

Springbank  
Secondary  
College



2024

# Curriculum Handbook



## CURRICULUM HANDBOOK

### Australian Curriculum

At Springbank Secondary College the Year 7-10 curriculum is aligned to the Australian Curriculum. It is designed to provide rich and varied learning experiences through interdisciplinary and inquiry-based learning with increasing subject choices in Years 10-12. Students at the College commence the SACE with one subject at Year 10, Exploring Identities and Futures (EIF). Learning programs are adjusted or modified to support additional needs as appropriate.

The College offers a core of compulsory subjects in Year 7, 8, 9 and 10: English, Mathematics, Science, Humanities and Social Sciences (HASS - History, Geography, Business and Enterprise, Civics & Citizenship), the Arts (Performing Arts - Drama and Music and Visual Arts); Health and Physical Education (including Home Economics) and Design and Digital Technology.

At Year 10 the core compulsory subjects are English, Mathematics, Science and HASS and PLP.

The senior school curriculum at Springbank Secondary College is constructed to address all SACE requirements.

### The SACE

The South Australian Certificate of Education (SACE) is a certificate awarded to students who successfully complete their senior secondary education. Students from both government and non-government schools are eligible for the SACE, which is administered by the SACE Board of South Australia. Students studying for the SACE undertake a balanced course of subjects usually over two years - Stage 1 (Year 11) and Stage 2 (Year 12) starting with the EIF in Year 10.

Students who successfully complete the requirements of the SACE will receive a certificate that indicates that they have formally completed secondary schooling. Students may take more than two years to gain the SACE. There is no time limit, only as long as it takes to complete 200 credits of study, some of which are compulsory.

Modified SACE options are available to support the learning and achievement of all students. (See page 62 onwards.)

A goal for all students is to complete their secondary education. In South Australia this means completing the SACE certificate which gives credit for work studied in the senior years of schooling.

Subject offerings included in the online curriculum handbook for senior school students are traditional offerings. More flexible and contemporary offerings are publicised as they become available including Stage 2 offerings at other sites including Stage 2 at the *Australian Science and Mathematics School* and Stage 1 and 2 at *Thebarton Senior College*.

#### *Please note:*

Although every effort is made to maximise student choices, senior school subjects offered in this document will run only if student numbers or staffing are sufficient to make them viable.

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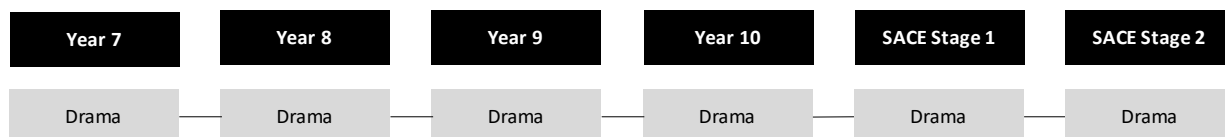
# SUBJECT FLOW CHARTS

## THE ARTS

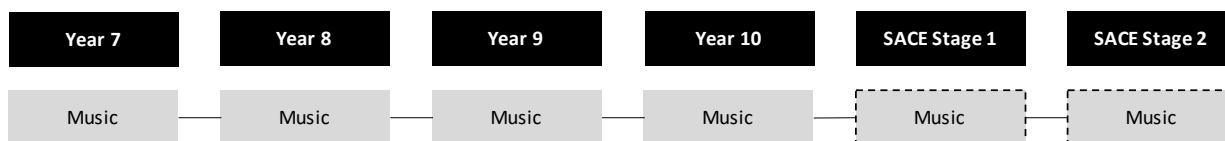
### Visual Arts



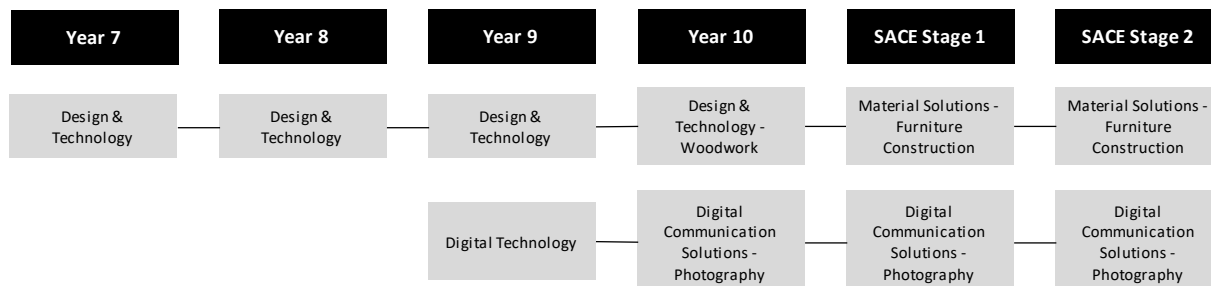
### Drama



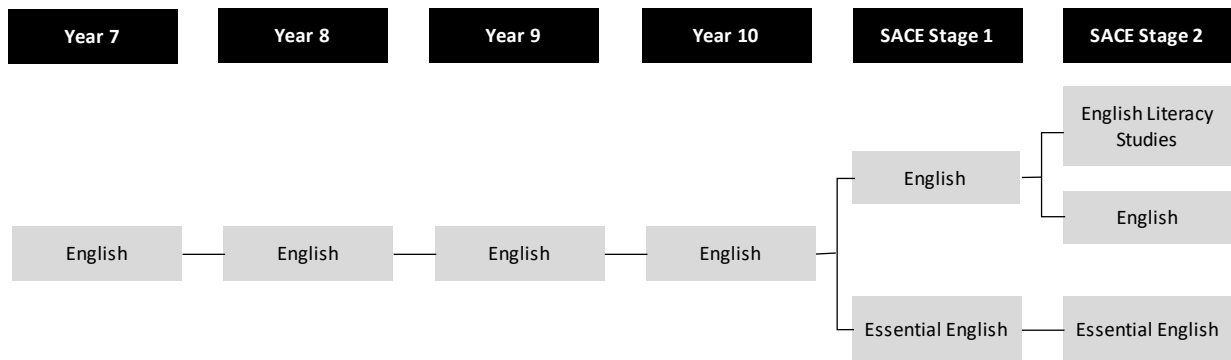
### Music



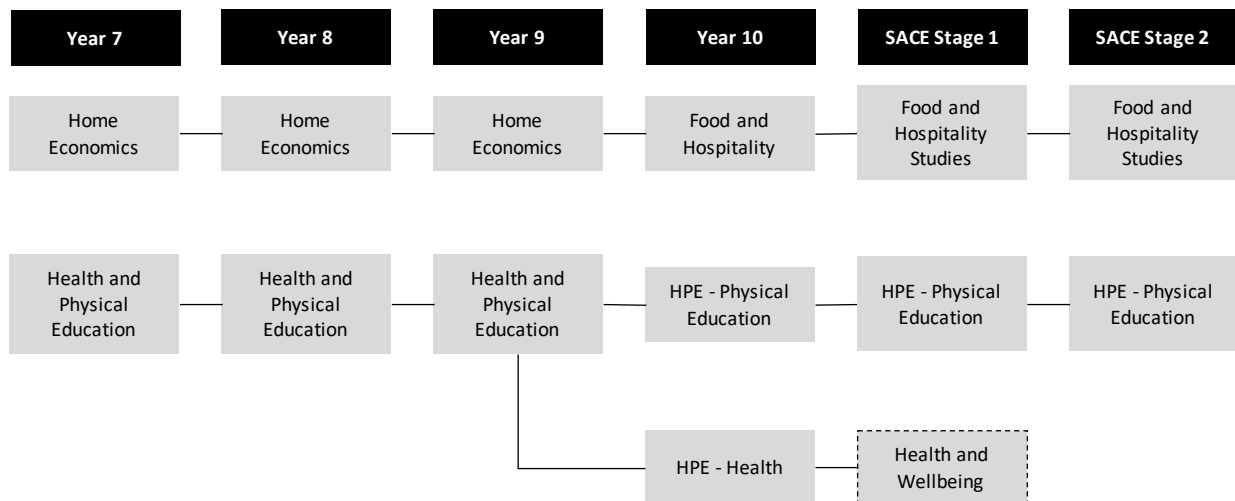
## DESIGN, TECHNOLOGY AND ENGINEERING



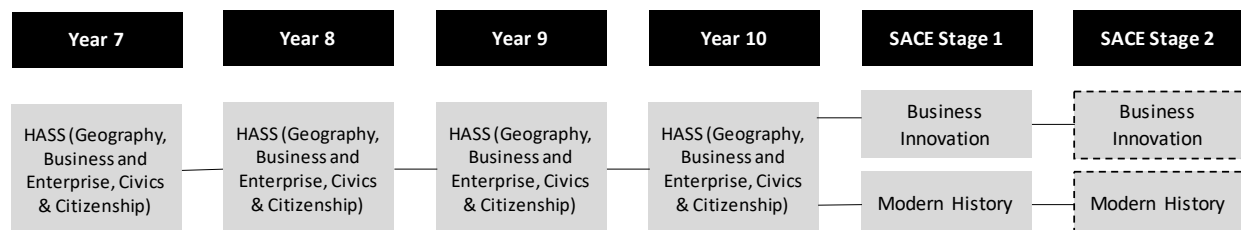
## ENGLISH



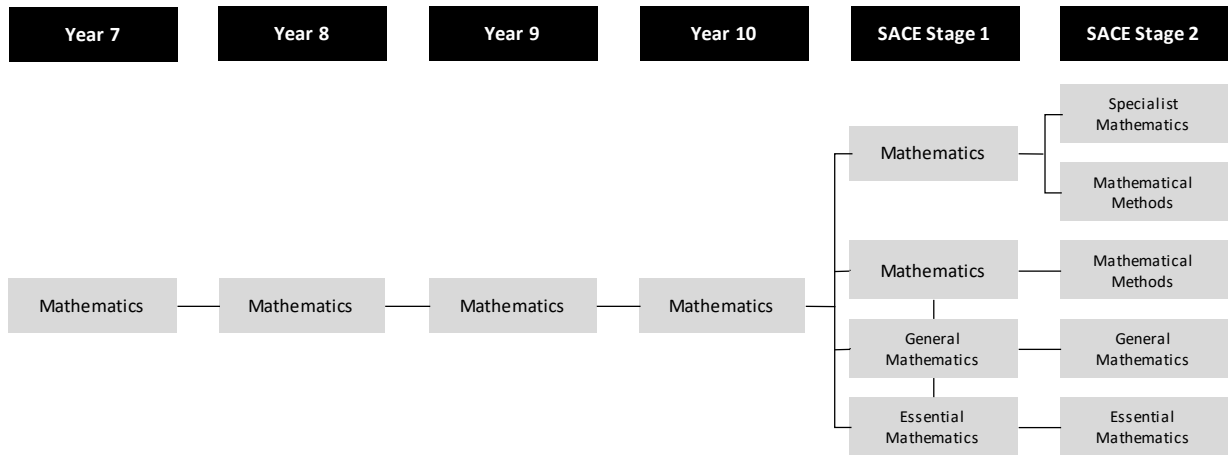
## HEALTH AND PHYSICAL EDUCATION



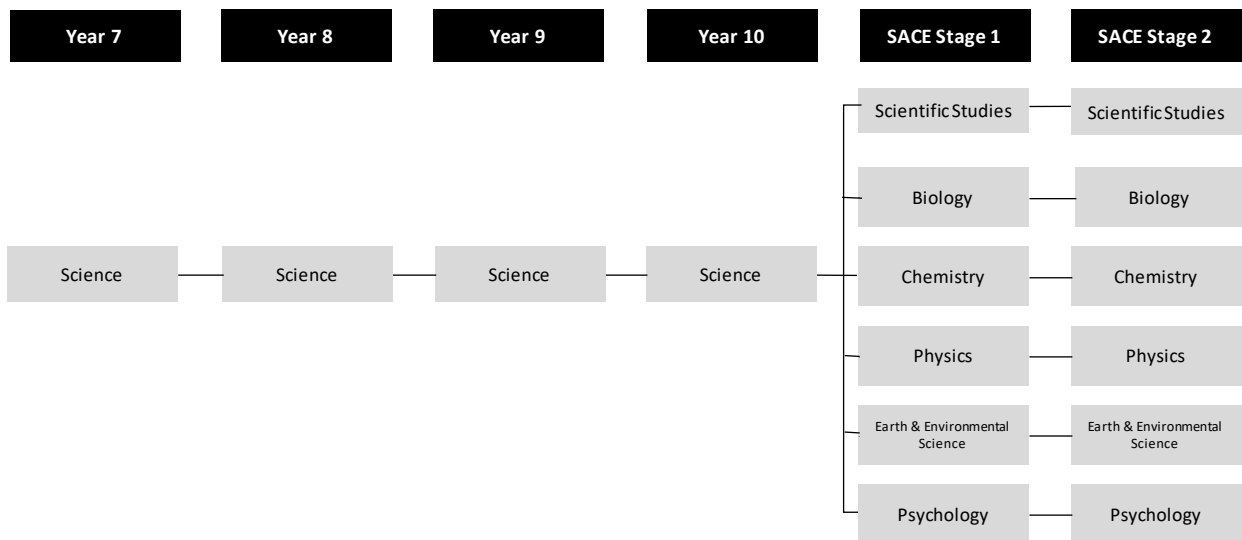
## HUMANITIES AND SOCIAL SCIENCES



## MATHEMATICS

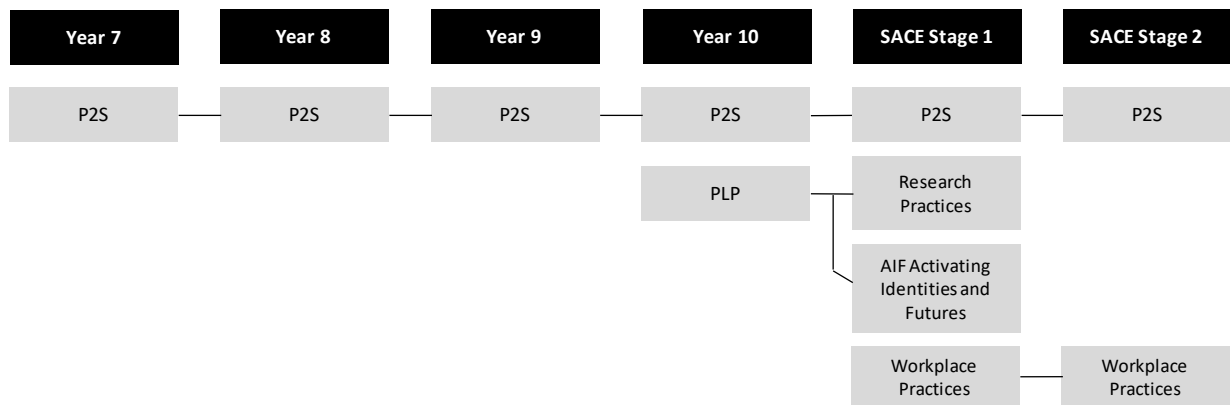


## SCIENCE

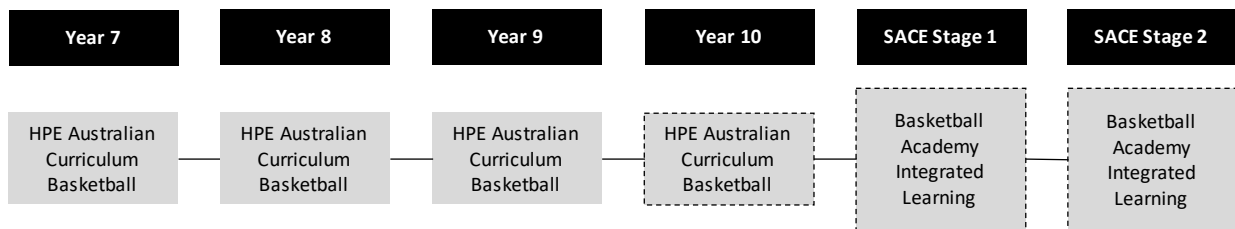


Senior school sciences may be required to be undertaken at another site such as ASMS supported by onsite tutoring.

