

CURRICULUM HANDBOOK

Golden Grove High School



YEAR 12 2021



Respect • Equality • Pride • Integrity • Resilience



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



Government
of South Australia
Department for Education

Success For All

SACE STAGE 2 SUBJECTS

***Precluded combinations, only ONE Integrated Learning subject can be selected if you wish to gain an ATAR.

ARTS – VISUAL / PERFORMING / CREATIVE		
Dance		20 credits
Digital Multimedia		20 credits
Drama		20 credits
Music		20 credits
Music Technology		20 credits
Visual Arts – Art		20 credits
Visual Arts – Design		20 credits
<div> Precluded combinations, can't do both Visual Arts-Art and Visual Arts-Design if you wish to gain an ATAR. </div>		
CAPABILITIES PATHWAY		
Academic Extension – Integrated Learning ***		20 credits
Entrepreneurship (Social/Financial/Leadership) – Integrated Learning ***		20 credits
SAASTA Program		20 credits
CROSS DISCIPLINARY STUDIES		
Entrepreneurship (Social/Financial/Leadership) – Integrated Learning ***		20 credits
Vocational Studies & Entrepreneurship – Integrated Learning ***		20 credits
Workplace Practices		20 credits
ENGLISH / LITERACY		
English		20 credits
English Literary Studies	<div>Precluded combinations, can't do more than one English Subject.</div>	20 credits
HEALTH & PHYSICAL EDUCATION		
Certificate III Fitness		60 credits
Health		20 credits
Outdoor Education		20 credits
Physical Education		20 credits
Sport Studies – Integrated Learning ***		20 credits
HUMANITIES & SOCIAL SCIENCES		
Applied History		20 credits
Legal Studies		20 credits
Modern History		20 credits
Society and Culture		20 credits
Tourism		20 credits
LANGUAGES and EALD		
Japanese Continuers		20 credits
Spanish Continuers		20 credits
English as an Additional Language – Essential English		20 credits
MATHEMATICS		
Essential Mathematics		20 credits
General Mathematics		20 credits
Mathematical Methods		20 credits
Specialist Mathematics		20 credits
SCIENCES / SCIENTIFIC STUDIES		
Biology		20 credits
Chemistry		20 credits
Environmental Studies – Integrated Learning***		20 credits
Nutrition		20 credits
Physics		20 credits
Psychology		20 credits
STEM Stage 2 Entrepreneurship – Integrated Learning ***		20 credits
TECHNOLOGIES – DESIGN & DIGITAL		
CAD		20 credits
Design & Technology – Furniture Design & Manufacture		20 credits
Design & Technology – Metal Design & Manufacture		20 credits
Digital Technologies (Cross Campus Only for 2021)		20 credits
Music Technology		20 credits
Digital Multimedia		20 credits
TECHNOLOGIES – HOME ECONOMICS		
Child Studies		20 credits
Food and Hospitality		20 credits
VET Entry via application		
All GGHS VET Offerings can be viewed on the last page of the Vocational & Flexible Learning 2021 Handbook There are VET Application Forms Required.		Credits TBA

SACE Stage 2 Subjects

The Arts – Visual/Performing/Creative

DANCE

20 CREDITS

ADVICE TO STUDENTS

Prior dance training is required. Appropriate dance wear is essential. Additional rehearsal time and performance attendance will be required.

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

CONTENT

Stage 2 Dance is a 20-credit subject that consists of the following three areas of study.

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 Assessment* 30%

An area of personal development exploration of 2000 words or 12 minutes multi-modal

DIGITAL MULTIMEDIA

20 CREDITS

ADVICE TO STUDENTS

Students should have preferably completed 20 credits of Stage 1 Digital Multimedia, with a C grade or better, or have prior knowledge (skills).

CONTENT

The focus of the course is 3D animation, the final product utilising and integrating graphics, desktop video editing and sound. The areas of study include:

- Modelling Techniques
- Texturing
- Animation Techniques
- Character Animation
- Virtual Cameras, Lighting

ASSESSMENT

School Based Assessment

Specialised Skills Tasks 20%

Design Process & Product 50%

External Assessment

Resource Study 30%

DRAMA

20 CREDITS

COST: \$40.00 for attendance at productions

ADVICE TO STUDENTS

Satisfactory completion of at least one semester of Year 11 Drama is preferred.

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

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.

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.

CONTENT

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 Creative Presentation 40%
External Assessment

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.

