

YEAR 11

2019 CURRICULUM HANDBOOK

Respect • Equality • Pride • Integrity • Resilience



**GOLDEN GROVE
HIGH SCHOOL**

2018

Principal: Mr Peter Kuss



SACE STAGE 1 SUBJECT OFFERINGS IN 2019

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
Performing Arts Production	10 credits
Visual Arts – Art	10/20 credits
Visual Arts – Design	10/20 credits
Creative Art – Design (Yearbook)	10 credits
CROSS-DISCIPLINARY STUDIES	
Community Studies	10/20 credits
Integrated Learning	10/20 credits
Peer Support – Integrated Studies – <i>Subject Application Form Required</i>	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	10 credits
Outdoor Education B	10 credits
Physical Education	10/20 credits
Physical Education Special Focus Netball	10 credits
Physical Education Special Focus Touch	10 credits
HUMANITIES & SOCIAL SCIENCES	
Geography	10 credits
Modern History	10/20 credits
Legal Studies	10/20 credits
Society & Culture	10 credits
Tourism	10 credits
LANGUAGES	
Japanese	20 credits
Spanish	20 credits
English as an Additional Language	20 credits
MATHEMATICS	
Essential Numeracy (No Pathway to Stage 2)	10 credits
Essential Mathematics	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	10/20 credits
Nutrition	10 credits
Physics	10/20 credits
Psychology	10/20 credits
Scientific Studies	10 credits
TECHNOLOGIES – DESIGN & DIGITAL	
Certificate II Electronics	Up to 50 credits
Design Technology – Material Products	10/20 credits
Digital Technologies	10/20 credits
TECHNOLOGIES – HOME ECONOMICS	
Child Studies	10 credits
Food and Hospitality	10/20 credits
VOCATIONAL LEARNING – VET Pre Application Form required	
Certificate I Construction (Doorways to Construction)	Potential 40-45 credits
Certificate II Hospitality (Kitchen Operations)	Potential 55 credits
Certificate II Electronics	Potential 50 credits
Certificate III Fitness	Potential 100 credits
Certificate II Food Processing – Café Barista	Potential 40-85 credits
NEVO – (VET at other schools in the region) full day	Credits TBA
VET – at TAFE or other Registered Training Organisation	Credits TBA
Australian School Based Apprenticeships	

SACE Stage 1 Subjects

The Arts – Visual/Performing/Creative

DANCE

10 / 20 CREDITS

ADVICE TO STUDENTS

Additional 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.

CONTENT

- Technique and Composition
- Performance
- Response

DIGITAL MULTIMEDIA

10 / 20 CREDITS

ADVICE TO STUDENTS

No previous knowledge is assumed.

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

- digital audio – loop-based programs, digital recording and editing
- image manipulation graphics and text
- desktop video introduction and screenplays

SEMESTER 2

- desktop digital video production
- integrating the technologies: text, graphics, animation, video, sound
- introduction to 3D animation

ASSESSMENT

Skills and Applications Task	40%
Folio	20%
Product	40%

Note: Assessment task percentages may change.

DRAMA

10 / 20 CREDITS

COST: \$25.00 per semester

ADVICE TO STUDENTS

Students will view at least one live production, which could be a production performed by Golden Grove High School Performing Arts classes or an external professional production. Some costs may be involved for viewing live performances or attending events. Some out of hours commitment will be required,

particularly for the performance component of this subject.

CONTENT

Students will continue to develop their performance and writing skills in this course. High level team-work skills and commitment are essential. The course prepares students for Stage 2 Drama.

Students are required to complete practical and written tasks in the following areas:

- Performance
- Folio
- Investigation and Presentation

(The specific topics for each task will vary between Semester 1 and 2, for those students wishing to study Stage 1 Drama for two semesters.)

MUSIC

20 CREDITS

ADVICE TO STUDENTS

Satisfactory completion of Year 10 Music is required (or demonstrate equivalent practical skills and theoretical knowledge).

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

A full year of Stage 1 Music Technology is required 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.

Live Sound Reinforcement: Introduction to acoustics, how to set up and operate a vocal and band P/A system.

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

Skills and Applications Task	40%
Folio	20%
Product	40%

Note: Assessment task percentages may change.

