Preface

SACE stage One Subjects

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 Deputy Principal, Miss Nakos, course counsellors and subject teachers. Final decisions on course and subject choices must be made with the approval of the Deputy 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 Deputy Principal.

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.

At Year 12 level, 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 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 totaling 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.

**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 Student’s 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.

Terminology

SEMESTER UNIT Equivalent to half a year. There are two semesters in the whole year.

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 Vocation 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 all of which are 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.
Curriculum Pattern

The following tables have been designed to give a quick and easy visual reference to the curriculum pattern adopted here at Temple Christian College with respect to the subjects that need to be completed during Stage 1 and Stage 2 for SACE.

**YEAR 11 – STAGE 1**

**COMPLETING 1 SUBJECT FOR 1 SEMESTER ACHIEVES 10 CREDITS**

**EACH COLUMN REPRESENTS 6 LESSONS PER WEEK FOR A FULL YEAR**

<table>
<thead>
<tr>
<th>Research Project 10 Credits</th>
<th>English Literary Studies or English or Essential English 20 Credits</th>
<th>Essential Mathematics General Mathematics or Mathematical methods 10 Credits</th>
<th>Free Choice 10 Credits</th>
<th>Free Choice 10 Credits</th>
<th>Free Choice 10 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>This is a Stage 2 subject which Temple students will be able to complete in Year 11. Completing this in Year 11 allows the students to focus more on their other subjects in Year 12.</td>
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</tbody>
</table>

**YEAR 12 – STAGE 2**

**EACH COLUMN REPRESENTS 6 LESSONS PER WEEK FOR A FULL YEAR**

<table>
<thead>
<tr>
<th>Free Choice 20 Credits</th>
<th>Free Choice 20 Credits</th>
<th>Free Choice 20 Credits</th>
<th>Free Choice 20 Credits</th>
<th>STUDY LINE OR A 5\textsuperscript{TH} OPTIONAL SUBJECT</th>
<th>STUDY LINE</th>
</tr>
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**IMPORTANT NOTES**

Any student who has not passed the Personal Learning Plan, Year 11 English, Year 11 Mathematics, or the Research Project, will be required to complete this subject again in Year 12.
Year 11/12 Christian Living Program

Christian Living is a full year subject, and in Years 11 and 12 there is one double lesson timetabled each week.

Christian Living is not an assessable subject and consequently has no assignments or end of term report.

Christian Living is a time to explore what it means to live a Christ-centred, Bible-based life. It provides an opportunity for students to listen to what God is saying through His Word, and to ultimately find life, identity, meaning and purpose as they discover their place in God’s story. It is a valuable opportunity for students to develop their prayer and worship life, and to investigate what it means to live an authentic Christian life in a complex world.

A particular focus in the senior years is to prepare students for a life beyond school. As such, we spend time trying to understand the culture in which we live, and explore how our Biblical story might offer us an alternative way of being in the world. Of course, central to this is the life giving death and resurrection of Jesus which offers us an opportunity to participate with God in bringing New Creation life to our world. As we study society and culture, mission, relationships, spiritual disciplines, ethics and apologetics, the students are encouraged to have their imaginations shaped by a vision of God’s Kingdom, which is both here now, but not yet fully consummated.

The aim is for the students to develop a vibrant and robust faith which can be lived out both at school and in the world around them, and for them to grasp the possibilities that emerge from Jesus’ invitation to a life that goes well beyond our own. As students leave Temple and follow a range of different vocations, our desire is that they go into the world to bring life, and to image God in every sphere of our community.

Many Christian Living lessons will be interactive, inviting reflection, discussion and debate. Students are encouraged to share their thoughts and stories and to be real about their faith. While there is an emphasis listening and learning, there is also a place for fun, and Christian Living lessons provide another excellent opportunity within the school for students to build relationship with each other and with staff members.
Year 11/12 Workplace Practices/MENTOR GROUP

In Year 11 (Stage One), Workplace Practices is largely centred on enrolment in the SACE Group One single unit “Work Place Practices”. This single unit covers the whole year and is assessed like all other SACE units.

Workplace Practices provides opportunities for students to obtain recognition for Work Related Studies. It is compulsory for all Year 11 Students to participate in a week of Work Experience in the last week of Term Two. Under the direction of the Work Experience Co-ordinator, students arrange appropriate work experience in an area of their own choice. Teaching staff visit work placements. We have enjoyed an excellent record of success over the years, not only in securing very good placements but also in the quality of reports from employers. We encourage parents to be actively involved in assisting their son/daughter in Work Experience arrangements.

As a part of their Work Education enrolment in Year 11 (Stage One), students are also required to submit a Work-focused major project and assignments based on career awareness. Part of the career awareness involves visiting speakers and seminars on work and work skills.

A programme of Study Skills begun in Year 11 is continued in Year 12 (Stage Two) through Mentor Group. It is one lesson per week and is aimed at preparing students for life beyond secondary schooling. This focuses on such areas as organisation of work assignments, pacing and evaluating work, meeting deadlines, essay and assignment writing and the presentation of work. Students are taught creative strategies for handling stress. The weekly lesson also enables staff to maintain a positive and supportive programme of pastoral care for all students.

In Year 12 (Stage Two), there is, naturally, a sharper focus on skills appropriate to the transition between school and both work and further study. Staff and students explore the pre-requisites of various institutions and courses and there is a programme of visiting speakers who share their experiences of Year 12 and useful hints for success. Students are encouraged to realise that there are many options available to School Leavers. There is a significant emphasis on the development of leadership skills for all Year 12 (Stage Two) Students.
# Subjects to be considered at Year 11 & 12

Classes will run depending on the number of students choosing a subject

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<td>Music Studies</td>
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<tr>
<td>Dance</td>
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<td>Drama</td>
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<td>Visual Arts - Art</td>
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<td>Visual Arts – Design</td>
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<td>Visual Arts – Design</td>
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<td>Biology</td>
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<td>Specialist Mathematics</td>
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ARTS

MUSIC EXPLORATIONS
MUSIC STUDIES
MEDIA STUDIES
DANCE
DRAMA
VISUAL ARTS - ART
VISUAL ARTS – DESIGN
## MUSIC EXPLORATIONS

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<th>STAGE</th>
<th>LEARNING AREA</th>
<th>CREDITS</th>
<th>EXAM</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>ARTS</td>
<td>10 or 20 Semester or Full Year</td>
<td>No</td>
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</tbody>
</table>

### PREFERRED BACKGROUND
- Year 9 and 10 Music or Year 9 and 10 AV Competent standard of ability on chosen instrument
- Music Theory (writing and reading) ability
- Some Aural skills

### DIRECTION
Stage 2 Music Explorations

### AIMS/OBJECTIVES
Through the study of music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies.

Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgements.

Study and participation in music draws together students’ cognitive, affective and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

### FOCUS CAPABILITY
The focus capabilities for this subject are communication, citizenship, personal development, and learning.

