



# Senior School Curriculum **Handbook**

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Balaklava High School



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**Principal**  
Derek Friedrichs

**Senior School Assistant Principal**  
Carena Brookes





# Welcome Message

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For over 100 years, Balaklava High School has served the community with a long and proud tradition of providing broad subject choice and quality programs, in a highly supportive environment. We extend students' abilities and set them up for individual success to reach their full potential both at school and after they leave us. Our graduates have gone on to pursue careers in a variety of industries through apprenticeships, directly into employment, through University, TAFE or other education providers.

All courses offered at BHS from Years 7-11 are one semester in length. Students in Years 7 and 8 will study a set range of subjects to ensure they are exposed to a variety of opportunities before they get to Year 9 when they will be able to make informed decisions about where their studies might take them.

Choosing subjects can be very challenging but, by being well informed, students are more likely to make selections that best suit their current needs and interests as well as their future aspirations. This handbook provides information on subjects offered at BHS and is an important document that I encourage all students and their parents or caregivers to read carefully and then discuss as a family before making decisions.

School reports, teacher recommendations and future career goals should also be used to guide students and their families when planning subject selections. Students should take the opportunity to seek help from appropriate staff members who will be able to provide more information regarding specific subjects. We also encourage students to access websites and other resources that can help with exploring future study and career options. Whilst there are a large number of courses offered in this handbook, not all of them will be able to be delivered at BHS. The courses that finally run will be decided by the number of students who choose subjects; therefore, it is important that students give serious consideration to their selections. We will also attempt to place students in their subjects of preference; however, this is not always possible.

If you require any further information or explanations of the subjects and what they entail, please contact the Senior School Assistant Principal.

**Derek Friedrichs**  
**Principal**



## Senior School

Students in Year 10, 11 and 12 are in their senior years of schooling and have unique developmental and academic needs as they prepare for life in the community, work or further study. Our senior school teachers provide many and varied opportunities for students to meet the requirements of the South Australian Certificate of Education (SACE). This certificate is awarded to students upon successful completion of their schooling.

All students are encouraged to pursue their interests and to strive for excellence as they prepare for life beyond school. The success of our senior school is based upon a strong partnership between parents, teachers and students who work together to establish a culture of academic success, responsible behaviour and personal growth.

Our curriculum is based on that provided by the State accredited SACE Board of SA and the Australian Curriculum. It provides students with a range of learning experiences both within and outside the school.

## Progress & Promotion in Senior School

The selection of Stage 1 subjects depends on the successful completion of subjects in Year 10. Students must successfully pass the majority of their Year 10 subjects (i.e., achieve a "C" or better) to be able to progress into Year 11.

Similarly, when selecting Stage 2 subjects, students must have successfully passed (i.e., a "C" or better) the majority of their Stage 1 subjects, particularly those they wish to continue in Year 12 and have attained a "C" or better in both the compulsory Stage 1 numeracy and literacy requirements.

If successful grades are not being achieved at the time of course counselling, subject selections for the following year will be either delayed until later in Term 4 when grades are available, or a decision will be made to complete the SACE journey over multiple years.

All subject selections are reviewed at the end of the year based on final results.

## Student Counselling

Where an issue exists at any time during the year, the school will be pleased to arrange for interviews with the Student Counsellor or other staff at a convenient time. Students are encouraged to discuss their concerns with their Homegroup Teachers and/or Senior School Coordinators.

## Empower Program

A whole-school program that fosters individual growth and community spirit. Various activities and options are undertaken as a Homegroup, year level, mixed year levels and whole school. Foci are traditional social and emotional development programs, assemblies, curriculum enrichment, career counselling and community service.

## Student Led Conferences

Conferences are held twice per year and all caregivers are encouraged to attend. Parents or teachers may request interviews at any stage during the school year if changes need to be considered or there is concern over a student's progress.

## Certificates of Achievement

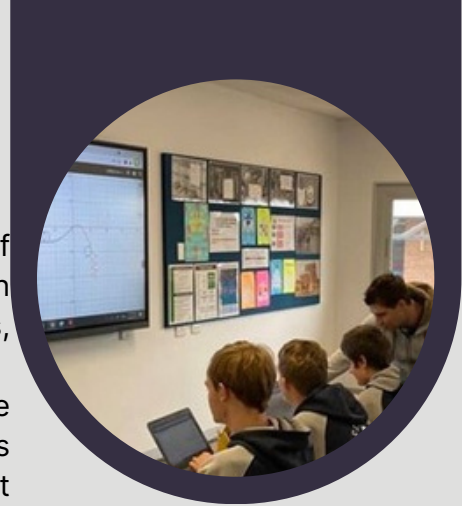
1.HIGH ACHIEVER CERTIFICATES are awarded to students in all year levels to acknowledge excellence in their overall performance for each reporting period.

2.IMPROVER CERTIFICATES are awarded to students in all year levels to acknowledge a significant improvement from the previous reporting period.

# Assessment & Reporting

An assessment plan will be given to each student at the beginning of each semester. Detailed reports are issued at the end of each semester. Students' grades are based on a combination of tests, assignments, projects, practicals and exercises.

The use of grades is designed to serve two purposes. Firstly, the grade is a statement about subject promotion, and tells the students whether he or she is able to continue the study of that subject area at a higher level. Secondly, the grade is a statement about the student's level of achievement within the subject.



SACE SUBJECT GRADING		
Year 11	Year 12	
A	A+	<p>Modified subjects are offered to students who have specific learning needs due to significant impairment in intellectual functioning and/or adaptive behaviours associated with their disability in all year levels. Modified subjects are individualised with curriculum and assessment focused on goals specific to each student.</p> <p>Students may do a mix of modified and mainstream subjects. Modified SACE is offered at Stage 1 and 2, allowing students to achieve their SACE. Subjects included in Modified SACE are Business and Enterprise, Creative Arts, Cross-Disciplinary Studies, English, Health, Language and Culture, Mathematics, Scientific Studies, Society and Culture, Personal Learning Plan and Research Project.</p>
	A	
	A-	
B	B+	
	B	
	B-	
C	C+	
	C	
	C-	
D	D+	
	D	
	D-	
E	E+	
	E	
	E-	
N (INCOMPLETE)	N	
NA (NOT ASSESSED)	NA	
P (PENDING RESULT)	P	
W (WITHDRAWN)	W	

# Year 12 SACE Results

On completion of this year, students have the opportunity to receive the South Australian Certificate of Education (SACE).

All students are assessed according to the SACE Board approved courses.

The determination of the level of achievement, as assessed against the Performance Standards for each subject, will be allocated from A+ to E-.

A transcript of achievement is available for those students who leave school before completing SACE requirements.



## SACE Curriculum Pattern

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

### To be awarded the SACE, students must:

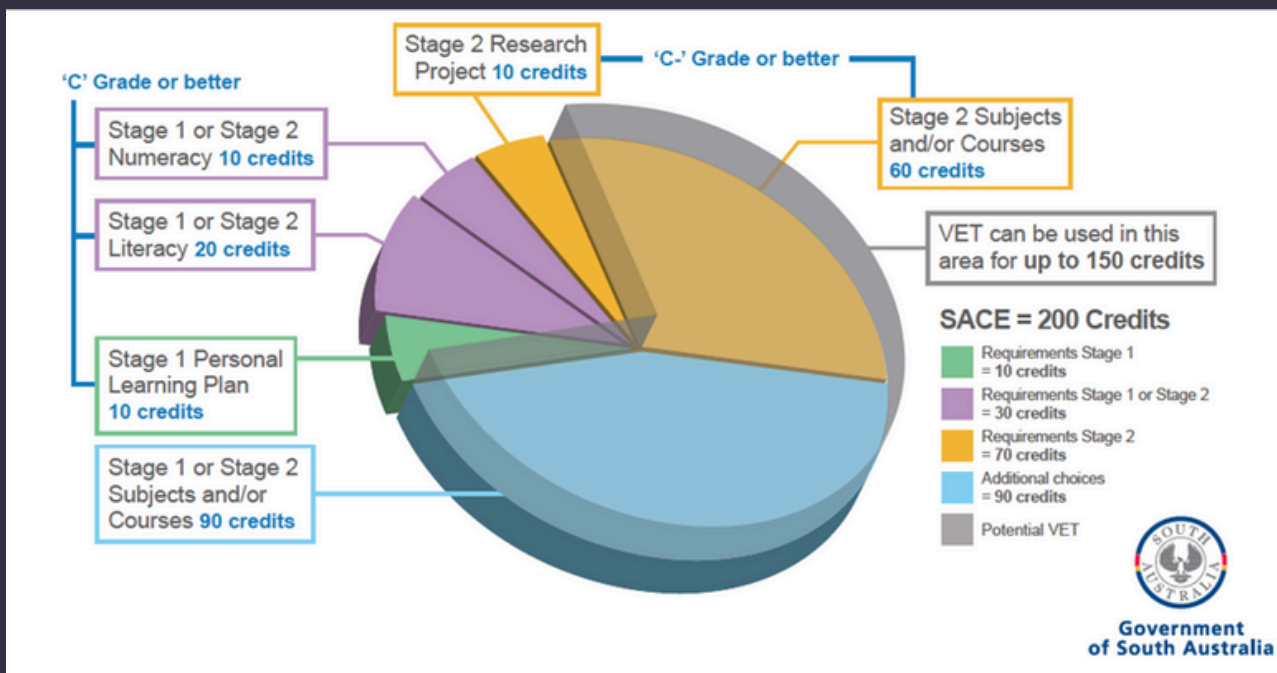
- Complete 200 credits of subjects
- Achieve a grade of C or better in all compulsory subjects
- Achieve a grade of C- or better in an additional 60 credits in Year 12

### The compulsory subjects are:

- Exploring Identities and Futures (10 credits at Stage 1)
- Literacy – at least 20 credits from a range of English subjects/courses (Stage 1)
- Numeracy – at least 10 credits from a range of Mathematics subjects/ courses (Stage 1)
- Research Project / Activating Identities and Futures– an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling 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.

**Students will receive a grade – from A to E – for each subject, as assessed against the Performance Standards. For all compulsory subjects, they will need to achieve a C grade or better.**



## Exploring Identities & Futures

Exploring Identities and Futures will allow students to develop a pathway to thrive by exploring who they are and who they want to be. The subject supports students to learn more about themselves, their place in the world, and enables them to explore and deepen their sense of belonging, identity and connections to the world around them.



## What is the Research Project?

The Research Project is a compulsory Stage 2 subject which is completed in Year 11. It contributes 10 credits to the SACE. Students will need to achieve a grade of C- or better.

This subject 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.

**We may offer Activating Identities and Futures (AIF) in 2025 instead of Research Project.**

## TAFE Entrance Requirements

The entry requirements for TAFE courses vary. It is advisable to carefully read the TAFE Course and Admissions Guide for specific details.

For more information, contact the VET Coordinator.

## University Entrance Requirements

Selection into university courses is based on eligibility and rank. Eligibility allows a student to be considered for selection; rank determines whether a student is competitive enough to be selected.

To be eligible you must:

- Qualify for the SACE
- Obtain an Australian Tertiary Admission Rank (ATAR)
- Meet any prerequisite subject requirements for the course

## Tertiary Admissions Subjects (TAS)

These are SACE Stage 2 subjects which have been approved by the universities and TAFE SA as providing appropriate preparation for tertiary studies. Both the universities and TAFE SA require students to study a minimum number of credits of TAS to be eligible to receive a selection score or rank.

