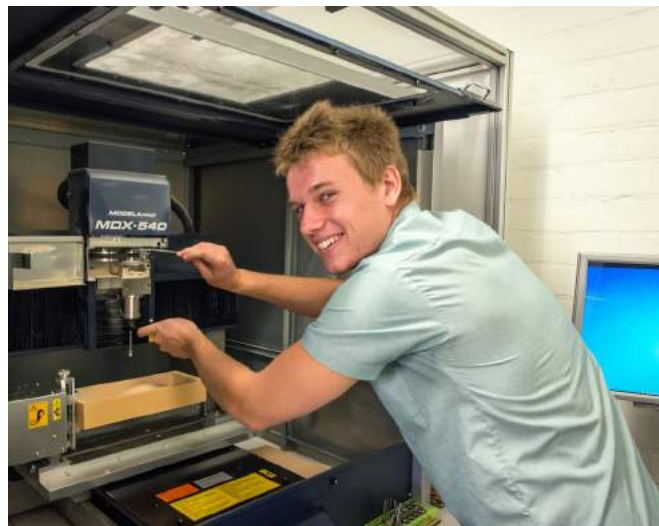




Temple Christian College

SACE Stage 1 Subject Handbook 2018

Pursuing excellence for the glory of God



CHARACTER SERVICE INFLUENCE

PREFACE

This Handbook contains information about Stage One subjects.

It is intended that this Handbook will be a useful resource for students and their parents in the choice of appropriate subjects for study at Stage One of the South Australian Certificate of Education.

It is designed to be used in the Counselling Process established by the School - that is, in conjunction with discussions with the Assistant Principal of Curriculum, Mrs Buckoke, course counsellors and subject teachers. Final decisions on course and subject choices must be made with the approval of the Assistant Principal and the Campus Principal.

Courses offered at Year 8, 9 and 10 levels are broad-based, with the aim of exposing Students to a wide range of disciplines. The essential focus is one of acquiring a number of specific skills within each subject and developing patterns of study which will be useful at higher levels.

At Year 10 there is a programme of preparation in Semester Two for the selection of Courses in Stages One and Two of the SACE. Within subjects, students are advised of options for SACE studies and courses beyond Stage Two of the SACE. In addition, there is a programme of Course Counselling involving students, parents, subject teachers and course counsellors.

In Stage One and Stage Two of the SACE studies, subject choice and achievement is carefully monitored and there is an on-going counselling programme for all students. Parents are encouraged to discuss their children's progress and achievements through the Assistant Principal of Curriculum.

Above every other consideration, Temple Christian College aims to develop in every student a consciousness of God as their Loving Creator, and to encourage, too, a desire to establish and continue an intimate relationship with the Father, through an understanding of His Covenant with us through His Son, the Lord Jesus Christ. We place Him in the Highest Place, depending on His Love, Grace and Mercy for the daily life of the School. We trust in the Father to encourage in us, as we acknowledge that Jesus Christ is the living Head of this School Family, the kind of character that pleases Him.

At Temple Christian College we hunger to develop a full understanding of what it is to be Family, and we welcome anyone who shares that desire.

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THE SOUTH AUSTRALIAN CERTIFICATE OF EDUCATION

The NEW South Australian Certificate of Education was introduced in 2009. All Year 11 Students at Temple Christian College begin the first year of a two year course of study with the aim of completing the SACE at the end of Year 12.

Throughout Year 11 and 12, students meet SACE requirements through a course of study based on specific SACE Curriculum Statements.

There is a specific pattern of study required to be undertaken by all students. It includes some compulsory subjects which must be studied in order to fulfil the requirements of the SACE Certificate.

TO QUALIFY FOR THE SACE

To gain the SACE, students complete about two years of full-time study. There are two stages:

- Stage 1, which most students do in Year 11, apart from the Personal Learning Plan, which has been completed by most students in Year 10.
- Stage 2, which most students do in Year 12.

Each subject or course successfully completed, earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

Students will receive a grade – from A to E – for each subject.

For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:-

- Personal Learning Plan (10 credits at Stage 1 – completed in year 10)
- Literacy – 20 Credits from any of the Year 11 English courses (Stage 1) - 2 Semesters
- Numeracy – at least 10 credits from any of the Year 11 Mathematics Courses (Stage 1) - at least 1 Semester
- Research Project – an in-depth major project. This is a Stage 2 subject which will be completed in Year 11 at Temple Christian College (10 Credits)
- Three subjects in Year 12, (Stage 2 subjects totalling at least 60 credits)

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student's choice.

SPECIAL NOTE:

FOR UNIVERSITY ENTRANCE: STUDENTS WILL NEED TO COMPLETE 4 STAGE 2 SUBJECTS and possibly a 5th if the student chooses not to use the score achieved for Research Project.

FOR SACE: (INCLUDING NON UNIVERSITY PATHWAYS) ALL STUDENTS MUST PASS 3 SUBJECTS AT YEAR 12.

The school policy is for all students, even students not considering a University pathway, to complete 4 Year 12 subjects. This will assist students in passing as they are unaware at the start of the year, of any subject which may prove difficult.

THE RECORDING OF STUDENTS' ACHIEVEMENTS

- A statement of results will progressively record details.
- On leaving school, students will receive a Statement of Achievement, recording progress towards satisfying SACE requirements.
- When students have completed the SACE requirements they will receive:
 1. The SACE (South Australian Certificate of Education)
 2. A Statement of Achievement

ENTRANCE TO UNIVERSITY

Students must complete the SACE with 90 Stage 2 Credits i.e. 4 subjects at Year 12 and 10 units from the Research Project or a 5th subject in Year 12.

All subjects must come from the list of Approved Higher Education Selection Subjects (possibly VET subjects).

Universities have specific pre-requisites and aggregates. Students are expected to seek the appropriate information from both within and outside the school. Each student will have access to the Tertiary Entrance Booklet which outlines entry requirements for each University.

ENTRANCE TO TAFE

Students may enter some TAFE courses at the end of Year 10.

TAFE entry requirements are outlined in the TAFE Information Booklet available from Course Counsellors.

It is recommended that students complete Year 11 and 12 through which they achieve their SACE Certificate and then enrol in TAFE.

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TERMINOLOGY

Semester Unit

Equivalent to half a year. There are two semesters in the whole year. A semester unit is worth 10 credits in the SACE.

Preferred Background

Describes the previous year's study. It is assumed that the student has been successful in this previous level of study unless a prescribed grading is stated.

Direction

This indicates where the described Stage 1 subject leads to for Stage 2.

VET

Vocational Education Training – modules or units, which can be undertaken either inside or outside of school and can be used to count towards the SACE. These modules and units are provided either by school or outside training providers. Information about available VET modules and units can be obtained from the VET Coordinator.

ATAR

Australian Tertiary Admission Rank - a score based on Year 12 subject scores, non-Community Studies, non-Modified subjects. It is a score based on percentile ranking. The Rank gives an indication to the overall position of the student in relation to the student body for that year across the state. A higher ATAR gives preference to that student for the course to which they wish to enrol in a University of their choice.

Further information can be obtained from the SATAC booklet.

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THE SACE CURRICULUM PATTERN

YEAR 11 Stage 1

COMPLETING 1 SUBJECT FOR 1 SEMESTER ACHIEVES 10 CREDITS

EACH COLUMN REPRESENTS 6 LESSONS PER WEEK FOR A FULL YEAR

<p>Research Project 10 Credits</p> <p>This is a stage 2 subject which Temple students will be able to complete in Yr11. Completing this in Yr 11 allows the students to focus more on their other subjects in Yr 12.</p>	<p>English Literary Studies, English or Essential English 20 Credits</p>	<p>Mathematical Methods General Mathematics or Essential Mathematics 10 Credits</p>	<p>Free Choice 10 Credits</p>	<p>Free Choice 10 Credits</p>	<p>Free Choice 10 Credits</p>
		<p>Mathematical Methods General Mathematics or Essential Mathematics 10 Credits</p>	<p>Free Choice 10 Credits</p>	<p>Free Choice 10 Credits</p>	<p>Free Choice 10 Credits</p>

YEAR 12 Stage 2

EACH COLUMN REPRESENTS 6 LESSONS PER WEEK FOR A FULL YEAR

<p>Free Choice 20 Credits</p>	<p>Free Choice 20 Credits</p>	<p>Free Choice 20 Credits</p>	<p>Free Choice 20 Credits</p>	<p>STUDY LINE OR A 5TH OPTIONAL SUBJECT</p>	<p>STUDY LINE</p>
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Note: Any student who has not passed the Personal Learning Plan, Yr 11 English, Yr 11 Mathematics, or the Research Project, will be required to complete this subject again in Yr 12. This would hinder their ability to complete the SACE within 2 years.