### CONTENT
- Composing, Arranging, Transcribing, Improvising
- Performing (as a soloist and ensemble member)
- Introduction to Music Technology and sound recording.
- Music in contexts
- Developing Theory and Aural Skills

### ASSESSMENT
Students are assessed in the following areas:
- Musical Literacy
- Explorations
- Creative Connections

### OTHER COMMENT
- Students are encouraged to continue receiving individual tuition with a private teacher at their own cost.
- Music tuition is available on the school premises through the Temple Christian College Instrumental Program.
- Students are strongly encouraged to participate in a school ensemble to further their skills.
<table>
<thead>
<tr>
<th>YEAR</th>
<th>STAGE</th>
<th>LEARNING AREA</th>
<th>CREDITS</th>
<th>EXAM</th>
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</thead>
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<tr>
<td>11</td>
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<td>ARTS</td>
<td>10 or 20 Semester or Full Year</td>
<td>Yes 1.5-hour exam</td>
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</table>

**PREFERRED BACKGROUND**
- Year 9 and 10 Music
- Competent standard of ability on chosen instrument
- Music Theory (writing and reading) ability
- Some Aural skills

**DIRECTION**
Stage 2 Music Studies

**AIMS/OBJECTIVES**
Through the study of music students have the opportunity to engage in musical activities such as performing, composing, arranging, and researching.

Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgements.

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**FOCUS CAPABILITY**
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**CONTENT**
- Composing, Arranging, Transcribing, Improvising
- Performing (as a soloist and ensemble member)
- Music in contexts
- Developing Theory and Aural Skills

**ASSESSMENT**
Students are assessed in the following areas:
- Creative Works
- Musical Literacy
- Examination

**OTHER COMMENT**
- Students are required to continue receiving individual tuition with a private teacher at their own cost.
- Music tuition is available on the school premises through the Temple Christian College Instrumental Program.
- Students are strongly encouraged to participate in a school ensemble to further their skills.
### MEDIA STUDIES

<table>
<thead>
<tr>
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<td>No</td>
</tr>
</tbody>
</table>

**PREFERRED BACKGROUND**

Year 10 Media Studies or some understanding and experience of current Audio/Visual Technologies.

**DIRECTION**

Stage 1   Media Studies B
Stage 2   Media Studies

**AIMS/OBJECTIVES**

- Design and create a product, task, or service, independently and in teams using acquired skills and techniques.
- Demonstrate understanding of the way in which societies are represented by media
- Research and analyse the form, content, context, and intended audiences of media texts
- Creatively use media technologies in individual and collaborative production activities
- Explore aspects of the dynamics of the media industry
- Analyse their interactions with media

**CONTENT**

Students undertake various tasks such as:

- Investigating a particular documentary film-maker.
- Creating a short photo journal with reflection
- Free choice investigation essay regarding a current media issue
- An investigation regarding student’s personal interactions with the media.

Creating a media product such as a documentary, short film, advertisement, radio show, music production or a variety of other types of media products that students can negotiate.

**OTHER COMMENT**

Students may be required to attend after-School events and functions some of which may be at night.
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<tr>
<th>YEAR</th>
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<tr>
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<td>1</td>
<td>ARTS</td>
<td>10 or 20 Semester or Full Year</td>
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</tr>
</tbody>
</table>

**PREFERRED BACKGROUND**
Year 9 and 10 Dance or outside dance practical experience.

**DIRECTION**
Stage 1 Dance B
Stage 2 Dance

**AIMS/OBJECTIVES**
In this subject, students are expected to:
1. develop knowledge and understanding of the body, dance skills, dance elements, structural devices, production elements, and safe dance practice.
2. apply technical and expressive dance skills in performance.
3. communicate choreographic intent to an audience through composition and performance.
4. reflect on their own creative works as an artist and that of others as an audience.
5. investigate dance in global contexts.

**FOCUS CAPABILITY**
The focus capabilities for this subject are communication, citizenship and learning.

**ASSESSMENT**
- **Dance Literacy (40%)**
  - Contemporary and Jazz Technique
  - Journal entries in response to technique development and performance repertoire of class
- **Creative Explorations (40%)**
  - Performance of repertoire
  - Each semester has a different theme for their compositional component:
    - S1 Creation of 2 min composition based upon a set stimuli
    - S2 Creation of a performed choreography in response to research on a practitioner
- **Dance Contexts (20%)**
  - Each semester has a different theory focus:
    - S1 Essays on the stylistic influences of Jazz Pioneers and Bangarra Dance Theatre
    - S2 Essays on; a comparison between Graham and Humphrey, and the key precepts of a Second Generation of Modern dance pioneer

**OTHER COMMENT**
- Students considering this course should realise after school rehearsals and performances are compulsory and an integral part of SACE dance course work.
- During performance seasons, students will be required to attend rehearsals after school. Performances will be held at 7:00pm for external marking purposes, with rehearsals until 8pm on the two nights prior to moderation.
- Temple Christian College dance uniform is required and can be purchased from the School Uniform Shop.
- Students may participate in activities off site and this may be an extra cost to parents. This cost will be added to each student’s school fees.
<table>
<thead>
<tr>
<th>YEAR</th>
<th>STAGE</th>
<th>LEARNING AREA</th>
<th>CREDITS</th>
<th>EXAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>ARTS</td>
<td>10 or 20 Semester or Full Year</td>
<td>No</td>
</tr>
</tbody>
</table>

**PREFERRED BACKGROUND**

Year 10 Drama

**DIRECTION**

Stage 2 Drama

**AIMS/OBJECTIVES**

To enable students to:
1. Understand and explore dramatic roles, conventions, processes and technologies.
2. Apply dramatic ideas and processes collaboratively to realise outcomes
3. Apply dramatic skills to create and present drama outcomes
4. Explore and experiment with technology to provide creative solutions
5. Analyse and evaluate dramatic ideas, products and/or technologies
6. Demonstrate critical and creative thinking in the development of drama.

**FOCUS CAPABILITY**

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

**CONTENT & ASSESSMENT**

**Semester 1**

- 30% - *Responding to Drama*: Live Theatre Review
- 40% - *Performance*: Company/Class Performance and Presentation of Evidence
- 30% - *Creative Synthesis*: Group Dramatic Performance/Product and Process (based on analysis of play-text)

**Semester 2**

- 30% - *Responding to Drama*: Live Theatre Review
- 40% - *Performance*: Company/Class Performance and Presentation of Evidence
- 30% - *Creative Synthesis*: Group Dramatic Performance/Product and Process (based on analysis of film practitioner)

**OTHER COMMENTS**

Students must be available for after-school rehearsals and the attendance of theatre performances, some of which may be at night. For example, students may be required from 3.30pm – 5.30pm, 2 nights a week, for approximately 12 weeks leading up to a major performance. Students and Parents will be notified in advance.
# Visual Arts – Art

<table>
<thead>
<tr>
<th>YEAR</th>
<th>STAGE</th>
<th>Learning Area</th>
<th>Credits</th>
<th>Exam</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>Arts</td>
<td>10 or 20 Semester or Full Year</td>
<td>No</td>
</tr>
</tbody>
</table>

**Preferred Background**
Year 8, 9 and 10 Art or Design would be an advantage but not compulsory.

**Direction**
Stage 2 Visual Arts - Art  
Stage 2 Visual Arts - Design

**Aims/Objectives**
In Visual Arts, students’ express ideas through development of ideas, research, analysis and experimentation with media and techniques, resolution and production.
Students have opportunities to research, understand and reflect upon visual art works in their cultural and historical contexts.

