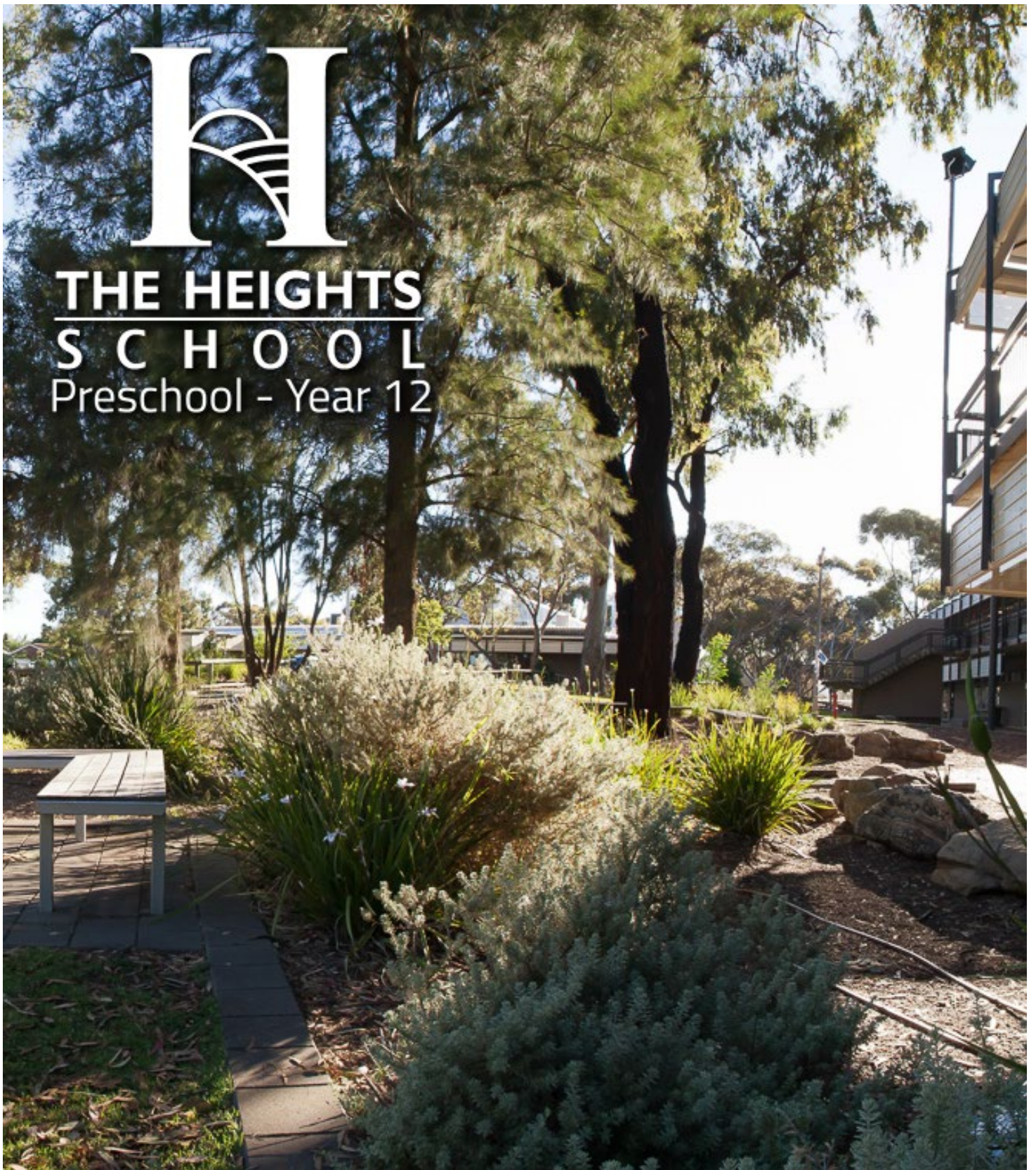




THE HEIGHTS
SCHOOL
Preschool - Year 12



Curriculum Handbook 2023

Year 11 - SACE Stage 1



Government of South Australia
Department for Education

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ignite 
a program for gifted and talented children

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

<i>Literacy</i>	<i>At least 20 credits from the range of English subjects</i>
<i>Numeracy</i>	<i>At least 10 credits from the range of Mathematics</i>
<i>Research Project</i>	<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.

STAGE 1 SUBJECT OFFERINGS

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

Cross Disciplinary Studies

Community Studies - Single Semester	10 credits
Community Studies - 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 and Wellbeing Single Semester	10 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
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

English

Contact: **Bridget Roberts**

English Literary Studies

Length: Full Year (10 SACE Compulsory Literacy credits per semester)

Recommended Background

B Grade or better in Year 10 English, or by teacher recommendation.

