identify and analyse examples of women's disempowerment, and strategies for empowerment.
- Communicate informed ideas using the language of gender analysis, appropriate forms, and acknowledgement of sources.

Content

Women's Studies is a cross-disciplinary subject which allows students to explore literature, sociology, sport, media, politics, and more. There is a focus on intersectionality, and the significance of social identity on individuals and communities.

At the Stage 1 level, topics include:

- Construction and learning of gender
- Gender stereotyping
- The history of the feminist movement
- Intersectionality
- Representations of women in film and television.

Assessment

- Text Analysis (40%)
- Group Presentation (30%)
- Issue Analysis (30%)

Women's Studies Stage 2

Recommendation:

B grade in Stage 1 Women's Studies OR English/Literary Studies

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 diverse representations of women in cultural texts.
- Identify and analyse the impact of various social structures and cultural practices on the lives of women.
- Identify and analyse examples of women's disempowerment, and strategies for empowerment.
- Communicate informed ideas using the language of gender analysis, appropriate forms, and acknowledgement of sources.

Content

Women's Studies is a cross-disciplinary subject which allows students to explore literature, sociology, sport, media, politics, and more. There is a focus on intersectionality, and the significance of social identity on individuals and communities.

At the Stage 2 level, topics include:

- Influential women in our culture
- The future of the feminist movement
- Representations of women in literature
- Gender-based violence
- Women's empowerment

Assessment

School-Based Assessment (70%)

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

External Assessment (30%)

- Assessment Type 4: Issue Analysis



ENGLISH

English Stage 2

Recommendation:

B grade in Stage 1 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.

Creating Texts:

- To inform, to entertain and to persuade.

External Assessment:

- Connected Texts 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 grade 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:

Responding to Texts:

- Four Shared Studies: Drama Response, Paired Texts, Critical Perspectives and Poetry

Creating Texts:

- Compose texts to inform, to entertain and to persuade

External Assessment:

- Comparative Text study and Critical Reading Examination

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%)

Critical Reading Examination (100 minutes) (15%)



Pathways
The Arts

Religious Education
Food & Technology

Careers & Futures
Health & PE

Design Technologies
Humanities

Digital Technologies
Languages

English
Mathematics

Sciences

ENGLISH

Essential English Stage 2

Recommendation:

C+ grade in Stage 1 Essential English or Stage 1 General 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.

Creating 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: Responding to Texts (30%)

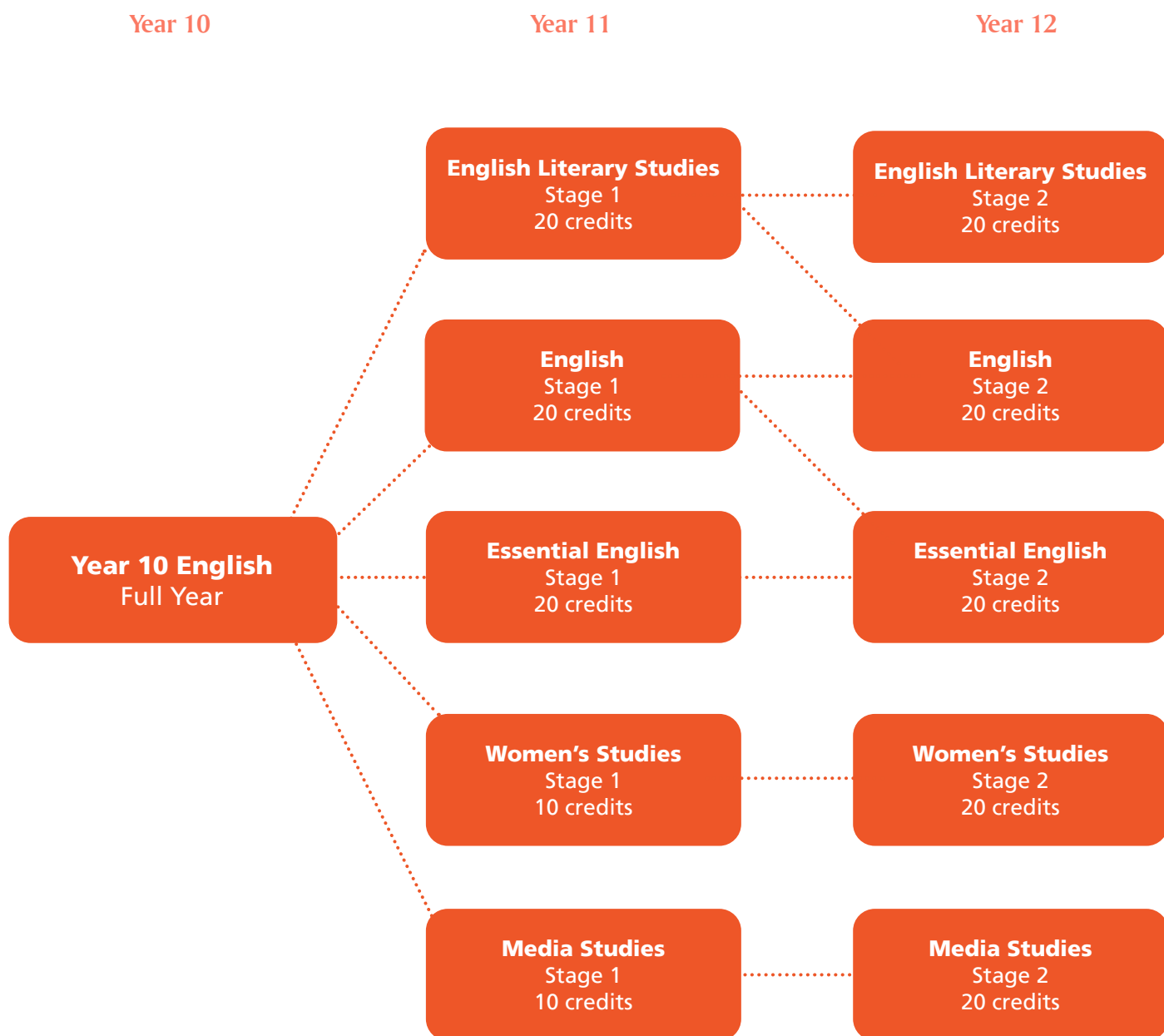
Assessment Type 2: Creating Texts (40%)

External Assessment

Assessment Type 3: Language Study (30%)



ENGLISH FLOWCHART



FOOD & TECHNOLOGY

Food & Development Year 10

Recommendation:

Nil

Length of Course:

One Semester

Nazareth Pathways:

Stage 1 Child Studies

Stage 1 Food & Hospitality

Stage 2 Child Studies

Stage 2 Food & Hospitality

Aims

The study of Food and Child Development is to provide a hybrid experience of food and practical opportunities through exploration of the nutritional needs and the areas of development for both children and adolescents.

