

Curriculum

Handbook

GOLDEN GROVE HIGH SCHOOL

2023 - Year 12



Respect – Equality – Pride – Integrity – Resilience

“Success for all”



Government of South Australia
Department for Education

2023 Golden Grove High School Year 12 Curriculum Handbook

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The Arts – Visual/Performing/Creative

Subject	Dance <i>(Entry conditions *see below)</i>	Year Level	12
Learning Area	The Arts	SACE Credits	20 Credits
Career Chart	Art	Length	Full Year
Course Outline	<p>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.</p> <p>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. Every Tuesday the class is extended to 4pm</p>		
Topics Included	<p>Topics within Dance that students will cover include:</p> <ul style="list-style-type: none"> • Performance • Analysis • Skills Development 		
Assessment	<p>Stage 2 Dance is a 20-credit subject that consists of the following three areas of study.</p> <ul style="list-style-type: none"> • Assessment Type 1: Performance Portfolio 40% Solo, small group and ensemble performance pieces that are filmed for assessment. • Assessment Type 2: Dance Contexts 30% Choreographic work with Folio – One or two choreographic works with one 1,000 word folio, or two 500 words folio • Assessment Type 3: Skills Development Portfolio External 30% An area of personal development exploration of 2000 words or 12 minutes multi-modal 		
Additional Cost	Nil		
Subject Recommendation /Prerequisites	<p>Prior dance training is required. Appropriate dance wear is essential. Additional rehearsal time and performance attendance will be required.</p> <p><i>*Entry into this course must be via an audition or successful completion of Stage 1 Dance.</i></p>		

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Subject Learning Area	Drama	Year Level	12									
	The Arts	SACE Credits	20 Credits									
Career Chart	Drama	Length	Full Year									
Course Outline	<p>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.</p> <p>Students will be required to perform in a variety of ways from whole class, to smaller “company” groups. They will need to view, reflect and critically analyse performance work of their own and other’s work.</p>											
Topics Included	<p>Students will study the following:</p> <ul style="list-style-type: none"> • Company and Performance • Understanding and Responding to Drama • Drama and Technology 											
Assessment	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Assessment Type 1 Group Production</td> <td style="width: 20%; text-align: right;">40%</td> <td style="width: 20%;">Students undertake one group production task, and then complete a presentation of evidence of up to 15 minutes.</td> </tr> <tr> <td>Assessment Type 2 Evaluation and Creativity</td> <td style="text-align: right;">30%</td> <td>Students undertake one or two evaluation and creativity tasks. One task is responding to Drama and Dramatic works, and the other is a small group self-devised performance in response to dramatic works.</td> </tr> <tr> <td>Assessment Type 3 (External) Creative Presentation</td> <td style="text-align: right;">40%</td> <td>Students collaborate in small groups of between two and five to conceive, plan, and produce a creative dramatic presentation. As a small dramatic company or a small ensemble within a whole-class company, they individually and collaboratively apply the knowledge, skills, and understanding that they have learned, including dramatic theory and process, to generate a shared dramatic intention and create a presentation as an ensemble.</td> </tr> </table>			Assessment Type 1 Group Production	40%	Students undertake one group production task, and then complete a presentation of evidence of up to 15 minutes.	Assessment Type 2 Evaluation and Creativity	30%	Students undertake one or two evaluation and creativity tasks. One task is responding to Drama and Dramatic works, and the other is a small group self-devised performance in response to dramatic works.	Assessment Type 3 (External) Creative Presentation	40%	Students collaborate in small groups of between two and five to conceive, plan, and produce a creative dramatic presentation. As a small dramatic company or a small ensemble within a whole-class company, they individually and collaboratively apply the knowledge, skills, and understanding that they have learned, including dramatic theory and process, to generate a shared dramatic intention and create a presentation as an ensemble.
Assessment Type 1 Group Production	40%	Students undertake one group production task, and then complete a presentation of evidence of up to 15 minutes.										
Assessment Type 2 Evaluation and Creativity	30%	Students undertake one or two evaluation and creativity tasks. One task is responding to Drama and Dramatic works, and the other is a small group self-devised performance in response to dramatic works.										
Assessment Type 3 (External) Creative Presentation	40%	Students collaborate in small groups of between two and five to conceive, plan, and produce a creative dramatic presentation. As a small dramatic company or a small ensemble within a whole-class company, they individually and collaboratively apply the knowledge, skills, and understanding that they have learned, including dramatic theory and process, to generate a shared dramatic intention and create a presentation as an ensemble.										
Additional Cost Recommendation /Prerequisites	<p>\$40.00 for attendance at productions</p> <p>Satisfactory completion of at least one semester of Year 11 Drama is preferred.</p> <p>Students will be required to participate in out-of-hours rehearsals and performances and attend productions for the purpose of review and reflection. Students will be expected to be out of scheduled lessons during <i>Production Week</i>, for a maximum of 4 days</p>											

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Subject Learning Area	Music Explorations	Year Level	12
	The Arts	SACE Credits	10/20 Credits
Career Chart	Music	Length	1/2 Semesters
Course Outline	<p>Music Explorations emphasises learning through exploring and experimenting with music. Through exploration of musical styles and influences, the elements of music, and how music is made, students process and synthesise the key learning that has taken place. Students develop musical literacy and engage critically and creatively with music through responding to their own and others' works. This subject is flexible in its design, allowing individual and collaborative exploration options in performing, composing, arranging and exploring music technology. Through practical application of their understanding of musical elements, students learn to analyse and deconstruct music, manipulate sound and create musical works that express their ideas and emotions.</p>		
Topics Included	<p>Topics students will cover include:</p> <ul style="list-style-type: none"> Musical Literacy Music Exploration Creative Performance 		
Assessment	<p>School Based Assessment</p> <ul style="list-style-type: none"> Musical Literacy 30% Exploration - 1000 word commentary on the compositions and the influences on that work. 40% <p>External Assessment</p> <ul style="list-style-type: none"> Creative Performance of a chosen work or original composition. 30% 		
Additional Cost Recommendation /Prerequisites	<p>\$120 per semester for instrument hire</p> <p>A strong pass at Stage 1 is advised to be able to proceed to Stage 2 Music. Students must be able to play a musical instrument to be able to enrol in Stage 2 Music.</p> <p style="color: red;">*Stage 2 Music subjects may be undertaken as one or more 10 credit subjects:</p>		

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Subject	Music - Solo Performance	Year Level	12
	Learning Area	The Arts	SACE Credits
Career Chart	Music	Length	1/2 Semesters
Course Outline	<p>Students develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, and in developing stage presence and skills in engaging an audience.</p> <p>Students analyse their chosen repertoire, and critique strategies to develop their performances, and reflect on and evaluate their performances as a soloist. They apply their knowledge and understanding of the style, structure, and conventions appropriate to their chosen repertoire, in crafting their musical performances, developing their musical imagination, and in communicating their own ideas about and appreciation of music.</p> <p>Students present 3 solo performances. Each performance should be 6-8 minutes in duration.</p>		
Topics Included	<p>Topics students will cover include:</p> <ul style="list-style-type: none"> • Performance • Performance and Discussion 		
Assessment	<p><u>School Based Assessment</u></p> <ul style="list-style-type: none"> • Performance 1 30% • Performance 2 – and discussion 40% <p><u>External Assessment</u></p> <ul style="list-style-type: none"> • Performance 3 – includes a performance portfolio 30% 		
Additional Cost Recommendation /Prerequisites	<p>\$120 per semester for instrument hire</p> <p>A strong pass at Stage 1 is advised to be able to proceed to Stage 2 Music. Students must be able to play a musical instrument to be able to enrol in Stage 2 Music.</p> <p>*Stage 2 Music subjects may be undertaken as one or more 10 credit subjects</p>		

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Subject	Music - Ensemble Performance	Year Level	12
Learning Area	The Arts	SACE Credits	10/20 Credits
Career Chart	Music	Length	1/2 Semesters
Course Outline	<p>Students develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music. Students analyse their repertoire, and critique strategies to rehearse and develop their performances, and contribute and collaborate as effective members of an ensemble. They apply their knowledge and understanding of the style, structure, and conventions appropriate to the repertoire, in developing and refining their musical performances, their musical imagination, and their own ideas about and appreciation of music.</p> <p>Students perform in an ensemble and rehearse regularly to prepare music for 3 performances. All these performances should be 6-8 minutes in duration.</p>		
Topics Included	<p>Topics for this course include:</p> <ul style="list-style-type: none"> • Performance • Performance and discussion • Performance and portfolio 		
Assessment	<p>School Based Assessment</p> <ul style="list-style-type: none"> • Performance 1 30% • Performance 2 – includes a discussion 40% <p>External Assessment</p> <ul style="list-style-type: none"> • Performance 3 – includes a portfolio 30% 		
Additional Cost Recommendation /Prerequisites	<p>\$120 per semester for instrument hire</p> <p>A strong pass at Stage 1 is advised to be able to proceed to Stage 2 Music. Students must be able to play a musical instrument to be able to enrol in Stage 2 Music. Stage 2 Music subjects may be undertaken as one or more 10 credit subjects</p>		

