



Temple
Christian College

SACE Stage 1 Handbook 2021

MILE END CAMPUS

Preface

SACE Stage 1 Subjects

This Handbook contains information about Stage 1 subjects.

It is intended that this Handbook will be a useful resource for students and their parents in the choice of appropriate subjects for study at Stage 1 of the South Australian Certificate of Education.

It is designed to be used in the advisory process established by the School - that is, in conjunction with discussions with the School Leadership, course advisors and subject teachers. Final decisions on course and subject choices must be made with the approval of the SACE Coordinator or the Campus Principal.

Courses offered at Year 8, 9 and 10 Levels are broad, with the aim of exposing Students to a wide range of disciplines. The essential focus is one of acquiring a number of specific skills within each subject and developing patterns of study which will be useful at higher levels.

At Year 10 there is a programme of preparation in Semester 2 for the selection of courses in Stages 1 and 2 of the SACE. Within subjects' students are advised of options for SACE studies and courses beyond Stage 2 of the SACE. In addition, there is a programme of course advisory involving students, parents, subject teachers and school leadership.

In Stage 1 and Stage 2 of the SACE studies, subject choice and achievement is carefully monitored and there is an on-going advisory programme for all students. Parents are encouraged to discuss their children's progress and achievements through the SACE Coordinator.

Above every other consideration, Temple Christian College aims to develop in every student a consciousness of God as their Loving Creator, and to encourage, too, a desire to establish and continue an intimate relationship with the Father, through an understanding of His Covenant with us through His Son, the Lord Jesus Christ. We place Him in the Highest Place, depending on His Love, Grace and Mercy for the daily life of the School. We trust in the Father to encourage in us, as we acknowledge that Jesus Christ is the living Head of this School Family, the kind of character that pleases Him.

At Temple Christian College we hunger to develop a full understanding of what it is to be family, and we welcome anyone who shares that desire.

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SACE

The South Australian Certificate of Education

All Year 11 Students at Temple Christian College begin the first year of a 2 year course of study with the aim of completing the SACE at the end of Year 12.

At Year 12 level, students meet SACE requirements through a course of study based on specific SACE Curriculum Statements.

There is a specific pattern of study required to be undertaken by all students. It includes some compulsory subjects which must be studied in order to fulfil the requirements of the SACE Certificate.

To qualify for SACE

To gain the SACE, students complete 2 years of full-time study. There are 2 stages:

- Stage 1, which most students do in Year 11, apart from the Personal Learning Plan, which has been completed by most students in Year 10.
- Stage 2, which most students do in Year 12.

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

Students will receive a grade – from A to E – for each subject.

For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are: -

- Personal Learning Plan (10 credits at Stage 1 – completed in Year 10)
- Literacy – 20 Credits from any of the Year 11 English courses (Stage 1) 2 Semesters
- Numeracy – at least 10 credits from any of the Year 11 Mathematics Courses

Stage 1 at least 1 Semester

- Research Project – an in-depth major project. This is a Stage 2 subject which will be completed in Year 11 at Temple Christian College (10 Credits)
- Three subjects in Year 12, (Stage 2 subjects totaling at least 60 credits)

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student's choice.

For University Entrance: STUDENTS WILL NEED TO COMPLETE 4 STAGE 2 SUBJECTS and possibly a 5th if the student chooses not to use the score achieved for Research Project.

For SACE Including Non-University Pathways: ALL STUDENTS MUST PASS 3 SUBJECTS AT YEAR 12.

The school policy is for all students, even students not considering a University pathway, to complete 4 Year 12 subjects. This will assist students in passing as they are unaware at the start of the year, of any subject which may prove difficult.

The Recording of Student's Achievements

A statement of results will progressively record details.

On leaving school, students will receive a Statement of Achievement, recording progress towards satisfying SACE requirements.

When students have completed the SACE requirements they will receive:

1. The SACE (South Australian Certificate of Education)
2. A Statement of Achievement

Entrance to University

Students must complete the SACE with 90 Stage 2 Credits i.e. 4 subjects at Year 12 and 10 units from the Research Project or a 5th subject in Year 12.

All subjects must come from the list of Approved Higher Education Selection Subjects (possibly VET subjects).

Universities have specific pre-requisites and aggregates. Students are expected to seek the appropriate information from both within and outside the school. Each student will have access to the Tertiary Entrance Booklet which outlines entry requirements for each University.

Entrance to TAFE

Students may enter some TAFE courses at the end of Year 10. TAFE entry requirements are outlined in the TAFE Information Booklet available from Course Counsellors.

It is recommended that students complete Year 11 and 12 through which they achieve their SACE Certificate and then enrol in TAFE.

Terminology

SEMESTER UNIT Equivalent to half a year. There are two semesters in the whole year.

PREFERRED BACKGROUND Describes the previous year's study. It is assumed that the student has been successful in this previous level of study unless a prescribed grading is stated.

DIRECTION This indicates where the described Stage 1 subject leads to for Stage 2.

VET Vocational Education Training – modules or units, which can be undertaken either inside or outside of school and can be used to count towards the SACE. These modules and units are provided either by school or outside training providers. Information about available VET modules and units can be obtained from the VET Coordinator.

ATAR Australian Tertiary Admission Rank - a score based on Year 12 subject scores all of which are non-Community Studies, non-Modified subjects. It is a score based on percentile ranking. The Rank gives an indication to the overall position of the student in relation to the student body for that year across the state. A higher ATAR gives preference to that student for the course to which they wish to enrol in a University of their choice.

Further information can be obtained from the SATAC booklet.

SACE

Curriculum Pattern

The following tables have been designed to give a quick and easy visual reference to the curriculum pattern adopted here at Temple Christian College with respect to the subjects that need to be completed during Stage 1 and Stage 2 for SACE.

YEAR 11 – STAGE 1

COMPLETING 1 SUBJECT FOR 1 SEMESTER ACHIEVES 10 CREDITS

EACH COLUMN REPRESENTS 6 LESSONS PER WEEK FOR A FULL YEAR

<p>Research Project 10 Credits</p> <p>This is a Stage 2 subject which Temple students will be able to complete in Year 11.</p> <p>Completing this in Year 11 allows the students to focus more on their other subjects in Year 12.</p>	<p>English Literary Studies or English or Essential English 20 Credits</p>	<p>Essential Mathematics General Mathematics or Mathematical Methods 10 Credits</p>	<p>Free Choice 10 Credits</p>	<p>Free Choice 10 Credits</p>	<p>Free Choice 10 Credits</p>
		<p>Essential Mathematics General Mathematics or Mathematical Methods 10 Credits</p>	<p>Free Choice 10 Credits</p>	<p>Free Choice 10 Credits</p>	<p>Free Choice 10 Credits</p>

YEAR 12 – STAGE 2

EACH COLUMN REPRESENTS 6 LESSONS PER WEEK FOR A FULL YEAR

<p>Free Choice 20 Credits</p>	<p>Free Choice 20 Credits</p>	<p>Free Choice 20 Credits</p>	<p>Free Choice 20 Credits</p>	<p>STUDY LINE OR A 5TH OPTIONAL SUBJECT</p>	<p>STUDY LINE</p>
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Important Notes:

Any student who has not passed the Personal Learning Plan, Year 11 English, Year 11 Mathematics, or the Research Project, will be required to complete this subject again in Year 12.

Year 11/12 Christian Living Program

Christian Living is a full year subject, and in Years 11 and 12 there is one double lesson timetabled each week.

Christian Living is not an assessable subject and consequently has no assignments or end of term report.

Christian Living is a time to explore what it means to live a Christ-centred, Bible-based life. It provides an opportunity for students to listen to what God is saying through His Word, and to ultimately find life, identity, meaning and purpose as they discover their place in God's story. It is a valuable opportunity for students to develop their prayer and worship life, and to investigate what it means to live an authentic Christian life in a complex world.

A particular focus in the senior years is to prepare students for a life beyond school. As such, we spend time trying to understand the culture in which we live, and explore how our Biblical story might offer us an alternative way of being in the world. Of course, central to this is the life giving death and resurrection of Jesus which offers us an opportunity to participate with God in bringing New Creation life to our world. As we study society and culture, mission, relationships, spiritual disciplines, ethics and apologetics, the students are encouraged to have their imaginations shaped by a vision of God's Kingdom, which is both here now, but not yet fully consummated.