## CROSS CURRICULUM (PLP, P2S AND RESEARCH PROJECT)



## BASKETBALL ACADEMY



## Year 7

### Year 7 Design and Technology

**Information Contact:** Technology Teacher

**Desired Background:** N/A

**Course Description:**

This course enables students to gain a basic understanding of skills, knowledge and materials. Projects involving solid timber, manufactured boards, plastics and CAD form the basis of the course and individual design and problem solving are given emphasis. The areas covered in this course include:

- Design and manufacture
- Critiquing of projects
- Safe operation of tools and machines

Students will use digital technology to access programs on topics like cyber security, programming (block and scrip based) and web design.

**Assessment:**

Assessment will be through Practical projects and theory exercises.

**Other Comments:** Nil

### Year 7 Drama

**Information Contact:** Drama Teacher

**Desired Background:** N/A

**Course Description:**

Students are introduced to basic theatre concepts and engage in activities that develop personal and interpersonal skills. Topics include ensemble, improvisation, introduction to History of Drama (Ancient Greek Theatre), movement and characterisation and the short one act play.

**Assessment:**

Practical assessment - The successful participation in group exercises, demonstration of a capacity for creative individual expression and the ability to be part of an ensemble.

Keeping a reflective journal, completing a review and a research assignment.

**Other Comments:**

Students may perform their work for other classes at the teacher's discretion and will participate in the whole school showcase (e.g., Beyond MAD).

### Year 7 English

**Information Contact:** English Teacher

**Desired Background:** N/A

**Course Description:**

Students develop their skills in reading, viewing, speaking, listening, writing and creating by working within the three strands of the Australian Curriculum: language, literature and literacy. Within the language strand,



text structure and organisation, language variation and change, language for interaction and expressing ideas are explored.

Literature focuses on exploring context, responding to text, examining text and creating student's own texts. Literacy studies texts in context, interacting with others and interpreting, analysing and evaluating a range of text structures.

**Assessment:**

A range of written, oral and multimodal tasks each term.

**Other Comments:** Nil

## Year 7 HASS (Geography, History, Civics and Citizenship, Enterprise and Business)

**Information Contact:** HASS Teacher

**Desired Background:** N/A

**Course Description:**

**Year 7 History** provides for a study of History from the end of the ancient period to the beginning of the modern era. Students will learn about European and Asian countries and groups circa 650-1740CE. There will be times throughout the year where students will link their historical knowledge and skills with other subject areas, such as English, Science, and Technology.

Areas of skill development include:

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
- Use historical terms and concepts
- Identify the origin, purpose and context of primary and secondary sources

**Year 7 Geography** students explore and analyse the characteristics of the places that make up our world in which we live in, using the concepts of place, space, environment, interconnection, sustainability, scale and change.

Areas of skill development include:

- Different types of landscapes and their distinctive landform features
- Geomorphic processes that produce landforms, including a case study of at least one landform
- Human causes and effects of landscape degradation

**Year 7 Enterprise and Business** students explain how markets operate and recognise why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. Students will apply knowledge of consumers and businesses via the undertaking of their own small business venture.

Areas of skill development include:

- Develop questions about an economic or business issue or event, and plan and conduct an investigation or project
- Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative
- Apply economics and business knowledge, skills and concepts in familiar and new situations

**Year 7 Civics and Citizenship** students will study the different perspectives there are about national identity. They will analyse features of Australian democracy and explain features of Australia's democracy that enable active participation. Students will recognise different types of law in Australia and explain how laws are made.

Areas of skill development include:

- How national identity can shape a sense of belonging in Australia's multicultural society
- The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement
- How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action

**Assessment:**

Students will be assessed using the Australian Curriculum Achievement Standards.

**Other Comments:** Nil

## Year 7 Health and Physical Education

**Information Contact:** Health and Physical Education Teacher

**Desired Background:** N/A

This learning area in the Middle School includes Health and Physical Education, Home Economics and the basketball academy.

**Course Description:**

The *Australian Curriculum: Health and Physical Education* has two interrelated strands:

- Personal, social and community health
- Movement and physical activity

A variety of practical activities and health related theory topics will be delivered so students can enhance their own and others' health and wellbeing and physical activity. Students will take part in cooperative, competitive group and individual activities that require skill development, planning and application of strategies and tactics.

**Assessment:**

Students are assessed in a variety of ways to meet the needs of each student, including Practical performance checklist, assignments and evidence folio activities addressing the General Capabilities.

**Other Comments:** Nil

## Year 7 Home Economics

**Information Contact:** Home Economics Teacher

**Desired Background:** N/A

**Course Description:**

Students will develop personal and teamwork skills by participating in a range of practical experiences. They will develop skills and knowledge of healthy food options for adolescents with emphasis safety and hygiene. They will utilise a range of technologies, tools and equipment to prepare food for individuals and families.

**Assessment:**

Students are assessed holistically based off assessment tasks, design briefs, class participation and practical tasks.

**Assessment examples include:**

- Food safety and hygiene.
- Literacy and Numeracy in the kitchen: Measurements, abbreviations, subject specific vocabulary.
- Design Briefs
- Self-reflection evaluations
- Healthy eating practices

**Other Comments:** Nil

## Year 7 Mathematics

**Information Contact:** Mathematics Teacher

**Desired Background:** N/A

**Course Description:**

The Year 7 Mathematics course is developed using the Proficiency strands of Understanding, Fluency, Problem Solving and Reasoning to enable our students to develop their skills and understanding of the Australian Curriculum content. Students investigate and study mathematical concepts in Number and Algebra (including Index notation, Profit and Loss and Linear relationships), Measurement and Geometry (including time zones and congruent shapes) and Statistics and Probability (including Venn Diagrams).

**Assessment:**

Students will complete a range of assessment tasks in order to demonstrate their achievement against the Year 7 Mathematics Achievement Standard. These tasks may take the form of Directed Investigations, supervised tests or evidence-based learning.

**Other Comments:**

Students will be encouraged to take part in various extra-curricular activities such as the Maths Competition. Students will be given the opportunity to work with technology assisted learning via Maths is Fun and Mathletics as well as other platforms.

## Year 7 Music

**Information Contact:** Music Teacher

**Desired Background:** N/A

**Course Description:**

Students will develop practical skills on keyboard, drums, vocal, tuned percussion and guitar. Students will have many opportunities to explore their own musical interests through listening, composing and performing. They can start as beginning musicians or continue from previous learning. Some of the studies students may undertake include:

- The language of music (notation)
- Specialised music terminology
- History of Blues music
- Creating their own music tracks using digital platforms

Areas of skill development include:

- Reading, writing and talking about music using specific terminology
- Identifying instruments from around the world
- Digital music production skills and programming
- Appropriate and responsible use of software and equipment

**Assessment:** Students are assessed using the Australian Curriculum Achievement Standards.

**Other Comments:** Nil

## Year 7 Science

**Information Contact:** Science Teacher

**Desired Background:** N/A

### Course Description:

Year 7 students are able to develop their scientific inquiry skills through experiencing Cells and Body Systems, Particle Theory and Chemical Reactions, Energy, Heat and Geology as required by the Australian Curriculum. Learning Science as a Human Endeavour (SHE) gives meaning and purpose to the various fields of knowledge studied by our students. Students learn to question their own observations, learn from experimentation (or from the vast pool of knowledge shared by those scientific thinkers who came before them) and become adept at questioning the world around them.

### Assessment:

Various types of assessments may be used, including research assignments, student led inquiries, experiments, laboratory reports and supervised tests. Together these assessment tasks will form the evidence of learning against the Year 7 Science Achievement Standards.

### Other Comments:

Students will be encouraged to participate in extra-curricular activities such as Science Week.

## Year 7 Visual Arts

**Information Contact:** Visual Arts Teacher

**Desired Background:** N/A

### Course Description:

This course is an introduction to the practice of making visual artworks and incorporates elements of design. Students have the ability to explore, make and respond to artworks. This practical oriented course will include the development of skills and techniques in areas such as painting, drawing, printmaking, clay and design.

The course will provide opportunities for students to develop:

- critical and creative thinking using visual arts language
- various problem solving strategies and idea development processes
- knowledge and analysis of art and artists from a historical, contemporary and cultural view
- confidence, imagination and enjoyment when making artworks
- prepare work for display and understand processes of exhibiting work
- an understanding of the arts industry

### Assessment:

- Folio of developmental practical work and final pieces.
- Research and theory work.

**Other Comments:** Nil

## Year 8

### Year 8 Design and Technology

**Information Contact:** Technology Teacher

**Desired Background:** N/A

**Course Description:**

This course enables students to gain a basic understanding of skills, knowledge and materials. Projects involving solid timber, manufactured boards, plastics and CAD form the basis of the course and individual design and problem solving are given emphasis. The areas covered in this course include:

- Design and manufacture
- Critiquing of projects
- Safe operation of tools and machines

Students will use digital technology to access programs on topics like cyber security, programming (block and scrip based) and web design.

**Assessment:**

Assessment will be through practical projects and theory exercises.

**Other Comments:** Nil

### Year 8 Drama

**Information Contact:** Drama Teacher

**Desired Background:** N/A

**Course Description:**

Students are introduced to basic theatre concepts and engage in activities that develop personal and interpersonal skills. Topics include ensemble, improvisation, introduction to History of Drama (Ancient Greek Theatre), movement and characterisation and the short one act play.

**Assessment:**

Practical assessment - The successful participation in group exercises, demonstration of a capacity for creative individual expression and the ability to be part of an ensemble.

Keeping a reflective journal, completing a review and a research assignment.

**Other Comments:**

Students may perform their work for other classes at the teacher's discretion and will participate in the whole school showcase (e.g., Beyond MAD).

### Year 8 English

**Information Contact:** English Teacher

**Desired Background:** N/A

**Course Description:**

Students develop their skills in reading, viewing, speaking, listening, writing and creating by working within the three strands of the Australian Curriculum: language, literature and literacy. Within the language strand,

text structure and organisation, language variation and change, language for interaction and expressing ideas are explored.

Literature focuses on exploring context, responding to text, examining text and creating student's own texts. Literacy studies texts in context, interacting with others and interpreting, analysing and evaluating a range of text structures.

**Assessment:**

A range of written, oral and multimodal tasks each term.

**Other Comments:** Nil

## Year 8 HASS (Geography, History, Civics and Citizenship, Enterprise and Business)

**Information Contact:** HASS Teacher

**Desired Background:** N/A

**Course Description:**

**Year 8 History** provides for a study of History from the end of the ancient period to the beginning of the modern era. Students will learn about European and Asian countries and groups circa 650-1740CE. There will be times throughout the year where students will link their historical knowledge and skills with other subject areas, such as English, Science, and Technology.

Areas of skill development include:

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- Use historical terms and concepts
- Identify the origin, purpose and context of primary and secondary sources

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Areas of skill development include:

- Different types of landscapes and their distinctive landform features
- Geomorphic processes that produce landforms, including a case study of at least one landform
- Human causes and effects of landscape degradation

**Year 8 Enterprise and Business** students explain how markets operate and recognise why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. Students will apply knowledge of consumers and businesses via the undertaking of their own small business venture.

Areas of skill development include:

- Develop questions about an economic or business issue or event, and plan and conduct an investigation or project
- Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative
- Apply economics and business knowledge, skills and concepts in familiar and new situations

**Year 8 Civics and Citizenship** students will study the different perspectives there are about national identity. They will analyse features of Australian democracy and explain features of Australia's democracy that enable active participation. Students will recognise different types of law in Australia and explain how laws are made.

Areas of skill development include:

- How national identity can shape a sense of belonging in Australia's multicultural society
- The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement
- How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action

**Assessment:**

Students will be assessed using the Australian Curriculum Achievement Standards.

**Other Comments:** Nil

## Year 8 Health and Physical Education

**Information Contact:** Health and Physical Education Teacher

**Desired Background:** N/A

This learning area in the Middle School includes Health and Physical Education, Home Economics and the basketball academy.

**Course Description:**

The *Australian Curriculum: Health and Physical Education* has two interrelated strands:

- Personal, social and community health
- Movement and physical activity

A variety of practical activities and health related theory topics will be delivered so students can enhance their own and others' health and wellbeing and physical activity. Students will take part in cooperative, competitive group and individual activities that require skill development, planning and application of strategies and tactics.

**Assessment:**

Students are assessed in a variety of ways to meet the needs of each student, including Practical performance checklist, assignments and evidence folio activities addressing the General Capabilities.

**Other Comments:** Nil

## Year 8 Home Economics

**Information Contact:** Home Economics Teacher

**Desired Background:** N/A

**Course Description:**

Students will develop personal and teamwork skills by participating in a range of practical experiences. They will develop skills and knowledge of healthy food options for adolescents with emphasis safety and hygiene. They will utilise a range of technologies, tools and equipment to prepare food for individuals and families.

**Assessment:**

Students are assessed holistically based off assessment tasks, design briefs, class participation and practical tasks.

**Assessment examples include:**

- Food safety and hygiene.
- 'Let's lunch locally' – emphasising the importance of local ingredients and sustainability factors in food as well as the Australian Dietary Guidelines.
- Asian Influences on Australian food trends.
- Self-reflection and evaluation.
- Literacy and Numeracy in the kitchen: Measurements, abbreviations, subject specific vocabulary.

