



# Senior School Curriculum **HANDBOOK**



# 2026

## BALAKLAVA HIGH SCHOOL

EXCEL TODAY TO  
CHALLENGE THE FUTURE



**PRINCIPAL**

**Derek Friedrichs**

**SENIOR SCHOOL ASSISTANT PRINCIPAL**

**Carena Brookes**



Government of South Australia  
Department for Education



# Our VISION

“Through the highest quality teaching and in a caring learning environment, students are inspired and supported to achieve their best so they can thrive in their life beyond school.”

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P*ositive Relationships*  
R*espect*  
I*ntegrity*  
D*edication*  
E*xcellence*

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# PRINCIPAL'S Welcome Message

Choosing a school for your child is a big decision for parents and caregivers. This Curriculum Handbook will assist families to navigate our program offerings and showcase the enriching, valuable and life-long learning experiences on offer at Balaklava High School.

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 your child's Homegroup Teacher, the Middle School Assistant Principal or the relevant learning area leader for assistance.

**Derek Friedrichs**  
**Principal**



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BALAKLAVA HIGH SCHOOL

# Leadership TEAM



**CARENA BROOKES**

Assistant Principal  
Senior School



**DEREK FRIEDRICHS**

Principal



**KEV KELLY**

Deputy Principal



**PINA RIBBONS**

Assistant Principal  
Middle School



**DONNA CARPENTER**

Assistant Principal  
Junior School



**ABHI KAUR**

Senior Leader  
Wellbeing & Inclusion



**ASH PARSONS**

Senior Leader  
Wellbeing & FLO



**HANNAH MARSHALL**

Coordinator  
Literacy & English



**AMBER BUICK**

Coordinator  
Numeracy & Maths



**ASHLEIGH LEONELLO**

Coordinator  
Student Engagement



**LUKE CLARK**

Coordinator  
VET & Pathways



**ELLY SWIFT**

Business  
Manager

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## Senior School

Students in Year 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:

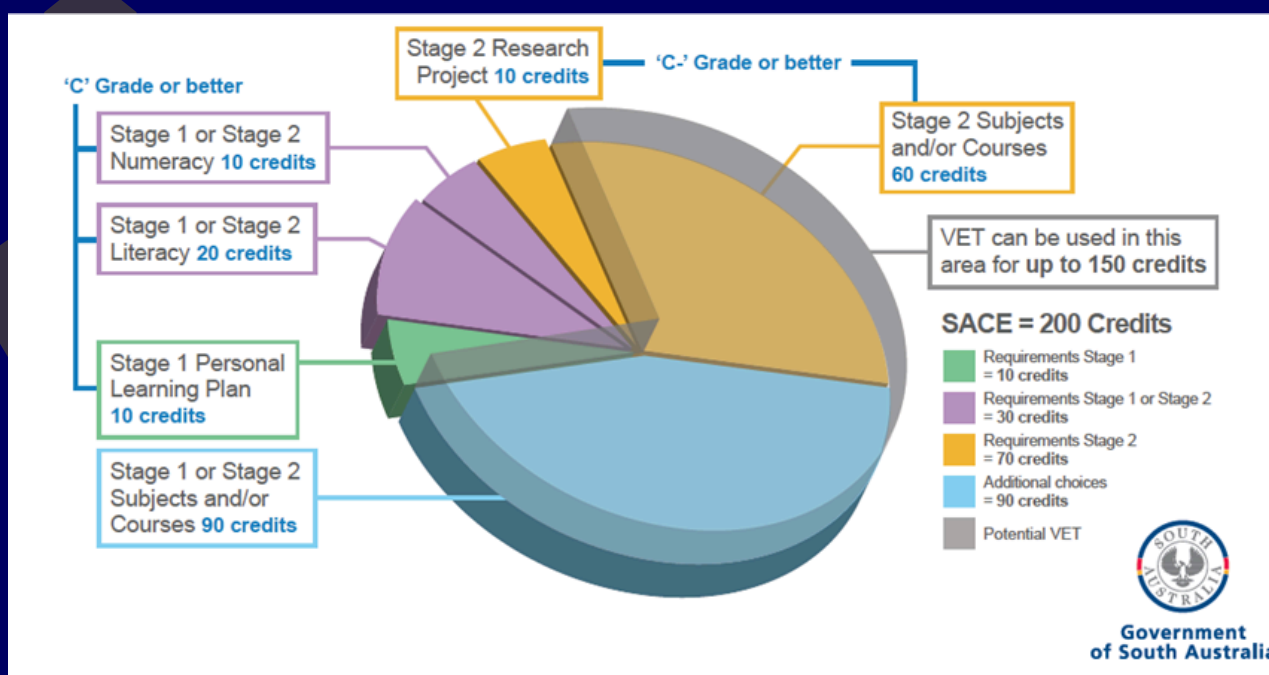
- Complete 200 credits of subjects
  - Stage 1 - 10 Credits awarded per subject per semester
  - Stage 2 - 20 Credits per full year subject
- Achieve a grade of C or better in all compulsory subjects
- Achieve a grade of C- or better in an additional 60 credits in Year 12

