



# YEAR 11 - SACE STAGE 1 SUBJECTS FOR 2022



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There are a number of compulsory subjects required to complete your SACE at Stage 1:

<b><i>Literacy</i></b>	<i>At least 20 credits from the range of English subjects</i>
<b><i>Numeracy</i></b>	<i>At least 10 credits from the range of Mathematics</i>
<b><i>Research Project</i></b>	<i>Undertaken by all Stage 1 students. This is a compulsory SACE subject that achieves 10 Stage 2 credits.</i>

For each of the compulsory subjects - Literacy & Numeracy students must achieve a C grade or better and for Research Project students must achieve a C- grade or better.

## COMPULSORY SUBJECTS

### English

English Literary Studies	20 credits
English	20 credits
English as Additional Language	20 credits
Essential English	20 credits

### Mathematics

Mathematical Methods A, B & C	30 credits
Specialist Mathematics	10 credits
General Mathematics A & B	20 credits
Essential Mathematics A & B	20 credits
Research Project	10 credits

## CHOICE SUBJECTS

### Arts

Creative Arts Single Semester	10 credits
Creative Arts Full Year	20 credits
Drama Single Semester	10 credits
Drama Full Year	20 credits
Music Full Year [Both semesters required for Stage 2 Music]	20 credits
Visual Art Single Semester	10 credits
Visual Art Full Year	20 credits

### Technologies

CAD/CAM	10 credits
Digital Technology Single Semester	10 credits
Digital Technology Full Year	20 credits
Electronics	10 credits
Furniture Construction Single Semester	10 credits
Furniture Construction Full Year	20 credits
Metal Technology Single Semester	10 credits
Metal Technology Full Year	20 credits

### Health & Physical Education

Child Studies Single Semester	10 credits
Child Studies Full Year	20 credits
Food and Hospitality Single Semester	10 credits
Food and Hospitality Full Year	20 credits
Health Single Semester	10 credits
Health Full Year	20 credits
Outdoor Education	10 credits
Physical Education Single Semester	10 credits
Physical Education Full Year	20 credits

### Humanities & Social Sciences

Modern History	10 credits
Legal Studies Single Semester	10 credits
Legal Studies Full Year	20 credits
Society and Culture	10 credits

### Science

Biology Single Semester	10 credits
Biology Full Year	20 credits
Chemistry 1 and 2 Full Year [Both semesters required for Stage 2 Chemistry]	20 credits
Physics 1 and 2 Full Year [Both semesters required for Stage 2 Physics]	20 credits
Psychology Single Semester	10 credits
Psychology Full Year	20 credits

### Cross Disciplinary Studies

Community Studies - Single Semester	10 credits
Community Studies - Full Year	20 credits

# YEAR 11 COMPULSORY SUBJECTS

## ENGLISH

### English Literary Studies

**Course Length:** full year (10 SACE Compulsory Literacy credits per semester)

**Recommendation:** Achievement of a B grade or better in Semester 1 General English and teacher recommendation.

**Contact person:** Bridget Roberts

#### Content

The Pre-Literary Studies course is organised in 3 sections:

1. Responding to Texts
2. Creating Texts
3. Intertextual study

This course is designed to prepare students for Stage 2 Literary Studies and, as such, there is a greater emphasis on studying literary texts than in the Stage 1 English.

#### Assessment

Students will provide evidence of their learning through four assessment tasks, with at least one from each of the assessment types listed above. At least one assessment task each semester will be an oral presentation.

As this is a compulsory SACE subject at Stage 1, students must achieve a C-grade or higher to receive their compulsory SACE Literacy Credits.

**Note:** Students may incur additional costs for excursions, performances, etc.

### English

**Course Length:** full year (10 SACE Compulsory Literacy credits per semester)

**Recommendation:** Satisfactory completion of Year 10 English and teacher recommendation.

**Contact person:** Bridget Roberts

#### Content

The English course is organised in 3 sections:

1. Responding to Texts
2. Creating Texts

3. Intertextual study

#### Assessment

Students will provide evidence of their learning through four assessment tasks each semester, with at least one from each of the assessment types listed above. At least one assessment task each semester will be an oral presentation.