**Other Comments:** Nil

**Year 8 Mathematics**

**Information Contact:** Mathematics Teacher

**Desired Background:** N/A

**Course Description:**

The Year 8 Mathematics course is developed using the Proficiency strands of Understanding, Fluency, Problem Solving and Reasoning to enable our students to develop their skills and understanding of the Australian Curriculum content. Students investigate and study mathematical concepts in Number and Algebra (including Index notation, Profit and Loss and Linear relationships), Measurement and Geometry (including time zones and congruent shapes) and Statistics and Probability (including Venn Diagrams).

**Assessment:**

Students will complete a range of assessment tasks in order to demonstrate their achievement against the Year 8 Mathematics Achievement Standard. These tasks may take the form of Directed Investigations, supervised tests or evidence-based learning.

**Other Comments:**

Students will be encouraged to take part in various extra-curricular activities such as the Maths Competition.

Students will be given the opportunity to work with technology assisted learning via Maths is Fun and Mathletics as well as other platforms.

**Year 8 Music**

**Information Contact:** Music Teacher

**Desired Background:** N/A

**Course Description:**

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Students will have many opportunities to explore their own musical interests through listening, composing and performing. They can start as beginning musicians or continue from previous learning. Some of the studies students may undertake include:

- The language of music (notation)
- Specialised music terminology
- History of Blues music
- Creating their own music tracks using digital platforms



Areas of skill development include:

- Reading, writing and talking about music using specific terminology
- Identifying instruments from around the world
- Digital music production skills and programming
- Appropriate and responsible use of software and equipment

**Assessment:** Students are assessed using the Australian Curriculum Achievement Standards.

**Other Comments:** Nil

## Year 8 Science

**Information Contact:** Science Teacher

**Desired Background:** N/A

### **Course Description:**

Year 8 students are able to develop their scientific inquiry skills through experiencing Cells and Body Systems, Particle Theory and Chemical Reactions, Energy, Heat and Geology as required by the Australian Curriculum. Learning Science as a Human Endeavour (SHE) gives meaning and purpose to the various fields of knowledge studied by our students. Students learn to question their own observations, learn from experimentation (or from the vast pool of knowledge shared by those scientific thinkers who came before them) and become adept at questioning the world around them.

### **Assessment:**

Various types of assessments may be used, including research assignments, student led inquiries, experiments, laboratory reports and supervised tests. Together these assessment tasks will form the evidence of learning against the Year 8 Science Achievement Standards.

### **Other Comments:**

Students will be encouraged to participate in extra-curricular activities such as Science Week.

## Year 8 Visual Arts

**Information Contact:** Visual Arts Teacher

**Desired Background:** N/A

### **Course Description:**

This course is an introduction to the practice of making visual artworks and incorporates elements of design. Students have the ability to explore, make and respond to artworks. This practical oriented course will include the development of skills and techniques in areas such as painting, drawing, printmaking, clay and design. The course will provide opportunities for students to develop:

- critical and creative thinking using visual arts language
- various problem solving strategies and idea development processes
- knowledge and analysis of art and artists from a historical, contemporary and cultural view
- confidence, imagination and enjoyment when making artworks
- prepare work for display and understand processes of exhibiting work
- an understanding of the arts industry

### **Assessment:**

- Folio of developmental practical work and final pieces.
- Research and theory work.

**Other Comments:** Nil

## Year 9

### Year 9 Design and Technology

**Information Contact:** Technology Teacher

**Desired Background:** N/A

**Course Description:**

This course enables students to gain a basic understanding of the skills, knowledge, materials and processes associated with modern woodworking. Projects involving solid timber, manufactured boards, plastics and CAD form the basis of the course and individual design and problem solving are given major emphasis.

This course develops knowledge and skills in the following woodworking areas:

- Uses of hand tools
- Drilling machines
- Bandsaw and wood lathes
- Products used for fixings
- Adhesives and finishing procedures
- Project planning and design
- Freehand sketching
- Orthographic projection
- Problem solving and safety

Assembling more than one component in the manufacture of a product and project evaluation are key components of the course. A theory component is also undertaken.

**Assessment:**

Assessment will be through practical projects and theory exercises.  
A design brief will be required, including sketches, drawings and an evaluation.

**Other Comments:** Nil

### Year 9 Digital Technology

**Information Contact:** Technology Teacher

**Desired Background:** N/A

**Course Description:**

This course enables students to gain a basic understanding of digital technology. Students will look at a range of topics including cyber security, block and script based programming, HTML web design. Students will also learn to use CAD to design products. They will manipulate images for conversion to machine code.

**Assessment:**

Assessment will be through practical projects and theory exercises.

**Other Comments:** Nil

## Year 9 Drama

**Information Contact:** Drama Teacher

**Desired Background:** N/A

**Course Description:**

Students develop their knowledge of the history of theatre during the ancient classical period. They also explore human ritual as a dramatic form. They will develop script writing skills with a view to performing their own works in a class performance and as part of the whole school showcase (e.g., Beyond MAD). Students continue to develop on and off-stage theatre skills.

**Assessment:**

Practical assessment - The successful participation in group exercises, demonstration of a capacity for creative individual expression and the ability to be part of an ensemble.

Keeping a reflective journal, completing a review and a research assignment.

**Other Comments:**

The class performance is a demonstration of student mastery of the theatre and stage skills and knowledge developed over the semester. As such, this is the major assessment focus for this subject.

## Year 9 English

**Information Contact:** English Teacher

**Desired Background:** N/A

**Course Description:**

The Australian Curriculum for English has three interrelated strands of language, literature and literacy. Students develop skills in reading, writing, viewing, speaking and listening.

The subject includes:

- Formal study of texts
- Creating a range of original texts
- Understanding the structure of a range of texts
- Speaking and listening skills
- Language conventions and formalities.

**Assessment:**

A range of written, oral and multimodal tasks each term.

**Other Comments:** Nil

## Year 9 HASS (Geography, History, Civics and Citizenship, Enterprise and Business)

**Information Contact:** HASS Teacher

**Desired Background:** N/A

**Course Description:**

**Year 9 Geography** students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students

analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.

Students will study the following:

- Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity
- Environmental, economic and technological factors that influence crop yields in Australia and across the world

<http://www.scootle.edu.au/ec/search?accContentId=ACHGS068>

**Year 9 History** students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students will study the following:

- The industrial revolution
- Great Bengal famine of 1770

**Year 9 Civics and Citizenship** students evaluate features of Australia's political system and identify and analyse the influences on people's political choices. They explain the key principles of Australia's system of justice and analyse the role of Australia's court system. They analyse a range of factors that influence identities and attitudes to diversity. They reflect on how groups participate and contribute to civic life.

Students will study the following:

- What factors influence Australian democracy
- How the media portrays and influences political issues

**Year 9 Enterprise and Business** students explain the role of the Australian economy in allocating and distributing resources and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace.

Students will study the following:

- Australia as a trading nation and its place within the rising economies of Asia and broader global economy
- Why and how participants in the global economy are dependent on each other

**Assessment:** Students will be assessed using the Australian Curriculum Achievement Standard.

**Other Comments:** Nil

## Year 9 Health and Physical Education

**Information Contact:** Health and Physical Education Teacher

**Desired Background:** N/A

### Course Description:

The *Australian Curriculum: Health and Physical Education* has two interrelated strands:

- Personal, social and community health
- Movement and physical activity

A variety of practical activities and health related theory topics will be delivered so students can enhance their own and others' health and wellbeing and physical activity. Students will take part in cooperative, competitive group and individual activities that require skill development, planning and application of strategies and tactics.

**Assessment:**

Students are assessed in a variety of ways to meet the needs of each student, including Practical performance checklist, assignments and evidence folio activities addressing the General Capabilities.

**Other Comments:** Nil

### Year 9 Home Economics

**Information Contact:** Home Economics Teacher

**Desired Background:** N/A

**Course Description:**

Students will develop appropriate skills and knowledge in relation to food, nutrition and food preparation. Students will explore the historical factors that have influenced eating patterns in Australia with particular focus on multiculturalism and the political and social changes of the family unit.

**Assessment:**

Students are assessed holistically based off assessment tasks, design briefs, class participation and practical tasks.

**Assessment examples include:**

- Food safety and hygiene.
- Eat Well Be Well – What is food? Nutrients in food, digestion and selecting food wisely.
- Snack Attack – based on the *Live Lighter* campaign.
- That Sugar Film – work modules
- Interdisciplinary module – Drumsticks in collaboration with Science, Music and English curriculum areas.

**Other Comments:** Nil

### Year 9 Mathematics

**Information Contact:** Mathematics Teacher

**Desired Background:** N/A

**Course Description:**

Our Year 9 Mathematics course is developed using the proficiency strands of understanding, fluency, problem solving and reasoning to enable our students to develop their skills and understanding of the Australian Curriculum content. Students investigate and study mathematical concepts in number and algebra (including real numbers and money and financial mathematics), measurement and geometry (including volume calculations and trigonometric investigations) and statistics and probability (including chance and population statistics).

**Assessment:**

Students will be given a range of assessment tasks in order to demonstrate their achievement against the Year 9 Mathematics Achievement Standard. These tasks may take the form of directed or design investigations, supervised tests, ongoing portfolio or evidence-based learning.

**Other Comments:** Nil

## Year 9 Music

**Information Contact:** Music Teacher

**Desired Background:** N/A

**Course Description:**

Students will work to develop a proficient level of skill on percussion or an identified instrument. Practical lessons will allow students to prepare and present music in the class band and as soloists. Students will begin to explore music industry skills, starting with safe management of live sound equipment such as microphones, cables, amplifiers and speakers.

Areas of skill development include:

- Music notation and terminology
- Practical music playing/singing skills
- Composing digital music works

**Assessment:** Students are assessed using the Australian Curriculum Achievement Standards.

**Other Comments:** Nil

## Year 9 Science

**Information Contact:** Science Teacher

**Desired Background:** N/A

**Course Description:**

Year 9 students are able to develop their scientific inquiry skills through experiencing ecosystems, radioactivity, chemical reactions, plate tectonics and wave motion as outlined by the Australian Curriculum. Science as a Human Endeavour (SHE) gives meaning and purpose to the various fields of knowledge studied by our students. Students learn to question their own observations, learn from experimentation (or from the vast pool of knowledge shared by those scientific thinkers who came before them) and become adept at questioning the world around them.

**Assessment:**

Various types of assessments may be used, including research assignments, student led inquiries, experiments, laboratory reports and supervised tests. Together these assessment tasks will form the evidence of learning against the Year 9 Science Achievement Standard.

**Other Comments:**

Students will be encouraged to participate in extra-curricular activities such as Science Week.

## Year 9 Visual Arts

**Information Contact:** Visual Arts Teacher

**Desired Background:** N/A

### **Course Description:**

They build on and further develop their learning from year 8 Visual Arts. This course will emphasise the practical side of art and will include techniques in areas such as painting, drawing, printmaking, design, technologies and sculpture.

The course will provide opportunities for students to develop:

- critical and creative thinking using visual arts language
- various problem solving strategies and idea development processes
- knowledge and analysis of art and artists from a historical, contemporary and cultural view
- confidence, imagination and enjoyment when making artworks
- prepare work for display and understand processes of exhibiting work
- an understanding of the arts industry

### **Assessment:**

- Folio of developmental practical work and final pieces.
- Research and theory work.

### **Other Comments:**

This course will support students who have an interest in pursuing the Visual Arts at Year 10, 11 and 12.

## Year 10

### Year 10 Design Technologies: Digital Communication Solutions: Photography

**Information Contact:** Digital Communication Solutions: Photography Teacher

**Desired Background:** N/A

**Course Description:**

Students are guided in learning in-camera techniques with quality D-SLR cameras and are introduced to current post-production enhancement techniques. They use Adobe Suite with related software to enhance and improve photos. Students edit photos to demonstrate current and popular photographic conventions with the aim to produce high quality photographic images for reproduction and exhibition. Students publish their photos using online applications and services.

**Assessment:**

Students are assessed using the Australian Curriculum Achievement Standards.

**Other Comments:** Nil

### Year 10 Design and Technology - Woodwork

**Information Contact:** Technology Teacher

**Desired Background:** N/A

**Course Description:**

This course is based upon an individually designed assignment using framing joints or solid carcass construction. Wood turning is an option during this course. Technical writing, designing and graphics will be related to the student design brief.

Students design and complete:

- Working drawing (CAD)
- Cost and construction procedure for the project
- Stain and apply clear finish if desired
- Evaluation of final product and processes.

Students will make at least one project using a plate jointing machine and possibly a range of portable power tools.

**Assessment:**

Assessment will be through practical projects and theory exercises.  
A design brief will be required, including sketches, drawings and an evaluation.  
This will be foundation work for the "Folio" required at Stage 1 and 2

**Other Comments:**

Each student will be allocated \$20 for consumables and materials at the commencement of the course. Costs in excess of \$20 are to be met by the student.



## Year 10 Drama

**Information Contact:** Drama Teacher

**Desired Background:** Year 9 Drama

**Course Description:**

Students develop their knowledge of performance and production skills and techniques. Specific areas include ensemble, improvisation, set design, lighting, sound, costume and makeup effects and stage direction.

**Assessment:**

Group performance and rehearsal /construction process (including technical and backstage crew), research tasks including writing reviews of a live performance, keeping a detailed and reflective journal of their learning and experience and participation in the whole school showcase (e.g., Beyond MAD).

**Other Comments:**

Learning experiences in Year 10 Drama are designed to prepare students for the theoretical and practical requirements of Drama in the SACE. The group performance, rehearsal, construction and theory components of the course are therefore given equal weighting.

## Year 10 English

### Full Year

**Information Contact:** English Teacher

**Desired Background:** N/A

**Course Description:**

This course aims to develop student skills in reading, viewing, speaking, listening, writing and creating texts within the Australian Curriculum strands of language, literature and literacy. In the formal study of a variety of text types, students develop an understanding of the way texts are constructed for a variety of purposes and audiences. Students compose their own texts that are expressive and appropriately structured. Students develop skills in working with others and confidence in speaking to an audience. Students also develop their skills in critically analysing a variety of text types and genres.

**Assessment:**

A range of written, oral and multimodal tasks each term.

**Other Comments:**

This subject provides opportunities for students to develop skills in preparation for Stage 1 English.

## Year 10 Food and Hospitality

**Information Contact:** Food and Hospitality Teacher

**Desired background:** Year 8 or 9 Home Economics

**Course Description:**

Student's design and prepare a healthy meal utilising locally sourced produced with a focus on food sustainability and how our food choices impact the environment. Contemporary trends and styles will be investigated and incorporating an interdisciplinary approach to learning. Learning areas such as the Arts, Media and Business and Enterprise for topics such as product development and production as well as learning areas including Biology for topics such as how food impacts mood and wellbeing.