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Subject Learning Area	Visual Art - Art	Year Level	12
	The Arts	SACE Credits	20 Credits
Career Chart	Art	Length	Full Year
Course Outline	<p>In Visual Arts - Art students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.</p> <p>Visual Study - A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s).</p> <p>The broad area of Art includes both artistic outcomes including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.</p>		
Topics Included	<p>Art covers the following three areas of study:</p> <ul style="list-style-type: none"> • Visual Thinking • Practical Resolution • Visual Arts in Context 		
Assessment	<p><i>School Based Assessment</i></p> <ul style="list-style-type: none"> • Folio 30% • Practical 40% <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Visual Study 30% 		
Additional Cost Recommendation /Prerequisites	<p>\$50.00</p> <p>Successful completion of Stage 1 Art is required. Students can enrol in Visual Arts – Art/ or Visual Arts – Design.</p> <p style="color: red;">Precluded combinations: Students seeking an <u>ATAR</u> can only choose ONE Visual Arts – Art/ or Visual Arts – Design subject at Stage 2. Both subjects can be for SACE completion.</p>		

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Subject Learning Area	Visual Art - Design	Year Level	12
	The Arts	SACE Credits	20 Credits
Career Chart	Art	Length	Full Year
Course Outline	<p>In Visual Arts - Design, students' express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.</p> <p>The broad area of Design includes graphic and communication design, environmental and product design, including fashion. It emphasises defining the problem, problem-solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.</p> <p>Visual Study - A visual study is an exploration of, or experimentation with, one or more styles, ideas, concepts, methods, techniques or technologies based on research and analysis of the work of other practitioner(s).</p>		
Topics Included	<p>Design covers the following three areas of study:</p> <ul style="list-style-type: none"> • Visual Thinking • Practical Resolution • Visual Arts in Context 		
Assessment	<p><i>School Based Assessment</i></p> <ul style="list-style-type: none"> • Folio 30% • Practical 40% <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Visual Study 30% 		
Additional Cost Recommendation /Prerequisites	<p>\$50.00</p> <p>Successful completion of Stage 1 Design is required. Students can enrol in Visual Arts – Art and / or Visual Arts – Design.</p> <p>Precluded combinations: Students seeking an ATAR can only choose ONE Visual Arts – Art/ or Visual Arts – Design subject at Stage 2. Both subjects can be for SACE completion.</p>		

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Cross-Disciplinary Studies

Subject	Academic Extension	Year Level	12
	Learning Area	Integrated Learning	SACE Credits
Career Chart	All careers	Length	Full year
Course Outline	This is a cross-disciplinary academic extension course, which may be completed as an Integrated Learning subject, receiving 20 SACE Credits. Students complete two Practical Inquiries, two Team Activities (Connections Tasks) and one Personal Venture.		
Topics Included	<p>Public Speaking and Debating:</p> <ul style="list-style-type: none"> For their first Practical Inquiry, students learn how to speak well in public. They develop their critical and creative thinking, research, speechwriting and public speaking skills by delivering prepared and impromptu speeches. Some students may be selected to represent the school in speaking competitions. For their Team Activity (Connections Task), students learn how to debate. They form teams and further develop these skills in class debates. They may also choose to participate in the (evening) Interschool Debating Competition. <p>Ethical Issues:</p> <ul style="list-style-type: none"> For their second Practical Inquiry, students learn about four ethical theories: Utilitarianism, Kantian Ethics, Virtue Ethics and Care Ethics. They develop their ethical understanding and critical and creative thinking skills by applying these theories to current real-world ethical dilemmas, asking in lively class circle discussions: <i>What is the right thing to do in this situation, and why?</i> For their Team Activity (Connections Task), students form teams to take part in a class Ethics Olympiad. Each team explores 8 ethical cases and decides as a team: <i>What is the right thing to do in each situation, and why?</i> They explain their views to another team in a structured discussion format. Students may be selected to represent our school in the interschool Ethics Olympiad. <p>Personal Venture: Students choose a Personal Venture to develop a particular capability of their choice:</p> <ul style="list-style-type: none"> Critical and Creative Thinking: science competitions, such as Olympiads Ethical Understanding: "Exploring my Chosen Ethical Dilemma" Essay ICT: computational thinking challenges, such as <i>Bebras, CAT, KSF, OUCC</i> Intercultural Understanding: UN Youth events, Humanities competitions Literacy: advanced play/poetry/newspaper/story-writing, competitions Numeracy: Australian Mathematics Trust competitions, ICAS competitions Personal and Social Capability: Leadership Conference, Youth Parliament 		
Assessment	<p><i>School Assessment</i></p> <ul style="list-style-type: none"> Practical Inquiries: 40% Connections (Team Activities): 30% <p><i>External Assessment</i></p> <ul style="list-style-type: none"> Personal Venture: 30% 		
Additional Cost Recommendation	<p>For optional camps, e.g., UN Youth Camp, Youth Parliament Camp, and competitions.</p> <p>This subject is recommended for students who seek an extra academic challenge. Precluded combinations: Students seeking an ATAR can only choose ONE Stage 2 Integrated Learning subject. Two Integrated Learning subjects can be used for SACE completion.</p>		

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Subject Learning Area	Research Project	Year Level	12 (if not successful in Year 11)
	Cross-Disciplinary Studies	SACE Credits	10 Credits
Career Chart	All	Length	1 semester
Course Outline	The Research Project has been designed to give students time to do an in-depth and detailed study in an area of interest. It will require students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.		
Topics Included	Students are free to choose any safe and ethical topic they feel is relevant to them for their personal research goals. All topics will be negotiated with their teacher.		
Assessment	Assessment occurs over two types: <ul style="list-style-type: none"> • School assessed component 70% Portfolio and progress checks – 1500 word investigation the student’s learning intentions, the strategies they used for research, the ways they sorted through and used feedback and the value of the topic they studied to themselves and others. • External assessed component 30% Appraisal – 1500 word, or 9-minute multimodal reflection 		
Additional Cost Recommendation /Prerequisites	Nil Students must obtain a C- grade or better in the Research Project to achieve SACE completion. It is a compulsory 10 credits that students at GGHS will complete in the new pilot form (accredited by the SACE Board) over one semester at Year 11. Students who do not complete to a C- or better at Year 11 will need to repeat in Year 12.		

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English

Subject	English	Year Level	12
	Learning Area	English	SACE Credits
Career Chart	English	Length	Full Year
Course Outline	<p>It is strongly recommended that students consider Stage 2 English if they enjoy analysing texts and engaging in written works as well as visual texts and media. In this course, students develop an understanding and appreciation of the power of language to represent ideas, events, and people. Through their study of texts, students delve into a range of perspectives, human experiences and representations of the world. Students will also appreciate how creators of texts convey ideas and position audiences through the application of textual conventions and stylistic features.</p> <p>Students will engage with a variety of tasks, including responding to texts, creating texts and comparing texts. Students will have the opportunity to persuade, inspire, inform and entertain readers in their own creations, which can be written, spoken or multimodal. Responding to texts can include, but is not limited to studying novels, films, television programs, media texts and live drama performances. Texts could include some of the following: <i>The Life of Pie</i>, <i>Burial Rites</i>, <i>The Dressmaker</i>, <i>Jasper Jones</i>, <i>One Flew Over the Cuckoo's Nest</i>, <i>The Lovely Bones</i>, <i>The Messenger</i> etc.</p> <p>Students will also have the opportunity to interpret texts of their own choosing, in the External comparative investigation.</p>		
Topics Included	<p>Topics included in this course:</p> <ul style="list-style-type: none"> • Text Analysis • Text Production • External Component (students choose their own paired texts to study) 		
Assessment	<p><i>School Assessment:</i></p> <ul style="list-style-type: none"> • Responding to texts 30% • Creating texts 40% <p><i>External Assessment (Independent Study):</i></p> <ul style="list-style-type: none"> • Comparative Investigation 30% 		
Additional Cost Recommendation /Prerequisites	<p>Nil (TBC- if a live performance is attended)</p> <p>English is a 20 credit subject and attracts two bonus points for a student's ATAR if the subject is successfully completed.</p> <p>Students must have obtained a C grade or better in Stage 1 English Literary Studies or a C+ in Stage 1 English to be able to select Stage 2 English. Please note, Stage 1 English satisfies the SACE literacy requirement and students who enjoy reading, analysing and creating texts should consider Stage 2.</p> <p>Students who have completed Stage 1 Essential English will only be able to select Stage 2 English or Essential English by recommendation from their teacher and English Leader.</p> <p>Students who have obtained a C- or C grade in Stage 1 English will only be recommended to undertake Stage 2 Essential English</p>		

