Paralowie R-12 School
ACHIEVEMENT FOR ALL

Senior School Curriculum Guide **2022**

Contents

SACE – SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION

SACE in the Senior Years 10-12

The South Australian Certificate of Education (SACE) is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. Students who successfully complete the SACE requirements are awarded the SACE Certificate.

Your child can look forward to a range of SACE offerings designed to cater for the diverse needs and interests to achieve their SACE. Course selection is a very important process and done wisely it can provide students with flexibility in selecting appropriate pathways to the future and enable them to fulfil their aspirations. When choosing a course of study students should select subjects that: recognise their strengths, are challenging, provide a suitable background for the future and subjects that they enjoy studying.

Home Group Teachers and Year Level Managers at Paralowie R-12 School will support students to make wise and appropriate subject choices. The Career Information sessions and SACE Information Evenings help families to understand the counselling process and the opportunities available to students.

Requirements to achieve the SACE

The SACE is designed to support the students at Paralowie R-12 School to start their journey with the Personal Learning Plan in Year 10, their selection of Stage 1 subjects in Year 11 (Including the compulsory Maths and English as well as the Research Project) and their selection of Stage 2 subjects in Year 12. Refer to our Senior School Curriculum Guide to view and select a subject schedule.

To complete the qualification, students will need to attain 200 credits from a selection of Stage 1 and Stage 2 subjects. A 10-credit subject is usually one semester and a 20-credit subject is usually over two semesters.

Compulsory subjects in completing their SACE: 50 Credits

- **Personal Learning Plan (PLP) – Year 10** 10 Credits
  Semester 1 or Semester 2 - Students must achieve a C Grade or better
- **Literacy – Stage 1 English offerings** 20 Credits
  Semester 1 and Semester 2 - Students must achieve a C Grade or better
- **Numeracy- Stage 1 Maths offerings** 10 Credits
  One semester of Numeracy - Students must achieve a C Grade or better
- **Research Project (RP) – Stage 1 Offering** 10 Credits
  One or two semesters may be required to complete a C- Grade or better

Stage 1 and Stage 2 Student Selected Subjects: 90 Credits

Choose and successfully complete a selection of **Stage 1 and Stage 2 subjects** 90 credits
Recognised VET courses or Community Learning.

Stage 2 Student Selected Subjects: 60 Credits NON ATAR

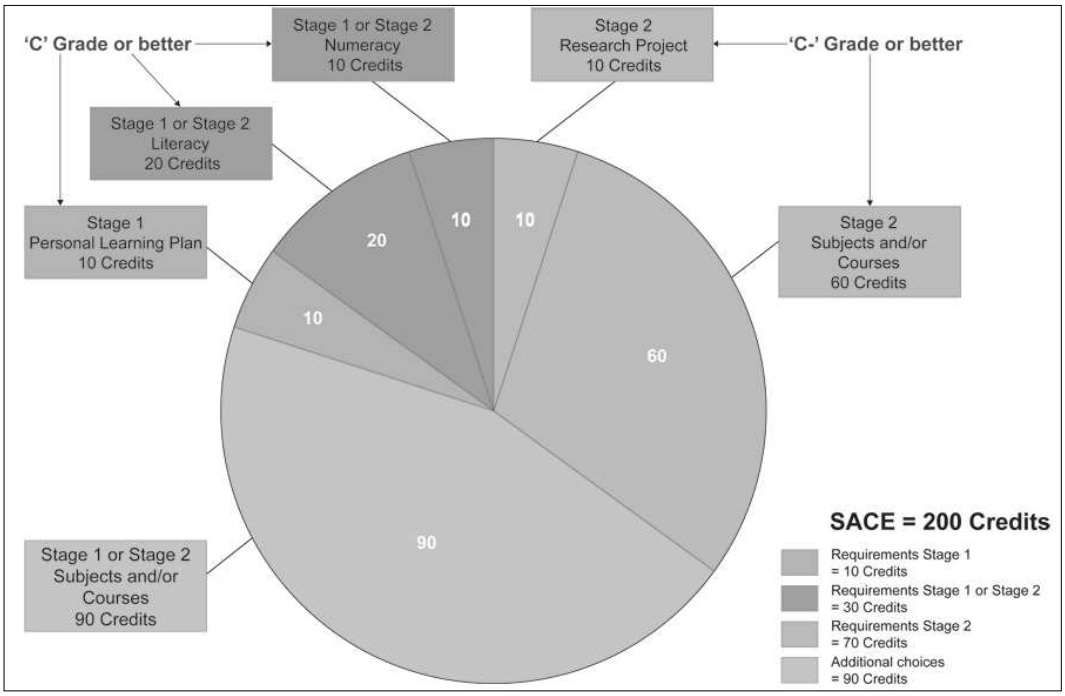
Choose and successfully complete a selection of **Stage 2 and/or VET subjects**
Including the Research Project (10 Credits). 70 Credits

Stage 2 Student Selected Subjects: 80 Credits ATAR

Choose and successfully complete a selection of **Stage 2 and/or VET subjects**: this includes 4 full year 20 credit TAS subjects; including Research Project (10 Credits) except for Community Studies Subjects and precluded combinations. VET Courses, Certificate III or higher will go towards an ATAR. 90 Credits

Successful SACE Completion TOTAL= 200 Credits (minimum)

- Stage 2 Subjects are **Externally Assessed** by the SACE Board of South Australia.
- Students must achieve a '**C' grade or better in ALL Stage 1 compulsory subjects** to achieve their SACE.
- Students MUST achieve a **C- grade or better in ALL Stage 2 subjects** to successfully achieve their SACE.



STRATEGIES FOR SUCCESS IN SACE

To support students to fulfil their full potential, Paralowie R-12 implements several strategies throughout the Senior School Years.

Stage 2 Mentoring Support

Students can get further support to complete tasks from various mentor and specialist teachers.

Stage 2 Study Line

Students have a line designated for focused study / tuition in the Senior School Centre.

Stage 1 and 2 Subject Recommendations and Prerequisites

Most Stage 1 subjects have Assumed Knowledge requirements. Students and families are advised to use the assumed knowledge as a guide to the requirements of the course. Students who do not meet the assumed knowledge should be aware that the school would not recommend them for the subject.

Stage 1 English and Mathematics subjects have Prerequisite requirements. A Prerequisite means that the subject may only be studied once the student has successfully met the prerequisite criteria at Year 10. Students who do not meet the prerequisite and would like to study the subject will need to have a meeting with a Senior Years Leader.

Students will have access to the full range of Stage 1 subjects through meaningful application to their Year 10 studies.

Most Stage 2 subjects do have prerequisites. The subject can only be studied at Stage 2 once the student has successfully met the prerequisite criteria at Stage 1. Students who have not met the prerequisite and would like to study the subject will need to have a meeting with a

Year 12 Privileges

The Graduating Class of any particular year have certain privileges afforded to them. This includes:

- Placement in a Year 12 Home Group
- A line designated for focused study / tuition
- Some flexibility in contact time
- Access to the Year 12 Study Area and Kitchen
- Wearing the Year 12 commemorative jumper / jacket
- Invitation to the Year 12 Formal

In order to access these privileges, students must uphold the School Values of Respect, Honesty, Safety and Learning. This means that they must have the capacity to be able to complete their SACE by the end of 2022. Students who cannot complete their SACE during 2022 could have some of these privileges suspended.

TERTIARY INFORMATION

Students need to carefully consider their future study needs and prerequisites before selecting SACE study options. Home Group teachers will provide support and advice for students during the Course Counselling process. However, it is the responsibility of students and their families to find out about future study needs and course prerequisites.

Australian Tertiary Admissions Rank (ATAR)

The ATAR is a measure of a student's academic achievement compared to other students and is used by universities to select students who have completed the SACE for offers of a university course. Stage 2 subjects that are recognised by universities as providing appropriate preparation for tertiary studies are called Tertiary Admission Subjects (TAS). The universities require a minimum of 80 Stage 2 credits (4 x full year subjects) plus Research Project, to be eligible to receive an ATAR. While most Stage 2 subjects are recognised as TAS, there are some that are not; including Community Studies and modified subjects (for students with severe disabilities). Students wishing to gain an ATAR must also check that they are not studying a precluded combination of subjects.

TAS Subjects

University entrance is now done by Tertiary Admission Subjects (TAS). A TAS subject is a SACE Stage 2 subject which has been approved by the universities and TAFE SA as providing appropriate preparation for tertiary studies. Universities require students to study a minimum number of 80 Credits TAS to be eligible to receive a selection or rank as well as the Research Project, 10 credits.

While most subjects in the SACE are recognised as TAS, there are subjects that are not recognised by the universities for the purposes of calculating an ATAR. These non-TAS subjects include Community Studies A/B and modified subjects and precluded combinations. Make sure you take this into account when you are choosing your Year 12 subjects. Get good advice about this when you choose your subjects for the following year,

What do you need to consider if you are planning to go to university?

Students studying for the SACE and applying for university entry and beyond must:

- **Complete their SACE and obtain an ATAR score.**
- **Complete at least 80** credits from SACE Stage 2 subjects (4 full year 20 credit TAS subjects) except for Community studies Subjects and precluded combinations as well as the Research Project (10 Credits).
- **Complete the prerequisite requirements for the required university course.** These requirements are clearly outlined in each of the universities information booklet and the SATAC Guide which are kept in the bookshelves In the Senior School and the Wellbeing Hub.

South Australian Tertiary Admissions Centre (SATAC)

The South Australian Tertiary Admissions Centre (SATAC) manages the student selection process for further study in South Australia, based on Stage 2 courses. SATAC produces an annual guide to assist with determining the ATAR necessary for courses at each University and Tertiary Institution in South Australia. Students apply to SATAC during August / September during Year 12 Extended Home Group lessons; details are provided by the SACE Coordinator. More information can be found at http://satac.edu.au/

University Entrance

Each University has their own entry requirements for each course of study. Students should check both prerequisites and assumed knowledge for any tertiary courses of interest. In addition, an increasing number of courses have additional selection criteria, e.g.: UMAT, interviews, portfolios, work experience. Students should investigate these thoroughly before selecting any SACE subjects for study. Full details of university entry requirements for 2022 onwards will be included in the Tertiary Entrance Booklet available to students during their PGL lessons.

TAFE Entrance

TAFE offers a wide range of courses with a variety of entrance requirements. The SACE is recognised by TAFE as meeting the entry requirements for most of its courses, but also considers a variety of other qualifications and experiences in its entry and selection processes. TAFE courses have minimum entry requirements for each Certificate level:

Certificate I Certificate II Certificate III	- - -	} no minimum Course Admission Requirements
Certificate IV Diploma Adv Diploma	- - -	} SACE completion, Cert III or TABS test (TAFE Assessment of Basic Skills)

Senior School Curriculum

Year 10

Students are required to undertake the following **10 units** of compulsory learning in Year 10.

English (Select 1) • Literature, A & B or • Creative Writing A & B, or • English in the Community A & B or • English as an Additional Language or Dialect (EALD) A & B	2 Semesters
Health and Movement (Select 1) **-** Boys, Girls or General	1 semester
Mathematics A & B	2 semesters
Science A & B	2 semesters
Studies of Society and the Environment (SOSE) A & B	2 semesters
PLP (10 credit points towards the SACE)	1 semester

Choice Subjects

Students may then select **4 semester subjects**: 2 from each section

Semester 1

Dance A (semester 1 **or** semester 2 only)	1 semester
Design and Technology – Energy/Systems A	1 semester
Design and Technology – Metalwork A	1 semester
Design and Technology - Woodwork A	1 semester
Drama A	1 semester
Family Studies (semester 1 **or** semester 2 not both)	1 semester
Home Economics A - General	1 semester
Indonesian A (must also select Indonesian B)	1 semester
Music A (must also select Music B)	1 semester
Photography and Digital Editing A	1 semester
Physical Education (semester 1 **or** semester 2 not both)	1 semester
South Australian Secondary Training Academy (SAASTA) A (must also select part B)	1 semester
Special Interest Sport Volleyball Focus A (must also select part B) *(Includes Health and Movement)*	1 semester
Visual Arts- Art A	1 semester

Semester 2

Dance B (semester 1 **or** semester 2 not both)	1 Semester
Design and Technology – Energy/Systems B	1 semester
Design and Technology – Metalwork B	1 semester
Design and Technology - Woodwork B	1 semester
Digital Technology B	1 semester
Drama B	1 semester
Family Studies (semester 1 **or** semester 2 not both)	1 semester
Home Economics B - Food and Catering	1 semester
Indonesian B (must also select Indonesian A)	1 semester
Music B (must also select Music A)	1 semester
Photography and Digital Editing B	1 semester
Physical Education (semester 1 **or** semester 2 not both)	1 semester
South Australian Secondary Training Academy (SAASTA) B (must also select part A)	1 semester
Special Interest Sport Volleyball Focus B (also select Specialist Sport A)	1 semester
Visual Arts- Art B	1 semester

Stage 1

Compulsory Subjects: Students are required to **undertake the following 5 units of compulsory learning.**

Literacy (select 1)

English A & B	2 semesters
Essential English A & B	2 semesters
Essential Literacy A & B or	2 semesters
EAL A & B	2 semesters

Numeracy (select 1)

Mathematics A (must also select B & C from choice subjects)	1 semester
Mathematics General A (must also select B from choice subjects)	1 semester
Mathematics Essentials A (option to select B from choice subjects)	1 semester
Mathematics Essential (Numeracy) (Semester 1 only)	1 semester

Research Project Skills	2 semester

Choice Subjects

Students **select 9 semester subjects** from the list below unless they are undertaking a VET Course where they will **select 5 semester subjects**.

Biology A	1 semester
Biology B	1 semester
Chemistry A & B	2 semester
Community Studies A	1 semester
Community Studies B	1 semester
Creative Arts A	1 semester
Creative Arts B	1 semester
Design, Technology and Engineering - Industry and Entrepreneurial Solutions (Media Prop Production) A	1 semester
Design, Technology and Engineering - Industrial and Entrepreneurial Solutions (Wood Focus) A	1 semester
Design, Technology and Engineering - Industrial and Entrepreneurial Solutions (Wood Focus) B	1 semester
Design, Technology and Engineering - Material Solutions (Metal Focus) A	1 semester
Design, Technology and Engineering - Material Solutions (Metal Focus) B	1 semester
Design, Technology and Engineering - Robotics and Electronic Systems (Energy Technology) A	1 semester
Design, Technology and Engineering - Robotics and Electronic Systems (Energy Technology) B	1 semester
Digital Design A (Visual Art - Design)	1 semester
Digital Design B (Visual Art - Design)	1 semester
Digital Communication Solutions	1 semester
Drama A	1 semester
Drama B	1 semester
Food & Hospitality A	1 semester
Food & Hospitality B	1 semester
Indonesian A & B	2 semester

Integrated Learning: Communications: Finding Your Voice	1 semester
Integrated Learning: Digital Technology	1 semester
Integrated Learning: Health/Psychology (Positive Psychology/Education) (Semester 2 only)	1 semester
Legal Studies A	1 semester
Legal Studies B	1 semester
Mathematics B & Mathematics C	2 semester
Mathematics - General B	2 semester
Mathematics - Essential B	1 semester
Mathematics - Essential Numeracy	1 semester
Music A & B	2 semester
Physical Education A	1 semester
Physical Education B	1 semester
Physics A & B	2 semester
Society and Culture (S1 or S2 only)	1 semester
South Australian Secondary Training Academy (SAASTA) A & B	2 semester
Special Interest Sport Volleyball Focus - (Selection process) A & B	2 semester
Tourism A	1 semester
Tourism B	1 semester
Visual Art- Art A	1 semester
Visual Art- Art B	1 semester

Stage 2:

Choice subjects

Students who **are intending a university entrance** need to choose subjects from the following pattern, students must ensure that they are not enrolling in precluded combinations.