**Assessment:**

Students will be assessed holistically based on assessment tasks, class participation and practical exams.

**Assessment examples include:**

- Food and Mood
- The science of cooking
- 'Flavour forecast' challenge
- Contemporary food trends in local cafés

**Other Comments:** Nil

**Year 10 HASS (Civics and Citizenship, Enterprise and Business)**

**Information Contact:** HASS Teacher

**Desired Background:****Course Description:**

Students develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. Students look into the ways governments manage economic performance to improve living standards, along with the reasons why economic performance and living standards differ within and between economies. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce and function in key economies.

**Year 10 Health and Physical Education**

**Information Contact:** Health and Physical Education Teacher

**Desired Background:** N/A

**Course Description:**

The *Australian Curriculum: Health and Physical Education* has two interrelated strands:

- Personal, social and community health
- Movement and physical activity

Theory topics include *Community Health, Making Healthy and Safe Choices, Refining Movement Skills and Developing Movement Concepts and Strategies*. Students explore their own physical capacities and analyse performance, health and lifestyle issues.

**Assessment:**

Students are assessed in a variety of ways to meet the needs of each student, including Practical performance checklist, assignments and evidence folio activities addressing the General Capabilities.

**Other Comments:** Nil

## Year 10 Mathematics

**Information Contact:** Mathematics Teacher

**Desired Background:** N/A

### **Course Description:**

Our Year 10 Mathematics course is developed using the proficiency strands of understanding, fluency, problem solving and reasoning to enable our students to develop their skills and understanding of the Australian Curriculum content. Students investigate and study mathematical concepts in number and algebra (including simple and compound interest and factorising equations), measurement and geometry (including Pythagoras's Theorem) and statistics and probability (including comparison and interpretation of statistical data).

### **Assessment:**

Students will be given a range of assessment tasks in order to demonstrate their achievement against the Year 10 Mathematics Achievement Standards. These tasks may take the form of Directed Investigations or supervised tests.

**Other Comments:** Nil

## Year 10 Music

**Information Contact:** Music Teacher

**Desired Background:** Successful completion of Year 9 Music

### **Course Description:**

Students will learn a musical instrument of their choice and/or voice so that they can begin to develop specialist technical skills. Practical lessons will allow students to prepare and present music in the class band and as soloists. Students will explore post-school options with the music industry and identify pathways to these.

Areas of skill development include:

- Music notation and terminology
- Practical music playing/singing skills
- Composing digital music works

**Assessment:** Students are assessed using the Australian Curriculum Achievement Standards.

**Other Comments:** Nil

## Year 10 Science

**Information Contact:** Science Teacher

**Desired Background:** N/A

### **Course Description:**

Year 10 students are able to develop their scientific inquiry skills through experiencing genetics, trends in the Periodic Table, earth and space science and motion as outlined by the Australian Curriculum. Science as a Human Endeavour (SHE) gives meaning and purpose to the various fields of knowledge studied by our students. Students learn to question their own observations, learn from experimentation and become adept at questioning the world around them.

**Assessment:**

Various types of assessments may be used, including research assignments, student led inquiries, experiments, laboratory reports and supervised tests. Together these assessment tasks will form the evidence of learning against the Year 10 Science Achievement Standard.

**Other Comments:**

Students will be encouraged to participate in extra-curricular activities such as Science Week.

**Year 10 Visual Arts**

**Information Contact:** Visual Arts Teacher

**Desired Background:** Successful completion of Year 9 Visual Arts

**Course Description:**

Students build on and extend their previously acquired skills from Year 8 and 9 Visual Arts. They will be encouraged to express their own ideas and further develop techniques in areas such as painting, drawing, printmaking, sculpture and technologies with a written supporting artist's statement.

The Visual Study includes experimentation of style, media and techniques based on research and analysis of artist's work.

**Assessment:**

- Folio of developmental practical work
- Resolved final practical including an artist's statement
- Visual Study

**Other Comments:** Nil

**Exploring Identities and Futures (EIF) (Stage 1)**

**Information Contact:** EIF Teacher

**Desired Background:** N/A

**Course Description:**

In this subject, you will have the opportunity to:

- Explore identity and belonging
- Develop agency
- Pursue and develop an area of interest that matters to you

**Assessment:**

AT1: Exploring Me and Who I Want to Be 50%

- Explore identity through strengths, values, interests, skills, and/or capabilities
- Identify positive influences and connections in your life and how they will help in the future
- Develop a sense of agency

AT2: Taking Action and Showcasing My Capabilities 50%

- Plan, implement and reflect on an action related to strengths, interests, skills, values, or linked to a future goal.

**Other Comments:** Exploring Identities and Futures (EIF) is a compulsory subject. All students must successfully complete EIF with a C grade or higher in order to achieve their SACE.

## THE SACE (South Australian Certificate of Education)

### What is the SACE?

Students who successfully complete the requirements are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (normally undertaken in Year 12).

### How do students get the SACE?

Students can gain their SACE in the equivalent of two years of full-time study:

- Stage 1, mostly undertaken in Year 11, except for the Exploring Identities and Futures (EIF), undertaken in Year 10.
- Stage 2, which most students undertake 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 (A+ to E- at Stage 2). For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

- Exploring Identities and Futures (10 credits at Stage 1)
- Literacy – 20 credits from a range of English subjects (Stage 1)
- Numeracy – 10 credits from a range of mathematics subjects (Stage 1)
- Activating Identities and Futures – an in-depth major project (10 credits at Stage 2)
- Other 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.

### Modified SACE

Springbank Secondary College and the SACE Board make adjustments in curriculum and assessment to enable students with disability to access and participate in SACE programs, and associated assessments, on the same basis as other students.

To meet the learning needs of individual students with significant impairment in intellectual functioning and/or adaptive behaviours associated with their disability, the SACE Board makes available a set of modified subjects. Modified subjects are highly individualised subjects in which curriculum and assessment are designed around development of one or more SACE capabilities and personal learning goals that are appropriate for the student.

### What is community learning?

Students are able to earn SACE credits for community learning in two ways – Community-developed Programs and Self-directed Community Learning.

Community-developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service. Program details are updated as new information becomes available.

Self-directed Community Learning is gained through informal community activities such as coaching a sports team, being the primary carer of a family member, or leading an environmental project in the community.

Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

For more information on community learning, visit:

[www.sace.sa.edu.au](http://www.sace.sa.edu.au)

### **University and TAFE entry**

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 90 credits at Stage 2, including three Stage 2 subjects worth 20 credits each. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses.

Full details of university and TAFE entry requirements are included in the Tertiary Entrance Booklet published by the South Australian Tertiary Admissions Centre. Go to the SATAC website for more information.

[www.satac.edu.au](http://www.satac.edu.au)

### **Interstate, overseas and adult students**

SACE Board will grant status for equivalent learning in recognised areas for interstate, overseas and adult students. For more information about meeting the Stage 1 compulsory requirements, visit:

[www.sace.sa.edu.au/the-sace/students-families](http://www.sace.sa.edu.au/the-sace/students-families)

### **Students Online**

Students Online is a one-stop-shop for information about an individual student's SACE. It can help students:

- plan their SACE and look at different subject, or
- subject and course, combinations
- check their progress towards completing their SACE
- access their results.

Students can log in to Students Online using their SACE registration number and pin at:

[www.sace.sa.edu.au/students-online](http://www.sace.sa.edu.au/students-online)

Springbank Secondary College has a dedicated Career website that will support students and families with post school options.

[www.springbankscareers.com](http://www.springbankscareers.com)

# SACE Requirements

**Stage 1 Personal Learning Plan**  
compulsory subject at a C grade or better

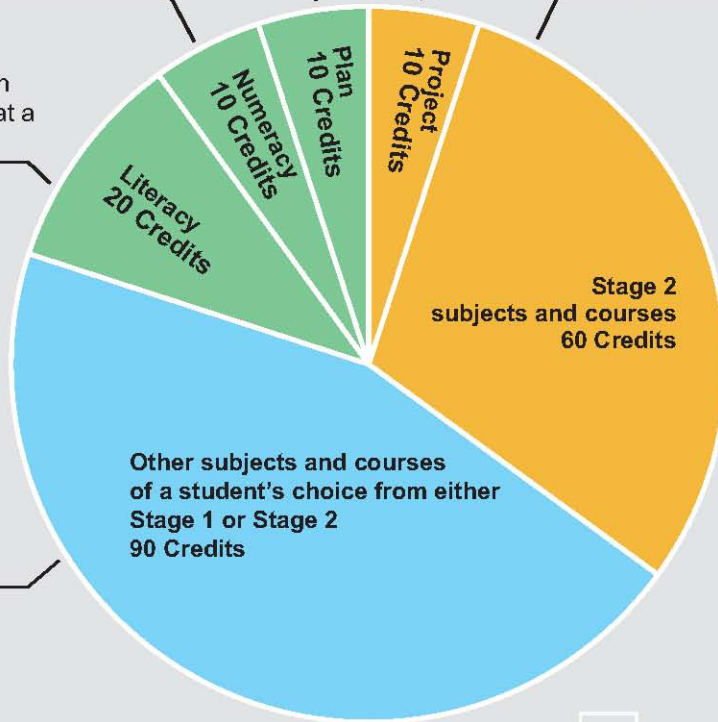
**Stage 2 Research Project**  
compulsory subject at a C grade or better

**Numeracy**  
from a range of mathematics subjects and courses at a C grade or better

**Stage 2**  
from a range of subjects and courses at a C grade or better

**Literacy**  
from a range of English subjects and courses at a C grade or better

**Other**  
Stage 1 or Stage 2 subjects and courses



**SACE = 200 Credits**

- Stage 1 = 40 Credits
- Stage 2 = 70 Credits
- Stage 1 or 2 = 90 Credits



## SCHOOL OF LANGUAGES

The option for students who wish to complete or undertake Languages at a senior school level for their SACE is available through enrolment at the School of Languages.

The School of Languages is a specialist government school providing programs in a broad range of languages, which complement and supplement language programs offered in mainstream schools.

School of Languages courses are available to students unable to study the language of their choice in their school.

### Language Courses: SACE Stages 1-2

#### Languages offered

Afrikaans	German	Persian
Arabic	Hindi	Pitjantjatjara
Auslan	Indonesian	Polish
Bosnian	Italian	Punjabi
Chinese	Japanese	Serbian
Croatian	Khmer	Spanish
Dinka	Korean	Vietnamese
French	Nepali	

All courses are after hours, one lesson per week.  
A range of locations are available.

#### Levels

Most languages are offered at SACE Stages 1 and 2 levels. Some languages are offered at Year 7, 8, 9 and 10 levels.

#### How to Enrol

Speak to the Senior Leader Student Pathways who will contact the School of Languages.

For more information about the School of Languages, please visit them at [www.schooloflanguages.sa.edu.au](http://www.schooloflanguages.sa.edu.au)

## RECOGNISED COMMUNITY-DEVELOPED PROGRAMS

Organisation	Start date	Award/Program	SACE Stage	SACE Credits	Area of Community Learning
Adelaide Basketball Pty. Ltd.	1 January 2021	Adelaide 36ers Academy Schools Program with XVenture	Stage 1	10	Sports Skills and Management
Australian Air Force Cadets	1 January 2004	Home Training – Proficiency course	Stage 1	20	Self-development
		Home Training – Advanced course	Stage 1	20	
		Home Training – Qualified course	Stage 2	20	
Australian and New Zealand Cultural Arts Limited	1 January 2003	Music Practical Grade 5	Stage 1	10	Performance
		Music Practical Grade 6	Stage 2	10	
		Music Practical Grade 7	Stage 2	10	
		Music Practical Grade 8	Stage 2	10	
Australian Army Cadets	1 January 2004	Cadet Training Unit Course	Stage 1	10	Self-development
		Junior Leaders Course (Corporal)	Stage 1	10	
Australian Army Cadets	1 January 2019	Cadet Level 2	Stage 1	10	Self-development
		Cadet Level 3	Stage 1	10	
		CDT Leadership – Cadet Corporal/Cadet Lance Corporal	Stage 1	10	
		CDT Leadership – Cadet Sergeant	Stage 1	10	
		CDT Leadership – Cadet Warrant Officer / Cadet Under Officer	Stage 2	20	
Australian Business Week	1 January 2010	Enterprise Education Program	Stage 1	10	Work Skills and Career Development
Australian Guild of Music Education	1 January 2001	Practical Music Grade 5	Stage 1	10	Performance
		Practical Music Grade 6	Stage 2	10	
		Practical Music Grade 7	Stage 2	10	
		Practical Music Grade 8	Stage 2	10	
Australian Music Examinations Board	9 July 2018	Rockschool London <i>Performance Certificate</i> Grade 5	Stage 1	10	Performance
		Rockschool London <i>Performance Certificate</i> Grade 6	Stage 2	10	
		Rockschool London <i>Performance Certificate</i> Grade 7	Stage 2	10	
		Rockschool London <i>Performance Certificate</i> Grade 8	Stage 2	10	
		Rockschool London Grade 5	Stage 1	10	
		Rockschool London Grade 6	Stage 2	10	
		Rockschool London Grade 7	Stage 2	10	
		Rockschool London Grade 8	Stage 2	10	
Australian Music Examinations Board	1 January 2003	Practical Music Grade 5 Comprehensive (Including either 'Collaborative' or 'Solo' for Piano students) or Practical Music Grade 5 Repertoire	Stage 1	10	Performance
		Practical Music Grade 6 Comprehensive (Including either 'Collaborative' or 'Solo' for Piano students) or Practical Music Grade 6 Repertoire	Stage 2	10	