As this is a compulsory SACE subject at Stage 1, students must achieve a C-grade or higher to receive their compulsory SACE Literacy Credits.

**Note:** Students may incur additional costs for excursions, performances, etc.

### Essential English

**Course Length:** full year (10 SACE Compulsory Literacy credits per semester)

**Recommendation:** by Year 10 English Teacher

**Contact person:** Bridget Roberts

#### Content

The Essential English Course is organised into 2 sections:

1. Responding to Texts
2. Creating Texts

This course is designed to enable students to develop their literacy skills in preparation for them to interact effectively with others in their learning, work and community life. The focus of the course is how students use language to establish and maintain connections with people in different contexts.

#### Assessment

Students will provide evidence of their learning through four assessment tasks each semester, with at least one from each of the assessment types listed above. At least one assessment task each semester will be an oral presentation.

As this is a compulsory SACE subject at Stage 1, students must achieve a C-grade or higher to receive their compulsory SACE Literacy Credits.

**Note:** Students may incur additional costs for excursions, performances, etc.

# YEAR 11 COMPULSORY SUBJECTS

## English as an Additional Language (EAL)

**Course Length:** full year (10 credits per semester)

**Recommendation:** This subject is only available to eligible students. Students will receive an eligibility letter, which must be shown at course confirmation.

**Contact person:** Janette Bandjak

### Content

Students read and view a variety of texts, including literary, media, and everyday texts, such as novels, plays, short stories, biographies, films, documentaries, web texts and social networking texts.

### Assessment

Students will provide evidence of their learning through three assessment types:

1. Responding to Texts (two tasks)
2. Interactive Study
3. Language Study

(Each of these assessment types will have a weighting of at least 20%)

## MATHEMATICS

### Essential Mathematics

**Course Length:** Full Year (Two 10 credit Semesters)

**Recommendation:** This course is designed to allow students with limited mathematical skills to achieve the numeracy requirements of SACE.

**Contact Person:** Arthur Roubanis

### Content

This subject is designed for students who are seeking to meet the SACE numeracy requirement; or students who are planning to pursue a trades or vocational pathway. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts, in flexible and resourceful ways.

Topics:

- Calculations, Time, and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing

This subject does not provide a pathway to Stage 2 Essential Mathematics. This course is not intended for students considering any Tertiary Maths study.

**Note:** It is recommended that students purchase a SACE approved scientific calculator.

### Assessment

Assessment consists of two summative tests and two folio tasks per semester.

### General Mathematics

**Course Length:** Full Year (Two 10 credit Semesters)

**Recommendation:** C Grade or better in Year 10 Mathematics and teacher recommendation.

**Contact Person:** Arthur Roubanis

# YEAR 11 COMPULSORY SUBJECTS

## Content

General Mathematics extends 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 nonlinear functions, and discrete modelling using networks and matrices.

## Topics

- Investing and Borrowing
- Measurement
- Statistics
- Trigonometry
- Linear and Exponential Functions and their Graphs
- Matrices and Networks

This subject can lead to Stage 2 General Mathematics and is suitable for students wanting to continue studies in technical trades, business, human services and health sciences and prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

**Note:** It is recommended that students purchase a SACE approved graphics calculator.

## Assessment

Three summative tests and one folio task per semester.

## Mathematical Methods A, B & C

**Course Length:** Three modules each a single semester (10 credits each module)

**Recommendation:** B grade or better in Year 10 Pre-Mathematical Methods and / or Extension Mathematics.

**Contact Person:** Arthur Roubanis

## Content

Mathematical Methods provides the foundation for further study in mathematics in Stage 2 Mathematical Methods. It is an algebra-rich subject for students preparing for university-level studies of economics, engineering, 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 .

## Topics

- Functions and graphs
- Polynomials
- Trigonometry
- Differential calculus
- Growth and decay
- Counting and statistics

Mathematical Methods C can be combined with Specialist Mathematics (see below).

**Note:** It is recommended that students purchase a SACE approved graphics calculator.

## Assessment

Three summative tests and one investigation per semester course, plus a formative examination.