**Focus Capability**
The focus capabilities for this subject are communication and personal development.

**Content**
Semester 1 Focus: Drawing  
Semester 2 Focus: Painting
For both 10 and 20 Credit programs with an art focus, the following three areas of study are covered:

- **Visual Thinking Folio** 40%
Developing and exploring a wide range of skills, media and techniques. Working to a set theme as developmental work for resolved ideas.

- **Practical Resolution** 30%
Production of major finished art works accompanied by written practitioner statements.

- **Visual Study** 30%
Research and investigation into artworks and artists from a range of cultural and historical contexts conducted through a folio of visual and written works.

**Assessment**
Ongoing throughout the course.

**Other Comment**
Stage 1 Visual Arts can be studied as a 10 credit or 20 credit subject. Students can enrol in either:
- Visual Arts – Art and/or both
- Visual Arts – Design
<table>
<thead>
<tr>
<th>YEAR</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>ARTS</td>
<td>10 or 20 Semester or Full Year</td>
<td>No</td>
</tr>
</tbody>
</table>

**PREFERRED BACKGROUND**
Year 8, 9 and 10 Art or Design would be an advantage but not compulsory

**DIRECTION**
Stage 2 Visual Arts - Arts
Stage 2 Visual Arts - Design

**AIMS / OBJECTIVES**
Visual Arts – Design includes graphic, communication and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and the skills to communicate resolutions.

Students have opportunities to research, understand and reflect upon visual art and design works in their cultural and historical contexts.

**FOCUS CAPABILITY**
The focus capabilities for this subject are communication and personal development.

**CONTENT**
For both 10 and 20 Credit programs with a design focus, the following three areas of study are covered:

- **Visual Thinking Folio** 40%
  Developing, writing and working through a range of design briefs exploring a wide range of skills, media and techniques.

- **Practical Resolution** 30%
  Resolution of design briefs into practical solutions.

- **Visual Study** 30%
  Research and investigation into design works and designers from a range of cultural and historical contexts conducted through a folio of visual and written works.

**ASSESSMENT**
Ongoing throughout the course.

**OTHER COMMENT**
Stage 1 Visual Arts - Design can be studied as a 10 credit or 20 credit subject.

Students can enrol in either:

- Visual Arts – Art and/or both
- Visual Arts – Design
ENGLISH

ENGLISH LITERARY STUDIES
ENGLISH
ESSENTIAL ENGLISH
# ENGLISH LITERARY STUDIES

<table>
<thead>
<tr>
<th>YEAR</th>
<th>STAGE</th>
<th>LEARNING AREA</th>
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<th>EXAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>ENGLISH</td>
<td>10 or 20 Semester or Full Year</td>
<td>Yes 90 min Critical Reading</td>
</tr>
</tbody>
</table>

## PREFERRED BACKGROUND
Year 10 English achieving an A or B in Advanced English and an A in General English. Students must have the recommendation of their teacher.

## DIRECTION
Stage 2 English Literary Studies or English

## AIMS/OBJECTIVES
To guide and develop students’ abilities as readers and writers, speakers and listeners.

## FOCUS CAPABILITY
The focus capabilities for this subject are communication, personal development, ethical understanding and intercultural understanding.

## CONTENT
Students will complete studies in the following:
- Responding to texts
- Creating Texts
- Intertextual Study

There will be a focus on developing skills of literary analysis and formal essay writing.

## ASSESSMENT
8 Assessment Tasks from
- Text Production
- Text Response
- Intertextual Study

At least 2 must be oral or multimodal.

## OTHER COMMENT
This course is best suited to students who enjoy reading and who have a good control over written English.

There is an expectation that students will attend a live performance of an appropriate drama (or other) text.
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>ENGLISH</td>
<td>10 or 20 Semester or Full Year</td>
<td>No</td>
</tr>
</tbody>
</table>

**PREFERRED BACKGROUND**
Year 10 English

**DIRECTION**
Stage 2 English - if a good standard is achieved
Essential English

**AIMS/OBJECTIVES**
To guide and develop students’ abilities as readers and writers, speakers and listeners.

**FOCUS CAPABILITY**
The focus capabilities for this subject are communication, personal development, ethical understanding and intercultural understanding.

**CONTENT**
Students will complete studies in the following:
- Responding to texts
- Creating texts
- Intertextual Study

The course deals with the more practical applications of the English language. It particularly aims to foster students’ ability to write and speak competently in a range of contexts.

**ASSESSMENT**
8 Assessment tasks from
- Text Production
- Text Response
- Intertextual Study
At least 2 must be oral or multimodal.

**OTHER COMMENT**
This course is designed for those students who wish to study English at Stage 2. It is not an acceptable prerequisite for Stage 2 English Literary Studies.
## ESSENTIAL ENGLISH

<table>
<thead>
<tr>
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<tr>
<td>11</td>
<td>1</td>
<td>ENGLISH</td>
<td>10 or 20 Semester or Full Year</td>
<td>No</td>
</tr>
</tbody>
</table>

### PREFERRED BACKGROUND
Year 10 English

### AIMS/OBJECTIVES
To guide and develop students’ abilities as readers and writers, speakers and listeners.

### FOCUS CAPABILITY
The focus capabilities for this subject are communication, personal development, ethical understanding and intercultural understanding.

### CONTENT
- Responding to Texts
- Creating Texts.

The specific contexts chosen for study may be social, cultural, community, workplace, and/or imagined.

Students examine and respond to how language is used in social, cultural, community, workplace, and/or imagined contexts. They identify and develop an understanding of ways in which:
- language is used and composed for different purposes, audiences, and contexts
- structural and language features are used to create meaning.

### Creating Texts
By examining the links between language and the context in which texts are produced, students are supported to create their own texts.

Students develop their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication.

They create a range of texts, using appropriate language features, content, and mediums for different purposes, audiences, and contexts. Students recognise and use textual conventions and language features to communicate information and ideas that convey simple and complex thoughts in a range of mediums and digital technologies.

### ASSESSMENT
Students review texts in one or more contexts to discover how these texts achieve a specific purpose. Students may, for example, examine:
- image selection in websites
- emotive language in speeches or films
- structures of community texts (e.g. newsletters from sporting teams)
- stereotypes in advertisements
- vocabulary choices in workplace documents
- graphical representation of key information or ideas in a magazine article
- the use of textual conventions (e.g. perspectives in film, fiction, or video games).

### Creative Writing
Students create written, oral, visual, digital, and multimodal texts. For example, they might produce:

An advocacy website, discussions of community issues, a workplace text, a report on a work placement, a written narrative, an interactive narrative, a monologue, writing that incorporates visual elements, a digital slide display to inform a target group about a community issue.

