



2020

COURSE DESCRIPTORS

SENIOR SECONDARY

includes SACE Stages 1 and 2



Government of South Australia
Department for Education



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Senior Secondary

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SACE Stage 1 Communications

English *Communications Focus*

SACE Credits 10 + 10

Subject Length 2 Semesters

DESCRIPTION

English is undertaken as a 20-credit subject at Stage 1, and can lead to a 20-credit subject at Stage 2. In this subject, students analyse the interrelationship between author, text, and audience with an emphasis on how language features shape ideas in a range of contexts. This is achieved through reading, viewing, writing, composing, listening, speaking, and using information and communication technologies (ICTs) in appropriate ways and for different purposes. Students are encouraged to read, consider, and appreciate a wide range of texts in various forms and media.

ASSESSMENT

This subject focuses on students demonstrating evidence of their learning through the following assessment types:

40% Responding to Texts

Students analyse the ideas, perspectives, and influences expressed in texts and how these shape their own and others' perspectives.

40% Creating Texts

Students create imaginative, interpretive, and/or persuasive texts for different purposes, contexts, and audiences in written, oral, and/or multi-modal forms.

20% Intertextual Study

Students reflect on their understanding of intertextuality by analysing the relationships between texts, or demonstrating how their knowledge of other texts has influenced the creation of their own texts.

Students should provide evidence of their learning through 8 assessments, with at least 2 assessments from each assessment type. At least 2 assessment tasks should be oral or multi-modal presentations, and at least 2 tasks should be in written form.

PRE-REQUISITE

- Teacher recommendations required.
- Students must have achieved a B grade or higher in Year 10 English.

NOTES

Please be aware this subject involves:

- Reading and analysis of texts.
- Written tasks that are 800-1,000 words in length.
- At least 2 oral presentation of a maximum of 5 minutes each.

SACE Stage 1 Communications

English *Literary Focus*

SACE Credits 10 + 10

Subject Length 2 Semesters

DESCRIPTION

English is undertaken as a 20-credit subject at Stage 1, and can lead to a 20-credit subject at Stage 2. In this subject, students analyse the interrelationship between author, text, and audience with an emphasis on how language features shape ideas in a range of contexts. There is a focus in English on the exploration and development of English skills, strategies, knowledge, and understanding, for a variety of purposes. This is achieved through reading, viewing, writing, composing, listening, speaking, and using information and communication technologies (ICTs) in appropriate ways and for different purposes. Students are encouraged to read, consider, and appreciate a wide range of texts in various forms and media.

ASSESSMENT

This subject focuses on students demonstrating evidence of their learning through the following assessment types:

40% Responding to Texts

Students analyse the ideas, perspectives, and influences expressed in texts and how these shape their own and others' perspectives.

40% Creating Texts

Students create imaginative, interpretive, and/or persuasive texts for different purposes, contexts, and audiences in written, oral, and/or multi-modal forms.

20% Intertextual Study

Students reflect on their understanding of intertextuality by analysing the relationships between texts, or demonstrating how their knowledge of other texts has influenced the creation of their own texts.

Students should provide evidence of their learning through 8 assessments, with at least 2 assessments from each assessment type. At least 2 assessment tasks should be oral or multi-modal presentations, and at least 2 tasks should be in written form.

PRE-REQUISITE

- Teacher recommendations required. Students who intend to select Stage 2 English Literary Studies in 2019, are recommended for this subject.
- Students must have achieved a B grade or higher in Year 10 English.

NOTES

Please be aware this subject involves:

- Reading and an emphasis on critical analysis of complex texts.
- Written tasks that are 800-1,000 words in length.
- At least 2 oral presentations of a maximum of 5 minutes each.

SACE Stage 1 Communications

English as an Additional Language

SACE Credits 10 + 10

Subject Length 2 Semesters

DESCRIPTION

English as an Additional Language is undertaken as a 20-credit subject at Stage 1, and can lead to a 20-credit subject at Stage 2. In this subject, Students will develop and use skills and strategies in communication, comprehension, language and text analysis, and creating texts. Students must present written, oral and multi-modal responses for assessment.

NOTES

All EAL/D students will be automatically enrolled in this course.

ASSESSMENT

This subject focuses on the development of students' skills in communication, comprehension, language and text analysis, and creating text through

50% Responding to Texts Students read and view a variety of texts, including literary, media, and every day texts.

25% Interactive Study Students (the interviewers) conduct an oral interview with one or more people about an issue or an aspect of cultural life.

25% Language Study Students identify and analyse aspects of language used in one or more texts e.g. newspapers, magazines, television extracts etc.

At least one assessment must be an oral or multi-modal response.

Students are assessed against the SACE Stage 1 EAL performance standards.

RECOMMENDATIONS

Teacher recommendations required.

PRE-REQUISITE

Students must have achieved a C grade or higher in Year 10 Communication.

SACE Stage 1 Communications

Essential English

SACE Credits 10 + 10

Subject Length 2 Semesters

DESCRIPTION

Essential English is undertaken as a 20-credit subject at Stage 1, and can lead to a 20-credit subject at Stage 2. 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

This subject focuses on the development of students' skills in communication, comprehension, language and text analysis, and creating text through:

50% Responding to Texts

Students consider ways in which texts communicate information, ideas, and perspectives within the workplace.

50% Creating Texts

Students are supported to create their own written, oral, visual, digital or multi-modal texts by examining the links between language in the workplace.

Students should provide evidence of their learning through 8 assessments, with at least 2 assessments from each assessment type. At least 2 assessment tasks should be oral or multi-modal presentations and at least 2 should be in written form.

PRE-REQUISITE

- Students must achieve a C grade or better in Year 10 Communications.
- Teacher recommendation required.

NOTES

None

English

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

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 multi-modal. 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

For a 20-credit subject, students should provide evidence of their learning through eight assessments, including the external assessment component.

70% School Assessment

30% Responding to Text

Students produce three responses to texts. Two of the responses must be written, and one must be oral. Either the oral response or one of the written pieces may be replaced by a multimodal response. Written responses are to be a maximum 2000 words and an oral response a maximum of 6 minutes.

40% Creating Text

Students create written, oral, and/or multi-modal texts for procedural, imaginative, analytical, persuasive, and/or different purposes. Students create three texts and one writer's statement. At least one text should be written. The three texts should total a maximum of 3000 words, and the writer's statement should be a maximum of 1000 words; an oral and/or multi-modal text or writer's statement should be of equivalent length.

30% External Assessment

30% One Comparative Analysis

Students complete a written comparative analysis of two texts and evaluate how the language features, stylistic features, and conventions in these texts are used to represent ideas, perspectives, and/or aspects of culture, and to influence audiences. These texts can

be selected from one or more of the following categories: extended texts, poetry, drama texts, film texts and media texts. The comparative analysis should be a maximum of 2000 words.

RECOMMENDATIONS

Teacher recommendations required.

PRE-REQUISITE

Students need to have achieved a C grade or higher in either the Stage 1 English Communications or the Stage 1 English Literary course to be recommended for this subject.

NOTES

Please be aware this subject involves:

- A significant amount of writing, mostly in the form of essays
- Oral responses of 6 minutes.

Essential English *EAL/D Focus*

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

The focus is on the ways in which students, individually or in groups, use language to establish and maintain effective connections and interactions with people in different contexts. Students connect with other people in many ways, using a variety of forms for different purposes. When students engage with texts or language they develop skills in making connections with vocational, cultural, or social aspects of their experiences in different contexts, including the wider community. Through the connections they make, students use language skills to interact and work effectively with other people, and to solve problems.

ASSESSMENT

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

70% School Assessment

30% Responding to Texts

Students should read and respond to three different texts. They should undertake at least one of the responses in oral or multimodal form. A written response should be a maximum of 800 words. An oral presentation should be a maximum of 6 minutes; a response in multimodal form should be of equivalent length.

40% Creating Texts

Students produce three texts and undertake at least one of the texts in oral or multimodal form and at least one of the texts in written form. One task must be an Advocacy text. A written response should

be a maximum of 800 words. An oral presentation should be a maximum of 5 minutes; a response in multimodal form should be of equivalent length.

30% External Assessment

30% Language Study

The Language Study is externally assessed. Students undertake one language study that is a maximum of 1500 words if written, or the equivalent in multimodal form.

RECOMMENDATIONS

Teacher recommendations required.

PRE-REQUISITE

Students need to have achieved a C grade or higher in any of the Stage 1 Essential English or English courses to be recommended for this subject.

NOTES

Please be aware this subject involves:

- A focus on different contexts and/or texts within any class group and this may be vocational, cultural, and/or social.
- It is anticipated that from 2018 all assessments (written, oral, and multimodal) will be submitted electronically.

Essential English

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

The focus is on the ways in which students, individually or in groups, use language to establish and maintain effective connections and interactions with people in different contexts. Students connect with other people in many ways, using a variety of forms for different purposes. When students engage with texts or language they develop skills in making connections with vocational, cultural, or social aspects of their experiences in different contexts, including the wider community. Through the connections they make, students use language skills to interact and work effectively with other people, and to solve problems.

ASSESSMENT

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

70% School Assessment
30% Responding to Texts

Students should read and respond to three different texts. They should undertake at least one of the responses in oral or multimodal form. A written response should be a maximum of 800 words. An oral presentation should be a maximum of 6 minutes; a response in multimodal form should be of equivalent length.

40% Creating Texts

Students produce three texts and undertake at least one of the texts in oral or multimodal form and at least one of the texts in written form. One task must be an Advocacy text. A written response should

be a maximum of 800 words. An oral presentation should be a maximum of 5 minutes; a response in multimodal form should be of equivalent length.

30% External Assessment
30% Language Study

The Language Study is externally assessed. Students undertake one language study that is a maximum of 1500 words if written, or the equivalent in multimodal form.

RECOMMENDATIONS

Teacher recommendations required.

PRE-REQUISITE

Students need to have achieved a C grade or higher in any of the Stage 1 Essential English or English courses to be recommended for this subject.

NOTES

Please be aware this subject involves:

- A focus on different contexts and/or texts within any class group and this may be vocational, cultural, and/or social.
- It is anticipated that from 2018 all assessments (written, oral, and multimodal) will be submitted electronically.

SACE Stage 1 Creative Thinking *The Arts*

Creative Arts *Digital Arts Focus*

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

This course provides an in depth study of the Digital Arts creative industries and practitioners within this field. Skill development with this course will be around digital drawing, photo manipulation and some basic forms of animation.

Students will learn about project design process and they will need to demonstrate independent working skills and the ability to evaluate their work and the work of others.

ASSESSMENT

Assessment at Stage 1 is school based.

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

- 1 x Creative Product (including support material)
- 1 x Folio (An Investigation and a Practical Skills Assessment)

RECOMMENDATIONS

Successful completion of either MS Digital Arts or Game Art Academy with a C grade or higher.

PRE-REQUISITE

None

NOTES

This course is intended to lead towards Stage 2 Creative Arts - Digital Arts Focus.

Creative Arts *Personal Project Focus*

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

This course provides an in depth study and hands on approach to the 'behind the scenes' work of various creative industries and is an opportunity to work on collaborative project in small or large teams. Students will also have the opportunity to explore a creative industry and develop the skills required for its applications. Students will study a range of topics related to their creative focus. Generally, students will explore and develop the skills required for their creative focus, discover the use of technology within their creative industry, the career and educational requirements for their profession and finally, the aim, influence and intentions of practitioners within their field.

Examples of related industries are (but not limited to):

- Film making
- Murals
- Exhibition curation
- Illustration
- Performance arts
- Visual Arts

ASSESSMENT

Assessment at Stage 1 is school based.

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

- 1 x Creative Product (including support material)
- 1 x Folio (An Investigation and a Practical Skills Assessment)

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

None

SACE Stage 1 Creative Thinking *The Arts*

Creative Arts *Photography Focus*

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

Photography is not only designed to teach students the functions of the camera but to give them a complete understanding of the Photographic Industry. Students will spend the majority of the course developing their Adobe Photoshop skills and should expect to be able to confidently use the program by the end of the semester. The course offers students access to a wide range of technology including DSLR cameras, studio lighting and backdrops.

