



# 2025 Curriculum Handbook



Equity  
Belonging  
Bravery  
Growth

## **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 with increasing subject choices in Years 8-12. 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, and Health and Physical Education.

At Year 10 the core compulsory subjects are English, Mathematics, Science, Humanities and Social Sciences, Workplace Practices and Exploring Identities and Futures.

The senior school curriculum at Springbank Secondary College is constructed to address all SACE requirements in consultation with our students.

### **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 and Workplace Practices 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.

#### *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. Springbank Secondary College will support students to access subjects if not offered through partnerships with surrounding schools of the Open Access College.

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## Year 7 and 8 Learning Community

### Literacy and Numeracy

At Springbank Secondary College we have a significant focus on building the essential skills to be successful in the senior years and pathways beyond school. At the cost of studying a language, our model for Year 7 and 8 includes additional time for literacy and numeracy where teachers collect and unpack student data and evidence of learning to identify individual strengths and areas for development. This information is used during literacy and numeracy lessons to divide students into like need groups for targeted intervention and stretch activities.

Traditionally schools provide support to students needing learning assistance by providing additional untrained adults (SSO's) to work alongside individuals in the classroom meaning students with the greatest need are supported for minimal amounts of time each lesson by the least trained adult in the room. During these targeted times of literacy and numeracy lessons at Springbank, students will be explicitly taught the intervention needed, or given the opportunity to demonstrate higher levels of ability under the direct instruction of teachers. This model will be fluid in nature as each topic or essential skill being taught identifies varying strengths and areas for development in students. Using this approach means our young people get the learning support they need, at the time they need it, by the experts in the room, to fill gaps in learning and build success.

The Year 7 curriculum offerings are all compulsory to ensure students are exposed to a balanced curriculum to enable learning of essential skills and for students to make an informed choice about elective subjects in the future years. Students in Year 8 will be able to choose one elective subject from the Arts.

Subjects are as follows:

Year 7	
English	Compulsory Subjects
Mathematics	
Science and Digital Technology	
Humanities and Social Sciences	
Literacy and Numeracy	
Health and Physical Education	
Visual Art	
Music	
Drama	

Year 8	
English	Compulsory Subjects
Mathematics	
Science and Digital Technology	
Humanities and Social Sciences	
Literacy and Numeracy	
Health and Physical Education	
Food and Hospitality	
Material Products (Wood Technology)	
Art Choice (Visual Art / Music / Drama)	
	Elective

## Year 7

### Year 7 Drama

**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

**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.

### Year 7 Health and Physical Education

**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.

### 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:

Assessments may include group presentations, teamwork checklists, peer and self-assessment, individual research or multimodal presentation.

## Year 7 Mathematics

### 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 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 Mathematics 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

### 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:

Tasks may include completion of practical and theory components, including a theory booklet, practical skills in playing drum kit rhythms and group percussion, and foundation keyboard and guitar skills.

## Year 7 Science and Digital Technologies

### Course Description:

Year 7 students 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 Art

**Course Description:**

This course is an introduction to the practice of making visual artworks and incorporates elements of design. Students 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



## Year 8

### Year 8 Drama (Choice)

**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

**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.

### Year 8 Food and Hospitality

**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.

## Year 8 Health and Physical Education

### 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.

## Year 8 Humanities and Social Sciences

### 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:

- 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 8 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 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:**

Assessments may include group presentations, teamwork checklists, peer and self-assessment, individual research or multimodal presentation.

### **Year 8 Material Products (Wood Technology)**

#### **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.

### **Year 8 Mathematics**

#### **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 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 Mathematics 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 (Choice)

**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:**

Tasks may include completion of practical and theory components, including a theory booklet, practical skills in playing drum kit rhythms and group percussion, and foundation keyboard and guitar skills.

### Year 8 Science and Digital Technologies

**Course Description:**

Year 8 students 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.

**Course Description:**

This course is an introduction to the practice of making visual artworks and incorporates elements of design. Students 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.

## Year 9 and 10 Learning Community

In Year 9 and 10 students gain greater choice in subject offerings and begin studying subjects that gain South Australian Certificate of Education (SACE) credit. This is an important stage of education where students begin to explore the world beyond school and potential post school pathways.

Year 9 students must choose one compulsory Arts subject and one compulsory Technologies subject. Students will also choose three other elective subjects to suit their interests and post school pathways. This choice allows students to maintain a broad range of subjects or alternatively choose to narrow their focus and complete full year options of their favourites.