Course Description

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

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

Students will respond to and create a variety of texts across the year, with a literary focus. Students will respond to classic and contemporary texts with literary merit, including a novel, film, poetry and a drama text. Students will continue to apply skills in critical theory, learning how to use a variety of critical perspectives in their response to a text. Students will also refine their expressive skills by creating a variety of texts for imaginative, aesthetic and creative purposes. Students will develop skills in high level comparative analysis, learning to compare and contrast texts critically. In Stage 1 English Literary studies, students critically examine the cultural and artistic value of texts and authors, with a particular focus on classic or literary texts.

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.

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.

Leads To

Stage 2 English or Stage 2 Literary Studies

YEAR 11 COMPULSORY SUBJECTS

English

Length: Full Year (Two 10 credit semesters OR 10 SACE Compulsory Literacy credits per semester)

Recommended Background

Satisfactory completion of Year 10 English and teacher recommendation.

Course Description

The English course is organised in 3 sections:

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

Students will respond to and create a variety of texts across the year. Students will respond to classic and contemporary texts including a novel, film, poetry and a drama text. Students will create texts for a variety of purposes, audience and contexts, as well as developing skills in analysing texts for the author's use of stylistic devices. Students understand that texts exist in context, and are shaped intentionally by the creator. In Stage 1 English students learn about intertextuality, and consider the relationships which exist between texts by studying a variety of texts which may include film, TV, advertisements and media texts.

Assessment

Students must achieve a C grade or higher to achieve their SACE literacy requirement.

Students will complete four assessment tasks and an exam per semester.

One assessment task per semester will be an oral presentation.

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

Leads To

Stage 2 English or Stage 2 Essential English

YEAR 11 COMPULSORY SUBJECTS

Essential English

Length: Full Year (Two 10 credit semesters)

Recommended Background

Entry to this course is by teacher recommendation only. This course is designed to support students with limited literacy skills to achieve the compulsory literacy requirements of SACE.

Course Description

This subject is not recommended for students wanting to pursue English at Stage 2 or beyond. It does not provide a pathway to Stage 2 Essential English.

Stage 1 Essential English is designed for students who have a demonstrated need for support in their literacy learning. There is an emphasis on communication, comprehension, analysis, and text creation. The course is designed to support students to continue to develop the literacy skills they need to interact with others at school, in the workplace, and in the community. Students develop skills in written and spoken expression, and have opportunities to respond to a variety of texts including film, media texts and short texts such as songs, short stories, advertisements or graphic texts.

The Essential English Course is organised into 2 sections:

1. Responding to Texts
2. Creating Texts.

Assessment

Students must achieve a C grade or higher to achieve their compulsory SACE literacy requirement.

Students will complete four assessment tasks per semester.

One assessment task per semester will be an oral presentation.

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

Leads To

NB. Does **not** lead to a Stage 2 English pathway.

YEAR 11 COMPULSORY SUBJECTS

English as an Additional Language (EAL)

Length: Full Year (Two 10 credit semesters)

Recommended Background

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

Course Description

Stage 1 EAL focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and creating texts. 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. Students create a range of texts for different real and imagined purposes. Students continue to develop their verbal communication by engaging in interactive studies in the form of a discussion, interview, podcast or oral/multimodal presentations.

Assessment

Students will complete the following assessment types:

1. Responding to Texts
2. Interactive Study
3. Language Study.

Leads To

Stage 2 EAL, Stage 2 English or Stage 2 Essential English

Mathematics

Contact: Val Westwell

Essential Mathematics

Length: Full Year (Two 10 credit semesters)

Recommended Background

Entry to this course is by teacher recommendation only. This course is designed to allow students with limited mathematical skills to achieve the compulsory numeracy requirements of SACE.

Course Description

This subject is not recommended for students wanting to pursue Mathematics at Stage 2 or beyond. It does not provide a pathway to Stage 2 Essential Mathematics

Stage 1 Essential Mathematics 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.

Stage 1 Essential Mathematics consists of the following seven topics:

Topic 1: Calculations, time, and ratio

Topic 2: Earning and spending

Topic 3: Geometry

Topic 4: Data in context

Topic 5: Measurement

Topic 6: Investing

Topic 7: Open topic.

Note: A SACE approved scientific calculator is required for this subject. It is highly recommended that students purchase a suitable calculator prior to commencing this course.

Assessment

Students must achieve a C grade or higher to achieve their compulsory SACE numeracy requirement. Students will complete two summative tests and two folio tasks per semester.