The aim is for the students to develop a vibrant and robust faith which can be lived out both at school and in the world around them, and for them to grasp the possibilities that emerge from Jesus' invitation to a life that goes well beyond our own. As students leave Temple and follow a range of different vocations, our desire is that they go into the world to bring life, and to image God in every sphere of our community.

Many Christian Living lessons will be interactive, inviting reflection, discussion and debate. Students are encouraged to share their thoughts and stories and to be real about their faith. While there is an emphasis listening and learning, there is also a place for fun, and Christian Living lessons provide another excellent opportunity within the school for students to build relationship with each other and with staff members.

Year 11/12 Workplace Practices/MENTOR GROUP

In Year 11 (Stage 1), Workplace Practices is a 10 Unit SACE subject taught in a single lesson per week for the year.

Workplace Practices provides opportunities for students to obtain recognition for Work Related Studies. It is compulsory for all Year 11 Students to participate in a week of Work Experience in the last week of Term 2. Under the direction of the Work Experience Co-ordinator, students arrange appropriate work experience in an area of their own choice. Teaching staff visit work placements. We have enjoyed an excellent record of success over the years, not only in securing very good placements but also in the quality of reports from employers. We encourage parents to be actively involved in assisting their son/daughter in Work Experience arrangements.

As a part of their Workplace Practices, students are also required to complete a Work-focused booklet and assignments based on career awareness. Part of the career awareness involves visiting speakers and seminars on work and work skills.

This programme is continued in Year 12 (Stage 2) through Mentor Group. It is one lesson per week and is aimed at preparing students for life beyond secondary schooling. This focuses on such areas as organisation of work assignments, pacing and evaluating work, meeting deadlines, essay and assignment writing and the presentation of work. Students are taught creative strategies for handling stress. The weekly lesson also enables staff to maintain a positive and supportive programme of pastoral care for all students.

In Year 12 (Stage 2), there is, naturally, a sharper focus on skills appropriate to the transition between school and both work and further study. Staff and students explore the pre-requisites of various institutions and courses and there is a programme of visiting speakers who share their experiences of Year 12 and useful hints for success. Students are encouraged to realise that there are many options available to School Leavers. There is a significant emphasis on the development of leadership skills for all Year 12 (Stage 2) Students.

Subjects to be considered at Year 11 & 12

Classes will run depending on the number of students choosing a subject

LEARNING AREA	Year 11 Stage 1	Year 12 Stage 2
THE ARTS	Music Explorations Music Studies	Music Explorations Music Studies
	Media Studies Dance Drama Visual Arts - Art Visual Arts – Design	Media Studies Dance Drama Visual Arts - Art Visual Arts – Design
ENGLISH	English Literary Studies English Essential English	English Literary Studies English
LANGUAGES	German	German
HUMANITIES & SOCIAL SCIENCES	Legal Studies Modern History	Legal Studies Modern History
HEALTH & PHYSICAL EDUCATION	Food & Hospitality Studies	Food & Hospitality Studies
	Physical Education	Physical Education
SCIENCE	Biology Chemistry Physics Psychology	Biology Chemistry Physics Psychology
MATHEMATICS	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics	General Mathematics Mathematical Methods Specialist Mathematics
BUSINESS, ENTERPRISE & TECHNOLOGY	Design, Technology and Engineering Workplace Practices	Design, Technology and Engineering Workplace Practices Information Processing and Publishing
CROSS - DISCIPLINARY	Integrated Learning – Outdoor Recreation Research Project	Community Studies Integrated Learning – Sport Focus

THE ARTS

MUSIC EXPLORATIONS

MUSIC STUDIES

MEDIA STUDIES

DANCE

DRAMA

VISUAL ARTS - ART

VISUAL ARTS – DESIGN

MUSIC EXPLORATIONS

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	The Arts	10 or 20 Semester or Full Year	No	
PREFERRED BACKGROUND		Year 9 and 10 Music or Year 9 and 10 Audio Visual Competent standard of ability on chosen instrument Music Theory (writing and reading) ability Some Aural skills			
DIRECTION		Stage 2 Music Explorations			
AIMS/OBJECTIVES		Through the study of music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgements. Study and participation in music draws together students' cognitive, affective and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.			
FOCUS CAPABILITY		The focus capabilities for this subject are communication, citizenship, personal development, and learning.			
CONTENT		<ul style="list-style-type: none"> • Composing, Arranging, Transcribing, Improvising • Performing (within a music production context) • Introduction to Music Technology and sound recording. • Music in contexts • Developing Theory and Aural Skills 			
ASSESSMENT		Students are assessed in the following areas: <ul style="list-style-type: none"> • Musical Literacy • Explorations • Creative Connections 			
OTHER COMMENT		<ul style="list-style-type: none"> • Students are encouraged to continue receiving individual tuition with a private teacher at their own cost. • Music tuition is available on the school premises through the Temple Christian College Instrumental Program. • Students are strongly encouraged to participate in a school ensemble to further their skills. 			

MUSIC STUDIES

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	The Arts	10 or 20 Semester or Full Year	Yes 1.5 Hour Exam (each Semester)	
PREFERRED BACKGROUND		Year 9 and 10 Music Competent standard of ability on chosen instrument Music Theory (writing and reading) ability Some Aural skills			
DIRECTION		Stage 2 Music Studies			
AIMS/OBJECTIVES		Through the study of music students have the opportunity to engage in musical activities such as performing, composing, arranging, and researching. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgements. Study and participation in music draws together students' cognitive, affective and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.			
FOCUS CAPABILITY		The focus capabilities for this subject are communication, citizenship, personal development, and learning.			
CONTENT		<ul style="list-style-type: none"> • Composing, Arranging, Transcribing, Improvising • Performing (as a soloist and ensemble member) • Music in contexts • Developing Theory and Aural Skills 			
ASSESSMENT		Students are assessed in the following areas: <ul style="list-style-type: none"> • Creative Works • Musical Literacy • Examination 			
OTHER COMMENT		<ul style="list-style-type: none"> • Students are required to continue receiving individual tuition with a private teacher at their own cost. • Music tuition is available on the school premises through the Temple Christian College Instrumental Program. • Students are strongly encouraged to participate in a school ensemble to further their skills. 			

MEDIA STUDIES

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	The Arts	10 or 20 Semester or Full Year	No	
PREFERRED BACKGROUND		Year 10 Media Studies OR some understanding and experience of current Audio/Visual Technologies.			
DIRECTION		Stage 1 Media Studies B Stage 2 Media Studies			
AIMS/OBJECTIVES		<ul style="list-style-type: none"> ▪ Design and create a product, task, or service, independently and in teams using acquired skills and techniques. ▪ Demonstrate understanding of the way in which societies are represented by media. ▪ Research and analyse the form, content, context, and intended audiences of media texts. ▪ Creatively use media technologies in individual and collaborative production activities. ▪ Explore aspects of the dynamics of the media industry. ▪ Analyse their interactions with media. 			
CONTENT		<p>Students undertake various tasks such as:</p> <ul style="list-style-type: none"> • Investigating a particular documentary film-maker. • Creating a short photo journal with reflection. • Free choice investigation essay regarding a current media issue. • An investigation regarding student's personal interactions with the media. <p>Creating a media product such as a documentary, short film, advertisement, radio show, music production or a variety of other types of media products that students can negotiate.</p>			
OTHER COMMENT		Students may be required to attend after-School events and functions some of which may be at night.			