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Subject Learning Area	English Literary Studies	Year Level	12
	English	SACE Credits	20 Credits
Career Chart	English	Length	Full Year
Course Outline	<p>It is strongly recommended that students consider Stage 2 Literary Studies if they enjoy studying literature, critical thinking as well as analysing texts. Stage 2 English Literary Studies focuses on texts with literary merit, historically significant texts as well as texts which represent culture and identity. There is an emphasis in this course on text analysis and critical perspectives.</p> <p>Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts. Literary Studies is a highly academic course and focuses on the dynamic relationship between authors, audiences, the text and their construction as well as the context of when they were created.</p> <p>These texts will include novels, films, poetry and drama. Texts could include some of the following: <i>The Handmaid's Tale</i>, <i>All The Light We Cannot See</i>, <i>Moonlight</i>, <i>A Midsummer Night's Dream</i>, <i>The Great Gatsby</i>, <i>A Doll's House</i>, <i>The Crucible</i> as well as poets such as Plath, Harwood, Keats, Shakespeare, Noonuccal, Duffy. They will also have the opportunity to reimagine literature, producing a transformation. There is an emphasis on critical perspectives and texts with literacy merit.</p>		
Topics Included	<p>Topics included in this course:</p> <ul style="list-style-type: none"> Text Analysis Critical Perspectives Text Production External Component (students choose their own paired texts to study) 		
Assessment	<p><i>School Assessment</i></p> <ul style="list-style-type: none"> Responding to texts 50% Creating texts 20% <p><i>External Assessment</i></p> <ul style="list-style-type: none"> Critical Reading Examination (90 minutes) 15% Paired Text Investigation 15% 		
Additional Cost Recommendation /Prerequisites	<p>Nil</p> <p>This is a 20-credit subject and attracts two bonus points for a student's ATAR if successfully completed.</p> <p>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 Stage 2 English course does.</p> <p>Students must have obtained a C grade or better in Stage 1 English Literary Studies or C+ Stage 1 English to be able to select Stage 2 English Literary Studies.</p>		

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Subject	Essential English	Year Level	12
	Learning Area	English	SACE Credits
Career Chart	English	Length	Full year
Course Outline	<p>In this course, students respond to a range of texts that instruct, engage, challenge, inform, and connect readers. They consider information, ideas, and perspectives represented in the chosen texts.</p> <p>Students consider how perspectives are represented in texts to influence specific audiences. For some texts students have an opportunity to identify facts, opinions, supporting evidence, and bias. In addition, students may consider how some points of view are privileged while others are marginalised or silenced.</p> <p>Students reflect on ways in which community, local, or global issues and ideas are presented in texts; they develop reasoned responses to these issues and ideas. Students develop independent points of view by synthesising information from a range of sources.</p> <p>In reflecting on, and possibly participating in, discussions and community debates, students have opportunities to develop understanding and appreciation of the diversity of cultures, including Indigenous cultures.</p>		
Topics Included	<p>Topics may include:</p> <ul style="list-style-type: none"> • workplace, training or volunteering • virtual social networking • a recreational or personal interest (e.g. sport, reading) • educational/academic (e.g. school) • cultural (e.g. language group, festival) • the local community • a community of interest. 		
Assessment	<p>School assessment (70%)</p> <ul style="list-style-type: none"> • Assessment Type 1: Responding to Texts (30%) • Assessment Type 2: Creating Texts (40%) <p>External assessment (30%)</p> <ul style="list-style-type: none"> • Assessment Type 3: Language Study (30%) 		
Additional Cost Recommendation /Prerequisites	<p>Nil</p> <p>This subject is for students who student who have gained a C or C- in Stage 1 English. Students who achieved a C+ or better in Stage 1 English should consider General or Literary Studies in Stage 2.</p> <p>Any student in year 11 Essential English in 2022, could select Essential Stage 2 if they have achieved a B+ or better and a recommendation (see English Learning Area Leader)</p> <p>Note: There are not 2 bonus points available for this subject</p>		

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Health and Physical Education

Subject	Health	Year Level	12
	Learning Area	HPE	SACE Credits 20 Credits
Career Chart	Health	Length	Full Year
Course Outline	<p>In Stage 2 Health and Wellbeing, students develop the knowledge, skills and understandings required to explore and analyse influences and make informed decisions regarding health and wellbeing. They consider the role of health and wellbeing in various contexts and explore ways of promoting positive outcomes for individuals, communities and global society.</p> <p>Students who are interested in pursuing a career in Health Sciences (e.g. nursing, teaching, dental assistant) or health services (e.g. aged care, childcare, youth work) may find this course beneficial.</p>		
Topics Included	<p>Some of the topics covered are:</p> <ul style="list-style-type: none"> • Lifestyle Choices and Disease Prevention • Mental Health and ways to maintain/improve it • Complete a First Aid Course • Health Promotion- In groups create awareness or fundraise for a chosen health issue/agency i.e. anxiety, drug use, cancer, sexual health and relationships • Explore global health issues 		
Assessment	<p><i>School Based Assessment</i></p> <ul style="list-style-type: none"> • Group Practical 30% • Analytical Folio 20% • Practical Tasks 20% <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Investigation 30% 		
Additional Cost Recommendation /Prerequisites	<p>\$79 to cover the First Aid course (subject to change by RTO).</p> <p>Students will be required to work collaboratively with other students and interact with the wider community. Completion of Stage 1 Health and Wellbeing may also be an advantage.</p>		

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Subject Learning Area	Outdoor Education	Year Level	12
	HPE	SACE Credits	20 Credits
Career Chart	Outdoor Education	Length	Full Year
Course Outline	<p>This course provides an exciting opportunity to develop personal skills for the ongoing independent and sustainable participation in outdoor recreation activities. Students achieve this through participating and planning kayaking and bushwalking camps, and further developing knowledge of human impact and management practices on natural environments. Students can expect to have up to 14 days away from school/home and will need to manage their time between other subjects, work and sporting commitments. An excellent option for those seeking to get away and enjoy the outdoors.</p>		
Topics Included	<p>Students can expect to;</p> <ul style="list-style-type: none"> Complete a 2 day HLTA1D013 Provide First Aid in Remote or Isolated Areas. Remote Area First Aid Course at the commencement of this subject and is a requirement in order to attend any camps, the cost is included as part of their course fees. Attend 1 overnight camp at Para Wirra Conservation Park to support summative assignment and refine bushcraft skills. Attend 2 kayaking practice days at West Lakes, and a 3 day camp to Kataraptko; after which they will complete an evaluation and reflection. Attend 3 day Bushwalking Camp at Mt Remarkable NP; aim to refine minimal impact camping and leadership skills. Students will plan and conduct a 3 night self-directed camp (choice of kayaking or bushwalking); afterwards they will complete an evaluation and reflection using evidence from other camps to support their development. Complete an assignment of their choosing with a focus on either developing their understanding of and/or experiencing natural environments. <p>In this course there is a focus on developing independent planning skills (menu planning, weather analysis, route planning and risk management) in the lead up to kayaking and bushwalking camps, but with an increased emphasis on developing leadership skills in preparation for the Self-Directed Journey. It is compulsory to attend ALL practical tasks and camps and participants are required to be physically fit enough to successfully complete them. There are NO grades assigned directly to participation in practical activities, however assessment tasks relate to evaluating and reflecting on participation and personal development in practical activities. Developing an understanding of sustainable environmental management practices is a strong theme throughout the course, and there are two theory-based assignments related to this topic</p>		
Assessment	<p>Assessment Type 1: About Natural Environments</p> <ul style="list-style-type: none"> Para Wirra Conservation Park Environmental Investigation 10% Murray Darling Basin Issues Environmental Investigation 10% <p>Assessment Type 2: Experiences in Natural Environments</p> <ul style="list-style-type: none"> Kayaking/Bushwalking Evaluation Reflection 20% Self-Directed & Evaluation and Reflection 30% <p>Assessment Type 3: Connections with Natural Environments</p> <ul style="list-style-type: none"> Externally Moderated Task: Students choose an area of interest related to understanding of and experiences of natural environments. 30% 		
Additional Cost Recommendation /Prerequisites	<p>\$500.00</p> <p>It is preferred that students have successfully completed or are on track to complete minimum 1 semester of Stage 1 Outdoor Ed. Any students who have not done this but are enthusiastic about completing Stage 2 maybe arranged via negotiation with Stage 2 teacher and parent conversation.</p> <p style="text-align: right;">Return to contents</p>		