## Specialist Mathematics

**Course Length:** Single Semester (10 credits)

**Recommendation:** B Grade or better in Year 10 Mathematics

**Contact Person:** Arthur Roubanis

## Content:

This additional Semester 2 course is designed to prepare students who are considering studying Mathematical Methods and Specialist Mathematics in Stage 2. It is a vital step in the pathway to undertaking Specialist Mathematics in Year 12. This subject includes more geometric topics and complex applications of ideas.

## Topics

- Vectors in a plane
- Advanced trigonometry
- Real and complex numbers

**Note:** It is recommended that students purchase a SACE approved graphics calculator.

## Assessment

Three summative tests and one investigation, plus a formative examination.

# YEAR 11 COMPULSORY SUBJECTS

## RESEARCH PROJECT

**Course Length:** 1 semester (10 Stage 2 Credits)

**ALL** students must complete the 10-credit Research Project at Stage 2 of the SACE, with a C- grade or better.

**Contact Person:** Ian Benjafield

### Content

Students will:

- Choose a topic of interest and develop a research question
- Learn and apply research processes and the knowledge and skills specific to their research topic
- Record their research and evaluate what they have learnt

The term research is used broadly and may include practical or technical investigations, formal research, or exploratory enquiries.

Students are expected to:

- Work independently and with others to initiate an idea, and to plan and manage a research project
- Demonstrate the learning capability and 1 other chosen capability
- Analyse information and explore ideas to develop their research
- Develop and apply specific knowledge and skills
- Communicate and evaluate their research outcome
- Evaluate the research processes used and their chosen capability

### Assessment (Both ATAR accredited)

#### Research Project A

Folio (30%)

Research Outcome (40%)

Must be a maximum of 1500 words if written or a maximum of 10 minutes for an oral presentation, or the equivalent in multimodal form.

Review (external assessment - 30%)

- 150 word summary and a 1500 word review in written or multimodal form

#### Research Project B

Folio (30%)

Research Outcome (40%)

- A maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form

Evaluation (30%)

- 150 word summary and a 1500 word evaluation in written form

#### Note:

We strongly advise that Research Project B be undertaken for those students definitely on a University pathway.

# YEAR 11 CHOICE SUBJECTS

## ARTS

### Creative Arts

**Course Length** – Single Semester (10 credits) or Full Year (20 credits)

**Recommendation:**

An advantage would be having satisfactory completion of a Year 10 subject such as:

- Creative Arts (Digital Media or Graphic Design)
- Photography
- Performing Arts subject
- Visual Arts
- Design

**Contact Person:** Alex Spalding

**Content**

Students may choose areas of interest to focus on. Students participate in the design, development and presentation of finished Creative Arts products.

Products may take the form of:

- **fashion design (design and/or construction of fashion items including clothing, footwear etc)** (*Child Studies/ textiles experience an advantage but not a prerequisite*)
- **make up design/ special effects makeup etc** (*some Drama experience an advantage*)
- **set design/ props for theatre or film** (*some Drama experience an advantage*)
- **film/video: documentary, narrative (storytelling), music video clips, local tourism, community events** (*Creative Arts: Digital Media experience an advantage*)
- **environmental design (architecture, interior design, landscape design etc.)**
- **product design (packaging design, furniture design etc)** (*Visual Arts: Design/ CAD/ Woodwork experience an advantage*)
- **craft projects** (*Child Studies/ textiles experience an advantage but not a prerequisite*)
- **photographic displays** (*DSLR experience an advantage*)
- **artworks, public art, installations** (*Visual Art experience an advantage*)
- **graphic novels, comic strips (for print or digital)** (*Creative Arts: Digital Media experience an advantage*)
- **illustrated children’s books (for print or digital)** (*Visual Art or Creative Arts: Digital Media experience an advantage*)
- **digital music mixing (Sibelius, Mixcraft etc)** (*Music experience an advantage*)

- **advertising campaigns (tv, print, web etc)** (*Creative Arts: Graphic Design experience an advantage*)
- **graphic design (logos, letterheads, business cards, promotional products etc)** (*Creative Arts: Graphic Design experience an advantage*)
- **gaming production (3D, 2D, PC, android, iOS etc.)** (*Creative Arts: Digital Media experience an advantage*)
- **animation (digital, stop motion and Claymation)** (*Creative Arts: Digital Media experience an advantage*)
- **websites (for business, personal, virtual art galleries, museums etc.)** (*Creative Arts: Digital Media experience an advantage*)

Students are particularly encouraged to take responsibility for aspects of the Heights Website as part of their work. Some real-life experience may be offered by outside design jobs (unpaid).