DANCE

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	The Arts	10 or 20 Semester or Full Year	No	
PREFERRED BACKGROUND		Year 9 and 10 Dance OR external dance practical experience.			
DIRECTION		Stage 1 Dance B Stage 2 Dance			
AIMS/OBJECTIVES		In this subject, students are expected to: <ol style="list-style-type: none"> 1. Develop knowledge and understanding of the body, dance skills, dance elements, structural devices, production elements, and safe dance practice. 2. Apply technical and expressive dance skills in performance. 3. Communicate choreographic intent to an audience through composition and performance. 4. Reflect on their own creative works as an artist and that of others as an audience. 5. Investigate dance in global contexts. 			
FOCUS CAPABILITY		The focus capabilities for this subject are communication, citizenship and learning.			
ASSESSMENT		Dance Literacy 40% <ul style="list-style-type: none"> - Journal entries in response to technique development and performance repertoire of class. Creative Explorations 40% <ul style="list-style-type: none"> - Performance of repertoire. - Each semester has a different theme for their compositional component: <ul style="list-style-type: none"> • S1 Creation of 2 min composition based upon a set stimuli • S2 Creation of a performed choreography in response to research on a practitioner. Dance Contexts 20% Each semester has a different theory focus: <ul style="list-style-type: none"> • S1 Essays on the stylistic influences of Jazz Pioneers and Bangarra Dance Theatre. • S2 Essays on; a comparison between Graham and Humphrey, and the key precepts of a Second Generation of Modern dance pioneer. 			
OTHER COMMENT		<ol style="list-style-type: none"> 1. Students considering this course should realise after school rehearsals and performances are compulsory and an integral part of SACE dance course work. 2. During performance seasons, students will be required to attend rehearsals after school. Performances will be held at 7:00pm for external marking purposes, with rehearsals until 8pm on the two nights prior to moderation. 3. Temple Christian College dance uniform is required and can be purchased from the School Uniform Shop. 4. Students may participate in activities off site and this may be an extra cost to parents. This cost will be added to each student's school fees. 			

DRAMA

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	The Arts	10 or 20 Semester or Full Year	No	
PREFERRED BACKGROUND		Year 10 Drama			
DIRECTION		Stage 2 Drama			
AIMS/OBJECTIVES		<p>To enable students to:</p> <ol style="list-style-type: none"> 1. Understand and explore dramatic roles, conventions, processes and technologies. 2. Apply dramatic ideas and processes collaboratively to realise outcomes. 3. Apply dramatic skills to create and present drama outcomes. 4. Explore and experiment with technology to provide creative solutions. 5. Analyse and evaluate dramatic ideas, products and/or technologies. 6. Demonstrate critical and creative thinking in the development of drama. 			
FOCUS CAPABILITY		<ul style="list-style-type: none"> • Literacy • Numeracy • Information and communication technology (ICT) capability • Critical and creative thinking • Personal and social capability • Ethical understanding • Intercultural understanding 			
CONTENT & ASSESSMENT		<p>Semester 1</p> <ul style="list-style-type: none"> • 30% - Responding to Drama: Live Theatre Review. • 40% - Performance: Company/Class Performance and Presentation of Evidence. • 30% - Creative Synthesis: Group Dramatic Performance/Product and Process (based on analysis of play-text). <p>Semester 2</p> <ul style="list-style-type: none"> • 30% - Responding to Drama: Live Theatre Review. • 40% - Performance: Company/Class Performance and Presentation of Evidence. • 30 % - Creative Synthesis: Group Dramatic Performance/Product and Process (based on analysis of film practitioner). 			
OTHER COMMENTS		<p>Students must be available for after-school rehearsals and the attendance of theatre performances, some of which may be at night. For example, students may be required from 3.30pm – 5.30pm, 2 nights a week, for approximately 12 weeks leading up to a major performance. Students and Parents will be notified in advance.</p>			

VISUAL ARTS – ART

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	The Arts	10 or 20 Semester or Full Year	No	
PREFERRED BACKGROUND		<p>Year 8, 9 and 10 Art or Design</p> <p>would be an advantage but not compulsory</p>			
DIRECTION		<p>Stage 2 Visual Arts - Art</p> <p>Stage 2 Visual Arts - Design</p>			
AIMS/OBJECTIVES		<p>In Visual Arts, students' express ideas through development of ideas, research, analysis and experimentation with media and techniques, resolution and production.</p> <p>Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.</p>			
FOCUS CAPABILITY		<p>The focus capabilities for this subject are communication and personal development.</p>			
CONTENT		<p>Semester 1 Focus: Drawing</p> <p>Semester 2 Focus: Painting</p> <p>For both 10 and 20 Credit programs with an art focus, the following three areas of study are covered:</p> <ul style="list-style-type: none"> • Visual Thinking Folio 40% <p>Developing and exploring a wide range of skills, media and techniques. Working to a set theme as developmental work for resolved ideas.</p> <ul style="list-style-type: none"> • Practical Resolution 30% <p>Production of major finished art works accompanied by written practitioner statements.</p> <ul style="list-style-type: none"> • Visual Study 30% <p>Research and investigation into artworks and artists from a range of cultural and historical contexts conducted through a folio of visual and written works.</p>			
ASSESSMENT		<p>Ongoing throughout the course.</p>			
OTHER COMMENT		<p>Stage 1 Visual Arts can be studied as a 10 credit or 20 credit subject.</p> <p>Students can enrol in either:</p> <ul style="list-style-type: none"> • Visual Arts – Art and/or both • Visual Arts – Design 			

VISUAL ARTS - DESIGN

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	The Arts	10 or 20 Semester or Full Year	No	
PREFERRED BACKGROUND		Year 8, 9 and 10 Art or Design would be an advantage but not compulsory			
DIRECTION		Stage 2 Visual Arts - Arts Stage 2 Visual Arts - Design			
AIMS / OBJECTIVES		<p>Visual Arts – Design includes graphic, communication and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and the skills to communicate resolutions.</p> <p>Students have opportunities to research, understand and reflect upon visual art and design works in their cultural and historical contexts.</p>			
FOCUS CAPABILITY		The focus capabilities for this subject are communication and personal development.			
CONTENT		<p>For both 10 and 20 Credit programs with a design focus, the following three areas of study are covered:</p> <ul style="list-style-type: none"> • Visual Thinking Folio 40% Developing, writing and working through a range of design briefs exploring a wide range of skills, media and techniques. • Practical Resolution 30% Resolution of design briefs into practical solutions. • Visual Study 30% Research and investigation into design works and designers from a range of cultural and historical contexts conducted through a folio of visual and written works. 			
ASSESSMENT		Ongoing throughout the course.			
OTHER COMMENT		<p>Stage 1 Visual Arts - Design can be studied as a 10 credit or 20 credit subject.</p> <p>Students can enrol in either:</p> <ul style="list-style-type: none"> • Visual Arts – Art and/or both • Visual Arts – Design 			

ENGLISH

ENGLISH LITERARY STUDIES

ENGLISH

ESSENTIAL ENGLISH

ENGLISH LITERARY STUDIES

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	English	10 or 20 Semester or Full Year	Yes 90 Min Critical Reading	
PREFERRED BACKGROUND		Year 10 English Achieving an A or B in Advanced English and an A in General English. Students must have the recommendation of their teacher.			
DIRECTION		Stage 2 English Literary Studies or English			
AIMS/OBJECTIVES		To guide and develop students' abilities as readers and writers, speakers and listeners.			
FOCUS CAPABILITY		The focus capabilities for this subject are communication, personal development, ethical understanding and intercultural understanding.			
CONTENT		Students will complete studies in the following: <ul style="list-style-type: none"> • Responding to texts • Creating Texts • Intertextual Study There will be a focus on developing skills of literary analysis and formal essay writing.			
ASSESSMENT		8 Assessment Tasks from: <ul style="list-style-type: none"> • Text Production • Text Response • Intertextual Study At least 2 must be oral or multimodal.			
OTHER COMMENT		This course is best suited to students who enjoy reading and who have a good control over written English. There is an expectation that students will attend a live performance of an appropriate drama (or other) text.			

ENGLISH

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	English	10 or 20 Semester or Full Year	No	
PREFERRED BACKGROUND		Year 10 English			
DIRECTION		Stage 2 English - if a good standard is achieved Stage 2 Essential English			
AIMS/OBJECTIVES		To guide and develop students' abilities as readers and writers, speakers and listeners.			
FOCUS CAPABILITY		The focus capabilities for this subject are communication, personal development, ethical understanding and intercultural understanding.			
CONTENT		<p>Students will complete studies in the following:</p> <ul style="list-style-type: none"> • Responding to texts • Creating texts • Intertextual Study <p>The course deals with the more practical applications of the English language. It particularly aims to foster students' ability to write and speak competently in a range of contexts.</p>			
ASSESSMENT		<p>8 Assessment tasks from:</p> <ul style="list-style-type: none"> • Text Production • Text Response • Intertextual Study <p>At least 2 must be oral or multimodal.</p>			
OTHER COMMENT		This course is designed for those students who wish to study English at Stage 2. It is not an acceptable prerequisite for Stage 2 English Literary Studies.			