ASSESSMENT

Assessment at Stage 1 is school based.

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

- 1 x Creative Product (including support material)
- 1 x Folio (An Investigation and a Practical Skills Assessment)

RECOMMENDATIONS

None

PRE-REQUISITE

Successful completion of either JS or MS Photography with a C grade or higher.

NOTES

This subject is recommended for students interested in studying Stage 2 Photography and for students who are interested in a career in Photography.

SACE Stage 1 Creative Thinking *The Arts*

Dance

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

Stage 1 Dance is designed to prepare students for Stage 2 Dance. Students are assessed on the four main parts of dance such as performance, composition, theory and technique. Students work together as a class and produce a class dance in several different genres and themes. Students learn skills in working together as a group as well as leadership skills. Students have the opportunity to choreograph their 2 minute piece in small groups based on a theme. Choreographic pieces and Class dances are performed at a Dance Night at the end of the semester.

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ASSESSMENT

It is recommended students who want to pursue SACE Stage 2 Dance complete both semester A and B.

Assessment is based on the 4 components.

- Performance
- Composition
- Theory
- Technique

RECOMMENDATIONS

Successful completion Middle School Dance at a C grade or higher.

PRE-REQUISITE

None

NOTES

None

SACE Stage 1 Creative Thinking *The Arts*

Drama

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

This course prepares students for Community Theatre Groups, TV and/or University/TAFE ambitions. This course aims to incorporate all forms of the dramatic arts, students have the opportunity to learn and build on their interests in drama, including Acting, Front of House, Multi-media, Publicity, Promotions, Stage Management, Script Writing, Directing or Design (set, costume, makeup, lighting, sound). This course prepares students for Stage 2 Drama, Community Theatre Groups and/or TV. Areas of study include:

- Performance/Production
- Folio
- Investigation and Presentation

ASSESSMENT

40% Performance/Production
30% Investigation and Presentation
15% Folio-Review
15% Production Journal

RECOMMENDATIONS

Successful completion of Theatre Academy at a C grade or higher is recommended.

PRE-REQUISITE

None

NOTES

A high level of commitment is needed for performances and rehearsals. Students may need to attend some after school activities/performances/festivals to enable them to gain skills and understanding of dramatic elements, to complete this subject to a high standard.

Integrated Learning *Film Studies*

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

Students will conduct an in-depth study of advertising, discovering the evolution of marketing techniques and the controversies associated within the industry. Students will also study the process of film making, examining the influential power of editing to manipulate audience emotions. Students will study the representation of gender in film, examining the evolution of stereotyping in cinema. This course provides the foundation for students can continue to develop skills in filmmaking for Stage 2 with advanced film techniques, pre and post-production work, while studying a range of contemporary media issues faced within Australia.

ASSESSMENT

Assessment is school-based and is comprised of:

- 30% Folio
- 40% Two Products
- 30% Investigation

RECOMMENDATIONS

Successful completion of MS Film Making at a C grade or higher is recommended. Students would benefit from having a high level of interest in creative expression, and a willingness to be involved in collaborative productions.

PRE-REQUISITE

None

NOTES

None

SACE Stage 1 Creative Thinking *The Arts*

Visual Arts *Art*

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

This course is a precursor for Stage 2 Visual Arts. Initially guided by the teacher the course allows students to go on to develop their own areas of interest in Visual Art. Students are introduced to a range of art styles, art genres and practical experiments with media and art techniques to develop themes and ideas which leads to practical artworks and detailed studies of artists and art ideas.

ASSESSMENT

Assessment at Stage 1 Visual Art is school based.

40% Folio

Folio of research and practical ideas.

30% Practical

A practical artwork based on ideas from the folio with a practitioner's statement.

30% Visual Study

Art Genre and /or Artist investigative study.

RECOMMENDATIONS

Successful completion of MS Visual Arts at a C grade or higher is recommended.

PRE-REQUISITE

None

NOTES

None



SACE Stage 2 Creative Thinking *The Arts*

Community Studies A

Arts in the Community

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

This is a community based course. Students investigate artists and art style, then develop a practical artwork of their choice. They then collaboratively plan and participate in a community event. The community event consists of a community based art exhibition where each student exhibits their chosen practical work.

Areas of study:

- Planning and Reflecting- Ongoing reflection of progress and processes
- Research- research into artists and art styles and art terminology
- Practical- Media and material experiments and the production of practical artworks
- Community Project-planning and organisation of a community event to showcase student work.

ASSESSMENT

70% School Based Assessment

- Folio of artwork planning
- Practical artwork
- Practitioner's Statement
- Exhibition planning folio
- Community Event and feedback reflection

30% External Assessment

- **Reflection** 1000 word reflective essay on student work progress and work completion for the topic.

RECOMMENDATIONS

Successful completion of Stage 1 Visual Arts.

PRE-REQUISITE

Successful completion of Stage 1 Visual Arts at a C grade or higher is recommended.

NOTES

None

Creative Arts *Digital Arts Focus*

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

This course provides a focused study of the Digital Arts creative industries and practitioners within this field. Skill development with this course will be around digital drawing, photo manipulation and some basic forms of animation. Students will be able to choose a focus area and develop their knowledge and skills.

Students will learn about project design process and they will need to demonstrate independent working skills and the ability to evaluate their work and the work of others.

ASSESSMENT

Assessment at Stage 2 is a combination of school based and external assessment. Students demonstrate evidence of their learning through the following assessment types:

70% School-based Assessment

50% Two Creative Products
20% Investigation

30% External Assessment

30% Creative Skills Assessment

RECOMMENDATIONS

Successful completion of Stage 1 Creative Arts Digital Arts Focus at a C grade or higher is recommended.

PRE-REQUISITE

An intermediate knowledge of Photoshop and Digital Art processes

NOTES

Students should be aware that in addition to practical based assessment there is a considerable amount of written work, particularly in the form of process journals.

Students may only complete one of the following subjects to achieve SACE:

- Creative Arts *Digital Arts Focus*
- Creative Arts *Personal Project Focus*
- Creative Arts *Photography Focus*

Creative Arts *Personal Project Focus*

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

This course provides an in depth study and hands on approach to the 'behind the scenes' work of various creative industries and is an opportunity to work on collaborative project in small or large teams. Students will also have the opportunity to explore a creative industry and develop the skills required for its applications. Students will study a range of topics related to their creative focus. Generally, students will explore and develop the skills required for their creative focus, discover the use of technology within their creative industry, the career and educational requirements for their profession and finally, the aim, influence and intentions of practitioners within their field. Topics of study are determined by the student's creative interests. For example, students could pursue the study of lighting, audio management, sound engineering, event management, film making, makeup special effects, hair/makeup, costume design, murals, exhibition curation, illustration, performance arts, and digital art.

ASSESSMENT

Assessment at Stage 2 is a combination of school based and external assessment. Students demonstrate evidence of their learning through the following assessment types:

70% School-based Assessment

50% Two Creative Products
20% Investigation

30% External Assessment

30% Creative Skills Assessment

RECOMMENDATIONS

Successful completion of Stage 1 Creative Arts at a C grade or higher is recommended. Students would benefit from having a high level interest in creative expression, and a willingness to participate in collaborative products.

PRE-REQUISITE

None

NOTES

Students should be aware that in addition to practical based assessment there is a considerable amount of written work, particularly in the form of process journals.

Students may only complete one of the following subjects to achieve SACE:

- Creative Arts *Digital Arts Focus*
- Creative Arts *Personal Project Focus*
- Creative Arts *Photography Focus*

Creative Arts *Photography Focus*

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Photography is not only designed to teach students the functions of the camera but to give them a complete understanding of the Photographic Industry. Students will spend the majority of the course developing their Adobe Photoshop skills and should expect to be able to confidently use the program by the end of the semester. The course offers students access to a wide range of technology including DSLR cameras, studio lighting and backdrops.

ASSESSMENT

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

- 1 x Creative Product (including support material)
- 1 x Folio (An Investigation and a Practical Skills Assessment)

RECOMMENDATIONS

None

PRE-REQUISITE

Successful completion of Stage 1 Creative Arts Photography Focus with a C grade or higher.

NOTES

Students should be aware that in addition to practical based assessment there is a considerable amount of written work, particularly in the form of process journals.

Students may only complete one of the following subjects to achieve SACE:

- Creative Arts *Digital Arts Focus*
- Creative Arts *Personal Project Focus*
- Creative Arts *Photography Focus*



Dance

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Students study technique, composition, performance, and critical analysis. Students choreograph and organise an entire 4 minute performance based on a theme using the elements of dance. Students are not required to dance in their own piece and can select their own dancers. Students write a choreographic research and analysis folio on their choreographic piece.

The folio is presented in a folder with all research, media, reflection, inspiration, processes and analysis shown in logical order. Students summarise their experience in 1500 words for moderation. The Stage 2 class presents a moderation performance at the Shedley Theatre where each student must be on stage for 15 minutes. All students must be seen in a solo, duo, or trio capacity for at least 1 minute consecutively. The group production will be marked by external assessors with reference to the performance standards. Students learn 9 technique exercises which are designed to show the various skills in posture, alignment and flexibility. Exercises are filmed and sent to moderation. The critical analysis involves writing a historical and contemporary essay.

Stage 2 Dance consists of three areas of study:

- Skills Development (4 minute Choreography and Technique exam with folio)
- Critical Analysis (Historical and Contemporary essay)
- Group Production (Moderation performance)

ASSESSMENT

The Dance Subject Outline includes performance standards, which describe five levels of achievement that are reported with grades A to E at the student's completion of the subject. The school-based assessments and the external assessment will be marked with reference to the performance standards.

50% Practical Skills
20% Written response
30% Performance

RECOMMENDATIONS

Successful completion of Stage 1 Dance at a C grade or higher.

PRE-REQUISITE

None

NOTES

None



Drama

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

This course prepares students for Community Theatre Groups, TV and/or University/TAFE ambitions. This course aims to incorporate all forms of the dramatic arts, students have the opportunity to enhance and present their abilities in Acting, Front of House, Multi-media, Publicity, Promotions, Stage Management, Script Writing, Directing or Design (set, costume, makeup, lighting, sound).

Areas of study include:

- Group Performance
- Folio (Review and Reflection)
- Interpretative Study.
- Production

ASSESSMENT

Assessment includes two components:

School-based Assessment

- 20% Group Performance
- 30% Folio (Review and Reflection)
- 20% Interpretative Study

External Assessment

- 30% Full School Production (with Drama Academy students)

RECOMMENDATIONS

Successful completion of Stage 1 Drama at a C grade or higher is recommended. Students would benefit from having a high level interest in creative expression, and a willingness to be involved in collaborative productions.

PRE-REQUISITE

None

NOTES

A high level of commitment is needed for performances and rehearsals. Students may need to attend some after school activities/performances/festivals to enable them to gain skills and understanding of dramatic elements, to complete this subject to a high standard.

Integrated Learning *Film Studies*

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Students in this course will study in-depth film theory topics. Students will study Cult Cinema and examine the process unconventional films go through to become cult classics such as Donnie Darko, Dusk til Dawn and Reservoir Dogs. Students will also study the power and influence of the Auteur Theory in modern film making, advertising and their own identity. Finally, students will study the process of short film making, providing them with the final skills, contacts and knowledge required for continuing their contribution to film making, beyond school.

Topics include the following three themes:

- Cult Cinema and its Pioneers
- The Auteur Theory
- The Conventions of Short Film Making

ASSESSMENT

Assessment includes two components:

School-based Assessment

30% Folio
40% Two Products

External Assessment

30% Investigation

RECOMMENDATIONS

Successful completion of Stage 1 Film Studies at a C grade or higher is recommended. Students would benefit from having a high level interest in creative expression, and a willingness to be involved in collaborative productions.

