

CURRICULUM HANDBOOK

Golden Grove High School



YEAR 11 2021



Respect • Equality • Pride • Integrity • Resilience



Department for Education
T/A South Australian
Government Schools
CRICOS Provider No.: 00018A



Government
of South Australia
Department for Education

Success For All

SACE STAGE 1 SUBJECT OFFERINGS IN 2021	
CAPABILITIES PATHWAY	
Academic Extension Semester 1/Semester 2– Subject Application Form Required	10/20 credits
Entrepreneurship Leadership	10/20 credits
SAASTA Program– Subject Application Form Required	10/20 credits
ARTS – VISUAL / PERFORMING / CREATIVE	
Dance	10/20 credits
Digital Multimedia	10/20 credits
Drama	10/20 credits
Music	20 credits
Music Technology	10/20 credits
Visual Arts – Art	10/20 credits
Visual Arts – Design	10/20 credits
Creative Art – Design (Yearbook)	10 credits
CROSS-DISCIPLINARY STUDIES	
Entrepreneurship Social/Financial– Stage 1 or 2	10/20 credits
Peer Support – Integrated Studies – Subject Application Form Required	10 credits
Research Project B – Compulsory Subject	10 credits
ENGLISH	
English	20 credits
English Literary Studies	20 credits
Essential English	20 credits
HEALTH & PHYSICAL EDUCATION	
Certificate III Fitness (VET)	60 credits
Health	10 credits
Outdoor Education A and B	10/20 credits
Physical Education A and B	10/20 credits
Physical Education Special Focus Touch	10 credits
Sport Studies – Integrated Learning A and B	10/20 credits
HUMANITIES & SOCIAL SCIENCES	
Modern History	10/20 credits
Legal Studies	10/20 credits
Society & Culture	10 credits
Tourism	10 credits
LANGUAGES	
Japanese Continuers	20 credits
Spanish Continuers	20 credits
English as an Additional Language	20 credits
MATHEMATICS	
Vocational Mathematics (No Pathway to Stage 2)	10 credits
Numeracy (No Pathway to Stage 2)	20 credits
General Mathematics	20 credits
Mathematical Methods A	10 credits
Mathematical Methods B	10 credits
Mathematical Methods C	10 credits
Specialist Mathematics	10 credits
} <i>all three must be selected</i>	
SCIENCE	
Biology	10/20 credits
Chemistry	20 credits
Environmental Studies – Integrated Learning	10 credits
Nutrition	10/20 credits
Physics	20 credits
Psychology	10/20 credits
STEM Stage 2 Entrepreneurship – Integrated Learning	20 credits
TECHNOLOGIES – DESIGN & DIGITAL	
Certificate II Electronics & Electrotechnology	Up to 50 credits
Design & Technology – Furniture Design & Manufacture	10/20 credits
Design & Technology – Metal Design & Manufacture	10/20 credits
Digital Multimedia	10/20 credits
Digital Technologies	10/20 credits
Music Technology	10/20 credits
CAD (Computer Aided Design)	10 credits
TECHNOLOGIES – HOME ECONOMICS	
Child Studies	10 credits
Food and Hospitality	10/20 credits
VOCATIONAL LEARNING	
All GGHS VET Offerings can be viewed on the last page of the Vocational & Flexible Learning 2021 Handbook . There are VET Application Forms Required	Credits TBA

Year 11 Choice Subjects

Capabilities Pathway

ACADEMIC EXTENSION

SEMESTER ONE

This is a cross-disciplinary extension course, which may be completed initially as a SACE Stage 1 Integrated Learning Unit, receiving 10 SACE Credits.

NOTE: Students may do this course more than once, since the challenges that are set change every year, so upon successful completion of *this* SACE Stage 1 Unit, Year 11-12 students may choose to complete *this* course at SACE Stage 2 level.

Students compete in teams in the World Scholars' Cup and the Ethics Olympiad. Then students pursue their own chosen Personal Venture/s.

ADVICE TO STUDENTS

An application form must be completed, as places for this course are limited.

CONTENT

This course aims to develop the general capabilities in the Australian Curriculum:

1. Critical and Creative Thinking
2. Personal and Social Capability
3. Ethical Understanding
4. Intercultural Understanding
5. Literacy
6. ICT Capability
7. Numeracy

World Scholars' Cup

Students develop their Critical and Creative Thinking skills by preparing for the World Scholars' Cup. Teams of three compete for individual and team medals in this two-day interschool team competition, which is based on six subjects: Art and Music, History, Literature and Media, Science and Technology, Social Studies and a different Special Area each year.

Students participate in four events:

1. Team Quiz (analytical/multi-media challenges)
2. Collaborative Writing (on one of the six subjects)
3. Multiple-choice Test (awarding each subject)
4. Secret Topic Debates (behind closed doors).

Ethics Olympiad (Semester One)

Students develop both their Ethical Understanding and their Critical Thinking Skills in the Ethics Olympiad: an eight-case challenge for teams of five students. They must demonstrate their reasoning skills by applying the ethical theories they have learnt to current real-world ethical dilemmas, in an attempt to answer the question: "*What is the right thing to do in this situation, and why?*" Students may be selected

to represent GGHS in the annual interschool Senior School Ethics Olympiad and the annual Philosothon.

Personal Venture

Students choose their own Personal Venture/s, e.g.

- **Critical and Creative Thinking:** Debating
- **Ethical Understanding:** Philosothon
- **ICT Capability:** Bebras/CAT/OUCC Competitions
- **Intercultural Understanding:** Geography and Diplomacy Competitions, UN Youth State Conference and Forums
- **Literacy:** Poetry/Play/Story-Writing Competitions
- **Numeracy:** MASA Maths Competition
- **Personal and Social Capability:** YMCA Parliament, Legacy/Rostrum Public Speaking Competitions

SACE STAGE 1 ASSESSMENT

Students demonstrate the development of their Capabilities through these three assessment types:

- Practical Exploration (World Scholars' Cup) 35%
- Connections (Ethics Olympiad Teams) 35%
- Personal Venture (Choose your own.) 30%

SACE STAGE 2 ASSESSMENT

Students demonstrate the development of their Capabilities through these four assessment types:

- Practical Exploration (World Scholars' Cup) 25%
- Connections (Ethics Olympiad Teams) 25%
- Personal Venture 1 (Choose your own.) 25%
- Personal Venture 2 (Choose your own.) 25%

ACADEMIC EXTENSION

SEMESTER TWO

This is a cross-disciplinary extension course, which may be completed as a SACE Stage 1 Integrated Learning Unit receiving 10 SACE Credits.

NOTE: Students may do this course more than once, since the challenges that are set change every year, so upon successful completion of *this* SACE Stage 1 Unit, Year 11-12 students may choose to complete *this* course at SACE Stage 2 level.

Year 11-12 students compete in teams in our school-based Senior School Tournament of Minds and Ethics Olympiad. Then students pursue their own chosen Personal Venture/s.

ADVICE TO STUDENTS

An application form must be completed, as places for this course are limited.

CONTENT

This course aims to develop the general capabilities in the Australian Curriculum:

1. Critical and Creative Thinking
2. Ethical Understanding
3. ICT Capability
4. Intercultural Understanding
5. Literacy
6. Numeracy
7. Personal and Social Capability

Tournament of Minds (TOM)

Students develop their Creative Thinking Skills in our school-based Senior School Tournament of Minds: a six-week challenge for teams of seven Year 11-12 students. There is a *Long-term Challenge* in either the Arts, Language/Literature, Social Sciences or STEM (Science, Technology, Engineering, Maths) and a *Spontaneous Challenge*.