Organisation	Start date	Award/Program	SACE Stage	SACE Credits	Area of Community Learning
		Practical Music Grade 7 Comprehensive (Including either 'Collaborative' or 'Solo' for Piano students) or Practical Music Grade 7 Repertoire	Stage 2	10	
		Practical Music Grade 8 Comprehensive (Including either 'Collaborative' or 'Solo' for Piano students) or Practical Music Grade 8 Repertoire	Stage 2	10	
		Practical Music for Leisure Grade 5 or Practical Music for Leisure Grade 5 Repertoire	Stage 1	10	
		Practical Music for Leisure Grade 6 or Practical Music for Leisure Grade 6 Repertoire	Stage 2	10	
		Practical Music for Leisure Grade 7 or Practical Music for Leisure Grade 7 Repertoire	Stage 2	10	
		Practical Music for Leisure Grade 8 or Practical Music for Leisure Grade 8 Repertoire	Stage 2	10	
Australian Music Examinations Board	1 January 2008	Speech and Performance Grade 6 (formerly Drama and Performance Grade 6)	Stage 2	10	Performance
		Speech and Performance Grade 7 (formerly Drama and Performance Grade 7)	Stage 2	10	
		Voice and Communication Grade 8	Stage 2	10	
Australian Music Examinations Board	1 January 2011	Speech and Performance Grade 8 (formerly Drama and Performance Grade 8)	Stage 2	20	Performance
		Certificate of Speech and Performance CSPA (formerly Drama and Performance Certificate (CDPA))	Stage 2	20	
		Speech and Performance Associate Diploma (Performer) ASPA (formerly Drama and Performance Associate Diploma (Performer) ADPA)	Stage 2	20	
		Speech and Performance Licentiate Diploma (Performer) LSPA (formerly Drama and Performance Licentiate Diploma (Performer) LDPA)	Stage 2	20	
		Certificate in Voice and Communication Australia (CVCA)	Stage 2	20	
		Voice and Communication Associate Diploma in Professional Communication (APCA)	Stage 2	20	
Australian Sailing	1 January 2020	OutThere Sailing 3 (OT3)	Stage 1	10	Sports Skills and Management
Australian Teachers of Dancing Ltd.	1 January 2015	Classical Ballet – Elementary (Gold Bar)	Stage 1	20	Performance
		Classical Ballet – Intermediate	Stage 1	20	
		Classical Ballet – Advanced	Stage 2	20	
		Jazz B – Gold Bar	Stage 1	10	
		Jazz – Elementary	Stage 1	10	
		Jazz – Intermediate	Stage 1	20	
		Jazz – Advanced	Stage 2	20	

Organisation	Start date	Award/Program	SACE Stage	SACE Credits	Area of Community Learning
		Jazz Moves – Elementary	Stage 1	10	
		Jazz Moves – Intermediate	Stage 1	20	
		Jazz Moves – Advanced	Stage 2	20	
		Tap – Gold Bar/Elementary	Stage 1	10	
		Tap – Elementary Seal	Stage 1	10	
		Tap – Intermediate Seal	Stage 1	20	
		Tap - Advanced Seal	Stage 2	20	
		Hip Hop – Level 9	Stage 1	10	
		Hip Hop – Level 10	Stage 1	10	
		Hip Hop – Level 11	Stage 2	10	
		Hip Hop – Level 12	Stage 2	10	
Baptist Care SA	1 January 2020	Tumbelin	Stage 1	20	Self-development
Catholic Education SA	1 January 2001	Choices for Indigenous Secondary Students (CISS)	Stage 1	10	Self-development
Cecchetti Ballet Australia Inc	1 January 2011	Ballet Intermediate 1	Stage 1	20	Performance
		Ballet Advanced 1	Stage 2	20	
Commonwealth Society of Teachers of Dancing	1 January 2011	Modern Jazz Grade 6	Stage 1	10	Performance
		Modern Jazz Grade 7	Stage 1	10	
		Modern Jazz Grade 8	Stage 2	20	
		Modern Jazz Grade 9	Stage 2	20	
		Theatrical and Performing Arts Pre-Advanced Level	Stage 1	10	
		Theatrical and Performing Arts Advanced Level	Stage 1	10	
		Classical Ballet Sub-Elementary Grade 7	Stage 1	10	
		Classical Ballet Elementary Grade 7	Stage 1	10	
		Classical Ballet Intermediate Grade 7	Stage 1	10	
		Tap Dance Advanced Gold	Stage 1	10	
		Tap Dance Advanced Gold Bar	Stage 1	10	
		Tap Dance Advanced Gold Star	Stage 1	10	

Organisation	Start date	Award/Program	SACE Stage	SACE Credits	Area of Community Learning
Construction Industry Training Board	1 January 2018	Doorways 2 Construction in Schools Program – Part A (semester length)	Stage 1	20	Work Skills and Career Development
Construction Industry Training Board	1 January 2018	Doorways 2 Construction in Schools Program (full year)	Stage 1	40	
Development Netball NT	1 January 2020	Netball Australia – Foundation Coach	Stage 1	10	Sports Skills and Management
Development Netball NT	1 January 2020	Netball Australia – 'C' Badge Umpire	Stage 1	10	
Duke of Edinburgh's Award*  *An attachment will indicate the award is appropriate for SACE recognition	1 January 2004	Bronze Award	Stage 1	10	Self-development
		Silver Award	Stage 1	20 (if Bronze not done)	
		Silver Award	Stage 1	10 (if Bronze done)	
	1 January 2010	Gold Award	Stage 2	20	
South Australian Aboriginal Secondary Training Academy (SAASTA)	1 January 2022	Specialist Sport Academies	Stage 1	20	Sports Skills and Management
		Aboriginal Career Exploration (ACE)	Stage 1	20	Work Skills and Career Development
South Australian National Football League (SANFL)	1 January 2019	Development Field Umpire	Stage 1	10	Sports Skills and Management
	1 January 2019	Development Boundary Umpire	Stage 1	10	
	1 January 2019	Development Goal Umpire	Stage 1	10	
Equestrian Australia	1 January 2010	Introductory Horse Management	Stage 1	10	
		Introductory Riding Program	Stage 1	10	
	1 January 2012	Introductory General Coaching (IC) Program	Stage 1	10	
		Level 1 Horse Management (L1HM) Program	Stage 1	10	
		Level 1 Dressage Riding (L1DR) Program	Stage 1	10	
		Level 1 General Riding (L1GR) Program	Stage 1	10	
		Level 2 Horse Management Certificate (L2HM) Program	Stage 2	10	
Level 2 Riding Certificate (L2R) (Olympic Disciplines) Program	Stage 2	10			
Guides Australia	1 January 2001	Queen's Guide Award	Stage 1 + Stage 2	30 + 20	Self-development
International Music Examinations Board of Australia	1 January 2012	Practical Music (any instrument/voice syllabus) Grade 5	Stage 1	10	Performance
		Practical Music (any instrument/voice syllabus) Grade 6	Stage 2	10	
		Practical Music (any instrument/voice syllabus) Grade 7	Stage 2	10	
		Practical Music (any instrument/voice syllabus) Grade 8	Stage 2	10	
Microsoft Certification Program	1 January 2014	Database Fundamentals (364)	Stage 1	10	Work Skills and Career Development
	1 January 2014	HTML5 Application Development Fundamentals (375)	Stage 1	10	

Organisation	Start date	Award/Program	SACE Stage	SACE Credits	Area of Community Learning
	1 January 2014	Networking Fundamentals (366)	Stage 1	10	
	1 January 2014	Security Fundamentals (367)	Stage 1	10	
	1 January 2014	Software Development Fundamentals (361)	Stage 1	10	
	1 January 2014	Mobile Development Fundamentals (373)	Stage 1	10	
	1 January 2014	Windows Operating System Fundamentals (349)	Stage 1	10	
	1 January 2014	Windows Server Administration Fundamentals (365)	Stage 1	10	
Operation Flinders Foundation	1 January 2004	Certificate of Achievement	Stage 1	20	Self-development
Relationships Australia	1 January 2021	Rize Above Mentor Program	Stage 1	10	Self-development
Royal Academy of Dance	1 January 2011	Classical Ballet Advanced Foundation	Stage 1	10	Performance
		Classical Ballet Advanced 1	Stage 1	10	
		Classical Ballet Advanced 2	Stage 1	10	
		Classical Solo Seal Award	Stage 2	20	
Royal Life Saving Society (SA Branch)	1 January 2001	Bronze^ Medallion + First Aid Certificate	Stage 1	10	Volunteering
		Bronze Cross	Stage 1	10	
		Award of Merit	Stage 2	10	
		Distinction	Stage 2	10	
		Pool Lifeguard	Stage 1 + Stage 2	10 + 10	
AUSTSWIM (SA Business Centre)		Austswim Teacher	Stage 2	10	Volunteering
SA Country Basketball	1 January 2019	Community Coach (Level 0)	Stage 1	10	Sports Skills and Management
SA Country Basketball	1 January 2019	Club Coach (Level 1)	Stage 1	10	Sports Skills and Management
SA Country Basketball	1 January 2020	Advanced Referee	Stage 1	10	Sports Skills and Management
SA Country Basketball	1 January 2020	Grade 1 Referee Coach	Stage 1	10	Sports Skills and Management
SA Country Fire Service *Statement of Attainment is required	1 January 2004	Basic Firefighting 1	Stage 1 (+ credits for VET units of competency *)	20	Volunteering
Scouts Australia	1 January 2004	Queen's Scout Award	Stage 1 + Stage 2	30 + 20	Self-development
St Cecilia School of Music (does not include drum kit)	1 January 2003	Practical Music Grade 5	Stage 1	10	Performance
		Practical Music Grade 6	Stage 2	10	

Organisation	Start date	Award/Program	SACE Stage	SACE Credits	Area of Community Learning
		Practical Music Grade 7	Stage 2	10	
		Practical Music Grade 8	Stage 2	10	
St John Ambulance Australia Cadets* *An attachment will indicate the award is appropriate for SACE recognition	1 January 2004	Health Care and Caring	Stage 1	10	Volunteering
		Food and Nutrition	Stage 1	10	
		Communication	Stage 1	10	
STV One and All Sailing Program	1 January 2016	Youth Development Sail Training Program	Stage 1	10	Self-development
Surf Life Saving South Australia (SLSSA)	1 January 2021	Bronze Medallion	Stage 1	10	Volunteering
The Associated Board of the Royal Schools of Music	1 January 2019	Practical Music (any instrument/voice syllabus) Grade 5	Stage 1	10	Performance
		Practical Music (any instrument/voice syllabus) Grades 6, 7, and 8	Stage 2	10	
		Performance only ARSM Diploma	Stage 2	10	
		Music Performance Diplomas (Dip ABRSM, LRSM and FRSM)	Stage 2	20	
Trinity College London	1 January 2003	Music Performance Grade 5	Stage 1	10	Performance
		Music Performance Grade 6	Stage 2	10	
		Music Performance Grade 7	Stage 2	10	
		Music Performance Grade 8	Stage 2	10	
UN Youth South Australia Inc.	1 January 2021	Global Citizen Award	Stage 1	10	Community development

^ Bronze award from Surf Life Saving South Australia Inc. and SA Emergency Services: Induction and Basic Skills Course (from 2013) may contribute to the SACE as part of the policy for the *Recognition Arrangements for Vocational Education and Training (VET) in SACE*.

## Stage 1

### Year 11 (Stage 1) Biology - C

**Information Contact:** Biology Teacher

**Desired Background:** Successful completion of Year 10 Science with a B grade minimum

**Course description:**

The 3 strands of science; science inquiry skills (SIS); science as a human endeavour (SHE) and science understanding are integrated throughout the learning.

There are 4 possible topics at stage 1:

- Topic 1: Cells and Microorganisms
- Topic 2: Infectious disease
- Topic 3: Multicellular organisms
- Topic 4: Biodiversity and ecosystem Dynamics.

For a 10 credit unit, students study a selection of concepts from at least 2 of these topics.

**Assessment:**

There are 2 assessment types:

- Assessment Type 1 – Investigations Folio,
- Assessment Type 2 – Skills and Applications tasks

For a 10 credit subject students must complete:

- one practical investigation (type 1)
- a Science as a Human Endeavour (SHE) investigation (type 1)
- at least one skills and applications task (SAT) (type 2)

The fourth, essential assessment task will depend on the student cohort and the learning and assessment plan (LAP) developed.

**Other comments:**

Field science is an important aspect of many experiences. The cost of excursions may be incurred.

### Year 11 (Stage 1) Business Innovation - 1 semester

**Information Contact:** HASS Teacher

**Desired Background:** A pass or better in Year 10 HASS

**Course Description:**

Students develop the knowledge, skills, and understandings to engage in today's business world. Students are immersed, as entrepreneurs, in the process of finding and solving customer problems through innovation and planning tools. Students develop financial awareness and decision-making skills. Students consider the opportunities and challenges associated with start-up and existing businesses in the modern, connected world. They consider how digital and emerging technologies present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on communities.

**Assessment:**

Students are assessed using the SACE Performance Standards.

Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Business Skills



- Assessment Type 2: Business Pitch

**Other Comments:** Nil

### Year 11 (Stage 1) Chemistry - A or A+B

**Information Contact:** Chemistry Teacher

**Desired Background:** Successful completion of Year 10 Science with a B grade minimum

**Course description:**

The 3 strands of science; science inquiry skills (SIS); science as a human endeavour (SHE) and science understanding are integrated throughout the learning.

There are 6 possible topics at Stage 1:

- Topic 1: Materials and their atoms
- Topic 2: Combinations of atoms
- Topic 3: Molecules
- Topic 4: Mixtures and solutions
- Topic 5: Acids and Bases
- Topic 6: Redox reactions

For a 10 credit unit, students study a selection of concepts from at least 3 of these topics.

For a 20 credit unit, students study a selection of concepts from all six topics.

**Assessment:**

There are 2 assessment types:

- Assessment Type 1 – Investigations Folio
- Assessment Type 2 – Skills and Applications tasks

For a 10 credit subject students must complete:

- one practical investigation (type 1)
- a Science as a Human Endeavour (SHE) investigation (type 1)
- at least one skills and applications task (SAT) (type 2)

The fourth, essential assessment task will depend on the student cohort and the learning and assessment plan (LAP) developed.

For a 20 credit unit, each of the minimum requirements above doubles.

**Other comments:** Field science is an important aspect of many experiences. The cost of excursions may be incurred.

### Year 11 (Stage 1) Design, Technology and Engineering: Digital Communication Solutions: Photography A and/or B

**Information Contact:** Digital Communication Solutions: Photography Teacher

**Desired Background:** Successful completion of Year 10 Digital Communication Solutions: Photography

**Course Description:**

In Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of products or systems. Students may:

- Learn to create a design brief that provides the basis for the development of potential solutions to design problems.
- Review design features, processes, materials and production techniques to assist with the realisation of the solution. A solution in this subject is an outcome of the design and realisation process in relation to the chosen context.
- Apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.
- Learn in-camera techniques with not only professional D-SLR cameras but are guided in getting the most from their own personal smartphone camera.
- Are introduced to current post-production enhancement techniques. They use Adobe CC Suite with related software to enhance and improve photos.
- Edit photos to demonstrate accepted photographic composition rules by applying filters and photographic conventions with the aim to produce high quality photographic images for reproduction and exhibition.

**Assessment:**

Skills and materials tasks (theory and practical), folio and major product task.

**Other Comments:**

Success in Digital Communication Solutions: Photography A or B Stage 1 can lead to Digital Communication Solutions: Photography Stage 2.

**Year 11 (Stage 1) Design and Technology - Material Solutions - Furniture Construction**

**Information Contact:** Technology Teacher

**Desired Background:**

There are no pre entry requirements for this subject; however successful completion of Year 10 level Design and Technology course would be advantageous.

