

STAGE 1



Mark Oliphant
College

2027 Curriculum Guide

Discover Your Pathway.
Shape Your Future.



Government
of South Australia
Department for Education

RESPECT • KINDNESS • BELONGING • RESPONSIBILITY

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Mark Oliphant
College

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STAGE 1 Year 11



Learning Areas



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Welcome to Mark Oliphant College

At Mark Oliphant College, we are committed to providing a world-class education which supports and challenges each student. This enables students to have the widest choice of post-school options and the skills and qualities to be successful in the world beyond school.

In third term each year we ask all students in Years 9 to 11 to undertake the important task of selecting their courses for the following year. It is a time when students need to work closely with their parents/carers and teachers to gather accurate, relevant information on which to base decisions about subjects and future directions. Subject counselling staff will provide information about SACE, TAFE and Vocational Education and Training (VET) courses to students currently in Years 10 and 11. It is important that all students make informed subject choices to keep as many pathways open while completing their studies.

As a parent/carer, you can assist by:

- Reading the Curriculum Guide carefully and encouraging your child to do the same
- Talk with your child about:
 - Their interests, particularly regarding subjects
 - Their future career and study aspirations
 - Their progress in subjects they are studying this year
 - The subjects on offer for next year
 - Your ideas about their subject choices
- Assisting your child to view subject selection as an important process that requires careful consideration
- Encouraging your child to ask questions and seek advice
- Contacting school staff to discuss any issues where you need more information.

This guide provides current students, prospective students and their families, with course descriptions of subjects offered at Mark Oliphant College. It is designed to help students make decisions about a suitable course of study from Years 9-12. Please seek the advice of your child's teachers and/or Area of Study Coordinators if you would like further clarification.

Kerry Williams
Principal

Why This Guide Matters

This guide has been designed to support students and families as they explore learning opportunities and future pathways.

Message from the Head of Senior School

At Mark Oliphant College, we are committed to supporting every student to explore their interests, develop their strengths, and create meaningful pathways for their future. Subject selection is an important milestone in each student's learning journey and provides an opportunity to shape future study, training, and career options.

The subjects students choose can open doors to a wide range of pathways. It is important that students consider their interests, strengths, aspirations, and future goals when making these decisions, while also keeping as many options open as possible.

We encourage students and families to work together throughout this process, discussing interests, ambitions, and potential career pathways, while seeking advice from teachers, mentors, and school staff. By engaging in thoughtful planning and informed decision-making, students can create a program of study that supports both their current success and future aspirations.

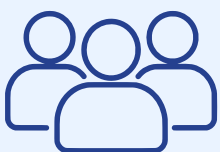
This Curriculum Guide has been designed to provide information about the subjects, courses, and pathways available at Mark Oliphant College. I encourage all students and families to take the time to explore the opportunities available and make the most of the support provided throughout the subject selection process.

I wish all students every success as they plan the next stage of their educational journey.

Ben Balmer

Head of Senior School

‘It is important that students consider their interests, strengths, aspirations, and future goals when making these decisions, while also keeping as many options open as possible.’



COURSE COUNSELLING

Year 10 parents are required to book a meeting book via Daymap with our subject counselling staff.



Term 3 Week 4



Every learner.
Every pathway.
Every opportunity.

Subject selection

INFORMATION

Choosing subjects is an important step in shaping your future.

Take time to explore your interests, strengths and goals. Talk with your parents/carers, teachers and the subject counselling team to make informed choices.

YOUR SUBJECT JOURNEY



1

EXPLORE

discover your interests and strengths



2

DISCUSS

Talk with your parents/carers and teachers



3

SELECT

Submit Web preferences in LFL Week 3



4

SIGNOFF

Attend Course counselling meeting in week 4



HOW CAN FAMILIES HELP

- ✓ Read the Curriculum Guide carefully
- ✓ Talk with your child about interests and goals.
- ✓ Discuss subject options and future pathways.
- ✓ Encourage your child to ask questions.
- ✓ Attend your course counselling meeting



COURSE COUNSELLING

Year 10 and 11 parents are required to book a meeting book via Daymap with our subject counselling staff.