For the *Long-term Challenge*, each team must create: their own play addressing the challenge criteria, their script, and all sets, props and costumes (on a limited budget). Then they present their play *at school*. The unseen *Spontaneous Challenge* on our Tournament Day requires the rapid interchange of ideas, the ability to think creatively and great group work skills.

Ethics Olympiad (Semester Two)

Students develop both their Ethical Understanding and their Critical Thinking Skills in the Ethics Olympiad: an eight-case challenge for teams of five students. They must demonstrate their reasoning skills by applying the ethical theories they have learnt to current real-world ethical dilemmas, in an attempt to answer the question: "*What is the right thing to do in this situation, and why?*" Students may be selected to represent GGHS in the annual interschool Senior School Ethics Olympiad and the annual Philosothon.

Personal Venture

Students choose their own Personal Venture/s, e.g.

- **Critical and Creative Thinking:** Debating, ICAS Science, Poetry Magazine Cover Art Competition
- **Ethical Understanding:** Philosothon
- **ICT Capability:** Bebras Competition
- **Intercultural Understanding:** School-based 'Voice' Public Speaking Competition, UN Forums
- **Literacy:** ICAS English and Spring Poetry Competitions
- **Numeracy:** ICAS Maths Competition
- **Personal and Social Capability:** First Aid, Leadership Conference, Legacy Public Speaking Award, Lions' Youth of the Year, YMCA Parliament.

SACE STAGE 1 ASSESSMENT

Students demonstrate the development of their Capabilities through these three assessment types:

- Practical Exploration (Tournament of Minds) 35%
- Connections (Ethics Olympiad Teams) 35%
- Personal Venture (Choose your own.) 30%

SACE STAGE 2 ASSESSMENT

Students demonstrate the development of their Capabilities through these four assessment types:

- Practical Exploration (Tournament of Minds) 25%
- Connections (Ethics Olympiad Teams) 25%
- Personal Venture 1 (Choose your own.) 25%
- Personal Venture 2 (Choose your own.) 25%

ENTREPRENEURSHIP (Self-Directed Leadership)

10/20 CREDITS (Self Directed Program)

ADVICE TO STUDENTS

This 'subject' may be undertaken as part of the Student Voice, Peer Support, Club Sport – coaching, leadership in the workforce /sports or social club.

Using a real world, self-directed learning model, students will undertake an inquiry to determine a solution, idea or issue that aligns with their leadership area of interest.

Students will undertake the design process where they will work independently and collaboratively, undertake peer and self-review and explore and examine different contexts and applications of entrepreneurial skills sets and dispositions. Students will demonstrate their learning through an evidence folio and interview.

Depending on the focus of their leadership interest, students will engage with critical and creative thinking, problem solving and personal development.

This subject is well suited for students who are interested in leadership, are part of a social enterprise or are a volunteer and want to build their organisational, presentation and collaborative skills

Individual students can participate in activities that are not formally accredited. Examples of this type of learning include:

- creating media productions (e.g. films, websites) outside school
- performing in sport at an elite level or officiating at sporting events
- planning and coordinating community events
- taking a leadership role in community groups
- taking a leadership role in the workplace
- taking responsibility for the care of an older adult or person with a disability
- teaching others specialised skills (e.g. dance).

NOTE: this subject may be undertaken 'off line' by negotiation with the teacher.

ASSESSMENT CRITERIA

- Knowledge and Application
- Reflection and Critical Thinking

Students will be assessed against predetermined Essential Requirements and Indicators.

Students need to submit an application form and attend an interview with their teacher to have their self-directed community learning recognised as part of their SACE Stage 1 as either 10 or 20 credits.

[Recognition application — Self-directed Community Learning Form](#)

ENTREPRENEURSHIP (STEM Focus) – STAGE 2 INTEGRATED LEARNING

Precluded combinations: Students seeking an ATAR can only choose ONE Integrated Learning subject at Stage 2. Two Integrated Learning offerings can be used for SACE completion.

20 CREDITS

CONTENT

Using a real world, self-directed learning model, students will undertake an individualised inquiry to determine a product, solution, idea or issue that aligns with their area of interest.

STEM inquiry will be industry focused, solutions based and underpinned by sustainability. Students draw on their mathematical, scientific and technological knowledge and use design thinking / engineering processes to individually and collaboratively create innovative and imaginative design solutions to real world problems.

Students will undertake research and practical tasks including a collaboration task (students may elect to collaborate with a peer, community member, industry associate or University associate) where they will collaborate, undertake peer and self-assessment and explore and examine different context and application of the STEM engineering design process and the soft skills inherent in the STEM industries. Through this collaboration, students will focus on their selected capability or capabilities and apply their knowledge, concepts, and skills for a specific purpose.

The personal endeavour is an opportunity for students to explore an area of STEM that is of interest to them. They individually select the area of interest for their personal endeavour, explore and analyse relevant information, concepts, ideas, and skills, and communicate their ideas and opinions about them. Students select one capability to be developed within their personal endeavour, exploring the link between that capability and their area of interest.

NOTE: this subject may be undertaken 'off line' by negotiation with the teacher.

ASSESSMENT

School Based Assessment:

Two Practical Inquiries	40%
Connections Tasks	30%

External Assessment

Personal Endeavour Task	30%
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- Students select one capability to be developed within their personal endeavour, exploring the link between that capability and their venture.

It is recommended that students present the personal endeavour in two parts:

- An investigation, that is either research or practical-based and has an outcome or conclusion (about three-quarters of the total evidence).
- An explanation of the connections between their area of interest and the capability selected (about one-quarter of the total evidence).

SAASTA PROGRAM YEAR 10 & 11 (South Australian Aboriginal Sports Training Academy)

ADVICE TO STUDENTS

Students will be offsite one day a week at Mark Oliphant College. SASSTA provides Aboriginal students with the skills, opportunities and confidence to dream, believe and achieve in the areas of sport, education, employment, healthy living and connection with culture.

CONTENT

The Aboriginal Power Cup subject has been developed using the SACE Aboriginal Studies & Integrated Learning frameworks and culminates in the annual Aboriginal Power Cup carnival, a three-day sporting event focusing on cultural activities, career pathways and the nine-a-side round robin AFL competition.

Leading up to the carnival students are required to work both individually and as part of their team to complete a series of curriculum tasks specifically designed around learning about their culture.

SAASTA Shield has been developed using the SACE Cross Disciplinary Studies & Scientific Studies frameworks and culminates in a two-day multi-sport event with teams competing to claim the annual SAASTA Shield.

A major focus for the curriculum is for students to gain an understanding of sports science principles through the use of the latest testing equipment such as VX trackers and Heart Rate Monitors.

Lifestyle, culture and health topics also contribute to assignment tasks.

Semester 1

10 CREDITS

Aboriginal Power Cup

Stage 1 Aboriginal Studies/Integrated Learning

Semester 2

10 CREDITS

SAASTA SHIELD

Stage 1 Cross Disciplinary/ Scientific Studies

[SAASTA Expression of Interest form](#)

SACE Stage 1 Subjects

The Arts – Visual/Performing/Creative

DANCE

10 / 20 CREDITS

ADVICE TO STUDENTS

Additional out of school hours' rehearsal time and attendance at performances will be required. Extra costs may be incurred if attending workshops or performances. Appropriate dance attire is essential. Students doing 10 credits must take this option in Semester 1.

Dance prepares young people for participation in the 21st century by equipping them with transferrable skills, including critical and creative thinking skills, personal and social skills, and intercultural understanding. Dance develops individuals to be reflective thinkers who can pose and solve problems and work both independently and collaboratively. As students engage with dance practices and practitioners, they develop imaginative ways to make meaning of the world.