### 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)
- 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 prepares students for their SACE journey and equips them with the knowledge, skills, and capabilities required to be thriving learners.

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

Stage 1 Exploring Identities and Futures is a compulsory subject. Students must achieve a C grade or better to meet the compulsory requirements of the SACE.



## Activating Identities & Futures

Building on the learning from Stage 1 Exploring Identities and Futures, Activating Identities and Futures (AIF) aims to foster independent learning and the skills of lifelong learning in students.

AIF requires students to take greater ownership and agency over their learning as they select, test, and explore relevant strategies and perspectives in the pursuit of a Learning Goal of their choice. Students will develop greater awareness and understanding of their own thought processes, decision making, and organisation in relation to the learning process.

Stage 2 Activating Identities and Futures is a compulsory subject. Students must achieve a C- grade or better to meet the compulsory requirements of the SACE.

## 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 and Training (VET) provides students with nationally recognised qualifications and real-world skills that support future employment, apprenticeships, or further study. At Balaklava High School, VET is an important part of our senior secondary curriculum, helping students explore their career interests while working towards their South Australian Certificate of Education (SACE).



VET courses are delivered by external Registered Training Organisations (RTOs) through off-site, online, or regional training programs. Availability may vary depending on the year and provider arrangements. Some school-based or regional delivery models may also be offered depending on the course.

## VET FOR SCHOOL STUDENTS (VfSS)

VET for School Students (VfSS) is a government-supported program that enables eligible students in Years 11 and 12 to enrol in nationally accredited Certificate II or III qualifications aligned to priority industries in South Australia.

### Key Features of VfSS:

- Subsidised by the Department for Education – tuition costs are significantly reduced, but a family contribution is required.
- Delivered by approved external training providers, usually off-site or online.
- Only students in Years 11 and 12 are eligible to participate in VfSS programs. Year 10 students are not eligible for subsidised VfSS training.

### Referral and Enrolment Process:

- All students must complete the VET Readiness Orientation (VETRO) process, which includes:
- A Language, Literacy & Numeracy (LLN) assessment
- Submission of supporting documentation (e.g. work experience evidence)

Balaklava High School supports students to gather evidence and complete referral documentation. Final acceptance into the course is determined by Skills SA and the Registered Training Organisation, based on eligibility and availability.

Certificate II Courses	Certificate III Courses
Certificate II in Automotive Servicing Technology Certificate II in Construction Pathways Certificate II in Electrotechnology Certificate II in Engineering Pathways Certificate II in Retail Cosmetics	Certificate III in Agriculture Certificate III in Beauty Services Certificate III in Carpentry* Certificate III in Early Childhood Education and Care Certificate III in Electrotechnology Electrician* Certificate III in Fabrication Trade – Engineering* Certificate III in Information Technology Certificate III in Plumbing* Certificate III in Rural Operations  * denotes courses undertaken as part of a School-Based Apprenticeship

## ADDITIONAL REQUIREMENTS

- For Certificate II courses, families are required to make a \$50 contribution per enrolment.
- For Certificate III courses, families contribute 40% of the total course cost, with the school funding the remaining 60%.
- Additional costs (e.g. PPE, materials, travel) may apply depending on the course.

# Vocational Education Pathways - Cont.

## STACKABLE VET AND SHORT COURSES

Stackable VET refers to short, targeted training programs that give students specific workplace skills or introductory experience in a chosen industry. These may include nationally accredited units of competency or non-accredited skill sets.

### Key Features of Stackable VET:

- Short in duration – typically 1 to 5 days.
- Designed for Years 10–12 students looking to explore industries or gain micro-credentials.
- Delivered by external Registered Training Organisations.
- May include units that can contribute to a full qualification in future study.

### Enrolment and School Endorsement:

- While students and families are encouraged to research available short courses, enrolment must be managed through the school.
- The school is required to endorse all applications, and this is conditional on the return of a signed Commitment to Pay.
- Students should speak with the VET Coordinator prior to committing to any course.