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YEAR 11 CHRISTIAN LIVING PROGRAMME

God speaks to His children in many ways. He speaks through His Word (the Holy Bible), through vision, through another person and by the thoughts that flow, often spontaneously, upon our minds.

The Apostle Paul, in writing his second letter to Timothy, wrote: “All Scripture is given by the inspiration of God and is profitable for doctrine, for reproof, for correction, for instruction in righteousness that the man of God may be complete, thoroughly equipped for every good work”. 2 Timothy 3:16, 17

A priority, therefore, in Christian Living lessons is to present the uncompromised Word of God, having prayerfully sought the inspiration of the Holy Spirit, in an endeavour to provide a Holy Spirit centred understanding of the Bible. The Holy Spirit – The Spirit of Truth – is invited to guide and to direct each lesson, to manifest His presence, touching and transforming lives.

Christian Living lessons provide an opportunity and become a channel for God to move by His Spirit upon the hearts of the students and teachers, a time to listen and hear what God is saying to the group, both as individuals and as a community.

Students are encouraged to develop their personal worship life and become more outgoing in their expression. Leadership aspects are encouraged and fostered, especially in the expression of praise and worship. Students are given opportunity to introduce and lead the group with a particular song, showing how God has ministered to them personally through it. Students are also encouraged to lead an entire praise and worship session.

The Holy Spirit has moved powerfully on these occasions in the past, as the students earnestly seek the Lord as to what song or songs to bring. Students have many opportunities and are encouraged to share words of testimony, words of encouragement or a word that they have been given by the Lord for the group. These are some of the most powerful and touching times, often resulting in students being able to pray and minister for one another and being challenged. The Christian Living lessons are a real journey for the students over the year. It is exciting to witness them leading out for Jesus and coming into a more intimate relationship with Him.

Christian Living lessons are a proclamation of our declaration that Jesus Christ is Lord of Temple Christian College.

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SUBJECTS TO BE CONSIDERED AT Year 11 and 12
Classes will run depending on the number of students choosing a subject

LEARNING AREA	Year 11 Stage 1	Year 12 Stage 2
Arts	Music Creative Arts (Music)	Music <ul style="list-style-type: none"> • Ensemble Performance • Solo Performance • Music Individual Study • Performance Special Study
	Drama	Drama
English	Essential English English English Literary Studies	Essential English English English Literary Studies
Languages	Spanish	
Society and the Environment	Modern History* Tourism* Society and Culture* *NB. Students can only select up to two of these	Society and Culture
Health and Physical Education	Child Studies Food and Hospitality Physical Education	Child Studies Food and Hospitality Physical Education
Science	Physics Chemistry Biology Psychology	Physics Chemistry Biology Psychology
Mathematics	General Mathematics Mathematical Methods Specialist Mathematics	Essential Mathematics General Mathematics Mathematical Methods Specialist Mathematics
Business, Enterprise and Technology	Business and Enterprise Systems & Control Products (D&T) Communication Products (AV studies) Workplace Practices	Business and Enterprise Systems & Control Products (D&T) Communication Products (AV studies) Workplace Practices
Cross-disciplinary	Research Project Integrated Learning: Sport and Recreation	Integrated Learning: Music Technology Sport and Recreation
VET Back to Contents	Music Technology - Certificate III in Music Industry (Technical Production)	Vetamorphus – Certificate III in Christian Ministry and Theology Certificate III in Fitness

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Arts

Music

Creative Arts (Music)

Drama

MUSIC					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	ARTS	10 or 20 Semester or Full Year	No	
PREFERRED BACKGROUND		Year 9 and 10 Music or external music experience.			
DIRECTION		Stage 2 Music			
AIMS/OBJECTIVES		<p>To enable students to:</p> <ul style="list-style-type: none"> • develop and apply knowledge and understanding of musical elements • explore and apply musical skills and techniques in developing, refining, and presenting creative works • develop musical literacy skills • analyse, discuss, and interpret musical works and styles • communicate musical ideas • reflect on own learning in music 			
FOCUS CAPABILITIES		This subject focuses on all SACE capabilities: communication, citizenship, personal development, work and learning.			
CONTENT		<ul style="list-style-type: none"> • Arranging or Composing using notation or audio software, or a recording • Solo and/or Ensemble Performance • Analysis and discussion of selected music 			
ASSESSMENT		<p>Each 10-credit semester is comprised of:</p> <p>Creative Works 75% Solo Performance Ensemble Performance Arrangement or Composition</p> <p>Musical Literacy 25% Analysis and discussion</p>			
OTHER COMMENT		<p>Students are encouraged to enrol in Instrumental Tuition, either through the school or externally.</p> <p>Students are required to participate in at least one extra-curricular ensemble. Performance assessment may include public performances such as a Senior Recital Night.</p>			

CREATIVE ARTS (MUSIC)					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	ARTS	10 or 20 Semester or Full Year	No	
PREFERRED BACKGROUND		Experience playing an instrument or singing.			
DIRECTION		Stage 2 Music Performance subjects (Solo Performance, Ensemble Performance)			
AIMS/OBJECTIVES		<p>To enable students to:</p> <ul style="list-style-type: none"> • Develop and further skills in playing an instrument or singing. • Develop the ability to work as a member of an ensemble. • Investigate suitable pathways for Stage 2 and develop the skills required for success. 			
FOCUS CAPABILITIES		This subject focuses on all SACE capabilities: communication, citizenship, personal development, work and learning.			
CONTENT		<ul style="list-style-type: none"> • Students should undertake Instrumental or Vocal Tuition unless otherwise approved by the Music Coordinator. • Participation in the class ensemble where students are actively involved in decision making and preparing for performances. • Presentation of evidence of their development of skills on their chosen instrument or voice. • Journal outlining the skill development throughout the semester. 			
ASSESSMENT		<p>Each 10-credit semester is comprised of:</p> <p>Product 60% Presentation of product (performance) - maximum of 15 minutes. Process Journal</p> <p>Folio 40% Skills assessment and reflection Investigation</p>			
OTHER COMMENT		<p>Students may be required to attend after-School events and functions, some of which may be at night.</p> <p>Students are encouraged to participate in an extra-curricular ensemble to further enhance their practical music experience.</p>			

DRAMA					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	ARTS	10 or 20 Semester or Full Year	No	
PREFERRED BACKGROUND		Year 9 and 10 Drama or extracurricular involvement in dramatic performance.			
DIRECTION		Stage 2 Drama			
AIMS/OBJECTIVES		<ul style="list-style-type: none"> • Drama involves performance, analysis, research and written reviews, reports and essays. Students are required to take on the role of either an on or off stage practitioner in a live public performance. • Demonstrate critical skills as an audience member. • Identify performance, production or filmic styles and theories which are associated with the works of particular playwrights and film directors. 			
FOCUS CAPABILITIES		This subject focuses on all SACE capabilities: communication, citizenship, personal development, work and learning.			
CONTENT		Semester 1 <ul style="list-style-type: none"> • A Short Performance or Presentation based on a play-script, Innovator Report/Presentation, Theatre Review Semester 2 <ul style="list-style-type: none"> • Collaborative Scripted or Devised Production, Production Report, Theatre Review, Individual Study 			
ASSESSMENT		Each 10-credit semester is comprised of: Theory 60% Critical Review writing, individual study, reflective and investigative report writing Performance 40% Performance (Acting/Off-stage role)			
OTHER COMMENT		Students <u>must</u> be available for after-school rehearsals leading up to performances. For example - students could be required from 3.30-5.00pm, one or two nights a week for a number of weeks leading up to the performance.			
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English