Term 3 Week 4



WEB PREFERENCES

Students will pre-select subjects online through Web Preferences.



Keep your options opened and choose subjects that challenge you and support your future goals

SUBJECT AVAILABILITY

Although every effort is made to accommodate each student subject choices, final subject offerings are dependent on the number of students enrolled, and staff availability. If your child selects a subject that will not be offered, they will be re-counselled accordingly. Additionally, some re-counselling in Term 4 may occur based on a review of student achievement.

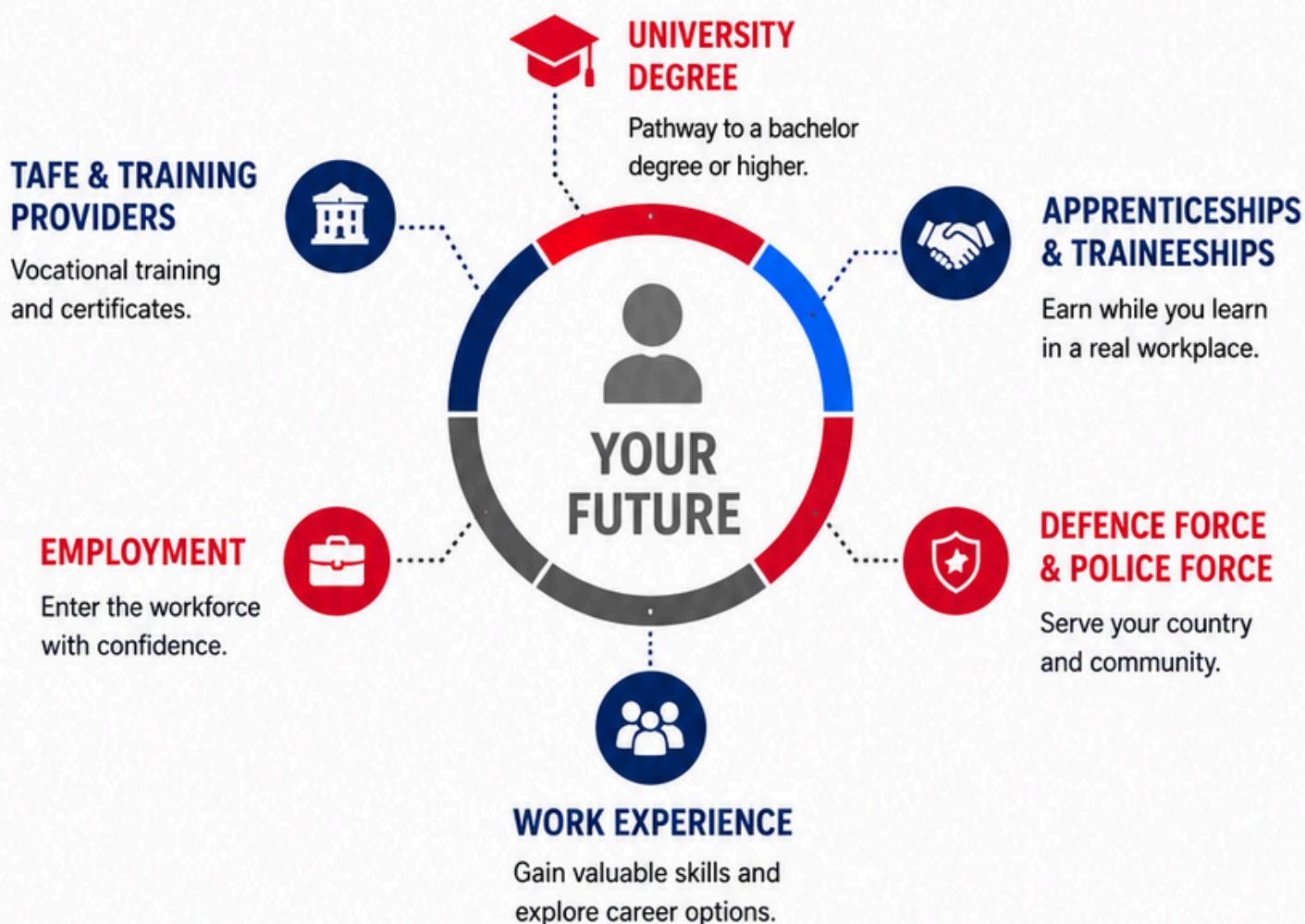
PATHWAY PLANNING

Research shows that students who select a pathway that is relevant to them are much more likely to engage positively with learning in senior school. Decisions about pathways for students start with conversations about the student's interests, passions, strengths and values.