**Assessment**

Products (70%) - students present two finished products, including support materials.

Folio (30%) - students produce two portfolios.

Folio 1 - based on an investigation.

Folio 2 - is a record of skills development.

### Drama

**Course Length:** single semester or full year (10 credits each semester)

**Contact Person:** Alex Spalding

**Content**

**Semester 1 - Epic Theatre**

**Semester 2 - Australian Contemporary Drama**

This course links the study of the elements of Drama and the style of a particular exponent or theorist in drama to a text which will be performed by the students in the style they have been studying. An example is The Caucasian Chalk Circle by Brecht performed in an Epic Theatre Style. The second semester will concentrate on contemporary Australian/Aboriginal plays, such as The Web by Kate Mulvany.

This play is a modern Australian Play tackling themes that are relevant to current day issues.

**Assessment:**



# YEAR 11 CHOICE SUBJECTS

This subject is assessed through improvising and workshopping aspects of the text being studied resulting in a final performance. Students will keep a logbook or journal of their learning journey through the term, including in it examples of other performances, notes on what they learned in lessons and personal reflections on the subject of the plays. This logbook will form the basis for their oral presentation or essay which discusses and reflects on their learning about the text and the practitioner. Students will either attend a theatre or watch a televised performance of a play on a similar theme or an alternative performance and write a response/review essay in which they analyse and reflect on the style and performance of the piece being watched.

Finally, students will develop a portfolio of research and creative ideas for a creative or technical role concerned with the play being studied. Or this may involve students studying a practitioner such as Enoch Wesley or Brecht or a style of performance such as Epic Theatre, Storytelling, and Boal Street Theatre.

Drama Performance 40%  
Logbook/Essay/oral presentation reflecting on links between performance and practitioner style 15%  
Response/ Review 20%  
Portfolio – 25%

## Music

**Course Length:** full year (20 Credits)

**Recommendation:** Recommendation: Successful completion of year 10 music. Students MUST own or hire an instrument (\$50.00 per term) and MUST attend a 30min Instrumental Music lesson as part of this course.

**Contact Person:** Alex Spalding

### Content

Year 11 Music is presented as a Stage 1 Music Advanced course where students continue to build on their knowledge and understanding of the elements of music, and their technical/expressive ability on their chosen instrument/s. There is a focus on the elements of Jazz music, particularly looking at harmony, melody, expressive and rhythmic style. A variety of styles are explored as part of a class ensemble and in solo performance.

Making students refine and practise a variety of music as part of an ensemble and as a solo artist, including improvisation. They present this learning in the form of live performances. Students continue to build on their understanding of stylistic devices to arrange and compose music in the styles of Swing, Latin and Pop. Responding Students continue to develop their music literacy skills both visually and aurally. They analyse how the elements of music are used particularly in the styles of Swing and Latin, and how composers make musical decisions in the music they perform. Students reflect on the development of their own repertoire as part of the class ensemble.

### Assessment

Making (70%) – Ensemble Performance, Solo Performance, Jazz Combo Arrangement  
Responding (30%) – Theory/Aural Test, Score/Song Analysis, Reflection and Evaluation.

## Visual Art

**Course Length:** Single Semester (10 credits) or Full Year (20 credits)

**Recommendation:** Satisfactory completion of a Year 10 Visual Art or as recommended by an Arts Teacher.

**Contact Person:** Alex Spalding

### Content

#### Area of Study 1: Visual Study

Students study 3 artists and analyse, respond, reflect and evaluate their work.