The SATAC University Guide has more details about individual course requirements. For more information, contact the Senior School Assistant Principal.

## Vocational Education Pathways

Vocational Education Training (VET) is an optional pathway for students in Years 11 and 12. VET is an internationally recognised term for education and training that provides students with the opportunity to explore career pathways and gain the skills and knowledge necessary for the workforce. By enrolling in VET courses, students can access industry-developed training packages, gain accreditation, and earn SACE credits.



At Balaklava High School, VET courses are available to all eligible Year 11 and 12 students. These students can complete their training through various alliances, such as trade training centres, TAFE SA, and a range of private National Training Organisations (NTOs). All VET courses are based on training packages from the Australian Quality Training Framework (AQTF), ensuring nationally consistent, high-quality VET training and assessment services.

Vocational pathways also offer the option for students to undertake an apprenticeship during their final years of schooling. Students can choose to remain at school as a school-based apprentice or trainee (SbAT) and complete their SACE on a flexible attendance timetable or leave school to pursue a full-time apprenticeship after completing their five compulsory SACE subjects (EIF, two semesters of English, one semester of Math, and the Research Project/AIF).

All VET training courses are delivered, assessed, and reported on by the NTO. Government subsidies are available for recognised vocational training, facilitated by the school. However, all training courses will incur a cost for students, as outlined in the KRENBBC Alliance VET guide, which is available annually on the BHS website. Payment details will be provided to families during the enrolment process.

Currently, these learning opportunities align with a Flexible Industry Pathway (FIP), which includes the following 26 disciplines:

- Aged Care and Disability
- Agriculture
- Animal Care
- Aquaculture
- Automotive Retail, Service and Repair
- Building and Construction
- Childcare
- Civil Construction
- Conservation and Land Management
- Cyber
- Education
- Electro Technology
- Entrepreneurial (small business owner)
- Forestry
- Hair and Beauty
- Health Support
- Horticulture
- Hospitality
- Information, Communication and Technology
- Manufacturing and Engineering
- Maritime







## Year 10 Curriculum Pattern

English	English
Geography	History
Maths	Maths
Science	Science
HPE	Studio
EIF	Choice
Choice	Choice

### Note:

1.The above structure does not indicate a line structure, nor does it indicate in which semester courses will occur. Each block represents a semester of work.

2.Three choice semesters

3.Exploring Identities and Futures (EIF) is worth 10 credits and is a compulsory SACE Stage 1 subject. Students must achieve a grade of C or better.

4.Studio (SACE credits)

Students in Year 9 and 10 will choose from a number of different studios offered each year, where they will have the opportunity to develop the knowledge and skills needed to thrive in their life now and beyond school. Areas of learning will extend beyond the content delivered from the Australian Curriculum.

## Subject Descriptions

All subjects are listed in alphabetical order. Many descriptions are preceded by either:

1.PREREQUISITE: Students MUST have satisfied the stated requirements.

2.HIGHLY RECOMMENDED: Students who have satisfied the stated requirements will have a significant advantage in the study of this course.

3.RECOMMENDED: The stated requirements would be of some advantage in the study of this course.

## Agriculture

**RECOMMENDED: Satisfactory completion of Year 9 Agriculture.**

In Year 10 Agriculture, there is a strong focus on agribusiness and enterprise management as students begin their senior school journey. Students will learn how to develop managerial skills and justify their decisions based around gross margin production. Agricultural Report writing skills will be developed through plant focused experimental design where students will deconstruct a problem, design a trial and then conduct their research.

Topics included are

- Work Health & Safety
- Plant Sciences and cropping
- Agribusiness
- Animal Science and Husbandry
- Regenerative Agriculture
- Technology



## Art

**RECOMMENDED: Satisfactory completion of Year 9 Visual Art or Design.**

Year 10 Art focuses on the extension of students' skills learned at Year 9 and explores art concepts through problem solving and creative thinking. Projects may take the form of painting, printmaking, drawing, digital media, photography or sculpture. The emphasis of this course is in the conceptualisation and development of preliminary work leading to final pieces. Students will build on art specific terminology in a Visual Study assessment to respond to existing work and acquire technical control. Assignments are linked to art theory which explores movements, different cultural perspectives and historical and contemporary practice. Assessments include: Product (50%) Inspired by literacy and a Practical Skills (50%) exploration.



## Design

**RECOMMENDED: Satisfactory completion of Year 9 Visual Art or Design.**

Year 10 Design focuses on the extension of students' skills learned at Year 9 and explores design concepts through problem solving and creative thinking. Students will have the opportunity to pursue studies within areas such as graphic, environmental and product design and develop skills within Photoshop and other programs. Students will be expected to produce work that reflects their understanding of form and function. Students must do research, generate and develop ideas, produce a final design outcome and then evaluate this process. Students will build on design specific terminology in a Visual Study assessment to respond to existing work and acquire technical control. Students are encouraged to pursue individual projects that require investigation into contemporary design practices. Assessments include Product (50%) Architectural forms and a Practical Skills (50%) exploration focused on graphic design techniques.





## Digital Technologies

**RECOMMENDED: Satisfactory completion of Year 9 Digital Technologies.**

Digital Technologies allows students to consider how humans interact with networked systems, interrogate security practices and data integrity, create a range of digital solutions, and communicate and collaborate using digital technologies. Students will have the opportunity to learn the following topics:

- Data: controlled and secure
- Organise, visualise, and analyse data
- Robotics and embedded systems
- Interactions and impacts

## Drama

**RECOMMENDED: Satisfactory completion of Year 9 Drama.**

This course is designed to follow on from the previous year's study, to prepare students for senior school Drama Studies. There is a significant theoretical component in preparation for this. Through studying specific texts of theatre, students will develop their practical work and their ability to write academically using Drama specific terminology and style. Particular emphasis is placed on analysis and evaluation and aims to improve students' stagecraft and performance ability in a variety of contexts. Students will continue to develop their practical skills through an on stage performance piece. Out of school hours rehearsals/performances will occur and full participation is required.

**Excursion costs of approximately \$20.00-\$25.00 are a possibility.**

## English

**English is compulsory for a full year.**

Courses will prepare students for either pathway at Year 11 or 12 in accordance with the Australian Curriculum.

Students will read, discuss, present and write detailed responses to various texts. Critical thinking and polished writing skills will be developed, along with analytical reading and writing. Students will also complete informal and formal oral presentations. Texts may include novels, short stories, poetry, drama, film, media and everyday texts.

Students are encouraged to read widely and independently and to challenge their thinking and perspectives on social issues. Various speaking and writing competitions are also available to participate in.

ENGLISH A

Core genres may include:

- Novel Study
- Poetry Study
- Advertising Creation
- Podcast Creation

ENGLISH B

Core genres may include:

- Narrative Writing
- Play Study
- Public Speaking
- Film Study

**Students are expected to sit an exam which will prepare them for future timed tasks at a SACE Level.**



## Food and Hospitality - Child Studies

Issues relating to parenting and child development will be explored. Pregnancy, childbirth and the factors affecting foetal development will be researched. Parenting roles and responsibilities, safety, nutrition and clothing needs are included. Students will have an opportunity to further develop skills in food preparation and presentation that would suit the needs of babies, toddlers and their families. Students will also construct textile articles using machine or hand stitching principles, suitable for babies or young children.

**Students are required to purchase extra fabrics and trimmings.**

## Food and Hospitality - Food Technology

Students will further develop their skills in food preparation and presentation using a wider variety of skills and techniques. The emphasis will be on methods of cookery that are used within the Food and Hospitality Industry. Students will have the opportunity to learn lifelong skills needed to cater in the Food and Hospitality Industry. If the opportunity arises, a catering task will focus on customer service and food presentation.

**Please note this course will incur a cost of \$20 to offset the overall cost of materials.**

## Food and Hospitality - Textiles

Students will further develop their skills in textiles production. With a focus on ethical fashion, students will practise basic techniques needed to alter clothing. After learning these skills, students will have the opportunity to apply techniques used to transform textile products into something new. Students will learn the impact of fast fashion industry and look at sustainable alternatives.

**Students may be required to purchase some fabric and trimmings.**

## HASS / Geography

Students will complete one compulsory semester of Geography, which has been developed as part of the Australian Curriculum.

The two topics of study are Environmental Change and Management and Geographies of Human Wellbeing.

Environmental change and management focus on investigating environmental geography through an in-depth study of one environment, such as coastal ecosystems. The environmental functions

of this environment, challenges to sustainability and opinions that influence how people respond to these challenges will be investigated.

Geographies of human wellbeing focuses on investigating global, national and local difference in human wellbeing between places. Students will explore the spatial differences in wellbeing within and between countries and evaluate the differences from a variety of perspectives. They will explore programs designed to reduce the gap between differences and investigate examples from across the world.

Students will complete a variety of assessment tasks involving the use and interpretation of maps, photographs and other representations of geographical data. They will also complete individual tasks and present information as oral reports, posters and pamphlets.

Students will also have the opportunity to participate in an excursion during the semester to enhance their learning experience.

**This excursion will cost approximately \$20.**





## Health and Physical Education (Compulsory - Semester 1)

This course supports students to refine and apply strategies for maintaining a positive outlook and evaluating behaviour expectations in different leisure, social, movement and online situations. Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Students will participate in a range of Invasion, Net and Wall and Striking and Fielding and physical activities during practical lessons and learn about Sexual Health and Relationship Education from the Shine SA curriculum.

Note:

Classes may be split into Specialist HPE and Recreational HPE depending on student interest and teacher recommendations. The Specialist HPE class is recommended for students who are interested in studying Physical Education or Health Education/Health and Wellbeing in Year 10 Semester 2 to Year 12. Recreation HPE is recommended for students who do not have an interest in studying Physical Education or Health Education/Health and Wellbeing once they have completed their compulsory subject.

## Specialist Physical Education B (Elective - Semester 2)

**HIGHLY RECOMMENDED: satisfactory completion of Health and Physical Education A in Semester 1 and an interest in pursuing Physical Education in Stage 1 and 2.**

This course is designed to develop students' knowledge, skills and understanding required to be successful in SACE Physical Education.

Topics of focus for this course include but are not limited to data collection and analysis, coaching principles, performance improvement and analysis, anatomy and physiology and understanding movement concepts throughout a range of physical activities and sport education.

Note: This course is designed for students wishing to study Physical Education at Stage 1 and Stage 2 or Sports Studies at Stage 2. Student's engagement in HPE across Years 7-9 will be taken into consideration and teacher recommendations will be used to determine placement in this subject.

**SASMA Course - South Australian Sports Medicine Association Sports Trainer Level 1 course**

**First Aid Certificate, estimated cost \$260, subject to change**



## Health Education (Elective - Semester 2)



**RECOMMENDED:** satisfactory completion of Health and Physical Education A in Semester 1 and interest in pursuing Health and Wellbeing in Stage 1 and 2.

This course is designed to develop students' knowledge, skills and understanding required to be successful in SACE Health and Wellbeing. Students will learn about the concepts of health literacy, health promotion, social equity and health determinants. Topics of focus for this course include but are not limited to alcohol and other drugs, food and nutrition, health benefits of physical activity, mental health and wellbeing, relationships and sexuality, safety and diversity. Students will also have the opportunity to study an aspect of health and wellbeing of their own interest.