ESSENTIAL ENGLISH

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	English	10 or 20 Semester or Full Year	No	
PREFERRED BACKGROUND		Year 10 English			
AIMS/OBJECTIVES		To guide and develop students' abilities as readers and writers, speakers and listeners.			
FOCUS CAPABILITY		The focus capabilities for this subject are communication, personal development, ethical understanding and intercultural understanding.			
CONTENT		<ul style="list-style-type: none"> • Responding to Texts • Creating Texts. <p>The specific contexts chosen for study may be social, cultural, community, workplace, and/or imagined.</p> <p>Students examine and respond to how language is used in social, cultural, community, workplace, and/or imagined contexts. They identify and develop an understanding of ways in which:</p> <ul style="list-style-type: none"> • language is used and composed for different purposes, audiences, and contexts. • structural and language features are used to create meaning. <p>Creating Texts By examining the links between language and the context in which texts are produced, students are supported to create their own texts.</p> <p>Students develop their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication.</p> <p>They create a range of texts, using appropriate language features, content, and mediums for different purposes, audiences, and contexts. Students recognise and use textual conventions and language features to communicate information and ideas that convey simple and complex thoughts in a range of mediums and digital technologies.</p>			
ASSESSMENT		<p>Students review texts in one or more contexts to discover how these texts achieve a specific purpose. Students may, for example, examine:</p> <ul style="list-style-type: none"> • image selection in websites. • emotive language in speeches or films. • structures of community texts (e.g. newsletters from sporting teams). • stereotypes in advertisements. • vocabulary choices in workplace documents. • graphical representation of key information or ideas in a magazine article. • the use of textual conventions (e.g. perspectives in film, fiction, or video games). <p>Creative Writing Students create written, oral, visual, digital, and multimodal texts. For example, they might produce:</p> <p>An advocacy website, discussions of community issues, a workplace text, a report on a work placement, a written narrative, an interactive narrative, a monologue, writing that incorporates visual elements, a digital slide display to inform a target group about a community issue.</p> <p>Students develop strategies for planning, drafting, revising, proofreading, and, where necessary, appropriate referencing.</p>			

ESSENTIAL ENGLISH

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
12	2	English	10 or 20 Semester or Full Year	No	
PREFERRED BACKGROUND		Stage 1 English or Essential English			
AIMS/OBJECTIVES		To guide and develop students' abilities as readers and writers, speakers and listeners.			
FOCUS CAPABILITY		The focus capabilities for this subject are communication, personal development, ethical understanding and intercultural understanding.			
CONTENT		<ul style="list-style-type: none"> • Responding to Texts. • Creating Texts. <p>The specific contexts chosen for study may be social, cultural, community, workplace, and/or imagined.</p> <p>Students examine and respond to how language is used in social, cultural, community, workplace, and/or imagined contexts. They identify and develop an understanding of ways in which:</p> <ul style="list-style-type: none"> • Language is used and composed for different purposes, audiences, and contexts. • Structural and language features are used to create meaning. <p>Creating Texts By examining the links between language and the context in which texts are produced, students are supported to create their own texts.</p> <p>Students develop their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication. They create a range of texts, using appropriate language features, content, and mediums for different purposes, audiences, and contexts.</p> <p>Students recognise and use textual conventions and language features to communicate information and ideas that convey simple and complex thoughts in a range of mediums and digital technologies.</p>			
ASSESSMENT		<p>Students review texts in one or more contexts to discover how these texts achieve a specific purpose. Students may, for example, examine:</p> <ul style="list-style-type: none"> • advertising techniques. • emotive language in contemporary songs/poems. • structures of community texts (e.g. newsletters from sporting teams). • vocabulary choices in workplace documents. • the use of textual conventions (e.g. perspectives in film, fiction, or video games). <p>Creative Writing Students create written, oral, visual, digital, and multimodal texts. For example, they might produce:</p> <p>A brochure, a video blog on how to perform a task, a speech for a social occasion.</p> <p>Students must also undertake a 1500word Language Study which analyses an area of language use.</p> <p>Students develop strategies for planning, drafting, revising, proofreading, and, where necessary, appropriate referencing.</p>			

LANGUAGES

GERMAN

GERMAN

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	Languages	10 or 20 Semester or Full Year	Yes 2 Hour Exam (each Semester)	
PREFERRED BACKGROUND		Year 10 German			
DIRECTION		Stage 2 German			
AIMS/OBJECTIVES		<ul style="list-style-type: none"> Promote students' ability to communicate in the target language. Extend students' understanding of the culture and way of life in countries where the target language may be used. Develop students' understanding of language as a system. Assist students to acquire transferable cognitive, cultural and linguistic skills. Encourage students' enjoyment and language learning, and to extend their general literacy. 			
CONTENT		<p>The study of a variety of texts. Discussions on a variety of themes:</p> <ol style="list-style-type: none"> School and Daily Life in Germany and Australia Travelling in Australia German Literature - Fairytales and short stories Music in Germany Berlin Grammar: cases, imperfect past tense, relative pronouns, comparative & superlative form of adjectives, conjunctions, word order, adjective endings, verbs, tenses, modal verbs and reflexive verbs. 			
ASSESSMENT		<p>School based Assessment:</p> <ul style="list-style-type: none"> Oral Task - 20% Written Task - 20% Text Analysis Task - 20% Investigative Task (German) - 20% Investigative Task (English) - 20% 			
OTHER COMMENT		<p>A high level of commitment to editing written work is an advantage in this course. SACE Stage German offers students an opportunity to express their views so a potential student will be encouraged to speak.</p>			

HUMANITIES & SOCIAL SCIENCES

LEGAL STUDIES

MODERN HISTORY

LEGAL STUDIES

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	Humanities & Social Sciences	10 or 20 Semester or Full Year	Yes 2 Hour Exam (each Semester)	
PREFERRED BACKGROUND		Year 10 History and Geography - High Achievement 'B' required.			
DIRECTION		Stage 2 Legal Studies			
AIMS/OBJECTIVES		<p>Stage 1 Legal Studies aims to provide students with the opportunity to:</p> <ul style="list-style-type: none"> Understand the Australian Legal system and how it reflects Australia's heritage. Participate effectively in society. Become critically aware and informed about legal issues and to be aware that interpretations and administration of justice differ. Investigate political party structures and initiation of legislation. Court visit. 			
FOCUS CAPABILITY		The focus capabilities for this subject are citizenship, personal development and learning.			
CONTENT		<p>Topic 1: Law and Society Topic 2: People, Structures and Processes Topic 3: Lawmaking Topic 4: Justice and Society Topic 5: Relationships and the Law Option topics include:</p> <ul style="list-style-type: none"> Media and the Law Women and the Law Indigenous Australians and the Law Environment and the Law Refugees and Asylum seekers and the Law Minority groups and the Law 			
ASSESSMENT		<p>A selection of formative and summative activities including:</p> <ul style="list-style-type: none"> Case studies Independent research reports and essays Media journals Oral presentations – Necessary component Interviews Problem solving Excursion reports Mock trials Civic Interest Research Assignment 			
OTHER COMMENT		<p>Students must be prepared to research and access resources outside of the school and must therefore have good independent research skills. A keen interest in current social and moral issues - politics, current affairs - is necessary. An ability to relate to peers and orally present topic discussion to class.</p>			

MODERN HISTORY

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	Humanities & Social Sciences	10 or 20 Semester or Full Year	Yes 2 Hour Exam (each Semester)	
PREFERRED BACKGROUND		History - Years 7 - 10 English - Years 7 - 10			
DIRECTION		Stage 2 Modern History			
AIMS/OBJECTIVES		After studying Stage 1 History, Students should be able to: <ul style="list-style-type: none"> • Understand and explore historical concepts. • Understand and explore the role of ideas, people and events in history. • Analyse developments and/or movements in the modern world, and their short-term and long-term impacts. • Analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges. • Apply the skills of historical inquiry to examine and evaluate sources and interpretations and support arguments. • Draw conclusions and communicate reasoned historical arguments. 			
FOCUS CAPABILITY		The focus capabilities for this subject are literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.			
CONTENT		The theme of Stage 1 History is <u>FREEDOM</u> . The student's study four 20 th Century examples of people seeking liberty/self-determination within their cultural context: <ol style="list-style-type: none"> 1. The Russian Revolution (1890 – 1930's) 2. The Arab-Israeli Conflict – Creation of Israel (1947) 3. The Decolonisation of Asia (1945 – 1970's) 4. The Civil Rights Movement in the United States (1950's – 1960's) 			
ASSESSMENT		Assessment tasks include research essays, sources analysis, primary source trails, oral presentations, online discussion forums and debates, reports and film reviews. These tasks are for both SACE and internal school assessment. Students will also undergo two Individual Historical Studies (Investigation), worth 25% of each semester. There are mid-year final examinations as preparation for Stage 2 Modern History.			
OTHER COMMENT		To succeed in this subject student's, need to have a fluent, formal writing style, possess good reading skills and have the ability to memorise a large quantity of factual detail. Student should be motivated, independent learners. This is imperative for their individual History study, in which they determine the research direction, question design and final argument for their chosen area of study.			