Students have access to career information through the Exploring Identities and Futures (EIF) process, a compulsory component of the SACE completed in Year 10. The purpose of EIF is to encourage students to develop the skills and understandings required to succeed in senior school and beyond.

Students explore the connection between their interests, abilities, learning styles and employment pathways. They set goals, research how to get there and design a plan that supports achieving their goals.

Year 10, 11 and 12 students are also able to complete Work Experience by negotiation with appropriate leadership staff.



SACE STAGE 1 - YEAR 11

LEARNING AREA / SUBJECT NAME	PAGE	LEARNING AREA / SUBJECT NAME	PAGE
ARTS – Compulsory (1 term each)		LANGUAGES	
CERAMICS (semester 2) MUSIC EXPERIENCE PERFORMING ARTS - INTEGRATED LEARNING PHOTOGRAPHY PRINTMAKING (semester 2) VISUAL ARTS - DESIGN (semester 1) VISUAL ARTS A (TRADITIONAL) (semester 1)	9 - 13	INDONESIAN	29 - 30
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ANCIENT STUDIES BUSINESS INNOVATION GEOGRAPHY LEGAL STUDIES MEDIA STUDIES MODERN HISTORY POLITICS, PEOPLE AND POWER SOCIETY AND CULTURE TOURISM	25 - 28		