In Year 10 students will complete Exploring Identities and Futures and Workplace Practices which are the first SACE subjects students complete. These two subjects will introduce students to the SACE capabilities, allow an opportunity to explore their passions and hobbies, and start to think about what life beyond school looks like for them.

Year 10 students can participate in industry immersion days and some selected Vocational Education and Training (VET) courses including Certificate 1 in Hospitality and Gateways 2 Trades.

Subjects are as follows:

Year 9	
English	Compulsory subjects
Mathematics	
Science	
Humanities and Social Sciences	
Health and Physical Education	
Visual Art	Compulsory and Elective options
Drama	
Music	
Food and Hospitality	
Material Products (Wood Technology)	
Digital Technology	

Year 10	
English	Compulsory subjects
Mathematics	
Science	
History	
Exploring Identities and Futures	
Workplace Practices	Compulsory and Elective options
Visual Art	
Drama	
Music	
Food and Hospitality	
Material Products (Wood Technology)	
Digital Technology	
Health and Physical Education	
Food and Hospitality	
Photography	

## Year 9

### Year 9 Digital Technology

**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.

### Year 9 Drama

**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

**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.



## Year 9 Food and Hospitality

### 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.

## Year 9 Health and Physical Education

### 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.

## Year 9 Humanities and Social Sciences

### 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

**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:**

Assessments may include group presentations, teamwork checklists, peer and self-assessment, individual research or multimodal presentation.

### **Year 9 Material Products (Wood Technology)**

#### **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.

## Year 9 Mathematics

**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.

## Year 9 Music

**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:**

Tasks may include completion of practical and theory components, including a theory booklet, practical skills in playing drum kit rhythms and group percussion, and foundation keyboard and guitar skills.

## Year 9 Science

**Course Description:**

Year 9 students 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 Art

**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 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

**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.

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

**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 to achieve their SACE.

## Year 10 Food and Hospitality

### Course Description:

Students design and prepare a healthy meal utilising locally sourced products 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

## Year 10 Health and Physical Education

### 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.

## Year 10 History

### Course Description:

The Year 10 History course in Australia, guided by the Australian Curriculum, explores significant events from the modern world and Australia from 1918 to the present. Students investigate key historical themes such as global conflicts, the development of modern nations, and social, political, and cultural changes. Through examining primary and secondary sources, students develop skills in historical inquiry, critical thinking, and

interpretation. The course also focuses on Australia's role in the global context, highlighting its responses to international events and its evolving national identity. This comprehensive study equips students with a deeper understanding of contemporary world issues.

**Assessment:**

Students will be assessed holistically based on assessment tasks and class participation in a variety of ways.

## Year 10 Material Products (Wood Technology)

**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 more than \$20 are to be met by the student.

## Year 10 Mathematics

**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.



## Year 10 Music

**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:**

Tasks may include completion of practical and theory components, including a theory booklet.

**Other Comments:** Nil

## Year 10 Photography

**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:**

Assessment will be through practical projects and theory exercises.

## Year 10 Science

**Course Description:**

Year 10 students 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 Art

### 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

## Workplace Practices (Stage 1)

### Course Description:

Students will develop knowledge, skills and understanding of the nature, type and structure of the workplace. Based on their own skills and interests and values they will explore pathways and develop a learning pathway plan to support transition into the next senior years of schooling.

### Topics:

- Learn about myself - understanding skills, attitudes and values of what they are capable of
- The world of work - definition of work, influences on career pathway decisions, part-time employment opportunities, volunteering, work experience, future employment trends
- Preparing for work - creating a CV, e-portfolio, applying for part-time or casual employment, interview preparation
- Worker's rights and responsibilities - understanding WHS considerations in the workplace and issues as they relate to young workers.

### Assessment

Folio - tasks related to industry, work or other pathway knowledge.