Essential English

English

English Literary Studies

ESSENTIAL ENGLISH					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	ENGLISH	10 or 20 Semester or Full Year	No	
PREFERRED BACKGROUND		Year 10 English			
DIRECTION		Stage 2 Essential English			
AIMS/OBJECTIVES		To guide and develop students' abilities as readers and writers, speakers and listeners.			
FOCUS CAPABILITIES		The focus capabilities for this subject are communication, personal development, ethical understanding and critical and creative thinking.			
CONTENT		<p>Students will complete studies in the following:</p> <ul style="list-style-type: none"> • Responding to Texts • Creating Texts <p>The course deals with more practical applications of the English language. It particularly aims to foster students' ability to write and speak competently in a range of contexts.</p>			
ASSESSMENT		<p>Each 10-credit semester is comprised of 4 Assessment tasks:</p> <ul style="list-style-type: none"> • 2 responses to texts • 2 created texts <p>At least 1 must be oral or multimodal.</p>			
OTHER COMMENT		<p>This course provides a suitable pathway to Stage 2 Essential English. It is predominantly for students who are not strong writers, to enable them to meet the compulsory English requirements of the SACE, and help develop the skills necessary to manage written assignments in Year 12. It is not an acceptable prerequisite for Stage 2 English Literary Studies or Stage 2 English.</p>			

ENGLISH					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	ENGLISH	10 or 20 Semester or Full Year	Yes 1 ½ hour exam	
PREFERRED BACKGROUND		Year 10 English			
DIRECTION		Stage 2 English or Stage 2 Essential English			
AIMS/OBJECTIVES		To guide and develop students' abilities as readers and writers, speakers and listeners.			
FOCUS CAPABILITIES		The focus capabilities for this subject are communication, personal development, ethical understanding and critical and creative thinking.			
CONTENT		<p>Students will complete studies in the following:</p> <ul style="list-style-type: none"> • Responding to Texts • Creating Texts • Intertextual Study <p>The course particularly aims to foster students' ability to write and speak competently in a range of contexts.</p>			
ASSESSMENT		<p>Each 10-credit semester is comprised of 4 Assessment tasks:</p> <ul style="list-style-type: none"> • 1 response to text • 2 created texts • 1 intertextual study <p>At least 1 must be oral or multimodal.</p>			
OTHER COMMENT		Students will be challenged to access and analyse a variety of text types, and produce original and creative texts of their own. The course provides a suitable pathway into Stage 2 English or Essential English, but also develops thinking and communication skills that are beneficial for other Stage 2 subjects.			

ENGLISH LITERARY STUDIES					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	ENGLISH	10 or 20 Semester or Full Year	Yes 1 ½ hour exam	
PREFERRED BACKGROUND		Year 10 English, achieving an A or B in Advanced English, or an A in General English. Students must have the recommendation of their teacher.			
DIRECTION		Stage 2 English Literary Studies or Stage 2 English			
AIMS/OBJECTIVES		To guide and develop students' abilities as readers and writers, speakers and listeners.			
FOCUS CAPABILITIES		The focus capabilities for this subject are communication, personal development, ethical understanding and critical and creative thinking.			
CONTENT		<p>Students will complete studies in the following:</p> <ul style="list-style-type: none"> • Responding to Texts • Creating Texts • Intertextual Study <p>There will be a focus on developing skills in literary analysis and critical reading, and formal essay writing.</p>			
ASSESSMENT		<p>Each 10-credit semester is comprised of 4 Assessment tasks:</p> <ul style="list-style-type: none"> • 1 response to text • 2 created texts • 1 intertextual study <p>At least 1 must be oral or multimodal. In addition to this, the English Literary Studies class completes further responses to texts to best prepare the students for Stage 2 English Literary Studies.</p>			
OTHER COMMENT		<p>This course is best suited to students who enjoy reading and have well-developed communication skills. Students will be challenged to access and analyse a variety of text types, and produce original and creative texts of their own.</p> <p style="text-align: right;">Back to Contents</p>			

Languages

Spanish

SPANISH (Continuers)					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	LANGUAGES	10 or 20 Semester or Full Year	Yes	
PREFERRED BACKGROUND		Satisfactory achievement (C or higher) in Year 10 Elective Spanish.			
AIMS/OBJECTIVES		<ul style="list-style-type: none"> Students develop an understanding of how to communicate in Spanish and learn how the language is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing reading and writing for a range of purposes in a variety of contexts. Students learn about different cultures and ways of life in countries where the target language may be used. Learning a second language assists students to acquire transferable cognitive, cultural and linguistic abilities and also extends their general literacy skills. 			
CONTENT		<p>Study a variety of texts and other media and discuss issues within a variety of themes such as:</p> <ul style="list-style-type: none"> The Individual – personal identity, my life now and in the future, and leisure and interests. The Spanish-speaking Communities – different lifestyles, history and geography and cultural expression. The Changing World – environmental issues, the world of work, technology in daily life and social issues. 			
ASSESSMENT		<p>Interaction (one or two) 20% Students interact with others to exchange information, ideas, opinions and experiences in spoken Spanish.</p> <p>Text Production (one or two) 30% Students create texts in which they express ideas and/or information and/or opinions and/or feelings in written Spanish.</p> <p>Text Analysis (one or two) 20% Students analyse texts written in Spanish and write responses in Spanish and/or English.</p> <p>Investigation (one or two) 30% Research and personal reflection on a cultural or social aspect or issue. Students should complete both an oral, written, or multimodal response in Spanish, and a reflective response in English.</p>			
OTHER COMMENT		<p>Stage 1 Spanish (Continuers) requires students to meet high standards in order to achieve a passing grade.</p> <p>Students who take language learning seriously, and are considering undertaking further studies in Spanish, are encouraged to enrol in this subject.</p>			
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Society and the Environment

Modern History

Tourism

Society and Culture

Students may only choose two of these options. It is likely that only two of the three options will be offered based on student interest.

MODERN HISTORY					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	HUMANITIES & SOCIAL SCIENCES	10 or 20 Semester or Full Year	Yes 2 hour exam	
PREFERRED BACKGROUND		High level of achievement in History – Year 10 High level of achievement in English – Year 10			
DIRECTION		Stage 2 Modern History			
AIMS/OBJECTIVES		<p>Students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals.</p> <p>Students explore the impacts that these developments and movements had on people's ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.</p>			
FOCUS CAPABILITIES		The focus capabilities for this subject are literacy, numeracy, information and communication technology, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.			
CONTENT		<p>Possible topics include:</p> <ul style="list-style-type: none"> • Imperialism • Decolonisation • Indigenous Peoples • Social Movements • Revolution 			
ASSESSMENT		<p>CONTINUOUS ASSESSMENT</p> <p>Consisting of research essays and reports, film reviews and sources analysis for both SACE and internal school assessment.</p> <p>Assessment also consists of an Individual Essay on a topic chosen by the student and an exam at the end of each semester.</p>			
OTHER COMMENT		To succeed at this subject, students should be capable writers and interested readers			