CONTENT

- Skills Development (selected area for personal growth)
Each task should enable students to communicate their ideas and use appropriate dance terminology. The skills development task should be designed to develop students' ability to make informed judgments about their development as a dancer or choreographer through research and reflection on their own creative work.
- Creative Explorations (Composition and performance)
Students explore and apply their dance understanding, skills, and techniques to develop, refine, and present their creative work. A dance performance may be as a soloist or as part of a duo, trio, small group, or larger group. The creative works may be in different genres. A performance of one or more pieces should total a maximum of 5 minutes for each student.
- Dance Contexts (Investigative response)
Students investigate dance practice and performance from specific cultures, historical periods, or traditions, including, for example, Aboriginal or Torres Strait Islander contexts, to analyse the function of dance in that context. An investigation may be in-depth in nature, focusing on one culture, historical period, or tradition, or it may be comparative, comparing two or more cultures, historical periods, or traditions.

The weightings for each component can change according to the cohort of students.

DIGITAL MULTIMEDIA

10 / 20 CREDITS

ADVICE TO STUDENTS

Students should have preferably studied Media Arts at the year 10 level.

A full year of Digital Multimedia [or proven skills in multimedia areas] is required to undertake Stage 2 studies in this subject.

CONTENT

SEMESTER 1

- create soundtrack to CGI animation
- image manipulation graphics and text

SEMESTER 2

- desktop digital video production - using video editing techniques, production of short videos for specific audiences
- introduction to 3D animation

ASSESSMENT

Specialised Skills Task	30%
Design Process & Product	70%

Note: Assessment task percentages may change.

DRAMA

10 CREDITS – 1 Semester

COST: \$25.00

ADVICE TO STUDENTS

Students will be required to take part in Production Week where they will miss scheduled lessons to prepare for the production. Students may be required to participate in out-of-hours rehearsals and performances and attend productions for the purpose of review and reflection.

In Drama, students engage in learning as dramatic artists. The three areas of dramatic study are integrated to provide students with opportunities to learn dramatic conventions and elements, and the dramatic process of conceiving, experimenting, developing, making, presenting, analysing, and evaluating drama.

SCHOOL ASSESSMENT

- Company and Performance
- Understanding and Responding to Drama
- Drama and Technology

- **Assessment Type 1:** Performance

For a performance, students are led by the teacher to work collaboratively through the framework of the Company and Performance

area of study to conceive, explore, develop, produce, refine, and perform (or present) a dramatic work or product. Students select and presents evidence of their learning, including their understanding, creativity, analysis, evaluation, application and development.

- **Assessment Type 2:** Responding to Drama
Students demonstrate their understanding, analysis, and evaluation of professionally created dramatic works and/or events – such as workshops or performances in an oral, multimodal, or written response.
- **Assessment Type 3:** Creative Synthesis.
In a creative synthesis task, students apply the dramatic process to a published dramatic text or self-devised piece to create a concept or vision for a hypothetical (or actual) dramatic product. In the creation of their product, students also apply technology imaginatively and innovatively, and take creative risks.

The weightings for each component can change according to the cohort of students.

MUSIC

20 CREDITS

COST: Hire of instrument \$120 per semester

ADVICE TO STUDENTS

Satisfactory completion of Year 10 Music is required (or demonstrated equivalent practical skills and theoretical knowledge). Students must have skills in playing an instrument to be able to pass Stage 1 Music.

CONTENT

There are three strands to the course:

Solo Performance and Ensemble Performance

- instrumental lessons
- participation in class and school ensembles
- involvement in performances – solo and ensemble

Musicianship

- modern harmony, including chord building, chord progressions and chord extension
- develop oral skills through interval recognition and rhythm reading

Arranging/Composition

- writing musical arrangements for selected instruments in a variety of styles

MUSIC TECHNOLOGY

10 / 20 CREDITS

ADVICE TO STUDENTS

Students are advised to undertake a full year of Stage 1 Music Technology in order to undertake Stage 2 studies in this subject.

CONTENT

The focus of the course is on Sound Engineering.

SEMESTER 1

How to market your music: create a band promotional package. Design website for an artist/group, poster, CD packaging, look at copyright, marketing.

Live sound reinforcement: introduction to acoustics, how to set up and operate a vocal and band P/A system, how to use and place various microphones depending on instrumentation.

SEMESTER 2

Multi-track recording: Students record music groups and mix down to a CD.

- studio acoustics, multi-track recording process
- mic type, choice, placement
- using EQ, FX, signal processors
- analog and digital systems

ASSESSMENT

Special Skills Task	30%
Design Process and Product	70%

Note: Assessment task percentages may change.

VISUAL ARTS

ART

10 / 20 CREDITS

COST: \$20.00 per semester

ADVICE TO STUDENTS

It is assumed that students who select this course have successfully studied Art in the Middle School and have a strong interest in the subject. Students wishing to study Art in Stage 2 should complete at least one semester at Stage 1.

CONTENT

This course offers students an opportunity to further their learning in three ways:

- **Folio:** 30%
Students will conduct research, idea development and media exploration to create original artworks.
- **Practical Resolution:** 30%
Presentation of the final concepts.
- **Visual Study:** 40%
Written and practical exploration of the work of other artists from Australian and international contexts. This can cover contemporary or historical content.

NB: Students selecting to do two semesters of Art should work within the same structure but cover different topics.

VISUAL ARTS DESIGN

10 / 20 CREDITS

COST: \$20.00 per semester

ADVICE TO STUDENTS

It is assumed that students who select this course have successfully studied Art in the Middle School and have a strong interest in the subject. Students wishing to study Art in Stage 2 should complete at least one semester at Stage 1.

CONTENT

This course offers students an opportunity to further their learning in three ways:

- **Folio:** 40%
Students will learn to negotiate a design brief, research and gather ideas to generate original and practical solutions to design problems. They will also experiment with different media techniques and use available software in refining their ideas. Students will have the opportunity to choose from graphic, product, fashion and environmental design.
- **Practical Resolution:** 30%
Presentation of final concepts
- **Visual Study:** 30%
Written and practical exploration of designers and design concepts

NB: Students selecting to do two semesters of Design should work in the same structure but will cover different topics.

CREATIVE ART DESIGN (Yearbook)

10 CREDITS

ADVICE TO STUDENTS

The school yearbook is produced by the students enrolled in this semester course. There are limited places available, which may result in a selection process being used to identify those students most suited.

Students who have successfully completed a Semester of Creative Art Design (Yearbook) are eligible to enrol in Stage 2 Visual Art - Design.

CONTENT

Students will develop their graphic design skills through the collecting, collating and production of the school yearbook. This is a student-driven project with the class involved in every aspect of management and production including theme development, layout, photography, editing and proofing to produce a print ready product.

Various aspects of graphic design and digital imaging will be covered with students extending their knowledge in these areas through practical and theory assessment tasks.

ASSESSMENT

- **Product:** 60%
Assess the application of knowledge and understanding of the key concepts, ability to work as part of a team to produce the yearbook and evaluate the process used in its creation. Students will also create a journal analysing and recording information about various processes and techniques involved in the design process.
- **Folio:** 40%
Investigation – Students will analyse and evaluate the success of various publications considering their use of visual conventions, design principles and context.

Skills Extension – Students apply their practical software skills and knowledge of design principles to create mock pages and cover for the yearbook.

SACE Stage 1 Subjects

Cross-Disciplinary Studies

ENTREPRENEURSHIP (Social/Financial)

10/20 CREDITS (Self Directed Program)

ADVICE TO STUDENTS

Using a real world, self-directed learning model, students will undertake an individualised inquiry to determine a product, solution, idea or issue that aligns with their area of interest.

Students will undertake the design process where they will work independently and collaboratively, undertake peer and self-review and explore and examine different contexts and applications of entrepreneurial skills sets and dispositions. Students will demonstrate their learning through an evidence folio and interview.