This hybrid course inspires student agency, knowledge and understanding to promote further studies in both Food and Hospitality and Child Studies.

Content

- Revision of kitchen equipment, safety and hygiene
- Childhood and Adolescent Nutrition
- Understanding Children and the areas of development
- Ingredient selection and production methods to produce highly nutritious meals for children and adolescents
- Investigate an area of interest relevant to child and adolescent

Assessment

Practical Activities (40%)

Collaborative Activities (20%)

Investigation Tasks (40%)



Food & 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
- Analysing 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.

Practical activity (55%)

Theory Activities (45%)

Further Comment

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



Pathways
The Arts

Religious Education
Food & Technology

Careers & Futures
Health & PE

Design Technologies
Humanities

Digital Technologies
Languages

English
Mathematics

Sciences

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 Early Childhood Education and Care

Stage 2 - Year 11

Recommendation:

Must have an interest in early childhood education

Length of Course:

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

Note:

160 hours of workplacement is compulsory

Cost:

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

Aims

This program is a VET course that 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 training 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. 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. Students must complete and document their workplacement in order to be awarded with 'Competent.'

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



Pathways
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Religious Education
Food & Technology

Careers & Futures
Health & PE

Design Technologies
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Digital Technologies
Languages

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Mathematics

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FOOD & TECHNOLOGY

Food & Hospitality Stage 1

Recommendation:

C grade in Year 9 or 10 Food Technology subjects

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)

Hospitality Skills - Industry Connections Stage 2 - Year 11

Recommendation:

An interest in the Hospitality Industry

Length of Course:

One Semester (10 credits)

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 hands-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%)



Pathways
The Arts

Religious Education
Food & Technology

Careers & Futures
Health & PE

Design Technologies
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Languages

English
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FOOD & TECHNOLOGY

Child Studies Stage 2

Recommendation:

C grade in Stage 1 Child Studies

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:

C grade in Year 10 or Stage 1 Food Technology subjects

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%)



Pathways
The Arts

Religious Education
Food & Technology

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Health & PE

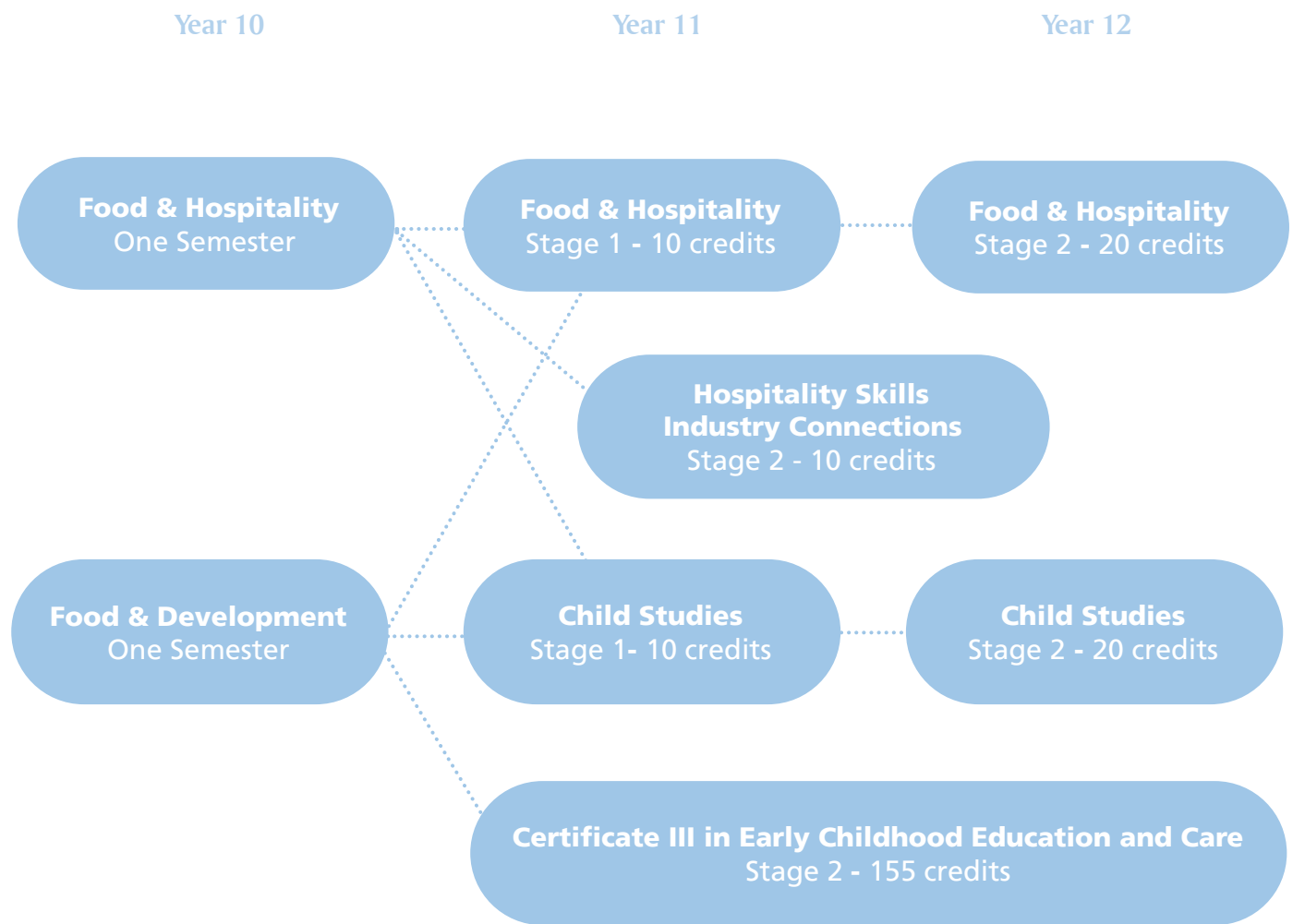
Design Technologies
Humanities

Digital Technologies
Languages

English
Mathematics

Sciences

FOOD & TECHNOLOGY FLOWCHART



HEALTH & PHYSICAL EDUCATION

Basketball, Soccer, Netball, Volleyball & Football Academies Year 10

Recommendation: Positions in Academies 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: Academy Programs will run for 1 semester throughout the year

Nazareth Pathways:

Physical Education - Stage 1

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

Cost: 2027 TBC

2026 Costing: \$300 - Basketball | Soccer | Netball | Volleyball

\$200 - Football

Note: Separate Academies may run for boys and girls dependent on numbers.