PRE-REQUISITE

None

NOTES

Please be aware this subject involves an extensive amount of theory. However, all tasks can be written, presented orally or filmed in a multi-modal.

- Students may only complete one Integrated Learning subject to achieve SACE with an ATAR.
- Students may only complete two Integrated Learning subjects to achieve SACE.



Visual Arts *Art*

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

This is a self-directed course which involves detailed exploration and research into several areas of Visual Art. Students develop themes and ideas and undertake comprehensive studies of artists and art ideas to develop their personal aesthetic. They explore and document a range of materials, techniques and art processes to develop a series of practical artworks.

ASSESSMENT

Assessment will be 5-6 task across 3 types of assessment types.

School-based Assessment

- 40% 2 x 20 page folios
- Folios of research and practical ideas.
- 30% 2 x Practical artworks
- Practical artworks with practitioner statements.

External Assessment

- 30% Visual Study
- Art based research folio

RECOMMENDATIONS

Successful completion of Stage 1 Visual Arts at a B grade or higher.

PRE-REQUISITE

Successful completion of Stage 1 Visual Arts at a C+ grade or higher.

NOTES

If prerequisite is not met, Stage 2 Arts and The Community should be considered instead.

SACE Stage 1 Creative Thinking *Technology* **Digital Communication Solutions** *ICT/Game Development*

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

In the course students will complete self-paced modules.

These modules may include topics such as:

- ICT
- Game Development

To be successful in this course student must achieve a C+ in at least two modules.

ASSESSMENT

N/A

RECOMMENDATIONS

None

PRE-REQUISITE

Must have Achieved a C+ Standard in at least 2 Modules Stage 1 in Digital Technologies.

NOTES

None

SACE Stage 1 Creative Thinking *Technology* **Industry & Entrepreneurial Solutions** ***Woodwork / Metalwork***

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

In this course students will complete self-paced modules.

These modules may include topics such as:

- Metalwork
- Woodwork
- Outdoor Construction

To be successful in this course student must achieve a C+ in at least two modules.

ASSESSMENT

N/A

RECOMMENDATIONS

None

PRE-REQUISITE

Must have Achieved a C+ Standard in at least 2 Modules in Middle School Material Solutions.

NOTES

None

Information Processing & Publishing

SACE Credits 10

Subject Length 1 Semester

DESCRIPTION

Students will learn to use publishing software to design documents of a business nature - both for printing and digital displays. The topics have a practical basis and emphasise the development of skills and understanding in designing, making, and critiquing publications and presentations.

PRE-REQUISITE

None, although an interest in creative arts and/or technology would be an advantage.

NOTES

None

TOPICS

Theory and practical tasks undertaken during this course include:

- Advertisements
- Flyers
- Menus
- Bookmarks
- Brochures
- Magazine / book articles
- Catalogues
- Copyright (issues analysis)
- E-waste (issues analysis)

ASSESSMENT

School-based Assessment

50% Practical Skills

- includes 3 x practical skills assessments

20% Issues Analysis

- includes 1 x issues analysis

30% Product and Documentation

- includes 1 x major project + 400 words evaluation

RECOMMENDATIONS

None

SACE Stage 1 Creative Thinking *Technology* **Material Solutions** *Woodwork / Metalwork*

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

In this course students will complete self-paced modules.

These modules may include topics such as:

- Metalwork
- Woodwork
- Outdoor Construction

To be successful in this course student must achieve a C+ in at least two modules.

ASSESSMENT

N/A

RECOMMENDATIONS

None

PRE-REQUISITE

Must have Achieved a C+ Standard in at least 2 Modules in Middle School Material Solutions.

NOTES

None

Robotics & Electronic Systems

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

In this course students will complete self-paced modules.

These Modules may include topics such as:

- Robotics
- STEM
- Systems and Controls

To be successful in this course student must achieve a C+ in at least two modules.

ASSESSMENT

N/A

RECOMMENDATIONS

None

PRE-REQUISITE

Must have Achieved a C+ Standard in at least 2 Modules in Middle School Material Solutions.

NOTES

None

SACE Stage 2 Creative Thinking *Technology* **Digital Communication Solutions** *ICT/Game Development*



SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

In the course students will complete self-paced modules.

These modules may include topics such as:

- ICT
- Game Development

To be successful in this course student must achieve a C+ in at least two modules.

ASSESSMENT

N/A

RECOMMENDATIONS

None

PRE-REQUISITE

Must have Achieved a C+ Standard in at least 2 Modules in Digital Technologies.

NOTES

None



SACE Stage 2 Creative Thinking *Technology* **Industry & Entrepreneurial Solutions** ***Woodwork / Metalwork***

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

In this course students will complete self-paced modules.

These modules may include topics such as:

- Metalwork
- Woodwork
- Outdoor Construction

To be successful in this course student must achieve a C+ in at least two modules.

ASSESSMENT

N/A

RECOMMENDATIONS

None

PRE-REQUISITE

Must have Achieved a C+ Standard in at least 2 Modules in Middle School Material Solutions.

NOTES

None

Information Processing & Publishing

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Students use computer technology and apply the design process to develop and present desktop publishing solutions to design briefs. They apply the principles of design and page layout (e.g. the use of fonts, text enhancement, graphics, white space, and colour) in completing tasks.

TOPICS

Desktop Publishing involves the use of a computer and page layout and other software to assemble text and graphics electronically for publishing. Tasks may include creating leaflets, brochures, menus, magazines, newsletters and advertising material.

Business Documents involves the use of computer hardware and software to present and display material for the purpose of communication in a business context. Tasks may include letters, reports, tables, memoranda, forms, agreements, financial statements, newsletters, programs, and itineraries.

ASSESSMENT

70% School-based Assessment

40% Practical Skills

- includes 5 x practical skills assessments

30% Issues Analysis

- 1 x issues analysis (1200 words / 8 minutes oral)
- 1 x technical and operational understanding (1000 words / 6 minutes oral)

30% External Assessment

30% Product and Documentation

- includes 1 x major design project + 1500 words documenting the design process

RECOMMENDATIONS

None

PRE-REQUISITE

- Stage 1 IPP desired, but not essential.
- An interest in creative arts and/or technology would be an advantage.

NOTES

None



SACE Stage 2 Creative Thinking *Technology* **Material Solutions** *Woodwork / Metalwork*

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

In this course students will complete self-paced modules.

These modules may include topics such as:

- Metalwork
- Woodwork
- Outdoor Construction

To be successful in this course student must achieve a C+ in at least two modules.

ASSESSMENT

N/A

RECOMMENDATIONS

None

PRE-REQUISITE

Must have Achieved a C+ Standard in at least 2 Modules in Stage 1 Material Solutions.

NOTES

None



Robotics & Electronic Systems

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

In this course students will complete self-paced modules.

These Modules may include topics such as:

- Robotics
- STEM
- Systems and Controls

To be successful in this course student must achieve a C+ in at least two modules.

ASSESSMENT

N/A

RECOMMENDATIONS

None

PRE-REQUISITE

Must have Achieved a C+ Standard in at least 2 Modules in Stage 1 Material Solutions.

NOTES

None

SACE Stage 1 Food and Hospitality

Child Studies

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

Students will develop skills, knowledge and understanding in the child studies program to explore contemporary issues related to children, in particular healthy eating, safety and the impact of technology.

TOPICS

Students will have four assessment tasks consisting of:

- Baby Food suitable for a 9 month old baby.
- Book Pack suitable for a primary school aged child.
- Baby Simulator .
- Investigation – Child Rights.

ASSESSMENT

Assessment includes the following components:

50% Practical Activity
20% Group Activity
30% Investigation

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

Students can select Stage 1 Child Studies as a one or two semester subject.

SACE Stage 1 Food and Hospitality

Food and Hospitality

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

Students develop skills and knowledge surrounding the Food and Hospitality industry. They explore knowledge of contemporary issues related to the industry, in particular healthy eating and catering for functions.

TOPICS

Semester 1

High Risk Foods select, prepare and present a dish with at least two high risk foods

Cultural Dessert Select, prepare and present a dessert from a chosen culture that would be suitable on a café or restaurant dessert menu

Catering for a school based community event select, prepare and present a three course meal at a theatre style event.

Investigation write a 600 word report on the Food & Hospitality industry.

Semester 2

Gourmet Breakfast plan, prepare and present a gourmet breakfast dish that would be suitable to be served at a café.

Dessert Sharing plan, prepare and present a dessert that would be suitable to be served in a dessert restaurant.

Allergies and intolerances in groups plan and prepare a take away style food option that is suitable for a particular dietary requirement which would be appropriate for service at the Royal Adelaide Show.

Investigation write a 600 word report on one chosen Food & Hospitality career.

ASSESSMENT

School-based Assessment

50% Practical Activity
20% Group Activity
30% Investigation

RECOMMENDATIONS

An achievement level of a 'C' or better in Year 10 Food & Hospitality based subjects is highly recommended.

PRE-REQUISITE

None

NOTES

None

Child Studies

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Students develop and demonstrate their skills, understanding and knowledge with a strong emphasis on the development of 4 to 8-year olds. Students work individually and collaboratively to complete practical tasks and, where appropriate, can choose the form (written, oral, multi-modal) to provide the evidence of learning. They are encouraged to use a variety of primary and secondary sources to support their learning.

TOPICS

Kitchen Safety Individually select a food recipe that allows you to interact one-on-one with a child in the kitchen with a focus on safe working practices.

Adapting the Family Meal Individually complete an action plan in which you identify and discuss relevant issues concerning the development of an appropriate meal that caters to the need of 'your' family (2 adults, 4 year old and 8 month old child).

Literacy Kit Investigate and analyse the importance of literature and stories on the emotional and social development of young children. Choose a children's story and create a kit that can be used with the children's story book.

Children's Toys Create a children's toy suitable for children under three years of age, which complies with Australian Safety Standards for children's toys

Healthy Canteen As a group, plan and prepare a range of food products suitable to be offered in a primary school canteen.

Lead a Lesson As a group, plan and run a learning activity based around the theme of 'Technology and Play' which is suitable for a group of students from a junior primary class.

Investigation students select their own topic and produce a 2000 word report.

ASSESSMENT

School-based Assessment

50% Practical Activity
20% Group Activity

External Assessment

30% Investigation

RECOMMENDATIONS

An achievement level of 'C' or better in Stage 1 Child Studies is highly recommended however, it is not a compulsory requirement.

PRE-REQUISITE

None

NOTES

None



SACE Stage 2 Food and Hospitality **Community Studies A** *Food & the Community*

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

This course is designed for students that have a keen interest in food and cooking. Students need to be aware that this course is a Community Studies B subject and therefore does not contribute to an ATAR score. This course is a good complement to those undertaking a VET course in either Kitchen Operation or Food Processing.

Within this course students will actively participate in catering for school and community events, providing practical hospitality experience. Students will work both independently and in groups.

TOPICS

- Canapes and Finger food
- Catering to Food Allergies & Dietary needs
- Pastries and desserts
- Healthy fast food

ASSESSMENT

School-based Assessment

70% Folio

External Assessment

30% Community Application Activity

RECOMMENDATIONS

An achievement level of 'C' or better in Stage 1 Food & Hospitality is highly recommended but not a prerequisite for this subject.

PRE-REQUISITE

None

NOTES

None



Food and Hospitality

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

This program provides opportunities for students to participate in a range of practical activities that reflect dining experiences in the local region and the city of Adelaide. It allows for the demonstration of skills, knowledge and understanding related to the food and hospitality industry. Students are encouraged to use a variety of primary and secondary sources to support their learning. Accessing food and hospitality establishments in Adelaide and the local region is an important element of this program.

TOPICS

Signature dessert plan, prepare and present a signature dessert suitable for a wedding.