Note: This course is designed for students wishing to study Health and Wellbeing at Stage 1 and Stage 2. Student's engagement in HPE across Years 7-9 will be taken into consideration and teacher recommendations will be used to determine placement in this subject.

## History

Students will complete one compulsory semester of History, which has been developed as part of the Australian Curriculum. At year 10, Students focus on the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. Students are expected to study at least two focus topics: World War II and Building Modern Australia. The globalising world is a topic that may be studied as an option.



## Language Studies

**Students can choose one or two semesters of Language Studies in Year 10. If one semester is chosen, it must be Languages Studies A.**

**PREREQUISITE: C Grade / effort good or excellent in Year 9 Language**

### LANGUAGE STUDIES A

Learning Languages other than English broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. Students will learn through the themes of 'The Personal World' and 'Foreign-speaking Language Communities' to understand the interdependence of countries and communities and how people in all spheres of life are required to negotiate experiences and meanings across languages and cultures.

Topics covered will focus on Relationships, Lifestyles and Experiences and may include:

- Daily Life
- Food and Culture
- Friends, Recreation and Pastimes
- People, Places and Communities
- Holidays, Travel and Tourism
- Film Study

### LANGUAGE STUDIES B

This second semester is preparation for Stage 1 Languages and develops language and intercultural skills further. Topics may include further study of topics from Languages A, and a Depth Study.



# Mathematics

**Mathematics is compulsory for a full year. It is an expectation that all students will have a scientific calculator to support their learning for the year.**

## **MATHEMATICS — Pre-SACE**

This course has been designed for students who have been identified as requiring a fast track to meeting their SACE Stage 1 numeracy compulsory. Students will study a combination of Australian Curriculum and SACE Stage 1 topics including topics such as Number Calculations, Financial Numeracy, Geometry, Measurement, Earning and Spending and statistics; pre-SACE numeracy skills in the first semester. Students will study SACE Stage 1 Essential Mathematics in the second semester. SACE Stage 1 Essentials course will cover the topics of Earning and Spending, Measurement, Ratio and Scale, Geometry and Basic Calculations of whole numbers, decimals and fractions.

## **MATHEMATICS — General**

This course will prepare students for a pathway into Stage 1 Essential or General Mathematics. All students will study the same core topics during the year and the content continues to build students' knowledge in the strands of Number and Algebra, Measurement and Geometry, and Statistics and Probability, as outlined by the Australian Curriculum framework.

## **MATHEMATICS — Advanced**

The 10 Advanced Mathematics course requires students to complete all of the content of the Year 10 General course as a base. Within each topic there is additional content to be covered that will assist students in being able to complete Stage 1 Mathematics at a high standard. This course will be recommended for those students who have completed Year 9 Mathematics with excellent grades.

# Music

## **MUSIC A**

## **MUSIC B**

This course is designed to follow on from the previous year's study, to prepare students for senior school Music Studies. There is both a theory and practical component in preparation for this. Students explore musical performance in a solo capacity. The theory component has a focus on training the ear to recognise different tonality, intervals, rhythmic and melodic dictation. Students also begin to look at simple arrangements and composition of music.

**Competency on an instrument or voice is required for this subject.**



## Science

**In Year 10, students must complete a whole year of Science.**

Students in Year 10 get a taste of Biology, Chemistry, Physics, Psychology and Earth Science and Space Science so they can make an informed decision about Stage 1 Sciences.

- Biology – Genetics and Evolution
- Chemistry – The Periodic Table and Reaction Types
- Physics – Kinematics and Newton's Laws of Motion
- Psychology – Inheritance
- Earth and Space Sciences – Earth systems and the Universe

### Assessment

The focus for Year 10 assessment tasks is preparation for Stage 1 and 2. This is also to help students know what to expect in Year 11 and 12 Sciences. Thus, practical reports include design and deconstruct components, research tasks focus on science as a human endeavour and there is end of semester exams.

- Topic Tests
- Design and Deconstruct Practical's
- Science as a Human Endeavour Reports

In Year 10 students may have the chance to complete the Stage 1 Scientific Skills subject. This will give students 10 credits towards their SACE and provide them with key scientific problem-solving skills.

If a student is planning to do Physics, Chemistry, Nutrition, Psychology or Biology in Year 11 and 12, they will need satisfactory completion of Year 10 Science Futures.

If they are not planning to do Physics, Chemistry, Nutrition, Psychology or Biology in Year 11 and 12 they may choose to complete Year 10 Science Action.

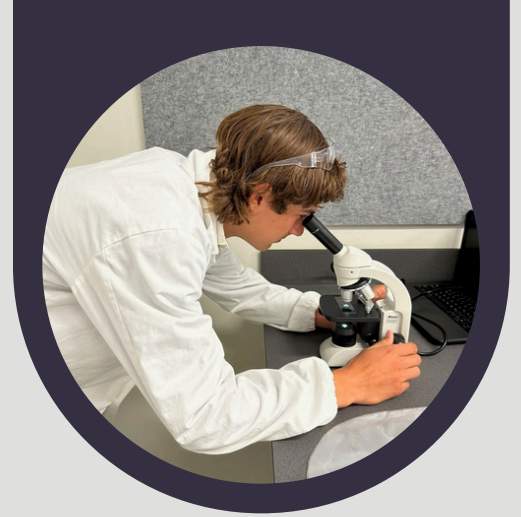
## Science Futures

This subject focuses on the application of scientific concepts as well as development of the investigation and practical skills required to pursue science in SACE subjects. Students will learn how they can use the core sciences Physics, Chemistry, Biology and Earth and Space Science to shape the future for all living things and our physical environment.

## Science Action

Topics will be developed in consultation with the students' interests and goals. It will have a contemporary learning focus with emphasis on problem solving, inquiry and skill development. Students will learn how they can appreciate and improve the world through understanding Science and how to use it to make change.

Students will build on the skills, knowledge and processes developed in Year 9 through the study of a range of topics.







# Technical Studies

## TECHNICAL STUDIES A - Woodwork, Metalwork and Clean Technologies

**PREREQUISITE: Satisfactory completion of Year 9 Technical Studies.**

### Woodwork

A brief introduction to preparing sheet materials and a study of the associated joints and processes will be undertaken. Power tools are used in the production of carcass construction with student planning and design activities included.

The completion of a material research assignment is an integral part of the assessment.

### Metalwork

This unit will introduce students to a range of welding techniques. The development of oxyacetylene gas and MIG welding skills will be developed using both solid and tubular materials.

Design and production of a stool will be completed, time permitting. CNC plasma cutting may be undertaken.

There will be a focus on workshop safety and studying basic WHS principles and procedures.

### Clean Tech

A range of clean technologies will be researched culminating in making and racing a solar boat.

## TECHNICAL STUDIES B - Woodwork

**PREREQUISITE: Satisfactory completion of Year 9 Technical**

**Studies a skills development course developing frame construction techniques.**

Topics may include:

- Design of Frame Construction
- Frame Construction
- Joint Construction
- Gluing Up
- Computer Aided Design and Drafting

An issues assignment on timber products will be undertaken.

The following projects maybe undertaken: breadbox, small stool, bottle rack and cord winder.

There will be a focus on working safely in the workshop using WHS principles and procedures as guidelines.

There will be a small materials charge of \$20.00 prior to the course commencing.

# Workplace Practices

Workplace Practices is a compulsory subject that is embedded in the Empower Program. The focus is to prepare students for their place in the workplace and society.

The topics covered include community service, cover letter and resume writing, developing a personal statement, preparing and completing at least one week of work experience and a career investigation. Using these and other materials, students will produce a personal portfolio.

Students will also:

- Identify and research career paths and options, including further education, training and work.
- Choose appropriate SACE subjects and courses based on plans for future work and study.
- Consider and access subjects and courses available in and beyond school.
- Review their strengths and areas they need to work on including literacy, numeracy and information and communication technology skills.
- Gain skills for future employment and reflect upon their week of work experience.
- Investigate emerging industries and jobs that are in demand.
- Identify areas for improvement.
- Review and adjust their plans to achieve their educational and employment goals.

**Students have the option of completing another week of work experience during their own time.**



## Year 11 Subject Descriptions

# Agriculture

### AGRICULTURE A

10 Credits

### AGRICULTURE B

10 Credits

**HIGHLY RECOMMENDED: Successful C grade completion of Year 10 Agriculture. Or C grade completion at Year 10 English and Science can be negotiated entry.**

This subject can be selected for 1 or 2 semesters. Selecting for 2 semesters is highly recommended for students wishing to select Agriculture Productions or Agricultural Systems in SACE Stage 2. All students will be involved in managing the school's cropping and livestock programs while they begin to further develop the skills necessary to be successful in Stage 2 Agriculture subjects. As there is some flexibility within the course, students will have the option to tailor the topics of study to their agricultural interests.

Topics will include but are not limited to:

- Work Health & Safety
- Nutrition
- Technology
- Chemical Use
- Reproduction
- Intensive Livestock
- Issues in Agriculture
- Cropping
- Pests and Diseases
- Soils



## Biology

Biology is the study of living things and how they interact with each other and their environment. Learning is demonstrated through completion of Practical Investigations, Science as a Human Endeavour Investigations and Skills and Applications Tasks.

### BIOLOGY A

10 Credits

**HIGHLY RECOMMENDED: Successful completion of Year 10 Science Futures**

Topics covered are:

- Cells and Micro-organisms
- Multicellular Organisms

### BIOLOGY B

10 Credits

**RECOMMENDED: Successful completion of Biology A**

Topics covered are:

- Biodiversity and Ecosystem Dynamics
- Infectious Disease

# Business Innovation A

**Prerequisites Nil**

**10 credits**

This subject is designed to give Year 11 students the skills and knowledge they need to start their own food truck business. Students will learn about the different aspects of running a food truck, including management, marketing, and financial planning. They will also have the opportunity to conduct market research, developing their own business plan, and potentially get hands-on experience by visiting local food trucks.

Discover the power of innovation, embrace the flavors of entrepreneurship, and let your business dreams roll with our Food Truck Industry-focused Business Innovation course!



# Business Innovation B

**Prerequisites: Nil**

**10 credits**

Are you interested in learning about how to develop your own business? This course will teach you the fundamentals of starting and running a successful business, using the field of Gardening and Landscaping as our focus.

You will learn about market research, business planning, financial management, sustainable practices, customer service, and industry regulations. You will also have the opportunity to gain hands-on experience through projects and simulations.

Whether you dream of owning your own business or working for an established company, this course will give you the skills and knowledge you need to succeed.

# Chemistry

**Chemistry is a 10-credit (1 semester) or a 20-credit (2 semesters) subject at Stage 1.**

In Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, and the use that human beings make of the planet's resources. They apply a range of thinking skills that encourage 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. Students will undertake tasks that develop their understanding, inquiry skills and appreciation of science as a human endeavour. There are four summative tasks per semester. These tasks include practical reports, tests and research investigations.