**Course Description:**

This course is based upon an individually designed assignment using framing joints and/or solid carcass construction. The emphasis for this subject is traditional Joinery and all work is completed using traditional and counterpart commercial woodworking methods. A furniture project will be a significant part of the semester's assessment. Technical writing, designing and graphics (including Autodesk Inventor) will be related to the student design brief.

Students design and complete:

- Working drawing
- Cost and construct procedure for the project
- Stain and apply clear finish if desired
- Evaluation of final product and processes.

Orthographic drawing is covered and wood turning may be available.

Students will make at least one project using the processes and equipment available.

Design skills, issues and evaluation are key areas of the course which has a heavy practical focus and would provide a suitable foundation for future students of D2C.

Students are prepared for the further study of Woodwork at Stage 2.

**Assessment:**

Assessment will be judged against the SACE performance standards in the following areas:

- Several skills tasks

- Materials investigation
- Folio (As an element of the design task, students will develop and display a design folio, as evidence of the design processes.)
- Major product

**Other Comments:**

Each student will be allocated \$20 for consumables and materials at the commencement of the course. Costs in excess of \$20 are to be met by the student.

### Year 11 (Stage 1) Drama A and/or B

**Information Contact:** Drama Teacher

**Desired Background:** Year 10 Drama

**Course Description:**

Students plan, rehearse and perform a major production. They engage in a critical analysis of their own works and the works of others and develop their understanding of specific aspects of theatre.

**Assessment:**

- Assessment Type 1 - Performance: Students undertake a collaborative group production task in which they conceive, design or create a dramatic work or product.
- Assessment Type 2 - Responding to drama: Students demonstrate their understanding, analysis and evaluation of professionally created works or events.
- Assessment Type 3 - Creative Synthesis: In the creative synthesis task, students apply the dramatic process to a published dramatic text or self-devised piece to create a concept for a hypothetical dramatic product.

**Other Comments:**

Students may choose to study Drama for a semester or for a full year. The ensemble may also be involved with presenting or supporting performances for the whole school showcase (e.g., Beyond MAD).

### Year 11 (Stage 1) Earth and Environmental Science - 10 credits

**Information Contact:** Science Teacher

**Desired Background:** Successful completion of Year 10 Science

**Course description:**

At Stage 1, students consider a range of the Earth hazards that illustrate the dynamic nature of the Earth's systems. Students critically examine the scientific evidence for the origin of life, linking this with their understanding of the evolution of the Earth's hydrosphere and atmosphere. Students review evidence from the fossil record that demonstrates the interrelationships between major changes in the Earth's systems and the evolution and extinction of organisms. They investigate how the distribution and viability of life on Earth influences, and is influenced by, the Earth's systems.

The three strands of science to be integrated throughout student learning are:

- science inquiry skills
- science as a human endeavour

- science understanding.

The topics for Stage 1 Earth and Environmental Science are:

- Topic 1: Turbulent Earth
- Topic 2: Composition of the geosphere
- Topic 3: Processes in the geosphere
- Topic 4: The Earth's atmosphere
- Topic 5: Importance of the hydrosphere
- Topic 6: Biosphere

For a 10 credit subject, students study a selection of concepts from at least two topics.

**Assessment:**

The following assessment types enable students to demonstrate their learning in Stage 1 Earth and Environmental Science:

- Assessment Type 1: Investigations Folio
- Assessment Type 2: Skills and Applications Tasks.

For a 10 credit subject, students provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

Students complete:

- at least one practical investigation, either in the laboratory or in the field
- one investigation with a focus on science as a human endeavour
- at least one skills and applications task.

**Other Comments:** Nil

**Year 11 (Stage 1) English A + B**

**Information Contact:** English Teacher

**Desired Background:** Successful completion of Year 10 English

**Course Description:**

- Exploration of ideas, perspectives and aspects of culture in texts.
- Creation of imaginative, interpretive, analytical and persuasive written, oral and multimodal texts.
- Emphasis on intertextuality.
- English is a compulsory part of the SACE and students must achieve a C or better standard.
- Studied in semester 1 and 2.

**Assessment:**

**Knowledge and Understanding; Analysis and Application.**

- Responding to Texts (50%)
  - Written, oral and/or multimodal responses to a text or texts.
- Creating Texts (25%)
  - Written, oral and/or multimodal texts.
- Intertextual Study (25%)
  - Independent study: written response.

**Other Comments:**

Successful completion of Stage 1 English leads to the study of Stage 2 English Literary Studies and Stage 2 English.

**Year 11 (Stage 1) Essential English A + B**

**Information Contact:** Essential English Teacher

**Desired Background:** Year 10 English

**Course Description:**

- Using language in personal, social, every day and workplace settings.
- Using language to explore and analyse ideas and perspectives in texts.
- Using language to create a range of written, oral and multimodal texts.
- Studied in semester 1 and 2.
- Essential English is a compulsory part of the SACE and students must achieve a C or better standard.

**Assessment:****Communication; Comprehension; Analysis; Application**

- Responding to Texts (50%)
  - Written, oral and/or multimodal responses to a text or texts.
- Creating Texts (50%)
  - Written, oral and/or multimodal texts.

**Other Comments:**

Successful completion of Stage 1 Essential English leads to the study of Stage 2 Essential English.

**Year 11 (Stage 1) Essential Mathematics A and/or B**

**Information Contact:** Mathematics Teacher

**Desired Background:**

**Course Description:**

- Extension of mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts.
- Application of mathematics in diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.
- Emphasis on developing computational skills and expanding an application of mathematical skills in flexible and resourceful ways.

**Assessment:**

The following assessment types enable students to demonstrate their learning in Stage 1 Essential Mathematics:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Folio

For a 10 credit subject, students provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

- at least one skill and application task
- at least two folio tasks.

For a 20 credit subject, students provide evidence of their learning through eight assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

- at least two skills and applications tasks
- at least four folio tasks.

**Other Comments:**

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

### **Year 11 (Stage 1) Food and Hospitality Studies A and/or B**

**Information Contact:** Food and Hospitality Teacher

**Desired background:** Year 10 Food and Hospitality

**Course Description:**

Students examine the evolving nature of the food and hospitality industry in response to people's food choices, current food trends as well as the impact of local and global issues. They explore the diverse and multicultural nature of the hospitality industry and how this influences Australian cuisine. Students continue to build upon existing knowledge and skills relevant to the hospitality industry as both consumer and potential industry worker.

**Students study topics within on ore more of the following areas of study:**

- Food, the individual and the family.
- Local and global issues in the food and hospitality industry
- Trends in food culture
- Food safety
- Food and hospitality industry

**Assessment:**

Students demonstrate evidence of their learning through the following assessment types:

- Practical Exams – 50%
- Group Activity – 25%
- Investigation – 25%

**Assessment topic examples include:**

- Planning a children's birthday party
- Food product production and sale
- Multicultural foods
- Covid and the hospitality industry

**Other Comments:** Nil

## Year 11 (Stage 1) General Mathematics A and/or B

**Information Contact:** Mathematics Teacher

**Desired Background:** Successful completion of Year 10 Maths

### Course Description:

- Extension of students' mathematical skills in ways that apply to practical problem solving.
- Topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

### Assessment:

The following assessment types enable students to demonstrate their learning in Stage 1 General Mathematics.

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Mathematical Investigation

For a 10 credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

- at least two skills and applications tasks
- one mathematical investigation.

For a 20 credit subject, students should provide evidence of their learning through eight assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

- at least four skills and applications tasks
- two mathematical investigations.

### Other Comments:

Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

## Year 11 (Stage 1) Mathematics A and/or B

**Information Contact:** Mathematics Teacher

**Desired Background:** Successful completion of year 10 Mathematics with a B grade minimum

### Course Description:

- Development of an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments and proofs, and using mathematical models.
- Development of a deep understanding of the physical world through a sound knowledge of relationships involving rates of change.
- Use of statistics to describe and analyse phenomena that involve uncertainty and variation.

### Assessment:

The following assessment types enable students to demonstrate their learning in Stage 1 Mathematics:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Mathematical Investigation.

For a 10 credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

Students complete:

- at least two skills and applications tasks
- one mathematical investigation.

For a 20 credit subject, students should provide evidence of their learning through eight assessments. Each assessment type should have a weighting of at least 20%.

Students complete:

- at least four skills and applications tasks
- two mathematical investigations.

**Other Comments:**

Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Stage 2 Mathematical Methods can lead to tertiary studies of economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science and laser physics. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

## Year 11 (Stage 1) Modern History C

**Information Contact:** HASS Teacher

**Desired Background:**

**Course Description:**

Students will study the following:

- External challenges the Dutch faced in maintaining control of their Indonesian colony
- The social, political and economic legacy of imperialism and independence in Indonesia
- The methods employed by institutions, people, and groups to promote and resist change
- The decolonization of Vietnam / Anti-War Movements associated with the Vietnam War

**Assessment:**

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Written essay
- Responding to a series of source analysis questions
- Creating a documentary
- A negotiated study

**Other Comments:** Nil



## Year 11 (Stage 1) Physical Education A and/or B

**Information Contact:** Health and Physical Education Teacher

**Desired Background:** 7-10 Health and Physical Education

### Course Description:

Stage 1 Physical Education may be undertaken as a 10 credit or a 20 credit subject.

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

Focus Areas:

Stage 1 Physical Education has three focus areas:

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

### Assessment:

The following assessment types enable students to demonstrate their learning in Stage 1 Physical Education:

- Assessment Type 1: Performance Improvement
- Assessment Type 2: Physical Activity Investigation

**Other Comments:** Nil

## Year 11 (Stage 1) Physics A and B

**Information Contact:** Physics Teacher

**Desired Background:** Successful completion of Year 10 Science with a B grade minimum

### Course description

The 3 strands of science; science inquiry skills (SIS); science as a human endeavour (SHE) and science understanding are integrated throughout the learning.

There are 6 possible topics at stage 1:

- Topic 1: Linear motion and forces
- Topic 2: Electric circuits
- Topic 3: Heat
- Topic 4: Energy and momentum
- Topic 5: Waves
- Topic 6: Nuclear models and radioactivity

For a 10 credit unit, students study a selection of concepts from at least 3 of these topics.

For a 20 credit unit, students study a selection of concepts from all six topics.

### Assessment

There are 2 assessment types:

- Assessment Type 1 – Investigations Folio
- Assessment Type 2 – Skills and Applications tasks

For a 10 credit subject students must complete:

- one practical investigation (type 1)
- a Science as a Human Endeavour (SHE) investigation (type 1)
- at least one skills and applications task (SAT) (type 2)

The fourth, essential assessment task will depend on the student cohort and the learning and assessment plan (LAP) developed.

For a 20 credit unit, each of the minimum requirements above doubles.

**Other comments:**

Field science is an important aspect of many experiences. The cost of excursions may be incurred.

## Year 11 (Stage 1) Psychology C

**Information Contact:** Psychology Teacher

**Desired Background:** Successful completion of Year 10 Science

**Course Description:**

The topics in Stage 1 Psychology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The three strands of science to be integrated throughout student learning are:

Science inquiry skills  
 Science as a human endeavour  
 Science understanding

The topics are:

Topic 1: Cognitive Psychology  
 Topic 2: Neuropsychology  
 Topic 3: Lifespan Psychology  
 Topic 4: Emotion  
 Topic 5: Psychological Wellbeing  
 Topic 6: Psychology in Context  
 Topic 7: Negotiated Topic

**Assessment:**

Evidence of learning:

For a 10-credit subject, students undertake:

- one psychological investigation, which must include deconstruction of a problem and design of a psychological investigation.
- one investigation with a focus on science as a human endeavour.

**Assessment Type 2: Skills and Application Tasks**

At least one skills and application task that allows the student to apply their science inquiry skills, demonstrate knowledge and understanding of key psychological concepts and learning.

Dependant on the student cohort, this may take the form of:

- An oral presentation
- An extended response
- A structured interview
- Representation of concepts

**Other Comments:** Nil

## Year 11 (Stage 1) Scientific Studies C

**Information Contact:** Scientific Studies Teacher

**Desired Background:** Successful completion of Year 10 Science

### Course description

Stage 1 Scientific studies provide a framework for developing integrated learning programs through which students extend their skills, knowledge and understanding of the three strands of science - science inquiry skills (SIS); science as a human endeavour (SHE) and science understanding are integrated throughout the learning.

Science inquiry skills are the focus of learning in this subject. The contexts that students use to explore and inquire into aspects of science are chosen to suit their particular interests. The contexts selected will enable students to actively engage in inquiry-based learning and further develop their understanding of scientific concepts.

### Assessment:

There are 2 assessment types:

- Assessment Type 1 – Inquiry Folio,
- Assessment Type 2 – Collaborative Inquiry

For a 10 credit subject students must undertake four assessments, with each having a weighting of at least 20%.

One Inquiry folio with:

- Two tasks with a focus on SIS
- One investigation with a focus on SHE

One collaborative inquiry:

For a 20 credit unit students will undertake six to eight assessments, with each having a weighting of at least 20%.

One Inquiry folio with:

- Four tasks with a focus on SIS
- One longer or two shorter investigations with a focus on SHE

One longer or two shorter collaborative inquiries.

### Other comments:

Field science is an important aspect of many experiences. The cost of excursions may be incurred.

## Year 11 (Stage 1) Visual Arts - Art

**Information Contact:** Visual Arts Teacher

**Desired Background:** Successful completion of Year 10 Visual Arts

### Course Description:

One semester - 10 Credits

This SACE Stage 1 course has been divided into 3 sections.

- The folio is a body of work consisting of 15 A3 sheets of visual ideas. Drawings, paintings and sketches working towards a final piece of artwork - 30%.

- The major artwork - Using the folio ideas, drawings and paintings students create a final resolved piece of artwork. A written practitioner's statement accompanies the artwork - 30% (250 words).
- The visual study is an in-depth illustrated investigation of several techniques including analysis of artists and their work - 30%.

**Assessment:**

- The folio
- The major artwork
- The visual study

**Other Comments:**

- Students are expected to pay for materials used in excess of the standard course allowance.
- Students may choose Visual Arts A or B or both A and B.

Students who have an interest in pursuing the Visual Arts at Year 12 are encouraged to study both Year 11 A and B courses.

### Year 11 (Stage 1) Workplace Practices A and/or B

**Information Contact:** Workplace Practices Teacher

**Desired Background:** N/A

**Course Description:**

Students participate in the following areas of study:

- Industry and Work Knowledge
- Performance

Students study topics within one or more areas of study:

- Future trends in the workforce
- The value of unpaid work to society
- Career planning
- Workers' rights and responsibilities
- Negotiated topics

Students may participate in work experience, vocational or worksite visits.

