



## YEAR 11 – SACE Stage 1 Subjects for 2018

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

- **Personal Learning Plan** (10 credits) – completed in Year 10
- **Literacy** – at least 20 credits from the range of English subjects
- **Numeracy** – at least 10 credits from the range of Mathematics subjects
- **Research Practices** undertaken by all Stage 1 students in preparation for the Stage 2 Research Project.

(For each of the compulsory subjects - PLP, Literacy & Numeracy students will need to achieve a C grade or better)



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# YEAR 11 COMPULSORY SUBJECTS

## English

### English (Pre-Literary Studies)

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

**Offered in Semester 2 only**

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

**Contact person:** Alex Christodoulou

#### 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 General English Course.

#### 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 will be an oral presentation.

### English (General)

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

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

**Contact person:** Alex Christodoulou

#### 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.

### Essential English

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

**Recommendation:** by Year 10 English Teacher

**Contact person:** Alex Christodoulou

#### 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 to enable 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.

### English as an Additional Language

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

**Recommendation:** This subject is only available by invitation to eligible students.

**Contact person:** Janette Bandjak

#### Content

Students access a wide variety of texts, including a range of short stories, films and guest speaker presentations. Students develop competence in making choices in English that are accurate and appropriate for a range of texts and contexts.

#### Assessment

Students demonstrate their learning through three assessment types:

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

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

# Mathematics

## Mathematical Methods A, B & C

**Course Length:** Two units (20 credits) completed in Semester 1, one unit (10 credits) completed in Semester 2.

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

**Contact Person:** Sharon Robertson

### 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
- Sequences and series
- Trigonometry
- Matrices
- Differential calculus
- Growth and decay
- Counting and statistics
- Circle geometry

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

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

### Assessment

Three summative tests and two investigations per semester course, plus an end of semester examination.

## Specialist Mathematics

**Course Length:** 1 semester (Semester 2 only) (10 credits)

**Recommendation:** B grade or better in Stage 1 Mathematical Methods A and B

**Contact Person:** Sharon Robertson

### Content:

This additional semester course is designed to prepare students who are intending to study Mathematical Methods **and** Specialist Mathematics in

Stage 2. 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 two investigations, plus an end of semester examination.

## General Mathematics A & B

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

**Recommendation:** C grade or better in Year 10 Pre-Mathematical Methods or Pre-General Mathematics and teacher recommendation.

**Contact Person:** Sharon Robertson

### 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 non-linear functions, and discrete modelling using networks and matrices.

### Topics

- Measurement
- Statistics
- Trigonometry

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 two folio tasks per semester.

## Essential Mathematics

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

**Recommendation:** A minimum C grade in Year 10 Pre-Essential Mathematics plus teacher recommendation or and teacher recommendation from Pre-General Mathematics.

**Contact Person:** Sharon Robertson

### 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

- Earning and Spending
- Network and Matrices
- Saving and Borrowing

This subject can lead to Stage 2 Essential Mathematics, however teacher recommendation is required. 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 three summative tests and two folio tasks per semester.

## Research Practices

**Course Length** – 1 semester (10 credits)

**Contact Person:** David Osborn / Lyn Davis

### Content

The course focuses on the development of student research and information skills. Students will apply these skills through source analyses, planning and evaluation of a variety of research processes, applied to an investigative topic of the students' choice.

The course is designed to thoroughly prepare students for the Stage 2 Research Project. Research Practices is a compulsory subject that all students must undertake as part of the SACE.

**Note:** Those students who achieve high standards in Research Practices are better prepared for the rigorous time demands of Research Project in Year 12.

### Assessment

Students will be assessed at various points throughout the course, including oral, written and multimedia components. Assessment will focus on skills in application, analysis, and evaluation of research processes.



## YEAR 11 CHOICE SUBJECTS

### ARTS

#### Creative Arts: Design, Digital Media, Art, Craft & Photography focus

**Course Length** – 1 semester (10 credits)

**Recommendation:** *Satisfactory* completion of a Year 10 Creative Arts: Digital Media or Graphic Design or Year 10 Photography (see below for individual foci advantages)

**Contact Person:** Catherine Bourn

#### 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

#### Creative Arts: Drama

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

**Recommendation:** Satisfactory completion of a Year 10 Drama or as recommended by an Arts teacher.

**Contact Person:** Ian Benjafield / Algis Laurinaitis

#### Content

Students participate in the production and presentation of finished drama based products that could include:

- Backstage: set design and building
- Makeup for stage
- Costume: design and creation
- Props and set dressing: design and production
- Lighting: design and application
- Sound: design and application
- Directing: making a vision live
- Scripts for radio, stage or film
- Film / video: documentary, educational DVDs, narrative (storytelling), music video clips, local tourism, community events
- presentations for community screenings / performances

#### 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

## Creative Arts: Music

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

**Recommendation:** Satisfactory completion of Year 10 Music or as recommended by an Arts teacher.

**Contact Person:** Catherine Bourn / Algis Laurinaitis

### Content

The focus of this course is on practical and / or creative music making which may include song writing and / or Music Technology. Students participate in the production and presentation of finished music based products that could take the form of:

- advertising jingles
- song writing
- educational DVDs
- entertainment programs for targeted audiences
- music technology e.g. sound recording / engineering, film / video: music video clips
- presentations for community screenings / performances
- soundtracks for Film composition
- concerts and performances for entry in local and national festivals

### 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:** 1 or 2 semesters (10 or 20 credits)

**Recommendation:** Satisfactory completion of at least one semester of Year 10 Drama or as recommended by an Arts teacher.

**Contact Person:** Ian Benjafield / Algis Laurinaitis

### Content

The course aims to develop skills in writing, acting and directing drama. Group work is a major part of the course so the ability of students to work in a group and to take individual responsibility for their part in a group production is a vital element of the course. This subject also aims to foster an appreciation of drama so attendance at some live performances may be necessary. Students will:

- study the elements of Drama and styles of theatre
- review live theatre
- develop a play for performance

### Assessment:

The subject is assessed through devising works for performance (direction, script writing, play building, off-stage roles and characterisation); presenting performances of both student-devised drama and scripted text; and written tasks including essays, and assignments.

Drama Performance (40%)

Applied theory, Oral Presentation (40%)

Folio (20%)

## Music

**Course Length:** 1 or 2 semesters (10 or 20 credits)

Note: students may opt out at the end of Semester 1 but cannot join in Semester 2 unless approved by Algis Laurinaitis

**Recommendation:** Satisfactory completion of Year 10 Music and interview with music staff.

**It is essential that students are studying a musical instrument with an Instrumental teacher.**

**Contact Person:** Algis Laurinaitis

### Content

Music Advanced programs are designed to extend students' existing musical understanding and skills in creating and responding to music. They provide pathways to Stage 2 Music Studies, Music Performance: Ensemble, Music Performance: Solo, and / or Music Explorations. The subject consists of the following strands:

- Understanding Music
- Creating Music
- Responding to Music

Students develop an understanding of the elements of music and apply this understanding to create their own music as performances, arrangements, or compositions. They develop their musical literacy through responding to and reflecting on their own and others' musical works.

### Assessment

Music Performance (40%)

Applied Theory, Aural and Creative Skills Development (40%)

Folio (20%)

## Visual Art

**Course Length:** 1 or 2 semesters (10 or 20 credits)

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

**Contact Person:** Catherine Bourn / Algis Laurinaitis

### 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 art work.

#### 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%)

## DESIGN & TECHNOLOGY

### Community Studies - through the Pedal Prix

**Offered as a Stage 1 or Stage 2 subject**

**Course Length:** 1 or 2 semesters - usually offline (10 credits or 20 credits)

**Contact Person:** Roger Button / Lynn Charlesworth

Students involved in the schools Pedal Prix teams can gain credit towards their SACE by:

- Completing a contract of work
- Keeping a **journal** of their involvement in the program over the year

- Completing a **major task** that supports or improves the operation of the Pedal Prix. (To be negotiated with your teacher as part of your contract)
- **Literacy Task** – i.e. students will write and send a letter to a local community business or organisation, requesting sponsorship for the school's Pedal Prix team or thanking an organisation for their sponsorship
- Maintaining contact with the team through email and regular meetings, trainings and workshops
- Contributing towards fundraising and attending at least 2 of the 3 annual Pedal Prix events
- **A Written Evaluation:** Once the major task has been completed, it must be evaluated through a written evaluation of the outcomes and submitted for assessment. Students may negotiate an aural / audio-visual presentation to be delivered at the awards evening

The Design & Technology Learning Area, through the Pedal Prix offers students the following areas of study:

- **Arts and the Community**  
Students can be involved in vehicle and uniform graphics
- **Communication and the Community**  
Students can be involved in the publicity of the Pedal Prix to the school community through regular articles in the school's newsletter and year book. Includes the use of digital photography in the production of publications
- **Foods and the Community**  
Students can be involved in the planning and preparation of team meals for the 3 events
- **Health, Recreation and the Community**  
Students can be involved in the training of team members for the 3 events
- **Science, Technology and the Community**  
Students can be involved in the construction and maintenance of the team's Pedal Prix vehicles
- **Other areas of study may be adapted / negotiated with your teacher**

Students must find a community mentor or specialist teacher to assist and guide them with their major task(s).