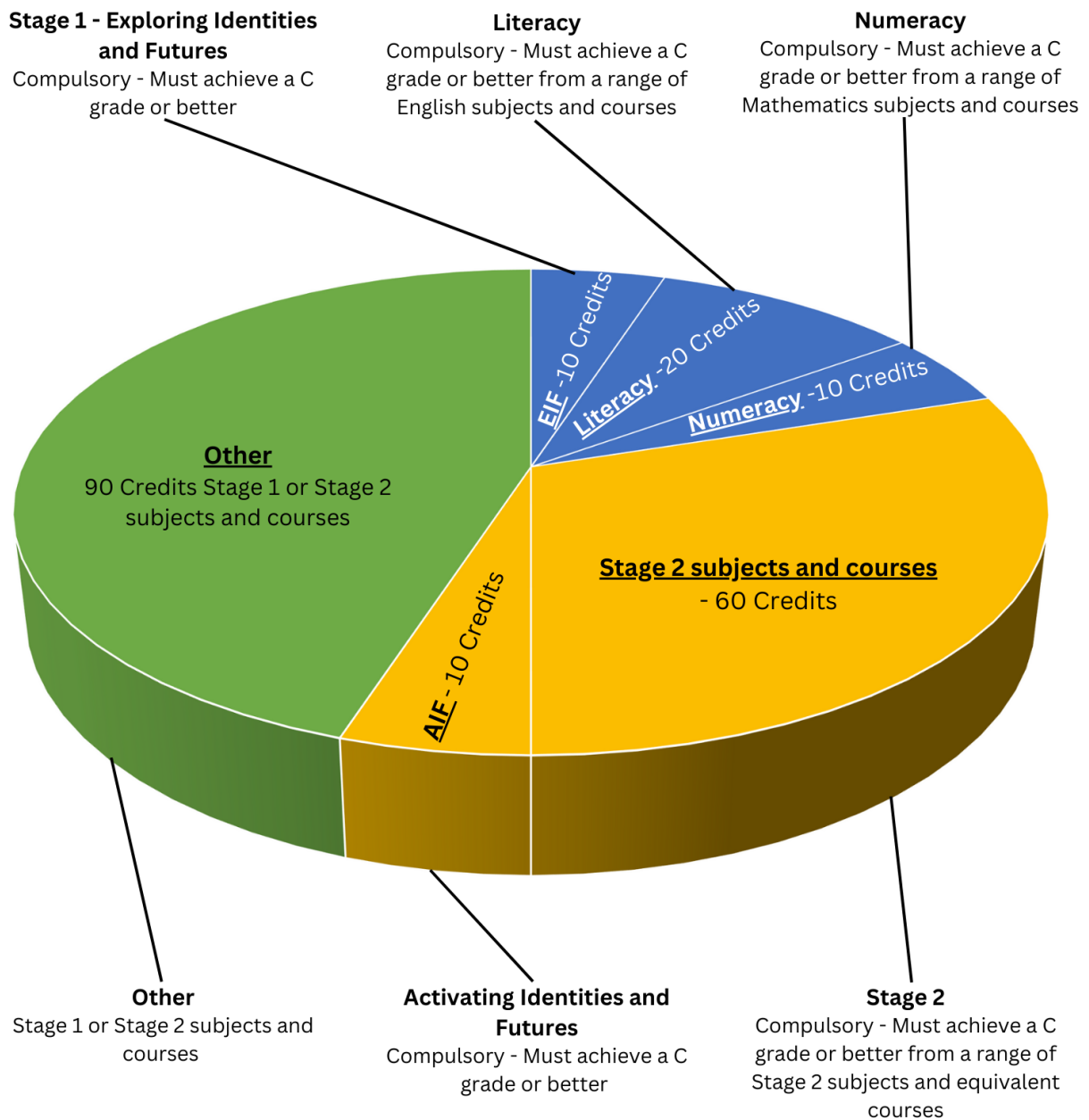
Performance - activity related to vocational learning, accredited VET training or day option.

Review and reflection of their workplace learning, VET course of day option.

**Other Comments:** The course is designed to support students undertaking the Year 10 Gateway 2 Trades program and the Certificate I in Hospitality. Students entering the workforce with part time work are encouraged to complete work experience as part of this course.

## THE SACE (South Australian Certificate of Education)

### SACE Requirements



### **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) and Workplace Practices, 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) - completed in Year 10
- 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 accommodate adjustments in curriculum and assessment to enable students with barriers to learning 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 can 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 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.springbanksccareers.com](http://www.springbanksccareers.com)

## Vocational Education and Training

At Springbank Secondary College, the South Australian Certificate of Education (SACE) can be customised to align with each student's interests and career goals through Vocational Education and Training (VET) and Flexible Industry Pathways. This flexible approach allows students to integrate practical and work-based learning into their SACE program.