Students reproduce 3 pieces of work to learn / adopt different styles and techniques.

#### Area of Study 2: Visual Thinking (Folio)

Students produce a folio of work that documents their visual learning, in support of their major resolved visual artwork.

#### Area of Study 3: Practical Resolution (The Practical including a Practitioner's Statement)

Finished art works could take the form of a painting or drawing but could also include more diverse products such as video, installation, assemblage, digital imaging, mixed media, printmaking, photography, sculpture, ceramics, or textiles. Students provide an explanation of their intended meaning and evaluation of their own work through a Practitioner's Statement.

### Assessment

Visual Study (40%)  
Folio (30%)  
Practical (30%)

# YEAR 11 CHOICE SUBJECTS

## TECHNOLOGIES

### CAD/CAM [Digital Communication Solutions]

**Course Length:** Single Semester (10 credits)

**Recommendation:** There are no prerequisites for this course. Those who have been successful at Year 10 CAD / CAM are encouraged to further develop their skills and knowledge while those with no experience will be guided through the basics.

**Contact Person:** Jake Holt

#### Content

The course gives students the opportunity to develop an understanding of Technical Drawing practices that are used in the construction and manufacturing sectors. The techniques and methods used conform to the Australian Standards. Set tasks will require the use of CAD software, Inventor. Students will be exposed to 2 and 3 dimensional drawing systems. A major design task and folio are a required component of this course. Where possible students will be given the opportunity to design and produce a small item using a computer controlled milling machine and/or laser cutting machine (CAD / CAM).

#### Assessment

Consist of:

- Two Specialised Skills Tasks
- One Design Process (Folio) and Solution

### Digital Technology

**Course Length:** single semester or full year (10 credits each semester)

**Contact Person:** Sean Fletcher

**Recommendation:** Completion of Year 10 Digital Technology would be an advantage.

#### Content

Digital technologies have changed the ways that people think, work, and live. The application of digital technologies can lead to discoveries, new learning, and innovative approaches to understanding and solving problems. The study of Digital Technologies provides a platform for deep interdisciplinary

learning. Students make connections with innovation in other fields and across other learning areas.

In Digital Technologies students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

The subject consists of the following focus areas:

- Programming
- Advanced programming
- Data analytics
- Exploring innovations

For a 10-credit subject, students study at least two focus areas. For a 20-credit subject, students study at least three focus areas. Computational thinking skills are integral to each focus area, together with applying program-design skills and exploring innovation. Students analyse patterns and relationships in data sets and/or algorithms and draw conclusions about their usefulness in defining the problem.

In developing and applying their program-design skills, students develop and extend their understanding of program-design methodology. They take a structured approach to designing an algorithm or digital solution (product, prototype, and/or proof of concept) that is appropriate to the context of the problem and meets the needs of the intended user. They code, test, and evaluate their solutions.

#### Assessment

The following assessment types enable students to demonstrate their learning in Digital Technology:

- Project Skills
- Digital Solution

# YEAR 11 CHOICE SUBJECTS

## Electronics

### [Robotic and Electronic Systems]

**Course Length:** Single Semester (10 credits)

**Recommendation:** Completion of Year 10 Electronics is preferred but not essential

**Contact Person:** Jake Holt

#### Content

Students will be involved in designing, making and critiquing printed circuit boards. Circuit and product analysis is undertaken and a range of theory topics are taught including component recognition and function; soldering and circuit documentation. Students will learn to read schematic wiring diagrams and prototype circuits before they are manufactured. Integrated circuits and robotics are also covered. Circuit measurements are made using a multimeter.

**Note:** School fees cover the basic learning objectives, although additional payments may be required to cover the cost of additional materials.

#### Assessment

Consist of:

- Two Specialised Skills Tasks
- One Design Process (Folio) and Solution
- A Folio containing evidence of the design process and other written work is to be submitted at the conclusion of the course.

## Furniture Construction

**Course Length:** Single Semester or full year (10 OR 20 credits)

#### Recommendation:

Completion of Year 10 Woodwork is an advantage but not essential. Those with no experience will be guided through the basics.