TOURISM							
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM			
11	1	HUMANITIES & SOCIAL SCIENCES	10 or 20 Semester or Full Year	Yes 2 hour exam			
PREFERRED BACKGROUND		High level of achievement in Geography – Year 10					
DIRECTION		Stage 2 Tourism, Stage 2 Society and Culture					
AIMS/OBJECTIVES		<ul style="list-style-type: none"> • Students develop an understanding of the nature of tourists, tourism, and the tourism industry, and the complex economic, social, cultural, and environmental impacts and interactions of tourism activity. • Students also develop an understanding of tourism from the perspectives of host, tourism operator, and traveller. • Investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon. • Students investigate that Tourism has an impact, directly and indirectly, on many aspects of people's lives and on the environment. <p>Emphasis is placed on the development of communication skills and practical skills. Students' understanding of the sustainable management of tourism is central to this subject.</p>					
FOCUS CAPABILITIES		The focus capabilities for this subject are critical and creative thinking, ethical understanding and intercultural understanding.					
CONTENT		<table border="0"> <tr> <td style="vertical-align: top;"> Themes 1) Understanding the Tourism Industry 2) Identifying Visitors and Hosts 3) Creating Sustainable Tourism 4) Working in the Tourism Industry </td> <td style="vertical-align: top;"> Topics · Exploring Tourism in the Local Area · Examining the Local Impacts of Tourism · Preparing for International Travel · Appreciating Tourism in Australia · Investigating Tourism Markets · Tourism Industry Skills </td> </tr> </table> <p>Excursions to the Adelaide CBD, Adelaide Zoo, Monarto Zoo, and the Adelaide Oval are features of this subject. There is no additional cost for students to attend these.</p>				Themes 1) Understanding the Tourism Industry 2) Identifying Visitors and Hosts 3) Creating Sustainable Tourism 4) Working in the Tourism Industry	Topics · Exploring Tourism in the Local Area · Examining the Local Impacts of Tourism · Preparing for International Travel · Appreciating Tourism in Australia · Investigating Tourism Markets · Tourism Industry Skills
Themes 1) Understanding the Tourism Industry 2) Identifying Visitors and Hosts 3) Creating Sustainable Tourism 4) Working in the Tourism Industry	Topics · Exploring Tourism in the Local Area · Examining the Local Impacts of Tourism · Preparing for International Travel · Appreciating Tourism in Australia · Investigating Tourism Markets · Tourism Industry Skills						
ASSESSMENT		<p>Assessment is based on the following assessment types:</p> <ul style="list-style-type: none"> • Case Study • Sources Analysis • Practical Activity • Individual Investigation <p>An individual Investigation each semester on a Tourism topic of interest to them. There is a 2 hour exam at the end of the semester, with a mix of short answer questions and a source analysis/extended response section.</p>					
OTHER COMMENT		<p>To succeed at this subject, students should be capable writers and interested readers.</p> <p>The knowledge and skills established throughout the Stage 1 Tourism curriculum partner well with Stage 1 Business and Enterprise. This subject combination will be sound preparation for tertiary studies in areas such as Business, Marketing and Tourism and Event Management, creating opportunity to pursue a diverse range of career pathways.</p>					

SOCIETY AND CULTURE

YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	HUMANITIES & SOCIAL SCIENCES	10 or 20 <small>Semester or Full Year</small>	No	
PREFERRED BACKGROUND		Good level of achievement in Year 10 History and Geography			
DIRECTION		Stage 2 Society and Culture			
AIMS/OBJECTIVES		<p>In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Using an interdisciplinary and inquiry approach, they analyse the structures and systems of contemporary societies and cultures.</p> <p>Through their study of Society and Culture, students develop the ability to influence their own future by acquiring skills, values, and understanding that enable them to participate effectively in contemporary society.</p> <p>Learning objectives:</p> <ul style="list-style-type: none"> • Students develop an understanding of the connections between societies and cultures • Students demonstrate knowledge and understanding of contemporary social and cultural issues, in local and global contexts • Students demonstrate skills in analysing how and why social change occurs • Students will investigate and analyse a range of sources and perspectives, and work collaboratively to analyse, and reflect on, a contemporary social or cultural issue and share their learning with others • Students communicate informed ideas and opinions about social and cultural issues and societies. 			
FOCUS CAPABILITY		The focus capabilities for this subject are communication, citizenship, personal development, work and learning.			
CONTENT		<p>Possible Topics:</p> <ul style="list-style-type: none"> • Forces for social change or continuity • The media • Popular culture • Power and authority in society • Prejudice and discrimination • Wealth, work, and status • Relationships between societies and natural environments • The social impact of environmentally sustainable practices and environmentally unsustainable practices • Cultures and subcultures in Australian society • Australia's relationships with the Asia–Pacific region • The diversity of the Asia–Pacific region • Refugee and migrant experiences and contributions • Australia's global connections • Australians as global citizens • Peace and conflict 			
ASSESSMENT		<p>Assessment is based on the following assessment types:</p> <ul style="list-style-type: none"> • Sources Analysis • Group Activity • Investigation 			
OTHER COMMENT		<p>To succeed at this subject, students should be capable writers and interested readers.</p> <p>This subject will combine well with the study of Stage 1 Business and Enterprise and any Stage 1 English course.</p>			

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Health and Physical Education

Child Studies

Food and Hospitality

Physical Education

CHILD STUDIES											
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM							
11	1	HEALTH & PHYSICAL EDUCATION	10 or 20 Semester or Full Year	No							
PREFERRED BACKGROUND		Year 10 Home Economics									
DIRECTION		Stage 2 Child Studies									
AIMS/OBJECTIVES		<ul style="list-style-type: none"> • Students develop knowledge and understanding of young children through individual, collaborative, and practical learning. • Students will explore concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and caregivers. Consider the importance of behaviour management, child nutrition, and the health and well-being of children. • Students will explore and critically evaluate the role of government legislation and social structures, and the ways in which these influence the growth and development of children. • Students will gain understanding and apply work health and safety requirements for working with children. • Students will build understanding of the range of attitudes, values, and beliefs of people in the wider community in relation to children and child-rearing practices. 									
FOCUS CAPABILITIES		The focus capabilities for this subject are citizenship, communication, personal development, work, and learning.									
CONTENT		<p>In Stage 1 Child Studies, students examine the period of childhood from conception to 8 years, and issues related to the growth, health, and well-being of children. Students examine diverse attitudes, 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> <p>Students will investigate contemporary issues that are relevant to children and their development. They may consider broad themes such as those related to children who are migrants or refugees, displacement, health issues for children in Indigenous communities, access to education, the exploitation of children, literacy and numeracy, disability and equity, child protection, gender stereotyping in play, clothing, textiles, and merchandising, and children's television. Students analyse current trends in relation to children, and critique government and global initiatives and strategies for the well-being and protection of children.</p>									
ASSESSMENT		<p>Each 10-credit semester is comprised of:</p> <table> <tr> <td>Practical Activities</td> <td>50%</td> </tr> <tr> <td>Group Activity</td> <td>25%</td> </tr> <tr> <td>Investigation</td> <td>25%</td> </tr> </table>				Practical Activities	50%	Group Activity	25%	Investigation	25%
Practical Activities	50%										
Group Activity	25%										
Investigation	25%										
OTHER COMMENT		Students may be required to participate in activities outside school hours, both within the school and in the wider community.									

FOOD AND HOSPITALITY STUDIES											
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM							
11	1	HEALTH & PHYSICAL EDUCATION	10 or 20 Semester or Full Year	No							
PREFERRED BACKGROUND		Year 10 Home Economics									
DIRECTION		Stage 2 Food and Hospitality Studies									
AIMS/OBJECTIVES		<ul style="list-style-type: none"> • Students focus on the dynamic nature of the Food and Hospitality Industry and develop an understanding of contemporary approaches and issues related to food and hospitality. • Students will develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. • Investigate and discuss contemporary Food and Hospitality Industry issues and current management practices, and explore concepts such as the legal and environmental aspects of food production, trends in food and hospitality, consumer protection, and the nutritional impact of healthy eating. • By working with a range of people within the school and the wider community, students develop their interpersonal communication skills. • Establish and develop cooperative working relationships and learn the value of working independently, while also being able to respond to instructions or directions. 									
FOCUS CAPABILITIES		The focus capabilities for this subject are citizenship, communication, personal development, work, and learning.									
CONTENT		<p>The Food and Hospitality Industry is dynamic and changing. In Stage 1 Food and Hospitality, students examine some of the factors that influence people's food choices and the health implications of those choices. Students also gain an understanding of the diversity of the Food and Hospitality Industry in meeting the needs of local people and visitors.</p> <p>The study of Food and Hospitality integrates active, problem-solving approaches to learning. Students participate in collaborative activities to support healthy eating practices. They develop their ability to think critically and to solve problems related to the food and hospitality industry in individual, family, and community contexts, both locally and globally.</p>									
ASSESSMENT		<p>Each 10-credit semester is comprised of:</p> <table> <tr> <td>Practical Activities</td> <td>50%</td> </tr> <tr> <td>Group Activity</td> <td>25%</td> </tr> <tr> <td>Investigation</td> <td>25%</td> </tr> </table>				Practical Activities	50%	Group Activity	25%	Investigation	25%
Practical Activities	50%										
Group Activity	25%										
Investigation	25%										
OTHER COMMENT		Students may be required to participate in activities outside school hours, both within the school and in the wider community.									