- 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 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

For students selected in a sporting academy, participation in the College's co-curricular program in the specialist sport is compulsory. Participation in the academy may also lead to opportunities for students to represent the College at interstate competitions.

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:



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HEALTH & PHYSICAL EDUCATION

Outdoor Education Stage 1

Year 10

Recommendation:

Successful completion of Year 9 Outdoor Education, attendance at camps

Length of Course: One Semester (10 credits)

Nazareth Pathways:

Outdoor Education Stage 2

Health & Wellbeing Stage 1

Physical Education Stage 1

Cost:

2026 Cost - \$350.00

2027 Cost TBC

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
- Kayaking / Canoeing

All practical expeditions & field trips are compulsory.

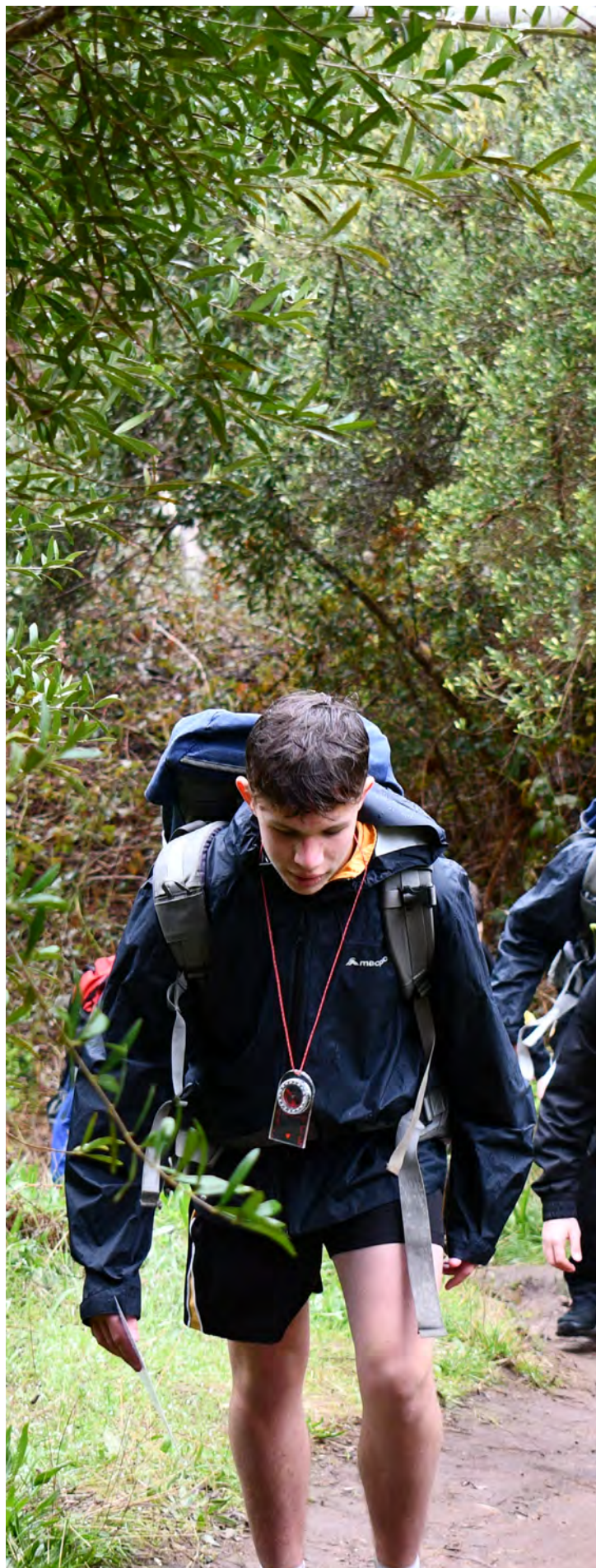
Assessment

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%)

Further Comment

Students must demonstrate effective time management skills and maintain regular communication with their subject teachers to ensure they stay on track with their studies during excursions, camps, and expeditions.



Pathways
The Arts

Religious Education
Food & Technology

Careers & Futures
Health & PE

Design Technologies
Humanities

Digital Technologies
Languages

English
Mathematics

Sciences

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 cover the social, physical and mental determinates of health and could include:

- Cyber safety
- Mental health & wellbeing
- Respectful Relationships
- Lifelong physical activities for maintaining mental and physical health - promoting physical activity in children.

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 oral presentation and reflection
- Issues Response
- Practical activity investigation

Physical Education Year 10 (Compulsory option)

Recommendation: Nil

Length of Course: One Semester

Nazareth Pathways:

Health & Wellbeing Stage 1

Physical Education Stage 1

Integrated Learning - Sport & Fitness 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:

- European Handball
- Volleyball
- Korfball
- Badminton

Theory units may include:

- Skill Aquisition
- SEPEP Fitness Components

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 - Sport & Fitness Year 10 (Compulsory option)

Recommendation:

Nil

Length of Course:

One Semester

Nazareth Pathways:

Integrated Learning - Sport & Fitness 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:

- Exploring a variety of court and field invasion games
- Fitness for life – designing activities to improve areas of fitness, injury prevention and utilising fitness equipment
- Exploring a range of individual and small group fitness activities

Theory focus areas to be addressed include investigating alternative methods of fitness, the benefits of physical activity, and investigating ways to improve muscular strength and prevent injuries.

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

Specialist Physical Education

Year 10

Recommendation: Successful completion of 9 Specialist Physical Education

Length of Course:

One Semester

Timetabling: Please note that Specialist PE is an elective option - this is an additional class on top of Year 10 Compulsory PE

Nazareth Pathways:

Stage 1 Health & Wellbeing

Stage 1 Physical Education

Stage 1 IL - Sport & Fitness

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:

- Touch
- Softball

Theory focus areas to be addressed in Year 10 Specialist Physical Education may include:

- Energy Systems
- Biomechanics & the information processing model.

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



HEALTH & PHYSICAL EDUCATION

Certificate III in Health Services Assistance

Stage 2
Year 11 and Year 12

Recommendation: Nil

Length of Course: Full Year with additional time to allow for work-placement (up to 85 Stage 2 credits)

Cost: Approximately \$1300 tbc (Nazareth to pay half)
Plus \$50 for work placement shirt

Aims

This program is a VET course that will provide students with a Certificate III in Health Services Assistance, an industry recognised certification as well as up to 85 SACE Stage 2 Credits upon completion of the full year program.

This course will equip students to work in a variety of healthcare environments, with skills including communication, infection control, individualised support and work health and safety. Graduates will be equipped to pursue direct work pathways in a variety of roles such as nursing support workers, and also to pursue tertiary pathways including at Universities.