HEALTH & PHYSICAL EDUCATION

FOOD & HOSPITALITY STUDIES

PHYSICAL EDUCATION

FOOD AND HOSPITALITY STUDIES

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM							
11	1	Health & Physical Education	10 or 20 Semester or Full Year	No							
PREFERRED BACKGROUND		Year 10 Home Economics									
DIRECTION		Stage 2 Food and Hospitality Studies									
AIMS/OBJECTIVES		<p>Students will be required to:</p> <ul style="list-style-type: none">• Focus on the dynamic nature of the Food and Hospitality Industry and develop an understanding of contemporary approaches and issues related to food and hospitality.• Develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation.• Investigate and discuss contemporary Food and Hospitality Industry issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating.• Work with a range of people within the school and the wider community, students develop their interpersonal communication skills.• Establish and develop cooperative working relationships and learn the value of working independently, while also being able to respond to instructions or directions.									
FOCUS CAPABILITIES		The focus capabilities for this subject are citizenship, communication, personal development, work, and learning.									
CONTENT		<p>The Food and Hospitality Industry is dynamic and changing. In Stage 1 Food and Hospitality, students examine some of the factors that influence people’s food choices and the health implications of those choices.</p> <p>Students also gain an understanding of the diversity of the Food and Hospitality Industry in meeting the needs of local people and visitors.</p> <p>The study of Food and Hospitality integrates active, problem-solving approaches to learning. Students participate in collaborative activities to support healthy eating practices. They develop their ability to think critically and to solve problems related to the Food and Hospitality Industry in individual, family, and community contexts, both locally and globally.</p>									
ASSESSMENT		<p>Each 10-credit semester is comprised of:</p> <table><tr><td>Practical Activities</td><td>50%</td></tr><tr><td>Group Activity</td><td>25%</td></tr><tr><td>Investigation</td><td>25%</td></tr></table>				Practical Activities	50%	Group Activity	25%	Investigation	25%
Practical Activities	50%										
Group Activity	25%										
Investigation	25%										
OTHER COMMENT		Students may be required to participate in activities outside school hours, both within the school and in the wider community. While the subject maintains the level of academic rigor of a Stage 1 subject students who enjoy hands-on learning will also enjoy visual representation of assessments and can do well in this subject.									

PHYSICAL EDUCATION					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	Health & Physical Education	10 or 20 Semester or Full Year	No	
PREFERRED BACKGROUND		Year 10 Physical Education			
DIRECTION		Stage 2 Physical Education			
LEARNING REQUIREMENTS		<p>The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Physical Education.</p> <p>In this subject, students are expected to:</p> <ol style="list-style-type: none"> 1. Apply knowledge and understanding of movement concepts and strategies in physical activity. 2. Reflect on movement concepts and strategies in physical activity. 3. Apply communication and collaborative skills in physical activity contexts. 4. Explore and analyse evidence related to physical activity. 5. Reflect on ways to improve participation and/or performance in physical activity. 			
CAPABILITIES		<p>The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.</p> <p>The SACE identifies seven capabilities. These are: literacy, numeracy, information and communication technology (ICT), capability, personal and social capability, critical and creative thinking, ethical understanding, intercultural understanding.</p>			
CONTENT		<p>Stage 1 Physical Education Focus Areas</p> <p>There are three focus areas that provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. specific sports, theme-based games, laboratories, and fitness and recreational activities). These activities are chosen based on class interest and skill.</p> <p>The focus areas are:</p> <p>Focus Area 1: In movement</p> <p>Focus Area 2: Through movement</p> <p>Focus Area 3: About movement.</p> <p>Students explore movement concepts and strategies through these physical activities to promote participation and performance outcomes.</p> <p>Movement concepts and strategies include: Body awareness, movement quality, spatial awareness, relationships, executing movement, creating space, interactions, making decisions.</p>			
ASSESSMENT		<p>There are two assessment types measured in Stage 1 Physical Education:</p> <p>Assessment Type 1: Performance Improvement</p> <p>Students explore and analyse evidence of physical activity to reflect on ways in which performance improvement can be achieved. The use of technology is encouraged in the collection of evidence. Evidence can include game data, video analysis, fitness data, and/or literature research.</p> <p>Assessment Type 2: Physical Activity Investigation</p> <p>Students participate in one or more physical activities to investigate how personal, social, and cultural factors affect, or are influenced by, participation. Data collection is undertaken and students integrate concepts from the focus areas to reflect on and analyse the data.</p> <p>10-credit subject (one semester): Three assessments of 20% weighting</p> <p>20-credit subject (full year), Five assessments of 20% weighting:</p>			
OTHER COMMENT		Students may participate in activities off site and this may be an extra cost to parents. This cost will be added to each student's school fees. It is important that students be prepared to engage in both the practical and theory aspects of the course.			

SCIENCE

BIOLOGY

CHEMISTRY

PHYSICS

PSYCHOLOGY

BIOLOGY					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	Science	10 or 20 Semester or Full Year	Yes 1.5 Hour Exam (each Semester)	
PREFERRED BACKGROUND		Year 10 Science B Grade or better			
DIRECTION		Stage 2 Biology			
AIMS/OBJECTIVES		<p>The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Biology.</p> <p>In this subject, students are expected to:</p> <ol style="list-style-type: none"> 1. Apply science inquiry skills to design and conduct biological investigations, using appropriate procedures and safe, ethical working practices. 2. Obtain, record, represent, analyse, and interpret the results of biological investigations. 3. Evaluate procedures and results, and analyse evidence to formulate and justify conclusions. 4. Develop and apply knowledge and understanding of biological concepts in new and familiar contexts. 5. Explore and understand science as a human endeavor. 6. Communicate knowledge and understanding of biological concepts, using appropriate terms, conventions, and representations. 			
FOCUS CAPABILITY		<p>The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.</p> <p>SACE Biology identifies seven capabilities. They are:</p> <ul style="list-style-type: none"> • literacy • numeracy • information and communication technology (ICT) capability • critical and creative thinking • personal and social capability • ethical understanding intercultural understanding. 			
CONTENT		<p>The four topics studied are:-</p> <p>Semester 1:</p> <ul style="list-style-type: none"> • Topic 1: Cells and Microorganisms • Topic 2: Infectious Disease <p>Semester 2:</p> <ul style="list-style-type: none"> • Topic 3: Multicellular Organisms • Topic 4: Biodiversity and Ecosystem Dynamics 			
ASSESSMENT		<ul style="list-style-type: none"> • Investigations folio: design investigation and a Science and Human Endeavour report or article. (40%) • Skills and Application tasks; topic tests, (60%) 			
OTHER COMMENT		Attendance is required for all assessment tasks including excursions and good organisation skills to enable deadlines to be met.			