PHYSICAL EDUCATION					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	HEALTH AND PHYSICAL EDUCATION	10 or 20 Semester or Full Year	Yes 2 hour exam	
PREFERRED BACKGROUND		Year 10 Physical Education with a minimum achievement of a 'C' grade in both the Practical and Theory components.			
DIRECTION		Stage 2 Physical Education			
AIMS/OBJECTIVES		<ul style="list-style-type: none"> • Students acquire an understanding of human functioning and physical activity and an awareness of the community structures and practices that influence participation in physical activity. • Students develop skills in communication and investigation and the ability to apply knowledge to practical situations. • Students gain enjoyment from skilled performance in individual and group activities. 			
FOCUS CAPABILITIES		The focus capabilities for this subject are communication, learning, and personal development.			
CONTENT		<p>Main Topics - Sports may vary slightly, depending on the students in the class and their interest.</p> <p>Practical activities Kayaking, Sailing and Windsurfing (Aquatics), Squash and up to four of the following - Volleyball, Soccer/Futsal, Basketball, Touch Football, Table Tennis, or Netball</p> <p>Theory Topics Exercise Physiology – Energy Systems, Fitness Components, Training Programs Skill Learning Biomechanics</p> <p>An average week consists of at least two theory lessons out of six.</p>			
ASSESSMENT		<p>Each 10-credit semester is comprised of:</p> <p>Practical 60% Practical skills tests, performance checklists and written assignments.</p> <p>Folio 40% This relates to the 'Principles and Issues' area of study. Assessment items will include.</p> <ul style="list-style-type: none"> • Issues Analysis (Health, Sport and Physical Activity) • Training Programs assignment • Skill Learning/Biomechanics assignment • Issues Analysis (Drugs in Sport) – Oral presentation • Topic tests • A mid-year and end of year exam – 2 hours each 			
OTHER COMMENT		<p>Students will need to participate in an aquatics activity. Approximately \$100 per student will be added to the school fees to cover some of the cost of aquatics. Students will also need a PE Singlet if they do not already have one from Stage 1 Physical Education, this can be purchased at a cost of \$40.</p> <p>Back to Contents</p>			

Science

Physics

Chemistry

Biology

Psychology

PHYSICS					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	SCIENCE	10 or 20 Semester or Full Year	Yes	
PREFERRED BACKGROUND		Year 10 Science – Advanced or General with achievement of ‘A’ or ‘B’ grade. Year 10 Mathematics – Advanced with achievement of ‘C’ grade or higher. The Stage 1 Physics program assumes that students have had experience in simple graphing and have basic algebraic skills.			
DIRECTION		Stage 2 Physics			
AIMS/OBJECTIVES		<ul style="list-style-type: none"> • Using the terms, conventions, and notations of Physics • Making calculations • Demonstrating understanding; applying knowledge; graphing; analysing data and forming conclusions • Designing an investigation to test a hypothesis. • Provide background for students who intend to study Physics or other Science subjects at Stage 2. 			
FOCUS CAPABILITIES		This subject focuses on all SACE capabilities: literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding			
CONTENT		Main Topics: <ul style="list-style-type: none"> • Linear Motion and Forces • Electric Circuits • Heat • Energy and Momentum • Waves • Nuclear Models and Radioactivity The study of Physics endeavours to observe and explain real world phenomena through data collection and manipulation. This implies that a student of Physics needs to be comfortable with collecting and processing data and the mathematical tools behind it. An ability to work independently and collaboratively is essential for success in laboratory-based work.			
ASSESSMENT		Each 10-credit semester is comprised of: Investigation Folio 50% Skills and Applications Tasks 50% Students are given the opportunity to present their evidence of learning (Investigation Folio) as a written, oral, or multimedia report.			
OTHER COMMENT		As Stage 1 leads into Stage 2 Physics (which is an externally examined subject), students will have an opportunity to develop their examination skills also. Many university courses/programs recommend that commencing students have background knowledge in Stage 2 Physics.			

CHEMISTRY					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	SCIENCE	10 or 20 <small>Semester or Full Year</small>	Yes	
PREFERRED BACKGROUND		Year 10 Science – Advanced or General with achievement of 'A' or 'B' grade. Year 10 Mathematics – Advanced with achievement of 'C' grade or higher.			
DIRECTION		Stage 2 Chemistry			
AIMS/OBJECTIVES		<ul style="list-style-type: none"> • Students investigate the composition of the world on an atomic and molecular level. • Develop an understanding of environmental chemistry and the impact of humans on environmental processes. • Develop awareness of the production and use of common substances and materials. 			
FOCUS CAPABILITIES		This subject focuses on all SACE capabilities: literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding			
CONTENT		Main Topics: <ul style="list-style-type: none"> • Materials and their Atoms • Combinations of Atoms • Molecules • Mixtures and Solutions • Acid and Bases • Redox Reactions 			
ASSESSMENT		Each 10-credit semester is comprised of: Investigation Folio 40% Skills and Applications Tasks 60% Students are able to carry out an Issue Investigation on a chemical area of interest. They also have the opportunity to design their own practical investigations.			
OTHER COMMENT		Chemistry is a key subject in the science learning which is both challenging and rewarding. Chemistry is suited to students wishing to enter a field of study in the Chemical Sciences or a related field of study and is a pre-requisite or assumed knowledge for some courses.			

BIOLOGY					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	SCIENCE	10 or 20 Semester or Full Year	Yes	
PREFERRED BACKGROUND		Year 10 Science – Advanced with achievement of ‘C’ grade or higher, or General with achievement of ‘B’ grade or higher.			
DIRECTION		Stage 2 Biology			
AIMS/OBJECTIVES		<ul style="list-style-type: none"> Identify and formulate questions, hypotheses, concepts and purposes that guide biological investigations. Design biological investigations Conduct collaborative and individual biological investigations Use technology and numeracy skills to represent, analyse, interpret and evaluate biological investigations Critically evaluate biological ideas from a range of sources and present informed personal views on social, ethical, environmental and Christian issues. 			
FOCUS CAPABILITIES		This subject focuses on all SACE capabilities: literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding			
CONTENT		Main Topics: <ul style="list-style-type: none"> Cells and Microorganisms Infectious Disease Multicellular Organisms Biodiversity and Ecosystem Dynamics 			
ASSESSMENT		Investigations folio; practical reports, posters, pamphlets, multimedia product, and essays 40% Skills and Application tasks; topic tests, extended responses 60%			
OTHER COMMENT		<p>Students are able to carry out an Issue Investigation on a biological area of interest. They also have the opportunity to design their own practical investigations.</p> <p>Biology is suited to students wishing to enter a field of study in the Biological Sciences or a related field of study and is a pre-requisite or assumed knowledge for some courses.</p>			

PSYCHOLOGY					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	SCIENCE	10 or 20 Semester or Full Year	Yes	
PREFERRED BACKGROUND		Year 10 Science – Advanced or General with achievement of ‘C’ grade or higher.			
DIRECTION		Stage 2 Psychology			
AIMS/OBJECTIVES		<ul style="list-style-type: none"> Psychology sits between the life sciences and the humanities. It is based on evidence gathered as a result of planned investigations following the principles of the scientific method. Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. 			
FOCUS CAPABILITIES		The focus capabilities for this subject are communication and learning.			
CONTENT		<p>Main Topics:</p> <ul style="list-style-type: none"> INTRODUCTION TO PSYCHOLOGY (compulsory topic S1 and S2) SOCIAL BEHAVIOUR INTELLIGENCE COGNITION BRAIN AND BEHAVIOUR HUMAN PSYCHOLOGICAL DEVELOPMENT EMOTION NEGOTIATED TOPIC (this may expand an existing topic or introduce a new area of study) 			
ASSESSMENT		<p>The 10-credit subject is comprised of the compulsory topic 'Introduction to Psychology' + two option topics chosen to introduce students to the different levels of explanation of behaviour.</p> <p>School-Based Assessment is composed of: Investigation Folio – research investigations & issues investigations Skills and Applications Tasks - tests & assignments</p> <p>Students may have some opportunity to select topics of interest for study or in how they choose to present their work, and may have the opportunity to engage in field research on excursion.</p>			
OTHER COMMENT		<p>Stage 1 Psychology is a language-rich science. It is essential that students undertaking the subject have a good grasp of the English language. As a focus of the subject is on conducting investigations and evaluating collected quantitative and qualitative data, there is also a statistical and numerical component to the coursework.</p> <p>Back to Contents</p> <p>It is recommended that students who are considering studying Stage 2 Psychology, complete 2 semesters of SACE Stage 1 Psychology at Year 11.</p>			