MUSIC

COST: \$120 per semester for instrument hire

20 CREDITS

ADVICE TO STUDENTS

A strong pass at Stage 1 is advised to be able to proceed to Stage 2 Music

Stage 2 Music subjects may be undertaken as one or more 10 credit subjects:

Music Studies

20 CREDITS

ADVICE TO STUDENTS

This subject option combines equal amounts of performance and musical literacy tasks.

School Based Assessment

Creative Works	40%
Musical Literacy (Music Theory)	30%

External Assessment

Final External Examination	30%
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Music Exploration

20 CREDITS

ADVICE TO STUDENTS

Music Exploration includes elements of composition, performance, musical literacy and self-analysis.

School Based Assessment

Musical Literacy	30%
Exploration - 1000 word commentary on the compositions and the influences on that work.	40%

External Assessment

Creative Performance of a chosen work or original composition.	30%
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Solo Performance

10 CREDITS

ADVICE TO STUDENTS

Students present 3 solo performances. Each performance should be 6-8 minutes in duration.

School Based Assessment

Performance 1	30%
Performance 2 – and discussion	40%

External Assessment

Performance 3 – includes a performance portfolio	30%
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Ensemble Performance

10 CREDITS

ADVICE TO STUDENTS

Students perform in an ensemble and rehearse regularly to prepare music for 3 performances. All of these performances should be 6-8 minutes in duration.

School Based Assessment

Performance 1	30%
Performance 2 – includes a discussion	40%

External Assessment

Performance 3 – includes a portfolio	30%
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MUSIC TECHNOLOGY

20 CREDITS

ADVICE TO STUDENTS

It is recommended that students wishing to study Music Technology at Stage 2 complete at least one semester of the subject in Stage 1.

CONTENT

The focus of the course is audio engineering. Students create several multi-track recordings, mixed down to CD, complete with full packaging.

The content includes:

- signal flow and equipment in the recording studio
- mic techniques
- recording environments
- signal processing
- copyright
- mixing and mastering

ASSESSMENT

School Based Assessment

Specialised Skills Tasks	20%
Design Process & Product	50%

External Assessment

Resource Study	30%
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VISUAL ARTS

Precluded combinations, can't do both
Art and Design if you wish to gain an ATAR.

VISUAL ART - ART

20 CREDITS

COST: \$50.00

ADVICE TO STUDENTS

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.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

CONTENT

Art covers the following three areas of study:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

ASSESSMENT

School Based Assessment

Folio	30%
Practical	40%

External Assessment

Visual Study	30%
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Information on the External Assessment

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).

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

Students are to provide an A3 folio or CD or DVD with photographs of their visual explorations. This should contain written or verbal material that should include introductory information, annotated comments, analysis, response, synthesis, and conclusions.

VISUAL ART - DESIGN

20 CREDITS

COST: \$50.00

ADVICE TO STUDENTS

Successful completion of Stage 1 Design is required.

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.

The broad area of Design includes graphic and communication design, environmental and product design. It emphasises defining the problem, problem-solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

CONTENT

Design covers the following three areas of study:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

ASSESSMENT

School Based Assessment

Folio	30%
Practical	40%

External Assessment

Visual Study	30%
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Information on the External Assessment

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).

Students are to provide an A3 folio or CD or DVD with photographs of their visual explorations. This should contain written or verbal material that should include introductory information, annotated comments, analysis, response, synthesis and conclusions.

SACE Stage 2 Subjects

Capabilities Pathway

ACADEMIC EXTENSION

SEMESTER ONE

This is a cross-disciplinary extension course, which may be completed as a SACE Stage 2 Integrated Learning Unit, receiving 10 SACE Credits per semester.

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

ADVICE TO STUDENTS

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

CONTENT

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

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

World Scholars' Cup

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

Students participate in four events:

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

Ethics Olympiad (Semester One)

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

Personal Venture

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

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

ASSESSMENT

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

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

SEMESTER TWO

This is a cross-disciplinary extension course, which may be completed as a SACE Stage 2 Integrated Learning Unit receiving 10 SACE credits per semester. Year 11-12 students compete in teams in our school-based Senior School Tournament of Minds and Ethics Olympiad. Then students pursue their own chosen Personal Venture/s.

ADVICE TO STUDENTS

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

CONTENT

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

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

Tournament of Minds (TOM)

Students develop their Creative Thinking Skills in our school-based Senior School Tournament of Minds: a six-week challenge for teams of seven Year 11-12

students. There is a *Long-term Challenge* in either the Arts, Language/Literature, Social Sciences or STEM (Science, Technology, Engineering, Maths) and a *Spontaneous Challenge*.