CHEMISTRY

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	Science	10 or 20 Semester or Full Year	Yes 1.5 Hour Exam (each Semester)	
PREFERRED BACKGROUND		Year 10 Science B Grade or better			
DIRECTION		Stage 1 Chemistry Stage 2 Chemistry			
AIMS/OBJECTIVES		<p>The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Chemistry.</p> <p>In this subject, students are expected to:</p> <ol style="list-style-type: none"> 1. Apply science inquiry skills to design and conduct chemistry investigations, using appropriate procedures and safe, ethical working practices. 2. Obtain, record, represent, analyse, and interpret the results of chemistry investigations. 3. Evaluate procedures and results, and analyse evidence to formulate and justify conclusions. 4. Develop and apply knowledge and understanding of chemical concepts in new and familiar contexts. 5. Explore and understand science as a human endeavour 6. Communicate knowledge and understanding of chemical concepts, using appropriate terms, conventions, and representations. 			
FOCUS CAPABILITIES		<p>The SACE identifies seven capabilities. They are: literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.</p>			
CONTENT Text used is: CHEMISTRY ESSENTIALS (Stage 1)		<ul style="list-style-type: none"> • Materials and their Atoms • Combining Atoms • Molecules • Solutions and Mixtures • Acids and Bases • Oxidation and Reduction Reactions 			
ASSESSMENT		3 Main Components: <ul style="list-style-type: none"> • Practical Work • Test and Exams • Assignments 			

PHYSICS – SEMESTER 1

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	Science	10 Semester	Yes 2 Hour Exam (each Semester)	
PREFERRED BACKGROUND		Year 10 Science			
DIRECTION		Stage 1 Physics (Semester 2) Stage 2 Physics			
AIMS/OBJECTIVES		<p>The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Physics.</p> <p>In this subject, students are expected to:</p> <ol style="list-style-type: none"> 1. Apply Science inquiry skills to design and conduct physics investigations, using appropriate procedures and safe, ethical working practices. 2. Obtain, record, represent, analyse, and interpret the results of Physics investigations. 3. Evaluate procedures and results, and analyse evidence to formulate and justify conclusions. 4. Develop and apply knowledge and understanding of Physics concepts in new and familiar contexts. 5. Explore and understand Science as a human endeavour. 6. Communicate knowledge and understanding of Physics concepts, using appropriate terms, conventions, and representations. 			
FOCUS CAPABILITIES		<p>The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.</p> <p>The SACE identifies seven capabilities. They are: literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.</p>			
CONTENT		<p>Topics include the following, with each topic having a specific application:</p> <ul style="list-style-type: none"> • Movement – Motion in one dimension • Forces – Newton's Laws • Work, Energy and Power • Momentum 			
ASSESSMENT		<p>Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:</p> <p>Skills and Applications Tasks</p> <ul style="list-style-type: none"> • Tests • Web based design assignment <p>Investigations Folio</p> <ul style="list-style-type: none"> • Practical Reports • Science as a Human Endeavour report • Experiment design 			

OTHER COMMENT	Stage 1 Physics A is not heavily based on Mathematics and can be seen as a preparation for Physics B, or for students who require a background in Physics for future careers or study. Stage 1 Mathematical Studies is highly recommended.
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PHYSICS – SEMESTER 2

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	Science	10 Semester	Yes 1.5 Hour Exam (each Semester)	
PREFERRED BACKGROUND		Stage 1 Physics (Semester 1)			
DIRECTION		Stage 2 Physics			
AIMS/OBJECTIVES		<p>The aims are identical to those in Stage 1 Physics A with these additions: -</p> <ul style="list-style-type: none"> • A greater exposure to problem solving • More Mathematically based topics • A greater development of concepts 			
CONTENT		<p>Topics include the following with each topic having a specific application:</p> <ul style="list-style-type: none"> • Electrical Energy • Waves • Nuclear Models and Radioactivity 			
ASSESSMENT		<p>Assessment is school based. Students demonstrate evidence of their learning through the following assessment types:</p> <p>Skills and Applications Tasks</p> <ul style="list-style-type: none"> • Tests • Animations presenting key content <p>Investigations Folio</p> <ul style="list-style-type: none"> • Practical Reports • Science as Human Endeavour 			
OTHER COMMENT		<p>Stage 1 Mathematics courses (preferably Mathematical Methods) will be highly beneficial</p> <p>The content links more to the prerequisites for the Stage 2 Physics course, yet still helps any student wishing to complete a year of Physics as background for other sciences or further study.</p>			

PSYCHOLOGY

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	Science	10 or 20 Semester or Full Year	Yes 1.5 Hour Exam (each Semester)	
PREFERRED BACKGROUND		Year 10 Science B Grade or better			
DIRECTION		Stage 1 Psychology (Semester 2) Stage 2 Psychology			
AIMS/OBJECTIVES		<p>At the end of the program in Stage 1 Psychology, students should be able to:</p> <ol style="list-style-type: none"> 1. Describe the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of self, others, and groups. 2. Search for, evaluate, and organise psychological information and use language effectively to communicate key ideas, understandings, processes, and values in a range of contexts. 3. Demonstrate an understanding of ethical research by designing, undertaking, and evaluating guided investigations. 4. Make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics and Christian values. 5. Demonstrate critical reflection and organisation in the application of psychological principles, taking into account ethical and Christian considerations. 6. Analyse the behaviours of self, other individuals, and groups of people in different contexts in a way that recognises the values of independence and interdependence and dependence on God. 7. Undertake a variety of roles while working as a member of a team to achieve individual and shared goals. 			
FOCUS CAPABILITY		The focus capabilities for this subject are communication and learning.			
CONTENT		<p>This subject is designed to be undertaken in either a half year or a full year.</p> <p>The following topics are offered:</p> <p>Semester 1:</p> <ul style="list-style-type: none"> • Introduction to Psychology (compulsory topic) • Cognition • Social Influence and Interaction • Emotion <p>Semester 2:</p> <ul style="list-style-type: none"> • Introduction to Psychology (compulsory topic) • Human Psychological Development • Brain and Behaviour 			
OTHER COMMENT		<p>Assessment in Stage 1 Psychology consists of the following components: The weighting of each component will be between 20% and 50%:</p> <p>Investigations folio; includes group Investigation report, essays, multimedia and presentations (50%).</p> <p>Skills and Applications tasks and topic tests (50%).</p>			

MATHEMATICS

ESSENTIAL MATHEMATICS

GENERAL MATHEMATICS

MATHEMATICAL METHODS

SPECIALIST MATHEMATICS

ESSENTIAL MATHEMATICS

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM
11	1	Mathematics	20 Full Year	1.5 Hour Internal Exam (each semester)
PREFERRED BACKGROUND		Year 10 Mathematics		
APPROPRIATE SKILLS		<p>Students will need to have developed sound computational skills and a willingness to apply their mathematical skills in flexible and resourceful ways.</p> <p>The topics studied in Essential Mathematics will cover a range of applications of mathematics, including: general calculation, measurement and time, money management and investing. There will be an emphasis on extending students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.</p>		
DIRECTION		Stage 2 Essential Mathematics		
AIMS/OBJECTIVES		<p>To develop students':</p> <ul style="list-style-type: none"> • Understanding of mathematical concepts, demonstration of mathematical skills and application of mathematical techniques. • Proficiency in gathering, representing, analysing and interpreting data relevant to everyday situations in a variety of contexts. • Fluency in using numeracy skills to investigate and solve practical problems in familiar and some unfamiliar everyday contexts. • Skills in interpreting results, drawing conclusions, and reflecting on the reasonableness of solutions in context. • Discerning use of electronic technology in mathematics. • Communication of mathematics and skills in presenting mathematical information in various ways. 		
FOCUS CAPABILITIES		<p>The seven focus capabilities for this subject are: literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.</p>		
MAIN EMPHASES AND CAREER PATHS		<p>Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students will be given the opportunity to apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.</p> <p>Essential Mathematics is intended for students planning to pursue a career in a range of trades or vocations.</p>		
CONTENT		<ul style="list-style-type: none"> • Calculations, Time and Ratio • Earning and Spending • Percentages • Measurement • Investing 		
ASSESSMENT		<p>Assessment is school based. Students demonstrate evidence of their learning through two types of assessment:</p> <ul style="list-style-type: none"> • Skills and Applications Tasks (tests) 70 % • Folio 30 % <p>Each semester, evidence of learning is provided through assessments with at least four skills and applications tasks and at least two practical reports. Students will be assigned a grade from A to E that best gives the overall description of their evidence of learning.</p>		