### Benefits for Students:

- Build industry-relevant skills and experience without committing to a full qualification.
- Gain certificates in areas such as White Card, First Aid, Barista training, or introductory skills in trades, agriculture, or care industries.
- Trial different industries before pursuing full qualifications or apprenticeships.



Courses	Approximate Cost
Barista Accreditation	\$350
First Aid Course	\$200
Responsible Service of Alcohol (RSA)	\$130
White Card Certification	\$180
Food Safety Supervision Skillset	\$200

## ADDITIONAL REQUIREMENTS

- All Stackable VET and Short Courses involve a Gap Fee, which is paid in full by families. The fee varies depending on the course.
- A Commitment to Pay (CTP) agreement must be completed and returned prior to enrolment.
- The CTP outlines the full Gap Fee and must be signed by the student and parent/caregiver.
- The school will not endorse or support enrolment without a signed CTP.





# 2026

## BALAKLAVA HIGH SCHOOL

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### YEAR 11 SUBJECT

# DESCRIPTIONS



# Year 11 Subject Descriptions

10 Credits awarded per subject per semester

## Advancing Identities and Futures (AIF)

Building on the learning from Stage 1 Exploring Identities and Futures, Activating Identities and Futures (AIF) aims to foster independent learning and the skills of lifelong learning in students.

AIF requires students to take greater ownership and agency over their learning as they select, test, and explore relevant strategies and perspectives in the pursuit of a Learning Goal of their choice. Students will develop greater awareness and understanding of their own thought processes, decision making, and organisation in relation to the learning process.

Stage 2 Activating Identities and Futures is a compulsory subject. Students must achieve a C- grade or better to meet the compulsory requirements of the SACE.

### ADDITIONAL REQUIREMENTS

Nil

## Agriculture

### AGRICULTURE A

### AGRICULTURE B

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

### ADDITIONAL REQUIREMENTS

Nil





# YEAR 11 SUBJECT DESCRIPTIONS

## 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

Topics covered are:

- Cells and Micro-organisms
- Multicellular Organisms

### BIOLOGY B

Topics covered are:

- Biodiversity and Ecosystem Dynamics
- Infectious Disease

### ADDITIONAL REQUIREMENTS

Semester 2 Ecology excursion \$20 per student



## Business Innovation A

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!

### ADDITIONAL REQUIREMENTS

Nil

## Business Innovation B

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.

### ADDITIONAL REQUIREMENTS

Nil





# Chemistry

## YEAR 11 SUBJECT DESCRIPTIONS

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.

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

### CHEMISTRY A

The topics for Stage 1 Chemistry are:

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

### CHEMISTRY B

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

### ADDITIONAL REQUIREMENTS

Nil



## 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

### ADDITIONAL REQUIREMENTS

Materials cost \$35

## Creative Arts

### CREATIVE ARTS A

### CREATIVE ARTS B

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.

### ADDITIONAL REQUIREMENTS

SACE exhibition excursion \$25.

# YEAR 11 SUBJECT DESCRIPTIONS

## DRAMA

**Students can choose one or two semesters of Drama**

### DRAMA A

### DRAMA B

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.

### ADDITIONAL REQUIREMENTS

Out of school hours rehearsals/performances will occur and full participation is required.

Excursion costs of approximately \$25.00.



## English - All Courses

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

### ENGLISH - ENGLISH LITERARY STUDIES PATHWAY

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

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

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.

### ADDITIONAL REQUIREMENTS

Nil



# Food and Hospitality

### FOOD AND HOSPITALITY A & B

Students build skills in using technology and applying safe work practices in the preparation, storage, and handling of food, while following current health and safety guidelines. They explore the factors that influence people's food choices and consider the health impacts of these decisions.

Students also develop food presentation techniques and gain insight into the diverse roles within the food and hospitality industry and how it meets the needs of different people and communities.

Areas of study to be explored include:

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

This subject offers a solid foundation for students interested in food, health, and future opportunities in the food and hospitality industry. Students who have selected Food and Hospitality A can also select B.

### ADDITIONAL REQUIREMENTS

Materials cost \$35

Students can be involved in a number of catering tasks.

Students may be required to be involved in some out of school hours work



# 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

### ADDITIONAL REQUIREMENTS

Excursion approximate cost of \$25.00.



# YEAR 11 SUBJECT DESCRIPTIONS

## Health and Wellbeing

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.

### ADDITIONAL REQUIREMENTS

Nil



## 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

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

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

### ADDITIONAL REQUIREMENTS

Nil



## Material Solutions

### **MATERIAL SOLUTIONS A: Welding / Machining**

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.