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

Ethics Olympiad (Semester Two)

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

Personal Venture

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

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

ASSESSMENT

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

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

ENTREPRENEURSHIP (Social/Financial/Leadership) – INTEGRATED LEARNING

20 CREDITS

CONTENT

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

Students will undertake research and practical tasks and a collaboration task where they will collaborate, undertake peer and self-assessment and explore and examine different context and application of entrepreneurial skill sets and dispositions. Students will demonstrate their individual role in and contribution to the task.

Depending on the focus of their venture [social or financial], students will engage with critical and creative thinking, problem solving and personal development.

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

ASSESSMENT

School Based Assessment:

- | | |
|---|-----|
| Two Practical Inquiries | 40% |
| <ul style="list-style-type: none"> • The Design Process • The pitch/prototype • Capabilities in Action | |
| Connections | 30% |
| <ul style="list-style-type: none"> • Skill development, dispositions and employability • Collaborative task | |

External Assessment

- | | |
|---|-----|
| Personal Endeavour | 30% |
| <ul style="list-style-type: none"> • Students select one capability to be developed within their personal endeavour, exploring the link between that capability and their venture. | |

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

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

SACE Stage 2 Subjects

Capabilities Pathway

ENTREPRENEURSHIP (STEM Focus) – INTEGRATED LEARNING

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

20 CREDITS

CONTENT

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

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

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

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

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

ASSESSMENT

School Based Assessment:

Two Practical Inquiries	40%
Connections Tasks	30%

External Assessment

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

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

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

SAASTA PROGRAM

(South Australian Aboriginal Sports Training Academy)

20 CREDITS

Stage 2 Integrated Learning- Development of Personal & Physical Performance

ADVICE TO STUDENTS

SASTA provides Aboriginal students with the skills, opportunities and confidence to dream, believe and achieve in the areas of sport, education, employment, healthy living and connection with culture.

CONTENT

This subject has been developed for Year 12 students as an extension to the Aboriginal Power Cup and SAASTA shield.

Students undertake a series of practical tasks aimed at developing their skills. They will learn how to develop their specific skills while reviewing their performance for three main concepts. The main concepts are:

- Physical Performance
- Culture
- Hands on culture

In the group activity students undertake a cultural activity that engages the community.

For their project students choose a sporting or cultural topic to investigate and report on.

The major folio & discussion is based around the leadership role that students take in the lead up to and participation in the Aboriginal Power Cup.

Academy students enrolled in this subject are eligible to participate as competitors, coaches or event officials at both the Aboriginal Power Cup and SAASTA Shield carnival.

SACE Stage 2 Subjects

Cross-Disciplinary Studies

ENTREPRENEURSHIP (Social/Financial - Leadership) – INTEGRATED LEARNING

20 CREDITS

ADVICE TO STUDENTS

CONTENT

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

Students will undertake research and practical tasks and a collaboration task where they will collaborate, undertake peer and self-assessment and explore and examine different context and application of entrepreneurial skills sets and dispositions. Students will demonstrate their individual role in and contribution to the task.

Depending on the focus of their venture [social or financial], students will engage with critical and creative thinking, problem solving and personal development.

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

ASSESSMENT

School Based Assessment:

Two Practical Inquiries 40%

- The Design Process
- The pitch/prototype
- Capabilities in Action

Connections 30%

- Skill development, dispositions and employability
- Collaborative task

External Assessment

Personal Endeavour 30%

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

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

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

RESEARCH PROJECT A or B (Should be completed in Year 11)

10 CREDITS – **COMPULSORY SUBJECT**

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

ADVICE TO STUDENTS

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

CONTENT

Folio of Research Development 30%

Research Outcome

- 2000 word maximum of the key research findings or 12 minute oral presentation (1500 words/10 minutes for Research Project A)

40%

Final Evaluation (Research Project B) /

Review (Research Project A)

(Externally assessed SACE)

- 1500 words (or can be 10 minutes

Multimodal for Research Project A) 30%

VOCATIONAL STUDIES AND ENTREPRENEURSHIP

20 CREDITS

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

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

ASSESSMENT

School Based:

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

External:

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

WORKPLACE PRACTICES

20 CREDITS

ADVICE TO STUDENTS

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

CONTENT

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

The major components are:

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

ASSESSMENT

School Based Assessment

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

External Assessment

Investigation: 2000 word report	30%
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SACE Stage 2 Subjects

English

ENGLISH

20 CREDITS

ADVICE TO STUDENTS

English is a 20 credit subject and draws two bonus points for a student's ATAR if the subject is successfully completed.