Depending on the focus of their venture (social or financial), students will engage with critical and creative thinking, problem solving and personal development. This subject is well suited for students who are interested in setting up a business, are looking at designing a product, interested in the STEM design thinking process or shaping an idea and want to build their organisational, presentation and collaborative skills.

NOTE: this subject may be undertaken 'off line' by negotiation with the teacher.

ASSESSMENT CRITERIA

- Knowledge and Application
- Reflection and Critical Thinking

Students will be assessed against predetermined Essential Requirements and Indicators.

Students need to submit an application form and attend an interview with their teacher to have their self-directed community learning recognised as part of their SACE Stage 1 as either 10 or 20 credits.

[Recognition application — Self-directed Community Learning Form](#)

PEER SUPPORT – INTEGRATED LEARNING

Semester One only

10 CREDITS

COST: Compulsory Year 8 camp (subsidised amount \$190.00 GST incl)

ADVICE TO STUDENTS

Students will be trained to act as mentors for Year 8 students. Students will also be involved in the Year 7-8 Transition Program.

Entry to this subject is via a selection process involving a written application and demonstrated ability to act as a positive role model. Applicants must have a willingness to work with younger students. **A Subject Application Form must be completed.**

There will be a compulsory training day for successful applicants this year in Term 4.

Students will be placed in Year 8 Home Groups in Semester 1. All Peer Support students are expected to attend the Year 8 Camp as this is a major component of the course.

CONTENT

Students will study topics such as communication and conflict resolution in class, and then use their knowledge to plan activities for the younger students.

Students will:

- develop leadership and mentoring skills
- develop communication, group planning and group decision making skills
- be involved in planning and designing activities for Year 8 students
- reflect verbally and in writing on personal identity and group performance to identify strengths and weaknesses

ASSESSMENT OVERVIEW

- Assessment Type 1
– Practical Exploration 40%
- Assessment Type 2 - Connections 40%
- Assessment Type 3
– Personal Venture 20%

RESEARCH PROJECT A or B

10 CREDITS – COMPULSORY SUBJECT

Students must obtain a C⁻ grade or better in the Research Project to achieve SACE. Students at Golden Grove High School complete the Research Project in Year 11. All students start in Research Project B but may choose to change to Research Project A before completing the subject.

ADVICE TO STUDENTS

The Research Project has been designed to give students time to do an in-depth and detailed study in an area of interest. Students are free to choose any safe and ethical topic they feel is relevant to them and they focus in resolving a refined research question.

CONTENT

Folio of Research Development	30%
Research Outcome	
– 2000 word maximum of the key research findings or 12 minute oral presentation (1500 words/10 minutes for Research Project A)	40%
Final Evaluation (Research Project B) / Review (Research Project A) (Externally assessed SACE)	
– 1500 words (or can be 10 minutes Multimodal for Research Project A)	30%

RESEARCH PROJECT can count towards your ATAR

SACE Stage 1 Subjects

English

ENGLISH

20 CREDITS

ADVICE TO STUDENTS

Stage 1 English allows students to achieve the literacy requirement in SACE.

Students who achieve a C- grade or better in 20 credits of this subject meet the compulsory literacy requirement.

CONTENT

The Stage 1 English course asks students to critically and creatively respond to a variety of texts, including novels, film, media, poetry and drama. These texts allow students to interpret a range of human experiences, forms of communication and perspectives of the world. Students will also activate their own voices and reflect on their values when creating their own texts. The intertextual studies are an important component of the course, where students will explore relationships between texts and produce their own transformation of texts.

This subject leads to both English and English Literary Studies at Stage 2. However, there will be an emphasis in this course on developing the skills that will be required to study English at Stage 2 level.

ENGLISH LITERARY STUDIES

20 CREDITS

ADVICE TO STUDENTS

Stage 1 English Literary Studies allows students to achieve the literacy requirement in SACE.

Students who achieve a C- grade or better, in 20 credits of this subject, meet the compulsory literacy requirement.

A significant point of difference with the English Literary Studies course is that it places a greater emphasis on critical analysis and studies of literature than the mainstream English course does.

CONTENT

The Stage 1 English Literary Studies course asks students to critically and creatively respond to a variety of texts, including novels, film, media, poetry

and drama. These texts will allow students to delve into a range of human experiences and perspectives of the world. Students will develop the skills and confidence to form their own interpretations of literature, and to pen their own creations. The intertextual studies are an important component of the course, where students will explore relationships between texts and produce their own transformation of texts.

This subject leads to both English and English Literary Studies at Stage 2. However, there will be an emphasis in this course on developing the skills that will be required to study English Literary Studies.

ASSESSMENT

Semester 2 - 90 minute Critical Reading Exam

ESSENTIAL ENGLISH

20 CREDITS

ADVICE TO STUDENTS

Stage 1 Essential English allows students to achieve the literacy requirements in SACE.

Students who achieve a C- grade or better, in 20 credits of this subject meet the compulsory literacy requirement.

This course is not designed to connect to any Stage 2 Essential English courses here at Golden Grove High School. However, some students may be granted access to Stage 2 English if their skills are deemed suitable by their Stage 1 teacher. Only upon teacher recommendation will students be able to continue their English pathway.

CONTENT

This subject is designed for:

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

There is an emphasis on communication, comprehension, analysis, and text creation.

PLEASE NOTE: All students must complete 20 credits of English subjects at a 'C' level or better to obtain their SACE.

SACE Stage 1 Subjects

Health and Physical Education

CERTIFICATE III IN FITNESS (VET)

Refer to Vocational and Special Learning 2021 Curriculum Handbook for description.

HEALTH

10 CREDITS

ADVICE TO STUDENTS

Students recognise the various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. They develop social skills to consider how changing social structures, community values, environmental issues and new technologies affect the health and wellbeing of individuals and the community.

CONTENT

Topics may include:

- Ways of Defining Health
- Health Literacy
- Health and Participation in an Active Lifestyle
- The Effects of Alcohol, Tobacco, and Other Drugs on Health
- Health and the Environment
- Contemporary Health Priorities in Australia
- Health and Relationships
- Mental & Emotional Health
- Growing Up Healthy
- Careers and Vocational Studies in Health

ASSESSMENT

Issues Response	30%
Group Activity- Health Promotion	30%
Investigation- Health Profession	40%

OUTDOOR EDUCATION A and B

10 or 20 CREDITS

COST: \$200.00 per semester

ADVICE TO STUDENTS

Students may choose to study 1 or 2 semesters and should have an interest in outdoor recreation activities and experiencing the natural environment. Previous camping experience is beneficial but not required; there are no luxury cabins here, it will be INTENSE (in tents). The course aims to develop organisation, planning and resiliency skills; they will need to be able to manage workloads of other subjects, part time work and sporting commitments as they can expect to be away from school/home between 5-6 days in order to attend compulsory excursions and overnight camps. Students will also need to demonstrate that they are responsible and capable enough to safely attend external activities during lead up classroom work.

CONTENT

OUTDOOR EDUCATION A (SEMESTER 1)

AT1: About Natural Environments	
Costal Care Environmental Investigation	20%
Cobbler Creek Environmental Investigation	20%

AT2: Experiences in Natural Environments	
Surfing Evaluation and Reflection	20%
Bushwalking Evaluation and Reflection	40%

OUTDOOR EDUCATION B (SEMESTER 2)

AT1: About Natural Environments	
Cliff Care Environmental Investigation	20%
Murray Darling Basin Environmental Investigation	20%

AT2: Experiences in Natural Environments	
Rock Climbing Evaluation and Reflection	20%
Canoeing Evaluation Reflection	40%

PHYSICAL EDUCATION A & B

10 / 20 CREDITS

ADVICE TO STUDENTS

Students can choose to study either 1 or 2 semesters of Physical Education at Stage 1. Students are required to have successfully completed Year 9 and 10 PE to at least a B Grade standard with a positive approach to physical activity and the related theoretical concepts. Students are expected to wear the correct GGHS sports uniform for all practical activities.