GENERAL MATHEMATICS

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM
11	1	Mathematics	20 Full Year	1.5 Hour Internal Exam (each Semester)
PREFERRED BACKGROUND		Year 10 Mathematics (General) C Grade or higher		
APPROPRIATE SKILLS		Students will need to have developed sound computational and algebraic skills and a willingness to apply practical problem solving and mathematical modelling in everyday contexts.		
DIRECTION		Stage 2 General Mathematics OR Stage 2 Essential Mathematics		
AIMS/OBJECTIVES		To develop students': <ul style="list-style-type: none"> • Understanding of mathematical concepts, demonstration of mathematical skills and application of mathematical techniques. • Strengths in investigating and analysing mathematical information in different contexts. • Recognition and application of the mathematical techniques needed when analysing and finding a solution to a problem, including the forming and testing of conjectures. • Skills in interpreting results, drawing conclusions, and reflecting on the reasonableness of solutions in context. • Discerning use of electronic technology in mathematics. • Communication of mathematics and skills in presenting mathematical information in various ways. 		
FOCUS CAPABILITIES		The seven focus capabilities for this subject are: literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.		
MAIN EMPHASES AND CAREER PATHS		General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problems-based approach is pivotal to the development of mathematical models and the associated key ideas in the topics. These topics cover a diverse range of applications of mathematics, including personal finance management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions and discrete modelling using networks and matrices. Successful completion of Stage 2 General Mathematics will prepare students for entry to tertiary courses requiring a non-specialised background in mathematics.		
CONTENT		<ul style="list-style-type: none"> • Investing and Borrowing • Measurement • Statistical Investigation • Applications of Trigonometry • Linear Functions and their Graphs • Matrices and Networks 		
ASSESSMENT		Assessment is school based. Students demonstrate evidence of their learning through two types of assessment: <ul style="list-style-type: none"> • Skills and Applications Tasks (tests) 80 % • Mathematical Investigations 20 % Each semester, evidence of learning is provided through assessments with at least four skills and applications tasks and at least two mathematical investigations. Students will be assigned a grade from A to E that best gives the overall description of their evidence of learning.		

MATHEMATICAL METHODS

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM
11	1	Mathematics	20 Full Year	1.5 Hour Internal Exam (each Semester)
PREFERRED BACKGROUND		Year 10 Advanced Mathematics (C Grade or higher) OR Year 10 General Mathematics (B Grade or higher)		
APPROPRIATE SKILLS		<p>This subject requires a sound understanding of key concepts and knowledge and an ability to satisfactorily apply and communicate mathematical skills and routines.</p> <p>Mathematical Methods at Stage 1 builds on the mathematical knowledge, skills and understanding that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability during Year 10.</p>		
DIRECTION		Stage 1 Mathematical Methods leads to Stage 2 Mathematical Methods which can be studied as a single subject or with Stage 2 Specialist Mathematics.		
AIMS/OBJECTIVES		<p>To develop students':</p> <ul style="list-style-type: none"> Understanding of mathematical concepts, demonstration of mathematical skills and application of mathematical techniques. Strengths in investigating and analysing mathematical information in different contexts. Ability to think mathematically by posing questions and solving problems, including making and testing conjectures. Skills in interpreting results, drawing conclusions, and determining the reasonableness of solutions in context. Discerning use of electronic technology in mathematics. Communication of mathematics and skills in presenting mathematical information in various ways. 		
FOCUS CAPABILITIES		The seven focus capabilities for this subject are: literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.		
MAIN EMPHASES AND CAREER PATHS		<p>Mathematical Methods develops a detailed understanding of calculus and statistics. By using functions, their derivatives and integrals, and by modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.</p> <p>Mathematical Methods provides a foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for careers and courses that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can lead to engineering, space science, and laser physics.</p>		
CONTENT		<p>MAJOR TOPICS</p> <ul style="list-style-type: none"> FUNCTIONS & GRAPHS TRIGONOMETRY GROWTH AND DECAY INTRODUCTION TO DIFFERENTIAL CALCULUS <p>MINOR TOPICS</p> <ul style="list-style-type: none"> COUNTING AND PROBABILITY STATISTICS 		
ASSESSMENT		<p>Assessment is school based. Students demonstrate evidence of their learning through two types of assessment:</p> <ul style="list-style-type: none"> Skills and Applications Tasks (tests) 80 % Mathematical Investigation 20 % <p>Each semester, evidence of learning is provided through assessments with at least two skills and applications tasks and at least one mathematical investigation. Students will be assigned a grade from A⁺ to E⁻ that best gives the overall description of their evidence of learning.</p>		

SPECIALIST MATHEMATICS

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM
11	1	Mathematics	20 Full Year	1.5 Hour Internal Exam (each Semester)
PREFERRED BACKGROUND		Year 10 Mathematics (Advanced) B Grade or higher		
APPROPRIATE SKILLS		<p>This subject requires a high degree of mastery of key concepts and knowledge, and an ability to effectively apply and communicate mathematical skills and routines.</p> <p>Students will need to have demonstrated an above-average standard of proficiency in blending algebraic and geometric thinking. During the study of Stage 1 Specialist Mathematics, students will have the opportunity to broaden their mathematical experience and increase their mathematical flexibility and versatility by developing mathematical arguments, proof and problem solving in a variety of contexts.</p>		
DIRECTION		Stage 2 Specialist Mathematics which is designed to be studied together with Mathematical Methods.		
AIMS/OBJECTIVES		To develop students': <ul style="list-style-type: none"> • Understanding of mathematical concepts, demonstration of mathematical skills and application of mathematical techniques. • Strengths in investigating and analysing mathematical information in different contexts. • Ability to think mathematically by posing questions and solving problems, including making and testing conjectures. • Skills in interpreting results, drawing conclusions, and determining the reasonableness of solutions in context. • Discerning use of electronic technology in mathematics. • Communication of mathematics and skills in presenting mathematical information in various ways. 		
FOCUS CAPABILITIES		The seven focus capabilities for this subject are: literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.		
MAIN EMPHASES AND CAREER PATHS		<p>Specialist Mathematics utilises and deepens students' mathematical knowledge, skills and understanding and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and geometry.</p> <p>Specialist Mathematics leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.</p> <p>Specialist Mathematics (at both Stage 1 and 2) is designed to be studied in conjunction with Mathematical Methods.</p>		
CONTENT		Arithmetic and Geometric Sequences and Series, Geometry, Vectors in the Plane, Trigonometry, Matrices, Real and Complex Numbers.		
ASSESSMENT		<p>Assessment is school based. Students demonstrate evidence of their learning through two types of assessment:</p> <ul style="list-style-type: none"> • Skills and Applications Tasks (tests) 80 % • Mathematical Investigations 20 % <p>Each semester, evidence of learning is provided through assessments with at least two skills and applications tasks and at least one mathematical investigation. Students will be assigned a grade from A⁺ to E⁻ that best gives the overall description of their evidence of learning.</p>		