### Assessment

Completed Contract and (Folio) of work (70%)

Reflection (30%)



## CAD/CAM

**Course Length:** 1 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:** Roger Button

### 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 CADD software AutoCAD and Inventor. Students will be exposed to 2 and 3 dimensional drawing systems. A design task is 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

The assessment tasks consist of:

#### Skills and Application

- Processes and Skills – Series of set skill development exercises using AutoCAD and Inventor
- Material Application – Investigate and analyse the characteristics and properties of two or more processes that could be used in the creation of a product students will design

#### Design Task

- Students develop a personal design brief for a product within given parameters
- Students investigate the impact of their product or a process used in its manufacture on individuals, society, and / or the environment

#### Product

- Students use Inventor software to produce a working model and Orthographic drawings of the product they have designed
- Evaluate the product against the design brief and suggest possible modifications

A Folio containing evidence of the design process and other written work is to be submitted at the conclusion of the course.

## Electronics

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

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

**Contact Person:** Roger Button

### 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

#### Skills and Application

- Processes and Skills – Students complete a series of skill development tasks culminating in production of a set product
- Material Application – Investigate and analyse the characteristics and properties of two or more materials that could be used in the creation of a product students will design

#### Design Task

- Students use the design process to develop a solution to a given problem within a set of parameters. They then develop a work plan and drawings in preparation for production
- Students investigate the impact of their product or a process used in its manufacture on individuals, society, and /or the environment

#### Product

- Students create the product they have designed
- Evaluate the product against the design brief and suggest possible modifications

A Folio containing evidence of the design process and other written work is to be submitted at the conclusion of the course.

## Furniture Construction A (Cabinet making)

**Course Length:** 1 semester (10 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:** Roger Button

### Content

Students develop 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.

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

### Assessment

#### Skills and Application

- Processes and Skills – Students complete a series of skill development tasks culminating in production of a set product
- Material Application – Investigate and analyse the characteristics and properties of two or more materials that could be used in the creation of a product students will design

#### Design Task

- Students use the design process to develop a solution to a given problem within a set of parameters. They then develop a work plan and drawings in preparation for production
- Students investigate the impact of their product or a process used in its manufacture on individuals, society, and / or the environment

#### Product

- Students create the product they have designed
- Evaluate the product against the design brief and suggest possible modifications

A Folio containing evidence of the design process and other written work is to be submitted at the conclusion of the course.

## Furniture Construction B (Woodturning)

**Course Length:** 1 semester (10 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:** Roger Button

### Content

Students experience basic wood turning and framing joint skills before designing and constructing a table or stool consisting of a turned central column, 4 shaped legs and a top. Students will need to produce a comprehensive folio documenting the design process of each piece.

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

### Assessment

#### Skills and Application

- Processes and Skills – Students complete a series of skill development tasks culminating in production of a set product
- Material Application – Investigate and analyse the characteristics and properties of two or more materials that could be used in the creation of a product students will design

#### Design Task

- Students use the design process to develop a solution to a given problem within a set of parameters. They then develop a work plan and drawings in preparation for production
- Students investigate the impact of their product or a process used in its manufacture on individuals, society, and / or the environment

#### Product

- Students create the product they have designed
- Evaluate the product against the design brief and suggest possible modifications

A Folio containing evidence of the design process and other written work is to be submitted at the conclusion of the course.

## Metal Technology A & B

**Course Length:** 1 or 2 semesters (10 or 20 credits)

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

**Contact Person:** Roger Button

### 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

#### Skills and Application

- Processes and Skills – Students complete a series of skill development tasks culminating in production of a set product
- Material Application – Investigate and analyse the characteristics and properties of two or more materials that could be used in the creation of a product students will design

#### Design Task

- Students use the design process to develop a solution to a given problem within a set of parameters. They then develop a work plan and drawings in preparation for production
- Students investigate the impact of their product or a process used in its manufacture on individuals, society, and / or the environment

#### Product

- Students create the product they have designed.
- Evaluate the product against the design brief and suggest possible modifications

A Folio containing evidence of the design process and other written work is to be submitted at the conclusion of the course.