CONTENT

Students study concepts relating to exercise physiology, skill acquisition and biomechanics and apply them to their own and others' participation in practical based lessons. Students also use a range of methods to collect and analyse data (including heart rate monitors, GPS units, taking of game statistics etc.) relating to their participation in sport or physical activity and utilise their knowledge of theoretical concepts to draw conclusions about specific activities and evaluate their own strengths and weaknesses.

PHYSICAL EDUCATION A TOPICS (Semester One)

AT1 - Performance Improvement- Physiological Demands of a Team Sport

AT2 - Physical Activity Investigation- Modified Games Analysis

PHYSICAL EDUCATION B TOPICS (Semester Two)

AT1- Performance Improvement- Biomechanical Analysis of a Motor Skill

AT2- Physical Activity Investigation- Factors Affecting Inclusivity

PHYSICAL EDUCATION – SPECIAL FOCUS TOUCH

(by invitation only)

Year 10/11 Class – Semester One

10 CREDITS

ADVICE TO STUDENTS

Students are required to have successfully participated in previous Touch Football Focus classes and have displayed a positive approach to the practical program and the related theoretical concepts. Students are expected to wear the correct GGHS sports uniform for all practical activities.

CONTENT

Students study concepts relating to exercise physiology and apply them to their own and others' participation in Touch Football practical based lessons. Students also use a range of methods to collect and analyse data (including heart rate monitors, GPS units, taking of game statistics etc.) relating to their participation in sport or physical activity and utilise their knowledge of theoretical concepts to draw conclusions about specific activities and evaluate their own strengths and weaknesses.

THEORY TOPICS SEMESTER 1

- Application of energy sources affecting physical performance
- Application of the effects of training on physical performance
- The effect of training on the body
- Physiological barriers and enablers to physical activity

ASSESSMENT

- Type 1: Performance Improvement Task 66%
- Type 2: Physical Activity Investigation 34%

SPORTS STUDIES- INTEGRATED LEARNING A & B

10/20 CREDITS

ADVICE TO STUDENTS

Students can choose to study either 1 semester (Sport Studies A or B) or 2 semesters (Sports Studies A & B) of Sports Studies at Stage 1. Sports Studies A & B are different courses comprised of the same assessment types which enables students to develop the necessary skills and knowledge in different contexts. This provides students a solid base and prepares them effectively to undertake Sports Studies at Stage 2. Through the lens of the program focus of sport, students develop their learning about a real-world situation, task, event, or other learning opportunity, while also growing their knowledge about themselves as learners, and their capabilities. In Integrated Learning, students develop, extend, and apply critical thinking skills through inquiry about aspects of the program focus that are of interest to them.

Students extend their self-awareness, personal identity, and values through collaborative processes that build from peer and self-assessment. Underpinning the design of Integrated Learning is an emphasis on students making links between their learning and their capabilities. In this way, the capabilities are central to Integrated Learning and are reflected in the assessment requirements and performance standards.

CONTENT

This course is only recommended for students who have a keen interest in sport and physical activity. Students will complete three tasks across three separate activity areas outlined below:

AT1 - PRACTICAL EXPLORATION: Students will participate in one practical (sporting) activity and have the opportunity to evaluate and critically analyse skills and their own learning.

AT2 - CONNECTIONS: Students will be required to work collaboratively with their peers to plan, organise, implement and evaluate a sporting event which they run within school or the local community.

AT3 - PERSONAL VENTURE: Each student will be required to compile an individual negotiated task that is linked to the area of sport and physical activity.

SACE Stage 1 Subjects

Humanities and Social Sciences

MODERN HISTORY

10 CREDITS / 20 CREDITS

ADVICE TO STUDENTS

Students may study Modern History in either Semester 1, Semester 2, or for the full year.

This course is designed to develop writing skills, including critical analysis in essay writing needed for Stage 2 History.

Students studying Stage 1 Modern History have the opportunity to participate in the Humanities/Spanish European Study Tour. This is a biannual immersion trip to Europe where students will be immersed in HASS learning, particularly from the world wars and the Cold War.

CONTENT

In the study of Modern History at Stage 1, students explore changes in the world since 1750, examining developments and movements, the ideas that inspired them, and their short and long term consequences on societies, systems and individuals.

Students will study two of the following topics each semester, completely dependent on student interest and choice.

Topics include:

- Elective (ANY event of student interest post – 1750)
- Revolutions (such as the French and Russian Revolutions).
- Social Movements (such as the US Civil Rights Movement)
- Decolonisation (such as India's fight for independence)
- Imperialism (such as the British Empire)
- Indigenous Peoples (ranging from countries such as Australia, New Zealand and/or South Africa)

LEGAL STUDIES

10 / 20 CREDITS

ADVICE TO STUDENTS

Students may study Legal Studies in either Semester 1, Semester 2, or for the full year. Students will have the opportunity to attend excursions to the SA Courts, Parliament House and the Old Adelaide Gaol, dependent on student interest and choices

Students studying Stage 1 Legal Studies have the opportunity to participate in the Humanities/Spanish European Study Tour. This is a biannual immersion trip to Europe where students will be immersed in HASS learning, particularly from the world wars and the Cold War.

CONTENT

This course aims to assist students to:

- understand the Australian Legal System and how it reflects Australia's legal beginnings
- investigate the criminal justice system and make judgements on its effectiveness
- become critically aware and informed regarding legal issues

Throughout the course, students will study a variety of topics such as: 'Australia's Legal System', 'Understanding the Rule of Law', 'Legal Processes in Action' and 'Criminal Law'. This includes trial and court room procedures.

Students may also opt to study topics such as 'Young People and the Law', 'The Motorist and the Law', 'Relationships and the Law' and 'Civil Law'.

Students will be given the opportunity to participate in a mock parliamentary debate at Parliament House, and be exposed to a variety of legal cases to do case studies on.

SOCIETY & CULTURE

10 CREDITS

ADVICE TO STUDENTS

Students will be required to participate in a compulsory group task and give an oral presentation.

Students studying Stage 1 Society and Culture have the opportunity to participate in the Humanities/Spanish European Study Tour. This is a biannual immersion trip to Europe where students will be immersed in HASS learning, particularly from the world wars and the Cold War.

CONTENT

Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies. Through their study of Society and Culture, students develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society. Students study topics in both an Australian and global context.

This course will require students to formulate opinions on what can be considered controversial topics, such as refugees, women's rights or veganism, dependent on student interest and choice.

The students will complete:

- one in-depth investigation
- one group presentation
- two source analysis activities

Topics will depend on the experiences and backgrounds that students bring to their studies.

TOURISM

10 CREDITS

COST: \$14 for compulsory field trip

ADVICE TO STUDENTS

Students who are interested in travelling domestically and/or internationally will develop a skill set that will enable them to do so safely and successfully.

This course will require participation in an excursion. Destinations could include Glenelg, Hahndorf, Clare Valley, Central Markets or Adelaide Oval, dependent on student interest and choice.

Students studying Stage 1 Tourism have the opportunity to participate in the Humanities/Spanish European Study Tour. This is a biannual immersion trip to Europe where students will be immersed in HASS learning, particularly from the world wars and the Cold War.

CONTENT

This subject aims to develop an awareness of the nature of the tourism industry and its related contemporary trends and issues.

This course is designed for students who are interested in experiencing and studying what South Australia and the world has to offer to those who wish to explore and immerse themselves within it.

As part of this course, students will be given the opportunity to visit and explore a local tourist destination based on a class consensus of interest.