PERFORMING ARTS PRODUCTION YEAR 10 & 11

10 CREDITS (One Semester only)

ADVICE TO STUDENTS

All art forms are welcome! Students must be prepared to attend two days of performance, possibly including a weekend rehearsal. Students from any art form can be involved in the school production as there are opportunities to work in all elements of a production in both off stage and on stage capacities. A production will be chosen and the course will culminate in a final performance of the production.

CONTENT

Students will be guided by teachers in the creating and presenting of the school production. Depending on the cohort of students, some of the areas below may not be included in the production.

Possible areas of involvement may include:

- Drama; actor, dramaturg
- Dance; dancer, choreographer
- Music; musician, vocalist, song writer
- Design; front of house, program, costume, set
- Digital Multi Media; animation
- Off stage roles; stage manager, assistant director, sound and lighting technician, front of house, publicity, set design & construction, media, hair and make-up.

Assessment includes: Investigation into chosen art forms, analysis of the page to stage process, performance and a production report.

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: Students will conduct research, idea development and media exploration to create original artworks.
- Practical Resolution: Presentation of the final concepts.
- Visual Study: 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: 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
- Practical Resolution: Presentation of final concepts
- Visual Study: 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.

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

COMMUNITY STUDIES

10 / 20 CREDITS

ADVICE TO STUDENTS

Students wishing to study Community Studies should apply to the Counsellors or Special Needs Leader before making a decision on their course of study. Community Studies has units across all curriculum areas.

Students can be recommended by Learning Area Leaders, Counsellors, and Year Level Leaders or may be considered through the Student Review processes.

If students are recommended through these processes, their families will be invited to be part of the discussions to clarify the support needed from home.

CONTENT

This subject is based on individually negotiated contracts that focus on the student's interests and the skills that each individual learner brings to this subject.

The subject area requirement is an individual study area. This means that each student completes a contract, which becomes an approved SACE Board course of study.

This subject area requires the student to negotiate a study plan, assist in developing their learning tasks and devise and present a major community assignment.

Five levels of achievement are reported with the grades A to E at upon completion of the subject.

PEER SUPPORT – INTEGRATED LEARNING

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.

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 during either Semester 1 or 2. 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

RESEARCH PROJECT 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.

ADVICE TO STUDENTS

The Research Project has been designed to give students time to do a rigorous and detailed study in an area of interest. Students are free to choose any topic they feel is relevant as the focus for their Research Project.

Content includes:

Folio of Research Development	30%
Research Outcome	
– 2000 words of the key research findings or 12 minute oral presentation	40%
Final Evaluation (external assessment)	30%
– 1500 words in written form	

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

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. The Stage 1 English course asks students to respond to texts, create texts and to complete an intertextual study. Students critically and creatively engage with a variety of text types including novels, film, media, poetry, and drama texts.

ENGLISH LITERARY STUDIES

20 CREDITS

ADVICE TO STUDENTS

Stage 1 English 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 Studies course is that it places a greater emphasis on critical analysis and studies of literature than the mainstream English course does.

CONTENT

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. The Stage 1 English Studies course asks students to respond to texts, create texts and to complete an intertextual study. Students critically and creatively engage with a variety of text types including novels, film, media, poetry, and drama texts.

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 2019 Curriculum Handbook for description.

HEALTH

10 CREDITS

ADVICE TO STUDENTS

In Health, students examine the interrelationship of lifestyle, physical activity, social behaviour, health care, and health care systems, and the challenges of maintaining and promoting healthy environments and healthy living in society. They examine the impact of interactions between the individual, the family, the wider community, and the environment on the health of populations. Students recognise the important role of governments and other agencies in addressing health priorities as well as the need to allocate resources to build health and well-being at local, state, national, and global levels. Students learn to be proactive in promoting lifelong skills to improve health outcomes and quality of life for themselves and their communities.

CONTENT

Topics may include:

- 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
- Growing Up Healthy
- Careers and Vocational Studies in Health

ASSESSMENT

For a 10-credit subject, it is recommended that students provide evidence of their learning through three or four assessments.