Content

Students will engage in training activities that build their skills and knowledge about:

- Healthy body systems
- Medical terminology
- First aid
- Working with diverse people
- Engaging with health professionals and the health system

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. 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 Health Services Assistance may contribute up to 85 SACE Stage 2 credits towards a student's SACE and can also be used towards an ATAR.

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

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

Certificate III in Sport Coaching

Stage 2
Year 10, 11 or 12

Recommendation: Students must have an ongoing commitment to their Sport (school and/or club) and be able to use discretion and judgement.

Length of Course: Full Year (up to 50 Stage 2 credits)

Nazareth Pathways: Physical Education Stage 2

Cost: TBC (Nazareth to pay half)

Aims

This program is a VET course that will provide students with a Certificate III in Sports Coaching, an industry recognised certification as well as up to 60 SACE Stage 2 Credits upon the completion of the program. The course is aimed at students who wish to take an active role in their sport beyond playing, by developing skills and knowledge to coach and officiate in their chosen sport. By completing the full Certificate III in Sport Coaching, students will have pathways to work or volunteer in school and/or community-based sport clubs and organisations.

Content

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

- Coaching roles and needs
- Working as an official in sport
- Workplace Health & Safety
- Risk Management
- Working with others, including young people
- First Aid

Assessment

This course is run during the normal and off line school timetable one afternoon per week with the accreditation by a registered training organisation.

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.

This course requires approximately 3 hours of homework per week. It may also require additional out of hours coaching and officiating at school and/or club level, students must have an ongoing commitment to their sport (school and/or club.) Students will be required to document this as part of their assessment.

Further Comment

If fully completed, the Certificate III in Sport Coaching may contribute up to 60 SACE Stage 2 credits towards a student's SACE and can also be used towards an ATAR.

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

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



Pathways
The Arts

Religious Education
Food & Technology

Careers & Futures
Health & PE

Design Technologies
Humanities

Digital Technologies
Languages

English
Mathematics

Sciences

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 & Wellbeing - 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 an audience of their choice, 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:

C+ grade in Stage 1 Outdoor Ed and attendance at Stage 1 Outdoor Ed camp.

Length of Course:

Full Year (20 credits)

Cost:

2026 Cost - \$370.00

2027 Cost TBC

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%)

Further Comment

Ability to manage schoolwork and communicate with other subject teachers when attending excursions, camps, and expeditions.



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The Arts

Religious Education
Food & Technology

Careers & Futures
Health & PE

Design Technologies
Humanities

Digital Technologies
Languages

English
Mathematics

Sciences

HEALTH & PHYSICAL EDUCATION

Integrated Learning - Sport & Fitness Stage 1

Recommendation:

Teacher recommendation only - not to be studied with Year 11 Physical Education

Length of Course:

One Semester (10 credits)

Nazareth Pathways:

Integrated Learning – Sport and Fitness 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 Fitness 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:

C+ grade in Year 10 PE, cannot be studied with Year 11 Integrated Learning - Sport & Fitness

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 Fitness Stage 2

Aims

In Stage 1 Physical Education, 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 Standards for this subject. Students will be assessed on the following assessment types:

Assessment Type 1: Improvement Analysis (50%)

Assessment Type 2: Physical Activity Investigation (50%)



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Religious Education
Food & Technology

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Health & PE

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HEALTH & PHYSICAL EDUCATION

Academies - Basketball, Netball, Soccer Industry Connections Year 11 (Stage 2)

Recommendation:

Successful completion of Stage 1 Academies - Industry connections or by teacher recommendation

Length of Course: Semester 2 (10 credits)

Nazareth Pathways:

Integrated Learning - Sport & Recreation Stage 2

Cost:

\$300

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.

Integrated Learning - Sport and Fitness or Sports Focused Year 12 (Stage 2)

Recommendation:

Nil - cannot be studied with Year 12 PE

Length of Course:

Full Year (20 credits)

Cost:

\$400 for Focused Course* (Basketball or Soccer)

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.



Pathways
The Arts

Religious Education
Food & Technology

Careers & Futures
Health & PE

Design Technologies
Humanities

Digital Technologies
Languages

English
Mathematics

Sciences

HEALTH & PHYSICAL EDUCATION

Physical Education Stage 2

Recommendation:

C+ grade in Stage 1 PE, cannot be studied with Year 12 IL

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%)



HEALTH & PHYSICAL EDUCATION FLOWCHART



HUMANITIES & SOCIAL SCIENCES

Economics, 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

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.

Accounting Stage 1

Recommendation:

Nil - Successful completion of EFL an advantage

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.



HUMANITIES & SOCIAL SCIENCES

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 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).



Pathways
The Arts

Religious Education
Food & Technology

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HUMANITIES & SOCIAL SCIENCES

Economics Stage 1

Recommendation:

Nil - Successful completion of EFL an advantage

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%)
- One economic project (25%)

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.

Geography Stage 1

Recommendation:

C grade in Year 10 Geography

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



HUMANITIES & SOCIAL SCIENCES

Legal Studies Stage 1

Recommendation:

Bil - Successful completion of Year 10 Economics, Finance & the Law an advantage

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 though 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

Modern History Stage 1

Recommendation:

C grade in Year 10 History

Length of Course:

One Semester (10 credits) or Full Year (20 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

Small Business Skills (Industry Connections) Stage 2 - Year 11

Recommendation:
Nil

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

Nazareth Pathways:
VET Qualifications
Business Innovation - Shark Tank
Business Innovation Stage 2

Note:
This subject does not contribute towards an ATAR

Aims

The Stage 2 course aims to develop practical skills and knowledge of business skills needed to operate a small business.

The course enables students to develop and apply their skills, knowledge, and understanding about marketing, basic finances, cyber security, cost vs retail pricing and other considerations for establishing a business. Students also develop their capabilities and employability skills through practical tasks, and excursions to local businesses.

Content

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

- Cost vs Retail Pricing
- Marketing Strategies
- Cyber Security Micro credential
- Soft Skills
- Reflection on the development of knowledge and skills relating to 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

Certificate III in Business Stage 2 Year 11 or Year 12

Recommendation:
Nil - Work placement is not compulsory but strongly encouraged

Length of Course:
Full Year (up to 70 Stage 2 credits)

Nazareth Pathways:
Stage 2 Business Innovation

Cost:
Approximately \$2000 tbc (Nazareth to pay half)

Aims

This program is a VET course that 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 engage in training 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. 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, assessment and fee details will be available through the registered training organisation's enrolment process - see Nazareth's VET and Careers Coordinator.