- 4 Full Year Stage 2 subjects (All 4 **MUST** be completed to a C- or better and choices may **NOT** include Community Studies) – Students may negotiate to complete 5 Stage 2 subjects during the Subject Selection process.
- 3 Full Year subjects **AND** completion of a Certificate III VET course

Students who are **not intending a university entrance** (i.e. no ATAR score, just SACE completion) need to choose subjects from the following pattern:

- 4 Full Year Stage 2 subjects (may include Community Studies and **MUST** be completed to a C- or higher)
- 3 Full Year Stage 2 subjects and 2 single semester Stage 1 subjects
- 3 Full Year Stage 2 subjects and VET
- RP must be completed to a C- or higher

Stage 2 subject offerings are:

Biology	2 semesters
Chemistry	2 semesters
Community Studies A	2 semesters
Creative Arts	2 semesters
Design, Technology and Engineering - Industrial and Entrepreneurial Solutions (Wood Focus)	2 semesters
Design, Technology and Engineering - Material Solutions (Metal Focus)	2 semesters
Design, Technology and Engineering - Robotics and Electronic Systems (Energy Technology)	2 semesters
Drama	2 semesters
English	2 semesters
Essential English	2 semesters
Essential EAL	2 semesters
English as an Additional Language (EAL)	2 semesters
Food & Hospitality	2 semesters
Integrated Learning II – Art and Culture	2 semesters
Integrated Learning II – Biology Focus	2 semesters
Integrated Learning II - Health/Positive Psychology	2 semesters
Integrated Learning II - Sports Studies: Volleyball	2 semesters
Legal Studies	2 semesters
Mathematical - Methods	2 semesters
Mathematics - General	2 semesters
Mathematics Essential	2 semesters
Mathematics – Specialist	2 semesters
Music	2 semesters
Our Sustainable Future	2 semesters
Physical Education	2 semesters
Physics	2 semesters
Society and Culture	2 semesters
Health and Wellbeing: SAASTA A & B	2 semesters
Tourism	2 semesters
Workplace Practices	2 Semesters

Vocational Education & Training (VET) Certificate Courses

What is VET? VET stands for Vocational Education and Training and is a way for students to experience the world of work while still at school.

As a result of a system wide review of VET we are unable to provide additional information regarding VET options at this stage. A supplementary document will be produced once all of the VET information is available.

Year 10 Subjects
Compulsory Subjects

10 English A & B

Description

In Year 10 English students develop skills, knowledge and understanding in listening, reading, viewing, speaking, writing and creating. Students are involved in analysing, creating and presenting texts, including: adolescent novels, newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and inter-textual references. Students develop critical understanding of the contemporary media, and the differences between media texts.

In order to provide engaging and targeted learning opportunities to prepare students for Stage 1 English courses, all students will select one of three course options for **English at Year 10**. The three options are outlined below:

English in the Community

This course is designed for **students who do not intend** to study Essential English or English at Stage 2. Assessment tasks cater for a wide range of learning styles, interests and capabilities, in order to provide a specific course that is engaging, relevant and differentiated. Students will engage and make connections with the community. Explicit teaching of literacy to build capacity and confidence is a focus. Tasks are designed to promote class discussions and critical and creative thinking.

Creative Writing

This course is designed for **students who are passionate about the creative aspects of English.** Students will create a variety of texts that entertain, inform and persuade, and explore different perspectives, themes and conventions through studying a range of text types. The course will prepare students for all English courses at Stage 1 and is designed to prepare students who intend to study Essential English or English at Stage 2. Tasks are designed to promote class discussions and critical and creative thinking.

Literature

This course is designed for **students who are enthusiastic about English, enjoy reading, and aim to** study **English at Stage 2.** The course will prepare students for all English courses at Stage 1, but is specifically designed to support learning for Stage 2 English or English Literary Studies. Throughout the course, students will focus on themed texts to develop an understanding of the way texts shape our world. Students will study a range of texts that entertain, persuade and inform with a focus on classic and contemporary novels. Tasks are designed to promote class discussions and critical and creative thinking.

Assessment

Assessment is in accordance with the Australian Curriculum Achievement Standards. Students are required to: develop and justify their own interpretations of texts; create a wide range of texts to present complex ideas; make presentations; contribute actively to class and group discussions; and build on others' ideas to solve problems. Students justify opinions and expand arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts. .

10 English as an Additional Language or Dialect (EALD) A & B

Description

Assumed Knowledge: English as an Additional Language or Dialect is designed for students for whom English is an additional language or dialect.

Year 10 EALD students develop skills, knowledge and understanding in listening, reading, viewing, speaking, writing and creating. Students are involved in analysing, creating and presenting texts, including: adolescent novels, newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and inter-textual references Students develop critical understanding of the contemporary media, and the differences between media texts. Students work individually and in groups.

Assessment

Assessment is in accordance with the Australian Curriculum Achievement Standards. Students are required to: develop and justify their own interpretations of texts; create a wide range of texts to present complex ideas; make presentations and contribute actively to class and group discussions; and build on others' ideas to solve problems. Students justify opinions and expand arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

10 Health and Movement (Health and Physical Education - girls only, boys only or mixed classes)

Description This course further develops students' ability to refine and apply decision making strategies in relation to their health and physical activity. Students will evaluate positive responses to risk taking behaviours, assertive communication strategies, community health and relationships and sexual health. Students will also participate in a range of sport and leisure activities which will enable them to apply specialised movement skills including minor games, challenge and adventure activities and sports.

Students are expected to change into the school PE top and suitable shorts or track pants and shoes before each PE lesson. Students are required to participate in all activities. If students are unable to participate for a medical reason, a note from home must be provided.

Students have the option of choosing: Girls only Health and Movement, Boys only Health and Movement or General Health and Movement. The same key topics will be covered in each course however content will be delivered in a supportive manner to best meet the needs of the students.

Assessment Assessment is based on participation in group tasks, skill improvement and effort in both practical and theoretical contexts and written assignments. Assessment in this subject is in accordance with the Australian Curriculum Achievement standards.

Theory topics include:

- Relationships and Sexual Health
- First Aid
- The Role of Physical Activity in Health.
- Practical topics include:
- Lacrosse
- Golf
- Table Tennis.

10 Mathematics A & B

Description Year 10 Mathematics is offered at two levels - Standard and Advanced. **The Advanced course is designed to cater for students who wish to do Mathematics offered at Stage 1**. **Students will be recommended by their Year 9 teachers for the Advanced Maths course.**

The Standard course leads to General Mathematics, and Essential Mathematics at Stage **1**

Mathematics at Year 10 continues to work from the Australian Curriculum strands of Number and Algebra, Measurement and Geometry and Statistics and Probability which were developed in Year 9. In Year 10 these skills are extended in each of these strands and extended further in the Advanced Mathematics course.

Topics studied in Year 10 include: Exponents, Significant Figures, Metric Systems, Solving Equations, Reading graphs and tables, Personal Finance, Probability, Statistics, Pythagoras Theorem, Angles and Triangles, Circles, Trigonometry, Quadratics, Slope and the gradient of lines and Rates and Percentages.

Assessment Students will complete class exercises and topic tests. Assessment tasks at Year 10 also introduce directed investigation, research and group work in preparation for Stage 1 studies in Mathematics. Assessment in this subject is in accordance with the Australian Curriculum Achievement standards.

1 Personal Learning Plan (10 SACE credit points)

Description The Personal Learning Plan is a Stage 1 **compulsory subject** of the South Australian Certificate of Education (SACE) and is aligned with the Australian Curriculum. Studied at Year 10, Students must complete the PLP with a C grade or better **in a semester.** The PLP is designed to help students make informed decisions about their personal development, education, and training. Students develop knowledge and skills in planning for their SACE and their future beyond school. The aim is for each student to achieve success in the SACE and to prepare for work, further education and training, and community life.

The Personal Learning Plan supports students in developing knowledge and skills that will enable them to:

- Identify appropriate future options.
- Choose appropriate subjects and courses for their SACE.
- Review their strengths and areas for development, including skills in literacy, numeracy, and information and communication technologies.
- Identify goals and plans for improvement
- Monitor their actions and review and adjust plans as needed to achieve their goals.

Assessment Students are required to complete the following compulsory School Based Assessment tasks:
Assessment Type 1: 80%

- The 7 ACARA Capabilities
- Goal setting, including Literacy, Numeracy, ICT evaluation.
- Personal and Social skill development
- Work related tasks

Assessment Type 2: 20%

- Final reflection and evaluation.

Students are required to compile a Personal Portfolio folder that contains evidence of all work and assessment tasks. Successful completion of this course will enable students to gain 10 credits towards their SACE Certificate.

10 Science A & B

Description Year 10 Science is offered at two levels Advanced and Standard. Selection to the advanced course is by merit. Students successfully completing the Standard course at **Year 10** may continue their studies in Science at Stage 1. It is recommended that students who wish to pursue Physics or Chemistry at Stage 1 will need to have completed the **Advanced Science course at Year 10** successfully to study these subjects in Year 11.

Year 10 Science is designed to assist students in their scientific understanding of the world around them, as well as prepare them for their SACE studies in Science. Students are given opportunities to develop their knowledge and understanding of the basic concepts and ideas of science. Further development in practical, problem solving, and communication skills is an integral part of the course.

The Science curriculum is organised around three interrelated strands: Science understanding, Science inquiry skills and Science as a human endeavour. This is taught throughout the year in these sub strands: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences.

These include a variety of topics such as:

- DNA and Genetics
- Geology
- Evolution
- Atoms and Elements
- Chemical Reactions
- Global Systems
- The Universe
- Motion and Energy
- Forensic Science
- STEM Challenge

Assessment Assessment in this subject is based on the following: tests, practicals, assignments, oral presentations, problem and project-based assessment, information reports and semester exams in accordance with the Australian Curriculum Achievement Standards.

10 Studies of Society and the Environment (SOSE) A & B

Description Throughout this course, students develop skills and values that will assist them to participate effectively through the development of knowledge of a changing society as they learn about twentieth century history and geographical concerns. Curriculum and assessment is based on the Australian Curriculum Achievement standards.

Topics studied include:

- Role of Government and the Distribution of Power in Society: political systems, legal systems, social organisation
- World War II
- Rights & Freedoms (1945-present)
- Popular Culture (1954- present)
- Global Wellbeing

It is desirable that students by the end of Year 10 have an understanding of:

- Different events, ideas and issues in our changing world today using various sources
- How decisions made in societies today affect their futures
- The similarities and differences between a variety of regions in the world today especially their use of resources
- Different political social, cultural, environmental, and economic beliefs and practises.

Assessment Students will be assessed using a wide range of assessment tasks in accordance with the Australian Curriculum Achievement Standards including: report writing, research, video/newspaper analysis, mapping, graph/data and statistical interpretation, essays, practical activities (including excursions), oral presentations (including Power Point or other ICT products), self-assessment and group work.

Choice Subjects

10 Dance A

Description **Assumed Knowledge:** General skills and an interest in Dance.

Students develop knowledge understanding and skills of dance as an art form through choreography and performance. Students will develop technical and expressive skills through skill-based workshops in jazz and/or contemporary. With a strong focus on performance, students will rehearse and perform a variety of dances in these styles to an audience, developing confidence.

Guided by set themes and stimuli, students choreograph dances by manipulating and combining the elements of dance, choreographic devices, and production elements to communicate their choreographic intent. Students will create their own movement compositions individually and in collaboration with others.

Students will develop their theoretical knowledge and literacy skills as they explore and evaluate the impact of dance from different cultures, places and times through reflecting on the work of dancers and choreographers. As a requirement, students will study safe dance practice, injury prevention and dance specific injuries.

Further Information: Students are expected to change into appropriate dance attire negotiated with the dance teacher and be willing to attend rehearsals for performances.

Assessment Assessment is in accordance with the Australian Curriculum Achievement Standards. Assessment will be based on student achievement in practical skills, composition, performances, literacy tasks, reflecting on performances and written assignments.

10 Design and Technology - Energy and Systems Technology A

Description **Assumed Knowledge**: There are no prerequisites for this subject, but a successful background in a previous Technology subject would be beneficial. A strong work ethic, safe working practices and competence in the use of hand tools and machines are also needed.

Subject content will include: Electricity, Electronics, Force and Systems, CAD design and 3D printing, in both a theoretical and hands-on manner. This course would suit students interested in engineering pathways, electrical based trades and advanced manufacturing.

Topics may include:

- Introduction to Electronics – Theory and Practical
- Electrical wiring and soldering
- Electronic assembly and testing
- CAD design and systems: Autodesk Inventor Software
- Energy System Design
- 3D printing

Students will be required to complete:

- A practical skills-based task
- Complete CAD design tasks
- Develop a design and production folio
- Produce a Major Product based on their design folio.

Assessment Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, a Design Folio and Project\s. Assessment will be based on the Australian Curriculum Achievement Standards.

Further Information: This subject is an excellent foundation for individuals considering a career in the engineering industry and electrical based trades. Students can continue studying this subject to a more advanced level at Stage 1 System and Control Products.

Payment will be required for the 'major project' in this course.

10 Design and Technology B- Energy and Systems Technology

Description **Assumed Knowledge**: There are no prerequisites for this subject, but a successful background in a previous Technology subject would be beneficial. A strong work ethic, safe working practices and competence in the use of hand tools and machines are also needed.

Subject content will include Sustainable Energy, Electronics, Force and Systems, CAD design and 3D printing, in both a theoretical and hands-on manner. This course would suit students interested in engineering pathways, electrical based trades and advanced manufacturing.

Topics may include:

- Sustainable Energy – Solar Power
- Electrical wiring and soldering
- Electronic assembly and testing
- CAD design and systems: Autodesk Inventor Software
- Energy System Design

Students will be required to complete:

- Practical skills-based task
- CAD design tasks
- Production folio
- Major Product based on their design folio.

Assessment Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, a Design Folio and Project\s. Assessment will be based on the Australian Curriculum Achievement Standards.

Further Information: This subject is an excellent foundation for individuals considering a career in the Engineering Industry and electrical based trades. Students can continue studying this subject to a more advanced level at Stage 1 System and Control Products. Payment will be required for the 'major project' in this course.

10 Design and Technology - Metalwork A

Description Assumed Knowledge: There are no prerequisites for this subject, but a passing grade in any Year 9 Technology subject is preferred. A strong work ethic, a mature approach and the ability to demonstrate competence and safety in the use of metalworking machinery and hand tools is essential.

This subject is for students who wish to create artistically designed work, extend their metalworking skills, or for those who wish to follow a career path in the metal fabrication trades.

This Semester courses covers a wide range of skills and processes involving sheet metalwork and Oxy-Acetylene welding practices with an emphasis on fusion and braze welding techniques. Some Manual Metal Arc Welding (Arc Welding) and Gas Metal Arc (MIG) Welding may be included.

Project work usually includes framed work such as decorative storage boxes, metal framed articles (tables, benches), magazine racks, pot plant holders, cricket stumps and lathe work (e.g. centre punches and cold chisels).

This subject provides an excellent foundation for Stage 1 Metalwork and the Automotive or Metals Industries.

Payment will be required before project materials are issued for their Major Project.

Assessment Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, a Design Folio and Project/s. Assessment will be based on Australian Curriculum Achievement Standards.

10 Design and Technology - Metalwork B

Description **Assumed Knowledge:** There are no prerequisites for this subject, but a passing grade in any Year 9 Technology subject is preferred. A strong work ethic, a mature approach and the ability to demonstrate competence and safety in the use of metalworking machinery and hand tools is essential.

This subject is for students who wish to create artistically designed work, extend their metalworking skills, or for those who wish to follow a career path in the metal fabrication trades.

This Semester courses covers a wide range of skills and processes involving sheet metalwork and Oxy-Acetylene welding practices with an emphasis on fusion and braze welding techniques. Some Manual Metal Arc Welding (Arc Welding) and Gas Metal Arc (MIG) Welding *may* be included.

Students are involved in the design process with at least one major project that involves drawing and metal fabrication. Project work *may* involve toolboxes, camping shovels, storage devices and advanced lathe work like screwdrivers.

This subject provides an excellent foundation for Stage 1 Metalwork and the Automotive or Metals Industries.

Payment will be required before project materials are issued for their Major Project.

Assessment Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, a Design Folio and Project/s. Assessment will be based on Australian Curriculum Achievement Standards.

10 Design and Technology - Woodwork A

Description **Assumed Knowledge:** There are no prerequisites for this subject however a passing grade in any Year 9 Technology subject is preferred. A strong work ethic, mature approach and the ability to demonstrate competence and safety in the use of woodworking machinery and hand tools is essential.

In this course, students work through the design process to produce a folio which includes a design brief, investigation and drawings, from which students then manufacture their own project, *usually* furniture construction.

Project work **usually** includes a framed carcase construction of either a coffee table or kitchen stool, incorporating mortise and tenon joints, more advanced construction techniques are negotiated with the teacher. Dowel and biscuit joints are also introduced and other simple jointing methods such as housing, rebate and butt joints are used when appropriate. An increased range of machinery, portable power tools and hand tools are used in this course as students complete their projects.

This subject provides an excellent foundation for careers in the Furnishing or Building Industry.

Payment for Major Project will be required before project materials are issued.

Assessment Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, a Design Folio and Project/s. Assessment is based Australian Curriculum Achievement Standards.