## CHEMISTRY A

**10 Credits**

**HIGHLY RECOMMENDED: Successful completion of Year 10 Science Futures**

The topics for Stage 1 Chemistry are:

- Topic 1: Materials and their atoms
- Topic 2: Combinations of atoms
- Topic 3: Molecules

## CHEMISTRY B

**10 Credits**

**HIGHLY RECOMMENDED: Successful completion of Year 11 Chemistry A**

- Topic 4: Mixtures and solutions
- Topic 5: Acid and bases
- Topic 6: Redox reactions

It is recommended that students complete 2 semesters of Stage 1 Chemistry if they intend to study Stage 2 Chemistry.



## Child Studies

In this course students examine the period of childhood from conception to 8 years, and issues related to the growth, health, and well-being of children. They examine diverse attitudes, values, and beliefs about childhood and the care of children, the nature of contemporary families, and the changing roles of children in a contemporary consumer society.

Areas of study include:

- The Nature of Childhood and the Socialisation and Development of Children
- Children in Wider Society
- Children, Rights and Safety

Assessment will include:

- One investigation (25%)
- One group activity (25%)
- Two practical activities (50%)

Please note this course will incur a cost of \$35 to offset the overall cost of materials.

## Creative Arts

### CREATIVE ARTS A

10 Credits

### CREATIVE ARTS B

10 Credits

**PREREQUISITE: Recommended satisfactory completion of Year 10 Art or Year 10 Design**

This course has a skills development focus and aims to allow students to develop artistic capability and skill within chosen art or design mediums. Students operate as practitioners to communicate personal ideas in visual form by using a range of expressive mediums. Students are required to produce a resolved practical which they will exhibit at the end of the year.

Students are required to prepare and present a folio of their progress used to support the investigation, development, production and reflection of the practical product in 6, A3 pages.

A broader awareness of practitioner's work is developed through a Folio that consists of a 750 word Inquiry to explore concepts in Visual art and design as well as a Skills Assessment to explore a medium of the student's choice (for example Watercolour painting or concept drawing). The Skills Assessment must contain 4 pieces of evidence to illustrate key phases of exploration and reflective responses.

- Product (1 art or design work and 6, A3 page folio)
- Inquiry (750 words)
- Skills Record (4 examples and 750 words)

**Students will have the opportunity to attend the SACE exhibition in Term 1 at a cost of \$25.**





## DRAMA

Students can choose one or two semesters of Drama

**DRAMA A**

**10 Credits**

**DRAMA B**

**10 Credits**

This course develops students' abilities not just as performers but as a well-rounded student of Drama and the Theatre. Students are asked to work collaboratively as a production company to understand and explore dramatic roles, conventions, texts, styles, processes and technologies.

Assessments for this course include participation in a performance either on stage or in an off stage role, responding to Drama through academic analysis and evaluation of written or performed work.

In this subject, students are expected to:

- Understand and explore dramatic roles, conventions, texts, styles, processes, and technologies
- Apply dramatic ideas and processes collaboratively to realise outcomes
- Apply dramatic skills to create and present drama outcomes
- Explore and experiment with technologies to provide creative solutions
- Analyse and evaluate dramatic ideas, products, and/or technologies
- Demonstrate critical and creative thinking in the development of drama.

Out of school hours rehearsals/performances will occur and full participation is required. Excursion costs of approximately \$20.00 - \$25.00 are a possibility.



## English - All Courses

Students will undertake two semesters of English from the following subject options:

**ENGLISH - ENGLISH LITERARY STUDIES PATHWAY**

**10 Credits**

This subject leads to English Literary Studies or English at Stage 2. There is an emphasis on responding to texts, creating texts and intertextual studies. Students will also be introduced to critical perspectives in preparation for Stage 2. Students critically and creatively engage with a variety of text types including novels, film, media, poetry and drama texts.

**ESSENTIAL - GENERAL PATHWAY**

**10 credits**

This subject leads to English and Essential English at Stage 2. There is an emphasis on responding to texts, creating text and intertextual studies. Students critically and creatively engage with a variety of text types including novels, film, media, poetry and drama texts.

**ESSENTIAL ENGLISH**

**10 credits**

Essential English does not provide scope to study English at Stage 2. This subject is designed for:

- Students who are seeking to meet the SACE literacy requirement
- Students who are planning to pursue a career in a range of trades or vocational pathways

The pathway has an emphasis on communication, comprehension, analysis and text creation.

## Earth and Environmental Science

**10 Credits**

**Highly Recommended: Year 10 Geography and Science pass.**

Earth and Environmental Science focuses on climate change and sustainability. Students apply their understanding of the interaction of the four Earth systems to investigate, evaluate, and make predictions about the impact of human activities on the environment and vice versa. Students will understand why they need the Earth and how to combat Climate Change.

Students will have opportunities to conduct field-based investigations that relate to their interests.



# Food and Hospitality

10 credits

**HIGHLY RECOMMENDED: Successful completion of Year 10 Home Economics**

Students develop skills in using technology and safe work practices in preparation, storage, and handling of food, complying with current health and safety legislation.

Students examine some of the factors that influence people's food choices and the health implications of these choices. Food presentation skills will be developed. They also gain an understanding of the diversity of the industry in meeting the needs of people.

Areas of study include:

- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Foods and Culture • Food and Safety
- Food and Hospitality Careers

Assessment will include:

- One investigation (25%)
- One group activity (25%)
- Two practical activities (50%)



## FOOD AND HOSPITALITY A

### FOOD AND HOSPITALITY B (NOT NECESSARY TO HAVE COMPLETED FOOD AND HOSPITALITY A)

Students who have selected Food and Hospitality A can also select B.

Please note this course will incur a cost of \$35 to offset the overall cost of materials.

Students are involved in a number of catering tasks. Students may be required to be involved in some out of school hours work.

# Geography

10 credits

**PREREQUISITE: Successful completion of Year 10 Geography**

Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places and environments. They appreciate the complexity of our world, the diversity of its environments, and the challenges and associated opportunities facing Australia and the rest of the world.

Students engage in geographical inquiry by using geographical methods and skills. Fieldwork in all its forms is central to the study of Geography as it enables students to develop their understanding of the world through direct experience.

There are seven topics and students will study at least two topics during the semester. The topics studied will be after negotiation with the teacher. The topics include:

- Rural and remote places
- Urban spaces
- Megacities
- Natural Hazards
- Biological and human induced hazards
- Local Issues
- Global Issues

Students are required to complete at least four assessment tasks, two tasks from Type 1 and two tasks from Type 2.

- Assessment Type 1 – Geographical Skills and Applications 50%
- Assessment Type 2 – Fieldwork 50%

Local and out of the area excursions will provide essential experience and information at an approximate cost of \$25.00.

## Health and Wellbeing 10 Credits

**PREREQUISITE:** A strong interest in and willingness to discuss health related issues and share ideas is expected for a successful experience in the course

**HIGHLY RECOMMENDED:** Successful completion of Semester 2 Year 10 Health Education



Students develop the knowledge, skills and understanding required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals, communities and global society. Students learn about the concepts of Health Literacy, Health Determinants, Social Equity and Health Promotion.

Students complete at least one Practical Action task and at least one Issue Inquiry task.

It is highly recommended that students wishing to study Health and Wellbeing at Stage 2 complete this subject.

## Legal Studies

Students explore Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. They learn about the structures of the Australian legal system and how it responds and contributes to social change while acknowledging tradition.

Students gain insight into law-making, the processes of dispute resolution, and the administration of justice. They investigate legal perspectives on contemporary issues in society, and reflect on, and make informed judgments about, the strengths and weaknesses of the Australian legal system.

### LEGAL STUDIES A

**10 credits**

**PREREQUISITE:** Satisfactory completion of Year 10 English

This course will teach you about the Australian legal system, including its history, structure, and processes. You will also learn about the role of law in society and how it can be used to resolve disputes.

You will have the opportunity to participate in stimulating discussions, analyse case studies, and participate in mock trials. You will also be assessed on your understanding of legal concepts through exams, research projects, group discussions, and presentations.

By completing this course, you will develop critical thinking skills, learn to analyse legal problems, and gain a deeper understanding of the Australian legal system.

Topics covered in this course may include:

Topic 1: Law and Society

Topic 2: People, Structures, and Processes

Topic 3: Law-making

Topic 4: Justice and Society

Topic 5: Young People and the Law

Topic 6: Victims and the Law

Topic 7: Motorists and the Law

Topic 8: Young Workers and the Law

Topic 9: Relationships and the Law

### LEGAL STUDIES B

**10 Credits**

**PREREQUISITE:** Satisfactory completion of Legal Studies A

Three topics from the list above, which were not covered in Legal Studies A, will be the focus of Legal Studies B.



# Material Solutions

**MATERIAL SOLUTIONS A: Welding / Machining**

**10 Credits**

**PREREQUISITE: Satisfactory completion of Year 10 Tech Studies**

This course consists of a core subject based on gas welding, electric welding and manual machining. A design brief will give opportunities for other metal technologies to be used. The main focus is on skill development with practical problem solving, safety and industrial practices. Different forms of welding (arc, gas, mig and oxy cutting) are developed. Basic machining skills using the metal lathe will be introduced.

An issues written assignment needs to be completed.

A design and a material studies folio will be produced.

**There will be a small materials charge of \$20.00 prior to the course commencing.**

**MATERIAL SOLUTIONS B – Frame and Carcase Construction**

**10 Credits**

**PREREQUISITE: Satisfactory completion of Year 10 Tech Studies**

This unit is based around the construction of a small cabinet with a drawer. The design process will be used in much greater detail than in previous year levels. It will incorporate skills in using both fixed and portable power machinery with strong emphasis on safety. A written research assignment will be undertaken incorporating a range of current issues, and a materials research assignment. Safe working practices using power tools and machinery are developed.

There will be a small materials charge of \$20.00 prior to the course commencing.

## Mathematics

**10 credits**

**For Stage 1 Mathematics it is essential that students will purchase or lease a Graphics Calculator.**

**For Stage 1 General and Essential Mathematics it is recommended that students will purchase or lease a Graphics Calculator if they are intending to study a mathematics course in SACE Stage 2. Students will require a scientific calculator for these subjects as a minimum. These are available through the school to purchase and paying by instalments can be arranged. Alternatively they can be hired for a yearly fee of which a portion may be refunded when the calculator is returned in good working order.**

**PREREQUISITE: A strong pass in Year 10 Advanced Mathematics**

Mathematics builds on the skills that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability during Year 10. Stage 1 Mathematics is organised into topics that broaden students' mathematical experience, and provide a variety of contexts for incorporating arguments and problem-solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

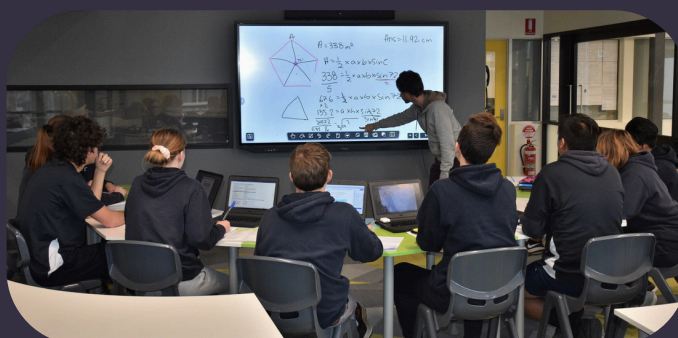
Successful completion of Mathematics C is required for students studying Stage 2 Mathematical Methods.