Leads To

NB. Does **not** lead to a Stage 2 Mathematics pathway.

YEAR 11 COMPULSORY SUBJECTS

General Mathematics

Length: Full Year (Two 10 credit semesters)

Recommended Background

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

Course Description

Stage 1 General Mathematics 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. This subject 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.

Stage 1 General Mathematics consists of the following seven topics:

Topic 1: Investing and borrowing

Topic 2: Measurement

Topic 3: Statistical investigation

Topic 4: Applications of trigonometry

Topic 5: Linear and exponential functions and their graphs

Topic 6: Matrices and networks

Topic 7: Open topic.

Note: A SACE approved graphics calculator is required for this course. It is highly recommended that students purchase a suitable calculator as they commence this course.

Assessment

Students will complete three summative tests and one folio task per semester.

Leads To

Can lead to Stage 2 General Mathematics

YEAR 11 COMPULSORY SUBJECTS

Mathematical Methods A, B & C

Length: Three modules each a single semester (Three 10 credit modules)

Recommended Background

B grade or better in Year 10 Mathematics and teacher recommendation.

Course Description

Stage 1 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.

Stage 1 Mathematical Methods consists of the following topics:

Topic 1: Functions and graphs

Topic 2: Polynomials

Topic 3: Trigonometry

Topic 4: Differential calculus

Topic 5: Growth and decay

Topic 6: Counting and statistics.

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

Note: A SACE approved graphics calculator is required for this subject. It is highly recommended that students purchase a suitable calculator as they commence this course.

Assessment

Students will complete three summative tests and one investigation per semester course.

Leads To

Stage 2 Mathematical Methods

YEAR 11 COMPULSORY SUBJECTS

Specialist Mathematics

Length: Single Semester (One 10 credit semester)

Recommended Background

B Grade or better in Year 10 Mathematics and teacher recommendation.

Course Description

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.

Stage 1 Specialist Mathematics consists of the following topics:

Topic 1: Vectors in a plane

Topic 2: Advanced trigonometry

Topic 3: Real and complex numbers.

Note: A SACE approved graphics calculator is required for this subject.

Assessment

Students will complete three summative tests and one investigation.

Leads To

Stage 2 Specialist Mathematics

Research Project

Contact: Ian Benjafield

Length: Single 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.

Course Description

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%)
- Review (external assessment - 30%).

Maximum of 1500 words if written. Maximum of 10 minutes for an oral presentation. Equivalent in multimodal form.

Research Project B

- Folio (30%)
- Research Outcome (40%)
- Evaluation (30%).

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

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

ARTS

Contact: Beth Sztekel

Creative Arts

Length – Single Semester or Full Year (10 credits each semester)

Recommended Background

No pre-requisites. 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.

Course Description

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).

YEAR 11 CHOICE SUBJECTS

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A to E will be used for reporting purposes.

- Products - students present one finished product, including support materials (Folio 1)
- Inquiry – students investigate an area of the Creative Arts and present a response to a guided topic
- Folio - students produce two portfolios.
 - Folio 1 - based on a chosen area of the Creative Arts.
 - Folio 2 - is a record of skills development.

Leads To

Stage 2 Creative Arts

YEAR 11 CHOICE SUBJECTS

Drama

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

Recommended Background

No pre-requisites. Advantage: One semester of Year 9 Drama.

Course Description

Students learn as artists and as creative entrepreneurs through their exploration of shared human experience, which is at the heart of the study of Drama.

In Drama, students adopt roles from the dramatic fields of theatre and/or screen. They apply the dramatic process to create outcomes and take informed artistic risks to present the unique voices of individuals, communities, and cultures. Through focused, practical, and collaborative learning opportunities, students refine their skills and increase their confidence as communicators by creating live, multimodal, oral, and written products.

Drama students learn the transferable skills of creative collaboration and critical thinking to visualise, develop, and present culturally valuable outcomes. Through the dramatic process they develop their understanding of aesthetics, and improve their skills as creative problem-identifiers and problem-solvers, critical thinkers, innovators, productive artists, practical entrepreneurs, and cultural leaders.

Assessment

Assessment Type 1: Performance (40%)

For a performance, students are led by the teacher to work collaboratively through the framework of the Company and Performance area of study to conceive, explore, develop, produce, refine, and perform (or present) a dramatic work or product. They apply the dramatic process by undertaking roles and collaborating in an ensemble to achieve individual and shared outcomes. Students present their performance to an audience.