Students develop strategies for planning, drafting, revising, proofreading, and, where necessary, appropriate referencing.
ESSENTIAL ENGLISH

<table>
<thead>
<tr>
<th>YEAR</th>
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<th>CREDITS</th>
<th>EXAM</th>
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<tr>
<td>12</td>
<td>2</td>
<td>ENGLISH</td>
<td>10 or 20 Semester or Full Year</td>
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</tbody>
</table>

PREFERRED BACKGROUND
Stage 1 English or Essential English

AIMS/OBJECTIVES
To guide and develop students’ abilities as readers and writers, speakers and listeners.

FOCUS CAPABILITY
The focus capabilities for this subject are communication, personal development, ethical understanding and intercultural understanding.

CONTENT
- Responding to Texts
  - Creating Texts.
  The specific contexts chosen for study may be social, cultural, community, workplace, and/or imagined.

Students examine and respond to how language is used in social, cultural, community, workplace, and/or imagined contexts. They identify and develop an understanding of ways in which:
  - language is used and composed for different purposes, audiences, and contexts
  - structural and language features are used to create meaning.

Creating Texts
By examining the links between language and the context in which texts are produced, students are supported to create their own texts.

Students develop their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication. They create a range of texts, using appropriate language features, content, and mediums for different purposes, audiences, and contexts.

Students recognise and use textual conventions and language features to communicate information and ideas that convey simple and complex thoughts in a range of mediums and digital technologies.

ASSESSMENT
Students review texts in one or more contexts to discover how these texts achieve a specific purpose. Students may, for example, examine:
  - advertising techniques
  - emotive language in contemporary songs/poems
  - structures of community texts (e.g. newsletters from sporting teams)
  - vocabulary choices in workplace documents
  - the use of textual conventions (e.g. perspectives in film, fiction, or video games).

Creative Writing
Students create written, oral, visual, digital, and multimodal texts. For example, they might produce:

A brochure, a video blog on how to perform a task, a speech for a social occasion.

Students must also undertake a 1500 word Language Study which analyses an area of language use.

Students develop strategies for planning, drafting, revising, proofreading, and, where necessary, appropriate referencing.
**German**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>STAGE</th>
<th>LEARNING AREA</th>
<th>CREDITS</th>
<th>EXAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>LANGUAGES</td>
<td>10 or 20</td>
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<td></td>
<td></td>
<td></td>
<td>Semester or</td>
<td>2-hour</td>
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<td></td>
<td></td>
<td></td>
<td>Full Year</td>
<td>exam</td>
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<table>
<thead>
<tr>
<th>PREFERRED BACKGROUND</th>
<th>Year 10 German</th>
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<table>
<thead>
<tr>
<th>DIRECTION</th>
<th>Stage 2 German</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>AIMS/OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Promote students’ ability to communicate in the target language</td>
</tr>
<tr>
<td>• Extend students’ understanding of the culture and way of life in countries</td>
</tr>
<tr>
<td>where the target language may be used</td>
</tr>
<tr>
<td>• Develop students’ understanding of language as a system</td>
</tr>
<tr>
<td>• Assist students to acquire transferable cognitive, cultural and linguistic</td>
</tr>
<tr>
<td>skills</td>
</tr>
<tr>
<td>• Encourage students’ enjoyment and language learning, and to extend their</td>
</tr>
<tr>
<td>general literacy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The study of a variety of texts. Discussions on a variety of themes:</td>
</tr>
<tr>
<td>1. School and Daily Life in Germany and Australia</td>
</tr>
<tr>
<td>2. Travelling in Australia</td>
</tr>
<tr>
<td>3. German Literature - Fairytales and short stories</td>
</tr>
<tr>
<td>4. Music in Germany</td>
</tr>
<tr>
<td>5. Berlin</td>
</tr>
<tr>
<td>6. Grammar: cases, imperfect past tense, relative pronouns, comparative</td>
</tr>
<tr>
<td>&amp; superlative form of adjectives, conjunctions, word order, adjective</td>
</tr>
<tr>
<td>endings, verbs, tenses, modal verbs and reflexive verbs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
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</thead>
<tbody>
<tr>
<td>School based Assessment</td>
</tr>
<tr>
<td>• Oral Task - 20%</td>
</tr>
<tr>
<td>• Written Task - 20%</td>
</tr>
<tr>
<td>• Text Analysis Task - 20%</td>
</tr>
<tr>
<td>• Investigative Task (German) - 20%</td>
</tr>
<tr>
<td>• Investigative Task (English) - 20%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OTHER COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>A high level of commitment to editing written work is an advantage in</td>
</tr>
<tr>
<td>this course. SACE Stage German offers students an opportunity to express</td>
</tr>
<tr>
<td>their views so a potential student should not be afraid to speak.</td>
</tr>
</tbody>
</table>
HUMANITIES & SOCIAL SCIENCES

LEGAL STUDIES
MODERN HISTORY
<table>
<thead>
<tr>
<th>YEAR</th>
<th>STAGE</th>
<th>LEARNING AREA</th>
<th>CREDITS</th>
<th>EXAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>HUMANITIES &amp; SOCIAL SCIENCES</td>
<td>10 or 20 Semester or Full Year</td>
<td>Yes 2-hour exam</td>
</tr>
</tbody>
</table>

**PREFERRED BACKGROUND**  
Year 10 History and Geography - High Achievement ‘B’ required.

**DIRECTION**  
Stage 2 Legal Studies

**AIMS/OBJECTIVES**  
Stage 1 Legal Studies aims to provide students with the opportunity to:  
- Understand the Australian Legal system and how it reflects Australia’s heritage.  
- Participate effectively in society.  
- Become critically aware and informed about legal issues and to be aware that interpretations and administration of justice differ.  
- Investigate political party structures and initiation of legislation.  
- Court visit

**FOCUS CAPABILITY**  
The focus capabilities for this subject are citizenship, personal development and learning.

**CONTENT**  
Topic 1: Law and Society  
Topic 2: People, Structures and Processes  
Topic 3: Lawmaking  
Topic 4: Justice and Society  
Topic 5: Relationships and the Law  
Option topics include:  
- Media and the Law  
- Women and the Law  
- Indigenous Australians and the Law  
- Environment and the Law  
- Refugees and Asylum seekers and the Law  
- Minority groups and the Law

**ASSESSMENT**  
A selection of formative and summative activities including:  
- Case studies  
- Independent research reports and essays  
- Media journals  
- Oral presentations – Necessary component  
- Interviews  
- Problem solving  
- Excursion reports  
- Mock trials  
- Civic Interest Research Assignment

**OTHER COMMENT**  
Students must be prepared to research and access resources outside of the school and must therefore have good independent research skills. A keen interest in current social and moral issues - politics, current affairs - is necessary. An ability to relate to peers and orally present topic discussion to class.
## MODERN HISTORY

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>HUMANITIES &amp; SOCIAL SCIENCES</td>
<td>10 or 20</td>
<td>Yes</td>
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<td></td>
<td></td>
<td>Semeter or Full Year</td>
<td>2-hour exam</td>
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</tbody>
</table>

### PREFERRED BACKGROUND
- History - Years 7 - 10
- English - Years 7 - 10

### DIRECTION
- Stage 2 Modern History

### AIMS/OBJECTIVES
After studying Stage 1 History, Students should be able to:
- Understand and explore historical concepts
- Understand and explore the role of ideas, people and events in history
- Analyse developments and/or movements in the modern world, and their short-term and long-term impacts.
- Analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges
- Apply the skills of historical inquiry to examine and evaluate sources and interpretations and support arguments.
- Draw conclusions and communicate reasoned historical arguments

### FOCUS CAPABILITY
The focus capabilities for this subject are literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

### CONTENT
The theme of Stage 1 History is FREEDOM. The student’s study four 20th Century examples of people seeking liberty/self-determination within their cultural context.