10 Design and Technology - Woodwork B

Description **Assumed Knowledge:** There are no prerequisites for this subject; however, a passing grade in any Year 9 Technology subject is preferred. A strong work ethic, mature approach and the ability to demonstrate competence and safety in the use of woodworking machinery and hand tools is essential.

In this course, students work through the design process to produce a folio which includes a design brief, investigation and drawings, from which students then manufacture their own project, *usually* furniture construction.

Project work **usually** includes a framed or solid carcase construction, such as a wooden chest, storage unit, framed mirror or wooden clock incorporating mortise and tenon joints, laminating techniques and other common carcase joints including dowel and biscuits, more advanced construction techniques are negotiated with the teacher. An increased range of machinery, portable power tools and hand tools are used in this course as students complete their projects. This second semester course relies heavily on negotiation with the teacher to determine the project. Creativity is encouraged.

This subject provides an excellent foundation for careers in the Furnishing or Building Industry.

Payment for Major Project will be required before project materials are issued.

Assessment Students are required to demonstrate evidence of their learning through Skills and Applications Tasks, a Design Folio and Project/s. Assessment is based Australian Curriculum Achievement Standards.

10 Digital Technology A

Description **Assumed Knowledge:** There are no prerequisites for this course.

This course develops digital technology skills through a range of software and design experiences that expand on introductory skills encountered in Year 8 and 9 Digital Technology courses.

There will be opportunities to explore desktop publishing, film production, web design, and computer programming. These areas will be covered through both individual and group activities based on investigate, design, create and evaluate methods.

A range of software programs will be used including the Adobe Suite.

Students will have an opportunity to plan and develop websites with HTML and CSS and web publishing programs.

Students' computational thinking involving problem solving and logical data organisation will be developed via algorithm and game development.

Assessment Assessment will be based on the Australian Curriculum Achievement Standards. Evidence of the learning undertaken will be gathered from design tasks, practical and written assignments completed. Assessment is in accordance with the Australian Curriculum Achievement Standards.

- Practical projects
- Presentations
- Assignments

10 Digital Technology B

Description **Assumed Knowledge:** There are no prerequisites for this course.

This course develops digital technology skills through a range of software and design experiences that expand on introductory skills encountered in Year 8 and 9 Digital Technology courses.

There will be opportunities to explore desktop publishing, film production, web design, and computer programming. These areas will be covered through both individual and group activities based on investigate, design, create and evaluate methods.

Although the content is the same as Digital Technology A, the content of Digital Technology B will be extended for students studying A and B. In Semester 2 the course will allow students to develop further games using different programming languages. Students will develop their skills further using the Adobe Suite.

Students will have an opportunity to plan and develop websites with HTML and CSS and web publishing programs.

Students' computational thinking involving problem solving and logical data organisation will be developed via algorithm and game development.

Assessment Assessment is in accordance with the Australian Curriculum Achievement Standards.

- Practical projects
- Presentations
- Assignments

10 Drama A

Description **Assumed Knowledge** Successful completion of Year 9 Drama

In this course students will explore drama through improvisation, scripted drama, rehearsal and performance. They further refine and extend their understanding of role, character, relationships and situation. Students will make and respond to drama by exploring and analysing meaning and interpretation, forms and elements, and performance styles. Students also develop an understanding of the relationships between actor, director and audience. They will be introduced to performing with a chosen audience.

Throughout the course, students will explore drama from a range of cultures, times and locations to further develop their understanding of social, cultural and historical influences in the development of traditional and contemporary styles of drama.

In Drama A, a major focus will be on script development through workshops, script writing and using existing scripts. An individual project will be undertaken so students develop a personal interest in an area of theatre.

Students will view live theatre and write theatre reviews.

Students will strengthen their confidence and work successfully individually and collaboratively to devise, interpret, perform and view theatrical works. In Drama students will learn how to develop and sustain different roles and characters, dependent on circumstances and intentions, as they refine performance and expressive skills to convey dramatic action.

Assessment: Assessment is in accordance with the Australian Curriculum Achievement standards. Theory – a student folio of reviews of live theatre or film, theory notes, their individual project, research report and script work

- Practicals – in class workshops
- Major performance –as an actor or crew member

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10 Drama B

Description: **Assumed Knowledge:** Satisfactory completion of year 10 Drama A

In this course students will explore drama through improvisation, scripted drama, rehearsal and performance. They further refine and extend their understanding of role, character, relationships and situation. Students will make and respond to drama by exploring and analysing meaning and interpretation, forms and elements, and performance styles. Students also develop an understanding of the relationships between actor, director and audience. They will explore both on-stage and off-stage roles in theatrical production, leading to public theatre performances within the school community.

Throughout the course, students will explore drama from a range of cultures, times and locations to further develop their understanding of social, cultural and historical influences in the development of traditional and contemporary styles of drama.

Students will strengthen their confidence and work successfully individually and collaboratively to devise, interpret, perform and view theatrical works. In Drama students will learn how to develop and sustain different roles and characters, dependent on circumstances and intentions, as they refine performance and expressive skills to convey dramatic action.

In Drama B, developing a wide range of production styles will be a feature of this course, leading to a major class performance. An individual project will be undertaken so students develop a personal interest in an area of theatre. Students will view live theatre and write theatre reviews.

Assessment: Assessment is in accordance with the Australian Curriculum Achievement standards. Theory – a student folio of reviews of live theatre or film, theory notes, their individual project, research report and script work

- Practicals – in class workshops
- Major performance –as an actor or crew member

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10 Family Studies (Design and Technology)

Description: **Assumed Knowledge:** Students require practical skills in food and textiles.

Topics include:

- The family as the setting for the development and socialisation of children
- Decisions related to parenthood
- Changing needs for shelter, food and clothing throughout the life span
- The rights of the child
- Contemporary family issues

Assessment: Assessment for this subject is based on:

- Practicals 60%
- Assignments 40%

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10 Home Economics A – General (Design and Technology)

Description **Assumed Knowledge:** Students require practical food and textile skills.

Students choosing Home Economics in Semester one will have the opportunity to negotiate the semester work based on a variety of topics. Topics may include:

- Food and Entertaining
- Clothing, Design and Construction
- Food and Culture, Customs and Celebrations
- Fashion Industry, Fashion Design and trends
- Health, Lifestyle and Nutrition
- Textiles, Technology and Design

Assessment Assessment in this subject is based on the following:

- Food/Craft Practicals 60%
- Research Assignments 40%

10 Home Economics B - Food and Catering (Design and Technology)

Description **Assumed Knowledge:** Students require practical food skills.

Students studying food and catering will complete the following units of work: Topics include:

- Food Terminology and Cooking Technique
- Food Safety and Hygiene, Food Preparation and Presentation
- Yeast Cookery, Sweet and Savoury Baking
- Healthy Convenience Foods you can Heat and Eat

Assessment Assessment in this subject is based on the following:

- Food Practicals 60%
- Research Tasks 40%

10 Indonesian A & B (Languages Other Than English)

Description **Assumed Knowledge: Appropriate for students with prior Indonesian knowledge in Year 9.**

This course is based on three strands: Understanding Language; Culture, and Communication.

Students cover language structure and culture based on a range of topics: directions in the city, health and weather, daily routine, ordering food, shopping at the market and leisure activities. Students will also participate in cultural performances and school activities like Asia Week /Multicultural Week.

They will be attending cultural workshops, cooking ceremonies and excursions to enhance their understanding of Indonesian culture. Students may be in contact via email, with Indonesian students in a class at Suneri Loka, Kuta, a school in Bali, Indonesia.

Assessment Students are assessed on cultural activities, communication (listening, speaking, reading and writing) and their understanding of the language, via a range of written and oral tests.
Successful completion of Year 10 Indonesian is a prerequisite for Year 11 Indonesian

10 Music A & B

Description **Assumed Knowledge:** Successful completion of Year 9 Music is required to undertake Year 10 Music.

This is a full year subject. In it students solidify their understanding of music through listening, composing and performing. Students are required to study an instrument, and will have access to free instrumental lessons on specific instruments such as: guitar, bass, and drum kit. These lessons are conducted by specialised music instructors in small groups.

Students will rehearse and perform a variety of songs or instrumental pieces, individually and collaboratively in a range of forms and styles. With a strong emphasis on ensemble and performance, students will extend technical and expressive skills, and continue to develop confidence with an audience.

Increasing their theoretical knowledge, students will explore music from a range of cultures, times and locations to understand varying social, cultural and historical contexts of music. Students will apply this knowledge to inform and shape interpretations, performances and compositions. Developing skills in creating music with digital technologies will be explored. Students will need to attend classes with a charged laptop to be successful in the music technology component on this course
Students will make and respond to a range of music forms and styles by applying their knowledge of music elements, style and notation. They will develop the ability to interpret and perform music with technical control, expression and stylistic understanding.

Further Information: Students must be willing to attend rehearsals for performances

Assessment — Assessment is in accordance with the Australian Curriculum Achievement standards. This is based on student achievement in practical skills, solo performance, ensemble performance, tests and assignments.

10 Photography and Digital Editing A (The Arts – Media Arts)

Description — **Assumed knowledge:** There are no prerequisites for this course.

Students make and respond to media arts, exploring it as an art form through representation, manipulation of genre and media conventions and the analysis of media artworks and design.

This course has a particular focus on:

- Graphic Design
- Photographic Design
- Photography

The course consists of two components:

Practical: includes image design and manipulation, using Adobe and other relevant apps. Students will work around a designated theme to produce varied design tasks.

Theory: is based on independent research including making and justifying choices and responding to contemporary graphic design. Students analyse their own work and the work of their peers.

Students will refine and extend their understanding of the elements of design and other media in their work. They produce representations by integrating technical and symbolic elements for specific purposes, meaning and style

Throughout the course, students will explore media arts from a range of cultures, times and locations to develop their understanding of media.

Assessment — Assessment is in accordance with the Australian Curriculum Achievement standards. Assessment is based on:

- Practical (Creating) 70%
- Theory (contemporary practice in graphic design culture) 30%

This course provides pathways to TAFE certificate courses in Design, Multimedia and Information Technology as well as degree courses in Art, Design or Information Technology

10 Photography and Digital Editing B (The Arts – Media Arts)

Description — **Assumed knowledge:** There are no prerequisites for this course.

Students continue to make and respond to media arts, exploring it as an art form through representation, manipulation of genre and media conventions and the analysis of media artworks and design.

This course has a particular focus on:

- Product Design
- Fashion Design
- Landscape Design

Students make and respond to media arts, exploring it as an art form through representation, manipulation of genre and media conventions and the analysis of media artworks and design.

Practical: includes image design and manipulation, using Adobe and other relevant apps. Students will work around a designated theme to produce varied design tasks.

Theory: is based on independent research including making and justifying choices and responding to contemporary graphic design. Students analyse their own work and the work of their peers.

Students will refine and extend their understanding of the elements of design and other media in their work. They produce representations by integrating technical and symbolic elements for specific purposes, meaning and style.

Throughout the course, students will explore media arts from a range of cultures, times and locations to develop their understanding of media.

Assessment — Assessment is in accordance with the Australian Curriculum Achievement standards. Assessment is based on:

- Practical (Creating) 70%
- Theory (contemporary practice in graphic design culture) 30%

This course provides pathways to TAFE certificate courses in Design, Multimedia and Information Technology as well as degree courses in Art, Design or Information Technology.

10 Physical Education (Health and Physical Education)

Description **Assumed Knowledge**: It would be advantageous for students to have general skills and an interest in PE/Sport. This course leads on to Stage 1 and 2 Physical Education.

The course consists of a combination of Core Units including Volleyball, Badminton, Touch Football and Netball and Basketball.

Students undertake one theory topic each term including:

- Respiratory and Cardiovascular Systems
- Basic Exercise Physiology
- Introduction to Energy Systems

Students are expected to change into the school PE top and suitable shorts or track pants and shoes before each PE lesson. Students are required to participate in all activities and if unable to participate due to a medical reason, a note from home must be provided

Assessment Assessment is based on participation, skill improvement and analysis, effort, written assignment and data analysis. Students will be required to access a range of theoretical concepts and use this to discuss performance in a practical context.

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10 South Australian Secondary Training Academy (SAASTA) A (Aboriginal Students)

Description The South Australian Secondary Training Academy (SAASTA) program is a full year (over 2 semesters) subject where students complete Stage 1 Aboriginal Studies for 20 SACE Credits. In this subject, students are expected to: reflect on learning from and with Aboriginal peoples, communities, and sources of Aboriginal voice; demonstrate knowledge and understanding of narratives as told by Aboriginal peoples; demonstrate knowledge and understanding of how the past influences the present; deconstruct and analyse experiences of significance to Aboriginal peoples and communities; and evaluate and reflect on own respectful understandings. Students may also have the option of completing a Certificate III in Sports and Recreation.

Assessment This subject requires the completion of four components of the curriculum, including:

Creative Presentation:	**25%**
• Aboriginal Power Cup preparation	25%
Learning Journey:	**75%**
• Role Play of Aboriginal History in South Australia	25%
• Aboriginal History Timeline and its influence on a contemporary issue	30%
• Research on an Aboriginal organisation	20%

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10 South Australian Secondary Training Academy (SAASTA) B (Aboriginal Students)

Description In this subject, students are expected to: develop and apply knowledge, concepts and skills to achieve a purpose; identify and investigate information, ideas and skills from different perspectives, using a variety of sources; work collaboratively with others; demonstrate self-awareness in reflecting on learning; communicate ideas and informed opinions; develop and understand connections between the program focus and aspects of the capability in each chosen key area.

Assessment This subject requires the completion of three components of the curriculum, including:

Practical:	**60%**
• Skill Development	15%
• VX Sport GPS Tracker Training and Analysis	15%
• Heart Rate Training and Analysis	15%
• Cultural Activity with Stage 2	15%
Group Activity:	**20%**
• SAASTA Uni SA Shield Carnival	
Folio and Discussion:	**20%**
• Presentation & Follow-up Discussion	

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10 Special Interest Sport Volleyball focus - (selection process)

Description **Assumed Knowledge:** In order study this subject, students must have physical skills of a high order and they must be prepared to undertake both practical and theory tasks. This is a subject for those students with a special interest and talent in sport who meet the selection criteria.

Criteria for selection includes:

- A series of physical test
- Related Skills
- Attitude and Effort

Students choosing Special Interest Sport must select both Semester A and Semester B of this subject.
Students will do the same topics as regular PE and health topics covered within the Health and Movement course but with a greater emphasis on preparation for Stage 1 and 2 PE

This course has been specifically designed to provide a solid foundation for students undertaking Stage 2 Physical Education. Therefore, the practical and theoretical topics will reflect those undertaken at Stage 2 level but at a more basic level. The remaining practical topics undertaken will depend on the facilities available, the expertise of the teacher and the level of interest in the class

Practical: 60%
Topics include: Badminton, Volleyball, Tennis, Hockey, European Handball, Lacrosse, or Basketball

Theory: 40%

- Introduction to body systems
- Respiratory system
- Cardiovascular systems
- Introduction to energy systems

Students are expected to change into the school PE top and suitable shorts or track pants and shoes before each PE lesson and participate in all activities unless they have a note from home.

Assessment Assessment is based on participation, skill improvement and analysis, effort, written assignment and data analysis. Students will be required to access a range of theoretical concepts and use this to discuss performance in a practical context.

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10 Visual Art A

Description **Assumed Knowledge** There are no prerequisites for this course but successfully completing Year 9 Art A and/or B would be an advantage.

In this course students will refine and extend their knowledge and skills in art through making and responding. Students will develop an awareness of how to express ideas visually by exploring of the qualities and properties of materials, techniques, technologies and processes. This will involve experiencing both traditional and new media to create two, three, and four dimensional works of art.

Students will experiment and adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form.

Throughout the course, students will explore artworks from a range of cultures, times and locations to develop their understanding of visual expression, and its connection to social, ethical, economic and environmental factors. Students will use this understanding to inform and refine their own personal aesthetic when producing a series of artworks that are conceptually linked. They will present their series to an audience.

Students will strengthen their visual literacy through developing their knowledge of visual arts language and conventions and will build upon existing arts analysis and critical reflection skills. Art history and appreciation form an integral part of this course, in preparation for SACE Visual Arts subjects. They will also focus on the development of a folio to support thoroughly developed works of art. Students will deepen their understanding and opinion about visual arts to assist their development and production of contemporary art.

Units covered include:

- 19th and 20th century art movements and artists
- Visual Arts terminology
- Sustainable design
- Contemporary sculpture

The skills taught in this course are transferable and may lead to careers in the Visual Arts, Film making/game, Art or Design in the Senior years**.**

Assessment Assessment is in accordance with the Australian Curriculum Achievement standards

Assessment includes:

- Practical (Making) 70%
- Theory (Responding) 30%

10 Visual Art B

Description **Assumed Knowledge**: There are no prerequisites for this course but having done Year 9 Art A and/or B and Year 10 Art A would be an advantage.