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Subject Learning Area	Physical Education	Year Level	12
	HPE	SACE Credits	20 Credits
Career Chart	Physical Education	Length	Full Year
Course Outline	<p>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 collect, reflect upon and critically analyse data from practical lessons (including heart rate monitor data, GPS data, game statistics etc.) and create and implement plans to improve their own and others' performance. Students prepare for and participate in a sporting competition, through which they take on a variety of roles and demonstrate effective collaboration, communication, leadership and organisational skills.</p>		
Topics Included	<p>Topics students will complete include:</p> <ul style="list-style-type: none"> Application of energy sources affecting physical performance Application of the effects of training on physical performance The effect of training on the body Applying skill acquisition concepts for improvement Learning and refining skills Movement concepts and strategies Social strategies to manipulate equity and participation Physiological barriers and enablers to physical activity 		
Assessment	<p>Assessment includes:</p> <ul style="list-style-type: none"> Type 1: Diagnostics - Physiological Demands of Touch Football 15% <li style="padding-left: 20px;">Diagnostics - Biomechanics of a Motor Skill 15% Type 2: Performance Improvement – Badminton 40% Type 3: Group Dynamics - Cross Campus Volleyball Competition 30% 		
Additional Cost Recommendation /Prerequisites	<p>Approximately \$60 for a Physical Education Essentials Book</p> <p>Successful completion of Stage 1 Physical Education or a background in science-based subjects would be an advantage. Students considering Stage 2 Physical Education, who have not completed Stage 1 Physical Education, will need to be approved by the HPE Leader, in consultation with the relevant stakeholders.</p>		

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Subject	Sport Focus - Integrated Learning	Year Level	12
Learning Area	HPE	SACE Credits	20 Credits
Career Chart	Physical Education	Length	Full Year
Course Outline	<p>Through their studies in Sport Focus, individual students will develop their knowledge, skills and capabilities. Students are encouraged to find creative solutions to problems and to acquire and apply knowledge and understanding in a range of contexts. Sport Focus encourages the development of skills in critical thinking, active research and analysis, and the communication of ideas and information.</p> <p>Sport Focus is designed to facilitate collaborative learning. Through collaboration and team work, students learn to plan and organise activities, and to develop their understanding of, and empathy with, others. This collaboration supports goals such as the discovery of new ideas, active learning, and conflict resolution.</p>		
Topics Included	<p>This course is recommended for students who have a keen interest in sport and physical activity. Students will complete five tasks across three separate activity areas outlined below:</p> <ul style="list-style-type: none"> • Students will participate in <i>three practical activities</i> and have the opportunity to evaluate and critically analyse skills and their own learning. • Students will be required to work collaboratively with their peers to <i>plan, organise, implement and evaluate an activity</i> within school. • Each student will be required to compile an <i>individual negotiated task</i> that is linked to the program focus. <p>LEARNING REQUIREMENTS</p> <p>The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.</p> <ol style="list-style-type: none"> 1. develop and apply knowledge, concepts, and skills for a purpose 2. extend and apply one or more capabilities 3. explore, analyse, and evaluate concepts, ideas and skills from different perspectives 4. work collaboratively with others 5. communicate ideas and informed opinions 6. develop self-awareness by evaluating progress in learning 		
Assessment	<p>School-based Assessment 70%</p> <ul style="list-style-type: none"> • Assessment Type 1: Practical Inquiry 40% • Assessment Type 2: Connections 30% <p>External Assessment 30%</p> <ul style="list-style-type: none"> • Assessment Type 3: Personal Endeavour 30% 		
Additional Cost Recommendation /Prerequisites	<p>This course has a \$150.00 fee to cover the cost of Practical Inquiry activities.</p> <p>Successful completion of at least one semester of Stage 1 Sport Focus (IL) OR Stage 1 Physical Education will be required for all students selecting this course. Students considering this course, who have not successfully completed Stage 1 Sport Focus (IL) or Stage 1 Physical Education, will need to be approved by the HPE Leader, in consultation with the relevant stakeholders.</p> <p>Students cannot undertake Year 12 Physical Education <u>and</u> Sport Focus (IL) – only <u>one</u> can be chosen.</p> <p>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.</p>		

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Humanities and Social Sciences

Subject	Accounting	Year Level	12
	HaSS		SACE Credits
Learning Area		Length	Full Year
Career Chart	Economics Business Studies		
Course Outline	<p>Students learn the practical skills needed to manage their own financial affairs and develop an understanding of the ethical considerations that affect financial decision-making. They learn about the successful management of financial affairs in business, gain knowledge and skills related to accounting processes for organisational and business applications and develop greater understanding of accounting concepts and standards and their use to generate financial reports. Students learn how to interpret financial information and convey this information to interested users.</p> <p>The course focuses on the development of skills and understanding of the accounting process from the recording of transactions in general and subsidiary ledgers to the preparation of financial statements and reports. Students will develop skills to interpret and analyse a broad range of financial reports so that informed financial decisions can be made.</p>		
Topics Included	<p>Students will study two of the focus areas:</p> <ul style="list-style-type: none"> • Understanding Accounting Concepts and Conventions • Management Financial Sustainability • Providing Accounting Advice 		
Assessment	<p><i>School-Based Assessment</i></p> <ul style="list-style-type: none"> • Accounting Concepts and Solutions 40% • Accounting Advice 30% <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Examination (130 mins) 30% 		
Additional Cost	Nil		
Recommendation /Prerequisites	None		

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Subject Learning Area	Applied History	Year Level	12
	HaSS	SACE Credits	20 Credits
Career Chart	History	Length	Full Year
Course Outline	<p>Students investigate current issues in Australian society, like human rights, Reconciliation, the Anzacs, and pop culture. They do this through the lens of how history shapes our world today – a field known as Public History. Students look at how history is made and used by everyday people, not only historians.</p> <p>The program involves participating in real-world experiences, because Public History is about doing history for and with a public audience. This includes doing fieldwork and interacting with community members, like museum curators. There will be opportunities for students to pursue issues of personal interest.</p>		
Topics Included	<p>Students investigate the following topics:</p> <ul style="list-style-type: none"> • Culture: The Material World • Current Challenges: Contemporary Contexts of Aboriginal and Torres Strait Islander Peoples • Globalised World: A Question of Rights 		
Assessment	<p><i>School-Based Assessment</i></p> <ul style="list-style-type: none"> • Folio 50% • Interaction 20% <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Investigation 30% 		
Additional Cost	Nil		
Recommendation /Prerequisites	<p>Students who wish to continue studying history but may not meet the written literacy demands and/or examination conditions in Modern History, are encouraged to select Applied History instead. Please note there is a compulsory written investigation instead of an exam, compulsory oral task (10%), and compulsory group task with individual grades (10%). The format of the four Folio tasks is negotiable.</p> <p>Applied History students receive 20 Stage 2 Society and Culture credits.</p> <p>Precluded combination: Students cannot undertake Year 12 Applied History <u>and</u> Society and Culture – only <u>one</u> can be chosen.</p>		

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Subject	Legal Studies	Year Level	12
	Learning Area	HaSS	SACE Credits
Career Chart	Social Sciences	Length	Full Year
Course Outline	Students investigate and critically analyse the principles, structures, and processes of the Australian Legal System, and are given the opportunity to closely explore renowned criminal case studies. Students also have the opportunity to apply theoretical knowledge of criminal law through observations at the SA Courts and Parliament House.		
Topics Included	Students study the following topics: <ul style="list-style-type: none"> • Focus Area 1: Sources of Law • Focus Area 2: Dispute Resolution • Optional Area 1: The Constitution • Optional Area 2: When Rights Collide 		
Assessment	<i>School-Based Assessment</i> <ul style="list-style-type: none"> • Folio 40% • Inquiry 30% <i>External Assessment</i> <ul style="list-style-type: none"> • Examination (130 mins) 30% 		
Additional Cost	Nil		
Recommendation /Prerequisites	It is highly recommended that students have studied at least 10 credits of Stage 1 Legal Studies.		