CONTENT

In this course, students develop an understanding and appreciation of the power of language to represent ideas, events, and people in particular ways. 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.

Students will engage with a variety of tasks, including creating texts, responding to 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. Please note there may be some small cost attached to the live performances. Students will also have the opportunity to interpret texts of their own choosing, in a comparative task.

ASSESSMENT

School Assessment

Responding to texts	30%
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Creating texts	40%
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External Assessment

Independent Connected Text Investigation	30%
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ENGLISH LITERARY STUDIES

20 CREDITS

ADVICE TO STUDENTS

This is a 20 credit subject and draws two bonus points for a student's ATAR if successfully completed.

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.

CONTENTS

Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret a range of literature. 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. These texts will include novels, film, poetry and drama. By analysing the craft and originality of authors, students activate their own voice and enhance their skills in creating their own texts. They will also have the opportunity to reimagine literature, producing a transformation.

English Literary Studies focuses on ways in which literary texts represent culture and identity, and on the dynamic relationship between authors, texts, audiences, and contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways, and how texts challenge or support cultural perceptions.

ASSESSMENT

School Assessment

Responding to texts	50%
Creating texts	20%

External Assessment

90 minute Critical Reading Examination	15%
Paired Text Investigation	15%

PLEASE NOTE: Students must have obtained a C or better in Stage 1 English or Stage 1 English Literary Studies to be able to select Stage 2 English or Stage 2 English Literary Studies.

Students who have completed Essential English will only be able to select Stage 2 English upon review of their Stage 1 results and Learning Area Leader recommendation.

SACE Stage 2 Subjects

Health and Physical Education

CERTIFICATE III IN FITNESS (VET)

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

HEALTH

20 CREDITS

COST: \$79 to cover the First Aid course (subject to change by RTO).

ADVICE TO STUDENTS

Students who are interested in pursuing a career in Health Sciences (eg nursing, teaching, dental assistant) or health services (eg aged care, childcare, youth work) may find this course beneficial.

Students will be required to work collaboratively with other students and interact with the wider community.

CONTENT

Some of the topics covered are:

- Lifestyle Choices and Disease Prevention
- Mental Health
- Drug and Alcohol Awareness
- Sexual Health and Relationships

The students will run fundraising events, create Health Promotions and complete a First Aid course.

ASSESSMENT

School Based Assessment

Group Practicals	30%
Analytical Folio	20%
Practical Tasks	20%

External Assessment

Investigation	30%
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OUTDOOR EDUCATION

20 CREDITS

COST: \$400.00

ADVICE TO STUDENTS

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. There are no pre-requisites however successful completion of Stage 1 Outdoor Education and planned or ongoing participation in outdoor recreation activities (eg. kayaking, hiking, mountain biking, camping) is beneficial.

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.

CONTENT

Students can expect to;

- Complete a 2 day (Friday & Saturday) **005 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 Crawford Forrest; aim to refine minimal impact camping and leadership skills.
- Students will plan and conduct a 3 night self-reliant 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.

As in Stage 1, 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-Reliant Journey. There are **NO** grades assigned directly to participation in practical activities, however 2 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.

ASSESSMENT TASKS

AT1: About Natural Environments

Para Wirra Conservation Park Environmental Investigation 10%

Murray Darling Basin Issues Environmental Investigation 10%

AT2: Experiences in Natural Environments

Kayaking/Bushwalking Evaluation Reflection 20%

Self-Directed & Evaluation and Reflection 30%

AT3: Connections with Natural Environments 30%

Externally Moderated Task: Students choose an area of interest related to understanding of and experiences of natural environments.

PHYSICAL EDUCATION

20 CREDITS

ADVICE TO STUDENTS

Successful completion of at least a semester of Stage 1 Physical Education would be a significant 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. A proven positive approach to all physical activity and the related theoretical concepts is a prerequisite for entry into this course.

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.

CONTENT

- 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

AT 1: Diagnostics - Physiological Demands of Touch Football 15%

AT 1: Diagnostics - Biomechanics of a Motor Skill 15%

AT 2: Performance Improvement - Aerobic Training Program 40%

AT 3: Group Dynamics - Cross Campus Volleyball Competition 30%

SPORTS STUDIES - INTEGRATED LEARNING

20 CREDITS (SACE STAGE 2)

COST: This course has a \$125 fee to cover the cost of Practical Inquiry activities.