In this course students will refine and extend their knowledge and skills in art through making and responding. Students will develop an awareness of how to express ideas visually by exploring of the qualities and properties of materials, techniques, technologies and processes. This will involve experiencing both traditional and new media to create two, three, and four-dimensional works of art.

Students will experiment and adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form.

Throughout the course, students will explore artworks from a range of cultures, times and locations to develop their understanding of visual expression, and its connection to social, ethical, economic and environmental factors. Students will solidify their understanding to inform and refine their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience.

Students will strengthen their visual literacy through developing their knowledge of visual arts language and conventions and will build upon existing arts analysis and critical reflection skills. Art history and appreciation form an integral part of this course, in preparation for SACE Visual Arts subjects. They will also focus on the development of a folio to support resolved works of art. Students will deepen their understanding and opinion about visual arts to assist their development and production of contemporary art.

Units covered include:

- Graphic design and the Design Process
- Collaborative art
- Artist Study
- Indigenous Art

The skills taught in this course are transferable and may lead to careers in the Visual Arts, Film making/game, Art or Design in the Senior years.

Assessment Assessment is in accordance with the Australian Curriculum Achievement standards.

Assessment includes:

- Practical (Making) 70%
- Theory (Responding) 30%

Stage 1 Subjects

All Stage 1 subjects are school based assessments assessed against SACE Performance Standards. The Australian Achievement standards have been integrated into all English and Mathematics subjects as well as some other Stage 1 subjects.

Compulsory Subjects

1 English A & B

Description This subject provides a pathway to English and English Literary Studies at Stage 2. There is an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of text types including novels, film, media, poetry, and drama texts

Assessment Assessment is school based, and students demonstrate evidence of their learning through:

- Responding to Texts
- Creating Texts
- Intertextual Study

1 Essential English A & B

Description This subject provides a pathway to Essential English at Stage 2. The course is suitable for students planning on pursuing University, TAFE, or Vocational Pathways. The focus for this course is on communication, analysis, and text creation.

Essential English engages students in the study of everyday written, spoken, visual and multi-media texts. Students learn to analyse and understand the meanings, structures, purposes and audiences for these texts, and build the knowledge to produce their own texts. This course enables students to develop the literacy skills to interact effectively with others, in their learning, work and community life

1 Essential Literacy A & B

Description **Essential Literacy is a Stage 1 course only and does not provide a pathway to Stage 2 English courses.**

This course is designed for students who **do not** intend to study English or Essential English at Stage 2. This course provides opportunities for students to gain additional literacy support for their studies and future pathways. The course is primarily for those students who, through their personal learning plans have identified literacy skills as an area for development.

The Essential Literacy course engages students in the study of written, oral, visual, and multimedia texts in everyday contexts. Students learn to critically analyse and understand the meanings, structures, purposes, and audiences of these texts, and to build the knowledge and skills to produce their own texts.

Students will engage with a range of familiar and unfamiliar texts from the contexts of work, community life, daily life, and leisure, and produce their own texts in a variety of forms for different purposes and audiences.

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Responding to oral, written and multimodal texts
- Creating oral, written and multimodal texts

1 English as an Additional Language or Dialect (EAL) A & B

Description English as an Additional Language or Dialect is a pathway to English as an Additional Language at Stage 2.

Assumed Knowledge: English as a Second Language is designed for students for whom English is a second language or an additional language or dialect. The course is designed to improve students' general proficiency in the English language. Stage1 English as an Additional Language or Dialect includes an emphasis on communication, comprehension, analysis, and text creation.

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Responding to texts
- Interactive study
- Language study

1 Mathematics A (10 Credits)

Description **Assumed Knowledge: It is recommended that students should have successfully completed Year 10 Advanced Mathematics with a C grade or better.**

Mathematics Stage 1 leads onto Specialist Mathematics and Mathematical Methods in Stage 2. Students must also select Stage 1 Mathematics B & C in Semester 2. This subject prepares students for entry to tertiary courses requiring a specialised background in mathematics.

Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problems-based approach is integral to the development of mathematical skills and the associated key ideas in this subject. There is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically. Students will be expected to be able to calculate without a calculator, and to use electronic technology for more complex problems.

The following three topics are studied in Stage 1 Mathematics- Semester 1:
Topic 1: Trigonometry

Topic 2: Functions and Graphs

Topic 3: Polynomials

In Trigonometry, students will develop their study around construction, design and surveying. They will develop their skills using the cosine rule, sine rule and 3D shapes. In Geometry students will develop their skills around forming hypothesis about different shapes and testing the hypothesis. They will look at the properties of planar shapes and the concepts of proofs in Maths. In Counting and Statistics, students will look at the measures used in Statistics and their central tendencies using Standard Deviation and Normal Distribution.

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

Assessment will be on four tasks: at least two skills and application tasks (tests) and at least one mathematical investigation. Each assessment task is worth 25%.

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1 Mathematics Essential A (10 credits)

Description Assumed Knowledge: It is recommended that students should have completed Year 10 Mathematics to a satisfactory level.

Stage 1 Essential Mathematics can lead onto Stage 2 Essential Mathematics which prepares students for entry into a range of practical trades and vocations. Stage 1 Essential Mathematics may be studied as a 10-credit subject in both semesters.

In Stage 1 Essential Mathematics students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students will be expected to be able to calculate without a calculator, and to use electronic technology for more complex problems.

The following three topics are studied in Stage 1 Essential Mathematics- Semester 1:

Topic 1: Calculations, Time, and Ratio

Topic 2: Earning and Spending

Topic 3: Geometry

Through the Earning and Spending component students will study a range of ways that people receive financial reward for their efforts and services and how money can be organised to meet every day needs – budgets, spending, interest rates. Through the Measurement component students will increase their skills in estimating and determining length, area, and volume and in applying these measures to practical and realistic situations, capacity and conversions.

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

Students will undertake 4 assessment pieces during the semester. Students will write a practical report on a mathematical investigation and sit for at least two - three formal tests. Each assessment piece is worth 25% of the overall mark

1 Mathematics Essential Numeracy A (10 Credits)

Description **Assumed Knowledge:** This course is designed for students who find Mathematics challenging.

Stage 1 Essential Numeracy is a course designed to help students achieve the compulsory 10 units in Numeracy at SACE Stage 1 level only. **There is no pathway into a Year 12 Mathematics course after studying this Year 11 course, nor will it adequately prepare students for TAFE entry assessment**.

In Stage 1 Essential Numeracy students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace context.

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

Students will write a practical report on a mathematical investigation and sit for at least two - three formal tests. Each assessment piece is worth 25% of the overall mark.

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1 Mathematics General A (10 Credits)

Description **Assumed Knowledge:** It is recommended that students should have completed Year 10 Mathematics to a good level.

General Mathematics Stage 1 leads onto General Mathematics in Stage 2 which prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problems-based approach is integral to the development of mathematical skills and the associated key ideas in this subject. There is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically. Students will be expected to be able to calculate without a calculator, and to use electronic technology for more complex problems.

The following three topics are studied in Stage 1 General Mathematics- Semester 1:

Topic 1: Investing and borrowing

Topic 2: Measurement

Topic 3: Statistical Investigation

In investing and borrowing students study investment by simple and compound interest, investing in shares, and the costs of borrowing. In measurement students determine the perimeter, surface area and volume of standard and composite shapes. In the last topic students study the process of doing a statistical investigation and forming conjectures across two or more groups.

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

Assessment will be on four tasks: at least two skills and application tasks (tests) and at least one mathematical investigation. Each assessment task will be worth 25% of the overall grade.

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2 Research Project (2 semesters)

Description **Assumed Knowledge: It is assumed that students have successfully completed the Personal Learning Plan at Year 10.**

The Research Project is a Stage 2 compulsory subject of the SACE completed in Year 11. Students must complete the 10 credit Research Project with a C grade or better. Students choose a research topic that is based on an area of interest, and at least one of the seven capabilities (Literacy, Numeracy, ICT, Critical & Creative Thinking, Personal and Social, Ethical Understanding & Intercultural Understanding) relevant to their research.

Students use the research framework as a guide to developing their research and their chosen capability, and to applying knowledge and skills specific to their research topic. Students evaluate the research processes they use, through which they demonstrate their capability for learning. Students also demonstrate and evaluate their chosen capabilities. Students enrol in either Research Project A or B **(both attract an ATAR),** depending on their intended pathway. The enrolment options vary based on how the students present the external assessment

Assessment	**School-based assessment:**	**70%**
	• Assessment Type 1: Folio	30%
	• Assessment Type 2: Research Outcome	40%
	External assessment: 30%	
	• Assessment Type 3: Evaluation	30%.

Choice Subjects

1 Biology A

Description **Assumed Knowledge:** A good pass in Year 10 Science is required to be successful in Biology.

Related Subject: Stage 1 Biology B

In Biology students learn about the cellular and overall structures and functions of a range of organisms.

This learning program is designed to comprehensively cover the foundational concepts of Biology as a preparation for **Stage 2 Biology. A good pass in Biology A and B are prerequisites for Stage 2 Biology**

The students will be provided with the opportunity to undertake practical activities to develop practical skills, to undertake investigations and apply their biological knowledge to social issues.

The investigations are aimed at giving the students an understanding how biology impacts on everyday life, at the level of the individual where it can inform personal choices and at the societal level where it can inform community and government choices.

The practical work is aimed at raising student awareness of how biological knowledge is relevant to health and can be applied in a variety of settings.

Students will learn in a context that is relevant to their own experiences and the topics developed help them build on their basic knowledge and understanding. Group work and collaborative learning strategies will be used to develop competencies in collecting, analysing, organising and communicating ideas and information.

The focus of the learning program relates to: Cells and Microorganisms and Infectious diseases. These areas have been chosen because they give students an insight into the concepts covered in Stage 2 Biology. These units can be studied individually or together as a full year course when doing Stage 1 Biology B.

The topics in Stage 1 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavor
- Science understanding.

The Biology A program covers the topics:

- Cells and microorganisms
- Infectious disease

Assessment Assessment for the Stage 1 Biology units incorporates a range of practical exercises and reports, field studies, research tasks, oral presentations, topic tests and examinations.

Students will provide evidence of their learning through the following School-Based Assessment Types:

- Assessment Type 1: Investigations Folio 40%
- Assessment Type 2: Skills and Applications Tasks 60%.

Biology B

Description **Assumed Knowledge:** A good pass in Year 10 Science is required to be successful in Biology.

In Biology students learn about the cellular and overall structures and functions of a range of organisms.

This learning program is designed to comprehensively cover the foundational concepts of Biology as a preparation **for Stage 2 Biology. A good pass in Biology A and B are prerequisites for Stage 2 Biology.**

The students will be provided with the opportunity to undertake practical activities to develop practical skills, to undertake investigations and apply their biological knowledge to social issues.

The investigations are aimed at giving the students an understanding how biology impacts on everyday life, at the level of the individual where it can inform personal choices and at the societal level where it can inform community and government choices.

The practical work is aimed at raising student awareness of how biological knowledge is relevant to health and can be applied in a variety of settings.

Students will learn in a context that is relevant to their own experiences and the topics developed, help them build on their basic knowledge and understanding. Group work and collaborative learning strategies will be used to develop competencies in collecting, analysing, organising and communicating ideas and information

The focus of the learning program relates to: Multicellullar organisms and Biodiversity. These two areas have been chosen because they give students an insight into the concepts covered in Stage 2 Biology and addresses their interest in the environment. These units can be studied individually or together as a full year course

The topics in Stage 1 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

Biology B program covers the topics:

- Topic 3: Multicellular organisms
- Topic 4: Biodiversity and ecosystem dynamics
- Note: Biology A and B are independent programs of work, it is not necessary to have completed Biology A in order to study Biology B

Assessment Assessment for the Stage 1 Biology units incorporates a range of practical exercises and reports, field studies, research tasks, oral presentations, topic tests and examinations.

Students will provide evidence of their learning through the following School-Based Assessment Types:

- Assessment Type 1: Investigations Folio 40%
- Assessment Type 2: Skills and Applications Tasks 60%.

1 Chemistry A

Description **Assumed Knowledge:** A C grade or better in Year 10 Science is recommended with a preference to having completed Advanced Year 10 Science. **Students are required to do both Chemistry A & B in Year 11**. A good pass in Chemistry A and B are prerequisites for Stage 2 Chemistry.

The study of Chemistry includes an overview of the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. It also includes a critical study of the social and environmental influences of chemical science and industry.

Students consider how human beings make use of the earth's resources and the impact of human activities on the environment. Through practical studies students develop investigation skills, and an understanding of the physical world that enables them to both logically and critically analyse information to develop innovative solutions and informed decisions.

Chemistry A topics are:

- Materials and their Atoms
- Combining Atoms
- Molecules

Assessment

Assessment for both Stage 1 Chemistry units incorporates a range of practical exercises and reports, research tasks, oral presentations, topic tests and examinations.

Students will provide evidence of their learning through the following School-Based Assessment Types:

- Assessment Type 1: Investigations Folio 50%
- Assessment Type 2: Skills and Applications Tasks 50%

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1 Chemistry B

Description

Assumed Knowledge: A C grade or better Year 10 Science is recommended with a preference to having completed Advanced Year 10 Science. Students are required to do both Chemistry A & B in Year 11. **A good pass in Chemistry A and B are prerequisites for Stage 2 Chemistry.**

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. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider 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 explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

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).

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Chemistry B topics are:

- Acids and Bases
- Electrochemistry
- Organic Chemistry

Assessment

Assessment for both Stage 1 Chemistry units incorporates a range of practical exercises and reports, research tasks, oral presentations, topic tests and examinations.

Students will provide evidence of their learning through the following School-Based Assessment Types:

- Assessment Type 1: Investigations Folio 50%
- Assessment Type 2: Skills and Applications Tasks 50%

1 Community Studies A &/or B

Description **Assumed Knowledge:** There are no prerequisites for this course **but the ability to work with in a self-directed manner would be an advantage**

In this subject, students are expected to:

- negotiate, plan, and make decisions about a community activity, and develop challenging and achievable goals for their contract of work
- identify and apply existing knowledge and skills, including literacy and numeracy skills, and identify one or more capabilities for focused development
- work individually and with others
- locate, select, organise and use ideas, resources, and information
- learn in a range of settings, including the school and the wider community
- take practical action in the community
- seek feedback from the community and reflect on their own learning.

Areas of Study

In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science, Technology, and the Community
- Work and the Community

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Assessment Type 1: Contract of Work 70%
- Assessment Type 2: Reflection 30%

A contract, folio and major activity must also be completed. The Performance Standards assessed are: Planning and Organisation, Communication and Interaction, Fulfilment of Contract of Work and Reflection.

1 Creative Arts A

Description **Assumed Knowledge:** There are no prerequisites for this course, although experience in the Arts would be an advantage.

This subject can lead to studies of Stage 2 Creative Arts.

In Creative Arts, students have opportunities to specialise in study within and across the arts disciplines of dance, drama, music and the visual arts: art and design.

Students participate in the processes of development and the presentation of finished or realised creative arts products. Creative arts products may take the form of musicals, plays, or concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles.

Creative Arts A involves the creation of a collaborative project, which involves each student contributing to a production or product. Students will also undertake a common investigation that connects with the collaborative project.

Assessment Students will need to provide evidence of their learning via the assessment design criteria; knowledge and understanding, practical application, investigation and interpretation and reflection.

Students will provide evidence of their learning through the following School-Based Assessment Types:

- Assessment Type 1: Product 50%
- Assessment Type 2: Folio 50%
  - Investigation 25%
  - Skills Assessment 25%

1 Creative Arts B

Description **Assumed Knowledge:** There are no prerequisites for this course, although experience in the Arts would be an advantage. This subject can lead to studies of Stage 2 Creative Arts.

In Creative Arts, students have opportunities to specialise in study within and across the arts disciplines of dance, drama, music and the visual arts (art and design.)

Students participate in the processes of development and the presentation of finished or realised creative arts products. Creative arts products may take the form of musicals, plays, or concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and in vocal groups or other ensembles.

Creative Arts B involves individually directed product creation, and student directed investigation.

Assessment Students will need to provide evidence of their learning via the assessment design criteria; knowledge and understanding, practical application, investigation and interpretation and reflection.