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Subject Learning Area	Modern History	Year Level	12
	HaSS	SACE Credits	20 Credits
Career Chart	History	Length	Full Year
Course Outline	Students investigate the growth of modern nations at a time of rapid global change. Students explore relationships among nations and groups, examine some significant and distinctive features since 1945, and consider their impact on the contemporary world.		
Topics Included	Possible topics of study, dependent on student interest and choices, are: <ul style="list-style-type: none"> • Modern Nations: <ul style="list-style-type: none"> - Germany (1918-48) - United States of America (1919-45) - The Soviet Union (1919-45) • The World Since 1945: <ul style="list-style-type: none"> - The Changing World Order - The Struggle for Peace in the Middle East - Challenges to Peace and Security 		
Assessment	<i>School-Based Assessment</i> <ul style="list-style-type: none"> • Folio 50% • Historical Study 20% <i>External Assessment</i> <ul style="list-style-type: none"> • Examination (130 mins) 30% 		
Additional Cost Recommendation /Prerequisites	Nil It is highly recommended that students have studied at least 10 credits of Stage 1 Modern History.		

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Subject Learning Area	Society and Culture	Year Level	12
	HaSS	SACE Credits	20 Credits
Career Chart	Social Sciences	Length	Full Year
Course Outline	Students study a variety of topics based on student interest and choice. All topics allow students to develop skills of social inquiry and demonstrate a knowledge and understanding of social issues. Students also get the opportunity to collaborate in possible solutions, outcomes and social action.		
Topics Included	Students will be required to formulate opinions on what can be considered controversial topics. Topics include: <ul style="list-style-type: none"> Youth Culture The Material World Technological Revolutions Work and Leisure Social Ethics 		
Assessment	<i>School-Based Assessment</i> <ul style="list-style-type: none"> Folio 50% Interaction 20% <i>External Assessment</i> <ul style="list-style-type: none"> Investigation 30% 		
Additional Cost Recommendation /Prerequisites	Nil Precluded combination: Students cannot undertake Year 12 Applied History <u>and</u> Society and Culture – only <u>one</u> can be chosen.		

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Subject	Tourism	Year Level	12
	Learning Area	HaSS	SACE Credits
Career Chart	Social Sciences	Length	Full Year
Course Outline	Students develop an understanding of the relationship between the tourist and the host community, and the tourism industry. They investigate local, national, and global tourism and explore tourism as a business. Students gain an understanding of the complex economic, social, cultural, and environmental impacts of tourism. A student's understanding of the sustainable management of tourism is central to the subject.		
Topics Included	Students will be given the opportunity to participate in an excursion and explore a local tourist destination based on class consensus of interest.		
Assessment	<i>School-Based Assessments</i> <ul style="list-style-type: none"> • Folio 20% • Practical Activity 25% • Investigation 25% <i>External Assessment</i> <ul style="list-style-type: none"> • Examination (130 mins) 30% 		
Additional Cost	TBA for compulsory field trip. Destination dependent on COVID travel restrictions – travel within SA will be adopted if interstate travel not feasible. Families will be consulted before the destination is determined.		
Recommendation /Prerequisites	It is highly recommended that students have studied at least 10 credits of Stage 1 HaSS.		

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Languages / EALD

Subject	Japanese Continuers	Year Level	12
	Learning Area	Languages / EALD	SACE Credits
Career Chart	Languages	Length	Full Year
Course Outline	<p>Stage 2 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.</p> <p>The prescribed themes are consistent across all languages at continuers' level but may vary from one language to another.</p> <p>There are three prescribed themes:</p> <ul style="list-style-type: none"> • The Individual • The Japanese speaking Communities. • The Changing World 		
Topics Included	<p>Topics may include:</p> <ul style="list-style-type: none"> • Personal identity • Future plans • Leisure • Education • Life in Japan • Working life 		
Assessment	School-Based assessment		70%
	<ul style="list-style-type: none"> • Folio of tasks 		
	External assessment		30%
	<ul style="list-style-type: none"> • In depth study • External examination - oral and written 		
Additional Cost	Education Perfect \$30.00		
Recommendation /Prerequisites	<p>Successful completion of 20 credits in Stage 1 at a C grade or higher or the equivalent study is a prerequisite for this course.</p> <p>Languages draw two bonus points for a student's ATAR if the subject is successfully completed.</p> <p>(*COVID conditions pending) 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.</p>		

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Subject Learning Area	Spanish Continuers	Year Level	12
	Languages / EALD	SACE Credits	20 Credits
Career Chart	Languages	Length	Full Year
Course Outline	<p>Stage 2 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.</p> <p>The prescribed themes are consistent across all languages at continuers' level but may vary from one language to another.</p> <p>There are three prescribed themes:</p> <ul style="list-style-type: none"> • The Individual • The Spanish Speaking Communities • The Changing World. 		
Topics Included	<p>Topics may include:</p> <ul style="list-style-type: none"> • Personal identity • World of work • Giving opinions • Contemporary social issues • Culturally significant people, places and events 		
Assessment	<p><i>School-Based assessment</i></p> <ul style="list-style-type: none"> • Folio of tasks 		70%
	<p><i>External assessment</i></p> <ul style="list-style-type: none"> • In depth study • External examination – oral and written 		30%
Additional Cost Recommendation /Prerequisites	<p>Education Perfect \$30.00</p> <p>Successful completion of 20 credits in Stage 1 at a C grade or higher or the equivalent study is a prerequisite for this course.</p> <p>Languages draw two bonus points for a student's ATAR if the subject is successfully completed at Stage 2.</p> <p>(*COVID conditions pending) Students studying Spanish have the opportunity to participate in a biannual immersion trip to Europe. Students spend three weeks in Spain including two weeks studying at a language school. This is an exciting opportunity for students to deepen their understanding of Spanish culture as they improve their fluency and confidence in speaking, reading and writing Spanish</p>		

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Subject	English as an Additional Language – Essential English	Year Level	12
Learning Area	Languages / EALD	SACE Credits	20 Credits
Career Chart	Languages	Length	Full Year
Course Outline	<p>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.</p> <p>Students build on written and spoken English language skills for academic, vocational and social contexts. They focus on extending their spoken and written communication, text comprehension, analysis and research.</p>		
Topics Included	<p>Topics may include:</p> <ul style="list-style-type: none"> • Personal identity • World of work • Giving opinions • Contemporary social issues • Culturally significant people, places and events 		
Assessment	<p><i>School Based Assessment</i></p> <ul style="list-style-type: none"> • Responding to texts 30% Three responses including written and multimodal tasks • Creating texts 40% <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Language study 30% Research evidence and findings 		
Additional Cost Recommendation /Prerequisites	<p>Education Perfect \$30.00</p> <p>This course is available to students identified as learning English as an Additional Language.</p>		

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Mathematics

Subject	Essential Mathematics	Year Level	12
	Learning Area	Mathematics	SACE Credits
Career Chart	Community Services	Length	Full Year
Course Outline	This subject prepares students with the mathematical knowledge, skills and understanding needed for a range of industry areas and occupations such as automotive, building and construction, electrical, hairdressing, hospitality, nursing and community services, plumbing and retail.		
Topics Included	Topics students will complete include: <ul style="list-style-type: none"> • Scales, Plans and Models • Measurement • Matrices (Open Topic) • Statistics • Investment and Loans 		
Assessment	<i>School Based Assessment</i> <ul style="list-style-type: none"> • Skills and Application Tasks 30% • Mathematical Investigations 40% <i>External Assessment</i> <ul style="list-style-type: none"> • Examination 30% 		
Additional Cost	Students must purchase a graphics calculator. The school recommends the Casio fx CG 50 AU (\$204.00 GST incl). Students must also purchase a Revision Guide \$27.50.		
Recommendation /Prerequisites	Teacher recommendation based on successful completion (C Grade or better) of 20 credits of Stage 1 General Mathematics is a pre-requisite and essential for this course		