1. The Russian Revolution (1890 – 1930’s)
2. The Arab-Israeli Conflict – Creation of Israel (1947)
3. The Decolonisation of Indochina (1945 – 1954)
4. The Civil Rights Movement in the United States (1950’s – 1960’s)

### ASSESSMENT
Assessment tasks include research essays, sources analysis, primary source trails, oral presentations, online discussion forums and debates, reports and film reviews. These tasks are for both SACE and internal school assessment.

Students will also undergo an Individual Historical Study (Investigation), worth 25% of each semester.

There are mid-year final examinations as preparation for Stage 2 Modern History.

### OTHER COMMENT
To succeed in this subject, students should be capable writers and interested readers.

Students should be motivated, independent learners.
HEALTH & PHYSICAL EDUCATION

HOME ECONOMICS – FOOD & HOSPITALITY
HOME ECONOMICS – SENIOR TEXTILES
PHYSICAL EDUCATION
# FOOD AND HOSPITALITY STUDIES

<table>
<thead>
<tr>
<th>YEAR</th>
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</thead>
<tbody>
<tr>
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<td>HEALTH &amp; PHYSICAL EDUCATION</td>
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<td>Semester or Full Year</td>
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</table>

## PREFERRED BACKGROUND
Year 10 Home Economics

## DIRECTION
Stage 2 Food and Hospitality Studies

## AIMS/OBJECTIVES
Students will be required to:
- 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.
- 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.
- Work 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
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.

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.

## ASSESSMENT
Each 10-credit semester is comprised of:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<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>
</tbody>
</table>

## OTHER COMMENT
Students may be required to participate in activities outside school hours, both within the school and in the wider community. While the subject maintains the level of academic rigor of a Stage 1 subject students who enjoy hands-on learning will also enjoy visual representation of assessments and can do well in this subject.
HOME ECONOMICS SENIOR TEXTILES

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>TECHNOLOGY and MATERIAL PRODUCTS</td>
<td>10 or 20 Semester or Full Year</td>
<td>No</td>
</tr>
</tbody>
</table>

PREFERRED BACKGROUND
Year 9 and 10 Home Economics

DIRECTION
The overall focus of this course is the dynamic nature of the Textiles industry and its place in Australian society.

It presents the students with a range of activities that are designed to give them the opportunity to experience the skills as a future career path, or as a basis for individual development to use the skills during leisure time.

- Textiles A = Semester 1, Textiles B = Semester 2

Both Semesters look at trends, safety, technology’s impact on the textiles industry, and careers in broad terms.

AIMS/OBJECTIVES
In this subject, students are expected to:

- Investigate the purpose, design, concepts, processes, and production techniques of existing products or systems
- Create, test, validate, modify, and communicate design ideas for an identified need, problem or challenge
- Recognise and use the differing functional characteristics and properties of materials, components, techniques, and equipment to create a product or system safely
- Use the design process to gather, analyse, and apply information to solve technological problems
- Apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities
- Evaluate the product or system development and outcome with reference to the design brief
- Analyse the impact of technological practices, products or systems on individuals, society, and/or the environment.

CONTENT
 Topics covered:
- Using commercial patterns
- Adapting patterns
- Manufacturing of textiles
- Use of fabrics to create desired effects – texture, colour, shape
- Technological influences – future and sustainability, development of products related to textiles industry – theory, analysis and evaluation
- Design briefs
- Fabric flow and drape
- Individual textiles projects

ASSESSMENT
SCHOOL BASED ASSESSMENT:
There are 3 assessment types for each Semester –
1. Processes, techniques and materials application
2. Product folio
3. Textiles – the garment or product manufacturing

There are 4 assignments each Semester each with a weighting of 25%.
# PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>YEAR</th>
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<td>11</td>
<td>1</td>
<td>HEALTH AND PHYSICAL EDUCATION</td>
<td>10 or 20 Semester or Full Year</td>
<td>NO</td>
</tr>
</tbody>
</table>

**PREFERRED BACKGROUND**

10 Physical Education

**DIRECTION**

STAGE 2 Physical Education

**LEARNING REQUIREMENTS**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Physical Education. In this subject, students are expected to:

1. apply knowledge and understanding of movement concepts and strategies in physical activity
2. reflect on movement concepts and strategies in physical activity
3. apply communication and collaborative skills in physical activity contexts
4. explore and analyse evidence related to physical activity
5. reflect on ways to improve participation and/or performance in physical activity

**CAPABILITIES**

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways. The SACE identifies seven capabilities.

These are:

- literacy
- numeracy
- information and communication technology (ICT) capability
- personal and social capability
- critical and creative thinking
- ethical understanding
- intercultural understanding.

**CONTENT**

Stage 1 Physical Education Focus Areas

There are three focus areas that provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. specific sports, theme-based games, laboratories, and fitness and recreational activities). These activities are chosen based on class interest and skill.

The focus areas are:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

Students explore movement concepts and strategies through these physical activities to promote participation and performance outcomes.

Movement concepts and strategies include:

- body awareness
- movement quality
- spatial awareness
- relationships
- executing movement
- creating space
- interactions
- making decisions.

**ASSESSMENT**

There are two assessment types measured in Stage 1 Physical Education:

- **Assessment Type 1: Performance Improvement**
  Students explore and analyse evidence of physical activity to reflect on ways in which performance improvement can be achieved. The use of technology is encouraged in the collection of evidence. Evidence can include game data, video analysis, fitness data, and/or literature research.

- **Assessment Type 2: Physical Activity Investigation**
  Students participate in one or more physical activities to investigate how personal, social, and cultural factors affect, or are influenced by, participation. Data collection is undertaken and students integrate concepts from the focus areas to reflect on and analyse the data

10-credit subject (one semester):

- Three assessments of 20% weighting

20-credit subject (full year):

- Five assessments of 20% weighting:

**OTHER COMMENT**

Students may participate in activities off site and this may be an extra cost to parents. This cost will be added to each student’s school fees. It is important that students be prepared to engage in both the practical and theory aspects of the course.
SCIENCE

BIOLOGY
CHEMISTRY
PHYSICS
PSYCHOLOGY
<table>
<thead>
<tr>
<th>YEAR</th>
<th>STAGE</th>
<th>LEARNING AREA</th>
<th>CREDITS</th>
<th>EXAM</th>
</tr>
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<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>SCIENCE</td>
<td>10 or 20</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Semester or Full Year</td>
<td>1 ½ hour exam</td>
</tr>
</tbody>
</table>

**PREFERRED BACKGROUND**

B Grade or better in Year 10 Science

**DIRECTION**

Stage 2 Biology

**AIMS/OBJECTIVES**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Biology.

In this subject, students are expected to:

1. Apply science inquiry skills to design and conduct biological investigations, using appropriate procedures and safe, ethical working practices
2. Obtain, record, represent, analyse, and interpret the results of biological investigations
3. Evaluate procedures and results, and analyse evidence to formulate and justify conclusions
4. Develop and apply knowledge and understanding of biological concepts in new and familiar contexts
5. Explore and understand science as a human endeavour
6. Communicate knowledge and understanding of biological concepts, using appropriate terms, conventions, and representations.