**Contact Person:** Jake Holt

#### Content

During one semester of study students develop such skills as basic cabinet making skills before designing and constructing their own piece, or pieces of furniture. A small cabinet with 1 or 2 fitted doors is the basic requirement. Students will need to produce a comprehensive folio documenting the design process of their chosen design. The other semester

students experience basic wood turning and framing joint skills before designing and constructing a traditional table consisting of a turned central column, 4 shaped legs and a top.

**Note:** School fees cover the basic learning objectives, although payments will be required to cover the cost of any additional materials.

#### Assessment

Consist of:

- Two Specialised Skills Tasks
- One Design Process (Folio) and Solution
- A Folio containing evidence of the design process and other written work is to be submitted at the conclusion of the course.

## Metal Technology

**Course Length:** Single Semester or Full Year (10 or 20 credits)

**Recommendation:** There is no prerequisite for this course. Those with no experience will be guided through the basics.

**Contact Person:** Jake Holt

#### Content

Students will learn skills and gain knowledge in areas of Metal Fabrication using Oxy-Acetylene and Electric welding processes also, Metal Machining using the Lathe and Mill. A variety of hand tools and equipment will be used to shape, fit and assemble components of the set projects.

**Note:** Although school fees pay for basic project materials, students may be required to pay additional cost if their projects exceed the allocated amount.

#### Assessment

Consist of:

- Two Specialised Skills Tasks
- One Design Process (Folio) and Solution
- A Folio containing evidence of the design process and other written work is to be submitted at the conclusion of the course.

# YEAR 11 CHOICE SUBJECTS

## HEALTH AND PHYSICAL EDUCATION

### Child Studies

**Course Length:** single semester or full year (10 credits each semester)

**Contact Person:** Ashli Richards

#### Content

Stage 1 Child Studies focuses on the period of childhood from conception to 8 years, and issues related to the growth, health, and well-being of children. Students explore contemporary issues and factors involved in childhood development including nutrition, literacy, the family as a setting, working with, or observing children, community support services, and the changing roles of children in a contemporary consumer society. This course enables students to develop a variety of research, management, practical and group decision-making skills. Students will study topics within the three Areas of Study:

- The Nature of Childhood and the Socialisation and Development of Children
- Children in Wider Society
- Children, Rights, and Safety

#### Assessment

- Two Individual Tasks (25%)
  - Practical and Theory
- One Group Task (25%)
  - Practical and Theory
- One Written Investigation (25%)

### Food & Hospitality

**Course Length:** Single Semester or Full Year (10 credits each semester)

**Contact Person:** Ashli Richards

#### Content

Stage 1 Food & Hospitality focuses on the dynamic and diverse nature of the Food and Hospitality Industry in Australian society. Students develop an understanding of contemporary approaches and issues related to food and hospitality. Students will work independently and collaboratively to develop new skills and safe work practices in the preparation, storage and handling of food. Students will study topics within the five areas of study:

- Food, the individual and the family
- Local and global issues in food and hospitality

- Trends in food and culture
- Food and safety
- The Food and Hospitality Industry

**Note:** Students are required to supply materials for some practical activities

#### Assessment

- Two Individual Tasks (25%)
  - Practical and Theory
- One Group Task (25%)
  - Practical and Theory
- One Written Investigation (25%)

### Health & Wellbeing

**Course Length:** Single semester or full year (10 credits each semester)

**Recommendation:** Successful completion of Year 10 HPE.

**Contact Person:** Ashli Richards

#### Content

Stage 1 Health focus on organisation and health promotion of program consists:

- Students will choose a current health issue to respond in regard to their values and opinions on the issue
- Students will plan and participate in a group activity of health within the community
- Students will plan and participate in a group activity that promotes healthy lifestyles for younger students
- Students will investigate an issue of choice that relates to the course content

#### Assessment

Students demonstrate evidence of their learning through issue response, group activity and investigation.

### Outdoor Education

**Course length:** 1 semester (10 credits)

**Contact Person:** Ashli Richards

**Recommendations:** none required

Outdoor Education consists of two key assessment types: About Natural Environments and Experiences in Natural Environments.