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Subject Learning Area	General Mathematics	Year Level	12
	Mathematics	SACE Credits	20 Credits
Career Chart	Tertiary courses with a non-specialised mathematics background (e.g. nursing, business, architecture, psychology)	Length	Full Year
Course Outline	Students will develop skills in practical problem solving. The mathematical models and associated key concepts cover a diverse range of applications of mathematics, including personal financial management, the statistical investigative process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.		
Topics Included	<p>Topics students will complete include:</p> <ul style="list-style-type: none"> • Modelling with Linear Relationships • Modelling with Matrices • Statistical Models • Financial Models • Discrete Models 		
Assessment	<p><i>School Based Assessment</i></p> <ul style="list-style-type: none"> • Skills and Application Tasks 40% • Mathematical Investigations 30% <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Examination 30% 		
Additional Cost	<p>Students must purchase a graphics calculator. The school recommends the Casio fx CG 50 AU (\$204.00 GST incl). Students must also purchase a Revision Guide \$27.50.</p>		
Recommendation /Prerequisites	<p>Successful completion ('B' grade or better) of 20 credits of Stage 1 General Mathematics, or successful completion of Stage 1 Mathematical Methods, is a prerequisite and essential for students to be successful in this course. This subject prepares students for entry to tertiary courses requiring a non-specialised background in Mathematics.</p>		

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Subject	Mathematical Methods	Year Level	12
	Mathematics	SACE Credits	20 Credits
Learning Area		Length	Full Year
Career Chart	Engineering, Economics, Mathematics, Physical Sciences, Computer Sciences		
Course Outline	<p>Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.</p>		
Topics Included	<p>Topics students will complete include:</p> <ul style="list-style-type: none"> • Further Differentiation and Applications • Discrete Random Variables • Integral Calculus • Logarithmic Functions • Continuous Random Variables and the Normal Distribution • Sampling and Confidence Intervals 		
Assessment	<p><i>School Based Assessment</i></p> <ul style="list-style-type: none"> • Skills and Applications Tasks 50% • Mathematical Investigations 20% <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Examination 30% 		
Additional Cost	<p>Students must purchase a graphics calculator. The school recommends the Casio fx CG 50 AU (\$204.00 GST incl). Students must also purchase a Revision Guide \$27.50.</p>		
Recommendation /Prerequisites	<p>Minimum of "B" grades for Mathematical Methods A, B and C at Stage 1 This subject provides the foundation for further study in Mathematics, Economics, Computer Sciences, and the Sciences. It is a prerequisite for all engineering degrees at the University of Adelaide and the University of SA.</p>		

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Subject Learning Area	Specialist Mathematics	Year Level	12
	Mathematics	SACE Credits	20 Credits
Career Chart	Engineering, Mathematical Sciences, Computer Science, Physical Sciences	Length	Full Year
Course Outline	Specialist Mathematics draws on and deepens students' mathematical knowledge, skills and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs and using mathematical models. It includes the studies of functions and calculus.		
Topics Included	Topics students will complete include: <ul style="list-style-type: none"> • Mathematical Induction • Complex Numbers • Functions and Sketching Graphs • Vectors in Three Dimensions • Integration Techniques and Applications • Rates of Change and Differential Equations 		
Assessment	<i>School Based Assessment</i> <ul style="list-style-type: none"> • Skills and Applications Tasks 50% • Mathematical Investigation 20% <i>External Assessment</i> <ul style="list-style-type: none"> • Examination 30% 		
Additional Cost	Students must purchase a graphics calculator. The school recommends the Casio fx CG 50 AU (\$204.00 GST incl). Students must also purchase a Revision Guide \$27.50.		
Recommendation /Prerequisites	Students need to successfully complete a semester of Specialist Maths at Stage 1. This subject leads to study in a range of tertiary courses such as Mathematical Sciences, Engineering, Computer Science and Physical Sciences. Specialist Mathematics, studied in conjunction with Mathematical Methods, is a prerequisite for all engineering degrees at the University of Adelaide.		

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Science

Subject	Biology	Year Level	12
	Learning Area	Science	SACE Credits
Career Chart	Biology	Length	Full Year
Course Outline	<p>The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.</p> <p>The course aims to develop:</p> <ul style="list-style-type: none"> • an understanding of key biological ideas • an awareness of social implications of biological knowledge and advances in biology • an understanding of the scientific method • communication skills using appropriate biological language • practical skills • problem solving skills • research skills using a variety of resources 		
Topics Included	<p>The content of the course is organised into four themes:</p> <ul style="list-style-type: none"> • DNA and Proteins • Cells as the Basis for Life • Homeostasis • Evolution 		
Assessment	<p><i>School Based Assessment</i></p> <ul style="list-style-type: none"> • Investigations Folio 30% • Skills and Applications Task 40% <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Examination 30% 		
Additional Cost	Students will need to purchase a SASTA Revision Guide \$27.50 and SASTA Workbook for \$55.00.		
Recommendation /Prerequisites	Students are required to have achieved a C grade or better in at least one Stage 1 Science subject.		

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Subject	Chemistry	Year Level	12
	Science	SACE Credits	20 Credits
Learning Area		Length	Full Year
Career Chart	Chemistry		
Course Outline	In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.		
Topics Included	The major components are: <ul style="list-style-type: none"> • Monitoring the Environment • Managing Chemical Processes • Organic and Biological Chemistry • Managing Resources 		
Assessment	<i>School Based Assessment</i> <ul style="list-style-type: none"> • Investigations Folio 30% • Skills and Applications Tasks 40% <i>External Assessment</i> <ul style="list-style-type: none"> • Written Examination 30% 		
Additional Cost	A SASTA Workbook \$59.00 and a SASTA Revision Guide \$29 will need to be purchased.		
Recommendation /Prerequisites	Students must have completed a full year of Stage 1 Chemistry and obtained a minimum B Grade.		

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Subject	Environmental Studies – Integrated Learning	Year Level	12
Learning Area	Science	SACE Credits	20 Credits
Career Chart	Environmental Science	Length	Full Year
Course Outline	<p>The focus of this subject centres on studies of the Environment, Ecology and Conservation in our ever-changing planet. Students focus on developing their learning about a real-world situation, tasks, excursions, or other learning opportunity, while also growing their knowledge about themselves as learners, and their capabilities. Students will be required to engage in both individual and collaborative tasks, gaining feedback and reflecting on learning progression.</p> <p>If you want to be an influencer on the environment and impact your future, pick this subject? This course allows students the opportunity to study topics in the field of Biology and Environmental Science <u>without</u> the pressures of an exam or tests.</p>		
Topics Included	<p>Focus areas include:</p> <ul style="list-style-type: none"> • Life on Our Planet • Climate Issues • Real World Science • Conservation within Zoos SA • Inquiry of choice 		
Assessment	<p><i>School Assessment</i></p> <ul style="list-style-type: none"> • Practical Inquiry X3 40% • Connections X1 30% <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Personal Endeavour (student own choice) 30% 		
Additional Cost Recommendation /Prerequisites	<p>\$100 (to cover excursion/s pending COVID conditions)</p> <p>Students should have achieved a C grade or better in at least one Stage 1 Science subject or a Tourism/Social Sciences subject within HASS. This subject would pair well with Stage 1/2 Biology and/or Tourism</p> <p>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.</p>		

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Subject	Nutrition	Year Level	12
	Science	SACE Credits	20 Credits
Learning Area		Length	Full Year
Career Chart	Health		
Course Outline	<p>Nutrition is a science which immerses students in fundamentals of human nutrition, psychology and health. Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.</p> <p>Students investigate methods of food production and distribution that affect the quantity and quality of food and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.</p>		
Topics Included	<p>This subject sees students engage in the following:</p> <ul style="list-style-type: none"> • Topic 1: Principals of nutrition, psychology and health • Topic 2: Health promotion and emerging trends • Topic 3: Sustainable food systems 		
Assessment	<p>Students will complete</p> <ul style="list-style-type: none"> • Investigations Folio 30% including one <i>SHE</i> and one <i>Design and Deconstruct</i> • Skills and Application Tasks 40% including tests and a case study • Examination 30% 		
Additional Cost	<p>Students are advised that there are additional costs involved of \$100.00 to cover costs of the Nutrition Workbook and food.</p>		
Recommendation /Prerequisites	<p>Students are required to have achieved an A or B grade in a semester of Nutrition in year 11.</p>		

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Subject	Physics	Year Level	12
	Learning Area	Science	SACE Credits
Career Chart	Physics	Length	Full Year
Course Outline	Learning about and working in Physics gives people an understanding of the processes that direct the world and the universe. Stage 2 Physics includes learning about lasers, nuclear medicine, quantum mechanics, atomic and nuclear reactions, satellites and many other real-world phenomena. Students develop their knowledge of the principles and concepts of Physics; formulate questions and hypotheses; develop the skills and abilities to observe, record, and explain the phenomena of Physics, and draw conclusions from investigations of issues.		
Topics Included	Topics students will cover include: <ul style="list-style-type: none"> • Motion in Two Dimensions including Relativity • Electricity and Magnetism • Light, Matter and Atoms 		
Assessment	<i>School Assessment</i> <ul style="list-style-type: none"> • Investigations Folio (SHE task & practical work) 30% • Skills and Applications Tasks 40% <i>External Assessment</i> <ul style="list-style-type: none"> • Examination 30% 		
Additional Cost	Students will need to purchase a SASTA Revision Guide \$29.00 and SASTA Workbook for \$59.00		
Recommendation /Prerequisites	Stage 2 Physics is a prerequisite subject for many university courses, including in the Science and Engineering fields. Students must have completed a full year of Stage 1 Physics and obtained a minimum B Grade.		