**FOCUS CAPABILITY**

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

SACE Biology identifies seven capabilities. They are:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding intercultural understanding.

**CONTENT**

The four topics studied are:

- Semester 1:
  - TOPIC 1: Cells and Microorganisms
  - TOPIC 2: Infectious Disease
- Semester 2:
  - TOPIC 3: Multicellular Organisms
  - TOPIC 4: Biodiversity and Ecosystem Dynamics

**ASSESSMENT**

- Investigations folio: design investigation and a Science and Human Endeavour report or article. (40%)
- Skills and Application tasks; topic tests, (60%)

**OTHER COMMENT**

Attendance is required for all assessment tasks including excursions and good organisation skills to enable deadlines to be met.
<table>
<thead>
<tr>
<th>YEAR</th>
<th>STAGE</th>
<th>LEARNING AREA</th>
<th>CREDITS</th>
<th>EXAM</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>SCIENCE</td>
<td>10 or 20 Semester or Full Year</td>
<td>Yes 1 ½ hour exam</td>
</tr>
</tbody>
</table>

**PREFERRED BACKGROUND**

B Grade or better in Year 10 Science

**DIRECTION**

Stage 1 Chemistry  
Stage 2 Chemistry

**AIMS/OBJECTIVES**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Chemistry.

In this subject, students are expected to:

1. apply science inquiry skills to design and conduct chemistry investigations, using appropriate procedures and safe, ethical working practices
2. obtain, record, represent, analyse, and interpret the results of chemistry investigations
3. evaluate procedures and results, and analyse evidence to formulate and justify conclusions
4. develop and apply knowledge and understanding of chemical concepts in new and familiar contexts
5. explore and understand science as a human endeavour
6. communicate knowledge and understanding of chemical concepts, using appropriate terms, conventions, and representations.

**FOCUS CAPABILITIES**

The SACE identifies seven capabilities. They are: literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

**CONTENT**

Text used is: CHEMISTRY ESSENTIALS (Stage 1)

- Materials and their Atoms
- Combining Atoms
- Molecules
- Solutions and Mixtures
- Acids and Bases
- Oxidation and Reduction Reactions

**ASSESSMENT**

3 Main Components  
Practical Work, Test and Exams, Assignments
PHYSICS – SEMESTER 1

<table>
<thead>
<tr>
<th>YEAR</th>
<th>STAGE</th>
<th>LEARNING AREA</th>
<th>CREDITS</th>
<th>EXAM</th>
</tr>
</thead>
<tbody>
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<td>11</td>
<td>1</td>
<td>SCIENCE</td>
<td>10</td>
<td>Yes 2-hour exam</td>
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</tbody>
</table>

PREFERRED BACKGROUND
Year 10 Science

DIRECTION
Stage 1: Physics (Semester 2)
Stage 2: Physics

AIMS/OBJECTIVES
The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Physics.

In this subject, students are expected to:
1. Apply Science inquiry skills to design and conduct physics investigations, using appropriate procedures and safe, ethical working practices.
2. Obtain, record, represent, analyse, and interpret the results of Physics investigations.
3. Evaluate procedures and results, and analyse evidence to formulate and justify conclusions.
4. Develop and apply knowledge and understanding of Physics concepts in new and familiar contexts.
5. Explore and understand Science as a human endeavour.
6. Communicate knowledge and understanding of Physics concepts, using appropriate terms, conventions, and representations.

FOCUS CAPABILITIES
The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The SACE identifies seven capabilities. They are: literacy, numeracy, information and communication technology (ICT) capability, critical and creative thinking, personal and social capability, ethical understanding and intercultural understanding.

CONTENT
Topics include the following, with each topic having a specific application:
- Movement – Motion in one dimension
- Forces – Newton’s Laws
- Work, Energy and Power
- Momentum

ASSESSMENT
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

Skills and Applications Tasks
- Tests
- Oral Presentations

Investigations Folio
- Practical Reports
- Science as a Human Endeavour report
- Experiment design

OTHER COMMENT
Stage 1 Physics A is not heavily based on Mathematics and can be seen as a preparation for Physics B, or for students who require a background in Physics for future careers or study. Stage 1 Mathematical Studies is highly recommended.
## PHYSICS – SEMESTER 2

<table>
<thead>
<tr>
<th>YEAR</th>
<th>STAGE</th>
<th>LEARNING AREA</th>
<th>CREDITS</th>
<th>EXAM</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>SCIENCE</td>
<td>10 Semester</td>
<td>Yes 1 ½ hour exam</td>
</tr>
</tbody>
</table>

### PREFERRED BACKGROUND
- Stage 1 Physics (Semester 1)

### DIRECTION
- Stage 2 Physics

### AIMS/OBJECTIVES
The aims are identical to those in Stage 1 Physics A with these additions:
- A greater exposure to problem solving
- More Mathematically based topics
- A greater development of concepts

### CONTENT
Topics include the following with each topic having a specific application:
- Electrical Energy
- Waves
- Nuclear Models and Radioactivity
- Heat

### ASSESSMENT
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Skills and Applications Tasks
  - Tests
  - Oral Presentations
- Investigations Folio
  - Practical Reports
  - Science as Human Endeavour

### OTHER COMMENT
- Stage 1 Mathematics courses (preferably Mathematical Studies) will be highly beneficial.

The content links more to the prerequisites for the Stage 2 Physics course, yet still helps any student wishing to complete a year of Physics as background for other sciences or further study.
# PSYCHOLOGY

<table>
<thead>
<tr>
<th>YEAR</th>
<th>STAGE</th>
<th>LEARNING AREA</th>
<th>CREDITS</th>
<th>EXAM</th>
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<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>SCIENCE</td>
<td>10 or 20 Semester or Full Year</td>
<td>Yes 1 1/2 Hour Exam</td>
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</tbody>
</table>

## PREFERRED BACKGROUND
B Grade or better in Year 10 Science

## DIRECTION
Stage 1: Psychology (Semester 2)
Stage 2: Psychology

## AIMS/OBJECTIVES
At the end of the program in Stage 1 Psychology, students should be able to:

1. Describe the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of self, others, and groups;
2. Search for, evaluate, and organise psychological information and use language effectively to communicate key ideas, understandings, processes, and values in a range of contexts;
3. Demonstrate an understanding of ethical research by designing, undertaking, and evaluating guided investigations;
4. Make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics and Christian values;
5. Demonstrate critical reflection and organisation in the application of psychological principles, taking into account ethical and Christian considerations;
6. Analyse the behaviours of self, other individuals, and groups of people in different contexts in a way that recognises the values of independence and interdependence and dependence on God;
7. Undertake a variety of roles while working as a member of a team to achieve individual and shared goals.