Hola Mexico select, prepare and present a Mexican inspired dish suitable for lunch service at a modern food establishment in Australia.

Modern Kitchen Technology select, prepare and present a classic Modern Australian dish that has been completed without the use of a stove burner, the dish must be of a high quality suitable for service in a modern Australian hospitality establishment.

Healthy Eating Trends Select, prepare and present one dish containing current on trend healthy ingredients suitable for brunch or lunch service at contemporary Australian cafe.

Affordable Menu select, prepare and present a dish suitable to be served as part of a \$15.00 dinner menu at contemporary Australian restaurant.

Street Food cater with street food style cuisine utilising barbecues outside, considering safe food handling practices, with particular attention to keeping foods outside of the temperature danger zone and away from pests as it is an outdoor event.

Investigation students select their own contemporary issue and produce a 2000 word report.

ASSESSMENT

Assessment includes two components

70% School-based Assessment

50% Practical Activity
20% Group Activity

30% External Assessment

30% Investigation

RECOMMENDATIONS

An achievement level of 'C' or better in Stage 1 Food & Hospitality is highly recommended but not a prerequisite for this subject.

PRE-REQUISITE

None

NOTES

None

Ancient Studies

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

Students learn about the history, literature, society and culture of ancient civilisations, which may include Asia-Australia, the Americas, Europe and Western Asia, and the classical civilisations of Greece and Rome. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies.

TOPICS

- Inquiry Skills
- Daily Life
- Military Conflict
- Political Power
- Religion
- Literature

ASSESSMENT

40% Sources Analysis
40% Group Activity
20% Investigation

RECOMMENDATIONS

Achievement of a C or higher in any Global Studies course.

PRE-REQUISITE

None

NOTES

Excursions will incur a cost.

SACE Stage 1 Global Studies

Business Innovation

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

Focused around Playford's very own Coffee & Co cafe, students will learn how to successfully manage a small enterprise within a team-taught composite class. Students attempting Stage 1 Business Innovation will be responsible for the day-to-day running of the cafe, whereby gaining skills in financial decision-making, communication, networking and problem-solving. Students completing Stage 2 Business & Enterprise will evaluate the theories that underpin successful business operations, lending their expertise to enhance the Coffee & Co venture.

40

ASSESSMENT

75% Business Skills

25% Business Pitch

RECOMMENDATIONS

Achievement of a C or higher in Rewards & Rip-Offs or Shark Tank eSchool.

PRE-REQUISITE

None

NOTES

None

SACE Stage 1 Global Studies

Geography

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

Geographers develop an appreciation of the spatial interrelationships between people, places and environments. Examples of topics that you could choose to study include rural places, urban places, megacities, natural hazards, biological hazards and contemporary issues affecting you locally or globally.

ASSESSMENT

N/A

RECOMMENDATIONS

A keenness to learn skills, attend fieldwork (excursions) and develop knowledge of the world through experience.

PRE-REQUISITE

Successful completion of any previous Global Studies course.

NOTES

Excursions will carry a cost. (Students to pay 30% of total).

SACE Stage 1 Global Studies

Modern History

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

Students of Modern History explore changes within the world since 1750, examining developments and movements, the ideas that inspired them and impacts for societies, systems and individuals. Students will study (and choose) from the following list; imperialism, decolonisation, indigenous peoples, social improvements, revolution and self-chosen elective. At Stage 1, students explore changes within the world since 1750. At Stage 2, students investigate the growth of modern nations and events in the world since 1945.

ASSESSMENT

N/A

RECOMMENDATIONS

A willingness to study sources, a keen inquiring mind and a love of learning the past.

PRE-REQUISITE

An interest in studying history. Successful completion of any previous Global Studies course. This subject has an electronic examination.

NOTES

Excursions will carry a cost. (Students to pay (30% of total)



Ancient Studies

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Students learn about the history, literature, society and culture of ancient civilisations, which may include Asia-Australia, the Americas, Europe and Western Asia, and the classical civilisations of Greece and Rome. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies.

TOPICS

- Inquiry Skills
- Daily Life
- Military Conflict
- Political Power
- Religion
- Literature

ASSESSMENT

50% Folio
20% Interaction
30% Investigation

RECOMMENDATIONS

Achievement of a C or higher in any Global Studies course.

PRE-REQUISITE

None

NOTES

Excursions will incur a cost.

Business Innovation

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

In Business Innovation students engage with complex, dynamic, real-world problems, to identify and design, test, and communicate viable business solutions. Through design thinking and direct involvement in innovation, students not only develop but also understand and apply their critical and creative thinking skills.

Through the curriculum delivered in Stage 2 Business Innovation, students can work on developing their own business (Business Plan and Pitch), with the support of the school.

This subject is structured around three key contexts:

1. Designing Business
2. Sustaining Business
3. Transforming Business

Students explore at least two of these contexts. Through these contexts, students develop and apply their understanding of the following underpinning learning strands:

- Innovation
- Decision-making and project management
- Financial literacy and information management
- Global, local, and digital perspectives

Students gain an understanding of fundamental business concepts and ideas, including:

- The nature and structure of business
- Sources of finance
- Forms of ownership
- Legal responsibilities and requirements

This understanding is extended and applied through each of the learning strands.

ASSESSMENT

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

70% School Assessment

- 40% Business Skills
- 30% Business Model

30% External Assessment

- 30% Business Plan and Pitch

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

- Four business skills tasks
- One business model
- One business plan and pitch

RECOMMENDATIONS

None

PRE-REQUISITE

None

NOTES

None

Research Project A&B

SACE Credits 10

Subject Length 1 Semester

DESCRIPTION

Students must achieve a C– grade or better to complete the subject successfully and gain their SACE. Students enrol in either Research Project A or Research Project B.

Students choose a research question that is based on an area of interest to them. They explore and develop one or more capabilities in the context of their research. The term 'research' is used broadly and may include practical or technical investigations, formal research, or exploratory inquiries. The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world.

It enables students to develop vital skills of planning, research, synthesis, evaluation, and project management. The Research Project enables students to explore an area of interest in depth, while developing skills to prepare them for further education, training, and work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems.

ASSESSMENT

ASSESSMENT TYPE 1: FOLIO (30%) – 10 PAGES

The Folio is a record of the student's research. Students develop a research question and then select and present evidence of their learning from the planning and development stages of the research project. The Folio includes a proposal (evidence of planning), and evidence of the research development, which may take a variety of forms, including a discussion.

ASSESSMENT TYPE 2: RESEARCH OUTCOME (40%) – 2000 WORDS (RPB) 1500 WORDS (RPA)

The Research Outcome is the resolution of the research question, through the presentation of the key findings from the

research. Students identify the intended audience for their Research Outcome, and consider the value of their research to this audience. The form and language of the Research Outcome should be appropriate to the intended audience. In resolving the research question, students come to a position or conclusion as a response to their research question.

EXTERNAL ASSESSMENT

RESEARCH PROJECT B

Assessment type 3: evaluation (30%) – 150-word summary and a maximum of 1500 words (excluding the written summary)

For this assessment type, students:

- evaluate the usefulness of the research processes used specific to the research question.
- evaluate decisions made in response to challenges and/or opportunities specific to the research processes used.
- evaluate the quality of the Research Outcome.
- organise their information coherently and communicate ideas accurately and appropriately.

RESEARCH PROJECT A

Assessment type 3: review (30%) – 150-word summary and a maximum of 1500 words (excluding the written summary) students can choose to present their external in written, oral, or multimodal form.

For this assessment type, students:

- review knowledge and skills developed in response to the research question.
- Students review their knowledge and skills by discussing the information that they initially had and how this has developed over the period of research, providing examples.
- discuss the decisions made in response to challenges and/or opportunities.
- reflect on the quality of the Research Outcome.

SACE Stage 2 Interdisciplinary

Workplace Practices

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

This subject is designed to prepare students for the working world. In this subject students will develop knowledge based around their individual future career path. Students will develop an understanding of work health safety, applying for jobs in their chosen industry, challenges faced in the working world and understanding workplace environments.

Through this subject students will undergo 50-60 hours of work experience in their chosen industry. Through work experience students develop a deeper understanding of the workplace and gain experiences which they reflect upon. Through engaging with work-skill development programs such as the Beacon High Impact Program and Mock interviews students will be exposed to experiences which will help to develop their confidence to prepare them for work experience and the ever changing work-force.

Students will develop knowledge and sense of understanding how to plan for their future career pathways and how to achieve their career goals leading into year 12 and beyond.

TOPICS

- Industry Research
- Finding Employment
- Workplace Learning
- Industrial Relations
- Career Development

ASSESSMENT

Assessment is marked against the SACE performance standards. Assessment includes the following components:

70% School Based Assessment

- 25% Folio
- 25% Performance
- 20% Reflections

30% External Assessment

- 30% Investigation (Practical or issue)

RECOMMENDATIONS

Successful completion of PLP at a C grade or higher is recommended.

PRE-REQUISITE

None

NOTES

Students may only complete one of the following subjects to achieve SACE with ATAR:

- Workplace Practices
- Workplace Practices *ADF Academy*

Workplace Practices *ADF Academy*

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

ADF (Australian Defence Force) Academy is an opportunity for students to learn what is required to join the ADF. Students who select to be a part of the ADF Academy will need to demonstrate a passion and interest in ADF. Students will be guided through the process and requirements of joining the ADF. The subject will contain both a practical and theoretical component, in which students will be required to demonstrate their knowledge, skills, understanding and their ability to apply these things in challenging ADF member situation. This academy aims to enlighten students about the various trades and positions available through the ADF through workshops and a compulsory 2 week work placement.

By working in groups students are learning teamwork and communication skills, instant problem-solving is required when participating in ADF instructed activities. Students will gain skills by integration, collaboration, and increase confidence when participating in ADF team building base programs.

ASSESSMENT

Assessment is marked against the SACE performance standards. Assessment includes the following components:

70% School Based Assessment

- 25% Folio
- 25% Performance
- 20% Reflections

30% External Assessment

30% Investigation (Practical or issue)

RECOMMENDATIONS

Successful completion of PLP at a C grade or higher is recommended.

PRE-REQUISITE

All students are required to be 15 years or older.

NOTES

Students may only complete one of the following subjects to achieve SACE with ATAR:

- Workplace Practices
- Workplace Practices *ADF Academy*

SACE Stage 1 Languages

Chinese

SACE Credits 10 + 10

Subject Length 2 Semesters

DESCRIPTION

In this course students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness and understanding of the Chinese language and culture in relation to their own. Students reflect on their own attitudes, beliefs and values, and develop an understanding of how culture and identity are expressed through language. Students develop and apply linguistic and inter-cultural knowledge, understandings and skills by interacting with others, creating texts in Chinese, analysing a range of texts in Chinese and examining relationships between language, culture and identity.

TOPICS

Students explore a range of prescribed themes and topics from the perspective of diverse individuals and groups in their Chinese speaking communities and in their own community.

ASSESSMENT

- 20% Interaction: China scholarship
- 20% Text Production: Article
- 20% Text Analysis: Reading and responding
- 20% Investigation: Response in Chinese
- 20% Investigation: Reflective response in English

RECOMMENDATIONS

Please note that Eligibility Guidelines apply to this subject.

PRE-REQUISITE

This course is for anyone who has had exposure to the Chinese language at least 3 years.

NOTES

None

SACE Stage 1 Languages

Korean

SACE Credits 10 + 10

Subject Length 2 Semesters

DESCRIPTION

Korean Academy is a year-long course covering beginners Korean. In the first semester the course covers the Korean alphabet (Hangeul), learning how to introduce yourself, speak about your family, your home, free time activities, like and dislikes. In the second semester you will learn to talk about vacations, past, present and future, learn about Korean geography and compare lifestyles in Australia and Korea.

TOPICS

- You, your home and your family.
- Hobbies and free time.
- Vacations and travel.
- Life in Korea.