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Subject	Psychology	Year Level	12
	Learning Area	Science	SACE Credits
Career Chart	Psychology	Length	Full Year
Course Outline	<p>This subject sits between the life sciences and the humanities, with two consequences. First, psychology can, as a discipline, emphasise connections to either the sciences or the humanities. Second, it draws students whose backgrounds and interests lie both in the humanities and in the sciences.</p> <p>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. Psychology uses a biopsychosocial approach (interdisciplinary) to frame student understanding.</p>		
Topics Included	<p>Topics students will complete include:</p> <ul style="list-style-type: none"> • Psychology of the Individual • Psychological Health and Wellbeing • Organisational Psychology • Social Influence • The Psychology of Learning 		
Assessment	<p><i>School Based Assessment</i></p> <ul style="list-style-type: none"> • Investigations Folio 30% • Skills and Applications Tasks 40% <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Examination (based on 2 topics) 30% 		
Additional Cost	<p>Students will need to purchase a SASTA Revision Guide for \$27.50 and a subscription to the online learning tool Education Perfect for \$30 (compulsory).</p>		
Recommendation /Prerequisites	<p>It is expected that students would have gained a satisfactory pass in Year 10 Semester 2 Science, and it is an advantage to have studied a full year of Psychology at Stage 1.</p>		

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2023 Golden Grove High School Year 12 Curriculum Handbook Technologies – Design & Digital Technology

Subject	Digital Media	Year Level	12
	Learning Area	Technologies	SACE Credits
Career Chart	Art Media Studies	Length	Full Year
Course Outline	The focus of the course is 3D animation, the final product utilising and integrating graphics, desktop video editing and sound.		
Topics Included	<p>The areas of study include:</p> <ul style="list-style-type: none"> • Modelling Techniques • Texturing • Animation Techniques • Character Animation • Virtual Cameras, Lighting 		
Assessment	<p>School Based Assessment</p> <ul style="list-style-type: none"> • Specialised Skills Tasks 20% • Design Process & Product 50% <p>External Assessment</p> <ul style="list-style-type: none"> • Resource Study 30% 		
Additional Cost Recommendation /Prerequisites	<p>Nil</p> <p>Students should have preferably completed 20 credits of Stage 1 Digital Multimedia, with a C grade or better, or have prior knowledge (skills).</p> <p>This subject is part of SACE Stage 2 subject combinations that are precluded for SACE completion. For more information, please see the Learning Area leader.</p>		

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Subject	Music Technology	Year Level	12
	Learning Area	Technologies	SACE Credits
Career Chart	Art Media Studies Music	Length	Full Year
Course Outline	The focus of the course is audio engineering. Students create multi-track recordings, mix down to MP3s for uploading.		
Topics Included	The content includes: <ul style="list-style-type: none"> • signal flow and equipment in the recording studio • mic techniques • recording environments • signal processing • mixing and mastering • sound design 		
Assessment	School Based Assessment <ul style="list-style-type: none"> • Specialised Skills Tasks 20% • Design Process & Product 50% External Assessment <ul style="list-style-type: none"> • Resource Study 30% 		
Additional Cost	Nil		
Recommendation /Prerequisites	It is recommended that students wishing to study Music Technology at Stage 2 complete at least one semester of the subject in Stage 1.		

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Subject Learning Area	CAD (Computer Aided Design)	Year Level	12
	Technologies	SACE Credits	20 Credits
Career Chart	Engineering Architecture & Industrial Arts	Length	Full Year
Course Outline	Students will explore their individual creativity, design thinking and apply their innovation in the skills area of their choice.		
Topics Included	Existing CAD 3D modelling, assembly, drawing production and architecture skills will be extended. Designs will be prototyped using skills developed in the course to communicate and test design ideas.		
Assessment	<p><i>School Based Assessment</i></p> <ul style="list-style-type: none"> • Specialised Skills Task: 20% Solid Modeling and Designing Architecture and Planning 3D modelling and architecture software and CNC prototyping machinery • Design Process and Solution: 50% Investigation and analysis Design development and planning Production and prototyping Evaluation of design process and solution <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Resource Investigation and Issue Exploration: 30% 		
Additional Cost Recommendation /Prerequisites	<p>Nil</p> <p>Successful completion of SACE Stage 1 Computer Aided Design will be a significant advantage in this course.</p> <p>NOTE: this subject may be undertaken 'offline' by negotiation with the teacher.</p> <p>Precluded combinations: Students seeking an ATAR are only permitted to do 2 Design Technology and Engineering subject at Stage 2.</p> <p>Students seeking to complete Digital multimedia and CAD may do so by negotiation.</p>		

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Subject	Design Technology – Furniture Design & Manufacture (Material Solutions)	Year Level	12
Learning Area	Technologies	SACE Credits	20 Credits
Career Chart	Building & Construction	Length	Full Year
Course Outline	<p>Students build on skills developed at Stage 1 through skills tasks, then produce a product of their own designing. Students undertake a resource study comprising of two parts, analysing functional characteristics of materials and resources and investigating ethical and sustainability issues about the materials and resources.</p> <p>Students need to be aware that this course is 50% practical based in the workshop and 50% theory based including a design process and a 30% externally assessed resource study.</p>		
Topics Included	<p>Students will:</p> <ul style="list-style-type: none"> • Complete two specialised tasks demonstrating skills, knowledge and understanding • Complete and investigate and analyse existing products and resources, design, develop and plan a product, manufacture and evaluate the product following a design process. • Explore the ethics and sustainability of the logging and furniture manufacturing industry 		
Assessment	<p><i>School Based Assessment</i></p> <ul style="list-style-type: none"> • Specialised Skills Task: 20% • Folio: 50% <p style="margin-left: 20px;">Investigation and analysis Design development and planning Production and Prototyping Evaluation of design process and solution</p> <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Resource Study: 30% <p style="margin-left: 20px;">Materials investigation Ethical and Sustainability study</p>		
Additional Cost	A range of resources will be provided to students, if students need something outside of the school's resources students will need to pay for this.		
Recommendation /Prerequisites	<p>Successful completion of Stage 1 Furniture Design and Manufacture is recommended to complete this course at Stage 2. Prior experience with CAD would be an advantage.</p> <p>Precluded combinations: Students seeking an ATAR are only permitted to do 2 Design Technology and Engineering subject at Stage 2</p>		

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Subject	Design Technology – Metal Design & Manufacture (Industry and Entrepreneurial Solutions)	Year Level	12
Learning Area	Technologies	SACE Credits	20 Credits
Career Chart	Metalwork & Engineering	Length	Full Year
Course Outline	<p>Students build on skills developed at Stage 1 through skills tasks, then produce a product of their own designing. Students undertake a resource study comprising of two parts, analysing functional characteristics of materials and resources and investigating ethical and sustainability issues about the materials and resources.</p> <p>Students need to be aware that this course is 50% practical based in the workshop and 50% theory based including a design process and a 30% externally assessed resource study.</p>		
Topics Included	<p>Students will:</p> <ul style="list-style-type: none"> • Complete two specialised tasks demonstrating skills, knowledge and understanding. • Complete and investigate and analyse existing products and resources, design, develop and plan a product, manufacture and evaluate the product following a design process. • Explore ethics and sustainability of the steel production industry. 		
Assessment	<p><i>School Based Assessment</i></p> <ul style="list-style-type: none"> • Specialised Skills Task 20% • Folio 50% <p>Investigation and analysis Design Development and Planning Production and Prototyping Evaluation of design process and solution</p> <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Resource Study 30% <p>Materials Investigation Ethical and Sustainability Study</p>		
Additional Cost	A range of resources will be provided to students, if students need something outside of the schools resources students will need to pay for this.		
Recommendation /Prerequisites	<p>Successful completion of Stage 1 Metal Design and Manufacture is recommended to complete this course at Stage 2. Prior experience with CAD would be an advantage.</p> <p>Precluded combinations: Students seeking an ATAR are only permitted to do 2 Design Technology and Engineering subject at Stage 2</p>		