# HEALTH AND PHYSICAL EDUCATION

## Child Studies A & B

**Course Length:** 1 or 2 semesters (10 or 20 credits)

**Contact Person:** Katie Hart

### Content

Students will develop an understanding of pregnancy and parenting.

**Semester 1** – Course work will involve preparing nutritious meals for a pregnant woman; organising and running a child's party; preparing a gift box suitable for a baby and investigating issues related to children in the wider society.

**Semester 2** – Course work will involve preparing nutritious meals for children; helping young children prepare their own meals; constructing a storybook / toy suitable for a child 0 to 6 years of age and investigate the needs of children using technology as a resource.

**Note:** Students are required to bring fabric for a child's toy / garment plus some food for summative practical activities when requested.

### Assessment

Practical (60%)

Written assignments (40%)

## Food and Hospitality A

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

**Contact Person:** Sarah Rogers

### Content

Students will be encouraged to develop their basic skills as they work with others to plan, prepare, present and serve a wide variety of foods.

The course will look at trends in the Hospitality industry, safe food practices, special dietary needs and an in depth study of food presentation to the community.

**Note:** Students may be required to supplement lessons with food from home in summative tasks.

### Assessment

Practical (60%)

Written assignments (40%)

## Food and Hospitality B

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

**Contact Person:** Sarah Rogers

### Content

Students will develop an understanding of formal meal preparation as they plan, prepare and present food from a variety of community influences.

The course will look at socio-cultural influences in the Hospitality industry through preparing food for small group catering enterprises, interpersonal skills, customer relations and an in depth study of the Hospitality industry and career pathways offered.

**Note:** Students may be required to supplement lessons with food from home in summative tasks.

### Assessment

Practical (60%)

Written (40%)

## Health

**Course Length:** 1 or 2 semesters (10 or 20 credits)

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

**Contact Person:** Katie Hart

### Content

Stage 1 Health consists of the following three areas:

- Issues Response (20%)  
Students will choose a current health issue to respond to in regards to their values and opinions on the issue
- Group Activity (60%)
  - Students will plan and participate in a group activity assisting a foundation of choice
  - Students will plan and participate in a group activity that promotes healthy lifestyles for younger students
- Investigation (20%)  
Students will investigate an issue of choice that relates to the course content

### Assessment

Students demonstrate evidence of their learning through practical and folio assessment types.

## Peer Support

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

**Contact Person:** Katie Hart

### Content

Peer Support consists of the following two areas:

- Practical (40%)  
Students will be involved in organising and implementing school events such as Splash Carnival, Sports Day, Arts Week or other School events
- Group Activity (40%)  
Students will work in small groups to organise and implement peer sessions with Junior or Middle School students
- Folio and Discussion (20%)  
Students will keep a folio of evidence from all practical and group tasks as well as be involved in a group discussion indicating personal development through the course

### Assessment

Students demonstrate evidence of their learning through practical and folio assessment types.

## Physical Education

**Course Length:** 1 or 2 semesters (10 or 20 credits)

**Recommendation:** Successful completion of either Year 10 HPE or Physical Education

**Contact Person:** Andrew Costello

### Content

Stage 1 Physical Education consists of the following two areas:

Performance (60%)

- For each 10 credit subject, students complete 3 practicals

Connections (40%)

Semester 1

Topic – Physiological Perspectives in Physical Activity

- Body Systems - Body Systems Lab Report (20%)
- Fitness Testing - Fitness Lab report (20%)

Semester 2

Topic – Skill Dynamics in Sport

- Folio & Journal (40%)

### Assessment

Students demonstrate evidence of their learning through Practical and Folio assessment types.