Issues Response
Group Activity

Investigation Assessment design criteria are:

- investigation
- application
- analysis
- reflection

OUTDOOR EDUCATION A

10 CREDITS

COST: Compulsory expeditions will be \$200.00. This amount helps to subsidise the cost of transport, equipment and campsite hire.

ADVICE TO STUDENTS

Students must participate in a three day/two night expedition as part of the practical assessment of this course. The students will undertake a number of preparation sessions in the lead up to the expedition; this could include basic camp craft, navigation, menu planning, environmental and conservation awareness and first aid.

The additional practical topic will be an overnight surfing camp at Port Noarlunga Aquatic Centre.

CONTENT

Students will major in two practical topics which could include:

- Surfing, bushwalking or orienteering.

ASSESSMENT

Practical 60%

Expeditions Skills Checklist

- Surfing - 20%
- Bushwalking - 40%

Theory 40%

Folio

- First Aid Studies/Practical - 10%
- Environmental Investigation - 10%

Journal

Expedition Reports

- Aquatics - 10%
- Bushwalking - 10%

OUTDOOR EDUCATION B

10 CREDITS

COST: Compulsory expedition will be \$200.00. This cost covers transport, equipment, rock climbing instruction and campsite hire. Students will participate in a Canoe expedition on the River Murray and indoor and outdoor rock-climbing practicums.

ADVICE TO STUDENTS

Students must participate in a three day/two night expedition and indoor/outdoor rock climbing as part of the practical assessment of this course. The students will undertake a number of preparation sessions in the lead up to the expedition.

CONTENT

Students will study topics which integrate theory learnt into practical sessions. Topics may include:

- Rock Climbing: Indoor and Outdoor
- Orienteering and Navigation
- Canoeing
- Lightweight Camping
- First Aid
- Environmental Issues

ASSESSMENT

Practical work will be assessed at 60% of the total grade, which is based on skill development, attitude and interest in the tasks performed.

Theory work will consist of research assignments, tests and classwork tasks. 40% of the course will be assessed on theory components of the course.

Practical 60%

Expeditions Skills

- Rock Climbing - 15%
- Canoeing - 45%

Theory 40%

Folio

- Climbing Assignment - 5%
- Canoeing Assignment - 5%
- Environmental Investigation - 10%

Journal

Expedition Report

- Canoeing - 20%

PHYSICAL EDUCATION

10 / 20 CREDITS

ADVICE TO STUDENTS

Students are required to have successfully completed Year 9 or 10 HPE/PE, with a positive approach to physical activity and the relative theoretical concepts. Students are expected to wear the correct GGHS sports uniform for all practical activities.

CONTENT

Students participate in a variety of physical activities focusing on one or more movement concepts or strategies to improve performance. The activities may include:

Sports: Badminton, Volleyball, Team Handball, Netball, Touch, Australian Football, Soccer and/or Golf

Theme-Based Games: Gamification (using an electronic game or application as inspiration for designing and playing a 'real-life' game) and Sport Education (student-centred approach, which adopts the best parts of community sport to enhance student learning).

Fitness and Recreational Activities: Lab activities such as fitness testing and/or implementing training methods to improve performance.

THEORY TOPICS

SEMESTER 1

- The body's response to physical activity
- Application of energy sources affecting performance
- Application of the effects of training on physical performance
- The effect of training on the body

SEMESTER 2

- Skill acquisition concepts
- Biomechanical efficiency for skilled movement
- Role of feedback and its effect on learning and performance
- Physiological barriers and enablers to participation
- Social strategies to manipulate equity in participation

ASSESSMENT

Type 1: Improvement Analysis Task 50%

Type 2: Physical Activity Investigation 50%

PHYSICAL EDUCATION –

SPECIAL FOCUS NETBALL

(by invitation only)

Year 10/11 Class – Second Semester Course

10 CREDITS

COST: There is an additional cost of approximately \$50 to cover the cost of the online Foundation Coaching Course.