Students will provide evidence of their learning through the following School-Based Assessment Types:

- Assessment Type 1: Product 50%
- Assessment Type 2: Folio 50%
  - Investigation 25%
  - Skills Assessment 25%

1 Design, Technology and Engineering – Industry and Entrepreneurial Solutions (Media Prop Production) A

Description **Assumed Knowledge:** There are no prerequisites for this subject. This subject combines practical skills and theoretical understandings from a variety of different learning areas from inside and outside of Design, Technology and Engineering. These areas are specifically the Arts and Drama as well as practical production skills that are covered across our three existing subject areas within Design, Technology and Engineering

Skill students may cover through the course could include:

- 3D design
- 3D printing
- Laser cutting
- Traditional wood and metal work skills
- Vacuum forming
- Modelling using a variety of media (foam/clay)
- Final detailing of props including painting, airbrushing and weathering techniques

In Semester one the course is separated into 3 separate major assessments. These will consist of a Skills Task to develop the student's practical skills in the subject, an analysis of the prop and set design within a student's chosen media context (movie, stage production, TV show etc.) and a reproduction and design of a prop that does or could exist in the media context defined in their analysis task

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

Students will be assessed on;

- Specialist Skills Task
- Design Folio and Production Record
- Major Product and Evaluation

This subject would provide an excellent foundation for students selecting Stage 2 Creative Arts and Integrated Learning II: Stage Production Focus. This is a fantastic opportunity for students who wouldn't usually select a Design, Technology and Engineering subject in SACE and gives opportunity for students to advance into future careers

1 Design, Technology and Engineering – Industry and Entrepreneurial Solutions (Wood) A

Description **Assumed Knowledge:** There are no prerequisites for this subject; however, a good pass in Year 10 Woodwork is preferable. A strong work ethic, a mature approach, safe working practices and the ability to demonstrate competence in the use of various woodworking machines and hand tools is desirable.

In Semester one, students will investigate, design, plan and construct a small solid carcase cabinet using either solid timber (e.g. pinus radiata) or manufactured board (e.g. pine veneered particleboard). These projects usually take the form of wall-hung cabinets or bedroom storage cabinets. Students use the design process to design their project to their own unique requirements (within teacher's constraints). A range of machines, portable power tools and hand tools are then used in the construction process. Machine-routered housing and rebate joints are the main jointing methods. However, biscuit joints, dowelled joints and mitre joints may be used when appropriate. Students must incorporate a framed or laminated door on their cabinets.

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Specialist Skills Task
- Design Folio and Production Record
- Major Product and Evaluation

Further Information:

- This subject provides an excellent foundation for Stage 2 Material Products – Wood and the building and furnishing trades.
- Payment will be required for the Major Product materials. A small deposit is often required before project materials are issued.

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1 Design, Technology and Engineering – Industry and Entrepreneurial Solutions (Wood) B

Description **Assumed Knowledge:** There are no prerequisites for this subject; however, a good pass in Year 10 Woodwork is preferable. A strong work ethic, a mature approach, safe working practices and the ability to demonstrate competence in the use of various woodworking machines and hand tools is desirable.

In Semester two, students will investigate, design, plan and construct a small solid carcase cabinet using either solid timber (e.g. Pinus Radiata) or manufactured board (e.g. pine veneered particleboard). These projects usually take the6 form of bedside cabinets or jewellery storage cabinets. Students use the design process to design their project to their own unique requirements (within teacher's constraints).

A range of machines, portable power tools and hand tools are then used in the construction process. Machine-routered housing and rebate joints are the main jointing methods. However, biscuit joints, dowelled joints and mitre joints may be used when appropriate. Students must design and build a drawer to fit within their cabinets.

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Specialist Skills Task
- Design Folio and Production Record
- Major Product and Evaluation

Further Information:

This subject provides an excellent foundation for Stage 2 Material Products – Wood and the building and furnishing trades.

Payment will be required for the Major Product materials. A small deposit is often required before project materials are issued.

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1 Design, Technology and Engineering - Material Solutions (Metal Fabrication) A

Description **Assumed Knowledge:** There are no prerequisites for this subject but a pass in Year 10 Metalwork is preferable. A strong work ethic, a mature approach and the ability to demonstrate competence and safety in the use of metalwork machinery and hand tools used in previous years is essential.

This unit focuses on developing skills towards industry standards in MIG welding and Metal machining and its related theory. This will culminate in a practical project involving MIG welding and Metal lathe fabrication (e.g. small furniture items for indoors or outdoors).

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Skills and Application Task
- Design Folio and Production Record
- Major Product and Evaluation

Further Information:

This subject provides an excellent foundation for Stage 2 Material Products – Metal Fabrication and the Automotive and Metals Trades.

Payment will be required for the 'Major Product' materials. A small deposit is often required before project materials are issued.

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1 Design, Technology and Engineering - Material Solutions (Metal Fabrication) B

Description **Assumed Knowledge:** There are no prerequisites for this subject but a pass in Year 10 Metalwork is preferable. A strong work ethic, a mature approach and the ability to demonstrate competence and safety in the use of metalwork machinery and hand tools used in previous years is essential.

This unit focuses on developing skills towards industry standards in MIG welding and its related theory. This will culminate in a practical project involving Metal Gas Arc welding (MIG). Possible projects may include toolboxes, sack trolleys or storage racks etc.

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Skills and Application Task
- Design Folio and Production Record
- Major Product and Evaluation

Further Information:

This subject provides an excellent foundation for Stage 2 Material Products – Metal Fabrication and the Automotive and Metals Trades

Payment will be required for the 'Major Product' materials. A small deposit is often required before project materials are issued

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1 Design, Technology and Engineering – Robotics and Electronics Systems (Energy Technology) A

Description **Assumed Knowledge**: There are no prerequisites for this subject, but a successful background in Energy Technology in Year 10 is recommended. Students will be continuing at a more advanced level at Stage 1 System and Control Products, however, students will be doing revision of topics before commencing.

Subject content will include Electricity, Electronics, Systems and Force, CAD design and production, in both a theoretical and hands-on manner. This course would suit students interested in an engineering pathways, electrical based trades or advanced manufacturing.

Topics may include:

- Electrical wiring and soldering
- Electronic assembly and testing
- Energy System Design
- Laser Cutting
- Introduction to Electronics – Theory and Practical
- CAD design and systems- Autodesk Inventor
- 3D printing

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Skills and Application Task/s
- A Design Folio
- A Major Product

Further Information:

This subject is an excellent foundation for individuals considering a career in the engineering industry and electrical based trades. Payment will be required for the major project in this course.

Payment will be required for the Major Product materials. A small deposit is often required before project materials are issued.

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1 Design, Technology and Engineering – Robotics and Electronics Systems (Energy Technology) B

Description **Assumed Knowledge:** There are no prerequisites for this subject, but a successful background in Energy Technology in Year 10 is recommended. Students will be continuing at a more advanced level at Stage 1 System and Control Products. However, students will be doing revision of topics before commencing.

Subject content will include Electricity, Electronics, Systems and Force, CAD design and production, in both a theoretical and hands-on manner. This course would suit students interested in an engineering pathways, electrical based trades or advanced manufacturing.

Topics may include:

- Introduction to Electronics – Theory and Practical
- Electrical wiring and soldering
- Electronic assembly and testing
- CAD design and systems- Autodesk Inventor
- Energy System Design
- 3D printing
- Laser cutting

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Skills and Application Task/s
- A Design Folio
- A Major Product

Further Information:
This subject is an excellent foundation for individuals considering a career in the engineering industry and electrical based trades.
Payment will be required for the major project in this course.

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1 Digital Design A (Visual Arts – Design)

Description **Assumed Knowledge:** There are no prerequisites for this course, although experience within The Arts and/or Digital Technology in Year 10 would be an advantage**.** This subject can lead to studies in Stage 2 Creative Arts or Stage 2 Integrated Learning: Art and Culture.

Digital Design A specifically focuses on Graphic Design.

Students will research, identify, describe and evaluate information about graphic design and become competent in using digital imaging and design techniques. Students will develop relevant skills in using industry-standard 2D software and in the contemporary presentation of visual information.

Students can use a variety of methods such as practical, written, oral or visual to present assessment tasks. The skills taught in this course are transferable to careers in the graphic arts, film making/ game design, education or graphic design.

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Assessment Type 1: Folio 40%
- Assessment Type 2: Practical 30%
- Assessment Type 3: Visual Study 30%

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1 Digital Design B (Visual Arts - Design)

Description **Assumed Knowledge**: There are no prerequisites for this course, although experience within The Arts and/or Digital Technology in Year 10 would be an advantage This subject can lead to studies in Stage 2 Creative Arts or Stage 2 Integrated Learning: Art and Culture.

Digital Design B may involve Architectural Design and Graphic Design.

Students may apply creative design techniques in the context of architectural design and may also investigate the work of a designer of significance to them.

Students can use a variety of methods such as practical, written, oral or visual to present assessment tasks. The skills taught in this course are transferable to careers in the graphic arts, film making/ game design, education or graphic design.

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Assessment Type 1: Folio 40%
- Assessment Type 2: Practical 30%
- Assessment Type 3: Visual Study 30%

1 Digital Communications and Solutions

Description **Assumed Knowledge**: There are no prerequisites for this subject.

Digital technologies have changed the ways that people think, work, and live. The application of digital technologies can lead to discoveries, new learning, and innovative approaches to understanding and solving problems.

In Digital Technologies students create practical, innovative solutions to problems of interest. Students use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to them. Students develop and apply their skills in computational thinking and in program design.

In Digital Technologies A, students are expected to:

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

Topics may include:

- Programming - Game design
- Advanced programming – Creating and RPG Game
- Advanced Game Features
- Exploring Eco Systems and Ethics

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Assessment Type 1: Investigation
- Assessment Type 2: Programming/Data
- Assessment Type 3 Product Design:

1 Drama A

Description **Assumed Knowledge:** Successful completion of Year 10 Drama. **This subject can lead to studies of Stage 2 Drama.**

In Drama, students adopt roles from the dramatic fields of theatre and/or screen. They apply the dramatic process to create outcomes and take informed artistic risks to present the unique voices of individuals, communities, and cultures. Through focused, practical, and collaborative learning opportunities, students refine their skills and increase their confidence as communicators by creating live, multimodal, oral, and written products.

In Drama A students will study Epic Theatre and Verbatum Theatre (or similar). They will present their performance in a learnt style to an audience of their peers and produce a video of their learning. Students will respond to Drama in written and/or performance mode, develop a virtual production of the class text 'Scattered Lives' to include a Technical Twist, and view live theatre.

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Responding to Drama 30%
- Creative Synthesis 30%
- Performance 40%

Further Information: Attendance at a minimum of least one live performance is required. The students pay for their own tickets and travel costs. Attendance at after school rehearsals may also be required.

1 Drama B

Description **Assumed Knowledge:** Successful completion of Year 10 Drama. **This subject can lead to studies of Stage 2 Drama.**

In Drama, students adopt roles from the dramatic fields of theatre and/or screen. They apply the dramatic process to create outcomes and take informed artistic risks to present the unique voices of individuals, communities, and cultures. Through focused, practical, and collaborative learning opportunities, students refine their skills and increase their confidence as communicators by creating live, multimodal, oral, and written products.

In Drama A students will study Epic Theatre and Verbatum Theatre (or similar). They will present their performance in a learnt style to an audience of their peers and produce a video of their learning. Students will respond to Drama in written and/or performance mode, develop a virtual production of the class text 'Scattered Lives' to include a Technical Twist, and view live theatre.

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Responding to Drama 30%
- Creative Synthesis 30%
- Performance 40%

Further Information: Attendance at a minimum of least one live performance is required. The students pay for their own tickets and travel costs. Attendance at after school rehearsals may also be required.

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1 Food and Hospitality A

Description **Assumed Knowledge:** Practical food skills and an interest in this diverse and dynamic subject would be desirable.

The Food and Hospitality industry is dynamic and changing. In this subject, students examine some of the factors that influence people's food choices and the health implications of those choices.

Areas of study include:

- 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 Careers

The focus for this course will be **Creative Food Production.**

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Practical application 20%
- Collaboration 20%
- Investigation 20%
- Problem Solving 20%
- Reflection 20%

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1 Food and Hospitality B

Description **Assumed Knowledge:** Practical food skills and an interest in this diverse and dynamic subject would be desirable.

The Food and Hospitality industry is dynamic and changing. In this subject students examine some of the factors that influence people's food choices and the health implications of those choices.

Areas of study include:

- 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 Careers

The focus for this course will be **Cultures, Cuisines and Careers.**

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Practical application 20%
- Collaboration 20%
- Investigation 20%
- Problem Solving 20%
- Reflection 20%.

1 Indonesian A & B (Languages Other Than English)

Description **Assumed Knowledge: Satisfactory completion of Indonesian at Year 10 level is a prerequisite for this subject.** Students are expected to be competent in using various grammatical constructs prior to entering the SACE Stage 1 course. Students must complete Stage 1 Indonesian in order to be eligible to do Stage 2 Extended Indonesian.

The aim of Stage 1 Indonesian is to promote student's ability to communicate in Indonesian and to develop their understanding of the language as a system. Students will also extend their understanding of culture and the way of life in Indonesia. Students will further develop the ability to reflect on, make comparisons and move between languages and cultures.

The course is based on three themes:

- The individual: personal world, education and aspirations, values, attitudes and opinions
- The Indonesian-speaking communities: arts, crafts, entertainment, visiting Indonesia, stories from the past
- The changing world: contemporary issues eg. Australian/Indonesian relations and The World of Work.

Students may be in contact via email, with Indonesian students in a class at Suneri Loka, Kuta, a school in Bali, Indonesia.

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:
There are 5 summative assessment tasks each semester - oral, written, text analysis tasks and an Investigative task (in both Indonesian and English).

1 Integrated Learning: Digital Technology (1 semester)

Description **Assumed Knowledge:** There are no pre-requisites for this course, although studying Digital Technology in year 10 and/or an interest in Digital Technology would be an advantage.

Integrated Learning program is undertaken by students allowing them to explore the links between aspects of students' lives and their learning. Students focus on developing their ICT capability and will be exposed to various programs and applications to support learning about a specific area of interest within Digital Technology that cater to their interest and future career pathways.

Students apply their knowledge and skills to a real-world task and learning opportunity. Students develop communication and independent lifelong learning skills. The study of Integrated Learning can lead to courses in the vocational education and training (VET).

The **Digital Technology** program is designed around the core concepts of:

- Coding
- Robotics and Automation
- Computational Thinking

Students investigate aspects of the ICT industry, such as game design and automation awareness, utilising various resources including guest speakers from various areas of the industry and current media with a focus on developing career ready skills.

The program is designed to be completed within a semester based on preparing students for knowledge and skills to be successful in the ICT industry. Students will be exposed to a broad range of learning activities and tasks to cater for the diverse learning styles of our students.

The focus of the program is for students to continually reflect on the decisions made throughout their processes, while acknowledging and documenting their own personal growth as part of their own e-portfolio. There will be opportunities for individual work, collaboration, large group work, class discussions, and opportunities to engage with guest speakers and interactive activities as part of their learning experience.

Assessment

Assessment tasks will be completed using a range of modes in negotiation between the student and teacher to allow students to utilise their preferred learning strengths (e.g. written, oral, multimedia).

Students will provide evidence of their learning through the following School-Based Assessment Types:

- Practical Exploration: Game Design 40%
- Group Activity: Autonomous Vehicles 30%
- Investigation: Personal Venture 30%

Further Information:
This subject leads to studying Stage 2 Integrated Learning: Digital Technology pending successful outcomes in 2022.

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1 Integrated Learning: Finding Your Voice – Communications (10-credit)

Description

Assumed Knowledge: There are no prerequisites for this subject.

This subject will focus on developing the interests and skills relevant to effective communication. Students will develop their skills in public speaking, communicating to/for specific audiences/contexts/purposes, and create real-world understanding of the power of communication.

Students will develop and apply knowledge, and skills of public speaking and communication. Students will focus on developing effective creative and critical thinking, interpersonal skills, and literacy through exploring a range of communication styles. Part of the course will be developing sound feedback skills and working collaboratively with peers to communicate ideas and form opinions.

Connections to debating, public speaking and leadership courses will be available as part of the individual and collaborative learning opportunities of this course

Assessment

Students will provide evidence of their learning through the following School-Based Assessment Types:

- Practical Exploration
- Connections
- Personal Venture

This is a fantastic opportunity for students who want to develop their communication skills in a more targeted manner that focuses on their individual interests and abilities.

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1 Integrated Learning: Health/Psychology (Positive Psychology/Education) – Semester 2 only

Description

Assumed Knowledge: There are no pre-requisites for this course, although an interest in Positive Psychology, health and wellbeing would be an advantage.