## HUMANITIES and SOCIAL SCIENCES [HASS]

### History

**Course length:** 1 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.

### Assessment

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

### Legal Studies

**Course Length:** 1 or 2 semesters (10 or 20 credits)

**Recommendation:** Satisfactory completion of Year 10 English, History

**Contact Person:** Nick Pizimolas

### Content

**Semester 1:** Law and Society plus a minimum of 2 other topics

**Semester 2:** Law and Society plus 5 other topics.

Topic options include:

- People, Structures and Processes
- Lawmaking
- Justice and Society
- Young People and the Law
- Victims and the Law
- Motorists and the Law
- Young Workers and the Law
- Relationships and the Law

**Note:** There will be a full day excursion to the Magistrate and Supreme Courts.

#### **Assessment**

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

## **Philosophy**

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

**Recommendation:** C grade or better in Year 10 English

**Contact Person:** Gordon Heitmann

#### **Content**

Philosophy shapes what people think, what they consider to be of value, what they accept as being the truth, and how they engage with others and the world around them. Understanding how arguments work is essential to being a good reasoner, a problem-solver and critical thinker.

In Stage 1 Philosophy students will develop clarity of thought and present ideas in a logical way. Philosophy is a subject that encourages the development of higher order thinking skills. These are skills that can be used in other subjects, and other aspects of students' lives.

#### **Assessment**

Includes a Guided Ethical Issues Analysis, a student negotiated Issues Study and two Folio assignments on logic and reasoning.

## **Society and Culture**

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

**Recommendation:** Completion of Year 10 HASS and a minimum of a C grade in Year 10 English

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

**Contact Person:** Bob Powell

#### **Content**

Students will use a variety of media e.g. movies, television, news etc., to become more informed about the personal, social, political, economic and cultural factors that affect Australia and the World.

In Society and Culture students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups.

#### **Assessment**

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

## **SCIENCE**

### **Biology A**

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

**Recommendation:** Satisfactory completion of Year 10 Science

**Contact Person:** Sharon Robertson

#### **Content**

Students will 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. This will enable students to extend their skills, knowledge, and understanding; to explore and explain everyday observations; find solutions to biological issues, 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.

Topics studied will come from three main themes – Cellular Biology, Ecology, Physiology.

Topics could include Cells and Cancer, Physiology of our Sense System and Ecosystems.

#### **Assessment**

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

- Investigations Folio: e.g. practical work, Issues Investigation
- Skills and Application tasks: e.g. tests, practical work, projects, research assignments
- end of Semester exam

## Biology B

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

**Recommendation:** Satisfactory completion of Year 10 Science

**Contact Person:** Sharon Robertson

### Content

Students will 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. This will enable students to extend their skills, knowledge, and understanding; to explore and explain everyday observations; find solutions to biological issues, 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.

Topics studied will come from three main themes: Cellular Biology, Physiology, Ecology

Topics could include Biotechnology and Food; You are What You Eat; and Australia's Arid Inland.

### Assessment

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

- Investigations Folio, e.g. practical work, Issues Investigations
- Skills and Application tasks e.g. tests, practical work, projects, research assignments
- end of Semester exam

## Chemistry A and B

**Course Length:** 2 semesters (20 credits)

**Recommendation:** B grade or better in Year 10 Science plus teacher recommendation. Students planning to study Chemistry B must have successfully completed Chemistry A. Both semesters are required for Stage 2 Chemistry.

**Contact Person:** Sharon Robertson

### 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 A (Semester One)

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

### Chemistry B (Semester Two)

- Quantitative Chemistry
- Organic Chemistry
- Redox reactions

### Assessment

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

- Investigations Folio
- Skills and Application tasks e.g. tests, practical work, projects
- end of Semester exam

## Physics A and B

**Course Length:** 2 semesters (20 credits)

**Recommendation:** B grade or better in Year 10 Science and Year 10 Mathematics [pre-Methods plus teacher recommendation.

Students planning to study Physics B must have successfully completed Physics A.

Both semesters are required for Stage 2 Physics.

**Contact Person:** Sharon Robertson

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

**Physics B** (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 A**

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

**Recommendation:** Satisfactory completion of Year 10 Science

**Contact Person:** Sharon Robertson

#### **Content**

##### **Compulsory Topic**

- Introduction to Psychology (A)

##### **and at least 2 of the following:**

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

The focus of the Introduction to Psychology topic will change in each semester so that students planning to do 2 semesters of Psychology will not have to repeat content.

#### **Assessment**

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

- Investigations Folio
- Skills and Application tasks eg. tests, practical work, projects
- end of Semester exam

## **Psychology B**

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

**Recommendation:** Satisfactory completion of Year 10 Science

**Contact Person:** Sharon Robertson

#### **Content**

##### **Compulsory Topic**

- Introduction to Psychology (B)

##### **and at least 2 of the following that were not studied in Semester 1:**

- 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 eg. tests, practical work, projects
- end of Semester exam