Presentation of evidence

Each student selects and presents evidence of their learning, including their understanding, creativity, analysis, evaluation, application and development. Evidence can be presented as an individual or group oral presentation, or an individual or group multimodal presentation, or an individual written document with accompanying visual evidence.

Assessment Type 2: Responding to Drama (30%)

Students demonstrate their understanding, analysis, and evaluation of professionally created dramatic works and/or events (such as workshops and masterclasses) in an oral, multimodal, or written response.

Assessment Type 3: Creative Synthesis (30%)

In a creative synthesis task, students apply the dramatic process to a published dramatic text or self-devised piece to create a concept or vision for a hypothetical (or actual) dramatic product.

Students adopt a dramatic role and discuss their artistic intentions, including their ideas and rationale for the use of innovative technology in the hypothetical staging or screening of the product.

In the creation of their product, students also apply technology imaginatively and innovatively, and take creative risks.

Leads To

Stage 2 Drama

YEAR 11 CHOICE SUBJECTS

Music

Length: Full Year (20 credits)

Recommended Background

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. (Please note that piano tuition is not available through Instrumental Music Service in-school, lessons will need to be accessed externally).

Course Description

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 practice 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 – Ensemble Performance, Solo Performance, Jazz Combo Arrangement
- Responding – Theory/Aural Test, Score/Song Analysis, Reflection and Evaluation.

Leads To

Stage 2 Music

YEAR 11 CHOICE SUBJECTS

Visual Art

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

Recommended Background

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

Course Description

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 (30%)
- Folio (40%)
- Practical (30%).

Leads To

Stage 2 Visual Arts

Cross Disciplinary Studies

Contact: Ian Benjafield

Community Studies

Length: Single Semester (10 credits each semester)

Recommended Background

No prerequisites. Students perform better where they have a personal interest they wish to pursue.

Course Description

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.

Note: Community Studies cannot be studied for the purpose of gaining an ATAR. Nor can Community Studies be studied within another subject or community activity, for example The Arts.

Assessment

Contract of work includes:

- Development of contract
- Folio
- Presentation.

External Assessment

- Reflection.

Leads To

Health and Physical Education

Contact: Georgina Sulley-Beales

Child Studies

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

Recommended Background

No pre-requisites are required. Year 10 Child Studies would be an advantage.

Course Description

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

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A to E will be used for reporting purposes. Students demonstrate evidence of their learning through the following assessment types:

- Two Individual Tasks
 - Practical and Theory
- One Group Task
 - Practical and Theory
- One Written Investigation.

Note: Students will be required to take care of a Virtual Baby for one week. This requires 24-hour supervision, including during school hours and at home. This forms part of their compulsory assignment work.

Leads To

Stage 2 Child Studies, Stage 2 Health and Wellbeing

YEAR 11 CHOICE SUBJECTS

Food and Hospitality

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

Recommended Background

No pre-requisites. Year 10 Food and Hospitality would be an advantage.

Course Description

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.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A to E will be used for reporting purposes. Students demonstrate evidence of their learning through the following assessment types:

- Two Individual Tasks
 - Practical and Theory
- One Group Task
 - Practical and Theory
- One Written Investigation.

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

Leads To

Stage 2 Food and Hospitality

YEAR 11 CHOICE SUBJECTS

Health and Wellbeing

Length: Single Semester (10 credits)

Recommended Background

Advantage: Successful completion of Year 10 Health and Physical Education.

Course Description

Students develop the knowledge, skills and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals and global society. Underpinned by concepts of Health Literacy, Health Determinants, Social Equity and Health Promotion.

Assessment

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A to E will be used for reporting purposes. Students demonstrate evidence of their learning through the following assessment types:

- Practical Action Activity (30%)
- Group Activity (30%)
- Issue Inquiry (40%).

Leads To

Stage 2 Health and Wellbeing

YEAR 11 CHOICE SUBJECTS

Outdoor Education

Length: Single semester (10 credits)

Recommended Background

Advantage: Successful completion of Year 10 Health and Physical Education.

Course Description

Stage 1 Students study Outdoor Education over a single semester. The study of Outdoor Education provides students with opportunities to experiences personal growth and to develop social skills, self-confidence, self-reliance, initiative, leadership, and collaboration skills. Students learn about environmental sustainability and cultural perspectives. Students develop skills in risk management, navigation and camp craft.

Activities include a Bushwalking skills day, a 3-day Bushwalking Camp and 2x Rock-Climbing Skills days. Students also participate in First Aid Training.

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

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A to E will be used for reporting purposes. Students demonstrate evidence of their learning through the following assessment types:

- Environmental Issues Investigation
- Perspectives of the Natural Environment Presentation
- 2x Planning Documentation and Reflective Reports of Experiences in Natural Environments.