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Subject	Digital Technologies	Year Level	12
	Technologies	SACE Credits	20 Credits
Learning Area			
Career Chart	Media Studies	Length	Full Year
Course Outline	<p>This is a new SACE subject which replaces Information Technology. This course assumes successful completion of the Stage 1 Digital Technology courses. Otherwise, students should have strong passion and programming skills on using programming language to create digital solutions.</p> <p>In this subject, students are expected to:</p> <ul style="list-style-type: none"> • Apply computational thinking skills, including abstraction, to approach, identify, deconstruct, and solve problems of interest • Analyse data sets related to problems of interest to identify patterns and/or trends, draw conclusions, and make predictions • Apply iterative project-development techniques to manage and evaluate proposed digital solutions to problems of interest • Apply design and programming skills to create and document digital solutions • Research and discuss ethical considerations in digital technologies • Work individually and collaboratively to create and explain digital solutions. 		
Topics Included	<p>Students study four focus areas:</p> <ul style="list-style-type: none"> • Computational Thinking • Design and Programming • Data Analytics • Iterative Project Development 		
Assessment	<p><i>School Based Assessment</i></p> <ul style="list-style-type: none"> • Assessment Type 1: Project Skills – Four Tasks 50% • Assessment Type 2: Collaborative Project – One Project 20% <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Assessment Type 3: Individual Digital Solution – One Project 30% 		
Additional Cost Recommendation /Prerequisites	<p>Nil</p> <p>This successful completion of the Stage 1 Digital Technology is recommended to complete the Stage 2 course at a satisfactory standard.</p>		

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Technologies – Home Economics

Subject Learning Area	Food and Hospitality	Year Level	12
	Technologies	SACE Credits	20 Credits
Career Chart	Food Studies Home Economics	Length	Full Year
Course Outline	This course is designed for students interested in the dynamic Food and Hospitality industry. Students develop an understanding of contemporary approaches and issues related to food and hospitality. Students develop skills in using safe work practices in the preparation, storage and the handling of food and comply with current health and safety legislation.		
Topics Included	<p>Teachers and students design opportunities to provide evidence of learning around:</p> <ul style="list-style-type: none"> • Investigation and critical analysis • Problem solving • Practical application • Collaboration • Evaluation <p>Trends and multicultural influences in the Food and Hospitality industry will be investigated along with planning and operating a catering enterprise. Students will identify the nature and scope of the Hospitality industry including employment opportunities.</p>		
Assessment	<p><i>School Based Assessment</i></p> <ul style="list-style-type: none"> • Five Practical Activities 50% Action Plan Research Task Practical Application Individual Evaluation Report • Group Activity 20% Group Decision Making Group Practical Individual Evaluation <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Investigation 30% Relevant contemporary issues related to Food and Hospitality 		
Additional Cost	There are additional costs involved of \$100.00 which are related to practical activities.		
Recommendation /Prerequisites	<p>Successful completion of Stage 1 Food and Hospitality would be an advantage.</p> <p>This 20 credit unit can also be undertaken as an Integrated Learning option. Please discuss with the Learning Area Leader</p> <p>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.</p>		

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Subject	Child Studies	Year Level	12									
	Learning Area	Technologies	SACE Credits	20 Credits								
Career Chart	Community Services	Length	Full Year									
Course Outline	<p>This course is designed for students interested in early childhood development and education. Students will have the opportunity to demonstrate skills and understanding in caring for children. Unpacking nutritional needs for children, create toys that contribute to the development of literacy in children and unpack how adults influence resilience in children.</p> <p>Students explore the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children. They examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.</p>											
Topics Included	<p>Students will be involved in studying the cognitive, social, emotional and physical development of children from birth to 8 years, the importance of play, nutritional needs, literacy and a group task exploring sensory play and special needs.</p> <p>Research tasks</p> <ul style="list-style-type: none"> • Nutritional meals • Literacy • Emotional development <p>Practical tasks</p> <ul style="list-style-type: none"> • Designing and constructing a toy for a child to use • Bringing children books to life • Cooking nutritional meals for young children • Creating sensory toys <p>Investigation tasks</p> <ul style="list-style-type: none"> • Critically analyse information to draw conclusions to a relevant contemporary issue 											
Assessment	<p>Assessment is based on both school based and external assessment:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding-left: 20px;">• Assessment Type 1 Practical</td> <td style="text-align: center;">X5</td> <td style="text-align: right;">50%</td> </tr> <tr> <td style="padding-left: 20px;">• Assessment Type 2 Group Activity</td> <td style="text-align: center;">X1</td> <td style="text-align: right;">20%</td> </tr> <tr> <td style="padding-left: 20px;">• Assessment Type 2 External assessment</td> <td style="text-align: center;">X1</td> <td style="text-align: right;">30%</td> </tr> </table>			• Assessment Type 1 Practical	X5	50%	• Assessment Type 2 Group Activity	X1	20%	• Assessment Type 2 External assessment	X1	30%
• Assessment Type 1 Practical	X5	50%										
• Assessment Type 2 Group Activity	X1	20%										
• Assessment Type 2 External assessment	X1	30%										
Additional Cost	\$100.00 to cover costs of consumables for various practical activities.											
Recommendation /Prerequisites	Successful completion of Stage 1 Child Studies is strongly recommended.											

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Vocational & Work Ready Learning

Subject	Vocational Pathways (VET)/Work Ready – Integrated Learning	Year Level	12
Learning Area	Cross Disciplinary Studies	SACE Credits	20 Credits
Career Chart	All Areas	Length	Full Year
Course Outline	<p>This course is specifically for students choosing Vocational Studies, completing a VET course or school based apprenticeship, looking to gain an apprenticeship or looking to be well prepared heading into the work force post school.</p> <p>To assist students who are headed towards a Vocational Pathway, GGHS offer a specialised 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.</p> <p>In line with Vocational Pathways and Work Ready skills, 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. Apprenticeship specialists and guest speakers will be utilised throughout the year.</p>		
Topics Included	<p>Students will use VET and pathways planning as the base of their learning, and be supported in studying areas of choice including:</p> <ul style="list-style-type: none"> • Pathways planning (including updating resumes and cover letters) • Marketing and advertising of a business • Business knowledge and skills • 21C work force skills • Capabilities in action • Applications and participation in work experience, apprenticeships or gaining full time work 		
Assessment	<p><i>School Based Assessment</i></p> <ul style="list-style-type: none"> • Practical x 3 30% • Connections x1 40% <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Personal Endeavour (student choice) 30% 		
Additional Cost Recommendation /Prerequisites	<p>Nil</p> <p>Some students may be allocated this subject in line with their pathways. Students on the <i>Work Ready</i> path <u>without</u> VET (either in 2022 or 2023), will need to complete work experience as a part of this subject. Students may engage in additional work experience related to their pathways (by negotiation)</p> <p>This course aligns well with Workplace Practices and most D&T subjects related to a student's chosen pathway.</p> <p>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.</p>		

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Subject Learning Area	Workplace Practices	Year Level	12
	Workplace Practices	SACE Credits	20 Credits
Career Chart	All Areas	Length	Full Year
Course Outline	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.		
Topics Included	<p>The major components are:</p> <ul style="list-style-type: none"> • 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	<p><i>School Based Assessment</i></p> <ul style="list-style-type: none"> • Folio: Workplace Knowledge 25% • Performance: Vocational Learning / VET 25% • Reflection 20% <p><i>External Assessment</i></p> <ul style="list-style-type: none"> • Investigation: 2000 word report 30% 		
Additional Cost Recommendation /Prerequisites	<p>Nil</p> <p>Students undertaking this course will be required to complete either work experience, a VET course, Australian School Based Apprenticeship or have part time employment.</p> <p>This course aligns well with either VET/Work Ready or Entrepreneurial Studies.</p>		

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