#### **ADDITIONAL REQUIREMENTS**

Materials charge of \$20.00.

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

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.

#### **ADDITIONAL REQUIREMENTS**

Materials charge of \$20.00.

## 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)**

Mathematics A focuses on developing students' skills in statistical analysis, algebraic modelling and financial mathematics. Students explore and apply statistical techniques to interpret and communicate findings from real-world data. They study polynomial functions and their graphs to model relationships, and investigate exponential growth and decay processes, including the use of logarithms. Financial contexts are used to apply these concepts, enhancing students' ability to make informed decisions involving compound interest, loans and investments.

# YEAR 11 SUBJECT DESCRIPTIONS

## Mathematics Cont.

### **MATHEMATICS B (Semester 2)**

Mathematics B develops students' understanding of trigonometric concepts, introductory differential calculus and linear functions. Students apply trigonometry to solve problems in two and three dimensions, and analyse circular functions and their graphs. They are introduced to the principles of differentiation to investigate rates of change and optimise real-world problems. Linear functions are used to model and interpret relationships, supporting clear analysis and effective problem solving.

### **MATHEMATICS C (Semester 2)**

Mathematics C prepares students for Stage 2 Mathematical Methods by developing advanced algebraic and geometric skills. Students study matrices and their applications, including encoding and decoding ciphers. They extend their understanding of trigonometry through the unit circle and advanced trigonometric identities. The subject also explores Euclidean geometry and 2D vectors to analyse spatial relationships and solve complex geometric problems.

### **ADDITIONAL REQUIREMENTS**

A Casio graphics calculator is required for Mathematics A,B & C - \$275

### **GENERAL MATHEMATICS A**

### **GENERAL MATHEMATICS B**

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.

### **ADDITIONAL REQUIREMENTS**

A Casio graphics calculator is required for General Mathematics - \$275

### **ESSENTIAL MATHEMATICS A**

### **ESSENTIAL MATHEMATICS B**

This subject is designed for:

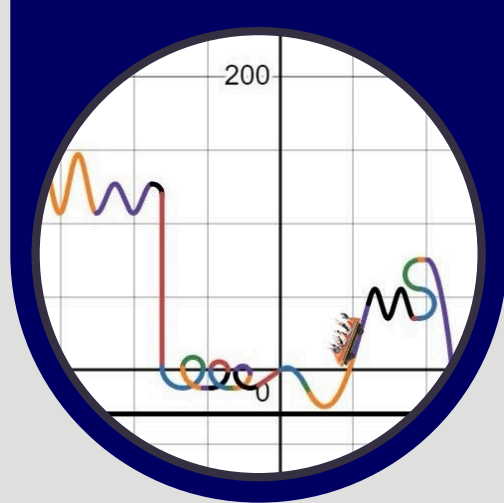
- Students seeking to meet the SACE numeracy requirement, or
- Students who are planning to pursue a career in a range of trades or vocational pathways.

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.

### **ADDITIONAL REQUIREMENTS**

A Casio graphics calculator is required for Essential Mathematics - \$275







## Media Studies

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.

### ADDITIONAL REQUIREMENTS

Nil

## Modern History

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals. Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives.

Students will study two or more topics from the list below:

- Topic 1: Imperialism
- Topic 2: Decolonisation
- Topic 3: Indigenous Peoples
- Topic 4: Social Movements
- Topic 5: Revolution
- Topic 6: Elective

### ADDITIONAL REQUIREMENTS

Excursion approx \$25.00.

## Music

Students can choose one or two semesters of Music.

### 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.

### ADDITIONAL REQUIREMENTS

Nil

# YEAR 11 SUBJECT DESCRIPTIONS

## Physical Education

### PHYSICAL EDUCATION A

### PHYSICAL EDUCATION B

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.