AIMS OF SPORTS STUDIES

Through their studies in Sports Studies, 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. Sports Studies encourages the development of skills in critical thinking, active research and analysis, and the communication of ideas and information.

Sports Studies 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.

CONTENT

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:

ASSESSMENT TYPE 1: PRACTICAL INQUIRY
Students will participate in three practical activities and have the opportunity to evaluate and critically analyse skills and their own learning.

ASSESSMENT TYPE 2: CONNECTIONS - Students will be required to work collaboratively with their peers to plan, organise, implement and evaluate an activity within school.

ASSESSMENT TYPE 3: PERSONAL ENDEAVOUR
Each student will be required to compile an individual negotiated task that is linked to the program focus.

LEARNING REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

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

Teachers design a set of school-based assessments that enable students to demonstrate the knowledge, skills and understanding they have developed to meet the learning requirements of the subject.

School-based Assessment 70%

Assessment Type 1: Practical Inquiry (40%)

Assessment Type 2: Connections (30%)

External Assessment 30%

Assessment Type 3: Personal Endeavour
(30%)

Precluded Combination:

Students cannot undertake Year 12 Physical Education and Sport Studies – only one can be chosen. If students want an ATAR, only one Integrated Learning subject can be chosen.

SACE Stage 2 Subjects

Humanities and Social Sciences

APPLIED HISTORY

20 CREDITS

ADVICE TO STUDENTS

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.

CONTENT

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.

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.

There is a compulsory written investigation, oral task (10%), and group task with individual grades (10%). The format of the four Folio tasks is negotiable.

Students investigate the following topics:

- Culture: The Material World
- Current Challenges: Contemporary Contexts of Aboriginal and Torres Strait Islander Peoples
- Globalised World: A Question of Rights

ASSESSMENT

<i>School Based Assessment</i>		70%
Folio	(50%)	
Interaction	(20%)	
<i>External Assessment</i>		30%
Investigation	(30%)	

LEGAL STUDIES

20 CREDITS

ADVICE TO STUDENTS

It is highly recommended that students have studied Stage 1 Legal Studies, to provide them with a strong foundation of knowledge on Australia's legal system, and how it impacts us on a societal and individual level.

CONTENT

Students study the following topics:

- Focus Area 1: Sources of Law
- Focus Area 2: Dispute Resolution
- Optional Area 1: The Constitution
- Optional Area 2: When Rights Collide

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 will also have the opportunity to apply theoretical knowledge of criminal law through observations at the SA Courts and Parliament House.

Students studying Stage 2 Legal Studies have the opportunity to participate in the Humanities/Spanish European Study Tour. This is a biannual trip to Europe where students will be immersed in HASS learning, particularly from the world wars and the Cold War.

ASSESSMENT

Assessment in Stage 2 Legal Studies consists of the following components.

School Based Assessment		70%
• Assessment Type 1: Folio	(40%)	
• Assessment Type 2: Inquiry	(30%)	
External Assessment		30%
Written Examination (2 hours)	(30%)	

MODERN HISTORY

20 CREDITS

ADVICE TO STUDENTS

It is advantageous that students have high levels of research and analytical skills.

Students studying Stage 2 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 2, 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.

Possible topics of study, dependent on student interest and choices, are:

- Nazi Germany
- The Soviet Union and Russia
- The Cold War, including Vietnam War
- The struggle for peace and security in the Middle East
- The United States of America and their emergence as a superpower

ASSESSMENT

<i>School Based Assessment</i>		70%
Folio: Historical Skills	(50%)	
Historical Study	(20%)	
<i>External Assessment</i>		30%
Examination (2 hours)	(30%)	

SOCIETY AND CULTURE

20 CREDITS

ADVICE TO STUDENTS

Students are required to have comprehensive literacy and analytical skills. They will be required to participate in a compulsory group task and give an oral presentation.

Students studying Stage 2 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 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 include:

- Youth Culture
- The Material World
- Technological Revolutions
- Work and Leisure
- Social Ethics

Students will be required to formulate opinions on what can be considered controversial topics.

ASSESSMENT

<i>School Based Assessment</i>		70%
Folio	(50%)	
Interaction	(20%)	
<i>External Assessment</i>		30%
Investigative Assignment	(30%)	

TOURISM

20 CREDITS

ADVICE TO STUDENTS

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

Students studying Stage 2 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

In Tourism, students develop an understanding of the relationship between the tourist and the host community, and the tourism industry as a whole. 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.