ASSESSMENT

- 2 x Conversation with teacher
- 2 x presentation
- 2 text analysis
- 2 x text production

RECOMMENDATIONS

Students must be motivated to study after school. Prepared to do up to three hours of homework per week and attend every class.

PRE-REQUISITE

None

NOTES

Lessons will be held every Monday from 3:15 – 6:15 pm.

SACE Stage 1 Languages

Nepali

SACE Credits 10 + 10

Subject Length 2 Semesters

DESCRIPTION

This subject enables students to undertake the study of the Nepali language that is not currently available through any other framework for languages.

They develop and apply linguistic and intercultural knowledge, understanding, and skills to interact and communicate appropriately and effectively in the study of Nepali in a variety of contexts for a range of purposes and audiences.

Students develop and extend their ability to communicate across cultural boundaries.

TOPICS

There are three prescribed themes:

- The Individual
- The Nepali-speaking Community
- The Changing World

ASSESSMENT

Students are assessed according to the Achievements Standards of the Australian Curriculum for English.

School-based assessment is around 4 assessment types:

- Interaction
- Text Production
- Text Analysis
- Investigation

RECOMMENDATIONS

Specialist Academy. Selection Process Applies.

PRE-REQUISITE

This subject is for native speakers of Nepali. Students should have some background and prior knowledge of the target language.

NOTES

Lessons will be held every Wednesday from 3:15 – 6:15 pm.

SACE Stage 2 Languages

Chinese



SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

In this course students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness and understanding of the Chinese language and culture in relation to their own. Students reflect on their own attitudes, beliefs and values and develop an understanding of how culture and identity are expressed through language. Students develop and apply linguistic and intercultural knowledge, understanding and skills by interacting with others, creating texts in Chinese, analysing a range of texts and examining relationships between language, culture and identity.

TOPICS

Stage 2 Chinese (Continuers) consists of three themes and a number of prescribed topics and suggested subtopics.

- The Individual
- The Chinese-speaking Communities
- The Changing World

ASSESSMENT

Assessment at Stage 2 Chinese continuers level consists of the following components, weighted as shown:

70% School-based Assessment

- 50% Folio
- 20% In-depth study

30% External Assessment

- 30% Examination (written and oral)

RECOMMENDATIONS

Please note that Eligibility Guidelines apply to this subject.

PRE-REQUISITE

This course is for anyone who has had exposure to the Chinese language at least 4 years.

NOTES

None



SACE Stage 2 Languages

Nepali

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

This subject enables students to undertake the study of Nepali that is not currently available through any other framework for languages.

Students will have studied Nepali for 400-500 hours by the time they have completed Stage 2, or have the equivalent level of knowledge.

They develop and apply linguistic and intercultural knowledge, understanding, and skills to interact and communicate appropriately and effectively in the Nepali language in a variety of contexts for a range of purposes and audiences.

Students develop and extend their ability to communicate across cultural boundaries.

TOPICS

There are three prescribed themes:

The Individual which enables students to explore aspects of their personal world.

This theme also enables students to study topics from the perspectives of other people

The Nepali speaking Community explores topics from the perspectives of diverse individuals and groups and encourages students to develop an understanding of how culture and identity are expressed through language.

The Changing World enables students to explore change as it affects the world of work and other topics.

ASSESSMENT

70% School Assessment

50% Folio
20% In-depth Study

30% External Assessment

30% Examination

RECOMMENDATIONS

Specialist Academy. Selection Process Applies.

PRE-REQUISITE

This subject is for native speakers of Nepali. Students should have some background and prior knowledge of the target language.

NOTES

Lessons will be held every Wednesday from 3:15 – 6:15 pm.

SACE Stage 1 Music

Music *Advanced*

SACE Credits 10 + 10

Subject Length 2 Semesters

DESCRIPTION

This course is for students who have a focused interest in performance, extended repertoire as a soloist and the development of musicianship and analytical skills; preparing students for Tertiary Education.

Understanding Music Development of knowledge and understanding of musical elements, Communication of musical ideas.

Creating Music Application of knowledge and understanding of musical elements, Exploration and application of musical skills and techniques in developing, refining, and presenting creative works, Interpretation of musical works.

Responding to Music Development of musical literacy skills, Analysis and discussion of musical works and styles, Reflection on own learning in music.

TOPICS

- Performance Special Study – Students present an extended solo performance based on a theme, such as a single work, composer/artist or era.
- Musical Styles and Analysis – Students develop their knowledge of analytical skills and terminology.
- Composition/Arranging – Students develop their knowledge of compositional techniques and use professional music software to create their own work.
- Musicianship – Students develop their knowledge of harmony, aural and applied theory.

ASSESSMENT

60% Creative Works

- Performance Special Study – Public Performances
- Composition / Arranging

40% Musical Literacy

- Musicianship Tests / Exam
- Score Analysis
- Musical Styles Analysis

RECOMMENDATIONS

None

PRE-REQUISITE

Successful completion of the Special Interest Music Course or by Audition. All students in this course are required to be studying voice or an instrument through the instrumental music program. Should any instrument(s) need to be hired, the cost is \$20 per term, per instrument (ONLY IF REQUIRED).

NOTES

None

Music Performance *Solo*

SACE Credits 10

Subject Length 2 Semesters

DESCRIPTION

Students are required to perform program of a minimum of 18 minutes of contrasting repertoire throughout three performances. Students are required to attend their Instrumental lessons on a weekly basis. Students are assessed on accuracy, technique and musicianship.

This subject involves:

- A significant amount of practice on Solo instrument.
- Compulsory attendance at Instrumental Lessons.
- Musical literacy, analysis and evaluation.

maximum of 800 words or the equivalent in multimodal form.

30% EXTERNAL ASSESSMENT

30% Performance Portfolio

Students present a Solo Performance portfolio consisting of 6 to 8 minutes and an individual evaluation of their learning journey. The evaluation should be to a maximum of 3 minutes if oral, 500 words if written, or the equivalent in multimodal form.

RECOMMENDATIONS

None

PRE-REQUISITE

Successful completion of one of the following:

- Stage 1 Music - Advanced
- VET Certificate III performance unit
- Successful audition.

All students in this course are required to be studying voice or an instrument through the instrumental music program.

NOTES

None

ASSESSMENT

70% SCHOOL ASSESSMENT

30% Performance

Students present a Solo Performance of a single work or set of works by one or more composers. The performance should be to a maximum of 6 to 8 minutes and performed to a live audience.

40% Performance and Discussion

Performance Students present a Solo Performance of a single work or set of works by one or more composers. The performance should be to a maximum of 6 to 8 minutes and performed to a live audience.

Discussion Students comment on how their understanding of the style, structure, and conventions of the repertoire informs their performance, critique the strategies they used in improving and refining their skills, technique, and accuracy in practice and performance. The discussion should be a

Music Performance *Ensemble*

SACE Credits 10

Subject Length 2 Semesters

DESCRIPTION

Students are required to perform program of a minimum of 18 minutes of contrasting repertoire throughout three performances. Students are required to attend their Instrumental lessons on a weekly basis. Students are assessed on accuracy, technique and musicianship.

This subject involves:

- A significant amount of practice on instrument.
- Compulsory attendance at Instrumental Lessons and Ensemble rehearsals.
- Musical literacy, analysis and evaluation.

ASSESSMENT

70% SCHOOL ASSESSMENT

30% Performance

Students present an ensemble performance and individual evidence of each student's contribution to the ensemble through individual part-testing. The performance should be to a maximum of 6 to 8 minutes and the part test approximately 2 minutes.

40% Performance and Discussion

Performance Students present an ensemble performance and individual evidence of each student's contribution to the ensemble through individual part-testing. The performance should be to a maximum of 6 to 8 minutes and the part test approximately 2 minutes.

Discussion Students comment on how their understanding of the style, structure, and conventions of the repertoire informs their performance in the ensemble, critique the strategies they used in improving and

refining their skills, technique, and accuracy in practice and performance. The discussion should be a maximum of 800 words or the equivalent in multi-modal form.

30% EXTERNAL ASSESSMENT

30% Performance Portfolio

Students present an ensemble performance portfolio consisting of 6 to 8 minutes and the part test approximately 2 minutes and an individual evaluation of their learning journey. The evaluation should be to a maximum of 3 minutes if oral, 500 words if written, or the equivalent in multi-modal form.

RECOMMENDATIONS

None

PRE-REQUISITE

Successful completion of one of the following:

- Stage 1 Music - Advanced
- VET Certificate III performance unit
- Successful audition.

All students in this course are required to be studying voice or an instrument through the instrumental music program.

NOTES

None



Music Studies

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Students demonstrate an understanding of the relationship between theoretical notation and sound through the following:

Understanding Music Reflection on musical influences on own original creations. Synthesis of findings and expression of musical ideas.

Creating Music Application of knowledge and understanding of musical elements. Application of musical skills and techniques in developing, refining, and presenting creative works. Interpretation of musical works. Manipulation of musical elements.

Responding to Music Application of a range of musical literacy skills, including aural perception and notation. Deconstruction and analysis of musical works and/or styles.

ASSESSMENT

70% SCHOOL ASSESSMENT

40% Creative Works

Students present a portfolio consisting of: their own creative works, which may be a performance or performances, a composition or compositions, or an arrangement or arrangements as well as a creator's statement in which they reflect on their creative works.

30% Musical Literacy

Students complete three musical literacy tasks that demonstrate high level analytical skills and includes at least one composition or arrangement of approximately 2 minutes.

30% EXTERNAL ASSESSMENT

30% Examination

2-hour examination of applied knowledge and understanding of musical elements and musicianship skills

RECOMMENDATIONS

None

PRE-REQUISITE

Successful completion of Stage 1 Music Advanced.

NOTES

None

Music Explorations

SACE Credits 20**Subject Length** 2 Semesters**DESCRIPTION**

Students demonstrate an understanding and application of musical elements, explore how music is made and explore musical styles, influences, techniques, and/or production through the following:

Understanding Music Development of knowledge and understanding of musical elements and expression of musical ideas.

Exploring and Experimenting Application of knowledge and understanding of musical elements to explore and experiment with music. Exploration of and experimentation with musical styles, influences, techniques, and/or production. Synthesis of findings from exploration of and experimentation with music.

Responding to Music Application of musical literacy skills. Analysis and discussion of musical works. Reflection on and critique of own learning within music.

ASSESSMENT**70% SCHOOL ASSESSMENT****30% Musical Literacy**

Students undertake three musical literacy tasks with a focus on composition and songwriting.

40% Explorations Portfolio

Students choose from the following topics:

Performance A set of short performances between 8 and 10 minutes presented to a live audience and recorded.

Composition A set of compositions should be between 4 and 6 minutes. Compositions may be produced in a digital format or as an audio recording, using a form of contemporary music notation appropriate to the style.

Building an Instrument A crafted musical instrument demonstrating playability and range of expression, in 3 to 4 minutes. The instrument requires a commentary that accompanies the portfolio.

30% EXTERNAL ASSESSMENT**30% Creative Connections**

Students present a final creative work (performance, composition, or arrangement) and a discussion of that work.

RECOMMENDATIONS

None

PRE-REQUISITE

Successful completion of Stage 1 Music Advanced, VET Certificate III in Music or demonstration of prior learning (folio of works required).

NOTES

None

Certificate III in Music

SACE Credits 60*

Subject Length 2 Semesters

DESCRIPTION

VET Certificate III in Music develops student skills and knowledge in music and music-related industries. This course enables participants to gain nationally- recognised credentials as well as SACE credits, and enables students to make a more informed choice of vocation or career pathways and develop skills that will enhance their employability within the Music Industry. The VET course is delivered during school hours as a mainstream subject by music staff. **This VET Certificate counts towards a student's ATAR.**

With additional training and experience, future employability pathways may include professional musician, sound or studio engineer, writer or arranger, sales and merchandising.