### ADDITIONAL REQUIREMENTS

Nil



## Physics

### PHYSICS A

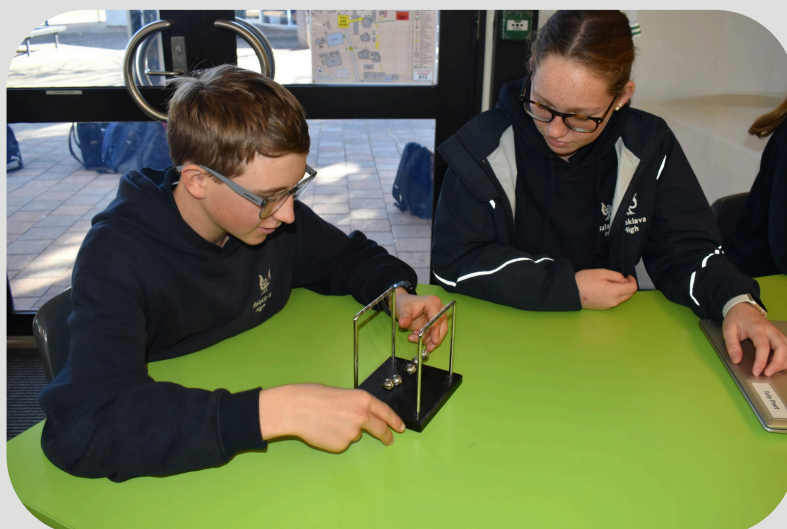
In the first Semester, Physics introduces students to foundational concepts in Motion, Electricity and Heat. Students explore the principles governing linear motion, forces and energy. They examine electric circuits and their components and investigate thermal properties and energy transfer. Emphasis is placed on scientific inquiry, data analysis and problem-solving. Through practical and theoretical learning, students develop skills in scientific reasoning and communication, preparing them for further study in physics and related fields.

### PHYSICS B

Physics in the second semester explores the principles of energy and momentum, waves and radioactivity. Students investigate motion, collisions and conservation laws, study the behaviour and properties of mechanical and electromagnetic waves and examine nuclear structure, decay and radiation. Emphasis is placed on scientific inquiry, data interpretation and problem-solving. Students develop analytical and communication skills through practical investigations and theoretical analysis, laying a strong foundation for further studies in physics.

### ADDITIONAL REQUIREMENTS

Nil





## YEAR 11 SUBJECT DESCRIPTIONS

### 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

Topics may include (two of):

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

#### PSYCHOLOGY B

Two topics chosen from above list not covered in Psychology A

#### ADDITIONAL REQUIREMENTS

Nil

### Tourism

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

#### ADDITIONAL REQUIREMENTS

Excursion approximate cost \$50.

Overnight excursion approximate cost \$250.





# YEAR 11 SUBJECT DESCRIPTIONS

## Visual Arts

### VISUAL ARTS - ART

In Stage 1 Visual Arts – Art, students explore and express their ideas through traditional and contemporary art practices. They develop practical skills by experimenting with materials, techniques, and concepts while working on personal, resolved artworks. Students complete three assessment tasks; A Folio (15 A3 pages) documenting the development of their practical work, including research, idea generation, and experimentation.

Students create Practical Work (1-2 artworks) with a short Practitioner's Statement explaining their process and ideas. Students will also complete a Visual Study (8-12 A3 pages) analysing artworks, techniques and concepts, supported by visual and written responses. Students are assessed against the relevant performance standards for each assessment.

### ADDITIONAL REQUIREMENTS

SACE Art Show in Term 1 approximately \$25

### VISUAL ARTS - DESIGN

In Stage 1 Visual Arts – Design, students explore and express their ideas through chosen areas of design, such as Architecture, Graphic Design, Product Design, or Fashion Design. Students complete three assessment tasks: a Folio (15 A3 pages) documenting the development of their design work, including research, concept development and experimentation; Practical Work (1-2 resolved designs) accompanied by a short Practitioner's Statement explaining their design process and intent; and a Visual Study (8-12 A3 pages) that explores design movements, everyday design applications and analysis of at least two designers and their work. Students are assessed against the relevant SACE performance standards for each assessment.

### ADDITIONAL REQUIREMENTS

SACE Art Show in Term 1 approximately \$25

## Workplace Practices

This subject provides students with the opportunity to explore the nature and structure of the workplace through both theoretical learning and practical experience. In Term 1, students develop a strong understanding of workplace health and safety (WHS), including legislation, rights and responsibilities, and risk management. Students complete WHS training, investigate key issues, and demonstrate understanding through a safety induction task.

The course also includes an industry investigation aligned with students' career interests, and a minimum of 30 hours of work placement or VET. Students maintain a portfolio of their experience and reflect on their learning and development in the workplace. The course supports students in building generic work skills, developing their understanding of workers' rights, and exploring future career pathways. Assessment is based on the SACE Performance Standards for knowledge, application, interaction, and reflection, and includes theory tasks, practical demonstrations and reflective writing.

### ADDITIONAL REQUIREMENTS

Complete 30+ hours of work placement or VET







2026

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YEAR 12 SUBJECT

**DESCRIPTIONS**





# Year 12 Subject Descriptions

20 Credits per full year subject

All subjects except for Community Studies count towards an ATAR

## Agricultural Production

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

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.