# YEAR 11 CHOICE SUBJECTS

## About Natural Environments

Through research and in the field, students undertake an investigation into an environment issue in a local area. Students learn about the Aboriginal history and perspectives of the area. They analyse information from a range of perspectives to demonstrate knowledge of sustainable impacts on natural environments.

## Experiences in Natural Environments

Students participate in two different outdoor activity practicals. The first practical focuses on skill development in outdoor recreational activities and could include an activity such as Rock Climbing. Students then plan for, participate in and reflect on a 3-day bush walking journey that enhances their outdoor recreational skills and environmental awareness. Students then record, reflect and evaluate their experiences.

## Assessment

- About Natural Environments (40%)
  - Investigation
- Experiences in Natural Environments (60%)
  - Practical
  - Reflective report

**Please be aware:** As the course does involve external activities there is a requirement to charge an additional cost of \$200 to cover subject related expenses.

## Physical Education

**Course Length:** Single semester or full year (10 credits each semester)

**Recommendation:** B grade or higher in Year 10 HPE or Physical Education

**Contact Person:** Ashli Richards

## Content

Stage 1 Physical Education consists of the following two areas:

Improvement Analysis

- Students participate in a variety of physical activities focusing on movement concepts and strategies to improve their performance. They develop content knowledge and understanding through participating in integrated activities such as labs. They use this knowledge to reflect on their own and other's performances.

## Physical Activity Investigation

- Students participate in a physical activity to investigate how personal, social and cultural factors affect or are influenced by participation. Students collect data from the activity undertaken and analyse this.

## Assessment

- Performance Improvement (50%)
- Physical Activity Investigation (50%)

# YEAR 11 CHOICE SUBJECTS

## HUMANITIES and SOCIAL SCIENCES

### Modern History

**Course length:** Single semester (10 credits)

**Recommendation:** Satisfactory completion of Year 10 Geography, History and / or English

**Contact Person:** David Osborn

#### Content

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals.

Students explore the impacts that these developments and movements had on people's ideas, perspectives, and circumstances. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

Two topics will be covered from:

- Imperialism
- Decolonisation
- Indigenous Peoples
- Social Movements
- Revolution
- Elective

#### Assessment

- Course Work / Folio
- Issues Study
- Individual or Group Presentation

### Legal Studies

**Course Length:** Single Semester or Full Year (10 or 20 credits)

**Recommendation:** Competent completion of Year 10 Humanities and Social Sciences

**Contact Person:** David Osborn / Sean Utting

#### Content

Students will learn about the operation of Australia's legal system including the following:

- Sources of Law
- Lawmaking
- Government Structure and Operation
- How the law is relevant to young people
- Justice and Society
- Separation of Powers
- Rights and Responsibilities

By the end of each semester students will have learned about how Australia's legal system is continually improving to better society and achieve cohesion. Students will engage in group discussion / tasks, formative / summative tests, case analysis, and trending topics / cases in the media.

#### Assessment

- Two Source Analysis Tasks
- One Group Presentation
- One Independent Investigation

### Society and Culture

**Course Length:** Single Semester or Full Year

**Recommendation:** Minimum of a C Grade in History

**Note:** Students need to have a sound standard of literacy, analysis and interpretation skills. There is a great deal of reading, comprehension and debate in this course.

**Contact Person:** David Osborn

#### Content

Society and Culture aims to develop students' understanding of how contemporary societies and culture - Australia and globally - operate and change. Students will develop their skills in debate, analysis, empathy and perspective-taking, and understanding the connections between different groups of people. A key focus will be on strategies to achieve positive social change in our world.

The topics discussed and investigated will involve power, conflict, race, gender, religion, politics, class, human rights, arts and recreation from a cultural perspective.

Topics:

- Popular Youth Culture

# YEAR 11 CHOICE SUBJECTS

- Global Conflicts
- Rights of Marginalised Australians
- Individual Investigation

## Assessment

There will be individual and group assessment tasks including researching, written work, oral presentations, PowerPoint presentations etc.