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>		70%
Folio	(20%)	
Practical Activity	(25%)	
Investigation	(25%)	
<i>External Assessment</i>		30%
Written Examination (2 hours)	(30%)	

SACE Stage 2 Subjects

Languages

JAPANESE CONTINUERS

20 CREDITS

ADVICE TO STUDENTS

Successful completion of 20 credits in Stage 1 or equivalent study is a prerequisite for this course.

Languages draw two bonus points for a student's ATAR if the subject is successfully completed.

CONTENT

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.

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

There are three prescribed themes:

- The Individual
- The Japanese speaking Communities
- The Changing World

Topics may include:

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

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

SPANISH CONTINUERS

20 CREDITS

ADVICE TO STUDENTS

Successful completion of two units at Stage 1 or equivalent study is a prerequisite for this course.

Languages draw two bonus points for a student's ATAR if the subject is successfully completed.

CONTENT

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.

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

There are three prescribed themes:

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

Topics may include:

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

ENGLISH AS AN ADDITIONAL LANGUAGE ESSENTIAL ENGLISH

20 CREDITS

ADVICE TO STUDENTS

This course is available to students identified as learning English as an Additional Language.

CONTENT

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.

ASSESSMENT

School Based Assessment

Responding to texts	30%
Three responses including written and multimodal tasks	
Creating texts	40%

External Assessment

Language study	30%
Research evidence and findings	

SACE Stage 2 Subjects

Mathematics

ESSENTIAL MATHEMATICS

20 CREDITS

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.

ADVICE TO STUDENTS

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.

Teacher recommendation based on successful completion of 20 credits of Stage 1 General Mathematics is a pre-requisite and essential for this course.

CONTENT

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

ASSESSMENT

School Based Assessment

Skills and Application Tasks	30%
Mathematical Investigations	40%

External Assessment

Examination	30%
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GENERAL MATHEMATICS

20 CREDITS

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.

ADVICE TO STUDENTS

This subject prepares students for entry to tertiary courses requiring a non-specialised background in Mathematics.

Successful completion ('B' grade or better) of 20 credits of Stage 1 General Mathematics is a pre-requisite and essential for students to be successful in this course, or successful completion of Stage 1 Mathematical Methods.

CONTENT

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

ASSESSMENT

School Based Assessment

Skills and Application Tasks	40%
Mathematical Investigations	30%

External Assessment

Examination	30%
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MATHEMATICAL METHODS

20 CREDITS

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.

ADVICE TO STUDENTS

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.

CONTENT

- Further Differentiation and Applications
- Discrete Random Variables
- Integral Calculus
- Logarithmic Functions
- Continuous Random Variables and the Normal Distribution
- Sampling and Confidence Intervals

ASSESSMENT

School Based Assessment

Skills and Applications Tasks	50%
Mathematical Investigations	20%

External Assessment

Examination	30%
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SPECIALIST MATHEMATICS

20 CREDITS

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.

ADVICE TO STUDENTS

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.

CONTENT

- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions
- Integration Techniques and Applications
- Rates of Change and Differential Equations

ASSESSMENT

School Based Assessment

Skills and Applications Tasks	50%
Mathematical Investigation	20%

External Assessment

Examination	30%
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SACE Stage 2 Subjects

Sciences

BIOLOGY

20 CREDITS

COST: Students will need to purchase a SASTA Revision Guide \$27.50 and SASTA Workbook for \$55.00.

ADVICE TO STUDENTS

Students are required to have achieved a C grade or better in at least one Stage 1 Science subject.

CONTENT

The content of the course is organised into four themes:

- DNA and Proteins
- Cells as the Basis for Life
- Homeostasis
- Evolution

The course aims to develop:

- 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

ASSESSMENT

External Assessment

Examination	30%
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School Based Assessment

Investigations Folio	30%
Skills and Applications Task	40%

CHEMISTRY

20 CREDITS

COST: A SASTA Workbook \$55.00 and a SASTA Revision Guide \$27.50 will need to be purchased.

ADVICE TO STUDENTS

Students must have completed a full year of Stage 1 Chemistry and obtained a minimum B Grade.

CONTENT

The major components are:

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

ASSESSMENT

School Based Assessment

Investigations Folio	30%
Skills and Applications Tasks	40%

External Assessment

Written Examination	30%
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ENTREPRENEURSHIP (STEM Focus) – INTEGRATED LEARNING

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

20 CREDITS

CONTENT

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

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

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

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

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

ASSESSMENT

School Based Assessment:

Two Practical Inquiries	40%
Connections Tasks	30%

External Assessment

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

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

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

ENVIRONMENTAL STUDIES – INTEGRATED LEARNING

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

20 CREDITS

COSTS: Students are advised that there will be an additional cost of \$100 to cover Zoo Snooze and subject related excursions.