### ASSESSMENT:

School-based Assessment:

- Practical Tasks
- SHE Investigation 70%
- Tests

External Assessment:

- Exam (2 hour) 30%

### ADDITIONAL REQUIREMENTS

Text Book Costs:

Workbook	\$60
Study Guide	\$35
Practice Test & Exams Workbook	\$35



## YEAR 12 SUBJECT DESCRIPTIONS

### Business Innovation

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.

#### ADDITIONAL REQUIREMENTS

Nil



### Chemistry



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

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

#### ASSESSMENT

School-based Assessment:

- Practical Tasks
- SHE Investigation 70%
- Tests

External Assessment:

- Exam (2 hour) 30%

#### ADDITIONAL REQUIREMENTS

Text Book Costs:

Workbook \$60

Study Guide \$35

### Child Studies

In this subject, students take a deep dive into the fascinating world of childhood—exploring the journey from conception through to eight years of age. Along the way, they investigate the key factors that influence a child's growth, health, and well-being, while also unpacking how families, society, and culture shape the way children are raised today.

Students will explore how ideas around childhood and parenting vary across communities and generations, and how modern life - full of screens, busy schedules, and shifting family roles - continues to reshape the childhood experience.

Hands-on learning is a major focus. Students will plan and run fun, engaging activities for young children, including interactive play, use of age-appropriate technology, and safe, simple cooking experiences. These practical sessions will help students build confidence, creativity, and real-world skills.

The course is built around five key areas of study:

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

#### ASSESSMENT

School-based Assessment:

Assessment Type 1: Practical Activities 50%

Assessment Type 2: Group Activity 20%

External Assessment:

Assessment Type 3: Investigation 30%

#### ADDITIONAL REQUIREMENTS

Materials cost \$60



# YEAR 12 SUBJECT DESCRIPTIONS

## Creative Arts

In this full-year course, students explore their chosen creative discipline, such as visual arts, design, performing arts, or digital media, through practical and theoretical tasks. They will develop and present original artworks, research creative topics, and refine their technical skills.

Students are encouraged to experiment, reflect on their progress, and work independently as creative practitioners. The course supports the development of real-world skills in planning, problem-solving, and self-expression.

### ASSESSMENT

- Creative Arts Product (1-2) with a supporting folio (20 A3 pages, 2000 words) 50%
- Inquiry - One (2000 word) or two inquiries (up to 1000 words each) 20%
- Practical Skills Assessment (External) - 12 pieces of evidence, 2000 words 30%

### ADDITIONAL REQUIREMENTS

SACE Art Show excursion approx. cost \$25.



## Drama

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.

### ASSESSMENT

School assessment:

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

External assessment:

- Assessment Type 3: Creative Presentation 30%

### ADDITIONAL REQUIREMENTS

Out of school hours rehearsals/performances will occur and full participation is required.

Excursion approximately \$20.00 - \$25.00





## YEAR 12 SUBJECT DESCRIPTIONS

### English

#### ESSENTIAL ENGLISH

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.

#### ASSESSMENT

- 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%

#### ADDITIONAL REQUIREMENTS

Nil

#### ENGLISH

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.

#### ASSESSMENT

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%

#### ADDITIONAL REQUIREMENTS

Excursions approximate cost \$30

#### ENGLISH LITERARY STUDIES

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.



# YEAR 12 SUBJECT DESCRIPTIONS

## English cont.

### ASSESSMENT

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%

### ADDITIONAL REQUIREMENTS

English Literary Studies: Critical Reading Workbook \$40

Excursions approximately \$30



## Food and Hospitality

This subject dives into the exciting and ever-evolving Food and Hospitality industry, both in Australia and around the globe. Students will explore how trends, values, and attitudes shape the industry and influence the way we eat, cook, and connect through food.

Through hands-on learning and critical thinking, students will gain valuable skills and insights relevant to future careers or informed consumer choices.

There may also be opportunities to take part in real-world experiences beyond the classroom—both at school and in the wider community.

The course is structured around five key areas of study:

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

### ASSESSMENT

School based Assessment:

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

External Assessment:

- Investigation 30%

### ADDITIONAL REQUIREMENTS

Materials Cost \$60

Workbook \$35

Students can be involved in a number of catering tasks.

Students may be required to be involved in some out of school hours work.