## FOCUS CAPABILITY
The focus capabilities for this subject are communication and learning.

## CONTENT
This subject is designed to be undertaken in either a half year or a full year.

The following topics are offered:

**Semester 1:**
- Introduction to Psychology (compulsory topic)
- Cognition
- Social Influence and Interaction
- Emotion

**Semester 2:**
- Introduction to Psychology (compulsory topic)
- Human Psychological Development
- Brain and Behaviour

## OTHER COMMENT
Assessment in Stage 1 Psychology consists of the following components. The weighting of each component will be between 20% and 50%:

- Investigations folio; includes group Investigation report, essays, multimedia and presentations (50%).
- Skills and Applications tasks; topic tests (50%).
MATHEMATICS

ESSENTIAL MATHEMATICS
GENERAL MATHEMATICS
MATHEMATICAL METHODS
SPECIALIST MATHEMATICS
<table>
<thead>
<tr>
<th>YEAR</th>
<th>STAGE</th>
<th>LEARNING AREA</th>
<th>CREDITS</th>
<th>EXAM</th>
</tr>
</thead>
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<tr>
<td>11</td>
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<td>MATHEMATICS</td>
<td>20</td>
<td>1 ½ hour internal exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Full Year</td>
<td>(each semester)</td>
</tr>
</tbody>
</table>

**PREFERRED BACKGROUND**

YEAR 10 Mathematics

**APPROPRIATE SKILLS**

Students will need to have developed sound computational skills and a willingness to apply their mathematical skills in flexible and resourceful ways.

The topics studied in Essential Mathematics will cover a range of applications of mathematics, including: general calculation, measurement and time, money management and investing. There will be an emphasis on extending students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

**DIRECTION**

STAGE 2 Essential Mathematics

**AIMS/OBJECTIVES**

To develop students’:
- Understanding of mathematical concepts, demonstration of mathematical skills and application of mathematical techniques.
- Proficiency in gathering, representing, analysing and interpreting data relevant to everyday situations in a variety of contexts.
- Fluency in using numeracy skills to investigate and solve practical problems in familiar and some unfamiliar everyday contexts.
- 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.

**MAIN EMPHASES AND CAREER PATHS**

Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. Students will be given the opportunity to apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

Essential Mathematics is intended for students planning to pursue a career in a range of trades or vocations.

**CONTENT**

- Calculations, Time and Ratio
- Earning and Spending
- Percentages
- Measurement
- Investing

**ASSESSMENT**

Assessment is school based. Students demonstrate evidence of their learning through two types of assessment:
- Skills and Applications Tasks (tests) 70 %
- Folio 30 %

Each semester, evidence of learning is provided through assessments with at least four skills and applications tasks and at least two practical reports. Students will be assigned a grade from A to E that best gives the overall description of their evidence of learning.
GENERAL MATHEMATICS

YEAR | STAGE | LEARNING AREA | CREDITS | EXAM
---|---|---|---|---
11 | 1 | MATHEMATICS | 20 Full Year | 2-hour internal exam (each semester)

PREFERRED BACKGROUND
YEAR 10 Mathematics (General) C Grade or higher

APPROPRIATE SKILLS
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.

DIRECTION
STAGE 2 General Mathematics or STAGE 2 Essential Mathematics

AIMS/OBJECTIVES
To develop students’:
- 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.

MAIN EMPHASES AND CAREER PATHS
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. These topics cover a diverse range of applications of mathematics, including personal finance management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions and discrete modelling using networks and matrices.

Successful completion of Stage 2 General Mathematics will prepare students for entry to tertiary courses requiring a non-specialised background in mathematics.

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

ASSESSMENT
Assessment is school based. Students demonstrate evidence of their learning through two types of assessment:
- Skills and Applications Tasks (tests) 80 %
- Mathematical Investigations 20 %

Each semester, evidence of learning is provided through assessments with at least four skills and applications tasks and at least two mathematical investigations. Students will be assigned a grade from A to E that best gives the overall description of their evidence of learning.
MATHEMATICAL METHODS

<table>
<thead>
<tr>
<th>YEAR</th>
<th>STAGE</th>
<th>LEARNING AREA</th>
<th>CREDITS</th>
<th>EXAM</th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>MATHEMATICS</td>
<td>20 Full Year</td>
<td>2 ½ hour internal exam (each semester)</td>
</tr>
</tbody>
</table>

PREFERRED BACKGROUND
YEAR 10 Advanced Mathematics (C Grade or higher) OR
YEAR 10 General Mathematics (B Grade or higher)

APPROPRIATE SKILLS
This subject requires a sound understanding of key concepts and knowledge and an ability to satisfactorily apply and communicate mathematical skills and routines.

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.

DIRECTION
STAGE 1 Mathematical Methods leads to STAGE 2 Mathematical Methods which can be studied as a single subject or with STAGE 2 Specialist Mathematics

AIMS/OBJECTIVES
To develop students’:
- 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.

MAIN EMPHASIS AND CAREER PATHS
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.
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.

CONTENT
MAJOR TOPICS
- FUNCTIONS & GRAPHS
- TRIGONOMETRY
- GROWTH AND DECAY
- INTRODUCTION TO DIFFERENTIAL CALCULUS

MINOR TOPICS
- COUNTING AND PROBABILITY
- STATISTICS

ASSESSMENT
Assessment is school based. Students demonstrate evidence of their learning through two types of assessment:
- Skills and Applications Tasks (tests) 80 %
- Mathematical Investigation 20 %

Each semester, evidence of learning is provided through assessments with at least two skills and applications tasks and at least one mathematical investigation. Students will be assigned a grade from A+ to E that best gives the overall description of their evidence of learning.
## SPECIALIST MATHEMATICS

<table>
<thead>
<tr>
<th>YEAR</th>
<th>STAGE</th>
<th>LEARNING AREA</th>
<th>CREDITS</th>
<th>EXAM</th>
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<tbody>
<tr>
<td>11</td>
<td>1</td>
<td>MATHEMATICS</td>
<td>20 Full Year</td>
<td>2 ½ hour internal exam (each semester)</td>
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</table>

### PREFERRED BACKGROUND

YEAR 10 Mathematics (Advanced) B Grade or higher

### APPROPRIATE SKILLS

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. During the study of Stage 1 Specialist Mathematics, students will have the opportunity to broaden their mathematical experience and increase their mathematical flexibility and versatility by developing mathematical arguments, proof and problem solving in a variety of contexts.

### DIRECTION

STAGE 2 Specialist Mathematics

(which is designed to be studied together with Mathematical Methods)

### AIMS/OBJECTIVES

To develop students’:
- 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.

### MAIN EMPHASES AND CAREER PATHS

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. It includes the study of functions and geometry.

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.

Specialist Mathematics (at both Stage 1 and 2) is designed to be studied in conjunction with Mathematical Methods.