### Earning Credits through VET:

Students can earn SACE credits through various learning activities, including:

- **Trades and Apprenticeships:** Gain on-the-job skills while working towards both the SACE and a recognized VET qualification.
- **TAFE or Registered Training Organisations (RTOs):** Complete courses at TAFE or other accredited institutions.

### Commencement and VET Components:

Students can start a VET in Schools Certificate in either Year 11 or Year 12. Additionally, the VET component can be undertaken as early as Year 10 through workplace-based apprenticeships or traineeships. This flexible approach integrates practical workplace experience with formal education.

Students engaged in an apprenticeship or traineeship benefit from a combination of:

- **On-the-Job Training:** Practical experience in the workplace.
- **Off-the-Job Training:** Formal instruction with an RTO.
- **School Attendance:** Continued education to complete the SACE.

These pathways offer the added advantage of earning a VET qualification while developing technical skills under an employer's guidance.

For more information on Flexible Industry Pathways please click on the links below or visit the [SACE website](#).

[Certificate II in Construction](#)

[Certificate I in Hospitality](#)

[Gateway 2 Trades](#)

## School of Languages

The option for students who wish to complete or undertake Languages 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. Please note, like all schools, availability of subjects is dependent on enrolment numbers.

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



## Year 11 and 12 Learning Community

Students in Year 11 and 12 are now beginning to focus on their post school pathways by choosing subjects required for their personal pathway, making connections with the community, and developing their sense of identity as an individual.

### **SACE Flexibilities**

The SACE has several flexibilities built into the certificate to cater for individual needs and abilities including special provisions, learning and assessment plan addendums, community studies and community connections versions of subjects, integrated learning subjects, recognised community learning and modified SACE.

Special provisions and learning and assessment plan addendums are designed to cater to individual needs and differences to address barriers such as physical and mental health issues, completing a different type of assessment to the rest of the class to cater to an individual's strengths, and adjustments to assessment length or number of assessments to allow students to best demonstrate their learning.

Community Studies and Community Connections versions of subjects allow greater levels of freedom to complete negotiated assessments which are more directed by the students interests and passions. It is important to note that while the externally assessed component of these subjects is reduced, students need to be more intrinsically driven and these subjects only contribute to SACE completion, not ATAR (university entry).

Integrated Learning subjects are a middle ground between regular SACE subjects and community based subjects where the content is much more negotiable, but the subject also contributes to SACE and ATAR. Students can only count 40 credits at Stage 2 level to their ATAR from Integrated Learning subjects. At Springbank we offer a range of Integrated Learning subjects which cater to student interests allowing students to have greater say and participate in learning they are passionate about.

### **Partner Schools and Open Access Options**

Being a small school, unfortunately we are unable to offer the full range of subjects face to face on site because we don't always have the numbers of enrolments in a subject to viably staff it. Research tells us that students need to be in classes with a minimum of 8 students to gain the benefits learner collaboration through mechanisms such as healthy class discussion, others raising questions that haven't been considered and pro-active study group routines.

To enable the breadth of subjects we have established partnerships with other local high schools to share enrolments meaning our students will attend other sites to complete subjects we can't offer, or students can enrol in subjects through the Open Access College where they will be taught in an online environment and supported at Springbank during study lessons. These subjects are most likely to include Specialist Mathematics, Mathematical Methods, English Literary Studies, Chemistry, Biology, Physics and Psychology.

Please note, like all schools, subjects are timetabled dependent on students who choose them which means although subjects are listed in the curriculum guide there is no guarantee that they will be offered in the following year.

## Year 11

### Stage 2 Activating Identities and Futures (AIF)

#### 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.

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

#### 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 and B

### 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 or, A and B

### 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 A or, A and B

### 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

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

### 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) Integrated Learning: Coding

**Course description:**

Students will learn about and participate in coding to create their own calculator and simple car racing game before designing their own product to code in the practical inquiry. Students will visit industry to learn about the career pathways in coding and explore the legal and ethical aspects of this work. Finally students will meet with a client and attempt to develop a product based on their design brief to solve an issue they have.