### 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.

**ASSESSMENT**

School assessment:

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

External assessment:

- Assessment Type 3: Inquiry 30%

**ADDITIONAL REQUIREMENTS**

Nil

### Material Solutions - Metal or Wood

Building upon Stage 1, students undertake more complex projects, applying advanced techniques in woodwork and metalwork. They engage in the full design and realisation process, from conceptualization to evaluation, focusing on:

- Advanced Woodwork: Frame construction techniques, joint construction, gluing, and Computer-Aided Design (CAD).
- Advanced Metalwork: Complex welding projects, CNC machining, and integration of clean technologies.

Through this program, students develop critical thinking, problem-solving, and technical skills, preparing them for further education and careers in design, engineering, and manufacturing industries.

**ASSESSMENT**

School assessment 70%

External assessment:

- Assessment Type Resource Study 30%

**ADDITIONAL REQUIREMENTS**

Materials Charge \$30.

# YEAR 12 SUBJECT DESCRIPTIONS

## Mathematics

### ESSENTIAL MATHEMATICS

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

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

### ADDITIONAL REQUIREMENTS

An approved Casio Graphics Calculator is required for this subject \$275

### GENERAL MATHEMATICS

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

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

### ADDITIONAL REQUIREMENTS

An approved Casio Graphics Calculator is required for this subject \$275

### MATHEMATICAL METHODS

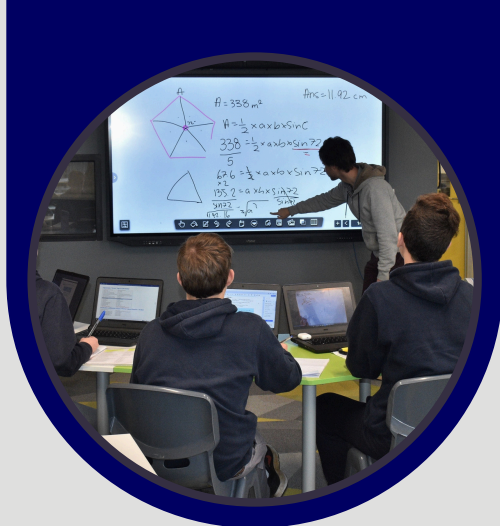
Mathematical Methods develops advanced understanding of calculus and statistics. Students learn to use functions, derivatives and integrals to model real-world processes, providing insight into rates of change and the behaviour of physical systems. Students also apply statistical techniques to describe and analyse phenomena involving uncertainty and variation, supporting informed decision-making and interpretation of data.

### ASSESSMENT

- Tests 50%
- Investigation 20%
- Exam 30%

### ADDITIONAL REQUIREMENTS

An approved Casio Graphics Calculator is required for this subject \$275





### Media Studies

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%

#### ADDITIONAL REQUIREMENTS

Nil

### 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:

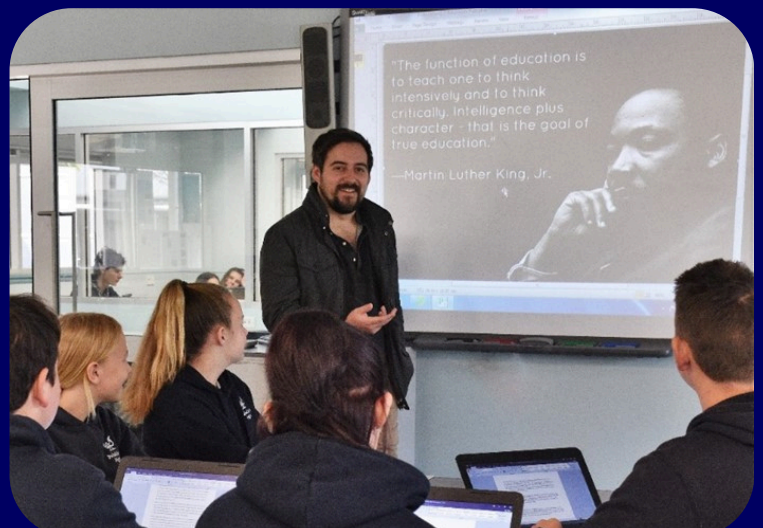
- Germany (1919 – 1945)
- The Changing World Order: The Cold War and its consequences (1945 – Present)
- Individual Historical Study (1750 – Present)

#### ASSESSMENT

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

#### ADDITIONAL REQUIREMENTS

Textbook Costs: \$70





# YEAR 12 SUBJECT DESCRIPTIONS

## Music - All Courses

### ENSEMBLE PERFORMANCE

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.

### ASSESSMENTS

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.

### ADDITIONAL REQUIREMENTS

Out of school hours rehearsals/performances will occur and full participation is required.

Excursion approximate cost \$25.00

### SOLO PERFORMANCE

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.





## Music Cont.

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.