ADVICE TO STUDENTS

Students are required to have achieved a C grade or better in at least one Stage 1 Science subject.

CONTENT

This course allows students the opportunity to study topics in the field of Science. It is not heavily content based and does not have exams. The focus of this subject centres around 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. Focus areas include Life on Our Planet, Climate Change, Real World Science, Conservation within Zoos SA and an inquiry of choice.

The course aims to develop students who have a greater understanding of the current environmental circumstances/issues facing our planet. Students develop, extend and apply critical thinking skills through inquiry about aspects of the program focus that are of interest to them. They will undergo self and peer assessment while completing practicals and collaborative tasks.

ASSESSMENT

External Assessment

Personal Endeavour	30%
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School Based Assessment

Practical Inquiry	40%
Connections	30%

NUTRITION

20 CREDITS

COSTS: Students are advised that there are additional costs involved of \$100.00 to cover costs of the Nutrition Work Book and food. A Revision Guide \$27.50 will need to be purchased.

ADVICE TO STUDENTS

Students are required to have achieved a C grade or better in at least one Stage 1 Science subject.

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

Compulsory Core Topics:

- The Fundamentals of Human Nutrition
- Diet, Lifestyle and Health
- Food Selection and Dietary Evaluation
- Food, Nutrition and the Consumer

Option Topics:

- Global Nutrition and Ecological Sustainability
- Global Hunger

ASSESSMENT

School Based Assessment

Investigations Folio	40%
Skills and Applications Tasks	30%

External Assessment

Written Examination	30%
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PHYSICS

20 CREDITS

COST: Students will need to purchase a SASTA Revision Guide \$27.50.

ADVICE TO STUDENTS

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.

Learning about and working in Physics gives people an understanding of the processes that direct the world and the universe. In Stage 2 Physics this 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.

CONTENT

Topics

- Motion in Two Dimensions including Relativity
- Electricity and Magnetism
- Light, Matter and Atoms

ASSESSMENT

External Assessment

Examination	30%
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School Based Assessment

Investigations Folio (SHE task & practical work)	30%
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Skills and Applications Tasks	40%
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PSYCHOLOGY

20 CREDITS

COST: Students will need to purchase a SASTA Revision Guide for \$27.50.

ADVICE TO STUDENTS

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.

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.

CONTENT - SEMESTER 1 & 2

The subject consists of the following six topics:

- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds

The subject is designed around the four levels of explanation of behaviour; biological processes, basic psychological processes, the attributes of the person enacting the behaviour, and socio-cultural processes.

ASSESSMENT

External Assessment

Examination	30%
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School Based Assessment

Investigations Folio	30%
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Skills and Applications Tasks	40%
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SACE Stage 2 Subjects

Technologies – Design & Digital

DESIGN, TECHNOLOGIES & ENGINEERING INDUSTRY & ENTREPRENEURIAL SOLUTIONS CAD (Computer Aided Design)

20 CREDITS

ADVICE TO STUDENTS

Successful completion of SACE Stage 1 Computer Aided Design will be a significant advantage in this course.

CONTENT

Students will explore their individual creativity, design skills and apply their ideas in the context of the commercial marketplace.

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.

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

ASSESSMENT

School Based Assessment

Specialised Skills Task	20%
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3D modelling and architecture software and CNC prototyping machinery	
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Design Process and Solution	50%
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External Assessment

Resource Investigation and Issue Exploration	30%
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DESIGN TECHNOLOGY FURNITURE DESIGN AND MANUFACTURE

20 CREDITS

ADVICE TO STUDENTS

Completion of Stage 1 Furniture Design and Manufacture is recommended to complete this course at a successful level. Prior experience with CAD would be an advantage. Students need to be aware that this course is 50% practical based within the workshop and 50% theory based including a design process and a resource study.

CONTENT

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

ASSESSMENT

School Based Assessment

Specialised Skills Task	20%
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Complete two specialised tasks demonstrating skills and knowledge required for their product.

Design Process and Product	50%
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Students investigate, design, plan, manufacture and evaluate a product following a design process.

External Assessment

Resource Study	30%
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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.