**Assessment:**

- Assessment Type 1: Practical Inquiry (40%) – Students complete a number of tasks to demonstrate their growth in skills, abilities and capability development linked to the program focus of coding.
- Assessment Type 2: Connections Task (30%) – Students work collaboratively to complete a task where they develop a plan, gather and analyse feedback, refine their plan or skills to complete an activity. Students must demonstrate their summary of feedback and actions taken to respond to feedback.
- Assessment Type 3: Personal Endeavour (30%) – Students investigate an issue of their choosing linked to the coding program focus. The investigation can be practical, research driven or a combination of the two. Students create a folio of evidence and present their findings.

**Other comments:** In various parts of this course students will be able to adjust the focus of the assessment tasks to suit their personal interests and passions.

### Year 11 (Stage 1) Integrated Learning: Flipping Fashion

**Course description:**

This course looks at sustainable fashion in a modern ‘throw away’ society. Students will investigate the history of fashion including trends and designers before visiting an Opportunity Shop to purchase and upcycle their own fashion masterpiece. Students will organise and facilitate a fashion show to display their creations as a fundraiser for a charity and raise awareness of a worthy cause. Students will also research and investigate how thrifting and reusing materials has impacted society from various cultural perspectives.

**Assessment:**

- Assessment Type 1: Practical Inquiry (40%) – Students complete a number of tasks to demonstrate their growth in skills, abilities and capability development linked to the program focus of fashion.
- Assessment Type 2: Connections Task (30%) – Students work collaboratively to complete a task where they develop a plan, gather and analyse feedback, refine their plan or skills to complete an activity. Students must demonstrate their summary of feedback and actions taken to respond to feedback.

- Assessment Type 3: Personal Endeavour (30%) – Students investigate an issue of their choosing linked to the fashion program focus. The investigation can be practical, research driven or a combination of the two. Students create a folio of evidence and present their findings.

**Other comments:** In various parts of this course students will be able to adjust the focus of the assessment tasks to suit their personal interests and passions.

### Year 11 (Stage 1) Integrated Learning: Numeracy for Life

#### Course description:

Students will learn about essential life skill mathematics to help prepare them for life beyond school. They will investigate topics such as buying a car, sourcing the most affordable mobile phone contracts, should I rent or buy, setting up a bank account, interest rates and the real cost of living. Topics and content will be flexible and some sections negotiated with students to direct learning to what they want to understand.

#### Assessment:

- Assessment Type 1: Practical Inquiry (40%) – Students complete a number of tasks to demonstrate their growth in skills, abilities and capability development linked to the program focus of numeracy.
- Assessment Type 2: Connections Task (30%) – Students work collaboratively to complete a task where they develop a plan, gather and analyse feedback, refine their plan or skills to complete an activity. Students must demonstrate their summary of feedback and actions taken to respond to feedback.
- Assessment Type 3: Personal Endeavour (30%) – Students investigate an issue of their choosing linked to the numeracy program focus. The investigation can be practical, research driven or a combination of the two. Students create a folio of evidence and present their findings.

**Other comments:** In various parts of this course students will be able to adjust the focus of the assessment tasks to suit their personal interests and passions.

### Year 11 (Stage 1) Integrated Learning: World Around Us

#### Course Description:

This course fosters critical thinking, collaboration, and problem-solving skills by exploring topics such as culture, society, and global challenges. Students undertake projects that combine history, geography, sociology, and other humanities disciplines, promoting a deeper understanding of the world we live in. This subject prepares students for future pursuits and active citizenship by emphasizing the interconnectedness of human experiences and knowledge.

#### Assessment:

- Assessment Type 1: Practical Inquiry (40%) – Students complete a number of tasks to demonstrate their growth in skills, abilities and capability development linked to the program focus of humanities.
- Assessment Type 2: Connections Task (30%) – Students work collaboratively to complete a task where they develop a plan, gather and analyse feedback, refine their plan or skills to complete an activity. Students must demonstrate their summary of feedback and actions taken to respond to feedback.
- Assessment Type 3: Personal Endeavour (30%) – Students investigate an issue of their choosing linked to the humanities program focus. The investigation can be practical, research driven or a combination of the two. Students create a folio of evidence and present their findings.

**Other comments:** In various parts of this course students will be able to adjust the focus of the assessment tasks to suit their personal interests and passions.

### Year 11 (Stage 1) Material Products (Wood Technology)

#### 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) Mathematics A or, A and B

#### 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 Stage1 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) Performing Arts A or, A and B**

**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) Photography A or, A and B**

**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) Physical Education A or, A and B

**Course Description:**

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

### Year 11 (Stage 1) Scientific Studies A or, A and B

**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 Art A or, A and B**

**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 more than the standard course allowance.
- Students who have an interest in pursuing the Visual Arts at Year 12 are encouraged to study both Year 11 A and B courses.