**Assessment:**

Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio - 40%

Assessment Type 2: Performance - 30%

Assessment Type 3: Reflection - 30%

**Other Comments:** Nil

### Research Practices – 10 credits

**Information Contact:** Research Practices Teacher

**Desired Background:** N/A

**Course Description:**

Stage 1 Research Practices is a 10-credit subject. In this subject, students explore a range of research approaches and skills, based on a topic of the students' interest. They learn that different approaches to research are appropriate to different contexts and purposes. Students will explore at least one topic from each of the following areas of study:

- Exploring Research Approaches
- Exploring Research Skills.

**Assessment:**

Through a variety of different assessments, students are required to:

1. demonstrate knowledge and understanding of the purpose of research
2. demonstrate knowledge and understanding of research approaches
3. develop specific research skills
4. consider the appropriateness, uses, and limitations of specific sources
5. interpret and analyse information and data.

**Other Comments:** Nil

### Activating Identities and Futures (AIF) – A and B

**Information Contact:** AIF Teacher

**Desired Background:** Research Practices

**Course Description:**

In this subject, you will have the opportunity to explore ideas related to an area of personal interest and:

- consider the purpose and value of learning for self, others and/or community
- explore, select and use strategies, perspectives and feedback to progress the learning
- manage time and resources and engage in decision making to progress the learning
- evaluate and reflect upon the impact of strategies, perspectives and feedback upon the learning process and output

**Assessment:**

**School Based Assessment**

- AT1 Portfolio 30% - this is a curation of 'natural' evidence to demonstrate student progress towards a chosen learning goal (no word/time limit)
- AT2 Progress Check 40% - this is a minimum of 2 assessments of the progress made in the learning at a particular stage (1,500 word limit or 10 minute multimodal equivalent)

**External Assessment**

- AT3 Appraisal 30% - this is an appraisal of the learning process and learning output (1,000 word limit or 6 minute multimodal equivalent)

**Other Comments:** Activating Identities and Futures is a compulsory element of the SACE which students must complete with a C- or higher grade in order to gain their SACE.

## Stage 2 – Full year subjects

### Year 12 (Stage 2) Biology - 20 credits

**Information Contact:** Biology Teacher

**Desired Background:** Successful completion of Stage 1 Science

**Course description:**

The topics in Stage 2 Biology provide a framework for developing integrated learning programs through which students extend their skills, knowledge and understanding of the three strands of science - science inquiry skills (SIS); science as a human endeavour (SHE) and science understanding are integrated throughout the learning.

There are four topics at Stage 2:

- Topic 1: DNA and proteins
- Topic 2: Cells as the basis of life
- Topic 3: Homeostasis
- Topic 4: Evolution

**Assessment:**

There are 3 assessment types:

- Assessment Type 1 – Investigations Folio 30%  
Student must undertake at least 2 practical investigations and one Science as a Human Endeavour (SHE) investigation
- Assessment Type 2 – Skills and Applications tasks 40%  
Students must undertake at least 3 skills and applications tasks (SAT's)
- Assessment Type 3 – Examination 30%  
130 minute, externally assessed e-exam. The time and date of the exam is set by the SACE board of South Australia.

External moderation is an integral part of regulating the standards in all school assessed work and as such assessment type 1 and 2 tasks may be submitted as part of this process.

**Other comments:**

Field science is an important aspect of many experiences. The cost of excursions may be incurred.

### Year 12 (Stage 2) Chemistry - 20 credits

**Information Contact:** Chemistry Teacher

**Desired Background:** Successful completion of Stage 1 Chemistry

**Course description:**

The topics in Stage 2 Chemistry provide a framework for developing integrated learning programs through which students extend their skills, knowledge and understanding of the three strands of science - science inquiry skills (SIS); science as a human endeavour (SHE) and science understanding are integrated throughout the learning.

There are four topics at Stage 2:

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical processes
- Topic 3: Organic and biological chemistry
- Topic 4: Managing resources

**Assessment:**

There are 3 assessment types-

- Assessment Type 1 – Investigations Folio 30%  
Student must undertake at least 2 practical investigations and one Science as a Human Endeavour (SHE) investigation
- Assessment Type 2 – Skills and Applications tasks 40%  
Students must undertake at least 3 skills and applications tasks (SAT's)
- Assessment Type 3 – Examination 30%  
130 minute externally assessed e-exam. The time and date of the exam is set by the SACE board of South Australia.

External moderation is an integral part of regulating the standards in all school assessed work and as such assessment type 1 and 2 tasks may be submitted as part of this process.

**Other comments:** Field science is an important aspect of many experiences. The cost of excursions may be incurred.

**Year 12 (Stage 2) Design, Technology and Engineering: Digital Communication Solutions: Photography - 20 credits**

**Information Contact:** Digital Communication Solutions: Photography Teacher

**Desired Background:** Successful completion of Stage 1 Digital Communication Solutions: Photography

**Course Description:**

A full year course designed for students with a strong interest in photography and digital imaging. Students use the design and realisation process to engineer solutions for the development of products or systems.

Students may:

- Investigate and analyse design features, processes, materials, and production techniques and apply creative thinking to the design of a solution.
- Apply knowledge and understanding of skills, processes, engineering procedures, and techniques using technology to realise the solution.
- Evaluate the solution with reference to the design brief and reflect on processes used in design development and realisation.
- Apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.
- Learn in-camera techniques with not only professional D-SLR cameras but are guided in getting the most from their own personal smartphone camera.
- Are introduced to current post-production enhancement techniques. They use Adobe CC Suite with related software to enhance and improve photos.
- Edit photos to demonstrate accepted photographic composition rules by applying filters and photographic conventions with the aim to produce high quality photographic images for reproduction and exhibition.
- Students publish their photos using online applications and services.

**Assessment:**

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%)

- Assessment Type 1:

- Specialised Skills Task
- Assessment Type 2:  
Design Process and Solution External assessment (30%)
  - Assessment Type 3:  
Resource Study

**Other Comments:**

As part of their course, students develop their understanding of photographic processes, historical concepts, social and environmental impacts, the impact of technology and sustainability.

**Year 12 (Stage 2) Design and Technology - Material Solutions - Furniture Construction - 20 credits**

**Information Contact:** Technology Teacher

**Desired Background:** Students wishing to study this course will find it an advantage to have successfully completed a Woodwork course at Stage 1.

**Course Description:**

This subject focuses on designing and making products using wood as the primary material. Students design and manufacture products or prototypes according to a design brief and develop skills associated with using materials, systems and processes.

Graphic presentation will be required, using the design process, practices and principles relevant to the construction of framed or solid wood projects.

It is anticipated that each student will construct two major items of furniture which reflect some of the typical construction methods used in the furniture industry. Safe use of machines and power tools will be delivered. The application of jigs and “knock down” cabinet fittings are also possible. Quality control and accurate manufacture are emphasised throughout the course.

**Assessment:**

Assessment will be judged against the SACE performance standards in the following areas.

- 2 specialised skills and application tasks
- A materials investigation task
- The creation of a design folio and furniture product
- A product evaluation.

**Other Comments:**

Each student will be allocated \$20 for consumables and materials at the commencement of the course. Costs in excess of \$20 are to be met by the student.

**Year 12 (Stage 2) Drama - 20 credits**

**Information Contact:** Drama Teacher

**Desired Background:** Successful completion of Stage 1 Drama A and/or B

**Course Description:**

Students plan, rehearse and perform a major production. Students consolidate their ability to analyse theatre and develop their personal interpretations of texts. Students create diverse dramatic presentations.

**Assessment:**

**School Assessment**



- **Assessment Type 1 - Group Production:** Students complete a group production then they present evidence of their learning throughout the process and performance in the form of a recorded presentation.
- **Assessment Type 2 - Evaluation and Creativity:** Students complete two tasks or produce an integrated single piece as either an oral or written assignment.
- **Assessment Type 3 - Creative Presentation:** Students collaborate in small groups to produce a creative dramatic presentation. The presentation may include a live performance, a film or screen production, designs within an ensemble dramatic concept, a workshop or a masterclass.

**Other Comments:** Nil

## Year 12 (Stage 2) Earth and Environmental Science - 20 credits

**Information Contact:** Science Teacher

**Desired Background:** Successful completion of Stage 1 Science

### **Course description:**

The topics in Stage 2 Earth and Environmental Science provide a framework for developing integrated learning programs through which students extend their skills, knowledge and understanding of the three strands of science - science inquiry skills (SIS); science as a human endeavour (SHE) and science understanding are integrated throughout the learning.

There are four topics at stage 2:

- Topic 1: Earth Systems
- Topic 2: Earth's resources
- Topic 3: Earth's sustainable future
- Topic 4: Climate change

### **Assessment:**

There are 3 assessment types:

- **Assessment Type 1 – Investigations Folio 30%**  
Student must undertake at least 2 practical investigations, one of which involves field work and one Science as a Human Endeavour (SHE) investigation
- **Assessment Type 2 – Skills and Applications tasks 40%**  
Students must undertake at least 3 skills and applications tasks (SAT's)
- **Assessment Type 3 – Earth System Study 30%**  
Students undertake one fieldwork investigation into a local environmental issue, concern, initiative or successful undertaking.

The Earth System Study is externally moderated.

### **Other comments:**

Field science is an important aspect of many experiences. The cost of excursions may be incurred.

## Year 12 (Stage 2) English - 20 credits

**Information Contact:** English Teacher

**Desired Background:** Year 11 English

### **Course Description:**

Whole year subject.

Exploration of ideas, perspectives and aspects of culture in texts.

Creation of imaginative, interpretive, analytical and persuasive written, oral and multimodal texts.

Emphasis on comparative analysis.

### **Assessment:**

#### **Knowledge and Understanding; Analysis and Application.**

- Responding to Texts (30%)
  - Three responses to texts. Two must be written and one must be oral; however, one of these may be multimodal.
- Creating Texts (40%)
  - Three texts and one writer's statement. At least one text should be written.
- Comparative Analysis (30%)
  - A written comparative analysis of two texts.

**Other Comments:** Nil

## Year 12 (Stage 2) English Literacy Studies - 20 credits

**Information Contact:** English Literacy Studies Teacher

**Desired Background:** Year 11 English

### **Course Description:**

Whole year subject.

Critical interpretation of texts; sustaining a reasoned critical argument.

Power of language to represent ideas, perspectives and values.

Creativity and craft of authors as basis for their own use of English.

Understanding intertextuality.

### **Assessment:**

#### **Knowledge and Understanding; Analysis; and Application**

- Responding to Texts (50%)
  - Up to five responses to texts: oral, written or multimodal.
- Creating Texts (20%)
  - Two written, oral and/or multimodal texts including one transformative text.
- Comparative Text Study (30%)
  - Part A: Comparative essay in written form (15%)
  - Part B: Examination (90 minutes): Critical reading of one or more short texts (15%)

**Other Comments:** Nil

## Year 12 (Stage 2) Essential English - 20 credits

**Information Contact:** Essential English Teacher

**Desired Background:** Year 11 Essential English

### **Course Description:**

Whole year subject.

Using English in personal, social, every day and workplace settings.

### **Assessment:**

#### **Communication; Comprehension; Analysis; Application**

- Responding to Texts (30%)
  - Three responses to texts. At least one response must be written and at least one response in oral or multimodal form.
- Creating Texts (40%)
  - One advocacy text and two additional texts. At least one response must be written and at least one response in oral or multimodal form.
- Language Study (30%)
  - An independent study presented in written form.

**Other Comments:** Nil

## Year 12 (Stage 2) Essential Mathematics - 20 credits

**Information Contact:** Mathematics Teacher

**Desired Background:** Successful completion of Year 11 Essential Mathematics

### **Course Description:**

- Extension of mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts.
- Application of mathematics in diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.
- Emphasis on developing computational skills and expanding an application of mathematical skills in flexible and resourceful ways.

### **Assessment:**

The following assessment types enable students to demonstrate their learning in Stage 2 Essential Mathematics.

#### **School Assessment (70%)**

- Assessment Type 1: Skills and Applications Tasks (30%)
- Assessment Type 2: Mathematical investigation (40%)

#### **External Assessment (30%)**

- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:

- four skills and applications tasks
- three folio tasks
- one examination

**Other Comments:** Nil

### **Year 12 (Stage 2) Food and Hospitality Studies - 20 credits**

**Information Contact:** Food and Hospitality Teacher

**Desired background:** Stage 1 Food and Hospitality

**Course Description:**

Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine contemporary and future issues within the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national, and global levels. Students continue to build upon existing knowledge and skills relevant to the hospitality industry as both consumer and potential industry worker.

Students study topics within one or more of the following areas of study:

- Contemporary and future influences
- Economic and environmental influences
- Political and legal influences
- Sociocultural influences
- Technological influences

**Assessment:**

Students demonstrate evidence of their learning through the following assessment types:

**School based assessment:**

Practical Exams – 50%

Group Activity – 25%

**External Assessment:**

Investigation – 30%

**Assessment examples include:**

- Celebration cakes and trends in cake decorating
- Signature dish and contemporary presentation techniques
- Political and legal implications on foods for sale to the public
- Catering Enterprise group activity

**Other Comments:** Nil

### **Year 12 (Stage 2) General Mathematics - 20 credits**

**Information Contact:** Mathematics Teacher

**Desired Background:** Successful completion of Year 11 General Mathematics

**Course Description:**

- Extension of students' mathematical skills in ways that apply to practical problem solving.
- Topics cover a diverse range of applications of mathematics, including personal financial management, discrete modelling, the statistical investigation process, modelling with linear relationships and application of matrices.

**Assessment:**

The following assessment types enable students to demonstrate their learning in Stage 2 General Mathematics:

**School Assessment (70%)**

- Assessment Type 1: Skills and Applications Tasks (40%)
- Assessment Type 2: Mathematical Investigations (30%)

**External Assessment (30%)**

- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component. Students undertake:

- five skills and applications tasks
- two mathematical investigations
- one examination.

**Other Comments:** Nil

**Year 12 (Stage 2) Mathematical Methods - 20 credits**

**Information Contact:** Mathematics Teacher

**Desired Background:** Successful completion of Year 11 Mathematics

**Course Description:**

- Development of an increasingly complex and sophisticated understanding of calculus and statistics.
- The use of functions, their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change.
- The use of statistics to describe and analyse phenomena that involve uncertainty and variation.

**Assessment:**

The following assessment types enable students to demonstrate their learning in Stage 2 Mathematical Methods.

**School Assessment (70%)**

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Mathematical Investigation (20%)

**External Assessment (30%)**

- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component. Students complete:

- six skills and applications tasks
- one mathematical investigation
- one examination

**Other Comments:**

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

**Year 12 (Stage 2) Physical Education - 20 credits**

**Information Contact:** Health and Physical Education Teacher

**Desired Background: Stage 1 Physical Education****Course Description:**

Students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. Physical activities can include sports, theme-based games, fitness and recreational activities.