ADVICE TO STUDENTS

This course is offered to students who have accessed and had a positive experience in the Netball Focus program at Year 9 level. **IT IS ALSO AVAILABLE TO ANY ADDITIONAL INTERESTED GIRLS OR BOYS BY WRITTEN APPLICATION (TO MRS WALTER IN TERM 3).**

CONTENT

Students participate in a variety of physical activities focusing on one or more movement concepts or strategies to improve performance. The activities may include:

Sports: Badminton, Volleyball, Team Handball, Netball, Touch, Australian Football, Soccer and/or Golf

Theme-Based Games: Gamification (using an electronic game or application as inspiration for designing and playing a 'real-life' game) and Sport Education (student-centred approach, which adopts the best parts of community sport to enhance student learning).

Fitness and Recreational Activities: Lab activities such as fitness testing and/or implementing training methods to improve performance.

THEORY TOPICS

SEMESTER 2

- Skill acquisition concepts
- Biomechanical efficiency for skilled movement
- Role of feedback and its effect on learning and performance
- Physiological barriers and enablers to participation
- Social strategies to manipulate equity in participation

ASSESSMENT

Type 1: Improvement Analysis Task 50%

Type 2: Physical Activity Investigation 50%

SPECIAL FOCUS TOUCH

(by invitation only)

CONTENT

Students participate in a variety of physical activities focusing on one or more movement concepts or strategies to improve performance. The activities may include:

Sports: Badminton, Volleyball, Team Handball, Netball, Touch, Australian Football, Soccer and/or Golf

Theme-Based Games: Gamification (using an electronic game or application as inspiration for designing and playing a 'real-life' game) and Sport Education (student-centred approach, which adopts the best parts of community sport to enhance student learning).

Fitness and Recreational Activities: Lab activities such as fitness testing and/or implementing training methods to improve performance.

THEORY TOPICS

SEMESTER 1

- The body's response to physical activity
- Application of energy sources affecting performance
- Application of the effects of training on physical performance
- The effect of training on the body

ASSESSMENT

- Type 1: Improvement Analysis Task 50%
- Type 2: Physical Activity Investigation 50%

SACE Stage 1 Subjects

Humanities and Social Sciences

GEOGRAPHY

10 CREDITS

COST: \$14 for compulsory field trip.

ADVICE TO STUDENTS

Students are advised that this course includes a compulsory field trip. This is an exciting opportunity to explore the outdoor classroom associated with studying Geography. No prior knowledge is assumed.

Students studying Stage 1 Geography 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 develop the skills and background knowledge to proceed on to Year 12 Geography but also to engage students in data collection and analysis, and exploring real-world issues in a meaningful and relevant way.

Students will choose one or both of the following to study, dependent on class interest:

Option 1: Natural, Biological and Human-Induced Hazards

This unit focuses on identifying risks and managing those risks to eliminate or minimise harm to people and the environment. Students will explore case studies in local and global contexts.

Option 2: Sustainable Places

This unit examines the economic, social and environmental sustainability of places. It gives an overview of places and challenges faced by cities in the developed and developing world.

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 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

Overall, 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

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

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

This course aims to further develop students' skills in both written and spoken Japanese and to extend understanding of the culture and way of life in Japan.

Students develop the understanding of language as a system, and to encourage students' enjoyment of language and language learning.

Topics may include:

- Myself, my family
- Home and friends
- Daily routine
- School life and trips
- Part-time work
- Careers and aspirations
- Seeing your home through Japanese eyes
- Cultural similarities and differences

SPANISH

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

This course aims to further develop students' skills in writing, listening, speaking and reading Spanish and to extend understanding of the cultures and way of life in Spanish speaking communities, to develop the understanding of language as a system, and to encourage students' enjoyment of language and language learning.

Themes for Semester 1 are centred around personal identity, contact with the Spanish speaking world, future plans, leisure and interests.

Themes for Semester 2 centre around celebrating festivals and traditions, food and its social and historical importance, music, dance and art.

Students studying Stage 1 Spanish have the opportunity to participate in the Spanish, Humanities European Study Tour. This is a biannual immersion trip to Europe where students will complete a two week intensive Spanish language course.

This is an exciting opportunity for senior school students to consolidate their learning as part of their SACE studies.