ARTS

LEARNING PATHWAYS

Explore pathways from Year 7 through to Stage 2



VISUAL
ARTS



DRAMA



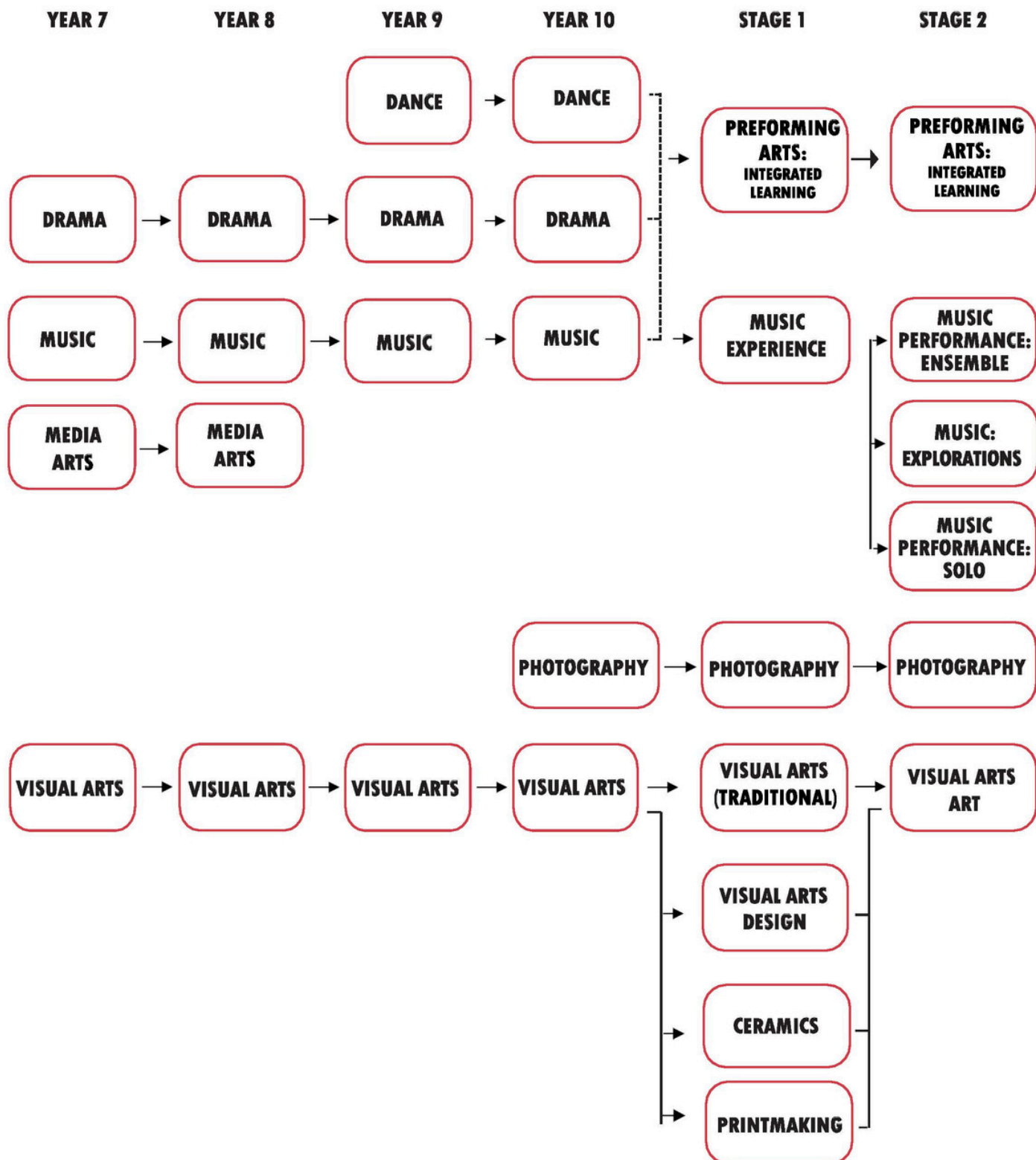
MUSIC



PHOTOGRAPHY



MEDIA
ARTS





Arts

CERAMICS SEMESTER 2 10 CREDITS ELECTIVE

CONTENT:

Students document their visual thinking and problem-solving processes in a folio, developing a personally relevant concept for their major ceramic artwork. Students explore hand-building, wheel work, surface treatments and sculptural techniques to demonstrate understanding of visual arts concepts, forms, styles and conventions and produce a Practitioner's Statement using visual arts language to explain their influences, materials, and intent. A Visual Study supports their development of ideas through research and practical experimentation, responding to 3 ceramic or sculptural artists and their works

THEORY TOPICS:

- Clay to Fine Art to Contemporary Creators Research
- Artist Biographies, Annotations and Summaries
- Documentation of Visual Thinking
- Critical Analysis
- Practitioner's Statement

PRACTICAL TOPICS:

- Documenting Idea Generation
- Ceramic Techniques – Coiling, Slab, Pinch, Carving, Glazing
- Body of Work/s in forms such as sculptural ceramics, functional ware, installation, or mixed media with ceramic component

ASSESSMENT:

- Type 1: Folio (40%) Back up work for final practical
- Type 2: Practical (30%) Final piece + evaluation
- Type 3: Visual Study (30%) - Investigation Task

MUSIC EXPERIENCE FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students develop and refine their practical skills on their chosen instrument/s and present their skills as part of an ensemble, solo performance or electronically. Students work both collaboratively with their ensemble and individually on their skills and investigate the conventions of the musical style presented. They explore and manipulate the elements of music as they create original arrangements and discuss style and context in response to musical listening's.