DESIGN TECHNOLOGY METAL DESIGN AND MANUFACTURE

20 CREDITS

ADVICE TO STUDENTS

Completion of Stage 1 Metal Design and Manufacture is recommended to complete this course at a successful level although it is not a requirement. Prior experience with CAD would be an advantage. Students need to be aware that this course is 50% practical based within the workshop and 50% theory based including a design process and a resource study.

CONTENT

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

ASSESSMENT

School Based Assessment

Specialised Skills Task 20%

Complete two specialised tasks demonstrating skills and knowledge required for their product.

Design Process and Product 50%

Students investigate, design, plan, manufacture and evaluate a product following a design process.

External Assessment

Resource Study 30%

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.

DIGITAL TECHNOLOGIES (Cross Campus only in 2021)

20 CREDITS

ADVICE TO STUDENTS

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.

In this subject, students are expected to:

- 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.

CONTENT

Students study four focus areas:

- Computational Thinking
- Design and Programming
- Data Analytics
- Iterative Project Development

ASSESSMENT

Stage 2 Digital Technologies has a school assessment component and an external assessment component. Students should provide evidence of their learning through six assessments, including the external assessment component.

School Based Assessment (70%)

Assessment Type 1:

Project Skills – Four Tasks 50%

Assessment Type 2:

Collaborative Project – One Project 20%

External Assessment (30%)

Assessment Type 3:

Individual Digital Solution – One Project 30%

MUSIC TECHNOLOGY

20 CREDITS

ADVICE TO STUDENTS

It is recommended that students wishing to study Music Technology at Stage 2 complete at least one semester of the subject in Stage 1.

CONTENT

The focus of the course is audio engineering. Students create several multi-track recordings, mixed down to CD, complete with full packaging.

The content includes:

- signal flow and equipment in the recording studio
- mic techniques
- recording environments
- signal processing
- copyright
- mixing and mastering

ASSESSMENT

School Based Assessment

Specialised Skills Tasks	20%
Design Process & Product	50%

External Assessment

Resource Study	30%
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DIGITAL MULTIMEDIA

20 CREDITS

ADVICE TO STUDENTS

Students should have preferably completed 20 credits of Stage 1 Digital Multimedia, with a C grade or better, or have prior knowledge (skills).

CONTENT

The focus of the course is 3D animation, the final product utilising and integrating graphics, desktop video editing and sound. The areas of study include:

- Modelling Techniques
- Texturing
- Animation Techniques
- Character Animation
- Virtual Cameras, Lighting

ASSESSMENT

School Based Assessment

Specialised Skills Tasks	20%
Design Process & Product	50%

External Assessment

Resource Study	30%
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SACE Stage 2 Subjects

Technologies – Home Economics

FOOD AND HOSPITALITY

20 CREDITS

COST: There are additional costs involved of \$100.00 which are related to practical activities.

ADVICE TO STUDENTS

Successful completion of Stage 1 Food and Hospitality would be an advantage.

CONTENT

This course is designed for students interested in the Food and Hospitality industry. Students will be involved in food selection, preparation, presentation and safe handling of food.

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.

ASSESSMENT

School Based Assessment

Five Practical Activities	50%
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Group Activity	20%
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External Assessment

Investigation	30%
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This 20 credit unit can also be undertaken as an Integrated Learning option. Please discuss with the Learning Area Leader.

CHILD STUDIES

20 CREDITS

COST: \$100.00 to cover costs of consumables for various practical activities.

ADVICE TO STUDENTS

Successful completion of Stage 1 Child Studies would be an advantage.

CONTENT

This course is designed for students interested in early childhood development and education.

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.

Students will have the opportunity to demonstrate skills and understanding in caring for children.

ASSESSMENT

School Based Assessment

Five Practical Activities	50%
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One Group Activity	20%
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External Assessment

Investigation	30%
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This 20 credit unit can also be undertaken as Integrated Learning. Please discuss with the Learning Area Leader.

Vocational & Flexible Learning Programs

STAGE 2 SACE (PAIRED WITH VET)

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

VOCATIONAL PATHWAYS AND ENTREPRENEURSHIP

20 CREDITS

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

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

ASSESSMENT

School Based:

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

External:

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

WORKPLACE PRACTICES

20 CREDITS

ADVICE TO STUDENTS

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

CONTENT

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

The major components are:

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

ASSESSMENT

School Based Assessment

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

External Assessment

Investigation: 2000 word report	30%
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FLEXIBLE LEARNING PROGRAMS

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

COMMUNITY LEARNING

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

INFORMATION ON ALL OTHER COURSE OFFERINGS CAN BE FOUND AT:

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