**Mathematics A (Semester 1)**

- Statistical Analysis
- Polynomial Functions
- Growth and Decay

**Mathematics B (Semester 2)**

- Trigonometry
- Introduction to Differential Calculus
- Coordinate Geometry





## Mathematics Cont.

### Mathematics C (Semester 2)

- Matrices and Cryptography
- Periodic Phenomena
- Euclidean Geometry
- Vectors

### GENERAL MATHEMATICS A

10 Credits

### GENERAL MATHEMATICS B

10 Credits

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics, including personal financial management, Pythagoras and Trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and planning and design using measurement.

This subject leads to Stage 2 General Mathematics, Stage 2 Essential Mathematics.

### ESSENTIAL MATHEMATICS A

10 Credits

### ESSENTIAL MATHEMATICS B

10 Credits

This subject is designed for:

- Students seeking to meet the SACE numeracy requirement, or
- Students who are planning to pursue a career in a range of trades or vocational pathways.

There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday workplace contexts, in flexible and resourceful ways.

This subject leads to Stage 2 Essential Mathematics.

## Media Studies

10 Credits

Media Studies is a vibrant and insightful subject that will equip you with the skills and knowledge to critically analyse, engage with, and create media texts. In this subject, you will explore the influential role media plays in our lives, both locally and globally. You will develop a keen eye for critically observing media practices and analysing media texts. You will also gain a deep appreciation for the ways media constructs and influences cultural identity.

Media Studies emphasises active participation and creation. You will get ready to unleash your creativity as you embark on producing your own media products. You will learn to express your ideas effectively and communicate meaningfully through media. Media Studies also equips you with essential research and analysis skills that extend beyond the classroom. These valuable abilities can open doors to further studies and diverse employment pathways.

## Modern History

10 Credits

**PREREQUISITE: Successful completion of Year 10 History.**

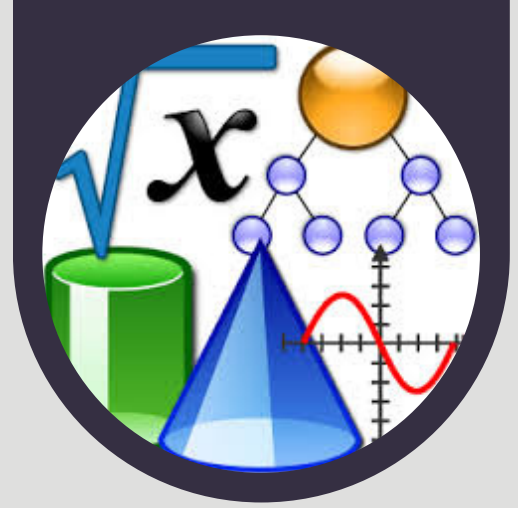
Through studying History, students will develop a sound knowledge and understanding of how past events have changed the modern world. This course will explore changes in the world since 1750 and consequences for societies, systems and individuals.

- Topics may include:
- Civil Rights Movement (Social Movements)
- The Vietnam War (Revolution)

Assessment will involve:

- 3 Historical Skills Assessments
- 1 Individual Historical Study

**Students will also have the opportunity to attend an excursion to enhance their learning experience at an approximate cost of \$25.00.**





## Music - All courses 10 or 20 credits

Students can choose one or two semesters of Music.

**HIGHLY RECOMMENDED: Successful completion of Year 10 Music, OR non completion Year 10 Music can be negotiated.**

### MUSIC EXPERIENCE

This course is for students with emerging musical skills, it provides opportunities for students to develop their musical understanding and skills in creating and responding to music. In this course students are expected to:

- Develop and apply knowledge and understanding of musical elements.
- Explore and apply music skill and techniques in developing, refining and presenting creative works.
- Develop musical literacy skills.
- Analyse, discuss, and interpret musical works and styles.
- Communicate musical ideas.
- Reflect on own learning in music.

This course provides a pathway to Stage 2 Solo Performance, Ensemble Performance and Music Explorations.

### MUSIC ADVANCED

This course is for students to extend their existing musical understanding and skills in creating and responding to music.

In this course students are expected to:

- Develop and apply knowledge and understanding of musical elements.
- Explore and apply music skill and techniques in developing, refining and presenting creative works.
- Develop musical literacy skills.
- Analyse, discuss, and interpret musical works and styles.
- Communicate musical ideas.
- Reflect on own learning in music.

This course provides a pathway to Stage 2 Solo Performance, Ensemble Performance, Music Studies and/or Music Explorations.

## Physical Education

**PHYSICAL EDUCATION A**

**10 Credits**

**PHYSICAL EDUCATION B**

**10 Credits**

**HIGHLY RECOMMENDED: Successful completion of Year 10 Specialist Physical Education B in Semester 2.**

Students explore the participation in and performance of human physical activities. Students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. The three focus areas are: In Movement, Through Movement and About Movement.

Students complete one Performance Improvement task and one Physical Activity Investigation per semester.

Students can select to study Physical Education for one semester or for the full year. It is highly recommended that students wishing to study Physical Education at Stage 2 study a full year of Physical Education at Stage 1.

## Physics

### PHYSICS A

10 Credits

**PREREQUISITE: Successful completion of Year 10 Science Futures.**

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.

Topics include:

- Velocity, acceleration, projectile motion and forces
- Static electricity and electric circuits
- Heat vs temperature

Learning is demonstrated through completion of Practical Investigations, Human Endeavour Investigations and Skills and Applications Tasks.

### PHYSICS B

10 Credits

**PREREQUISITE: Successful completion of Year 10 Science Futures.**

Topics include:

- Energy and Momentum
- Waves: Light and sound
- Nuclear Power

Learning is demonstrated through completion of a Musical Instrument Practical Investigation, a Communication Human Endeavour Report and Skills and Applications Tasks.

## Psychology

In Psychology, you'll explore the biological, psychological, and social factors that influence human behaviour. You'll learn what impacts our thoughts, feeling, and actions, exploring these concepts through various contexts and highlighting future career opportunities.

You'll conduct your own research, explore current societal issues and apply psychological knowledge to real-world situations. By the end of the course, you'll have a deeper understanding of the complexities of human behaviour and an appreciation for the ethical considerations involved in the study and practice of psychology.

### PSYCHOLOGY A

10 Credits

**HIGHLY RECOMMENDED: Successful completion of Year 10 Science Futures**

Topics may include (two of):

- Cognitive Psychology
- Neuropsychology
- Lifespan Psychology
- Emotion
- Psychological Wellbeing
- Psychology in Context (Forensic Psychology)

### PSYCHOLOGY B

10 Credits

**HIGHLY RECOMMENDED: Successful completion of Psychology A**

Two topics chosen from above list not covered in Psychology A





# Research Project

**This subject is a compulsory element of the SACE and may be replaced by Advancing Identities and Futures (AIF).**

Students must achieve a C- grade or better to gain their SACE.

Students will:

- Choose a topic of interest—it may be linked to a SACE subject or course, or to a workplace or community context.
- learn and apply research processes and the knowledge and skills specific to their research topic
- Record their research and evaluate what they have learnt.

The term “research” is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.

- Students are expected to:
  - work independently and with others to initiate an idea, and to plan and manage a research project
  - demonstrate an Australian Curriculum capability
  - analyse information and explore ideas to develop their research
  - develop and apply specific knowledge and skills
  - communicate and evaluate their research outcome
  - Evaluate the research processes used and their chosen capability.

Students follow the research framework below as a guide in completing their work:

·initiating, planning, and managing the research

- carrying out the research
- communicating the research outcome
- Evaluating the research.

School-based assessment:

- Folio: Preliminary ideas and research proposal, research
- Development and discussion 30%
- Research Outcome 40%

External Assessment:

- Review/Evaluation—including written summary 30%

## Tourism

**PREREQUISITE: Successful completion of Year 10 History and Geography.**

In Tourism, students develop an understanding of the nature of tourists, tourism and the tourism industry, and the complex economic, social, cultural, and environmental impacts and interactions of tourism activity. Students also develop an understanding of tourism from the perspectives of host, tourism operator and traveller.

They investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of people's lives and on the environment. Students' understanding of the sustainable management of tourism is central to this subject.

There are 10 topics and teachers and students choose the focus and context to study three topics in depth.

The topics include:

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

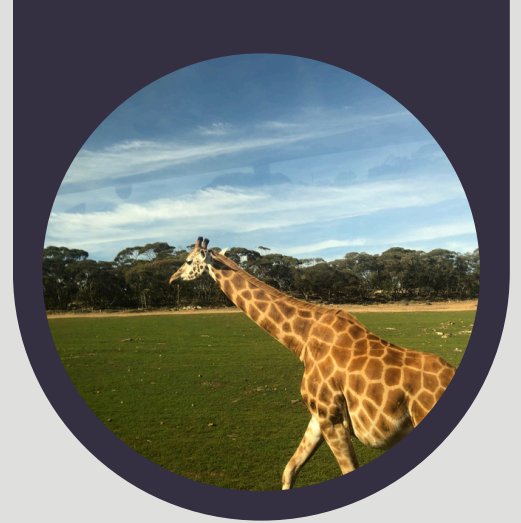


Students are required to complete at least four assessment tasks with one assessment task from each assessment type.

The assessment types are:

- |                      |     |
|----------------------|-----|
| • Case Study         | 25% |
| • Source Analysis    | 25% |
| • Practical Activity | 25% |
| • Investigation      | 25% |

Local and out of the area excursions will provide essential experience and information at a cost of approximately \$25.00. Where possible an overnight trip may be offered to students, for example Monarto Zoo, at a cost of about \$120.





# Visual Arts

**VISUAL ARTS - ART A**

**10 Credits**

**VISUAL ARTS - ART B**

**10 Credits**

**PREREQUISITE: Recommended satisfactory completion of Year 10 Art or Year 10 Design**

This course has a skills development focus and aims to allow students to develop artistic capability and skill within chosen art mediums. Students operate as artists, communicating personal ideas in visual form by using a range of expressive mediums. Students are required to produce a resolved practical artwork which they will exhibit at the end of the year.

Students will create a 15, A3 page Folio of development to explore and evaluate their practical artworks. This will allow students to develop an understanding of the artistic process, problem solving and documenting and recording visual ideas.

A broader awareness of art and artists within society is developed through the production of a Visual Study. This will allow students to explore art movements, concepts, techniques and analyze artists and their works.

On completion of the practical requirements, students must produce a written reflection on their work in the form of a Practitioner's Statement.

Students will have the opportunity to attend the SACE exhibition in Term 1 at a cost of \$25.

Assessment is school based. Students demonstrate evidence of their learning through the following assessment types for each course:

- Folio (15 A3, pages)
- Resolved Practical Work (1-2 artworks)
- Visual Study Folio (10, A3 pages)

**VISUAL ARTS - DESIGN A**

**10 Credits**

**VISUAL ARTS - DESIGN B**

**10 Credits**

**PREREQUISITE: Satisfactory completion of any Year 10 Art or Design.**

Students will have the opportunity to explore an area of design of their choice. This could include Architecture, Graphic Design, Product Design or Fashion Design. Students will experience the complete process involved in making and presenting; formulating a design brief, researching, generating ideas through a variety of methods, then developing and presenting a final design with an evaluation.