HUMANITIES & SOCIAL SCIENCES

Politics, Power & People Stage 1

Recommendation:

C grade in Year 10 History

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 (50%)
- Assessment Type 2: Source Analysis (20%)
- Assessment Type 3: Investigation (30%)

Accounting Stage 2

Recommendation:

C grade in Stage 1 Accounting

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

Business Innovation Stage 2

Recommendation:

C grade in Stage 1 Business or General English

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%)

Economics Stage 2

Recommendation:

C+ grade in Stage 1 Economics

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



HUMANITIES & SOCIAL SCIENCES

Geography Stage 2

Recommendation:

C+ grade in Stage 1 Geography

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.

Legal Studies Stage 2

Recommendation:

C grade in Stage 1 Legal studies

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:

C grade in Stage 1 History or Stage 1 English Literary Studies

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:

C grade in Stage 1 Politics, Power and People or Stage 1 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:

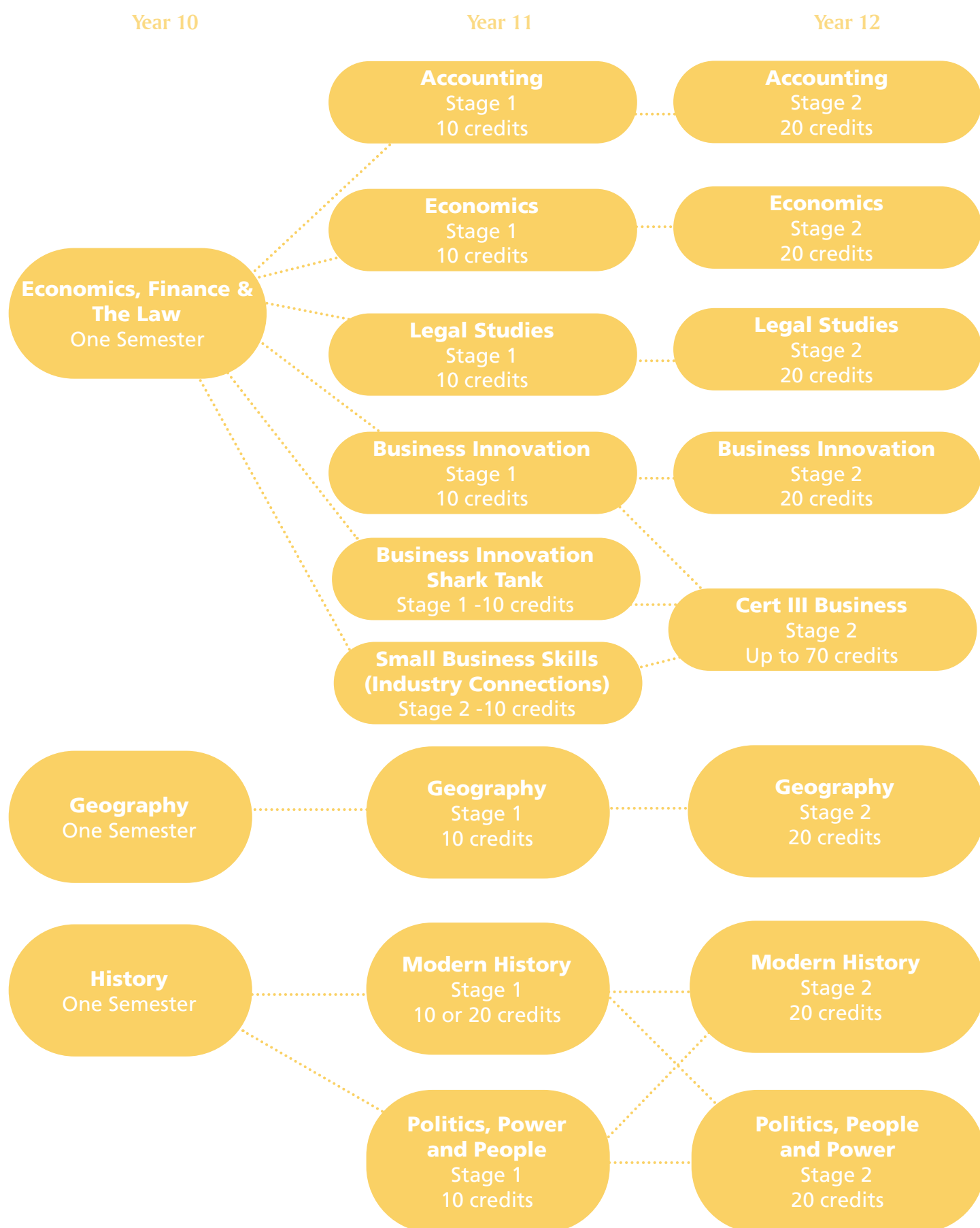
- Three folio tasks
- Two sources analysis
- One investigation.

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 (20 credits)

Nazareth Pathways:

Italian Stage 2 (Undertaken in Year 11)

Aims

The study of Italian enables students to:

- Interact with others to exchange information, ideas, opinions, and experiences in Italian.
- Create texts in Italian for specific audiences, purposes, and contexts to express information, feelings, ideas and opinions.
- Analyse a range of texts in Italian to interpret meaning.
- Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Content

Stage 1 Italian consists of three themes and a number of topics and sub-topics. These themes promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes include:

- The Individual
- Italian-speaking Communities
- The Changing World

Students develop an understanding of how Italian is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts.

Topics studied are influenced by student interest.

Students are offered a range of language and cultural immersion experiences throughout Semester 1 and Semester 2.

Assessment

Students are assessed according to the following assessment types:

School Based

- Folio (60%)
- Investigation (40%)

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 (20 credits)

Nazareth Pathways:

Japanese Stage 2 (Undertaken in Year 11)

Aims

The study of Japanese enables students to:

- Interact with others to exchange information, ideas, opinions, and experiences in Japanese.
- Create texts in Japanese for specific audiences, purposes, and contexts to express information, feelings, ideas and opinions.
- Analyse a range of texts in Japanese to interpret meaning.
- Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Content

Stage 1 Japanese consists of three themes and a number of topics and sub-topics. These themes promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes include:

- The Individual
- Japanese-speaking Communities
- The Changing World

Students develop an understanding of how Japanese is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts.

Topics studied are influenced by student interest.

Students are offered a range of language and cultural immersion experiences throughout Semester 1 and Semester 2.

Assessment

Students are assessed according to the following assessment types:

School Based

- Folio (60%)
- Investigation (40%)

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:

C grade in Stage 1 Italian

Length of Course:

Full Year (20 credits)

Aims

The study of Stage 2 Italian provides students with the opportunity to:

- Develop their skills to communicate meaningfully with people across cultures.
- Develop their knowledge, awareness, and understanding of other languages and cultures in relation to their own.
- Reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Content

Aligning with Stage 1 Italian, Stage 2 Italian also consists of three themes and a number of topics and sub-topics. These themes promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes include:

- The Individual
- Italian-speaking Communities
- The Changing World

Within these topics and subtopics students are also developing their understanding of Italian grammatical structures, text types and the relevant linguistic and stylistic features in accordance with SACE subject specific requirements.