BUSINESS, ENTERPRISE & TECHNOLOGY

DESIGN, TECHNOLOGY AND ENGINEERING
WORKPLACE PRACTICES

DESIGN, TECHNOLOGY AND ENGINEERING					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	Business Enterprise Technology	10 or 20 Semester or Full Year	No	
PREFERRED BACKGROUND		Year 10 Design and Technologies			
DIRECTION		Stage 2 Design, Technology and Engineering			
AIMS/OBJECTIVES		<p>Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of products or systems.</p> <p>The subject is organised into four contexts:</p> <ol style="list-style-type: none"> 1. Material Solutions 2. Robotic and Electronic Systems 3. Digital Communication Solutions 4. Industry and Entrepreneurial Solutions <p>These contexts provide students with opportunities to develop design thinking to investigate solutions, develop a plan, realise the solution, and evaluate the outcome.</p>			
FOCUS CAPABILITIES		<p>The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Design, Technology, and Engineering.</p> <p>In this subject, students engage in the Design and Realisation Process and are expected to:</p> <ol style="list-style-type: none"> 1. Review design features, processes, materials, and production techniques and apply creative thinking to the design of a solution. 2. Plan and develop design concepts, and communicate potential features of — and solutions to — a problem or challenge. 3. Apply knowledge and understanding of skills, engineering procedures, and techniques, using technology to realise the solution. 4. Evaluate the processes used in design development and solution realisation. 5. Research and discuss ethical, legal, economic, and/or sustainability issues related to technology, materials selected, processes used, and/or solution design. 			
CONTENT		<p>Each of the four contexts provides a separate enrolment option for students:</p> <p>1. Material Solutions</p> <p>This context involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as metals, plastics, wood, composites, ceramics, textiles, and foods.</p> <p>Examples of contexts for material solutions include:</p> <ul style="list-style-type: none"> • timber • polymers • composite materials • clothing and textiles • food • jewellery manufacturing • metal <p>2. Robotic and Electronic Systems</p> <p>In this context, students can use a variety of hardware (components) that may be combined with software to design and realise a solution such as a device or system. Students produce outcomes that demonstrate the knowledge and skills associated with using electronic, mechatronic, electrical, or pneumatic systems. These can include electronic components, circuit design and assembly, robotic components, programming, wiring, gears, simulation, or systems integration.</p> <p>The solutions may be hardware only (e.g. an electronic circuit) or a combination of hardware and software (code).</p>			

DESIGN, TECHNOLOGY AND ENGINEERING

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	Business Enterprise Technology	10 or 20 Semester or Full Year	No	
CONTENT		<p>Robotic and electronic systems....Continued</p> <p>Examples of contexts for electronic and robotic systems include: agricultural applications, automated systems (e.g. programmable logic controllers), autonomous vehicles (e.g. model robot cars), biomedical engineering, communication systems (e.g. radio telemetry, Bluetooth) electrical systems, electronic circuits (printed circuit boards), electronic systems (including microcontroller boards such as Arduino and Picaxe), internet of things (IoT): web-connected sensors and devices (e.g. NodeMcu, WEMOS, Raspberry Pi), mechanical systems (e.g. using a variety of gear mechanisms), pneumatic, hydraulic, or fluidic systems, renewable energy systems (e.g. solar, wind, battery storage), Robotics (building a programmed, autonomous, or remote-controlled robot)</p> <p>3. Digital Communication Solutions</p> <p>This context involves using symbols, signs, behaviour, speech, light, images, sound, or other data to design and make products that communicate information. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of digital communication media.</p> <p>Examples of contexts for digital solutions include:</p> <ul style="list-style-type: none"> • application (app) development, CAD, digital animation, film-making, game production, graphics, multimedia, photography, sound, virtual reality, web design. <p>4. Industry and Entrepreneurial Solutions</p> <p>This context involves designing solutions to meet industry requirements, or the invention of an entrepreneurial product that meets a need or solves a problem. This could be achieved using design programs such as computer-aided design to develop prototypes or products. Students demonstrate knowledge and skills associated with systems, processes, and materials appropriate for the prototype and final solution.</p> <p>Examples of contexts for industry or entrepreneurial design solutions include:</p> <ul style="list-style-type: none"> • aerospace, agricultural equipment, architecture, CAD/CAM, construction, food industry, health and aged care equipment, industrial design, maritime equipment, media, entertainment, music, and game industries, product design, software programming, transport (e.g. automotive). 			
ASSESSMENT		<p>Assessment of Stage 1 is school-based (assessed internally).</p> <p>The following assessment types enable students to demonstrate their learning in Stage 1 Design, Technology and Engineering:</p> <ul style="list-style-type: none"> • Assessment Type 1: 2 x Specialised skills tasks – 50% • Assessment Type 2: 1 x Design, Process and Solution – 50% 			

WORKPLACE PRACTICES

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	Flexible Learning Programs	10 Full Year	No	
PREFERRED BACKGROUND		Successful completion of Year 10			
DIRECTION		This Unit provides an additional SACE Group 1 unit as well as recognition as Work Related Studies. It is not offered in Stage 2.			
AIMS/OBJECTIVES		<ul style="list-style-type: none"> To develop the students' awareness of career opportunities and the wide variety of career pathways. To assist students to make a smooth transition from school to employment or further studies. To access a wide range of information from various sources including Centrelink, work skills programmes and work visits. To expose students to varying work situations through "In School" and "Out of School" work experiences. To assist students with determining career pathways, choosing tertiary studies and other post-secondary options. 			
FOCUS CAPABILITY		The focus capabilities for this subject are personal development, work and learning.			
CONTENT		<ul style="list-style-type: none"> Exposure to a variety of outside speakers. Specialist input with regard to attending an interview, writing application forms, etc. Work experience and placements. Awareness of tertiary and TAFE courses and other post-school options and their requirements. Visits to post-school institutions and information sessions. Role-play. Analysis of student interests and abilities including vocational interest testing. 			
ASSESSMENT		Continuous assessment consisting of formative and summative tasks resulting in A to E grade according to SACE assessment criteria. Assessment consists of assignments, reports and group work.			
OTHER COMMENT		<p>This is a compulsory enrolment for all Year 11 Students and is part of the Life Skills programme.</p> <p>Completion of 1 week of Work Experience in Term 2 is compulsory.</p>			

CROSS - DISCIPLINARY

RESEARCH PROJECT

INTEGRATED LEARNING – OUTDOOR RECREATION

RESEARCH PROJECT

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	2	Cross Disciplinary	10 Full Year	No	
DIRECTION		The Research Project is a compulsory 10-credit Stage 2 subject that students need to complete with a ‘C’ grade or better to achieve the SACE.			
AIMS/OBJECTIVES		<p>The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.</p> <p>The Research Project can take many forms, for example:</p> <ul style="list-style-type: none"> • Community-based projects • Technical or practical activities • Work-related research • Subject-related research. <p>In this subject, students will have opportunities to develop one or more of the seven capabilities:</p> <ul style="list-style-type: none"> • Literacy • Numeracy • Information and Communication Technology • Critical and Creative Thinking • Personal and Social • Ethical Understanding • Intercultural Understanding 			
CONTENT		<p>Students receive a result in one of two forms:</p> <ul style="list-style-type: none"> • Research Project A, or • Research Project B depending on the external assessment chosen. <p>Research Project A has an external assessment that may be undertaken in a range of formats.</p> <p>Research Project B, has an external assessment that must be undertaken in written form.</p>			
ASSESSMENT		<p>School-based assessment: 70%</p> <ul style="list-style-type: none"> • Folio • Research Outcome <p>External assessment: 30%</p> <ul style="list-style-type: none"> • Evaluation (RPB) or • Review (RPA) 			

INTEGRATED LEARNING - OUTDOOR RECREATION

YEAR	STAGE	LEARNING AREA	CREDITS	EXTERNAL EXAM	
11	1	VET	10	No	
PREFERRED BACKGROUND		None			
DIRECTION		Stage 2 Integrated Learning – Sport Focus			
AIMS/OBJECTIVES		<p>At the end of Stage 1 Outdoor Recreation, students should be able to:</p> <ul style="list-style-type: none"> • Demonstrate a wide range of skills from both the Outdoor Education and Fitness/Training and Coaching sections of the course. • Develop ability to self-reflect. • Develop opportunities for students to develop resilience and push through difficult challenges. • Develop organisational and planning skills. • Develop knowledge on the Outdoor Education and Personal Training industries. 			
CONTENT		<p>Semester 1: Outdoor Education and Bush Survival Skills</p> <p>Practical</p> <ul style="list-style-type: none"> • Bushwalking • Weather interpretation skills • Fire Building • Trangie cooking • Mapping skills • Various survival skills • 4-day Camp <p>Theory</p> <ul style="list-style-type: none"> • Evidence of planning into the practicals • Reflections on the various practicals • Camp planning • Navigational skills <p>Semester 2: Fitness & Training as a Lifestyle/Coaching</p> <p>Practical</p> <ul style="list-style-type: none"> • Gym Work • Free-weights • Circuit training • Technique work • Undertaking a variety of group training and coaching scenarios • Base camp excursion <p>Theory</p> <ul style="list-style-type: none"> • Creating a fitness plan for a fellow student • Reflections on progress of themselves and their partner • Small tests focusing on training principles and healthy life-style • Nutrition, muscles and body, how they work • Training principles • Fitness components 			



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