**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%

## Year 12

All subjects are a full year in length.

### Year 12 (Stage 2) Community Studies A

#### Course description:

In Community Studies A, students have the opportunity to complete a project of their choosing linked to their area of passion and interest. The project can be almost anything as long as the total time spent totals a minimum of 120 hours which could be made up of 2 different 60 hour projects or 120 hours doing one project.

This subject can be used to gain credit for something already being completed in the community such as football umpiring, preparing for and competing in a sporting event, caring for a family member, volunteering at an animal shelter, etc. Students will need to complete a contract of work which is an agreement with the teacher about what they are going to do, how they will demonstrate learning and capability development, how they will present their project and what form their evaluation will take. Students must link with a community expert who ideally will be from outside of the school but can be a teacher or student if required. The community expert is to be used as a mentor to provide feedback and advice throughout the project. Students need to collect a folio of evidence along the way to be used in their presentation.

Projects in the past have included creating an artwork, holding a dinner party, creating a market stall, renovating a piece of antique furniture, writing a horror story, creating a web page, state sport representation, volunteering and building a guitar to name a few.

#### Assessment:

- Contract of Work 70%
  - The Contract of Work
  - Folio of Evidence
  - Presentation to an audience
- Reflection 30%
  - Summary of the Community Activity
  - Reflection on the completion of the Contract of Work

#### Other comments:

Community Studies will contribute to SACE completion, but cannot be used for University entry (ATAR). Community Studies can also be studied as a semester-length 10-credit subject or multiple subjects

### Year 12 (Stage 2) 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.

## Year 12 (Stage 2) Food and Hospitality

### Course

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.

### Description:

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

## Year 12 (Stage 2) Integrated Learning: Coding

### Course description:

Students will learn about and participate in coding to create their own calculator and simple car racing game before designing their own product to code in the practical inquiry. Students will visit industry to learn about the career pathways in coding and explore the legal and ethical aspects of this work. Finally students will meet with a client and attempt to develop a product based on their design brief to solve an issue they have.

**Assessment:**

- Assessment Type 1: Practical Inquiry (40%) – Students complete a number of tasks to demonstrate their growth in skills, abilities and capability development linked to the program focus of coding.
- Assessment Type 2: Connections Task (30%) – Students work collaboratively to complete a task where they develop a plan, gather and analyse feedback, refine their plan or skills to complete an activity. Students must demonstrate their summary of feedback and actions taken to respond to feedback.
- Assessment Type 3: Personal Endeavour (30%) – Students investigate an issue of their choosing linked to the coding program focus. The investigation can be practical, research driven or a combination of the two. Students create a folio of evidence and present their findings.

**Other comments:** In various parts of this course students will be able to adjust the focus of the assessment tasks to suit their personal interests and passions. Students needing an ATAR can only study a maximum of 40 credits from Integrated Learning subjects.

**Year 12 (Stage 2) Integrated Learning: Flipping Fashion****Course description:**

This course looks at sustainable fashion in a modern ‘throw away’ society. Students will investigate the history of fashion including trends and designers before visiting an Opportunity Shop to purchase and upcycle their own fashion masterpiece. Students will organise and facilitate a fashion show to display their creations as a fundraiser for a charity and raise awareness of a worthy cause. Students will also research and investigate how thrifting and reusing materials has impacted society from various cultural perspectives.

**Assessment:**

- Assessment Type 1: Practical Inquiry (40%) – Students complete a number of tasks to demonstrate their growth in skills, abilities and capability development linked to the program focus of fashion.
- Assessment Type 2: Connections Task (30%) – Students work collaboratively to complete a task where they develop a plan, gather and analyse feedback, refine their plan or skills to complete an activity. Students must demonstrate their summary of feedback and actions taken to respond to feedback.
- Assessment Type 3: Personal Endeavour (30%) – Students investigate an issue of their choosing linked to the fashion program focus. The investigation can be practical, research driven or a combination of the two. Students create a folio of evidence and present their findings.

**Other comments:** In various parts of this course students will be able to adjust the focus of the assessment tasks to suit their personal interests and passions. Students needing an ATAR can only study a maximum of 40 credits from Integrated Learning subjects.