Topics studied are influenced by student interest.

Students are offered a range of language and cultural immersion experiences throughout Semester 1 and Semester 2.

Assessment

Students are assessed according to the following assessment types:

School Based Assessment (70%)

- Folio
- In-Depth Study

External Assessment (30%)

- Oral examination
- Written Examination

Japanese Year 11 - Stage 2

Recommendation:

C grade in Stage 1 Japanese

Length of Course:

Full Year (20 credits)

Aims

The study of Stage 2 Japanese provides students with the opportunity to:

- Develop their skills to communicate meaningfully with people across cultures.
- Develop their knowledge, awareness, and understanding of other languages and cultures in relation to their own.
- Reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Content

Aligning with Stage 1 Japanese, Stage 2 Japanese also consists of three themes and a number of topics and sub-topics. These themes promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes include:

- The Individual
- Japanese-speaking Communities
- The Changing World

Within these topics and subtopics students are also developing their understanding of Japanese grammatical structures, text types and the relevant linguistic and stylistic features in accordance with SACE subject specific requirements.

Topics studied are influenced by student interest.

Students are offered a range of language and cultural immersion experiences throughout Semester 1 and Semester 2.

Assessment

Students are assessed according to the following assessment types:

School Based Assessment (70%)

- Folio
- In-Depth Study

External Assessment (30%)

- Oral examination
- Written Examination



LANGUAGES FLOWCHART

Year 10

Year 11

**Stage 1
Italian**
20 credits

**Stage 2
Italian**
20 credits

**Stage 1
Japanese**
20 credits

**Stage 2
Japanese**
20 credits

Adjustment Factors

SATAC may add adjustment factors to your university aggregate. SATAC use your adjusted aggregate to calculate your selection rank.

Either 2 or 4 points under the Universities Language, Literacy and Mathematics Scheme.

<https://satac.edu.au/adjustment-factors>



Pathways
The Arts

Religious Education
Food & Technology

Careers & Futures
Health & PE

Design Technologies
Humanities

Digital Technologies
Languages

English
Mathematics

Sciences

MATHEMATICS

Introduction to Essential Mathematics Year 10

Recommendation:

Students will be placed into Essential Mathematics by teacher recommendation only.

Length of Course:

Full Year

Nazareth Pathways:

Essential Mathematics Stage 1

Introduction to General Mathematics Year 10

Recommendation:

Nil

Length of Course:

Full Year

Nazareth Pathways:

Essential Mathematics Stage 1

General 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

- Money and Financial Mathematics

Algebra

- Linear Graphs

Measurement

- Surface area and volume
- Pythagorean theorem
- Trigonometry

Space

- Geometric constructions

Statistics

- Box and whisker plots
- Interpreting statistics

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: Skills and Applications Task and Directed 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.

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

- Approximations of numbers

Algebra

- Solving linear and simultaneous equations
- Index laws
- Financial Mathematics

Measurement

- Pythagorean theorem
- Right angle trigonometry
- Surface area and volume

Space

- Congruent and similar triangles
- Geometric proofs
- Networks

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.



MATHEMATICS

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

- Approximations of numbers

Algebra

- Solving linear and simultaneous equations
- Linear programming
- Non-linear relationships
- Logarithms
- Index laws

Measurement

- Pythagorean theorem
- 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:

Nil

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:

C grade or higher in Year 10 Intro to General Mathematics or Intro to 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:

B- grade or higher in Year 10 Intro to 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:

B- grade or higher in Year 10 Intro to 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:

B- grade in Stage 1 Essential Mathematics or C grade or higher in Stage 1 General Mathematics

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:

B- grade in Stage 1 General Mathematics or C grade or higher in 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:

B- grade in 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:

B- grade in a full year of 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.

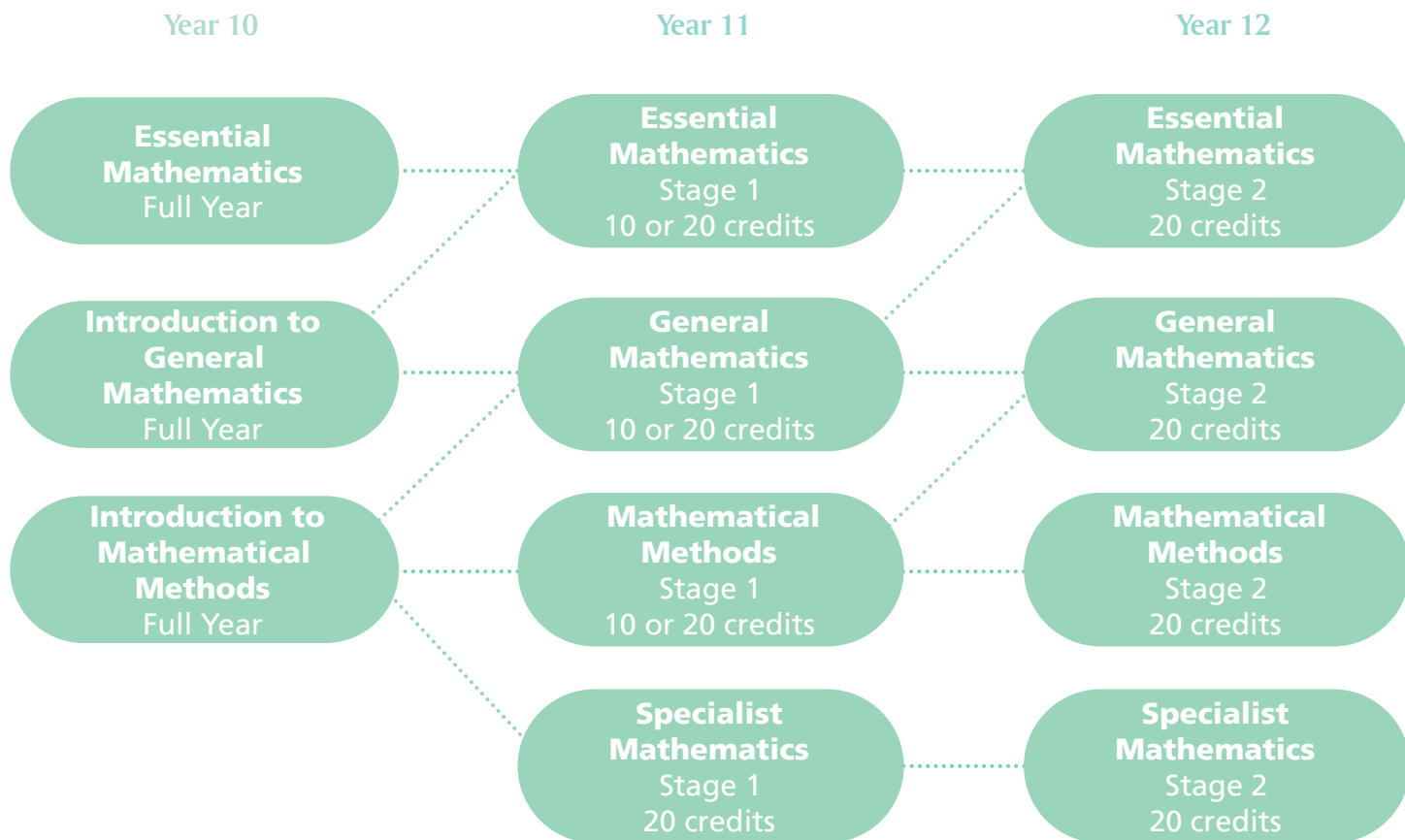
The school-based assessments and the external assessment will be marked with reference to the Performance Standards.