Students will be assessed on the following:

- case study
- source analysis
- practical activity
- investigation

SACE Stage 1 Subjects

Languages

JAPANESE CONTINUERS

20 CREDITS

ADVICE TO STUDENTS

This course assumes successful completion of Year 10 Japanese. This subject must be studied as a full year course.

CONTENT

Stage 1 Japanese continuers is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity.

The prescribed themes are consistent across all languages at continuers' level but may vary from one language to another.

There are three prescribed themes:

- The Individual
- The Japanese Speaking Communities
- The Changing World

Topics may include:

- Personal identity
- Future plans
- Leisure
- Education
- Life in Japan
- Working life

Students studying Japanese have the opportunity to participate in a biannual immersion trip to Japan including attending a Japanese school. This is an exciting opportunity for students to deepen their understanding of Japanese culture and society as they improve their fluency and confidence in speaking, reading and writing Japanese.

SPANISH CONTINUERS

20 CREDITS

ADVICE TO STUDENTS

This course assumes the successful completion of Year 10 Spanish. This subject must be studied as a full year course.

CONTENT

Stage 1 Spanish continuers is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity.

The prescribed themes are consistent across all languages at continuers' level but may vary from one language to another.

There are three prescribed themes:

- The Individual
- The Spanish Speaking Communities
- The Changing World.

Topics may include:

- Personal identity
- World of work
- Giving opinions
- Contemporary social issues
- Culturally significant people, places and events

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT

20 CREDITS

ADVICE TO STUDENTS

English as an Additional Language or Dialect is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages. Students who study this subject come from diverse personal, educational, and cultural backgrounds.

CONTENT

In English as an Additional Language or Dialect literacy skills are developed in conjunction with language learning through comprehending, creating written, spoken, visual, and multimodal texts; using and modifying language for different purposes in a range of social and cultural contexts. Students apply, extend, and refine their repertoire of literacy skills and practices by studying the use and impact of English in texts and contexts. This subject develops an awareness of the sociocultural and sociolinguistic aspects of language, including the language of business and enterprise, international affairs, and global communications.

SACE Stage 1 Subjects

Mathematics

All students considering studying any Mathematics at Year 12 must select the 20 credit (ie full year) General or Methods (30 credits) Mathematics at Year 11

VOCATIONAL MATHEMATICS

10 CREDITS

COST: Students require a scientific calculator. (The Casio fx 82 AU PLUS is recommended \$22.00 GST incl.)

ADVICE TO STUDENTS

This course does not lead to any further study in Mathematics. It allows successful students to achieve the compulsory numeracy requirement of the SACE.

Students will extend their skills in ways that apply to problem solving in workplace and vocational contexts.

This course is recommended for students seeking entry into trades/vocations. Industry aptitude tests will be used to build skills and capabilities for workplace readiness or apprenticeships.

ASSESSMENT

Skills and Applications Tasks	50%
Mathematical Investigations	50%

NUMERACY

20 CREDITS

COST: Students require a scientific calculator (the Casio fx 82 AU PLUS is recommended \$22.00 GST incl).

ADVICE TO STUDENTS

Any Stage 1 Mathematics subject allows students to achieve the compulsory numeracy requirement of the SACE.

This course does not lead to any further study in Mathematics. It offers students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace settings.

Students apply their Mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

Topics include:

- Calculations, Time and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing

ASSESSMENT (per semester)

Skills and Applications Tasks	75%
Mathematical Investigations	25%

GENERAL MATHEMATICS

20 CREDITS

COST: Students must purchase a graphics calculator. The school recommends the Casio fx CG 50 AU (\$204.00 GST incl).

ADVICE TO STUDENTS

Any Stage 1 Mathematics subject allows students to achieve the compulsory numeracy requirement of the SACE.

Students intending to study General Mathematics or Essential Mathematics at Stage 2 must study this subject at Stage 1.

General Mathematics extends students' mathematical skills in ways that apply to practical solving and mathematical modeling in a diverse range of applications of Mathematics. These include personal financial management, measurement and trigonometry, the statistical investigation process, modeling using linear and non-linear functions, and discrete modeling using networks and matrices.

Topics include:

- Investing and Borrowing
- Measurement
- Statistical Investigation
- Matrices and Networks
- Applications of Trigonometry
- Linear and Exponential Functions and their Graphs

ASSESSMENT (per semester)

Skills and Applications Tasks	75%
Mathematical Investigations	25%

PLEASE NOTE: All students must complete 10 credits of Mathematics subjects at a 'C' level or better to obtain their SACE.

MATHEMATICAL METHODS A, B & C

30 CREDITS

COST: Students must purchase a graphics calculator. The school recommends the Casio fx CG 50 AU (\$204.00 GST incl).

ADVICE TO STUDENTS

Any Stage 1 Mathematics subject allows students to achieve the compulsory numeracy requirement of the SACE.

Students intending to study Mathematical Methods at Stage 2 must study this subject at Stage 1.

Mathematical Methods is organised into topics that broaden students' mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking and there is a progression of content, applications and level of sophistication and abstraction.

Topics include:

- Functions and Graphs
- Trigonometry
- Counting and Probability
- Statistics
- Growth and Decay
- Introduction to Differential Calculus
- Polynomials

ASSESSMENT

Skills and Applications Tasks	75%
Mathematical Investigations	25%

SPECIALIST MATHEMATICS

10 CREDITS

COST: Students must purchase a graphics calculator. The school recommends the Casio fx CG 50 AU (\$204.00 GST incl).

ADVICE TO STUDENTS

Any Stage 1 Mathematics subject allows students to achieve the numeracy requirement of the SACE.

Students intending to study Specialist Mathematics at Stage 2 must study one semester of this subject at Stage 1.

Specialist Mathematics broadens students' mathematical experience and increases their mathematical flexibility and versatility by developing mathematical arguments, proof and problem solving in a variety of contexts.

Topics studied provide a blending of algebraic and geometric thinking with a progression of content, applications, level of sophistication and abstraction.

Topics include:

- Vectors in the Plane
- Further Trigonometry
- Real and Complex Numbers

ASSESSMENT

Skills and Applications Tasks	75%
Mathematical Investigations	25%

SACE Stage 1 Subjects

Science

BIOLOGY

10 / 20 CREDITS

COST: A SASTA Workbook will need to be purchased at a cost of \$55.

ADVICE TO STUDENTS

Students selecting this subject must achieve a C standard in Semester 2 Year 10 Science, and an interest in the living environment and physiology is expected.

Both semesters in Biology are self-contained, independent units, which may be combined to form a full year course or taken separately as a single unit study.

CONTENT

SEMESTER 1

A great deal of Semester 1 examines such topics as:

- Cells and Microorganisms
- Infectious Diseases

SEMESTER 2

This semester examines some environmental biology and human biology covering such topics as:

- Multicellular Organisms
- Biodiversity & Ecosystem Dynamics

ASSESSMENT

Students will demonstrate evidence of their learning through:

- Investigations Folio
- Skills and Applications Tasks

CHEMISTRY

20 CREDITS

(20 credits must be completed in Stage 1 to study Stage 2 Chemistry)

COST: A SASTA Workbook will need to be purchased at a cost of \$55.00.

ADVICE TO STUDENTS

A 'B' grade or better in Year 10 Science is highly recommended.

Semester 1 should be completed successfully before starting Semester 2.

CONTENT

SEMESTER 1 may include:

- Materials and Their Atoms
- Combining Atoms
- Molecules

SEMESTER 2 may include:

- Mixtures and Solutions

- Acids and Bases
- Redox Reactions

ASSESSMENT

Students will demonstrate evidence of their learning through:

- Investigations Folio
- Skills and Applications Tasks

ENTREPRENEURSHIP (STEM Focus) – STAGE 2 INTEGRATED LEARNING

Precluded combinations: Students seeking an ATAR can only choose ONE Integrated Learning subject at Stage 2. Two Integrated Learning offerings can be used for SACE completion.