VET Music is a competency-based course that assesses students' ability to achieve competency in areas including:

- Performance
- Sound Production
- Working in a Team
- Musical Literacy
- Work Health Safety
- Other Music-related skills

ASSESSMENT

Eleven Units of Competency:

- Contribute to health and safety of self and others.
- Implement copyright arrangements.
- Work effectively in the Music Industry.
- Apply knowledge of style and genre to music industry practice.

- Develop Ensemble skills for playing or singing music.
- Prepare for performances.
- Perform music as part of a group.
- Develop basic audio skills and knowledge.
- Perform basic sound editing.
- Record and mix a basic music demo.
- Mix music in a studio environment.

RECOMMENDATIONS

None

PRE-REQUISITE

Completion of VET Cert II in Music or entry via audition.

All students in this course are required to be studying voice or an instrument through the instrumental music program. Should any instrument(s) need to be hired, the cost is \$20 per term, per instrument (ONLY IF REQUIRED).

NOTES

*Only 20 credits can count towards SACE with ATAR.

SACE Stage 1 Numeracy

Essential Mathematics

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and 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 and workplace contexts, in flexible and resourceful ways.

Semester 1 (10 Credits)

- Calculations and time
- Measurement
- Earning and Spending

Semester 2 (10 Credits)

- Data in context
- Investing
- Geometry

Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

Students who want to continue mathematics in Stage 2, need to complete a minimum of 2 semesters of Stage 1 mathematics.

ASSESSMENT

N/A

RECOMMENDATIONS

None

PRE-REQUISITE

Minimum Maths Pathway Level 6.

NOTES

- Laptop is required for every lesson.
- Students must complete 2 semesters to advance to Stage 2.

SACE Stage 1 Numeracy

General Mathematics

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

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, the statistical investigation process, modelling using linear and non-linear functions, networks and matrices, and discrete models.

Semester 1 (10 Credits)

- Investing and Borrowing
- Measurement
- Statistical Investigations

Semester 2 (10 Credits)

- Application in Trigonometry
- Matrices and Networks
- Linear and Exponential Functions and their graphs

Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

Students who want to continue General Mathematics in Stage 2, need to complete a minimum of 2 semesters of Stage 1 General Mathematics.

ASSESSMENT

N/A

RECOMMENDATIONS

Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

PRE-REQUISITE

Minimum Maths Pathway Level 8.

NOTES

- Laptop is required for every lesson.
- Students must complete 2 semesters to advance to Stage 2.

SACE Stage 1 Numeracy

Mathematical Methods

SACE Credits 10 + 10

Subject Length 1 or 2 Semesters

DESCRIPTION

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.

Semester 1 (10 Credits)

- Functions and Graphs
- Polynomials
- Trigonometry

Semester 2 (10 Credits)

- Counting and Statistics
- Calculus
- Growth and Decay

Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

Students who want to continue Mathematical Methods in Stage 2, need to complete a minimum of 2 semesters of Stage 1 Mathematical Methods.

ASSESSMENT

N/A

RECOMMENDATIONS

Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

PRE-REQUISITE

Minimum Maths Pathway Level 10.

NOTES

- Laptop is required for every lesson.
- Students must complete 2 semesters to advance to Stage 2.

SACE Stage 1 Numeracy

Specialist Mathematics

SACE Credits 10 + 10

Subject Length 1 or 2 Semesters

DESCRIPTION

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

Semester 1 (10 Credits)

- Arithmetic and Geometric Sequences and Series
- Geometry - Circle properties
- Vectors in the plane
- Trigonometry/Geometry

Semester 2 (10 Credits)

- Functions and graphs
- Polynomials
- Trigonometry
- Counting and statistics
- Growth and decay
- Introduction to differential calculus
- Further trigonometry
- Matrices
- Real and complex numbers

Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

Students who want to continue Specialist Mathematics in Stage 2, need to complete a 2 semesters of Stage 1 Mathematical methods and 2 semesters of Stage 1 Specialist Mathematics.

ASSESSMENT

N/A

RECOMMENDATIONS

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences.

PRE-REQUISITE

Minimum Maths Pathway Level 10.

NOTES

- Laptop is required for every lesson.
- Students must complete 2 semesters to advance to Stage 2.

Essential Mathematics

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and 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 and workplace contexts, in flexible and resourceful ways.

Stage 2 Essential Mathematics consists of the following five topics:

- Scales, Plans and Models
- Measurement
- Business Applications
- Statistics
- Investments and Loans

ASSESSMENT

School-based Assessment

- 4 x Skills and Assessment Tasks
- 3 x Folio Investigations

External Assessment

- 2 hour Examination

Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

RECOMMENDATIONS

None

PRE-REQUISITE

Achievement of a C- or better in 2 semesters of any of these Stage 1 subjects:

- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

NOTES

Laptop is required for every lesson.



SACE Stage 2 Numeracy

General Mathematics

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

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, the statistical investigation process, modelling using linear and non-linear functions, networks and matrices, and discrete models.

Stage 2 General Mathematics consists of the following five topics:

- Modelling with Linear relationships
- Modelling with Matrices
- Statistical Models
- Financial Models
- Discrete Models

ASSESSMENT

School-based Assessment

- 5 x Skills and Assessment Tasks
- 2 x Folio Investigations

External Assessment

- 2 hour Examination

Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

RECOMMENDATIONS

Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

PRE-REQUISITE

Achievement of a C- or better in 2 semesters of any of these Stage 1 subjects:

- General Mathematics
- Mathematical Methods
- Specialist Mathematics

NOTES

Laptop is required for every lesson.

Mathematical Methods

SACE Credits 20**Subject Length** 2 Semesters**DESCRIPTION**

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.

Stage 2 Mathematical methods consists of the following six topics:

- Further differentiation and applications
- Discrete Random Variables
- Integral Calculus
- Logarithmic Functions
- Continuous random variables and the normal distribution
- Sampling and confidence intervals

ASSESSMENT**School-based Assessment**

- 6 x Skills and Assessment Tasks
- 1 x Folio Investigations

External Assessment

- 3 hour Examination

Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE

RECOMMENDATIONS

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

PRE-REQUISITE

Achievement of a C- or better in 2 semesters of any of these Stage 1 subjects:

- Mathematical Methods
- Specialist Mathematics

NOTES

Laptop is required for every lesson.



SACE Stage 2 Numeracy

Specialist Mathematics

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

Stage 2 Specialist Mathematics consists of the following six topics:

- Mathematical induction
- Complex numbers
- Functions and sketching graphs
- Vectors in three dimensions
- Integration techniques and applications
- Rates of change and differential equations

ASSESSMENT

School-based Assessment

- 6 x Skills and Assessment Tasks
- 1 x Folio Investigations

External Assessment

- 3 hour Examination

Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

RECOMMENDATIONS

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

PRE-REQUISITE

Achievement of a C- or better in 2 semesters of any of these Stage 1 subjects:

- Mathematical Methods
- Specialist Mathematics

NOTES

Laptop is required for every lesson.

SACE Stage 1 Personal Development Integrated Learning *AFL Academy*

SACE Credits 10 + 10

Subject Length 2 Semesters

DESCRIPTION

Students selecting to be a part of the Senior AFL Academy will need to demonstrate a passion for the game of Australian Rules Football. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components. To meet the demands of the subject it is advantageous to be registered with a local AFL club in the community as this will increase the opportunities for students to improve as players in the game of AFL.

- Highly desirable that students participate regularly at club level.
- Students must be willing to complete both theory and practical based assessment.

PRE-REQUISITE

None

NOTES

None

TOPICS

- Skill Execution
- Initiation of Tactics
- AFL Fitness & Nutrition
- Life away from the game of AFL
- Collaboration and Teamwork

ASSESSMENT

70% School-based Assessment

- 30% Practical
- 20% Folio and discussion
- 20% Group activity

30% External Assessment

- 30% Project

RECOMMENDATIONS

- An achievement of C or better in the middle school AFL Academy is highly recommended.
- Students should be competent in the skills of AFL.

SACE Stage 1 Personal Development Integrated Learning *Basketball Academy*

SACE Credits 10 + 10

Subject Length 2 Semesters

DESCRIPTION

Students selecting to be a part of the Senior Basketball Academy will need to demonstrate a passion for the game of Basketball. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components. To meet the demands of the subject it is advantageous to be registered with a local Basketball club or competition in the community as this will increase the opportunities for students to improve as players in the game of Basketball.

TOPICS

Students will be required to participate in all practical and theoretical tasks focused around the following areas of Basketball;

- Skill Execution
- Initiation of Tactics
- Basketball Fitness & Nutrition
- Careers in Basketball
- Collaboration and Teamwork

ASSESSMENT

70% School-based Assessment

- 30% Practical
- 20% Folio and discussion
- 20% Group activity

30% External Assessment

- 30% Project

RECOMMENDATIONS

- An achievement of 'C' or better in the middle school Basketball Academy is highly recommended.
- Students should be competent in the skills of Basketball.
- Highly desirable that students participate regularly at club level.
- Students must be willing to complete both theory and practical based.

PRE-REQUISITE

None

NOTES

None

SACE Stage 1 Personal Development **Integrated Learning** *Netball Academy*

SACE Credits 10 + 10

Subject Length 2 Semesters

DESCRIPTION

Students selecting to be a part of the Senior Netball Academy will need to demonstrate a passion for the game of Netball. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components. To meet the demands of the subject it is advantageous to be registered with a local Netball club in the community as this will increase the opportunities for students to improve as players in the game of Netball.

TOPICS

Students will be required to participate in all practical and theoretical tasks focused around the following areas of Netball;

- Skill Execution
- Initiation of Tactics
- Leadership and coaching
- Fitness & Nutrition
- Life away from the game of Netball
- Collaboration and Teamwork

ASSESSMENT

70% School-based Assessment

- 30% Practical
- 20% Folio and discussion
- 20% Group activity

30% External Assessment

- 30% Project

RECOMMENDATIONS

- An achievement of 'C' or better in the middle school Netball Academy is highly recommended.
- Students should be competent in the skills of Netball.
- Highly desirable that students participate regularly at club level.
- Students must be willing to complete both theory and practical based assessment.

PRE-REQUISITE

None

NOTES

None

SACE Stage 1 Personal Development Integrated Learning *Soccer Academy*

SACE Credits 10 + 10

Subject Length 2 Semesters

DESCRIPTION

Students selecting to be a part of the Senior Soccer Academy will need to demonstrate a passion for the game of Soccer. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components. To meet the demands of the subject it is advantageous to be registered with a local Soccer club in the community as this will increase the opportunities for students to improve as players in the game of Soccer.

TOPICS

Students will be required to participate in all practical and theoretical tasks focused around the following areas of Soccer;

- Skill Execution
- Initiation of Tactics
- Fitness & Nutrition
- Game Play
- Collaboration and Teamwork

ASSESSMENT

School-based Assessment

- Practical (game play and training)
- Folio and discussion
- Group activity
- Coaching
- Fitness and Nutrition

RECOMMENDATIONS

- An achievement of 'C' or better in the middle school Soccer Academy is highly recommended.
- Students should be competent in the skills of Soccer.
- Highly desirable that students participate regularly at club level.
- Students must be willing to complete both theory and practical based assessment.

PRE-REQUISITE

None

NOTES

None

SACE Stage 1 Personal Development

Health

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

Stage 1 health covers a variety of health based topics. These may be negotiated with students and cover physical, social, mental and emotional health. There is opportunity for students to explore an aspect of health and wellbeing in-depth individually through an investigation task.

Students will have the opportunity to investigate and analyse issues related to health individually as well as in group tasks, students may have the opportunity to create activities/promotions/products that enhance a certain aspect of health within the school or wider community.

TOPICS

Some of the health based topics explored may include; sexual health, racism, cyber safety, gender equality, mental illness, lifestyle diseases, environmental impact on health, effects of drugs and alcohol, importance of relationships and social health.

ASSESSMENT

25% Individual Investigation

20% Group task

50% Issues Investigation

RECOMMENDATIONS

Recommended for students interested in a career in health related industries but not essential.