Further Comment

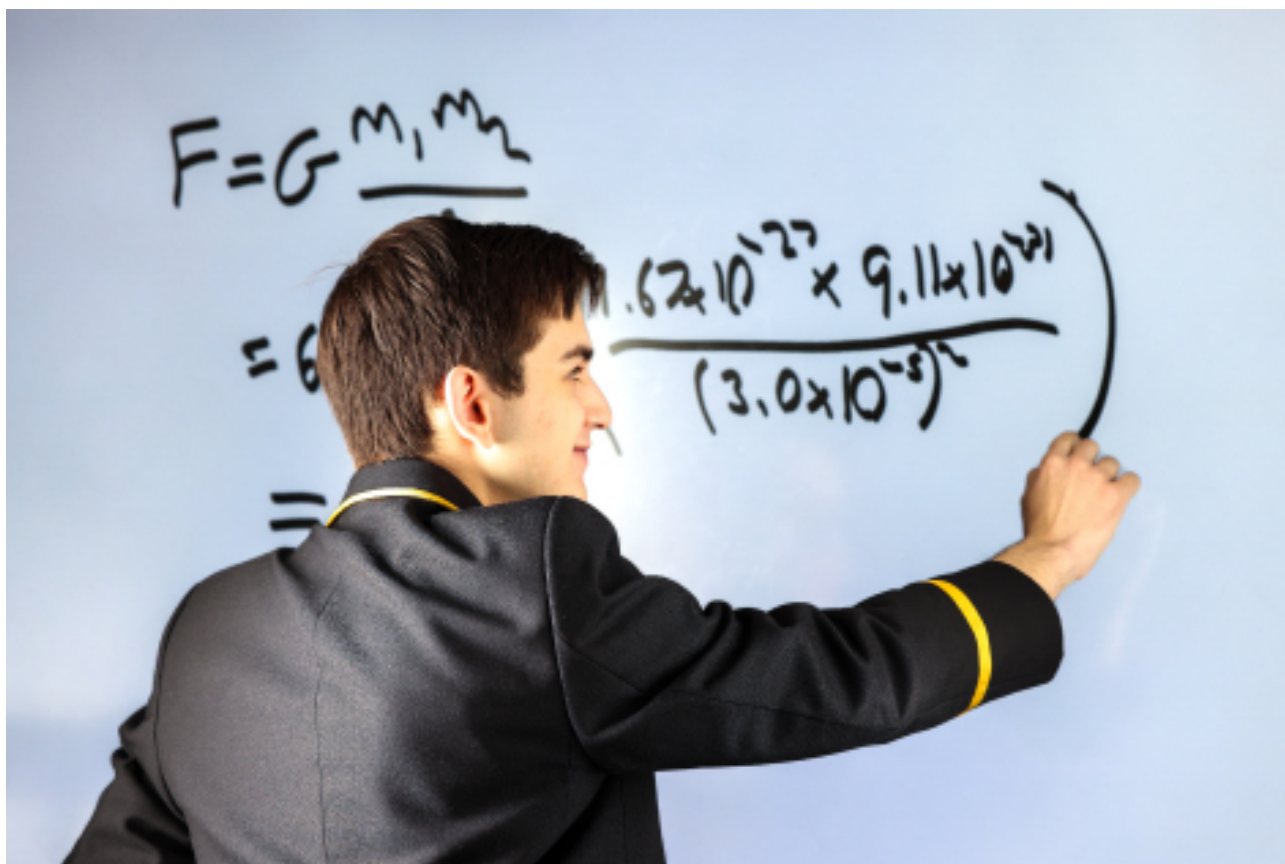
Specialist Mathematics must be studied in conjunction with Mathematical Methods.



MATHEMATICS FLOWCHART



**Specialist Mathematics must be studied in conjunction with Mathematical Methods*



SCIENCES

Science Year 10

Recommendation:

Nil

Length of Course:

One Semester (Semester 1)

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 expand their 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 use critical and creative thinking skills and challenge themselves to deconstruct questions to design investigations. Students further develop their ability to draw evidence-based conclusions using scientific methods and consider the validity of claims and reproducibility of 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

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 the importance of peer review in the development of scientific knowledge and consider the interactions between science and society.

Students continue to use critical and creative thinking skills and challenge themselves to deconstruct questions to design investigations. Students further develop their ability to draw evidence-based conclusions using scientific methods and consider the validity of claims and reproducibility of 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 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 10 Science in Semester 1

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. It is recommended that students who are considering the study of SACE Science subjects select either Intro to Chemistry and Physics or Intro to Biology, Nutrition and Psychology.

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 10 Science in Semester 1

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. It is recommended that students who are considering the study of SACE Science subjects select either Intro to Chemistry and Physics or Intro to Biology, Nutrition and Psychology.

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, Agriculture
- **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:

C grade in 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



Pathways
The Arts

Religious Education
Food & Technology

Careers & Futures
Health & PE

Design Technologies
Humanities

Digital Technologies
Languages

English
Mathematics

Sciences

SCIENCES

Chemistry Stage 1

Recommendation:

C grade 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 enables 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:

C grade in Year 10 Science and Year 10 Maths

Length of Course:

Full year (20 credits)

Nazareth Pathways:

Physics 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

Test

Semester Examination



SCIENCES

Psychology Stage 1

Recommendation:

C grade in Year 10 Science

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 the following topics.