Students will create a Folio of development to explore and evaluate their designs. This will allow students to develop an understanding of the design process, target demographic, problem solving and documenting and recording visual ideas.

A broader awareness of design and designers within society is developed through the production of a Visual Study. This will allow students to explore design in everyday life, design movements, concepts, techniques and analyse 2 designers and their works.

On completion of the practical requirements, students must produce a written reflection on their work in the form of a Practitioner's Statement.

Students will have the opportunity to attend the SACE exhibition in Term 1 at a cost of \$25.

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Folio (15, A3 pages)
- Resolved Practical Work (1-2 Designs)
- Visual Study Folio (10 A3 pages)

## Workplace Practices

**Semester (10 SACE Credits) or Full Year (20 SACE Credits)**

**Recommended Background: No prior knowledge is required for this course.**

**Note: Students must undertake a work placement each semester.**



Students will develop knowledge, skills, and understanding of the nature, types, and structure of workplaces. They will learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities, and career planning. This subject allows students to engage in workplace learning, reflecting on their capabilities, interests, and aspirations. It may also include vocational education and training (VET) under the Australian Qualifications Framework (AQF).

There are three areas of study within Workplace Practices:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET) – this can include a TAFE course or a work placement.

### Assessment

Students are assessed using the SACE Performance Standards. Evidence of learning is demonstrated through the following assessment types:

- Assessment Type 1: Folio
- Assessment Type 2: Performance
- Assessment Type 3: Reflection



# Year 12 Subject Descriptions

All subjects except for Community Studies count towards an ATAR

## Agricultural Production 20 credits

**HIGHLY RECOMMENDED:** Satisfactory completion of at least one semester of Stage 1 Agriculture.

All students will be involved in managing the school's cropping and livestock programs, as well as gaining skills in machinery and chemical use.

Topics will include:

- Chemical Use
- Soils and Environment
- Sheep and Wool
- Reproduction
- Cropping
- Intensive Livestock
- Nutrition

School-based Assessment:

- Assignments
- Practicals 70%
- Tests
- Investigations

External Assessment:

- Production Investigation 30%



## Biology

# 20 Credits

**PREREQUISITE:** Satisfactory completion of at least one Semester of Stage 1 Biology.

This course presents an overview of the structure and function of living things, their interdependence, and their biological evolution. It gives a framework for studying life processes at the molecular level as well as the organisational levels of cells and organisms. This course provides students with an opportunity to develop an understanding of basic biological concepts, to appreciate the interactions of organisms with each other and the environment, and to see the links between advances in Biology and the social issues that can arise from these advances.

The scientific method in designing and carrying out experiments, making observations, collecting, recording and analysing data, and evaluating the results are integral to this course.

School-based Assessment:

- Practical Tasks
- SHE Investigation 70%
- Tests

External Assessment:

- Exam (2 hour) 30%

Text Book Costs:	Workbook	\$60.00
	Study Guide	\$30.00





## Business Innovation 20 Credits

### PREREQUISITE: Nil

Are you a creative thinker with a passion for business? Do you want to learn how to turn your ideas into reality? If so, then 12 Business Innovation is the course for you!

In this course, you will learn the skills you need to start your own business, from ideation to market research to financial planning. You will also learn how to use design thinking and assumption-based business planning tools to promote an iterative, human-centred approach to innovation.

By the end of this course, you will be able to:

- Understand the different stages of the start-up process
- Conduct market research and develop customer profiles
- Create a financial plan for your business
- Develop a marketing plan for your business
- Use design thinking and assumption-based business planning tools
- Apply your knowledge and skills to develop a business concept

This course is perfect for students who are interested in entrepreneurship, business, or innovation. It is also a great way to develop your critical thinking, problem-solving, and communication skills.

Assessment:

Students will be assessed in the following ways:

- AT1 – Business Skills (40%): This assessment type will assess students' knowledge and skills in the following areas: Case Studies, Business Analysis, Customer Retention, Problem Identification and Solution Ideation.
- AT2 – Business Model (30%): This assessment type will assess students' ability to develop and evaluate a business model for their proposed business.

AT3 – Business Plan and Pitch (30%): This assessment type is externally assessed and will assess students' ability to develop a business plan and pitch their business concept to a target market segment.



## Chemistry

## 20 Credits

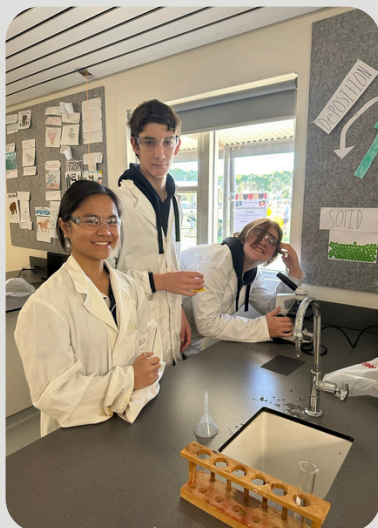
**PREREQUISITE: Successful completion of Stage 1 Chemistry A and Chemistry B.**

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources.

Students 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.

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers.

Students consider 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 Cont.

### The topics covered are:

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

### School-based Assessment:

- Practical Tasks
- SHE Investigation 70%
- Tests

### External Assessment:

- Exam (2 hour) 30%

### Text Book Costs:

<b>Workbook</b>	<b>\$60</b>
<b>Study Guide</b>	<b>\$30</b>

## Child Studies

## 20 Credits

**HIGHLY RECOMMENDED: C grade or higher in Year 11 Child Studies, or with subject coordinator's approval.**

Students explore the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. They examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

Students will be required to connect with children in the community, planning for and engaging them in learning activities, technological play and safe cooking practicals.

The five areas of study are:

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

### School-based Assessment:

- Practical Activities 50%
- Group Activity 20%

### External Assessment:

- Investigation 30%



## Creative Arts 20 Credits

**PREREQUISITE: Recommended satisfactory completion of Year 11 Art, Design or Creative Arts.**

The following areas of study are covered in this course:

- Creative Arts Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice

This course has a skills development focus and aims to allow students to develop artistic capability and skill within chosen art or design mediums. Students operate as practitioners to communicate personal ideas in visual form by using a range of expressive mediums. Students are required to produce a resolved practical which they will exhibit at the end of the year.

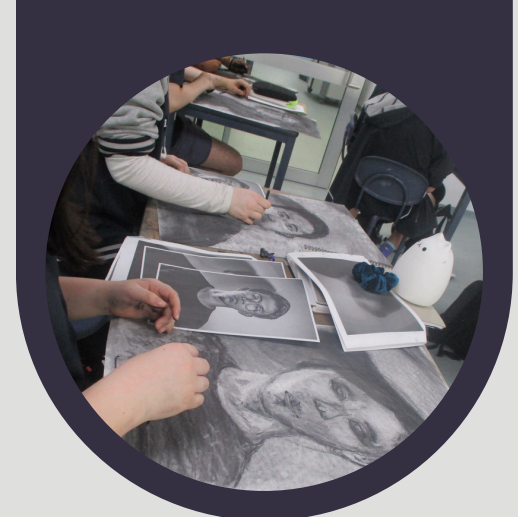
Students are required to prepare and present evidence of their learning through 5 assessment items including the external assessment component. This includes two creative arts products, two inquiries and one practical skills assessment.

The product consists of 20 A3 pages of development and a maximum of 2000 words to develop two creative arts products. The pages and word count can be divided to create two unrelated projects to develop different skills and understanding.

A broader awareness of practitioner's work is developed through the Inquiry assessment to explore concepts in Visual art and design. Students are required to undertake two inquiries to a maximum of 1000 words each to analyse and interpret an area of practice that is of interest to them.

The external Assessment focuses on skill development through application techniques and evaluation using a medium of the student's choice. In the 20 credit subject, the Practical Skills folio must consist of twelve pieces of evidence and 2000 words to describe and evaluate skill acquisition. This folio can be conducted in an A3 or A4 folder, or any electronic means appropriate to the nature of the evidence.

**Students will have the opportunity to attend the SACE exhibition in Term 1 at a cost of \$25.**



### School-based Assessment:

#### Product:

- 20 A3 folio pages,
- 2000 words,
- 2 resolved art or design works 50%

#### Inquiry:

- 2000 words 20%

#### External Assessment:

- Practical Skills Folio:
- 12 pieces of evidence
- 2000 words 30%





# Drama

## 20 Credits

**HIGHLY RECOMMENDED: Successful completion of Year 11 Drama,  
OR non completion Year 11 Drama can be negotiated.**

This course has been redesigned in 2021 to focus on two areas, company and production and exploration and vision. To develop students' abilities not just as performers but as a well-rounded student of Drama and the Theatre. This is achieved through participation in a performance either on stage or in an off stage role, responding to Drama through academic analysis and evaluation of written or performed work.

In this course students are expected to:

- Explore and understand dramatic theories, texts, styles, conventions, role 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.

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

External assessment:

- Assessment Type 3: Creative Presentation 30%

**Out of school hours rehearsals/performances will occur and full participation is required. Excursion costs of approximately \$20.00 - \$25.00 are a possibility.**

# English

## ESSENTIAL ENGLISH

## 20 Credits

In this subject 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.

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

- School Based Assessment (x7 tasks, 800 words or 5 minutes each):
  - Assessment Type 1: Responding to Texts 30%
  - Assessment Type 2: Creating Texts 40%

External assessment (800 words or 5 minutes):

- Assessment Type 3: Language Study 30%

# Year 12 Subject Descriptions

## ENGLISH

20 Credits

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. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students 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.

School Based Assessment:

- Responding to Texts (x3 tasks, 1000 words/5 minutes each) 30%
- Creating Texts (4x tasks, 1000 words/5 minutes each) 40%

External Assessment

- Comparative Study (2000 Words) 30%

**Various Experiences including live performances will provide essential experience for a cost of approximately \$30**

## ENGLISH LITERARY STUDIES

20 Credits

**PREREQUISITE: A strong pass in 2 units of Stage 1 English is a requirement.**

English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

This subject includes an external assessed exam worth 15% of the total grade.

School-based assessment:

- |   |     |
|---|-----|
| • Responding to texts (x5 tasks, 1250 words each)           | 50% |
| • Responses to extended prose texts, drama, film and poetry |     |
| • Critical Perspectives response to a selected text         |     |
| • Creative Texts (x2 tasks, 1250 words each)                | 20% |
| • 1x Transformative text with Writer's Statement            |     |

External Assessment

- Comparative Study (1500 words) 15%
- Critical Reading Exam 15%

**A copy of the 'English Literary Studies: Critical Reading Workbook' will be required to purchase for \$40**

**Various experiences including live performances will provide essential experience for a cost of approximately \$30**



## Food and Hospitality

20 Credits

**HIGHLY RECOMMENDED: C grade or higher in Year 11 Food and Hospitality, or with subject coordinator's approval.**

This subject focuses on the contemporary nature of the Food and Hospitality Industry. Students critically examine attitudes and values about the Food and Hospitality Industry and the influences at local, national and global levels. Students develop relevant knowledge and skills as consumers and/or industry workers.

Students may be required to participate in activities outside school hours, both within the school and wider community.