20 CREDITS

CONTENT

Using a real world, self-directed learning model, students will undertake an individualised inquiry to determine a product, solution, idea or issue that aligns with their area of interest.

STEM inquiry will be industry focused, solutions based and underpinned by sustainability. Students draw on their mathematical, scientific and technological knowledge and use design thinking / engineering processes to individually and collaboratively create innovative and imaginative design solutions to real world problems.

Students will undertake research and practical tasks including a collaboration task (students may elect to collaborate with a peer, community member, industry associate or University associate) where they will collaborate, undertake peer and self-assessment and explore and examine different context and application of the STEM engineering design process and the soft skills inherent in the STEM industries. Through this collaboration, students will focus on their selected capability or capabilities and apply their knowledge, concepts, and skills for a specific purpose.

The personal endeavour is an opportunity for students to explore an area of STEM that is of interest to them. They individually select the area of interest for their personal endeavour, explore and analyse relevant information, concepts, ideas, and skills, and communicate their ideas and opinions about them. Students select one capability to be developed within their personal endeavour, exploring the link between that capability and their area of interest.

NOTE: this subject may be undertaken 'off line' by negotiation with the teacher.

ASSESSMENT

School Based Assessment:

Two Practical Inquiries	40%
Connections Tasks	30%

External Assessment

Personal Endeavour Task	30%
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- Students select one capability to be developed within their personal endeavour, exploring the link between that capability and their venture.

It is recommended that students present the personal endeavour in two parts:

- An investigation, that is either research or practical-based and has an outcome or conclusion (about three-quarters of the total evidence).
- An explanation of the connections between their area of interest and the capability selected (about one-quarter of the total evidence).

ENVIRONMENTAL STUDIES – INTEGRATED LEARNING

10 CREDITS

COST: A planned excursion linked to the curriculum at a cost of \$50

ADVICE TO STUDENTS

Students selecting this subject must achieve a C standard in Year 10 Science, and have an interest in the living environment, ecology and conservation.

CONTENT

Students will undertake tasks relating to the environment, ecology and conservational science. Students will participate in practical tasks, collaborative exercises and undertake a personal inquiry of choice. Students will learn skills in peer and self-assessment and connect tasks with the SACE capabilities.

Topics include:

- Nature is speaking
- Conservation in action
- Project type task of choice

ASSESSMENT

Students will demonstrate evidence of their learning through:

- Practical Exploration
- Connection
- Personal Venture

NUTRITION

10/20 CREDITS

COST: Students are advised that there are additional costs involved of \$60.00 per semester which relates to practical activities.

ADVICE TO STUDENTS

Students integrate scientific knowledge and skills gained in their study of Nutrition and apply them to designing and carrying out practical investigations which involve both food preparation and scientific practical skills.

The acquired knowledge helps students to reinforce or modify their own diets and lifestyle habits to maximise health outcomes.

CONTENT

- Impact of food processing, food safety and nutrient content
- Macro and Micro Nutrients
- Sustainable Food Futures

Focus Capabilities: Communication, Learning and Personal Development

ASSESSMENT

- Investigations Folio

Skills and Application Tasks

PHYSICS

20 CREDITS

(20 credits must be completed in Stage 1 to study Stage 2 Physics)

ADVICE TO STUDENTS

In Physics, students learn about the phenomena and technology that are in their life. How does a mobile phone send its signal? What do you need to know to launch a rocket into space? How can you make cars safer? What are black holes? How do planes fly?

A 'B' grade or better in Year 10 Science is highly recommended.

Semester 1 should be completed successfully before starting semester 2.

Both semesters must be completed successfully for entry into Stage 2 Physics.

CONTENT

Semester 1 has a focus on Motion and Communications.

Topics covered may include:

- Motion
- Force
- Communications

Semester 2 has a focus on Gravitation, Energy and Medical Physics.

Topics covered may include:

- Energy
- Medical Physics
- Momentum
- Projectile Motion

ASSESSMENT

Students will demonstrate evidence of the learning through

- Skills and Application Tasks (tests and exams)
- An Investigations Folio (practical work and science as a human endeavour investigations)

PSYCHOLOGY

10 / 20 CREDITS

ADVICE TO STUDENTS

The most common reasons for studying Psychology are a personal curiosity about human behaviour and a desire to gain knowledge that can translate into personal growth.

It is expected that students have gained a satisfactory pass in Semester 2 Science at Year 10.

The 2-unit course should be considered by students intending to study Stage 2 Psychology.

A draft subject outline for this subject has been developed and is currently in the consultation phase.

CONTENT for teaching in 2021 may include:

- Topic 1: Cognitive Psychology
- Topic 2: Neuropsychology
- Topic 3: Lifespan Psychology
- Topic 4: Emotion
- Topic 5: Psychological Wellbeing
- Topic 6: Psychology in Context
- Topic 7: Negotiated topic

ASSESSMENT

Students will demonstrate evidence of their learning through:

- Skills and Applications Tasks (tests and exams)
- Investigations Folio (psychological investigation and science as a human endeavour investigation)

SACE Stage 1 Subjects

Technologies – Design & Digital

CERTIFICATE II ELECTRONICS & ELECTROTECHNOLOGY (VET)

Refer to Vocational and Special Learning 2021 Curriculum Handbook for description.

DESIGN TECHNOLOGY Furniture Design and Manufacture

10/20 CREDITS

ADVICE TO STUDENTS

It is recommended that you have complete Furniture Design and Manufacture at year 10 to be successful in this subject at Stage 1, although it is not a requirement. Prior experience in CAD would be an advantage. Students must be aware that this course is a mixture of practical-based assessments in the workshop and theory-based work exploring design processes. Additional costs may be required.

CONTENT

This subject provides a flexible framework that encourages students to be creative and innovative and to apply critical problem-solving skills and incorporate technologies to address problems and challenges that may occur while designing and making a furniture product.

ASSESSMENT

- **Specialised Skills Task**
Students develop knowledge and skills then apply these to inform their design development in their seconded assessment.
- **Design Process and Product**
Students work through a design process to develop a plan for a product that they will create showcasing the skills and knowledge that they currently have as well as the skills learned in the first task. Students will need to keep a record of their learning that showcases their investigating, designing, planning, producing and evaluating a product.

DESIGN TECHNOLOGY Metal Design and Manufacture

10/20 CREDITS

ADVICE TO STUDENTS

It is recommended that you have complete Metal Design and Manufacture at year 10 to be successful in this subject at Stage 1, although it is not a requirement. Prior experience in CAD would be an advantage. Students must be aware that this course is a mixture of practical-based assessments in the

workshop and theory-based work exploring design processes. Additional costs may be required.

CONTENT

This subject provides a flexible framework that encourages students to be creative and innovative and to apply critical problem-solving skills and incorporate technologies to address problems and challenges that may occur while designing and making a metal product.

ASSESSMENT

- **Specialised Skills Task**
Students develop knowledge and skills then apply these to inform their design development in their seconded assessment.
- **Design Process and Product**
Students work through a design process to develop a plan for a product that they will create showcasing the skills and knowledge that they currently have as well as the skills learned in the first task. Students will need to keep a record of their learning that showcases their investigating, designing, planning, producing and evaluating a product.

DIGITAL MULTIMEDIA

10 / 20 CREDITS

ADVICE TO STUDENTS

Students should have preferably studied Media Arts at the year 10 level.

A full year of Digital Multimedia [or proven skills in multimedia areas] is required to undertake Stage 2 studies in this subject.