### ASSESSMENT

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.

### ADDITIONAL REQUIREMENTS

Nil

### MUSIC EXPLORATIONS

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.

### ASSESSMENT

School assessment:

- Assessment Type 2: Explorations 40%

External assessment:

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

### ADDITIONAL REQUIREMENTS

Out of school hours rehearsals/performances will occur and full participation is required.

Excursion approximate cost \$25

# YEAR 12 SUBJECT DESCRIPTIONS

## 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

School Based Assessment:

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

External Assessment:

- Assessment Type 3: Group Dynamics 30%

### ADDITIONAL REQUIREMENTS

Nil



## Physics

The study of Physics is constructed around using qualitative and quantitative models, laws and theories to better understand matter, forces, energy and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macro-cosmos and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements and active experimentation over thousands of years.

Topic 1 - Motion and Relativity

Topic 2 - Electromagnetism

Topic 3 - Light and Atoms

### ASSESSMENT

School based assessment: 70%

- Practical Reports
- SHE Investigation
- Tests

External Assessment:

- Exam 30%

### ADDITIONAL REQUIREMENTS

Work Book \$60

Study Guide \$35







## 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

### ASSESSMENT

School-based Assessment:

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

External Assessment:

- 130-minute online examination 30%

### ADDITIONAL REQUIREMENTS

Text Book Costs:      Workbook \$60  
                                  Study Guide \$35

## Sports Studies

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

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 REQUIREMENTS

Aquatics camp approximate cost \$250.

# YEAR 12 SUBJECT DESCRIPTIONS

## Tourism

“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, analysing, 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.

### ASSESSMENT

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

External Assessment:

- Exam – 130 minutes – short answer, source analysis 30%

### ADDITIONAL REQUIREMENTS

Students will be required to attend a camp with an approximate cost of \$600. Students will be encouraged to fundraise for this.

Excursion approximate cost \$50.





### Visual Arts

#### VISUAL ARTS -ART

In this full-year Visual Arts course, students undertake three key topics: Visual Thinking, Practical Resolution, and Visual Arts in Context.

Through creative problem-solving and critical analysis, students generate, develop, and refine ideas in a 40-page Visual Thinking folio (40%), which may be split into two parts. In Practical Resolution (30%), students produce 1-2 practical's (either separate

resolved works or one body of resolved work) accompanied by a 1000-word practitioner's statement. For Visual Arts in Context (30% external assessment), students conduct an in-depth visual study of other practitioners' work, presented in a 20-page 2000-word A3 folio. Across all components, students explore media, techniques, and ideas of personal relevance while developing practical and analytical skills.

#### ASSESSMENT

- Folio - 40 A3 pages which shows a collection of your research, ideas, and experiments that documents the development of the practical assessment 40%
- Practical - Students produce 1-2 practical's (either separate resolved works or one body of resolved work) accompanied by a 1000-word practitioner's statement 30%

External assessment

- Visual Study - Students conduct an in-depth visual study of other practitioners' work, presented in a 20-page 2000-word A3 folio 30%

#### ADDITIONAL REQUIREMENTS

SACE Art Show in Term 1 approximately \$25

#### VISUAL ARTS - DESIGN

In this full-year Visual Arts – Design course, students explore three core topics: Visual Thinking, Practical Resolution, and Visual Arts in Context. In Visual Thinking (40%), students develop design briefs, explore concepts, and follow the structured design process through a 40-page folio of development. This leads into Practical Resolution (30%), where students create 1-2 resolved design works responding to their brief, (either separate resolved works or one body of resolved work), supported by a 1000-word practitioner's statement. The Visual Arts in Context (30% external), involves an independently researched visual study on other practitioners' design work, presented as a 20-page 2000-word A3 folio. Students work with a range of media and develop problem-solving, design thinking, and technical skills.

#### ASSESSMENT

- Folio - Students develop design briefs, explore concepts, and follow the structured design process through a 40-page folio of development. This can also be split into two separate 20 page folios 40%
- Practical - Students create 1-2 resolved design works responding to their brief, (either separate resolved works or one body of resolved work), supported by a 1000-word practitioner's statement 30%
- Visual Study - Students independently research other practitioners' design work, and showcase skill and technique development, presented as a 20-page 2000-word A3 folio (30% external assessment)

#### ADDITIONAL REQUIREMENTS

SACE Art Show in Term 1 approximately \$25

# Workplace Practices

**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%

## ADDITIONAL REQUIREMENTS

25-30 hours of VET course participation or work placement/experience.

25-30 hours of volunteer placement.