- Topic 1: Cognitive Psychology
- Topic 2: Neuropsychology
- Topic 3: Lifespan Psychology
- Topic 4: Psychological Wellbeing

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 a Practical Investigation

Assessment Type 2: Skills and Application

Topic Test

Semester Exam

Nutrition Stage 1

Recommendation:

C grade in Year 10 Science

Length of Course:

One Semester (10 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

Topic: Principles of nutrition, physiology, and health

- Macronutrients and Micronutrients
- Digestion

Topic : 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

Semester Examination



SCIENCES

Biology Stage 2

Recommendation:

B- grade in Stage 1 Biology or Chemistry

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 one or 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.

Diseases, Diagnosis & Discoveries (Scientific Studies) Stage 2

Recommendation:

Successful completion of a Stage 1 Science

Length of Course:

Full Year (20 credits)

Aims

Scientific Studies is a subject which looks in detail at the science behind healthcare. As a subject without a test focus, we have the opportunity to delve deep into the concepts and practices of health care professionals; not just doctors. We learn about how laboratory work and pathology inform treatment; we learn how disease impacts the individual, and the philosophy and methodology of treating these diseases.

In this subject, students are expected to:

- develop and apply science inquiry skills and understanding of scientific concepts, in new and familiar contexts
- deconstruct a problem, and design and conduct scientific investigations to obtain evidence, using appropriate procedures and safe, ethical working practices
- evaluate procedures and results, represent and analyse evidence, and formulate and justify conclusions
- evaluate the effectiveness of collaboration and its impact on results/outcomes
- explore and understand the interaction between science and society
- communicate knowledge and understanding of scientific concepts, using appropriate terms, conventions, and representations

Content

There are three Topics to the course:

- Laboratory Work
- Disease
- Treatment of Disease

Assessment

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

School Based Assessment (70%)

Assessment Type 1: Inquiry Folio (50%)

Assessment Type 2: Collaborative Inquiry (20%)

Students undertake two practical based assessments, a Science as a Human Endeavour Investigation, and an individual inquiry task for the Investigation Folio; and a Collaborative Inquiry Task.

External Assessment (30%)

Assessment Type 3: Individual Enquiry (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- grade in both 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. Students explore examples of how scientific understanding is dynamic and develops with new evidence, 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 one or two practical investigations and a Science as a Human Endeavour Task for the Investigations Folio, and at least three topic tests for the Skills and Applications 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.

Nutrition Stage 2

Recommendation:

B- grade in Stage 1 Nutrition or Biology

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%)

Two or 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- grade in both Semesters of Stage 1 Physics and B grade in Maths (Methods recommended)

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 dualit, 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 one or 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:

B- grade in Stage 1 Psychology

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: Psychological Health and Wellbeing
- Topic 3: Organisational Psychology
- Topic 4: Social Influence
- Topic 5: The Psychology of Learning

Assessment

Students demonstrate evidence of their learning through 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.

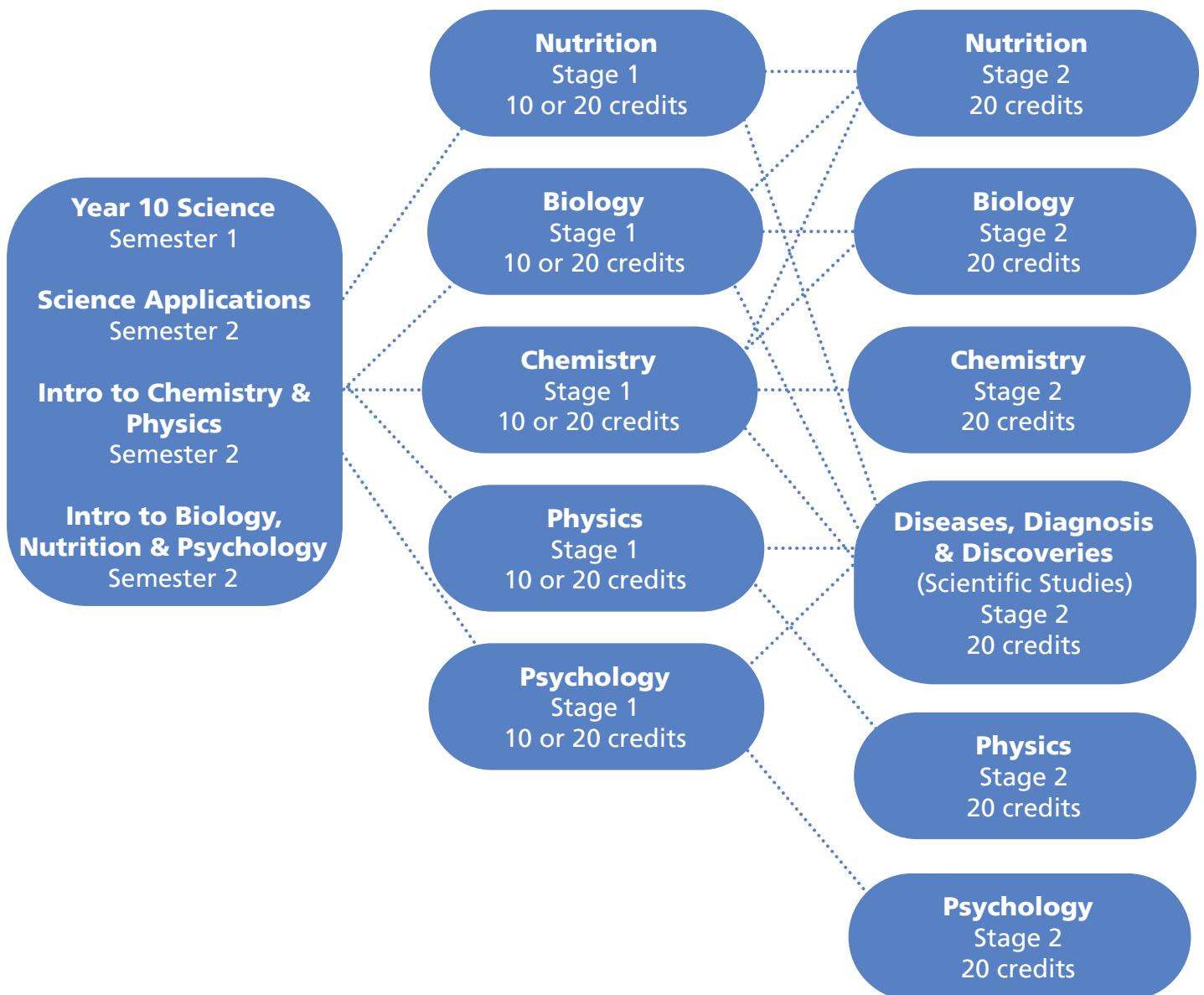


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