**Year 12 (Stage 2) Integrated Learning: Numeracy for Life****Course description:**

Students will learn about essential life skill mathematics to help prepare them for life beyond school. They will investigate topics such as buying a car, sourcing the most affordable mobile phone contracts, should I rent or buy, setting up a bank account, interest rates and the real cost of living. Topics and content will be flexible and some sections negotiated with students to direct learning to what they want to understand.

**Assessment:**

- Assessment Type 1: Practical Inquiry (40%) – Students complete a number of tasks to demonstrate their growth in skills, abilities and capability development linked to the program focus of numeracy.
- Assessment Type 2: Connections Task (30%) – Students work collaboratively to complete a task where they develop a plan, gather and analyse feedback, refine their plan or skills to complete an activity. Students must demonstrate their summary of feedback and actions taken to respond to feedback.
- Assessment Type 3: Personal Endeavour (30%) – Students investigate an issue of their choosing linked to the numeracy program focus. The investigation can be practical, research driven or a combination of the two. Students create a folio of evidence and present their findings.

**Other comments:** In various parts of this course students will be able to adjust the focus of the assessment tasks to suit their personal interests and passions. Students needing an ATAR can only study a maximum of 40 credits from Integrated Learning subjects.

### Year 12 (Stage 2) Integrated Learning: World Around Us

**Course Description:**

This course fosters critical thinking, collaboration, and problem-solving skills by exploring topics such as culture, society, and global challenges. Students undertake projects that combine history, geography, sociology, and other humanities disciplines, promoting a deeper understanding of the world we live in. This subject prepares students for future pursuits and active citizenship by emphasizing the interconnectedness of human experiences and knowledge.

**Assessment:**

- Assessment Type 1: Practical Inquiry (40%) – Students complete a number of tasks to demonstrate their growth in skills, abilities and capability development linked to the program focus of humanities.
- Assessment Type 2: Connections Task (30%) – Students work collaboratively to complete a task where they develop a plan, gather and analyse feedback, refine their plan or skills to complete an activity. Students must demonstrate their summary of feedback and actions taken to respond to feedback.
- Assessment Type 3: Personal Endeavour (30%) – Students investigate an issue of their choosing linked to the humanities program focus. The investigation can be practical, research driven or a combination of the two. Students create a folio of evidence and present their findings.

**Other comments:** In various parts of this course students will be able to adjust the focus of the assessment tasks to suit their personal interests and passions.

### Year 12 (Stage 2) Material Products (Woodwork)

**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) Performing Arts**

**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.

## **Year 12 (Stage 2) Photography**

**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) 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.

## **Year 12 (Stage 2) Scientific Studies**

**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) Visual Arts - Art**

**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**

**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%

## Vocational Education and Training Courses

### Certificate II in Construction

**Contact:** Jarrod Jones - [jarrod.jones729@schools.sa.edu.au](mailto:jarrod.jones729@schools.sa.edu.au)

#### Course Description:

The **Certificate II in Construction** is a full-year program at Springbank Secondary College designed for students eager to explore a career in the building and construction industry. This program emphasises a combination of practical skills and theoretical knowledge, providing a comprehensive foundation in various construction trades.

#### Program Focus:

- **Hands-On Practical Experience:**
  - Engage in real-world tasks across multiple trade areas, including:
    - Carpentry
    - Concreting
    - Tiling
    - Painting and Decorating
    - Joinery
    - Plastering
    - Plasterboard Fixing/Flushing
    - Bricklaying
    - Demolition
- **Theory Integration:**
  - The practical training is supported by theoretical instruction, ensuring students understand the underlying principles and techniques of construction.
- **Real-World Experience:**
  - As part of the program, all students must organize and participate in Structured Workplace Learning (SWL) within industry settings. This component provides valuable on-the-job experience, allowing students to apply their skills in real construction environments.
  - 70 hours must be done in the construction industry.