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Mathematics

General Mathematics

Mathematical Methods

Specialist Mathematics

GENERAL MATHEMATICS					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	MATHEMATICS	20 Full Year	YES	
PREFERRED BACKGROUND		YEAR 10 General Mathematics, B Grade or higher			
DIRECTION		Stage 2 General Mathematics or Stage 2 Essential Mathematics			
AIMS/OBJECTIVES		<ul style="list-style-type: none"> • Understanding of mathematical concepts, demonstration of mathematical skills and application of mathematical techniques. • Strengths in investigating and analysing mathematical information in different contexts. • Recognition and application of the mathematical techniques needed when analysing and finding a solution to a problem, including the forming and testing of conjectures. • Skills in interpreting results, drawing conclusions, and reflecting on the reasonableness of solutions in context. • Discerning use of electronic technology in mathematics. • Communication of mathematics and skills in presenting mathematical information in various ways 			
FOCUS CAPABILITIES		The seven focus capabilities for this subject are: literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.			
CONTENT		<p>General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problems-based approach is pivotal to the development of mathematical models and the associated key ideas in the topics.</p> <p>Topics:</p> <ul style="list-style-type: none"> • Investing and Borrowing • Measurement • Statistical Investigation • Applications of Trigonometry • Linear Functions and their Graphs • Matrices and Networks 			
ASSESSMENT		<p>Assessment is school based. Students demonstrate evidence of their learning through two types of assessment:</p> <ul style="list-style-type: none"> • Skills and Applications Tasks (tests) 60 % • Folio (investigations) 40 % <p>Each semester, evidence of learning is provided through assessments with at least four skills and applications tasks and at least two mathematical investigations.</p>			
OTHER COMMENT		<p>Students will need to have developed sound computational and algebraic skills and a willingness to apply practical problem solving and mathematical modelling in everyday contexts.</p> <p>Successful completion of Stage 2 General Mathematics will prepare students for entry to tertiary courses requiring a non-specialised background in mathematics.</p> <p>Students need a CASIO graphics calculator.</p>			

MATHEMATICAL METHODS					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	MATHEMATICS	20 Full Year	YES	
PREFERRED BACKGROUND		Year 10 Advanced Mathematics, B Grade or higher.			
DIRECTION		Stage 2 Mathematical Methods, which can be studied as a single subject or with Stage 2 Specialist Mathematics			
AIMS/OBJECTIVES		<ul style="list-style-type: none"> • Understanding of mathematical concepts, demonstration of mathematical skills and application of mathematical techniques. • Strengths in investigating and analysing mathematical information in different contexts. • Ability to think mathematically by posing questions and solving problems, including making and testing conjectures. • Skills in interpreting results, drawing conclusions, and determining the reasonableness of solutions in context. • Discerning use of electronic technology in mathematics. • Communication of mathematics and skills in presenting mathematical information in various ways 			
FOCUS CAPABILITIES		The seven focus capabilities for this subject are: literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.			
CONTENT		<p>Mathematical Methods develops a detailed understanding of calculus and statistics. By using functions, their derivatives and integrals, and by 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> <p>Topics:</p> <ul style="list-style-type: none"> • FUNCTIONS & GRAPHS • POLYNOMIALS • TRIGONOMETRY • GROWTH AND DECAY • COUNTING AND STATISTICS • INTRODUCTION TO DIFFERENTIAL CALCULUS 			
ASSESSMENT		<p>Assessment is school based. Students demonstrate evidence of their learning through two types of assessment:</p> <ul style="list-style-type: none"> • Skills and Applications Tasks (tests) 75 % • Mathematical Investigation 25 % <p>Each semester, evidence of learning is provided through assessments with at least four skills and applications tasks and at least two mathematical investigations.</p>			
OTHER COMMENT		<p>Mathematical Methods provides a foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for careers and courses that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can lead to engineering, space science, and laser physics.</p> <p>This subject requires a sound understanding of key concepts and knowledge and an ability to satisfactorily apply and communicate mathematical skills and routines.</p> <p>Mathematical Methods at Stage 1 builds on the mathematical knowledge, skills and understanding that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability during Year 10.</p> <p>Students need a CASIO graphics calculator.</p>			

SPECIALIST MATHEMATICS					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	MATHEMATICS	20 Full Year	YES	
PREFERRED BACKGROUND		Year 10 Advanced Mathematics, B Grade or higher.			
DIRECTION		Stage 2 Specialist Mathematics (which is designed to be studied together with Mathematical Methods)			
AIMS/OBJECTIVES		<ul style="list-style-type: none"> • Understanding of mathematical concepts, demonstration of mathematical skills and application of mathematical techniques. • Strengths in investigating and analysing mathematical information in different contexts. • Ability to think mathematically by posing questions and solving problems, including making and testing conjectures. • Skills in interpreting results, drawing conclusions, and determining the reasonableness of solutions in context. • Discerning use of electronic technology in mathematics. • Communication of mathematics and skills in presenting mathematical information in various ways. 			
FOCUS CAPABILITIES		The seven focus capabilities for this subject are: literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.			
CONTENT		<p>Specialist Mathematics utilises 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.</p> <p>Topics:</p> <ul style="list-style-type: none"> • Arithmetic and Geometric Sequences and Series • Geometry • Vectors in the Plane • Trigonometry • Matrices • Real and Complex Numbers 			
ASSESSMENT		<p>Students demonstrate evidence of their learning through two types of assessment:</p> <ul style="list-style-type: none"> • Skills and Applications Tasks (tests) 75 % • Folio (investigations) 25 % <p>Each semester, evidence of learning is provided through assessments with at least four skills and applications tasks and at least two mathematical investigations.</p>			
OTHER COMMENT		<p>This subject requires a high degree of mastery of key concepts and knowledge, and an ability to effectively apply and communicate mathematical skills and routines. Students will need to have demonstrated an above-average standard of proficiency in blending algebraic and geometric thinking.</p> <p>Specialist Mathematics leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.</p> <p>Specialist Mathematics (at both Stage 1 and 2) is designed to be studied in conjunction with Mathematical Methods.</p> <p>Students need a CASIO graphics calculator.</p>			
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Business, Enterprise and Technology

Business and Enterprise
Systems and Control Products
Communication Products
Workplace Practices

BUSINESS & ENTERPRISE					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	BUSINESS ENTERPRISE TECHNOLOGY	10 or 20 Semester or Full Year	NO	
PREFERRED BACKGROUND		Year 10 Advanced or General English, 'C' grade or higher.			
AIMS/OBJECTIVES		<ul style="list-style-type: none"> Understand the nature, role, and structure of business and enterprise, locally and/or nationally Demonstrate knowledge of the functions, processes, and operations of business and enterprise Communicate in ways that are suitable for the business environment and for the purpose and audience, including by the use of appropriate information and communication technologies Apply relevant business ideas, practices, and concepts such as business planning, product development, financial management, and marketing Understand current trends and changes, opportunities, and issues that have an impact on business and enterprise locally, nationally, or globally Analyse the economic, ethical, social, and environmental implications and consequences of business and enterprise practices in different contexts. 			
FOCUS CAPABILITIES		The focus capabilities for this subject are communication, citizenship, work and learning.			
CONTENT		<ul style="list-style-type: none"> Core Topics Introduction to Business and Enterprise Business and Enterprise in Practice Options Topics ranging from Establishing a Business, Business Plans, Business Management and Communication, Financial Management and Planning, Technology for Business, Marketing, Employment Relations, Entrepreneurship: The Enterprising Person, Global Business 			
ASSESSMENT		<p>Each 10-credit semester is comprised of 4 or 5 assessment tasks during the course of the year including:-</p> <ul style="list-style-type: none"> Folio Tasks – Range of tasks, including Multi-media, Oral, Written and Investigation Reports, Source Analysis Practical Tasks – including options such as an Enterprise Investigation and/or a Business Plan Issues Study – Investigating trends, issues or developments from the business world 			
OTHER COMMENT		<p>Business and Enterprise gives students an understanding of the business environment, and offers the opportunity for future business leaders to gain an insight into the corporate world.</p> <p>The subject requires students to actively engage with the business community for research. Given the focus on written essays, reports and investigations, literacy skills are essential.</p>			