Recommended for students that were successful and engaged in Personal Development during middle school years.

PRE-REQUISITE

None

NOTES

None

SACE Stage 1 Personal Development

Physical Education

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

Students explore the participation in and performance of human physical activities. Students will 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 subject promotes deep learning 'in, through and about' physical activity.

Physical activities can include sports, theme-based games, fitness and recreational activities. Classes can undertake a learning and assessment program using a single focus approach (e.g. single sport) or can undertake multiple sports, games and/or activities.

TOPICS

- Sport of Choice (TBC): Physiology and Improvement
- Sport of Choice (TBC): Accessibility and Sustainability
- Sport of Choice (TBC): Inclusivity

ASSESSMENT

40% Improvement Analysis

60% Physical Activity Investigation

RECOMMENDATIONS

An achievement of 'C' or better in Year 10 Personal Development or a Sports Academy is highly recommended.

PRE-REQUISITE

None

NOTES

None

SACE Stage 2 Personal Development Integrated Learning *AFL Academy*

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Students selecting to be a part of the Senior AFL Academy will need to demonstrate a passion for the game of Australian Rules Football. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components. To meet the demands of the subject it is advantageous to be registered with a local AFL club in the community as this will increase the opportunities for students to improve as players in the game of AFL.

- Students must be willing to complete both theory and practical based assessment.

PRE-REQUISITE

None

NOTES

- Students may only complete one Integrated Learning subject to achieve SACE with an ATAR.
- Students may only complete two Integrated Learning subjects to achieve SACE.

TOPICS

- Skill Execution
- Initiation of Tactics
- AFL Fitness & Nutrition
- Life away from the game of AFL
- Collaboration and Teamwork

ASSESSMENT

70% School-based Assessment

- 30% Practical
- 20% Folio and discussion
- 20% Group activity

30% External Assessment

- 30% Project

RECOMMENDATIONS

- An achievement of 'C' or better in stage 1 AFL Academy is highly recommended.
- Students should be competent in the skills of AFL.
- Highly desirable that students participate regularly at club level.



SACE Stage 2 Personal Development Integrated Learning *Basketball Academy*

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Students selecting to be a part of the Senior Basketball Academy will need to demonstrate a passion for the game of Basketball. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components. To meet the demands of the subject it is advantageous to be registered with a local Basketball club or competition in the community as this will increase the opportunities for students to improve as players in the game of Basketball.

TOPICS

Students will be required to participate in all practical and theoretical tasks focused around the following areas of Basketball;

- Skill Execution
- Initiation of Tactics
- Basketball Fitness & Nutrition
- Careers in Basketball
- Collaboration and Teamwork

ASSESSMENT

70% School-based Assessment

- 30% Practical
- 20% Folio and discussion
- 20% Group activity

30% External Assessment

- 30% Project

RECOMMENDATIONS

- An achievement of 'C' or better in stage 2 Basketball Academy is highly recommended.
- Students should be competent in the skills of Basketball.
- Highly desirable that students participate regularly at club level.
- Students must be willing to complete both theory and practical based assessment.

PRE-REQUISITE

None

NOTES

- Students may only complete one Integrated Learning subject to achieve SACE with an ATAR.
- Students may only complete two Integrated Learning subjects to achieve SACE.

SACE Stage 2 Personal Development Integrated Learning *Netball Academy*

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Students selecting to be a part of the Senior Netball Academy will need to demonstrate a passion for the game of Netball. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components. To meet the demands of the subject it is advantageous to be registered with a local Netball club in the community as this will increase the opportunities for students to improve as players in the game of Netball.

TOPICS

- Students will be required to participate in all practical and theoretical tasks focused around the following areas of Netball;
- Skill Execution
- Leadership & coaching
- Initiation of Tactics
- Fitness & Nutrition Life away from the game of Netball
- Collaboration and Teamwork

ASSESSMENT

70% School-based Assessment

- 30% Practical
- 20% Folio and discussion
- 20% Group activity

30% External Assessment

- 30% Project

RECOMMENDATIONS

- An achievement of 'C' or better in Stage 1 Netball Academy is highly recommended.
- Students should be competent in the skills of Netball.
- Highly desirable that students participate regularly at club level.
- Students must be willing to complete both theory and practical based assessment.

PRE-REQUISITE

None

NOTES

- Students may only complete one Integrated Learning subject to achieve SACE with an ATAR.
- Students may only complete two Integrated Learning subjects to achieve SACE.



SACE Stage 2 Personal Development Integrated Learning *Soccer Academy*

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Students selecting to be a part of the Senior Soccer Academy will need to demonstrate a passion for the game of Soccer. It will be assumed that all students selecting this subject will be competent with the required skills of the game and will have the capacity to demonstrate their knowledge of the rules and the tactics of the game. The subject will contain practical, theoretical and group components. To meet the demands of the subject it is advantageous to be registered with a local soccer club in the community as this will increase the opportunities for students to improve as players in the game of soccer, however this is not mandatory.

TOPICS

40% Practical
20% Game Play
20% Training

Students will undertake two practicals (game play and training) throughout the course that they must fully participate in. Students will be expected to provide evidence of the ways in which they learn including a comprehensive knowledge of concepts and skills related to learning. They will also be required to reflect on their learning style and evaluate their learning via journals and digital media.

30% Connections
15% Coaching

Students will be required to work in groups to plan a series of coaching sessions to be run with younger students. They will be required to plan both individual and group coaching session. Students will be required to critically reflect on their performance from self and peer evaluations.

15% Carnival

Students are required to plan a lunchtime soccer carnival for younger students. They will need to keep a portfolio of their planning, run the carnival and critically reflect on their learning and performance through self and peer evaluations. This may consist of notes, diagrams, observations, reflections and photos.

30% Project

Students complete a 2000 word report on a topic of interest for them from a number of available choices. This is the external component of the course and is subject to moderation.

ASSESSMENT

N/A

RECOMMENDATIONS

- An achievement of 'C' or better in Stage 1 Soccer Academy is highly recommended.
- Students should be competent in the skills of Soccer.
- Highly desirable that students participate regularly at club level.
- Students must be willing to complete both theory and practical based assessment.

PRE-REQUISITE

None

NOTES

- Students may only complete one Integrated Learning subject to achieve SACE with an ATAR.
- Students may only complete two Integrated Learning subjects to achieve SACE.

Health

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

In Health, students focus on the health and well-being of individuals, communities, and societies in the environments they share. They gain an understanding of how Health incorporates the underpinning principles of respect for diversity, social justice, and supportive environments.

TOPICS

Group Investigation and Presentation

- Students undertake a group investigation and presentation for a chosen contemporary health issue that affects the health and well-being of individuals and/or communities. The group investigation and presentation must involve all members of the group. Followed by an individual written report.
- Students work in groups to address the global issue of Racism and investigate the impact of the issue on all stakeholders. Students suggest strategies aimed at addressing the issue and develop and evaluate a health promoting activity designed to increase awareness. Followed by an individual written report.

Issues Analysis

- Students selection and analyse one of the contemporary health issues raised in the movie American Teen.
- Students response to the current issue of discrimination, inequality and stereotyping in regards to homophobia, issues raised in the movie Milk and Prayers for Bobby.

Practical Activity

- Students undertake practical activities which requires students to participate in a health-promoting activity beyond the classroom.
- Students undertake the Red Cross Apply First Aid course and write responses to workplace first aid scenarios. They will undertake OHS certificates.
- Students plan and organise a lifestyle fitness contract then participate weekly to gain improvement in a chosen area of personal health. Students will interview a health practitioner to enhance understanding of health outcomes.

Investigation

- Students are directly involved in a personal or community activity or social action to promote improved health outcomes for individuals or communities, they present their investigation in the form of a written report of 2000 words.

ASSESSMENT

30% Group Investigation and Presentation
20% Issues Analysis
20% Practical Activity
30% Investigation

RECOMMENDATIONS

An achievement of 'C' or better in Stage 1 Health is highly recommended.

PRE-REQUISITE

None



SACE Stage 2 Personal Development Integrated Learning *Sports Studies*

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Students who have an interest in Physical Education and Sport have the opportunity to undertake this Integrated Learning subject. It is recommended that students are keen participants in physical activity and previous experience in Stage 1 Physical Education is desirable.

TOPICS

40% Practical

Students will undertake three practicals throughout the course that they must fully participate in. Students will be expected to provide evidence of the ways in which they learn including a comprehensive knowledge of concepts and skills related to learning. They will also be required to reflect on their learning style and evaluate their learning via journals and digital media.

30% Connections

15% Coaching

Students will be required to work in groups to plan a series of coaching sessions to be run with younger students. This will culminate in a full day carnival, which they will be required to run. Students will be required to critically reflect on their performance from self and peer evaluations.

15% First Aid

Students are required to complete a first aid assessment task. It will consist of two components, a theory booklet made up of short answer and multiple choice questions, as well as a practical component where students will be able to demonstrate what they have learnt in the theory. Photo evidence can be used as a demonstration.

30% Project

Students complete a 2000 word report on a topic of interest for them from a select variety of available choices. This is the external component of the course and is subject to moderation.

ASSESSMENT

N/A

RECOMMENDATIONS

An achievement of 'C' or better in Stage 1 Physical Education is highly recommended.

PRE-REQUISITE

None

NOTES

- Students may only complete one Integrated Learning subject to achieve SACE with an ATAR.
- Students may only complete two Integrated Learning subjects to achieve SACE.

SACE Stage 1 Science

Agriculture

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

Semester 1 Students will study topics relating to the production and management of livestock, aquaculture and crops and will be involved in the management of animal and plant enterprises at the school. Students will be given the opportunity to develop practical techniques through the handling and management of the school animals. Students can select to specialise in animal enterprises of interest to them. Topics include

- Animal health
- Animal production systems (Chickens, Goats, Sheep, Cattle)
- Plant nutrition
- Sustainable agriculture.
- Royal Adelaide Show: Agriculture Learning Centre
- Heifer Expo
- Roseworthy Campus Visit

Semester 2

Students will be involved in the practical management of school enterprises including the school animals and plants. Students will have the opportunity to specialise in topics of interest and develop communication, analysis and evaluation skills. Students will be given the opportunity to develop practical techniques through the handling and management of the school animals. Topics include

- Animal Reproduction
- Animal Nutrition (Chickens, Goats, Sheep, Cattle)
- Crop Production
- Plant Propagation
- Sustainable Agriculture

ASSESSMENT

School-based Assessment

Semester 1

- 30% Practical Investigations
- 30% Improving Agriculture with Technology
- 30% Journal Article Response: Science as a Human Endeavour Task
- 10% Livestock or Crop Growth Supervised Task

Semester 2

School-based Assessment

- 30% Practical Investigations
- 30% Research Task: Pests and Diseases on a farm/crop
- 30% Journal Article Response: Science as a Human Endeavour Task
- 10% Animal or Plant Growth Supervised Task

RECOMMENDATIONS

Choose this if you are interested in learning working with animals.

PRE-REQUISITE

None

NOTES

There may be some charge for extra-curricular activities and excursions. This will be kept to a minimum.

SACE Stage 1 Science

Biology

SACE Credits 10 + 10

Subject Length 2 Semesters

DESCRIPTION

In Stage 1 students learn about the structure and function of cells and microorganisms and how microorganisms may cause disease but also have a significant role in industry and the environment. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology influences their lives, society, and the environment.

Students design, conduct, gather, and analyse evidence in biological investigations.

As they explore the interaction between science and society, students recognise that the body of biological knowledge is constantly changing and increasing through the application of new ideas and technologies.

- Cellular Biology
- Physiology
- Ecology

ASSESSMENT

N/A

RECOMMENDATIONS

None

PRE-REQUISITE

4 Semesters of Science in Middle School.

NOTES

Successful completion of Stage 1 Biology can lead on to Stage 2 Biology or Stage 2 Psychology. It can also provide excellent scientific knowledge for use in TAFE courses such as veterinary science and laboratory management. Biological knowledge is

an advantage in a wide range of careers, including nursing, midwifery, veterinary science, physiotherapy, animal science, general science courses and many more post-school options.