Note: As the course does involve external activities there is a requirement to charge an additional cost of \$200 to cover subject related expenses. No refunds will be given if a student withdraws from the course or does not attend a camp or excursion without a medical certificate. This is due to costs being calculated and bookings made for each activity before the semester starts.

Students choosing this course must be prepared to fully commit themselves to the various activities and journeys involved in Outdoor Education. They will be accountable to themselves and to the class for appropriate participation and completion of these activities.

Leads To

YEAR 11 CHOICE SUBJECTS

Physical Education

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

Recommended Background

Grade C or higher in Year 10 Health and Physical Education or Physical Education.

Course 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

Students' performance will be determined according to the subject's Performance Standards, as outlined by the SACE Board. Grades A to E will be used for reporting purposes.

Practical skills are not assessed.

Students will provide evidence of their learning through the following assessment types:

- Performance Improvement Task
- Physical Activity Investigation.

Leads To

Stage 2 Physical Education, Stage 2 Integrated Learning Physical Education Focus

Humanities and Social Sciences

Contact: David Osborn

Modern History

Length: Single Semester (10 credits)

Recommended Background

Advantage: Satisfactory completion of Year 10 Geography, History and /or English.

Course Description

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.

Leads To

Stage 2 Modern History

YEAR 11 CHOICE SUBJECTS

Legal Studies

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

Recommended Background

Successful completion of Year 10 Humanities and Social Sciences and /or English.

Course Description

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.

Leads To

Stage 2 Legal Studies

YEAR 11 CHOICE SUBJECTS

Society and Culture

Length: Single Semester or Full Year

Recommended Background

Advantage: Grade C or higher in History and /or English.

Course Description

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
- Global Conflicts
- Rights of Marginalized Australians
- Individual Investigation

Assessment

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

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.

Leads To

Stage 2 Society and Culture

Science

Contact: David Eglinton

Biology

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

Recommended Background

Completion of Year 10 Science with a B Grade or better and/or teacher recommendation.

Course Description

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 are (two will be studied in each semester):

- 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.

Leads To

Stage 2 Biology

YEAR 11 CHOICE SUBJECTS

Chemistry

Length: Full Year (10 credits per semester) **[Full Year required to undertake Stage 2 Chemistry]**

Recommended Background

Completion of Year 10 Science with B Grade or better and/or teacher recommendation.

Course Description

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: tests/semester exam or research assignments.

Leads To

Stage 2 Chemistry

YEAR 11 CHOICE SUBJECTS

Physics 1 & 2

Length: Full Year (10 credits per semester) **[Full year required to undertake Stage 2 Physics]**

Recommended Background

Completion of Year 10 Science and Mathematics with B Grade or better and/or teacher recommendation.

Course Description

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

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

- Investigations Folio - practical work, research assignment
- Skills and Application tasks - tests, oral presentation, end of Semester exam.

Leads To

Stage 2 Physics

YEAR 11 CHOICE SUBJECTS

Psychology

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

Recommended Background

Completion of Year 10 Science with B Grade or better and/or teacher recommendation.

Course Description

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

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

- science inquiry skills
- science as a human endeavour
- science understanding.

Topics included will be at least two of the following per semester:

Topic 1: Cognitive Psychology

Topic 2: Neuropsychology

Topic 3: Lifespan Psychology

Topic 4: Emotion

Topic 5: Psychological Wellbeing

Topic 6: Psychology in Context

Topic 7: Negotiated Topic.

Assessment

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.

Leads To

Stage 2 Psychology

Technologies

Contact: Anne Ryan

CAD / CAM [Digital Communication Solutions]

Length: Single Semester (10 credits)

Recommended Background

No prerequisites. Advantage: Successful completion of Year 10 CAD / CAM. Those with no experience will be guided through the basics.

Course Description

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.

Leads To

YEAR 11 CHOICE SUBJECTS

Digital Technology

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

Recommended Background

No prerequisites. Advantage: Completion of Year 10 Digital Technology.

Course Description

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.

Leads To

YEAR 11 CHOICE SUBJECTS

Electronics [Robotic and Electronic Systems]

Length: Single Semester (10 credits)

Recommended Background

No prerequisites. Recommended: Successful completion of Year 10 Electronics.

Course Description

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.

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.

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

Leads To

YEAR 11 CHOICE SUBJECTS

Furniture Construction

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

Recommended Background

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

Course Description

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.

Leads To

YEAR 11 CHOICE SUBJECTS

Metal Technology

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

Recommended Background

No prerequisites.

Course Description

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.

Leads To