DESIGN AND TECHNOLOGY: Systems & Control Products					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	BUSINESS ENTERPRISE TECHNOLOGY	20 Full Year	No	
PREFERRED BACKGROUND		Year 10 Design & Technology (Advanced Manufacturing)			
DIRECTION		Stage 2 Design & Technology (Systems and Control Products)			
AIMS/OBJECTIVES		<p>This is a practical course where students are required to design and manufacture products or prototypes that meet a design brief within the context of Advanced Manufacturing.</p> <p>Students will:</p> <ul style="list-style-type: none"> develop the knowledge and skills associated with using a range of media, materials, or systems. combine their designing and construction skills with knowledge and understanding of materials, information, and systems, to make high-quality products for specific purposes. analyse how present and past technologies affect the individual, society, and/or environment now, and how they will do so in the future. 			
FOCUS CAPABILITIES		The focus capabilities for this subject are personal development, work, and learning.			
CONTENT		<p>Advanced Manufacturing Students develop skills necessary for designing electronically enabled devices/systems. Such skills include:</p> <ul style="list-style-type: none"> Investigation and planning Design and manufacture of printed circuit boards Soldering Design and construction of microcontroller circuitry Problem solving Computer-Aided Design (CAD) Computer-Aided Manufacture (CAM) <p>Students have the choice of designing and manufacturing an:</p> <ul style="list-style-type: none"> Electronic device holder (e.g. Mobile Phone Holder) <p>or</p> <ul style="list-style-type: none"> MP3 audio device <p>These products must include a microcontroller electronics component to add value to the product. Alternative products will be considered subject to compliance with the objectives and scope of the course.</p>			
ASSESSMENT		<p>Students demonstrate evidence of their learning through the following assessment types:</p> <ul style="list-style-type: none"> Skills and Application Tasks 30% Product 40% Folio 30% <p>(Folio contains documentation of student investigation and planning for product)</p>			
OTHER COMMENT		This course provides a pathway for students wishing to pursue apprenticeships or enrolment in engineering courses at TAFE or University (Electronics, Automotive, Information Technology, Industrial Design, etc.)			

DESIGN & TECHNOLOGY: Communication Products					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	BUSINESS ENTERPRISE TECHNOLOGY	10 or 20 Semester or Full Year	NO	
PREFERRED BACKGROUND		Year 10 Audio Visual Studies			
DIRECTION		Stage 2 Design & Technology (Communication Products)			
AIMS/OBJECTIVES		Students will use multimedia tools to create communication products. They will also manage a project through the four stages of investigation, planning, production, and evaluation.			
FOCUS CAPABILITIES		This subject focuses on all SACE capabilities: communication, citizenship, personal development, work and learning.			
CONTENT		Main Topics: <ul style="list-style-type: none"> • Photography • Multimedia • Sound • Web Design 			
ASSESSMENT		<ul style="list-style-type: none"> • Assessment Type 1: Skills and Applications Tasks - students demonstrate skills and understandings of the materials and components, techniques, and equipment that they consider for use in Assessment Type 2. • Assessment Type 2: Folio-designed to enable students to further develop and refine their use of the design process. They investigate technical skills, analyse possible applications of these skills, and evaluate ways in which their own skills have developed and improved. • Assessment Type 3: Product-students present for assessment the products they have made in response to the design brief developed for their Folio in Assessment Type 2. 			
OTHER COMMENT		<p>Stage 1 Design and Technology (Communication Products) contains opportunities for students to pursue personal interests within the main topics of the course, through the development of their unique design brief and resultant product/s.</p> <p>Students choosing this subject should be comfortable working with technology. They should also have an awareness of the communication products that surround them.</p>			

WORKPLACE PRACTICES					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	1	BUSINESS ENTERPRISE TECHNOLOGY	10 1 lesson per week for full year	NO	
PREFERRED BACKGROUND		This subject is compulsory for all Year 11 students.			
DIRECTION		Stage 2 Workplace Practices			
AIMS/OBJECTIVES		<p>In Workplace Practices, students</p> <ul style="list-style-type: none"> develop knowledge, skills and understanding of the nature, type and structure of the workplace. learn about the changing nature of work, industrial relations, legislation, safe and sustainable workplace practices, and local, national, and global issues in an industry and workplace context. can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. <p>The subject may include the undertaking of Vocational Education and Training (VET) as provided under the Australian Qualifications Framework (AQF).</p>			
FOCUS CAPABILITIES		This subject focuses on all SACE capabilities: communication, citizenship, personal development, work and learning.			
CONTENT		<p>Main Topics:</p> <p>Stage 1 Workplace Practices comprises three focus areas of study: 1) Industry and Work Knowledge; 2) Vocational Learning; 3) Vocational Education and Training (VET). Students must study 'Industry and Work Knowledge' and either 'Vocational Learning' or Vocational Education and Training'.</p> <p>The topics included within these three areas are:</p> <ul style="list-style-type: none"> Topic 1: Future Trends in the World of Work Topic 2: The Value of Unpaid Work to Society Topic 3: Workers' Rights and Responsibilities Topic 4: Career Planning Topic 5: Negotiated Topics (e.g. Occupational Health, Safety and Welfare) 			
ASSESSMENT		<p>Assessment is based on:</p> <ul style="list-style-type: none"> Folio Performance Reflection <p>For the 10-credit subject, students undertake two or more topics.</p>			
OTHER COMMENT		<p>Workplace Practices provides students with opportunities to research and participate in future careers of interest to them.</p> <p>Each student is responsible for organising a one week Work Placement which is generally undertaken during Week 10 of Term 2.</p>			
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Cross-Disciplinary

Research Project

Integrated Learning:
Sport and Recreation

RESEARCH PROJECT					
YEAR	STAGE	LEARNING AREA	CREDITS	UNIVERSITY APPROVED	EXTERNAL EXAM
11	2	CROSS-DISCIPLINARY	10 Full Year	Yes	No
PREFERRED BACKGROUND		This subject has no prerequisites. It is compulsory for all Year 11 students.			
DIRECTION		The Research Project is a 10-credit Stage 2 subject that students need to complete with a 'C' grade or better to achieve the SACE.			
FOCUS CAPABILITIES		This subject focuses on all SACE capabilities: communication, citizenship, personal development, work and learning.			
AIMS/OBJECTIVES		<p>The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.</p> <p>Students develop a host of skills to help prepare them for further education, training and work. They also develop their ability to critically appraise sources of information, make effective decisions, evaluate progress, develop their capacity for innovation, and solve problems.</p>			
CONTENT		<p>Students choose their own topics for research and develop a focus question in consultation with their teacher. Students then plan the research, carry out the research, present their findings in an appropriately chosen format, and then evaluate these processes. Students also identify one or more capabilities that they focus on throughout the project for particular development.</p> <p>Students receive a result in one of two forms:</p> <ul style="list-style-type: none"> • Research Project A, or • Research Project B <p>depending on the external assessment chosen.</p> <p>Research Project A has an external assessment that may be undertaken in a range of formats. Research Project B, which has an external assessment that must be undertaken in written form, is for students wishing to include the subject in the calculation of their ATAR, Australian Tertiary Admission Rank.</p>			
ASSESSMENT		<p>Folio – 30% (school based assessment) In the Folio, students present evidence of the planning and development of their research.</p> <p>Outcome – 40% (school based assessment) In the Outcome, students synthesise their findings and present an answer to their research question, in an appropriately negotiated format.</p> <p>Evaluation – 30% (external assessment) Students critically appraise the research processes that they used, the decisions that they made throughout the project and the quality of their Research Outcome.</p>			
OTHER COMMENT		<p>Students must achieve a passing grade in Research Project or they will not be eligible to achieve their SACE.</p> <p>Any students who do not pass in Year 11 will be required to repeat the subject in Year 12.</p> <p>Students who wish to achieve an ATAR for University entry should undertake Research Project B in Year 11.</p>			