The five areas of study are:

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

School based Assessment:

- Practical Activity 50%
- Group Activity 20%

External Assessment:

- Investigation 30%



**Please note this course will incur a cost of \$60 to offset the overall cost of materials.**

**A workbook to help guide the research of the external assessment will need to be purchased at a cost of \$35.00.**

## Geography

20 Credits

**HIGHLY RECOMMENDED: Successful completion of Stage 1 Geography**

Stage 2 Geography consists of the following content:

- The transforming world
- Fieldwork

The transforming world introduces students to the changes taking place across human and physical environments. Students examine the characteristics and causes of changes in environmental, social, and economic systems and study their effects and implications. They become aware of the interconnectedness of the changes and links across each of the three systems.

Topics, organised under two themes include:

- Theme 1 – Environmental Change – Ecosystems and People and Climate Change
- Theme 2 – Social and Economic Change – Population Change, Globalisation and Transforming Global Inequality

Students will also undertake independent fieldwork on a local topic or issue of personal interest. The selected fieldwork must enable students to collect primary data using a wide range of data-collection techniques, and develop their skills of geographical inquiry and analysis. Students use a range of graphical presentations to support their findings and conclusions.

The following assessment types enable students to demonstrate their learning:

School Assessment:

- Assessment Type 1: Geographical Skills and Applications – 4 tasks 40%
- Assessment Type 2: Field Work Report – 1 report 30%

External Assessment:

- 2 hour exam 30%

**Local and out of the area excursions will provide essential experience and information at a cost of approximately \$25.00.**

## Health and Wellbeing 20 Credits

**HIGHLY RECOMMENDED: Successful completion of Stage 1 Health and Wellbeing.**

Students develop the knowledge, skills and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities and global society.

Note:

This subject is of great value for students seeking employment or further study in health related industries. It will also be of benefit to students personally, as they live through the pressures of being a young person in Australia.

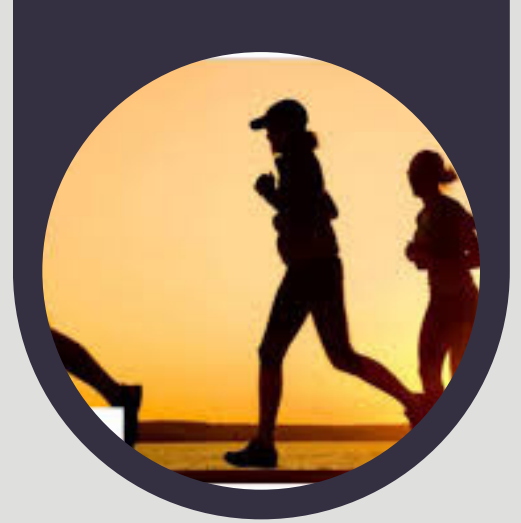
The following assessment types enable students to demonstrate their learning in Stage 2 Health and Wellbeing.

School assessment:

- Assessment Type 1: Initiative 40%
- Assessment Type 2: Folio 30%

External assessment:

- Assessment Type 3: Inquiry 30%



## Material Solutions - Metal or Wood

## 20 Credits

**PREREQUISITE: Satisfactory completion of Stage 1 Material Solutions.**

This subject 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 and wood.

This course also provides students to be creative and innovative, apply critical problem-solving skills and incorporate technologies to address design problems and challenges that occur while designing and making wood or metal products.

School assessment:

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

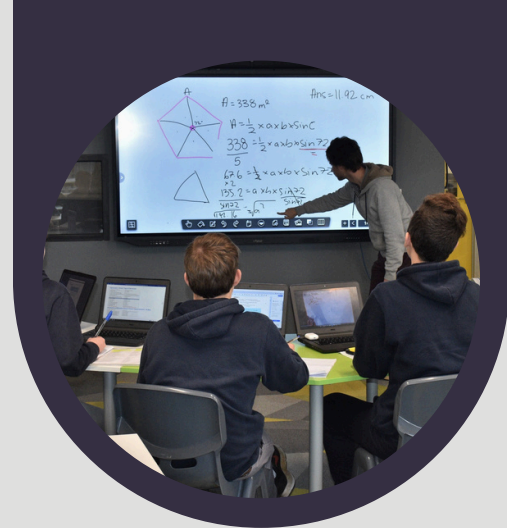
External assessment:

- Assessment Type 3: Resource Study 30%

**There will be a small materials charge of \$30.00 prior to the course commencing.**

# Mathematics - all courses

For all Mathematics courses it is expected by the SACE Board that all students will have access to a Casio Graphics Calculator at all times. It is therefore essential that students will purchase or lease a Casio Graphics Calculator. These are available through the school to purchase and paying by instalments can be arranged. Alternatively they can be hired for a yearly fee of which a portion may be refunded when the calculator is returned in good working order.



## ESSENTIAL MATHEMATICS

20 Credits

**Prerequisite:** Satisfactory completion of any two Stage 1 Mathematics units. Semester 2 General Mathematics Recommended

Stage 2 Essential Mathematics prepares students with the mathematical knowledge, skills, and understanding needed for entry to a range of practical trades and vocations. Student extend their skills through problem-based approaches that apply to practical problem-solving in everyday and workplace contents. The topics cover a diverse range of 'real-life' applications of mathematics, including scales, plans, and models, measurement, business applications, statistics, and investments and loans.

Assessment consists of:

- Examination 30%
- Skills and Applications Tasks 30%
- Folio 40%

## GENERAL MATHEMATICS

20 Credits

**PREREQUISITE:** Satisfactory completion of any two Stage 1 Mathematics units.

This subject is a continuation from the topics covered in Stage 1 General Mathematics. General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Assessment consists of:

- Examination 30%
- Skills and Applications Tasks 40%
- Mathematical Investigations 30%

## MATHEMATICAL METHODS

20 Credits

**PREREQUISITE:** Satisfactory completion of all three Stage 1 Mathematics units.

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation. Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics (through Open Access), this subject can be a pathway to engineering, physical science, and laser physics.

Assessment consists of:

- Examination 30%
- Mathematical Investigations 20%
- Skills and Applications 50%





## Media Studies

20 Credits

### Recommended Background: Nil

Stage 2 Media Studies involves the study of three topics within the framework of four key media concepts: media representations, media conventions, media organizations, and media audiences

These concepts are essential for students' critical reading of media texts and products. Students, in negotiation with their teacher, choose three of the fourteen available topics for study. These topics may include:

- Documentaries
- Cult Television/Film
- Music and Media
- Short Films
- Advertising and Audiences
- And others

### Assessment

Students are assessed using the SACE Performance Standards. Evidence of learning is demonstrated through the following assessment types:

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Product (40%)
- Assessment Type 3: Investigation (30%)

## Modern History

20 Credits

### HIGHLY RECOMMENDED: Successful completion of Stage 1 Modern History

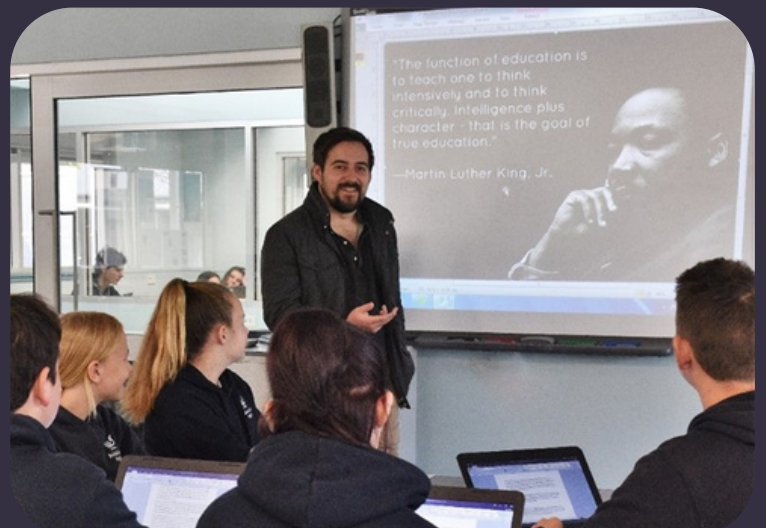
At Stage 2, students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world. Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources.

Topics may include:

- Germany (1919 – 1945)
- The Changing World Order: The Cold War and its consequences (1945 – Present)
- Individual Historical Study (1750 – Present)

Assessment will involve:

- |                                   |     |
|-----------------------------------|-----|
| • 5 Historical Skills Assessments | 50% |
| • 1 Individual Historical Study   | 20% |
| • 1 Exam                          | 30% |



## Music - All Courses

### ENSEMBLE PERFORMANCE

10 Credits

This course focuses on students' performance in the context of an ensemble. Students are required to be a member of an Instrumental OR Vocal Ensemble, this can be an ensemble run by the school or outside of school with negotiation with the teacher. Students will develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music as a member of an ensemble.

- In this subject, students are expected to:
- Apply knowledge and understanding of style, structure, and conventions in performing musical works in an ensemble.
- Apply musical skills and techniques in refining and performing musical works.
- Interpret creative works and express musical ideas.
- Demonstrate responsive collaboration within an ensemble.
- Discuss key musical elements of the repertoire.
- Critique and evaluate own learning within music.

Note: For the purposes of this subject students may perform on one or more instruments, or a combination of instrument(s) and voice.

School assessment:

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

External assessment:

- |  |     |
|--|-----|
| • Assessment Type 3: Performance Portfolio | 30% |
|--|-----|

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

- One performance or set of performances.
- One performance or set of performances and a discussion.
- One performance portfolio.

**Out of school hours rehearsals/performances will occur and full participation is required. Excursion costs of approximately \$20.00 - \$25.00 are a possibility.**

### SOLO PERFORMANCE

10 Credits

This course focuses on students' performance in the context of a soloist. Students will develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music as a soloist.

In this subject, students are expected to:

- Apply knowledge and understanding of style, structure, and conventions in performing musical works
- Apply musical skills and techniques in refining and performing musical works
- Interpret creative works and express musical ideas.
- Develop stage presence and skills in engaging an audience.
- Discuss key musical elements of their chosen repertoire.
- Critique and evaluate own learning within music.

**Note: For the purposes of this subject a performer is an instrumentalist and/or a vocalist, and a performance may be solo or accompanied.**





## Music Cont.

School assessment:

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

External assessment:

- Assessment Type 3: Performance Portfolio 30%

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

- One performance or set of performances.
- One performance or set of performances and a discussion.
- One performance portfolio.

### MUSIC EXPLORATIONS

20 Credits

#### PREQUISITE: Stage 1 Music Advance or Music Experience

This course builds upon knowledge learnt in year 11 Music Explorations and Music Advanced. Through this course students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to music. Students experiment with, explore and manipulate musical elements to learn the art of constructing and deconstructing music. They will continue to develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music.

In this subject, students are expected to:

- Develop and apply knowledge and understanding of musical elements in exploring and experimenting with music.
- Explore and experiment with musical styles, influences, techniques, and/or production.
- Apply musical literacy skills.
- Analyse and discuss musical works.
- Synthesise findings from exploration of and experimentation with music, and express musical ideas.
- Reflect on and critique own learning within music.