**RTO:** ATEC – Adelaide Training and Employment Centre (National Code 0022)

Units of Competency	
Unit Code	Unit Title
<b>Core</b>	
CPCCOM1012	Work effectively and sustainably in the construction industry (20 nominal hours)
CPCCOM1013	Plan and organise work (20 nominal hours)
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry (20 nominal hours)

CPCCOM1015	Carry out measurements and calculations (20 nominal hours)
CPCCVE1011	Undertake a basic construction project (40 nominal hours)
<b>Electives</b>	
CPCCCA2002	Use carpentry tools and equipment (96 nominal hours)
HLTAID011	Provide First Aid (8 nominal hours)
CPCCCM2006	Apply basic levelling procedures (8 nominal hours)
CPCCCO2013	Carry out concreting to simple forms (20 nominal hours)
CPCCCM2009	Carry out basic demolition (32 nominal hours)

**DELIVERY LOCATION:** Springbank Secondary College.

**DATES AND TIMES:** 40 weekly sessions from 08:45 until 15:10, excluding school and public holidays. Day and commencement date to be confirmed with RTO at the end of 2024.

**SACE DETAILS:** Year 11 (Stage 1), 40 SACE credits

**FEES:** \$500

**NUMBER OF STUDENTS:** Minimum 12 - Maximum 15

**SELECTION PROCESS:** Students undertake the VET Readiness Orientation (VETRO) process in Semester 2, 2024 via an online process and undertake a Language, Literacy and Numeracy (LLN) assessment to demonstrate sufficient literacy and numeracy ability.

### Certificate I in Hospitality

**Contact:** Jarrod Jones - jarrod.jones729@schools.sa.edu.au

#### Course Description:

The **Certificate I in Hospitality** is an entry-level qualification that introduces individuals to the fundamental skills and knowledge required to begin a career in the hospitality industry. It's designed for those with minimal experience or formal training in hospitality, making it suitable for all individuals seeking foundational skills in this field. Completion of Certificate I in Hospitality can lead to further study, such as Certificate II or III in Hospitality, or provide a stepping stone into entry-level roles in the industry.

#### Program Focus:

- **Practical Skills:** Emphasis on hands-on training to ensure readiness for real-world hospitality environments.
- **Flexibility:** Suitable for a wide range of learners.
- **Industry Insights:** Exposure to the operational aspects of the hospitality industry, offering a broad understanding of different career paths and roles.

**RTO:** Adelaide Institute of Hospitality (National Code 40138)

Units of Competency	
Unit Code	Unit Title
<b>Core</b>	
BSBTWK201	Work effectively with others
SITXWHS005	Participate in safe work practices
SITXCCS009	Provide customer information and assistance
<b>Electives</b>	
SITXFSA005	Use hygienic practices for food safety
SITHCCC024	Prepare and present simple dishes
SITHCCC025	Prepare and present sandwiches

**DELIVERY LOCATION:** Springbank Secondary College

**DATES AND TIMES:** Day and commencement date to be confirmed with RTO at the end of 2024.

**SACE DETAILS:** Stage 1, 15 SACE credits

**FEES:** \$600

**NUMBER OF STUDENTS:** Minimum 12 - Maximum 16

**SELECTION PROCESS:** Students will need to complete and return the expression of interest form and the commitment to pay form. School reports and attendance data as well as student responses on the EOI form will also be used to gauge suitability.

## Gateway 2 Trades

**Contact:** Jarrod Jones - jarrod.jones729@schools.sa.edu.au

### Course Description:

The Gateway2Trades course is designed for Year 10 students considering future studies in construction-related trades. This course introduces students to a variety of construction trades, highlighting the numerous career paths and tertiary education options available in the industry.

Through this course, students will:

- **Explore a Range of Trades:** Gain insight into the diverse trades within the construction sector.
- **Develop Work-Ready Skills:** Build foundational knowledge and practical skills in a simulated trade environment.
- In Year 11 students may elect to continue into **VET courses in Certificate II** in Construction (General, Plumbing or Carpentry focus) or a range of other trade-based VET courses.

Gateway2Trades equips students with the essential skills and understanding needed to pursue a successful career in construction, making it a pivotal step in their educational journey.



**DELIVERY LOCATION:** Springbank Secondary College.

**DATES AND TIMES:** Day and commencement date to be confirmed at the end of 2024.

**FEES:** \$300

**NUMBER OF STUDENTS:** Minimum 12 - Maximum 15

**SELECTION PROCESS:** Students will need to complete and return the Gateway2Trades expression of interest form and the commitment to pay form. All applicants will then be interviewed to gauge genuine interest in pursuing a career in trades. School reports and attendance data as well as student responses on the EOI form will also be used to gauge suitability.

## 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 four values of: **\*Equity \*Belonging \*Bravery and \*Growth**. 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 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.



# Equity Belonging Bravery Growth

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