**Focus Areas:**

Stage 2 Physical Education has three focus areas:

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

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g., sports, theme-based games, laboratories, and fitness and recreational activities). Students explore movement concepts and strategies through these physical activities to promote and improve participation and performance outcomes. These movement concepts and strategies include:

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

The focus areas can be studied in any order, independently or concurrently. Teachers select key ideas from each of the three focus areas that reflect the interests and skills of the student cohort and integrate these across the learning program and the three assessment types.

**Assessment:**

The following assessment types enable students to demonstrate their learning in Stage 2 Physical Education:

**School Assessment (70%)**

- Assessment Type 1: Diagnostics (30%)
- Assessment Type 2: Self - Improvement Portfolio (40%)

**External Assessment (30%)**

- Assessment Type 3: Group Dynamics (30%).

Students should provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake:

- two or three diagnostics tasks
- one improvement analysis task
- one group dynamics task

The assessment design criteria consist of specific features that:

- students should demonstrate in their learning
- teachers and assessors look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

- application
- analysis and evaluation.

**Other Comments:** Nil

## Year 12 (Stage 2) Physics - 20 credits

**Information Contact:** Physics Teacher

**Desired Background:** Successful completion of Stage 1 Physics

### Course description:

The topics in Stage 2 Physics provide a framework for developing integrated learning programs through which students extend their skills, knowledge and understanding of the three strands of science - science inquiry skills (SIS); science as a human endeavour (SHE) and science understanding are integrated throughout the learning.

There are three topics at Stage 2:

- Topic 1: Motion and relativity
- Topic 2: Electricity and magnetism
- Topic 3: Light and atoms

### Assessment:

There are 3 assessment types:

- Assessment Type 1 – Investigations Folio 30%  
Student must undertake at least 2 practical investigations and one Science as a Human Endeavour (SHE) investigation
- Assessment Type 2 – Skills and Applications tasks 40%  
Students must undertake at least 3 skills and applications tasks (SAT's)
- Assessment Type 3 – Examination 30%  
130 minute externally assessed exam. The time and date of the exam is set by the SACE board of South Australia.

External moderation is an integral part of regulating the standards in all school assessed work and as such assessment type 1 and 2 tasks may be submitted as part of this process.

### Other comments:

Field science is an important aspect of many experiences. The cost of excursions may be incurred.

## Year 12 (Stage 2) Psychology - 20 credits

**Information Contact:** Psychology Teacher

**Desired Background:** Successful completion of Stage 1 Science

### Course Description:

This 20 Unit SACE Course covers the following topics:

- Social Influence
- The Psychology of Learning
- Psychology of the individual
- Psychological Health and Wellbeing
- Organisational Psychology

Three integrated strands of science:

- Science inquiry skills
- Science as a human endeavour
- Science understanding

This subject aims to describe and explain both the universality of human experience and individual and cultural diversity. Students engage in the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Students come to better understand themselves and their social worlds. Psychology also addresses the ways in which behaviour can be changed.

### Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Application Tasks (40%)
- Assessment Type 3: External Assessment - Exam (30%)

**Other Comments:** Nil

## Year 12 (Stage 2) Scientific Studies - 20 credits

**Information Contact:** Science Teacher

**Desired Background:** Successful completion of Stage 1 Science

### Course description:

The topics in Stage 2 Scientific studies provide a framework for developing integrated learning programs through which students extend their skills, knowledge and understanding of the three strands of science - science inquiry skills (SIS); science as a human endeavour (SHE) and science understanding are integrated throughout the learning.

Science inquiry skills are the focus of learning in this subject. The contexts that students use to explore and inquire into aspects of science are chosen to suit their particular interests. The contexts selected will enable students to actively engage in inquiry-based learning and further develop their understanding of scientific concepts.

### Assessment:

There are 3 assessment types:



- Assessment Type 1 – Inquiry Folio 50% -school assessed  
Student must undertake at least 3 tasks with a focus on SIS, one task with a SHE focus and one individual inquiry design proposal.
- Assessment Type 2 – Collaborative Inquiry 20% - school assessed  
Students must undertake at least 3 skills and applications tasks (SAT's)
- Assessment Type 3 – Individual Inquiry 30% externally assessed  
Students undertake one individual inquiry using the proposal developed and assessed in assessment type 1 to conduct a practical investigation for the outcome is uncertain. Students present an individual report.

School assessed materials (assessment type 1 and 2) will be submitted for online moderation.  
External assessment materials (individual inquiry) will be submitted for online marking.

**Other comments:**

Field science is an important aspect of many experiences. The cost of excursions may be incurred.

## Year 12 (Stage 2) Specialist Mathematics - 20 credits

**Information Contact:** Mathematics Teacher

**Desired Background:** Successful completion of full year Stage 1 Specialist Mathematics

**Course Description:**

- Development of a deeper understanding of mathematical knowledge, skills, and understanding providing opportunities for students to develop their skills in using rigorous mathematical arguments and proofs and using mathematical models.
- The study of functions and calculus.

**Assessment:**

The following assessment types enable students to demonstrate their learning in Stage 2 Specialist Mathematics.

**School Assessment (70%)**

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Mathematical Investigation (20%)

**External Assessment (30%)**

- Assessment Type 3: Examination (30%)

Students provide evidence of their learning through eight assessments, including the external assessment component. Students complete:

- six skills and applications tasks
- one mathematical investigation
- one examination.

**Other Comments:**

The subject 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 is designed to be studied in conjunction with Mathematical Methods.

## Year 12 (Stage 2) Visual Arts - Art - 20 credits

**Information Contact:** Visual Arts Teacher

**Desired Background:** Successful completion of Year 11 Visual Arts A and B or teacher recommendation

### **Course Description:**

Students express ideas through practical work using drawings, photographs, models and visual media and techniques 2D or 3D, leading to resolved pieces. They have opportunities to research, understand and reflect upon visual artworks in their cultural and historical settings.

This SACE Stage 2 course has been divided into 3 sections, dictated by the SACE Board syllabus.

- The folio is a body of work consisting of 40 A3 sheets of visual ideas, drawings, paintings and sketches working towards two final pieces of artwork - 40%.
- Two major artworks - Using the folio ideas, drawings and paintings students create two final resolved piece of artwork. Two written practitioner's statement accompanies the artworks - 30% (1,000 words max.)
- The visual study is an in-depth illustrated investigation of an aspect of Art. 20 A3 pages and 2,000 words, 30% of the year's work and is externally moderated and collected at the end of Term 2.

### **Assessment:**

Ongoing throughout the year with a 30% external moderation for Visual Study. All parts of the course are subject to moderation by the SACE Board.

### **Other Comments:**

Students are expected to pay for materials used in excess of the standard course allowance.

## Year 12 (Stage 2) Workplace Practices - 20 credits

**Information Contact:** Workplace Practices Teacher

**Desired Background:** N/A

### **Course Description:**

Stage 2 Workplace Practices incorporates four major areas of study:

- Industry and Work knowledge
- Vocational Learning and/or Vocational Training
- Performance
- External Investigation

Students study topics within the following areas of study:

- Work in Australian Society
- The Changing Nature of Work
- Industrial Relations
- Finding Employment
- Negotiated Topics

Students may participate in work experience, vocational training or worksite visits.

### **Assessment:**

Students demonstrate evidence of their learning through the following assessment types:

### **School based assessment**

Assessment Type 1: Folio - 25%  
Assessment Type 2: Performance - 25%  
Assessment Type 3: Reflection - 20%

**External Assessment**

Investigation - 30%

**Other Comments:** Nil

## PATHWAYS TO SUCCESS

### Course Description:

The Pathways to Success program is compulsory at each year level and is offered as part of the pastoral care program. The aim of the program is to promote skills around the schools three values of: **\*Respect \*Excellence \*Integrity**. The program is also intended to support the wellbeing of our students from a holistic viewpoint. There are a range of programs at each year level which are adapted to fit the personal and developmental needs of the students, delivered weekly with the support of the Care Group Teachers.

P2S includes a comprehensive educational program based on the Australian Curriculum, including content from the Health and PE strand, Personal and Community Health, the South Australian Keeping Safe: Child Protection Curriculum and SHINESA programs. These programs allow students to build on their knowledge of positive relationships and safe behaviours. Students will develop a sense of their own self-worth, confidence and build their understanding of their rights and responsibilities, as well as learning about sexual and reproductive health.

In the Middle School, students will also have opportunities to continue developing their understanding around issues such as bullying and harassment, cyber safety, and building their skills in coping and resilience. The Senior School program reflects differing needs and developmental levels, such as exploring road safety awareness, career planning and time management planning.

# BASKETBALL ACADEMY

## Course Description:

Springbank Secondary College offers a basketball program as part of the school curriculum. The program is available to students in Years 7 to 12.

## Middle School (Years 7, 8 and 9)

The basketball program is embedded in the Health and Physical Education curricula of the Australian Curriculum. The program provides quality experienced coaching and teaching and aims to:

- Provide a personalised development plan to compliment what students are doing in the community
- cater for individual student abilities to set and achieve goals - consistent documentation using a Personal Development Plan
- develop fundamental skills and knowledge of the game – including team strategies and tactics
- develop student abilities to work effectively in teams
- promote leadership qualities and skills in students
- provide knowledge and understanding of the nutritional requirements for successful performance and healthy living
- develop awareness of the concept of fitness and the specific demands of a basketball player

In partnership with Flinders University and Basketball SA, Springbank Secondary College has developed a High Performance Basketball program which aims to include:

- Sports Science
- Strength & conditioning
- The use of technology to assist skill acquisition
- Nutrition
- Coaching & Accreditation
- Officiating
- Sports Administration

## Senior School (Year 10 to 12)

Students may have the opportunity to continue a focus on a basketball program. In addition to a rigorous study program, students develop their coaching skills through programmed visits to local primary schools and organised events for the basketball community throughout the year.

## Student Commitment:

Students will be required to attend the nominated try outs as per the school website. In addition, a coach's reference will be submitted. Successful applicants will be required to meet all subject requirements, by demonstrating consistent academic effort and achievement. Students are expected to participate in school competitions throughout the year.

## Competitions:

Students are expected to be available for competitions throughout the year. Competitions from Year 7 - 12 include:

- State-wide knockout (SASSA) championships
- Zone basketball - student option
- Additional basketball carnivals

## Assessment:

Practical performance checklist, task work as required / evidence folio.

## Other Comments:

Students can register for selection in the squad by contacting the basketball teacher.

## GLOSSARY OF TERMS

**AC** Australian Curriculum

### **Assumed Knowledge**

The knowledge that students are assumed to have from previous study, but which is not a pre-requisite for admission to a course of study

**ATAR** Australian Tertiary Admission Rank

**CAR** Course Admission Requirements to be eligible for a place in a TAFE course

### **Completion and Successful Completion of Subjects**

In the terminology of the SACE, subject completion means achieving a grade of E or better, while Successful Completion of a subject means achieving a grade of C or better.

### **Counting Restrictions**

Counting Restrictions are used where it is deemed desirable to limit the number of credits that can be counted towards a university aggregate and the ATAR in a specific subject area. This is to ensure students study a broad range of subjects. For example, a subject area might have eight 10 credit subjects available but the universities might set a Counting Restriction of 40 credits meaning only four can ever count towards the calculation of an Australian Tertiary Admission Rank

**Course** A set of studies or group of subjects taken together

### **Credit Points**

The number of points allotted to a subject. 10 credit points for a semester, 20 credit points for a full year.

### **Curriculum Pattern**

A set of studies required to qualify for the SACE

**Enrol For** To enrol with the SACE Board and not withdraw

### **Curriculum Statement**

A framework provided by the SACE Board for a SACE Stage 1 and 2 subject (eg. Chemistry). Used by teachers to develop teaching programs.

**ICT** Information and Communication Technology

**ILP** Individual Learning Plan

**Lines** All SACE subjects offered at Stage 1 and Stage 2 are placed in one or more of the timetable lines.

### **Moderation**

Procedures designed and carried out by the SACE Board to ensure that assessments within a subject area are comparable across all schools

**NEP** Negotiated Education Plan

**P2S** Pathways to Success (Springbank Secondary College Personal Development Course.)

**PLP** Personal Learning Plan

### **Precluded Combinations**

SACE website provides information on subject preclusions

### **Pre-requisite**

A formal requirement needed before proceeding to further study. A few SACE courses have pre-requisites, as do some higher education courses

### **Recognised Subjects**

Recognised Subjects are those International Baccalaureate, interstate Year 12, higher education studies deemed by the SACE Board and the universities and TAFE SA as being eligible to be included in the calculation of the ATAR and TAFE SA Selection Score.

### **Recommended Prior Learning**

Recommended background to the course

**SACE** The South Australian Certificate of Education; the formal award recognising the completion of stated requirements.

**SACE Board**

The SACE Board of South Australia – prescribes subjects at Stages 1 and 2 and determines the assessment of these subjects

**SATAC**

The South Australian Tertiary Admissions Centre is the organisation which processes applications for admission to University and TAFE Courses

**Scaled Score**

A Stage 2 Subject Achievement Score adjusted for university entrance purposes

**Semester**

A half-year; SACE curriculum units are designed to occupy 50 to 60 hours of programmed school time, which equates to the length of one semester

**Stage 1**

The first stage of the two stages of the SACE; studies at this level are usually but not necessarily, taken by students in their eleventh year of schooling

**Stage 2**

The second of two levels of the SACE. This will usually be the student's twelfth year of schooling

**Successful Achievement**

To be awarded the SACE students completing Stage 2 in 2013 must:

- Complete 200 credits of subjects
- Achieve a grade of C or better in the Personal Learning Plan, 20 credits of literacy, 10 credits of numeracy and the Research Project at Stage 2
- Achieve a grade of C or better in an additional 60 credits at Stage 2

**Tertiary Admissions Subjects (TAS)**

These are SACE Stage 2 subjects which have been approved by TAFE SA and the universities as providing appropriate preparation for tertiary studies. Both TAFE SA and the universities require students to study a minimum number of credits of TAS to be eligible to receive a selection score or rank.

**Unit**

A SACE unit is 50 to 60 hours of programmed time

The SACE Board produces a number of information booklets, which describe the SACE and its operation more fully. These booklets are available from the SACE Board or via their website [www.sace.sa.edu.au](http://www.sace.sa.edu.au)



# igniting inquisitive imagination



**Springbank Secondary College**  
267 Daws Road  
Pasadena SA 5042  
T 8152 6800  
W [dl.0975.info@schools.sa.edu.au](mailto:dl.0975.info@schools.sa.edu.au)