### CONTENT

- Arithmetic and Geometric Sequences and Series
- Geometry
- Vectors in the Plane
- Trigonometry
- Matrices
- Real and Complex Numbers

### ASSESSMENT

Assessment is school based. Students demonstrate evidence of their learning through two types of assessment:
- Skills and Applications Tasks (tests) 80 %
- Mathematical Investigations 20 %

Each semester, evidence of learning is provided through assessments with at least two skills and applications tasks and at least one mathematical investigation. Students will be assigned a grade from A+ to E that best gives the overall description of their evidence of learning.
# DESIGN AND TECHNOLOGY: MATERIAL PRODUCTS

## Furniture I & Wooden Toy II

<table>
<thead>
<tr>
<th>YEAR</th>
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<th>CREDITS</th>
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<td>BUSINESS ENTERPRISE TECHNOLOGY</td>
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**PREFERRED BACKGROUND**
Year 10 Technology Studies

**DIRECTION**
Stage 2 Material Products and Design

**AIMS/OBJECTIVES**
- Through the study of Design and Technology: Material Products, students develop the ability to identify, create, initiate, and develop products, processes, or systems.
- Students learn to use tools, materials, and systems, safely and competently to complete a product.
- Students will explore technologies in contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences.

**FOCUS CAPABILITIES**
The focus capabilities for this subject are personal development, work, and learning.

**CONTENT**

The **Year 11 Furniture I** has a focus on timber carcase construction.
- Students investigate, design and produce a cabinet, such as a bedside unit.
- Students are required to use a range of hand tools, power machinery and portable power tools, with an emphasis on workshop safety in accordance with OHS & W standards.

The **Year 11 Woodwork Toys II** has a focus on toy making.
- Students follow a design brief to construct a rocking horse, employing manufacturing and finishing processes.
- Students will then investigate, design, produce and evaluate their own wooden toy following manufacturing and finishing processes.
- Students are required to use range of hand tools, power machinery and portable power tools, along with an emphasis on workshop safety in accordance with OHS & W standards.
- Students do an assignment exploring technologies in different contemporary and historical settings, analysing the impacts of technology, including social, environmental, and sustainable consequences.

**ASSESSMENT**
Assessment at Stage 1 is school based (assessed internally).
Students demonstrate evidence of their learning through the following assessment types:
- Skills and Application Tasks 20%
- Product 50%
- Folio 30%
(Folio contains documentation of student investigation and planning for product)
## WORKPLACE PRACTICES

<table>
<thead>
<tr>
<th>YEAR</th>
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<th>LEARNING AREA</th>
<th>CREDITS</th>
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<tr>
<td>11</td>
<td>1</td>
<td>FLEXIBLE LEARNING PROGRAMS</td>
<td>10</td>
<td>No</td>
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</table>

| PREFERRED BACKGROUND | Successful completion of Year 10 |

| DIRECTION | This unit provides an additional SACE Group 1 unit as well as recognition as Work Related Studies. It is not offered in Stage 2. |

| AIMS/OBJECTIVES | • To develop the students’ awareness of career opportunities and the wide variety of career pathways.  
• To assist students to make a smooth transition from school to employment or further studies.  
• To access a wide range of information from various sources including Centrelink, work skills programmes and work visits.  
• To expose students to varying work situations through “In School” and “Out of School” work experiences.  
• To assist students with determining career pathways, choosing tertiary studies and other post-secondary options. |

| FOCUS CAPABILITY | The focus capabilities for this subject are personal development, work and learning. |

| CONTENT | • Exposure to a variety of outside speakers.  
• Specialist input with regard to attending an interview, writing application forms, etc.  
• Work experience and placements.  
• Awareness of tertiary and TAFE courses and other post-school options and their requirements.  
• Visits to post-school institutions and information sessions.  
• Role-play.  
• Analysis of student interests and abilities including vocational interest testing. |

| ASSESSMENT | Continuous assessment consisting of formative and summative tasks resulting in A to E grade according to SACE assessment criteria. Assessment consists of assignments, reports and group work. |

| OTHER COMMENT | This is a compulsory enrolment for all Year 11 Students and is part of the Life Skills programme. Completion of One week of Work Experience in Term 2 is compulsory. |
CROSS-DISCIPLINARY

RESEARCH PROJECT
INTEGRATED LEARNING – SPORT AND RECREATION
### RESEARCH PROJECT

<table>
<thead>
<tr>
<th>YEAR</th>
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<th>LEARNING AREA</th>
<th>CREDITS</th>
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<td>2</td>
<td>CROSS DISCIPLINARY</td>
<td>10 Full Year</td>
<td>No</td>
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</table>

#### DIRECTION
The Research Project is a compulsory 10-credit Stage 2 subject that students need to complete with a ‘C’ grade or better to achieve the SACE.

#### AIMS/OBJECTIVES
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.

The Research Project can take many forms, for example:
- Community-based projects
- Technical or practical activities
- Work-related research
- Subject-related research.

In this subject, students will have opportunities to develop one or more of the seven capabilities:
- Literacy
- Numeracy
- Information and Communication Technology
- Critical and Creative Thinking
- Personal and Social
- Ethical Understanding
- Intercultural Understanding

#### CONTENT
Students receive a result in one of two forms:
- Research Project A, or
- Research Project B depending on the external assessment chosen.

Research Project A has an external assessment that may be undertaken in a range of formats.

Research Project B has an external assessment that must be undertaken in written form.

#### ASSESSMENT
School-based assessment 70%
- Folio
- Research Outcome

External assessment 30%
- Evaluation (RPB) or
- Review (RPA)
# SPORT AND RECREATION

<table>
<thead>
<tr>
<th>YEAR</th>
<th>STAGE</th>
<th>LEARNING AREA</th>
<th>CREDITS</th>
<th>EXTERNAL EXAM</th>
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<td>11</td>
<td>1</td>
<td>VET</td>
<td>10</td>
<td>No</td>
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</table>

**PREFERRED BACKGROUND**

NONE

**DIRECTION**

Stage 2 Integrated Learning – Sport Focus

**AIMS/OBJECTIVES**

At the end of Stage 1 Sport and Recreation, students should be able to:
- Demonstrate a wide range of skills from both the Outdoor Education and Personal Training 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.

**CONTENT**

**Semester 1 – Outdoor Education and Bush Survival Skills**

Practical (60%)
- Bushwalking
- Weather interpretation skills
- Fire Building
- Trangie cooking
- Mapping skills
- Various survival skills
- 4-day Camp

Theory (40%)
- Evidence of planning into the practicals
- Reflections on the various practicals
- Camp planning
- Navigational skills

**Semester 2 – Personal Training/Fitness and Health**

Practical (60%)
- Gym Work
- Free-weights
- Circuit training
- Technique work
- Undertaking the various forms of PT and Fitness jobs in the industry
- Base camp excursion

Theory (40%)
- Creating a fitness plan for a fellow student
- Reflections on progress of themselves and their partner
- Small tests focusing on training principles and healthy life-style
- Nutrition, muscles and body, how they work
- Training principles
- Fitness components
Temple Christian College

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