Students focus on developing self-awareness and effective coping strategies to enhance wellbeing, as well as develop resilience skills and positive attitudes towards creating healthy futures.

The **Health/Psychology** program is designed around the core concepts of:

- Ways of Defining Health (Media and stereotypes)
- Mental and Emotional Health
- Health and Relationships

Students investigate current health issues and trends utilising various resources including guest speakers, analysis of current media (print and visual), community health and wellbeing services and surveys with a focus on Wellbeing.

The program is designed to be completed within a semester based on the Positive Education R-12 focus of our site. Students will be exposed to a broad range of learning activities and tasks to cater for the diverse learning styles of our students.

The focus of the program is for students to be continually reflective on themselves while acknowledging and documenting their own personal growth. There will be opportunities for individual work, collaboration, large group work, class discussions and debate, high exposure to selected multimedia, guest speakers and interactive activities.

Assessment Assessment tasks will be completed using a range of modes in negotiation between the student and teacher to allow students to utilise their preferred learning strengths (e.g. written, oral, multimedia).

Students will provide evidence of their learning through the following School-Based Assessment Types:

- Issues Response: Media and Social Media 30%
- Group Activity: Character Strengths 30%
- Investigation: Personal Action/Reflection 40%

Further Information:
This subject leads to the study of Stage 2 Integrated Learning: Health/Positive Psychology

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1 Legal Studies A

Description **Assumed Knowledge:** Students are advised that the ability to read a range of materials and to develop written responses is required in this course. A successful completion of Year 10 SOSE at a C grade or higher will be an advantage.

The Semester 1 unit is organised around three units to enhance student understanding of the role of law in creating and maintaining a functioning society and their opportunities to participate in this.

- Law and Society: an introductory topic to learn about law in Australia: the different types of law and their function.
- Law making: looks at how laws are made, different sources of law and how law affects our society
- Motorists and the Law: this examines legal issues around young people, driving and legal issues related to transport

Assessment Skill and activities include: research reports, group work, oral presentations, debates, case study analysis and essay writing.

Students will provide evidence of their learning through the following School-Based Assessment Types:

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1 Legal Studies B

Description **Assumed Knowledge:** Students need the ability to read a range of materials from different sources and to develop written responses to them. A successful completion of Year 10 SOSE at a C grade or higher will be an advantage.

This semester long unit can be taken as a single unit or as a follow through from the first semester. There will be three topics covered in this course. They include:

- Justice and Society: examines different types of crime and the criminal process and justice alternatives in our society.
- Victims and the Law: this topic examines what constitutes a victim and how we support victims in our criminal system.
- Young People and the Law: this examines the rights of children and young people in our society.

The depth in which these topics are explored will be negotiated with students in response to the number of students continuing from Legal Studies A. A further negotiated topic may be explored.

Assessment Skills and activities may include: research reports, group work, oral presentations, debates, case study analysis and essay writing.

Students will provide evidence of their learning through the following School-Based Assessment Types:

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1 Mathematics B & C (10 credits each)

Description Assumed Knowledge: It is recommended that students should have completed Year 10 Advanced Mathematics and studied Mathematics A in Semester one.

Mathematics Stage 1 leads onto Specialist Mathematics and Mathematical Methods in Stage 2. This prepares students for entry to tertiary courses requiring a specialised background in mathematics.

Students, who choose Mathematics A, will need to choose the two 10 credit Mathematics B & C subjects in Semester 2 to complete the course.

Students extend their mathematical skills in ways that apply to practical problem solving and mathematical modelling in everyday contexts. A problems-based approach is integral to the development of mathematical skills and the associated key ideas in this subject. There is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically. Students will be expected to be able to calculate without a calculator, and to use electronic technology for more complex problems.

In Semester 2, the following three topics are studied in Stage 1 Mathematics B (10 credit subject):

Topic 1: Further Trigonometry

Topic 2: Vectors in the Plane

Topic 3: Real and Complex Numbers

The Mathematics C Couse (10 credit subject), will cover the following three topics:

Topic 1: Counting and Statistics

Topic 2: Introduction to Differential Calculus

Topic 3: Growth and Decay

In Further Trigonometry, students will model circular motion and look at natural occurrences of oscillation. In Vectors, students will look at force, acceleration and velocity in a Mathematical setting. In Differential Calculus, students will look at rates of change using differentiation. In Functions and Graphs, students will look at slope, midpoints and inverse relationships. In Polynomials Students will look at quadratic functions. In Arithmetic and Geometric Sequences and Series, students will look at growth and decay in nature and half-lives of radioactive material.

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

Assessment will be on four tasks in each of the two classes: at least two skills and application tasks (tests) and at least one mathematical investigation. Each assessment piece will be worth 25%.

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1 Mathematics Essential B (10 Credits)

Description **Assumed Knowledge: Students should have completed Year 10 Mathematics at a C grade or better level. Essential Mathematics Stage 1 can lead to Essential Mathematics at Stage 2.**

In Semester 2, the following three topics of the Stage 1 Essential Mathematics outline are studied:

Topic 4: Data in Context

Topic 5: Measurement

Topic 6 Investing

In the topic on data students learn to read and critically interpret data presented in various forms and learn to use various statistical tools and techniques for working with data. They manipulate and represent data on which to base sound statistical arguments. In this topic students extend their skills in estimating, measuring, and calculating in practical situations. In 'Measurement' students solve problems involving length, area, mass, volume, and capacity. Units of measurement, appropriate measuring devices, and the degree of accuracy required for finding answers are considered. Units of power and energy consumption are also studied. Students investigate interest, term deposits, and the costs of credit and uses of simple and compound interest. They examine the effects of changing interest rates, terms, and investment balances on interest earned, and make comparisons. Emphasis is placed on the use of technology, particularly spreadsheets and graphical packages, to enhance students' opportunities to investigate interest generated on investments.

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

Assessment will be on four tasks: at least two skills and application tasks (tests) and at least one mathematical investigation. Each task will be worth 25% of the overall grade

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1 **Mathematics General B (10 credits)**

Description **Assumed Knowledge:** Students should have completed Year 10 Mathematics at a C grade or better level**.**

General Mathematics Stage 1 leads onto General Mathematics in Stage 2 which prepares students for entry t tertiary courses requiring a non-specialised background in mathematics.

There is an emphasis on consolidating students' computational and algebraic skills and expanding their ability t reason and analyse mathematically. Students will be expected to be able to calculate without a calculator, and to us electronic technology for more complex problems.

In Semester 2, the following three topics are studied in Stage 1 General Mathematics:

Topic 4: Applications of Trigonometry

Topic 5: Linear Functions and their Graphs

Topic 6: Matrices and Networks.

In Applications of Trigonometry triangle geometry is studied in practical contexts such as construction, surveying, design, and navigation. Students learn the derivation of the cosine rule, and the sine rule and use these to solve two- and three-dimensional problems.

The topic Linear functions and their graphs focus on developing mathematical models in contextual, numerical, graphical and algebraic representations. Piece-wise linear and step functions are investigated (eg income tax tables).

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

In Matrices and Networks three different applications of matrices are studied: costing and stock management, connectivity of networks, and transition problems. Electronic technology is used extensively for calculations involving matrix multiplication

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1 Music A & B (2 semesters)

Description **Prerequisite: Students need to have studied and passed music from Years 8 to 10 with a C grade or better to select Stage 1 Music A & B.**

Students must also have played an instrument for at least one year.

Music Experience is designed for students with emerging musical skills and provides opportunities for them t develop their musical understanding and skills in creating and responding to music. Students study topics including

- Ensemble Performance
- Solo Performance and/or Music Technology
- Composing/Arranging
- Musicianship Skill Development
- Music Industry Research

Students will engage in a variety of tasks including composing, arranging, transcribing, improvising, performing, music technology, music in contexts, music industry, and developing theory and aural skills.

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

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

Further Information: The basis for assessment is practical application, knowledge, understanding, analysis and reflection. This can lead to studies of Stage 2 Music Explorations, Ensemble and Solo Performance.

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1 Physical Education A

Description Assumed Knowledge: In order to study this subject, students must have physical skills of a high order and they must be prepared to study theory concepts in order to complete assessment tasks.

Students who intend to do Physical Education at Stage 2 level must complete this course.

The Stage 1 Semester one course has been specifically designed to provide a solid foundation for students undertaking Stage 2 Physical Education in the following year. Therefore, the practical and theoretical topics will generally reflect those undertaken at Stage 2 level but at a more basic level. The remaining choice of a practical topic undertaken will depend on the facilities available, the expertise of the teacher and the level of interest in the class. It is also highly recommended that students intending to do Stage 2 Physical Education do PE in Semester 2 also, but this is not compulsory.

Practical topics include: Volleyball, Touch Football, Basketball and Netball.

All theory concepts will relate to the human body, physical activity and biomechanics. There will be many situations where students will practically participate in an investigation/activity to better understand the theory content. This will include fitness testing, data collection and lab experiments. Summative assessment will be completed through connecting theory concepts with practical activities

Each week will include both theory and practical sessions. Students are expected to change into the school PE top and suitable shorts or track pants and shoes before each PE lesson. Students are required to participate in

all activities, but if unable to participate due to a medical reason, a note from home must be provided

Materials required: Display folder, Laptop, USB, Charger for each lesson, Exercise Book

Assessment tudents will provide evidence of their learning through the following School-Based Assessment Types:

- Assessment Type 1: Improvement Analysis 50%
- Assessment Type 2: Physical Activity Investigation 50%

his course leads onto Stage 2 PE. It is compulsory that students complete Stage 1 PE in Semester 1 and highly recommended they do a full year of Stage 1 PE in order to do Stage 2 PE.

1 Physical Education B

Description **Assumed Knowledge:** In order to take this subject, students must have **physical skills of a high order** and they **must be prepared to undertake research and complete all theory topics.**

The Stage 1 Semester 2 course has been specifically designed to follow on from the PE Semester 1 course and will provide a solid foundation for students undertaking Stage 2 Physical Education in the following year. Therefore, the practical and theoretical topics will provide an introduction to the concepts studied in Stage 2.

The remaining 'Choice' of practical topic undertaken will depend on the facilities available, the expertise of the teacher and the level of interest in the class. This course (Semester 2) is highly recommended but is not compulsory.

All theory concepts will relate to the human body, physical activity and biomechanics. There will be many situations where students will practically participate in an investigation/activity to better understand the theory content. This will include fitness testing, data collection and lab experiments. Summative assessment will be completed through connecting theory concepts with practical activities.

Each week will include both theory and practical sessions.

Students are expected to change into the school PE top and suitable shorts or track pants and shoes before each PE lesson and participate in all activities unless they have a note from home.

Materials required: Display folder, Laptop, USB, Charger for each lesson, Exercise Book

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Assessment Type 1: Improvement Analysis 60%
- Assessment Type 2: Physical Activity Investigation 40%

Further Information: Practical topics include: Badminton, Basketball/Netball and **Aquatics ($25.00)**
This course leads onto Stage 2 PE. **It is compulsory that students complete Stage 1 PE in Semester 1 and highly recommended they do a full year of Stage 1 PE in order to do Stage 2 PE.**

1 Physics A

Description **Assumed Knowledge:** A C grade or higher in Year 10 Science and Maths is recommended with a preference to having completed Advanced Year 10 Science and/or Advanced Year 10 Maths. Students study Physics A & B as a full year course. A good pass in Physics A & B are prerequisites for Stage 2 Physics.

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 macro-cosmos, 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.

Topics include:

Linear Motion and Forces
Waves
Heat

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Assessment Type 1: Investigations Folio 50%
- Assessment Type 2: Skills and Applications Tasks 50%

Further Information: Students study Physics A & B as a full year course. A good pass in Physics A and B are prerequisites for Stage 2 Physics

1 Physics B

Description **Assumed Knowledge:** Students are required to have gained a C grade or higher in Year 10 Science and Maths is recommended with a preference to having completed Advanced Year 10 Science and/or Advanced Year 10 Maths. Students study Physics A & B as a full year course. A good pass in Physics A & B are prerequisites for Stage 2 Physics.

In Physics, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also pursue scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

By exploring science as a human endeavour, students develop and apply their understanding of the complex ways in which science interacts with society and investigate the dynamic nature of physics. They explore how physicists develop new understanding and insights and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts.

Topics include:

- Momentum and Energy
- Nuclear Physics
- Electricity

Assessment Students will provide evidence of their learning through the following School-Based Assessment types:

- Assessment Type 1: Investigations Folio 50%
- Assessment Type 2: Skills and Applications Tasks 50%.

1 Society and Culture (1 semester subject)

Description **Assumed Knowledge:** A successful completion of Year 10 SOSE at a C grade or higher will be an advantage.

This subject will be based on the Integrated Learning SACE structure. This course allows for student knowledge to be utilised more greatly in the classroom within a chosen topic outline.

The topic outline for this course is Cultural Awareness. Content will be divided between Australia's migration history and the power of storytelling in the student's culture.

Skills

Students will require competent literacy skills. Literacy and other chosen General Capabilities will be further developed as the course progresses. Research and collaboration skills are also essential components in this course and to be successful students must continue developing these skills. Students will be required to interview either family members or friends about culture, but also to work independently as necessary. The following assessment tasks examine Application and Development, Inquiry and Reflection, Collaboration and Communication

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Assessment Type 1: Practical Exploration
- Assessment Type 2: Connections
- Assessment Type 3: Personal Venture

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1 South Australian Secondary Training Academy A (SAASTA) (Aboriginal Students)

Description **The South Australian Secondary Training Academy (SAASTA) program is a full year subject where students complete Stage 1 Aboriginal Studies in Semester 1 and 2 for 20 SACE Credits.**

In this subject, students are expected to:

- Reflect on learning from and with Aboriginal peoples, communities, and sources of Aboriginal voice
- Demonstrate knowledge and understanding of narratives as told by Aboriginal peoples
- Demonstrate knowledge and understanding of how the past influences the present
- Deconstruct and analyse experiences of significance to Aboriginal peoples and communities
- Evaluate and reflect on own respectful understandings.

Students may also have the option of completing a Certificate III in Sports and Recreation.

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Assessment Type 1: Creative Presentation: 25%
  - Aboriginal Power Cup preparation 25%
- Assessment Type 2: Learning Journey: 75%
  - Role Play of Aboriginal History in South Australia 25%
  - Aboriginal History Timeline and its influence on a contemporary issue 30%
  - Research on an Aboriginal organisation 20%

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1 South Australian Secondary Training Academy B (SAASTA) (Aboriginal Students)

Description **The South Australian Secondary Training Academy (SAASTA) program is a full year subject where students complete Stage 1 Aboriginal Studies in Semester 1 and 2 for 20 SACE Credits.**

In this subject, students are expected to:

- Develop and apply knowledge, concepts and skills to achieve a purpose;
- Identify and investigate information, ideas and skills from different perspectives, using a variety of sources;
- Work collaboratively with others;
- Demonstrate self-awareness in reflecting on learning;
- Communicate ideas and informed opinions;
- Develop and understand connections between the program focus and aspects of the capability in each chosen key area.

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- **Assessment type 1: Practical** 60%
  - Skill Development 15%
  - VX Sport GPS Tracker Training and Analysis 15%
  - Heart Rate Training and Analysis 15%
  - Cultural Activity with Year 12 students 15%
- **Assessment Type 2: Group Activity** 20%
  - SAASTA Uni SA Shield Carnival
- **Assessment Type 3: Folio and Discussion** 20%
  - Presentation & Follow-up Discussion

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1 Special Interest Sport Volleyball focus - (selection process)

Description **Assumed Knowledge:** In order study this subject, students must have physical skills of a high order and they must be prepared to undertake research and complete all theory topics. This is a subject for those students with a special interest and talent in sport who meet the selection criteria.

Criteria for selection includes:

- A series of physical tests
- Related Skills
- Attitude and Effort

Stude**nts** choosing Special Interest Sport must select both Semester A and Semester B.

Students will 3do the same topics as regular PE but with a greater emphasis on preparation for Stage 2 PE

The Stage 1, Semester 1 and Semester 2 course have been specifically designed to provide a solid foundation for students undertaking Stage 2 Physical Education in the following year. Therefore, the practical and theoretical topics will reflect those undertaken at Stage 2 level but at a more basic level. The remaining 'Choice' of practical topic undertaken will depend on the facilities available, the expertise of the teacher and the level of interest in the class

All theory concepts will relate to the human body, physical activity and biomechanics. There will be many situations where students will practically participate in an investigation/activity to better understand the theory content. This will include fitness testing, data collection and lab experiments. Summative assessment will be completed through connecting theory concepts with practical activities.

Each week will include both theory and practical sessions.