SACE Stage 1 Science

Chemistry

SACE Credits 10 + 10

Subject Length 2 Semesters

DESCRIPTION

In Stage 1 students study the matter that makes up materials, and the properties, uses, means of production, and reactions of these materials. Students develop investigation skills, and explore the interaction between science and society enabling them to become questioning, reflective, and critical thinkers.

- Matter
- Reactions
- Carbon Chemistry
- Chemical Calculations
- Skills

Student learning is assessed against the SACE performance standards. Tasks may include:

30% Folio: Investigations
70% Tests

ASSESSMENT

N/A

RECOMMENDATIONS

None

PRE-REQUISITE

Semesters of Science in Middle Secondary School.

NOTES

Successful completion of Stage 1 Chemistry at a B-grade or higher are pre-requisites for entry to Stage 2 Chemistry. Chemical knowledge is an advantage in a wide range of careers, including nursing, pathology, radiology, oceanography, ecology, hairdressing, photography, health, engineering, forensic science, general science courses and many more post-sch

SACE Stage 1 Science

Nutrition

SACE Credits 10 + 10

Subject Length 2 Semesters

DESCRIPTION

Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.

Students investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

- Macronutrients and micronutrients
- Fresh versus processed foods
- Australian dietary guidelines
- nutrition in the life cycle,
- The psychology of food marketing,
- Indigenous Australians: food changes from the traditional to the contemporary
- Contaminated food
- Safe food handling
- Organic food versus genetically modified food
- Sustainable food futures
- Water

ASSESSMENT

Student learning is assessed against the SACE performance standards. Tasks may include:

30% Folio: Investigations

70% Tests

RECOMMENDATIONS

Students will not be accepted into stage 2 Nutrition without stage 1 Nutrition or Stage 1 Chemistry or Stage 1 Physics,.

PRE-REQUISITE

4 Semesters of Science in Middle Secondary School.

NOTES

Successful completion of this subject leads to Stage 2 Nutrition. Nutritional knowledge is an advantage in a wide range of careers, including Clinical Dietetics, Food and Nutrition Management, Education, Related Health Professionals, International Food Organizations, general science courses and many more post-school options.

SACE Stage 1 Science

Physics

SACE Credits 10 + 10

Subject Length 2 Semesters

DESCRIPTION

In Stage 1 students learn to interpret physical phenomena through a study of motion in two dimensions, electricity and magnetism, heat, energy, waves, and nuclear models. They apply their knowledge to solve problems, develop investigation skills through practical and other learning activities.

As they explore the interaction between science and society, students recognise that the knowledge and understanding of physics is constantly changing and increasing through the application of new ideas and technologies.

- Motion in two dimensions
- Electricity and magnetism
- Heat
- Energy
- Waves
- Nuclear models

Student learning is assessed against the SACE performance standards. Tasks may include:

30% Folio: Investigations

70% Tests

ASSESSMENT

N/A

RECOMMENDATIONS

None

PRE-REQUISITE

Successful completion of Stage 1 Physics at a B-grade or higher are pre-requisites for entry to Stage 2 Physics.

NOTES

Successful completion of Stage 1 Physics is also useful for students planning to undertake TAFE courses or apprenticeships in motor mechanics, electronics and building trade work. Successful completion of Stage 2 Physics can help students to enter a range of university courses including engineering, flight mechanics, architecture and industrial design.

SACE Stage 1 Science

Psychology

SACE Credits 10 + 10

Subject Length 2 Semesters

DESCRIPTION

The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data.

By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.

Compulsory Topic

- Introduction to Psychology

Option Topics

- Social Behaviour
- Intelligence
- Cognition
- Brain and Behaviour
- Human Psychological Development
- Emotion
- Negotiated Topic (this may expand an existing topic or introduce a new area of study).

ASSESSMENT

N/A

RECOMMENDATIONS

None

PRE-REQUISITE

4 semesters of Science in Middle School.

NOTES

Mention should be made for students considering Psychology at Stage 2 that there is an externally moderated end of year exam.

Successful completion of this subject leads to Stage 2 Psychology. Psychological knowledge is an advantage in a wide range of careers, including nursing, midwifery, teaching, child studies, law enforcement, general science courses and many more post-school options.

SACE Stage 1 Science

Scientific Studies *STEM*

SACE Credits 10 + 10

Subject Length 2 Semesters

DESCRIPTION

People working in STEM careers take an inquiry-based approach to their work, gathering information, evaluating evidence, synthesizing new knowledge, and applying their learning to related ideas and issues. Students undertaking STEM take the same approach in developing their knowledge, skills, and understanding. Students will have to opportunity to develop a solution to a real world problem using Science, Technology, Engineering and Mathematics.

This local program will be student driven and has been written to provide the flexibility for students to work independently or in groups to solve a problem of their choosing using advanced technologies.

Can include but are not limited to: Climate change, Food technologies, Water conservation, Recycling, Transport, Air quality, Sustainability, Resources, Carbon trading, Pollution, Wind farms

Students will self-select a topic or problem and assessment will be individually written to meet requirements.

Student learning is assessed against the SACE performance Standards and tasks may include:

70% School Assessment

- 40% Investigations Folio
- 30% Skills and Applications Tasks
- 30% Practical Investigation

ASSESSMENT

N/A

RECOMMENDATIONS

Achievement of a C- or higher in Middle School Science or Design & Technology. Students in band 1 or 2 are highly recommended for this unit/s.

PRE-REQUISITE

None

NOTES

Would be an advantage to have been involved in the Middle School STEM Academy.

SACE Stage 1 Science

Biology *Wildlife*

SACE Credits 10

Subject Length 1 or 2 Semesters

DESCRIPTION

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

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives.

ASSESSMENT

N/A

RECOMMENDATIONS

Students who would like to pursue a career with wildlife and/or conservation.

PRE-REQUISITE

None

NOTES

None

Biology

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Biology is a language-rich subject that covers a wide breadth and depth of content knowledge and skills. The content is divided into the four themes of Macromolecules, Cells, Organisms and Ecosystems. Each theme is further divided into six strands of Organisation, Selectivity, Energy Flow, Perpetuation, Evolution and Human Awareness.

- Cellular Biology
- Physiology
- Ecology

Student learning is assessed against the SACE performance standards. Tasks may include:

School Assessed and Externally Moderated
70% Folio
30% External Exam

ASSESSMENT

N/A

RECOMMENDATIONS

Achievement of a C- or higher in Stage 1 Biology or Chemistry.

PRE-REQUISITE

Stage 1 Biology or Chemistry or Physics

NOTES

Biological knowledge is an advantage in a wide range of careers, including nursing, midwifery, veterinary science, physiotherapy, animal science, general science courses and many more post-school options.



Chemistry

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Chemistry is a language-rich subject that covers a wide breadth and depth of content knowledge and skills. The content is divided into the five themes of Elemental and Environmental Chemistry, Analytical Techniques, Using and Controlling Reactions, Organic and Biological Chemistry, and Materials.

- Matter
- Reactions
- Carbon Chemistry
- Chemical Calculations
- Skills

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Student learning is assessed against the SACE performance standards. Tasks may include:

School Assessed and Externally Moderated

70% Folio

30% External Exam

ASSESSMENT

N/A

RECOMMENDATIONS

Achievement of a C- or higher in Stage 1 Chemistry.

PRE-REQUISITE

Stage 1 Chemistry

NOTES

Chemical knowledge is an advantage in a wide range of careers, including nursing, pathology, radiology, oceanography, ecology, hairdressing, photography, health, engineering, forensic science, general science courses and many more post-school options.

Nutrition

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.

Students investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

- Macronutrients and micronutrients
- Fresh versus processed foods
- Australian dietary guidelines
- nutrition in the life cycle,
- The psychology of food marketing,
- Indigenous Australians: food changes from the traditional to the contemporary
- Contaminated food
- Safe food handling
- Organic food versus genetically modified food
- Sustainable food futures
- Water

Student learning is assessed against the SACE performance standards. Tasks may include:

School Assessed and Externally Moderated
70% Folio
30% External Exam

ASSESSMENT

N/A

RECOMMENDATIONS

Successful completion of Stage 1 Nutrition.

PRE-REQUISITE

Must have successfully completed Stage 1 Nutrition or Chemistry.

NOTES

Nutritional knowledge is an advantage in a wide range of careers, including Clinical Dietetics, Food and Nutrition Management, Education, Related Health Professionals, International Food Organizations, general science courses and many more post-school options.



Physics

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Physics is a numeracy-rich subject that covers a wide breadth and depth of content knowledge and skills. The content is divided into a total of sixteen topics, which are grouped into the four sections of Motion in Two Dimensions, Electricity and Magnetism, Light and Matter, and Atoms and Nuclei. There are a further fifteen types of skills that are embedded within the course.

- Motion in Two Dimensions
- Electricity and Magnetism
- Light and Matter
- Atoms and Nuclei

mechanics, electronics and building trade work.

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Student learning is assessed against the SACE performance standards. Tasks may include:

70% Schools Assessed and Externally Moderated Folio
30% External 3 Hour Exam

ASSESSMENT

N/A

RECOMMENDATIONS

Must have successfully completed Stage 1 Physics.

PRE-REQUISITE

Stage 1 Physics

NOTES

Successful completion of Stage 2 Physics can help students to enter a range of university courses including engineering, flight mechanics, architecture and industrial design. A good knowledge of Physics is also useful to students undertaking TAFE courses or apprenticeships in motor

Psychology

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

Psychology is a language-rich science subject that covers a wide breadth and depth of content knowledge and skills. The content is divided into these six topics: Introduction to Psychology, Social Cognition, Learning, Personality, Psychobiology of Altered States of Awareness and Healthy Minds.

Compulsory Topic

- Introduction to Psychology

Option Topics

- Social Behaviour
- Intelligence
- Cognition
- Brain and Behaviour
- Human Psychological Development
- Emotion
- Negotiated Topic (this may expand an existing topic or introduce a new area of study).

Student learning is assessed against the SACE performance standards. Tasks may include:

70% School Assessed and Externally Moderated Folio
30% External Exam

ASSESSMENT

N/A

RECOMMENDATIONS

None

PRE-REQUISITE

Successful completion of Stage 1 Psychology.

NOTES

Mention should be made for students considering Psychology at Stage 2 that there is an externally moderated end of year exam.

Successful completion of this subject leads to Stage 2 Psychology. Psychological knowledge is an advantage in a wide range of careers, including nursing, midwifery, teaching, child studies, law enforcement, general science courses and many more post-school options.



Scientific Studies *STEM*

SACE Credits 20

Subject Length 2 Semesters

DESCRIPTION

People working in STEM careers take an inquiry-based approach to their work, gathering information, evaluating evidence, synthesizing new knowledge, and applying their learning to related ideas and issues. Students undertaking STEM take the same approach in developing their knowledge, skills, and understanding. Students will have to opportunity to develop a solution to a real world problem using Science, Technology, Engineering and Mathematics.

This local program will be student driven and has been written to provide the flexibility for students to work independently or in groups to solve a problem of their choosing using advanced technologies.

Can include but are not limited to: Climate change, Food technologies, Water conservation, Recycling, Transport, Air quality, Sustainability, Resources, Carbon trading, Pollution, Wind farms

Students will self-select a topic or problem and assessment will be individually written to meet requirements.

ASSESSMENT

Student learning is assessed against the SACE performance Standards and tasks may include:

70% School Assessment

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

30% External Assessment

- 30% Practical Investigation

RECOMMENDATIONS

Achievement of a C- or higher in Stage 1 Scientific Studies.

PRE-REQUISITE

None

NOTES

Would be an advantage to have been involved in the Middle School STEM Academy.

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