## SCIENCE

### Biology

**Course Length:** Single Semester or Full Year (10 credits each Semester)

**Recommendation:** Satisfactory completion of Year 10 Science, preferably with a B Grade or better.

**Contact Person:** David Eglinton

### Content

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

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

- science inquiry skills
- science as a human endeavor (SHE)
- science understanding

Topics included were:

- Cells and microorganisms.
- Biodiversity and ecosystem dynamics
- Infectious disease
- Multicellular organisms

### Assessment

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

- Investigations Folio: Design Investigation and a SHE Investigation
- Skills and Application tasks: test/semester exam or research assignments.

# YEAR 11 CHOICE SUBJECTS

## Chemistry

[Full Year required for Stage 2 Chemistry]

**Course Length:** Full Year (10 credits per Semester)

**Recommendation:** B Grade or better in Year 10 Science. Students planning to study Chemistry 2 must have successfully completed Chemistry 1.

**Contact Person:** David Eglinton

### Content

Students develop and extend their understanding of the physical world, the interaction of human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

### Chemistry 1 (Semester One)

- Atomic structure and the Periodic Table
- Bonding and Structure
- Substances in solution
- Acid Base Reactions

### Chemistry 2 (Semester Two)

- Quantitative Chemistry
- Organic Chemistry
- Redox reactions

### Assessment

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

- Investigations Folio: Design Investigation and a Science as a Human Endeavour (SHE) Investigation
- Skills and Application tasks e.g. tests, practical work, research projects.

## Physics 1 & 2

[Both semesters are required for Stage 2 Physics]

**Course Length:** Full Year (10 credits per Semester)

**Recommendation:** B Grade or better in Year 10 Science and Year 10 Mathematics. Students planning to study Physics 2 must have successfully completed Physics 1.

**Contact Person:** David Eglinton

### Content

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macro cosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

**Physics 1** (Semester 1) is an introductory course covering four topics - Waves, Light and Sound; Energy Work and Power; and Motion. The course is mainly conceptual with some mathematical problem solving.

**Physics 2** (Semester 2) is more rigorous, with a greater focus on numerical problem solving, including the use of vectors. It covers the topics of Forces including Newton's Laws of Motion; Momentum, and Nuclear Physics and Radioactivity.

### Assessment

Each semester, students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio - practical work, research assignment (60%)
- Skills and Application tasks - tests, oral presentation, end of Semester exam (40%)

## Psychology

**Course Length:** Single Semester or Full Year (10 credits each Semester)

**Recommendation:** Satisfactory completion of Year 10 Science, preferably with a B grade or better.



# YEAR 11 CHOICE SUBJECTS

**Contact Person:** David Eglinton

## Content

### Compulsory Topic

- Introduction to Psychology (A in semester 1, B in semester 2)

### and at least 2 per semester of the following:

- Social Influences and Social Interactions
- Emotion
- Brain and Behaviour
- Cognition
- Human Development
- Intelligence

### Assessment

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

- Investigations Folio
- Skills and Application tasks e.g. tests / semester exam, research assignments.

## CROSS DISCIPLINARY STUDIES

### Community Studies

**Course Length:** Single semester (10 credits each semester)

**Recommendation:** There are no prerequisites for this subject however students do perform better where they have a personal interest they wish to pursue.

**Contact Person:** Ian Benjafield

### Content

Community Studies provides the student with autonomy in deciding the focus and direction of a community activity they wish to undertake. Students expand and enhance their skills and understanding in a guided and supported learning program, by beginning from a point of personal interest, skill or knowledge, and setting challenging and achievable goals in a community activity.

Students may complete more than one community activity and complete more than one contract of work. At Stage 2 the contracts fall into specific categories and there cannot be more than one contract per category.

- Arts and the Community
- Communication and the Community
- Foods and the Community

- Health, Recreation, and the Community
- Science, Technology and the Community
- Work and the Community

### Notes:

- Community Studies cannot be studied for the purpose of gaining an ATAR
- Community Studies can be studied within another subject or community activity, for example The Arts.

### Assessment

Contract of work (70%) includes:

- Development of contract
- Folio
- Presentation

### External Assessment

Reflection (30%)