Students are expected to change into the school PE top and suitable shorts or track pants and shoes before each PE lesson and participate in all activities unless they have a note from home.

Materials required: Display folder, Laptop, USB, Charger for each lesson, Exercise Book

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Assessment Type 1: Improvement Analysis 50%
- Assessment Type 2: Physical Activity Investigation 50%

This course leads onto Stage 2 PE. **It is compulsory that students complete Stage 1 PE in Semester 1 and highly recommended they do a full year of Stage 1 PE in order to do Stage 2 PE**.

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1 Tourism A

Description **Assumed Knowledge:** Students should have successfully completed Year 10 SOSE with a C grade or higher.

This subject develops an understanding of the nature of tourism on a local, national and world scale and the current issues affecting this industrial sector, including sustainable management of tourism activities at particular sites. Tourism is concerned with the investigation of human activities and their impact on environments.

Three following topics will be covered in this course:

- Investigating the History of Tourism
- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism
- Preparing for International Travel
- Understanding the Role of Organisations and Government in Tourism
- Examining Tourism and Technological Change
- Appreciating Tourism in Australia
- Investigating Tourism Markets
- Understanding Tourism and Natural Environments
- Tourism Industry Skills

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Historical case study
- Tourism Source analysis
- Practical Activity- Full day tour and report
- Negotiated Investigation

Further Information:

Students are required to collect information from travel agents, use the Internet and other secondary sources and participate in excursions (eg Adelaide Hills, Barossa Valley).

This subject leads to the study of Year 12 Tourism

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1 Tourism B

Description **Assumed Knowledge:** Students should have successfully completed Year 10 SOSE at a C grade or higher. This subject develops an understanding of the nature of tourism on a local, national and world scale.
Three topics will be covered in this course. They will be selected from the following topics and will not be the same as Semester One:

- Investigating the History of Tourism
- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism
- Preparing for International Travel
- Examining Tourism and Technological Change
- Appreciating Tourism in Australia
- Investigating Tourism Markets
- Understanding Tourism and Natural Environments
- Tourism Industry Skills

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- A case study
- Source analysis
- Practical Activity- Full day tour and report
- Negotiated Investigation

Further Information:

Students are required to collect information from travel agents and other sources such as TV, video, Internet and through participation in excursions (e.g. Port Adelaide, Barossa Valley).A full day excursion is undertaken in Semester 2.

This subject leads to the study of Year 12 Tourism.

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1 Visual Arts – Art A

Description **Assumed Knowledge:** There are no pre-requisites for this course but having studied Year 10 Art would be an advantage. **Students who want to study Stage 2 Creative or Art or Stage 2 Integrated Learning: Art and Culture should take Art as a full Year 11 course (A and B).** The skills taught in this course are transferable and may lead to careers in the visual arts, film making/game art, education or design

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

This subject includes the study of both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production. **Students are required to purchase an art pack.**

Focus areas include:

- Visual literacy and formal arts analysis
- Directed art production

The three areas of study covered in this course are:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Assessment Type 1: Folio 40%
- Assessment Type 2: Practical 30%
- Assessment Type 3: Visual Study 30%

1 Visual Arts – Art B

Description **Assumed Knowledge:** There are no pre-requisites for this course but having studied Year 10 Art is an advantage**. Students who are aiming to study Stage 2 Creative Arts or Stage 2 Integrated Learning: Art and Culture should take Year 11 Art as a full year course (A and B).** The skills taught in this course are transferable and may lead to careers in the visual arts, film making/game art, education or design

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

Focus areas include:

- Explicitly focused arts investigation
- Self-directed art production

This subject includes the study of both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production. **Students are required to purchase an art pack.**

The three areas of study covered in this course are:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment Students will provide evidence of their learning through the following School-Based Assessment Types:

- Assessment Type 1: Folio 40%
- Assessment Type 2: Practical 30%
- Assessment Type 3: Visual Study 30%

Stage 2 Subjects

Stage 2 English and Mathematics subjects were aligned to the Australian Curriculum in 2022. This process will continue in 2022. All subject assessments will be based on SACE Performance Standards and graded A+ to E-.

2 Biology

Description

Assumed Knowledge: Whilst there are no prerequisites for this course, satisfactory completion of a Stage 1 Science course would be an advisable.

The study of biology is constructed around the inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, how they interact with their own and other species and their environment.

The topics in Stage 2 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

The topics for Stage 2 Biology are:

- Topic 1: DNA and proteins
- Topic 2: Cells as the basis of life
- Topic 3: Homeostasis
- Topic 4: Evolution

Assessment

Assessment at Stage 2 is externally moderated. 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%
External Assessment	**30%**
Assessment Type 3: Examination (2 hour)	30%

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2 Chemistry Location: UniSA Mawson Lakes

Description

Assumed Knowledge: **B grade or better achievement in both Stage 1 Chemistry units is essential**

This subject requires students to apply the principles of chemistry to the study of selected elements and compounds. It illustrates the role of chemistry in today's technological society.

Students perform experiments to test an idea or solve problems, record observations, and draw conclusions from the results. They learn to work independently, and to communicate with others.

The subject is studied at UniSA Mawson Lakes Campus. Students have the unique opportunity to experience a university setting while studying Stage 2 Chemistry. Students will use high tech facilities and equipment, have opportunity to meet and work with highly skilled university staff and gain access to UniSA online and library resources.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

The topics covered in Stage 2 Chemistry are:

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical Processes
- Topic 3: Organic and Biological Chemistry
- Topic 4: Managing Resources.

Assessment The following assessment types enable students to demonstrate their learning in Stage 2 Chemistry:

School-based Assessment	**70%**
Assessment Type 1: Investigations Folio	30%
Assessment Type 2: Skills and Applications Tasks	40%
External Assessment	**30%**
Assessment Type 3: Examination	30%

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

- at two practical investigations and one Science as a Human Endeavour investigations folio task
- at four skills and applications tasks
- one examination

Further Information:

Students need to find their own way to the campus and they need to commit to regular tutorials at school

2 Community Studies A

Description **Assumed Knowledge:** There are no prerequisites for this course.

Stage 2 Community Studies A provides students with insights into ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context both within and beyond the school environment. The identifying feature of this subject is the autonomy it provides students in deciding the focus and direction of their community activity. In this subject the importance of setting clear, detailed, challenging, and achievable goals in a self-directed manner is the key to success.

Areas of Study

In developing their individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one or more of the following six areas of study in Community Studies A

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation, and the Community
- Science and the Community
- Work and the Community

Community Studies B also offers students who have enrolled in a particular SACE Board-accredited subject but are finding the subject challenging, the opportunity to remain in the original subject class, while approaching their learning in that subject area in a different way.

It is expected that students will work with or in the wider community and actively seek feedback from their community contacts:

Assessment **School Based Assessment: 70%**

- Contract of Work
- Folio
- Presentation

External Assessment: 30%

- Reflection
  - Part 1: Report on the Community Application Activity
  - Part 2: Reflection on the Community Application Activity

Further Information: Community Studies does not contribute to the Australian Tertiary Admission Rank (ATAR)

2 Creative Arts

Description **Assumed Knowledge:** There are no prerequisites **for this course, although successful completion of Stage 1 Creative Arts and an interest in the arts would be an advantage.**

In Creative Arts, students have opportunities to specialise in study within and across the arts disciplines of dance, drama, music, the visual arts, art and design.

Students participate in the processes of development and the presentation of finished or realised creative arts products. Creative arts products may take the form of: musicals, plays, concerts, visual artefacts, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles.

Assessment Assessment at Stage 2 has both school- based and external assessment components. Students will need to provide evidence of their learning via these assessment types.

School Based Assessment:

- Assessment Type 1: Product 50%
- Assessment Type 2: Investigation 20%

External Assessment:

- Assessment Type 3: Practical Skills 30%

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2 Design, Technology and Engineering – Industrial and Entrepreneurial Solutions (Wood)

Description **Assumed Knowledge:** While there are no perquisites for this subject, successful completion of Stage 1 Woodwork is desirable. A strong work ethic, a mature approach and the ability to demonstrate competence and safety in the use of woodworking machinery and hand tools is essential. The ability to work independently and as part of a team, to think critically, solve problems and to communicate (both verbally and graphically) and work safely and accurately are important skills required for success in this course.

The course involves theory and practical activities including the construction of framed and/or solid carcase furniture. The course also involves the understanding of modern and traditional assembly techniques, the use of jigs, appropriate hardware selection and fitting.

Major Products are individually designed in negotiation with the teacher & the design process is thoroughly documented. Projects are often designed in line with industry standards which is part of the research associated with the design process. Projects can include, cabinets, shelving solutions, tables and storage solutions.

Assessment Students will be assessed on their Resource Study Task, Specialised Skills Tasks and Design Process and Product. Assessment will be based on Performance Standards developed by the SACE Board and will be moderated.

School Based Assessment:

- Skills & Application Tasks 20%
- Design Process and Product 50%

External Assessment:

- Resource Study 30%

Further Information: Payment will be required for materials used in the construction of the major product. A deposit is required prior to starting

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2 Design, Technology and Engineering – Materials Solutions (Metal)

Description **Assumed Knowledge:** While there are no perquisites for this subject, successful completion of Stage 1 Metalwork is desirable. A strong work ethic, a mature approach and the ability to demonstrate competence and safety in the use of metalworking machinery and hand tools is essential. The ability to work independently and as part of a team, to think critically, solve problems and to communicate (both verbally and graphically) and work safely and accurately are important skills required for success in this course.

Projects are individually designed in negotiation with the teacher & the design process is thoroughly documented. Projects are often designed for use in their home or future home e.g. indoor or outdoor furniture.

Major projects may include; BBQ trollies, musical instrument storage, metal tables and benches or physical fitness equipment.

Description **Topics covered include:**
Workshop and power tool safety, welding equipment, Orthogonal Drawing, Australian drawing standards, project cost calculations, types of welding joints, welding positions, sheet metal processes, controlling distortion when welding, and metal finishing techniques.

Assessment Students will be assessed on their Resource Study Task, Specialised Skills Tasks and Design Process and Product. Assessment will be based on Performance Standards developed by the SACE Board and will be moderated.

School Based Assessment:
- Skills & Application Tasks 20%
- Design Process and Product 50%

External Assessment:
- Resource Study 30%

Further Information:

Payment will be required for materials used in the construction of the major product. A deposit is required prior to starting.

2 Design, Technology and Engineering – Robotics and Electronic Systems (Energy Technology)

Description **Assumed Knowledge:** While there are no perquisites for this subject, successful completion of Stage 1 Energy Technology is desirable. A strong work ethic, a mature approach and the ability to demonstrate competence and safety in the use of a range of tools and machinery is essential. The ability to work independently and as part of a team, to think critically, solve problems and to communicate (both verbally and graphically) and work safely and accu3rately are important skills required for success in this course.

Students will be required to use a range of traditional and 21st century technologies, with a large portion of the course devoted to developing a comprehensive knowledge of the schools Computer Aided Design program, Autodesk Inventor. The course involves theory and practical activities, including the production of 3D printed designs using the schools 3D printers.

Projects may incorporate;
- Electrical wiring and soldering
- Electronic assembly and testing
- CAD design and systems- Autodesk Inventor
- Energy System Design
- Laser cutting

Major Products are individually designed and negotiated with the teacher and the design process is thoroughly documented. Projects are often designed to meet an individual personal need with an emphasis placed on design and innovation.

Students will be assessed on their Resource Study Task, Specialised Skills Tasks and Design Process and Product. Assessment will be based on Performance Standards developed by the SACE Board and all work will be moderated.

Assessment **School Based Assessment:**
- Skills & Application Tasks 20%
- Design Process and Product 50%

External Assessment:
- Resource Study 30%

Further Information: Payment will be required for materials used in the construction of the major product. A deposit is required prior to starting.

2 Drama

Description

Assumed Knowledge: Successful completion of Stage 1 Drama is beneficial. Students are involved in group tasks in Stage 2 Drama, so regular attendance and collaborative skills are essential for success in this subject.

In Drama, students develop their creativity, collaboration, critical thinking and communication skills. They refine their literacy, numeracy, ethical understanding and intercultural understanding, and develop self-belief and self-confidence.

In Drama, students are expected to:

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

In Drama, students develop as critical and creative thinkers, meaningful storytellers, and lifelong learners. They learn highly valuable and transferable life skills, including problem-identifying and problem-solving, collaboration skills, project-work skills, informed risk-taking, creativity and innovation skills, and applied entrepreneurial skills. Through focused practical and theoretical study, and by visualising and making real drama products, students collaborate to create valuable outcomes for audiences and analyse and evaluate artistic processes and products.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 Drama:

School Based Assessment:

- Group Production 40%
- Evaluation and Creativity 30%

External Assessment

- Creative Presentation 30%

2 English

Description

Assumed Knowledge: Successful completion of English at Stage 1 in two semesters to a C standard.

In English students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. They have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Assessment

The following assessment types enable students to demonstrate their learning in Stage 2 English:

School Based Assessment:

- Responding to Texts 30%
- Creating Texts 40%

External Assessment

- Comparative Analysis 30%

2 Essential English

Description **Assumed Knowledge**: Successful completion of Essential English or English at Stage 1 to a minimum C standard over two semesters.

This course is suitable for students planning to pursue a career in a range of trades or vocational pathways.

In this course students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning.

2 Essential EAL

Description **Assumed Knowledge:** Successful completion of Essential EAL or EAL at Stage 1 to a minimum C standard over two semesters.

Essential EAL is for students for whom English is an additional language or dialect. This course is suitable for students planning to pursue a career in a range of trades or vocational pathways.

In this course students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning

Assessment The following assessment types enable students to demonstrate their learning in Stage 2 Essential English and Stage 2 Essential EAL courses:

School Based Assessment:

- Responding to Texts 30%
- Creating 40%

External Assessment:

- Language Study 30%

2 English as an Additional Language (EAL)

Description **Assumed Knowledge**: English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect.

These students have had different experiences in English and one or more other languages. Students who study this subject come from diverse personal, educational, and cultural backgrounds.

Assessment The following assessment types enable students to demonstrate their learning in Stage 2 English as an Additional Language:

School Based Assessment:

- Academic Literacy Study 30%
- Responses to Text 40%

External Assessment:

- Examination 30%

2 Food and Hospitality

Description **Assumed Knowledge:** Previous studies in Home Economics particularly Food and Hospitality at Stage 1 would be an advantage.

Areas of study include:

- 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:

- Assessment Type 1: Practical Activities 50%
- Assessment Type 2: Group Activities 20%

External Assessment: 30%

Further Information: Students are expected to purchase the fresh ingredients for their own food practical assignments.

2 Health and Wellbeing: SAASTA (Aboriginal Students)

Description

The South Australian Secondary Training Academy (SAASTA) program is a full year subject where students complete Stage 2 Health and Wellbeing for 20 SACE Credits.

Assumed Knowledge: There are no prerequisites for this course

In this subject, students are expected to:

- Provide evidence of leadership and reflection on own performance;
- Reflect and Evaluate their performance in regard to one or more of the Capabilities;
- Create a folio for future success of Aboriginal communities;
- Work collaboratively with others; Develop and apply knowledge to new situations;
- Make connections between health issues;
- Show an understanding of the role that health and wellbeing plays in Aboriginal culture;

Students may also have the option of completing a Certificate III in a variety of areas

Assessment

School Based Assessment:

Assessment Type 1: Initiative 40%

- World No Tobacco Day - Collaborative 30%
- Personal Health Action Plan 10%
- Assessment Type 2: Folio 30%
- Keep Each Other Safe Program 15%
- Health Organisation Community Visit 15%

External Assessment:

- Assessment Type 3: Inquiry 30%
- Health and Wellbeing of Aboriginal People

2 Integrated Learning II – Art and Culture

Description

Assumed Knowledge: There are no prerequisites for this course; however previous study in creative arts, visual arts, or design would be an advantage. A strong work ethic, mature approach, and an interest in aspects of visual arts are essential.

Integrated Learning - Art and Culture will allow students to develop visual art skills and understanding through genre, style and context (such as public art and illustration) through multiple inquiry-based learning experiences where students have to research, make decisions and then apply their learning in real world contexts. They will create illustrations and artworks for a range of community events and collaborate to design murals for their school community and as well as complete a personal endeavour of their choice.

Students will have the opportunity to investigate and research a range of different illustrators and public artists from different cultural and historical contexts to gain an in-depth understanding of their work including concepts, purposes, media, styles, and techniques.

Assessment

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

School Based Assessment:

- Assessment Type 1: Practical Inquiry 40%
- Assessment Type 2: Connection 30%

External Assessment

- Assessment Type 3: Personal Endeavour 30%

2 Integrated Learning II – Biology Focus

Description

Assumed Knowledge: It is assumed that students entering this course will have a successful background in Science at Year 10. Study of Stage 1 Biology is highly recommended.