SPORT AND RECREATION					
YEAR	STAGE	LEARNING AREA	CREDITS	EXTERNAL EXAM	
11	1	CROSS-DISCIPLINARY	10 or 20 Semester or Full Year	No	
PREFERRED BACKGROUND		This subject has no prerequisites but requires a keen interest in sports including Outdoor Education.			
DIRECTION		Stage 2 Sport and Recreation and/or Certificate III Fitness			
FOCUS CAPABILITIES		This subject focuses on the capabilities of communication, citizenship, personal development, work, learning.			
AIMS/OBJECTIVES		<ul style="list-style-type: none"> • Demonstrate a wide range of skills from both the Outdoor Education and Fitness & Education sections of the course. • Develop ability to self-reflect • Develop ability to be resilient and push through difficult challenges • Develop organisational and planning skills • Develop knowledge on the Outdoor Education and Personal Training industries • Develop ability to plan & conduct effective PE lesson 			
CONTENT		Semester 1 – Outdoor Education and Bush Survival Skills <ul style="list-style-type: none"> • Bushwalking • Shelter making • Safe Fire Practice • Trangia cooking • Mapping skills • Various survival skills • Leadership • 3-day Camp • First Aid - Course Semester 2 – Fitness & Education <ul style="list-style-type: none"> • Fitness Training Program • Teaching PE lesson to peers & juniors • Umpiring Course (judgement based on cohort) • Conducting mini-sports carnival 			
ASSESSMENT		Each 10-credit semester is comprised of: Practical Assessment 60% Theory (Assignment based) 40% Semester 1 Mini essay/reflection on group dynamics, mental strength and resilience; Evidence of planning into the practicals; Reflections on the various practicals; Camp planning Semester 2 Creating a personal fitness plan; Reflections on personal progress; Planning a PE lesson for peers & juniors; Reflections on teaching episode; Planning a mini-sports carnival			
OTHER COMMENT		Students will be required to attend a compulsory bushwalking camp. Approximately \$100 per student will be added to the school fees to cover some of the cost of the bushwalking camp. This subject is for students who enjoy sport and recreational activity, and learning about the different elements of the industry.			
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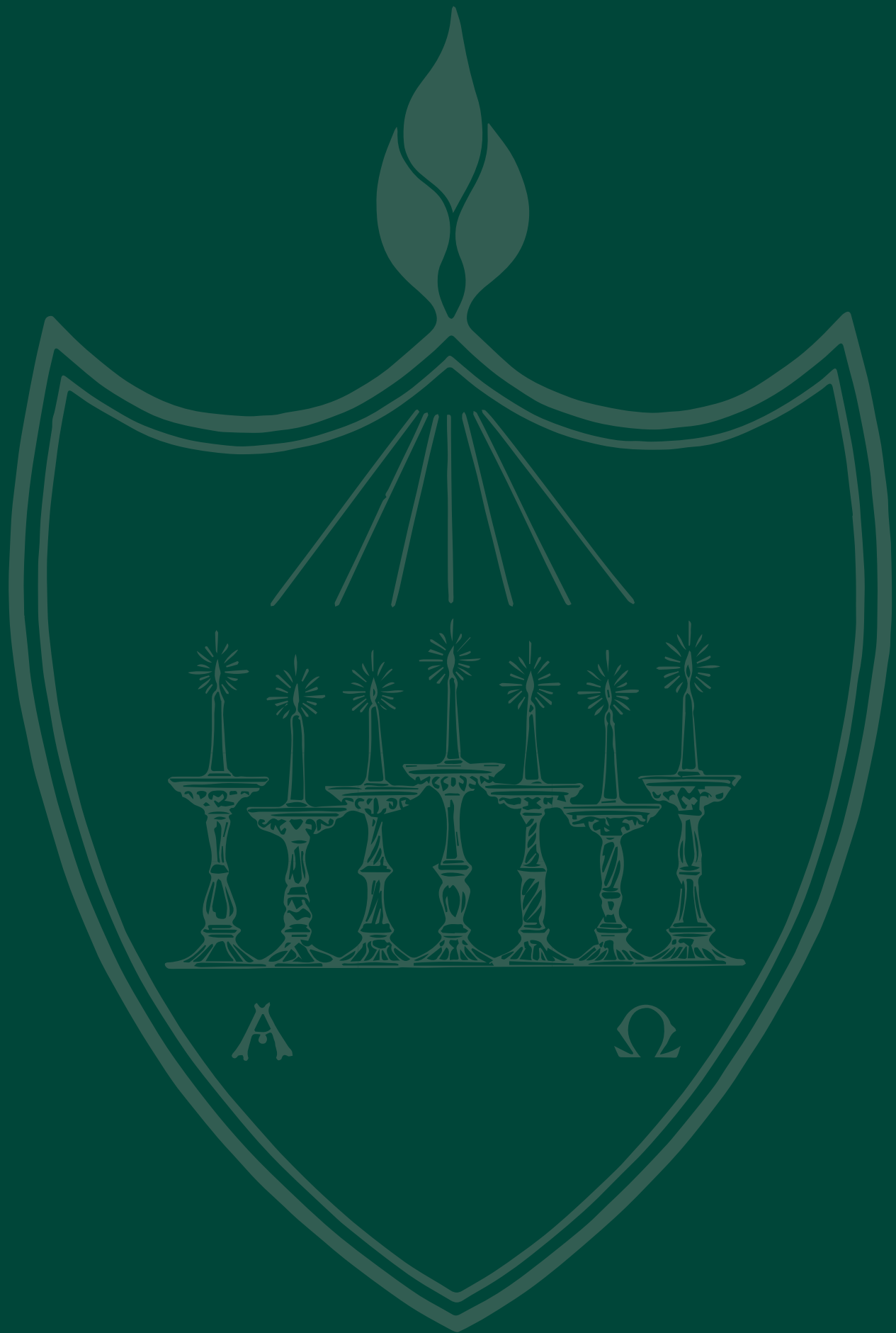
VET

Music Technology

(Certificate III in Music Industry)

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MUSIC TECHNOLOGY – Certificate III in Music Industry					
YEAR	STAGE	LEARNING AREA	CREDITS	EXAM	
11	2	VET	Up to 50	No	
PREFERRED BACKGROUND		Year 9 and 10 Music Technology – competency achieved in a number of units from the Certificate II in Music.			
DIRECTION		Stage 2 Integrated Learning (Music Technology)			
AIMS/OBJECTIVES		<p>To enable students to:</p> <ul style="list-style-type: none"> • Demonstrate practical skills in aspects of Live Sound Engineering and Sound Recording. • Build on knowledge of the Music Industry. • Work as a member of a team. 			
CONTENT		<p>VET Units of Competency delivered:</p> <ul style="list-style-type: none"> • Work effectively with others* • Manage own work and learning • Source and apply entertainment industry knowledge • Repair and maintain audio equipment • Set up and disassemble audio equipment • Apply a general knowledge of audio to work activities* • Select and manage microphone and other audio input sources • Perform basic sound editing* • Follow occupational health and safety procedures • Provide sound reinforcement • Record and mix a basic music demo <p><i>*These units have been delivered during Year 9 and 10. Students who have achieved competency do not need to repeat these units.</i></p>			
ASSESSMENT		<p>Students are assessed on whether they meet competency in each of the units listed above.</p> <p>The number of units completed successfully throughout the year will determine the number of Stage 2 SACE credits the student is eligible for.</p> <p>Successful completion of all units listed will result in achievement of 45 Stage 2 SACE credits.</p>			
OTHER COMMENT		<p>Students selecting this subject should enjoy actively participating in Live Sound and Recording activities.</p> <p>This course is offered to students under the auspices of the College of Sound and Music Production.</p> <p>Students and parents are welcome to contact the RTO for confirmation of this program by phone or email. Phone: (03) 9592 4801 Email: enquiries@cosamp.com.au Website: cosamp.com.au.</p> <p>Back to Contents</p>			



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