CONTENT

SEMESTER 1

- create soundtrack to CGI animation
- image manipulation graphics and text

SEMESTER 2

- desktop digital video production - using video editing techniques, production of short videos for specific audiences
- introduction to 3D animation

ASSESSMENT

Specialised Skills Task	30%
Design Process & Product	70%

Note: Assessment task percentages may change.

DIGITAL TECHNOLOGIES

10 / 20 CREDITS

ADVICE TO STUDENTS

Digital Technologies replaces the Information Technology subject. Students who take this subject are expected to be interested in Digital Technologies. Some experience in programming may be beneficial. Students should select Digital Technologies to provide the skills and knowledge for Stage 2 Digital Technologies.

Students are expected to:

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

CONTENT

The subject consists of the following focus areas:

- Focus area 1: Programming
- Focus area 2: Advanced programming
- Focus area 3: Data analytics
- Focus area 4: Exploring innovations

ASSESSMENT

Students provide evidence of their learning through assessment tasks. Students have the opportunity to work collaboratively in:

- Project skills tasks
- Digital solutions

MUSIC TECHNOLOGY

10 / 20 CREDITS

ADVICE TO STUDENTS

Students are advised to undertake a full year of Stage 1 Music Technology in order to undertake Stage 2 studies in this subject.

CONTENT

The focus of the course is on Sound Engineering.

SEMESTER 1

How to market your music: create a band promotional package. Design website for an artist/group, poster, CD packaging, look at copyright, marketing.

Live sound reinforcement: introduction to acoustics, how to set up and operate a vocal and band P/A system, how to use and place various microphones depending on instrumentation.

SEMESTER 2

Multi-track recording: Students record music groups and mix down to a CD.

- studio acoustics, multi-track recording process
- mic type, choice, placement
- using EQ, FX, signal processors
- analog and digital systems

ASSESSMENT

Special Skills Task	30%
Design Process and Product	70%

Note: Assessment task percentages may change.

CAD (Computer Aided Design)

10 CREDITS

ADVICE TO STUDENTS

It is recommended that you have an enthusiastic approach to being challenged in your learning and that you are confident in using CAD Software programs. Having completed Year 10 CAD would be an advantage but is not a necessity. 3D printers will be utilised during this course.

CONTENT

This subject provides a flexible framework that encourages students to be creative and innovative and to apply critical problem-solving skills and incorporate technologies to address problems and challenges that may occur while designing and making a computer designed product.

ASSESSMENT

Specialised Skills Task

Students develop knowledge and skills then apply these to inform their design development in their seconded assessment.

Design Process and Product

Students work through a design process to develop a plan for a product that they will create, showcasing the skills and knowledge that they currently have as well as the skills learned in the first task. Students will need to keep a record of their learning that showcases their investigating, designing, planning, producing and evaluating of a product.

Technologies – Home Economics

CHILD STUDIES

10 CREDITS

COST: Students may choose to purchase some materials for practical sections of the course. There is a charge of \$70.00 per semester to cover costs of consumables.

ADVICE TO STUDENTS

Students explore children from conception to 8 years of age, they research and investigate issues related to growth, health and wellbeing.

They examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

CONTENT

Topics include: Language and communication, outdoor play and numeracy. Provision of food in childcare centers. Issues investigation

Learning experiences include: food practicals, child's article of clothing and a collaborative task.

ASSESSMENT

2 x Practical Tasks	50%
Collaborative Assignment	25%
Issue Investigation	25%

FOOD AND HOSPITALITY

10 / 20 CREDITS

COST: Students are advised that there are additional costs involved of \$70 per semester which are related to practical activities.

ADVICE TO STUDENTS

This course can be undertaken as a semester or full year course.

Students will gain skills and knowledge in safe food handling practices, food preparation, presentation and service.

They explore issues that arise in the Food and Hospitality industry, research and analyse information and justify their decisions for items of food that they create.

Students who are considering a career or a part time job in the food or hospitality industry or who wish to increase their culinary skills will benefit from taking this course.

CONTENT

In this course students will develop their food preparation and presentation skills by exploring such topics as:

- Food, the individual and family
- Local and global issues in food and hospitality
- Trends in food and culture
- Food and safety
- Food and Hospitality industry

ASSESSMENT

- Individual Action Plan
- Collaborative Action Plan
- Practical Task
- Research Task
- Investigation

Vocational & Flexible Learning Programs

STAGE 2 SACE (PAIRED WITH VET)

Students using VET as a part of their Stage 2 studies should look at pairing their course with one or both of the following SACE subjects.

VOCATIONAL PATHWAYS AND ENTREPRENEURSHIP

20 CREDITS

To assist students who are headed towards a Vocational Pathway we are offering a student-directed course which allows for great learning flexibilities in relation to the world of work, employability skills and pathways' understandings such as within Trades and/or Apprenticeships. In line with Vocational Pathways and Entrepreneurship, students will undertake practicals and connective tasks where they will collaborate, undertake peer and self-assessment and explore and examine different context and application of vocational skills sets and dispositions. Depending on the focus of their topic, students will engage with critical and creative thinking, problem solving and personal development. Using a practice-based model of learning, students will undertake an individualised inquiry (30%) to determine a product, solution, idea or issue that aligns with their vocational pathway. Students who should consider this subject are undertaking a Certificate III as a part of their Stage 2 learning (or Cert II Electronics). This subject, along with a VET course, would pair well with Workplace Practices.

NOTE: this subject may be undertaken 'off line' by negotiation with the teacher.

ASSESSMENT

School Based:

- Practical Inquiry 40%
 - Marketing and Advertising
 - Capabilities in Action
- Connections 30%
 - Skill development, dispositions and employability
 - Social Entrepreneurship

External:

- Personal Endeavour 30%
- Students select one capability to be developed within their personal endeavour, exploring the link between that capability and their area of interest. Recommended in two parts (an investigation and explanation)
 - an investigation, that is either research or practical-based and has an outcome or conclusion (about three quarters of the total evidence)
 - an explanation of the connections between their area of interest and the capability selected (about one quarter of the total evidence)

WORKPLACE PRACTICES

20 CREDITS

ADVICE TO STUDENTS

Students undertaking this course will be required to complete either work experience, a VET course, Australian School Based Apprenticeship or have part time employment.

CONTENT

Students develop knowledge, skills and understanding of the nature, type and structure of the workplace. They learn about the relationships between work-related issues and practices, the changing nature of work, industrial relations influences, and workplace issues that may be local, national or global, or industry specific. Students can undertake learning in the workplace and reflect on and evaluate their experiences in relation to their capabilities and aspirations.

The major components are:

- Industry and Workplace Knowledge:
This includes Work in Australian Society, the Changing Nature of Work, Industrial Relations, and Finding Employment
- Vocational Learning / VET
Work Experience, ASBA, Casual and Part-Time Work, NEVO Course, any other VET

ASSESSMENT

School Based Assessment

Folio: Workplace Knowledge	25%
Performance: Vocational Learning / VET	25%
Reflection	20%

External Assessment

Investigation: 2000 word report	30%
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FLEXIBLE LEARNING PROGRAMS

Flexible learning programs are designed to allow a student to make a greater contribution to their own learning programs. Students are able to use a broad range of community resources, knowledge and skills to negotiate a learning program using specific Flexible Learning Statements. Recognition of Community Learning is available within flexible learning. See the VET Leader or Year 11/12 Sub School Leader.

COMMUNITY LEARNING

A complete list is available [here](#). A [SACE Application form](#) must be completed. Any applications are to be lodged with the SACE Assistant Principal.

INFORMATION ON ALL OTHER COURSE OFFERINGS CAN BE FOUND AT:

[GGHS Vocational & Flexible Learning Handbook](#)
[North Eastern Vocational Opportunities website](#)
[NEVO 2021 Offerings Brochure](#)
[One+ VET Information Booklet](#)