Integrated Learning program is undertaken by students allowing them to explore the links between aspects of students' lives and their learning.

The course is an adaptation of Stage 2 Biology course having the same rigour and level of expectations. It has a biological background focus. The program has been designed to be very student driven and allows flexibility in what students undertake as a part of their course.

Students apply their knowledge and skills to a real-world task and learning opportunity. Students develop communication and independent lifelong learning skills. The study of Integrated Learning can lead to courses in the vocational education and training (VET) and university sectors.

Opportunities are provided for students to develop in particular the capabilities of ***learning*** **and** ***communication through:***

- accessing, organising, and using information
- thinking and inquiring critically, ethically, and reflectively
- learning and applying knowledge and skills
- recognising how knowledge changes over time and is influenced by people.
- communicating for particular purposes and contexts
- communicating within and across cultures
- achieving literacy and numeracy, and using information and communication technologies
- expressing feelings, ideas, and opinions.

Because of the human awareness thread that runs through this program and the concerted effort to link discussion with current media items, students can recognise the clear connection between their studies and pertinent world issues.

There is an emphasis on the importance of being informed citizens when making decisions about biological issues. Students also can develop problem solving and other practical skills that are useful in a range of career pathways

Topics include:

- Macromolecules
- Cells
- Organisms
- Ecosystems

Assessment

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

School Based Assessment:

- Assessment Type 1: Practical Enquiry 40%
- Assessment Type 2: Connections 30%

External Assessment:

- Assessment Type 3: Personal Endeavour 30%

2 Integrated Learning II – Health/Positive Psychology Focus

Description

Assumed Knowledge: Satisfactory completion of Integrated Learning: Health/Psychology at Stage 1.

This course focusses on Positive Psychology and builds on from the Stage 1 Health/Psychology course. It is designed around Positive Psychology framework.

The course is designed around the core concepts of:

- Reflection of own health and wellbeing
- The impact of relationships on wellbeing
- Increasing self-awareness
- Fixed and Growth Mindset

Description

- PERMA - Linking emotions and wellbeing
- Neuroplasticity
- Character Strengths
- Gratitude – Journal on personal growth, self-evaluation and successes
- Hope – The will and the way
- Perspective – Being mindfully aware of others and the world around us

The course is a full year subject and centres around the core concepts Positive Psychology/Positive Education. Students will be exposed to a broad range of learning activities and tasks to cater for the diverse learning styles of our students.

The focus is for students to be continually reflective on themselves while acknowledging and documenting their own personal growth. Throughout the course students will also analyse concepts, ideas, and skills connected to Positive Psychology and Positive Education.

There will be opportunities for individual work, collaboration, large group work, class discussions and debate, exposure to selected multimedia, guest speakers and interactive activities.

Assessment

School Based Assessment:

- Assessment Type 1: Practical Enquiry 40%
- Assessment Type 2: Connections 30%

External Assessment:

- *Assessment Type 3: Personal Endeavour 30%*

2 Integrated Learning II - Sports Studies: Volleyball

Description

Assumed Knowledge: Whilst there is no prerequisite for this course, Stage 1 PE and Volleyball PVA experience would be an advantage.

Students develop an awareness and refinement of the sport of Volleyball, where they are encouraged to contribute to collaborative thinking with ways of working. Students share ideas and informed opinions and extend their social communication skills through contribution to groups, family, and/or community. Students extend their self-awareness, personal identity and values through collaborative processes that build from peer and self-assessment. Students make 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.

Assessment

School Based Assessment

- Assessment Type 1: Practical Inquiry 40%
  - Volleyball, Aquatics
- Assessment Type 2: Connections 30%
  - Volleyball Coaching
- Assessment Type 3: Personal Endeavour 30%
  - Personal Fitness and Training Program

Further Information: Students are expected to change into the school PE top and suitable shorts or track pants and shoes before each practical PE lesson.

Students will be required to pay for the Aquatics sessions. The cost of the Aquatics unit including instructor and bus hire is $50.00 (students doing Stage 2 PE do not need to pay for both aquatics sessions)

2 Mathematical Methods

Description **Assumed Knowledge:** Students must complete Stage 1 Mathematics A, B, & C successfully.

This subject focuses on the development of mathematical skills and techniques that enable students to explore, describe, and explain aspects of the world around them in a mathematical way. 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. When studying with Specialist Mathematics, it can be a pathway to engineering, physical science, and laser physics.

Stage 2 Mathematical Methods consists of the following six topics:

Topic 1: Further Differentiation and Applications

Topic 2: Discrete Random Variables

Topic 3: Integral Calculus

Topic 4: Logarithmic Functions

Topic 5: Continuous Random Variables and the Normal Distribution

Topic 6: Sampling and Confidence Intervals.

Assessment **School Based Assessment:**

- Assessment Type 1: Skills and Applications Tasks 50%
- Assessment Type 2: Mathematical Investigation 20%

External Assessment:

- Assessment Type 3: Examination 30***%***

2 Mathematics Essential

Description **Assumed knowledge:** Students should have successfully completed Pure Mathematics, Mathematics General or Mathematics Essential at Stage 1.

This subject prepares students for entry to a range of practical trades and vocations. In this subject, students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Essential Mathematics is suitable to students planning to pursue a career in a range of trades or vocations.

Stage 2 Essential Mathematics consists of the following five topics:

Topic 1: Scales, Plans, and Models

Topic 2: Measurement

Topic 3: Business Applications

Topic 4: Statistic

Topic 5: Investments and Loans

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

School Based Assessment

- Assessment Type 1: Skills and Applications Tasks 30%
- Assessment Type 2: Folio 40%

External Assessment:

- Assessment Type 3: Examination 30%

2 Mathematics General (20 Credits)

Description **Assumed Knowledge:** Students should have successfully completed (C grade or better) 2 units of Mathematics General or Pure Mathematics A, B or C at Stage 1.

This subject is designed for those students who wish to develop a strong understanding of the process of mathematical modeling and its application to problem-solving in everyday workplace contexts. General Mathematics prepares students for tertiary courses requiring a non-specialised background in mathematics.

Stage 2 General Mathematics consists of five topics:

1. Modeling with Linear Relationships
2. Modeling with Matrices
3. Statistical Models
4. Financial Models
5. Discrete Models.

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

School Assessment:

- Assessment Type 1: Skills and Applications Tasks 40%
- Assessment Type 2: Mathematical Investigations 30%

External Assessment:

- Assessment Type 3: Examination 30%

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2 Mathematics: Specialist - Location - UniSA Mawson Lakes

Description **Assumed Knowledge:** High achievement (A or B grade) in Stage 1 Mathematics A, B and C

Students selecting this course will also select Mathematical Methods.

The topics in Stage 2 extend students' mathematical experience and their mathematical flexibility and versatility in the areas of complex numbers and vectors. Specialist Mathematics topics provide different scenarios for incorporating mathematical arguments, proofs, and problem-solving. Specialist Mathematics can lead to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences.

Stage 2 Specialist Mathematics consists of the following six topics:

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 Change and Differential Equations.

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

School Based Assessment:

- Assessment Type 1: Skills and Applications Tasks 50%
- Assessment Type 2: Mathematical Investigation 20%

External Assessment:

- Assessment Type 3: Examination 30%

Further Information:
This subject is part of an enhanced learning program that is delivered at the Mawson Lakes Campus of UniSA. Students need to find their own transport to the campus and be prepared to commit to regular tutorials at school.

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2 Music

Description **Assumed Knowledge: Students need to have studied and passed music from Years 8 to 11 with a C grade or better to study Year 12 Music successfully**.

All Stage 2 Music topics have a school-based assessment component and an external assessment component. Students have a choice of the following Music subjects depending on their level of music skills:

Ensemble Performance:

Ensemble Performance is a **10-credit** subject where students develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music. Students analyse their repertoire, and critique strategies to rehearse and develop their performances, and contribute and collaborate as effective members of an ensemble. They apply their knowledge and understanding of the style, structure, and conventions appropriate to the repertoire, in developing and refining their musical performances, their musical imagination, and their own ideas about and appreciation of music.

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

School Assessed:

- Assessment Type 1: Performance 1 30%
- Assessment Type 2: Performance 2 and Discussion 40%

External Assessment:

- Assessment Type 3: Performance Portfolio 30%

Music Explorations:

Music Explorations is a **20-credit subject** that emphasises learning through exploring and experimenting with music. Through exploration of musical styles and influences, the elements of music, and how music is made, students process and synthesise the key learning that has taken place. Students develop musical literacy and engage critically and creatively with music through responding to their own and others' works. This subject is flexible in its design, allowing individual and collaborative exploration options in performing, composing, arranging and exploring music technology. Through practical application of their understanding of musical elements, students learn to analyse and deconstruct music, manipulate sound and create musical works that express their ideas and emotions.

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

School Based Assessment:

- Assessment Type 1: Musical Literacy 30%
  Assessment Type 2: Explorations 40%
- External Assessment
- Assessment Type 3: Creative Connections 30%

Further Information: Students may be required to attend a live performance as part of their musical literacy assessment, covering the cost of their ticket.

Solo Performance:

Solo Performance is a 10-credit subject where students develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, and in developing stage presence and skills in engaging an audience. Students analyse their chosen repertoire, and critique strategies to develop their performances, and reflect on and evaluate their performances as a soloist. They apply their knowledge and understanding of the style, structure, and conventions appropriate to their chosen repertoire, in crafting their musical performances, developing their musical imagination, and in communicating their own ideas about and appreciation of music.

School Based Assessment

- Assessment Type 1: Performance 1 30%
- Assessment Type 2: Performance 2 and Discussion 40%
- External Assessment:
- Assessment Type 3: Performance Portfolio 30%

2 Our Sustainable Future

Description **Assumed Knowledge: successful completion and a passing grade in Year 10 SOSE/Science and/or Biology would be an advantage.** To study this subject, students need to show an interest in environmental issues and sustainability in their local area, as well as nationally and globally.

This course has an overall theme of **environmental sustainability**. It involves the development of knowledge and skills in three disciplines – Geography, Biology and Agriculture.

Students studying this course will undertake a variety of tasks including practicals, research and group work in a range of associated topics such as community gardens, open markets and fast food outlets, permaculture at the Food Forest and sustainable environments such as oceans, rainforests, cities, suburban areas, zoos and national parks. Within this subject students will be asked to explore alternative energy sources, water supplies and transport modes.

Assessment **School Based Assessment:**

- Assessment Type 1: Commentary 30%
- Assessment Type 2: Group Project 20%
- Assessment Type 3: Presentation and Discussion 20%

External Assessment: 30%

For external assessment students will need to provide evidence of their learning through 2 assessment components. They will analyse data from a variety of sources.

Further Information: Please note that the content of this course and the focus topic may change depending on student interest. **Excursions form part of the learning requirements of this course.**

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2 Physical Education

Description **Assumed Knowledge:** It is **compulsory** that all students complete 1 semester of Stage 1 Physical Education and highly recommended students do both semesters in Stage 1 with at least a 'B' grade average. However, the PE staff will consider students who have not completed Stage 1 Physical Education if they can provide evidence of a strong academic background in a range of subjects.

Stage 2 Physical Education is an academically demanding course. While it does involve a 50% Practical component, the other 50% Theory component is broken down into the following:

Students study **theory** topics such as: exercise physiology, physical activity, skill acquisition and biomechanics of movement. These concepts will then be connected to practical experiences to form summative assessment.

Practical topics include: Volleyball, Badminton and Aquatics.

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

School Based Assessment:

- Assessment Type 1: Practical participation 50%
- Assessment Type 2: Folio and Reports 20%

External Assessment:

- Assessment Type 3: Group Dynamics

Task Group dynamics tasks- creation or participation in sports competition. 30%

Further Information: Students are expected to change into the school PE top and suitable shorts or track pants and shoes before each practical PE lesson.

Students will be required to purchase the Stage 2 Physical Education Essentials Workbook ($40.00) and pay for the Aquatics sessions. The cost of the Aquatics unit including instructor and bus hire is $50.00

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2 Physics **Location:** UniSA - Mawson Lakes

Description **Assumed Knowledge B grade or better achievement in both Stage 1 Physics units is essential**. This course requires students to have a good understanding of mathematics, especially rearranging equations and trigonometry.

Physics requires interpretation of physical phenomena through the study of mechanics, electric and magnetic fields, waves and photons, and the atom and its nucleus. Students develop skills of logical thinking, numerical problem solving and effective scientific communication. They record, tabulate, assess and interpret data and evidence.

Students have the unique opportunity to experience a university setting while studying Stage 2 Physics. Students will use high tech facilities and equipment, have opportunity to meet and work with highly skilled university staff and gain access to UniSA online and library resources.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour
- science understanding.

The topics covered in Stage 2 Physics are:

- Topic 1: Motion and relativity
- Topic 2: Electricity and magnetism
- Topic 3: Light and atoms.

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

School Based Assessment:

- Assessment Type 1: Investigation Folio 40%
- Assessment Type 2: Skills and Applications 30%

External Assessment:

- Assessment Type 3: Examination 30%

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

- **Further Information**: Students need to find their own way to the campus and they need to commit to regular tutorials at school.

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2 Society and Culture

Description **Assumed Knowledge:** A successful completion of Year 10 Society and Environment or Year 11 Society and Culture would be desirable.

This subject examines social, cultural and political issues that shape our modern society. There are three topics to be explored over the course of the year.

These include;

- Cultural Diversity: looks at how our community developed with the influences of a variety of cultures. The focus is on how legal and political systems developed to ensure the rights of all people
- Social Ethics: an examination of moral and ethical issues in society. Students will examine the development of philosophy and how our society and justice system reflect this.
- Globalisation: examination of global communication, trade and its impact on upon Australia
- Independent Investigation: students complete a 2000 word report investigating a contemporary social or cultural issue.

This subject will help students to become aware of how global issues affect them and how they can make informed decisions as a local citizen. Students will be assessed in several ways, including an external Investigation. The assessment tasks will also develop several transferable skills. Students will need to be able to research independently, but also work in groups. Social action is also an assessment component where students are required to interact with their community.

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

School Based Assessment:

- Assessment Type 1: Folio 50%
- Assessment Type 2: Interactions 20%

External Assessment:

- Assessment Type 3: Investigation 30%

2 Tourism

Description **Assumed Knowledge:** Strong writing skills including the ability to research from a range of sources and to critically analyse are required for tasks in this subject. Students must be willing to make contact with tourism operators to seek resources and participate in subsidised excursions to complete field-work. **Success in Tourism is a necessary pre-requisite in this subject.**

This course develops skills and understanding relating to the operation and structure of the tourism industry. Themes include the study of how travellers and host communities interact, the nature of employment in the industry and planning and managing sustainable tourism.

Three topics will be studied from the selection below:

- Applications of Technology in Tourism
- The Economics of Tourism
- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Special Interest Tourism
- Responsible Travel
- The Role of Governments and Organisations in Tourism
- Tourism Industry Skills

Further Information: Students participate in the following subsidised excursions:

- Monarto Zoo

Students are required to visit the above tourist destinations for their summative tasks

Assessment **School Based Assessment**

- Assessment Type 1: Folio 20%
- Assessment Type 2: Practical Activity 25%
- Assessment Type 3: Investigation 25%

External Assessment

- Assessment Type 4: Examination 30%

2 Workplace Practices

Description **Assumed Knowledge:** There are no prerequisites for this course. **Year 11 VET students will be placed in this class for SACE pathway reasons.**

Stage 2 Workplace Practices allows students to develop knowledge, skills, and understanding of the nature, type and structure of the workplace. Students will undertake negotiated topics designed for their needs, interests, and aspirations to gain knowledge of issues particularly relevant to their working environment. Students can undertake Vocational Education and Training (VET), as provided under the Australian Qualifications Framework (AQF), and develop and reflect on their capabilities, interests, and aspirations.

Areas of Study

There are two areas of study in this course;

- Industry and Work Knowledge
- VET/Vocational Learning

Each student is required to undertake some form of either VET or Vocational Learning in this course. Vocational Learning may include casual employment, work experience, voluntary community participation. Students will then be required to produce an investigation either based on their VET/ Vocational Learning experience or related to an issue regrading work and workplace contexts

Assessment	**School Based Assessment:**	
	• Assessment Type 1: Folio	25%
	• Assessment Type 2: Performance (VET/ Vocational Learning)	25%
	• Assessment Type 3: Reflection	20%
	External Assessment	
	• Assessment Type 4: Investigation	30%

NOTES:

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