Topics may include:

- Personal identity
- Future plans
- Giving opinions
- Contact with the Spanish speaking world including a visit to the Spanish Film Festival
- Contemporary Social Issues
- Culturally significant people, places and events

ENGLISH AS AN ADDITIONAL LANGUAGE

20 CREDITS

ADVICE TO STUDENTS

English as an Additional Language 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 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. In English as an Additional Language students apply, extend, and refine their repertoire of literacy skills and practices by studying the use and impact of English in texts and contexts. English as an Additional Language 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) Essential, General or Methods (30 credits) Mathematics at Year 11

ESSENTIAL NUMERACY

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 practical problem solving in everyday and workplace contexts.

ASSESSMENT

Skills and Applications Tasks	50%
Mathematical Investigations	50%

ESSENTIAL MATHEMATICS

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.

Essential Mathematics 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 20 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 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 20 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 20 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: An Essentials Workbook will need to be purchased at a cost of \$65.

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
- Multi-cellular Organisms

SEMESTER 2

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

- Infectious Diseases
- Biodiversity
- Ecosystem Dynamics

ASSESSMENT

Students will demonstrate evidence of their learning through:

- Investigations Folio
- Skills and Applications Tasks

CHEMISTRY

10 / 20 CREDITS

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

COST: An Essentials 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.

Students should have successfully completed Semester 1 before attempting 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

NUTRITION

10 CREDITS

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

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

10 / 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:

- Waves and Light
- 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.

ONE UNIT COURSE (studied in Semester 1 or 2)

Introduction to Psychology

Plus the following two:

- Social Behaviour
- Brain and Behaviour

TWO UNIT COURSE (studied for a full year)

Introduction to Psychology

Plus the following five:

- Social Behaviour
- Brain and Behaviour
- Cognition
- Human Psychological Development
- Intelligence

ASSESSMENT

Students will demonstrate evidence of their learning through:

- Investigations Folio
- Skills and Applications Tasks

SCIENTIFIC STUDIES

10 / 20 CREDITS

ADVICE TO STUDENTS

This is presented as an independent, one-semester course.

It is open to students who would like to study an applied science with the view of continuing into Year 12 Scientific Studies, VET, TAFE or career-orientated apprenticeships or traineeships.

CONTENT

May include:

Exercise Science

- Muscle / Bone Movement
- Exercise Program Design
- Exercise Program Analysis
- Training Principles

Animal Science

- Basic Animal Anatomy and Physiology
- Animal Study at the Zoo
- Animal Classification, Adaptation and Evolution
- Animal Behaviour
- Careers in Animal Science
- Comparative Anatomy

Forensic Science

- The Different Fields of Forensic Science
- Making Observations and Collecting Evidence
- DNA, Hair and Fibre Analysis, Finger Printing
- Witness Statements
- Case Studies
- Crime Scene Scenarios

ASSESSMENT

Students will demonstrate evidence of their learning through:

- Inquiry Folio
- Collaborative Inquiry

SACE Stage 1 Subjects

Technologies – Design & Digital

DESIGN TECHNOLOGY

MATERIAL PRODUCTS (WOOD/METAL)

10/20 CREDITS

ADVICE TO STUDENTS

This course will enable students to design a product in a medium decided upon by the teacher and cohort. Prior experience in Wood Technology and of Metal Technology, in particular, the Metal Lathe and Oxy-Acetylene welding, together with knowledge of CAD would be an advantage. Additional cost of materials may be required.

CONTENT

This course extends the fundamental concepts and skills developed in the Middle School and relate to critiquing, designing and making.

ASSESSMENT

Folio: Requires the communication of the design of an artefact or parts thereof from the beginning of the idea to final production. The development of a design brief, includes the presentation of student's individual work documenting all ideas and processes, and materials investigation

Product: Students work independently or collaboratively to produce an article(s), or part of an article, that they have developed. The construction of the prescribed artefact and is evaluated against the requirements of the design brief.

Skills Task: The Specialised Skills Task(s) requires the making of a prescribed artefact to given specifications and then the analysis of the given product.

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

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

This course is designed for students interested in working with children 0-8 years. It aims to introduce students to the knowledge and skills required to care for children. Areas of study cover focuses on local and global issues relating to children in the home and the wider community.

CONTENT

Topics include: The Nature of Childhood, The Socialisation and Development of Children, Children, Rights and Safety, and Children in Wider Society

Learning experiences include: food practicals, child's article 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