School assessment:

- Assessment Type 2: Explorations 40%

External assessment:

- Assessment Type 3: Creative Connections 30%
- Type 1: Musical Literacy 30%

**Out of school hours rehearsals/performances will occur and full participation is required. Excursion costs of approximately \$20.00 - \$25.00 are a possibility.**



## Music Cont.

### MUSIC STUDIES

20 CREDITS

#### PREREQUISITE: Stage 1 Music Advanced

This course aims to develop a complete musician: performer, composer/arranger, musicologist, and critic. Students apply their knowledge and understanding of the elements of music, and musical conventions and styles, to develop and refine their musical works, their musical imagination, and their own ideas about and appreciation of music.



Students create their own compositions, write arrangements, and craft performances of musical works. They reflect on and evaluate their own and others' creative works. Through their studies, students develop and extend their understanding of music theory and standard notation, score-reading, aural skills and application of technical language in discussing and manipulating the elements of music.

In this subject, students are expected to:

- apply knowledge and understanding of musical elements
- apply musical skills and techniques in developing, refining, and presenting creative works
- apply a range of musical literacy skills, including aural perception and notation
- deconstruct, analyse, and interpret musical works and styles, and manipulate musical elements
- synthesise findings and express musical ideas
- reflect on musical influences on own creative works.

School assessment:

- |                                       |     |
|---------------------------------------|-----|
| • Assessment Type 1: Creative Works   | 40% |
| • Assessment Type 2: Musical Literacy | 30% |
| • External assessment:                |     |
| • Assessment Type 3: Examination      | 30% |

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

- one portfolio of creative works
- three musical literacy tasks
- one examination.

**Out of school hours rehearsals/performances will occur and full participation is required. Excursion costs of approximately \$20.00 - \$25.00 are a possibility.**



# Physical Education

## 20 Credits

**HIGHLY RECOMMENDED:** Successful completion of Stage 1 Physical Education.

Students explore the participation in and performance of human physical activities. Students explore their physical capabilities and investigate the factors that influence and improve participation and performance outcomes which lead to greater movement confidence and competence. The three focus areas are: In Movement, Through Movement and About Movement.

Students complete two Diagnostic tasks, one Performance Improvement task and one Group Dynamics task.

Note: A strong sporting background is essential, as is an interest in theoretical aspects of this subject. This course is recommended for students who wish to pursue careers in PE and Sports Science fields or seek employment in the leisure, recreation and fitness industries.

Assessment of this course will follow SACE guidelines. Students will undertake the following assessments:

School Based Assessment:

- Assessment Type 1: Diagnostics 30%
- Assessment Type 2: Improvement Analysis 40%

External Assessment:

- Assessment Type 3: Group Dynamics 30%

# Physics

## 20 Credits

**PREQUISITE:** Successful completion of Stage 1 Physics A or B

This subject covers three topic areas:

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

There is strong emphasis on everyday applications for each topic studied. Skill in algebra and trigonometry is a prerequisite for problem solving.

School based assessment: 70%

- Practical Tasks
- Experiment Reprots
- SHE Investigation
- Tests

External Assessment: 30%

- Exam

**Text Book Costs: Work Book \$60 Study Guide \$30**





## Psychology

### 20 Credits

**HIGHLY RECOMMENDED: Successful completion of at least one semester of Stage 1 Psychology.**

Delve into the complex relationship between the biological, psychological, and social factors that shape our thoughts, feelings, and actions.



In this course, you will explore the intricacies of human behaviour through various contexts from the list of topics below. You will gain hands-on experience in research, applying psychological knowledge to real-world problems, develop critical thinking skills to analyse and interpret data effectively and investigate the impacts Psychological research and advancements have on society.

By the end of the course, you'll have a deeper understanding of the complexities of human behaviour and an appreciation for the ethical considerations involved in studying and practising psychology.

The topics covered are:

- Topic 1: Psychology of the Individual
- Topic 2: Psychological Health and Wellbeing
- Topic 3: Organisational Psychology
- Topic 4: Social Influence
- Topic 5: The Psychology of Learning

School-based Assessment:

- Psychological Investigation Folio
- SHE Investigation 70%
- Skills and Application Tasks

External Assessment:

- 130-minute online examination 30%

**Text Book Costs: Workbook \$60.00 Study Guide \$30.00**

## Sports Studies

### 20 Credits

**HIGHLY RECOMMENDED: Successful completion of Stage 1 Physical Education.**

This course is designed for students with a strong interest in sport, physical activity and health. Students undertake practical sport based units, coaching and community based activities as well as a personal journey of improvement.

Students complete at least three Practical Inquiries, at least one Connections task and one Personal Endeavour.

**Note: This subject is well suited for students who have a strong interest and positive attitude towards physical activity and coaching development. This course is recommended for students with an interest in careers associated with sport and recreation or would like to pursue leadership in sport. Students can study both Stage 2 PE and Sports Studies.**

Assessment of this course will follow SACE guidelines. Students will undertake the following assessments:

School Based Assessment:

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

External Assessment:

- Assessment Type 3: Personal Endeavour 30%

**Additional Charges: There may be an aquatics camp which will be a compulsory part of this course and will cost approximately \$250.**



# Tourism

## 20 Credits

**RECOMMENDED: Successful completion of Stage 1 Tourism or Geography**

“The Tourism Industry will play a significant part in the shaping of our economic, social, political and cultural future.” In this course, students will identify and explain the diverse nature of tourists, tourism and the tourism industry.

They investigate local, national and global tourism and gain an understanding of the complex economic, social, cultural and environmental impact of tourism. A student’s understanding of the sustainable management of tourism is central to this subject.

There is an emphasis on a variety of communication skills and practical skills, such as researching, analyzing, interpreting, evaluating and reviewing which will enable students to meet the challenges of a dynamic and evolving industry.

Students provide evidence of their learning through six to eight assessment tasks, including the external assessment component.

The following assessment types enable students to demonstrate their learning:

School Assessment:

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

External Assessment:

- Exam – 2 hour – short answer, source analysis 30%

**Local and out of the area excursions are mandatory and will provide essential experience and information at a cost of approximately \$25.00.**



## Visual Arts

**PREREQUISITE: Satisfactory completion of any Year 11**

**Visual Arts or Design.**

### **VISUAL ARTS -ART**

The course includes three topics:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

In Visual Thinking, students will follow creative and problem solving processes apply critical thought in responses to visual works, visually record ideas and thoughts and develop/refine practical ideas.

For artists these processes and responses can be either sequentially logical or more unpredictable and spontaneous, depending on the individual or nature of the project. Practical Resolution carries on from Visual Thinking and makes the refined idea a reality. The final products may be made entirely of a single medium or a combination of various media. The 40 page folio can be divided into two 20 page folios with 2 resolved artworks and a 500 word practitioner's statement respectively.

Visual Study involves students' exploration of, and/or experimentation with, one or more styles, ideas, concepts, media, materials, methods, techniques, or technologies. Students base their analysis of visual works on the work of other practitioners and will be individually researched. An A3 folder containing a maximum of 20 A3 pages, along with a 2000 word maximum written text is usual for this assessment type.

Students will have the opportunity to attend the SACE exhibition in Term 1 at a cost of \$25.

School-based Assessment:

- Folio (40 A3 pages of development) 30%
- Practical (2-3 artworks and 1000 word statement) 40%
- External Assessment:
- Visual Study (20, A3 pages and 2000 words) 30%

### **VISUAL ARTS - DESIGN**

**PREREQUISITE: Recommended satisfactory completion of any Year 11 Visual Art or Design**

This course include three topics:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

In Visual Thinking, students will follow creative and problem solving processes apply critical thought in responses to visual works, visually record ideas and thoughts and develop/refine practical ideas.

Design – For designers this means developing and forming briefs that specify parameters for the task as well as following structured design process through to a resolved idea.

Practical Resolution carries on from Visual Thinking and makes the refined idea a reality. The final products may be made entirely of a single medium or a combination of various media. The 40 page folio can be divided into two 20 page folios with 2 resolved artworks and a 500 word practitioner's statement respectively.

Visual Study involves students' exploration of, and/or experimentation with, one or more styles, ideas, concepts, media, materials, methods, techniques, or technologies. Students base their analysis of visual works on the work of other practitioners and will be individually researched. An A3 folder containing a maximum of 20 A3 pages, along with a 2000 word maximum written text is usual for this assessment type.

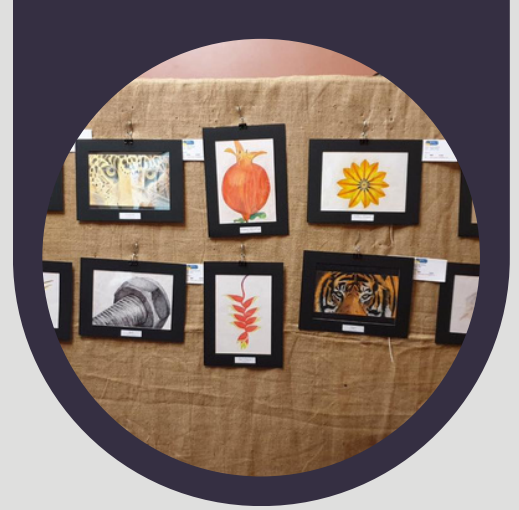
Students will have the opportunity to attend the SACE exhibition in Term 1 at a cost of \$25.

School-based Assessment:

- Folio (40 A3 pages of development) 30%
- Practical (2-3 artworks and 1000 word statement) 40%

External Assessment:

- Visual Study (20, A3 pages and 2000 words) 30%







## Workplace Practices

20 Credits

**RECOMMENDED Background: Nil**

**Note: Students must undertake both a work placement and a volunteer placement as part of this course.**

Students will develop knowledge, skills, and understanding of the nature, types, and structure of workplaces. They will engage in negotiated topics tailored to their needs, interests, and aspirations, gaining insight into issues relevant to their working environment or future career goals.

This subject also includes opportunities for vocational education and training (VET) under the Australian Qualifications Framework (AQF), allowing students to develop and reflect on their capabilities, interests, and aspirations.

There are three areas of study within Workplace Practices:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET) – this can include a TAFE course or a work placement.

Assessment

Students are assessed using the SACE Performance Standards. Evidence of learning is demonstrated through the following assessment types:

- Assessment Type 1: Folio 25%
- Assessment Type 2: Performance 25%
- Assessment Type 3: Reflection 20%
- Assessment Type 4: Investigation 30%

## Industry Connections

20 Credits

**HIGHLY RECOMMENDED: Nil**

**Note: Students must complete a minimum of 10 days of placement, work shadowing, attending career expos, or similar activities.**

Industry Connections is designed for students interested in a particular industry area, allowing them to develop and apply their skills, knowledge, and understanding about that industry. Through an industry-related project, students will enhance their capabilities and employability skills.

This course enables students to engage in industry immersion, providing opportunities to form authentic connections and relationships within the industry. Students will focus on and reflect on their learning in practical ways, using evidence of their actions.

Industry Connections supports various elements of a thriving learner. It enables students to:

- Explore and engage with learning that is relevant and interesting to them (agency).
- Apply their learning to future pathways (ability to transfer learning).
- Develop skills related to industry contexts (deep understanding and skilful action).
- Build a sense of relevance to future work, contributing to the economy, community, and society (belonging and human connectedness).

Students select an industry and/or skills development context upon which to focus their learning. Together, students and teachers co-design authentic learning and skills development activities based on the selected industry and/or skills training context. These activities allow students to develop and refine their skills, exploring and connecting to the industry and a potential career pathway.

Assessment

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