THEORY TOPICS:

- Elements of Music
- Style and Context
- Music Literacy

PRACTICAL TOPICS:

- Instrumental Skills
- Ensemble Performance
- Arrangement/Composition
- Analysis Skills Folio

ASSESSMENT:

- Type 1: Creative Works (60%) – Performance, song writing, instrumental skill development
- Type 2: Musical Literacy (40%) – Analysis folio, theory skills and technical skills issue task

RECOMMENDED PRIOR LEARNING:

Completion of a minimum of Year 10 Music with a C grade or higher.



Arts

PERFORMING ARTS: INTEGRATED LEARNING FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

This course is for students who are passionate about the Performing Arts and wish for specialised study within and across a range of Arts disciplines. This subject will give you the opportunity to be involved in the process of creating major Arts productions for the school, for example, the College Cabaret or The Arts Showcase. If you choose this subject, you will be involved in script writing, reading and development, staging and direction decisions, devising and rehearsing, designing and manufacturing props and sets, choreography, costuming, stage hair and makeup, and of course, performing

THEORY TOPICS:

- Elements of Dance, Drama and Music
 - Analytical and Reflective tasks
- ### PRACTICAL TOPICS:
- Skill development within desired Arts discipline
 - Stage, lighting and production
 - Performance

SCHOOL BASED ASSESSMENT:

Type 1: Practical Inquiry

Type 2: Connections

EXTERNAL ASSESSMENT:

Type 3: Personal Endeavor

RECOMMENDED PRIOR LEARNING:

Completion of at least one semester of Year 10 Dance, Drama and/or Music with a C grade or higher

PHOTOGRAPHY (DIGITAL COMMUNICATION SOLUTIONS) FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students will demonstrate their proficient application of camera and photograph editing skills, they will address a photographic issue and compare materials in relation to their design process of their major product. Students will produce a Major Photographic Product of their choosing; a Design Brief Folio is used to document their investigation and planning of their project, including an evaluation of their finished products and processes

THEORY TOPICS:

- Processes and Techniques
- Materials Application
- Design Brief Folio
- Major Product Record
- Minor Product Record

PRACTICAL TOPICS:

- DSLR and Photoshop Skills
- Materials Testing
- Major Photographic Product
- Minor Photographic Product Design

SCHOOL BASED ASSESSMENT:

Type 1: Skills and Application Tasks (20%) Type 2: Product (50%)

EXTERNAL ASSESSMENT:

Type 3: Materials Research Study (30%)

RECOMMENDED PRIOR LEARNING:

Nil, however, Year 10 or Stage 1 Photography and/or Design would be beneficial.

Please note: This is a precluded subject and may not contribute to an ATAR in a subject pair combination.



Arts

PRINTMAKING SEMESTER 2 10 CREDITS ELECTIVE

CONTENT:

Students document their visual thinking and problem-solving processes in a Folio, developing a personally relevant concept for their major printmaking artwork. Students undertake a range of printmaking techniques such as linocut, monoprint, collagraph, drypoint and screen printing and produce a Practitioner's Statement using visual arts language to explain their influences, materials, and intent. A Visual Study supports the development of ideas through research and practical experimentation, responding to 3 related artists and their works.

THEORY TOPICS:

- Annotations
- Procedural Write up
- Investigation
- Practitioner's Statement

PRACTICAL TOPICS:

- Documenting Idea Generation
- Printmaking Techniques – Linocut, Monoprint, Drypoint, Collagraph, Screen Printing
- Body of Work/s in forms such as editions, experimental prints, mixed media, or installation-based printmaking.

ASSESSMENT:

Type 1: Folio (40%) Back up work for final

Type 2: Practical (30%) Final piece+ evaluation

Type 3: VisualStudy (30%) - Investigation Task

RECOMMENDED PRIOR LEARNING:

COMPLETION OF A SEMESTER OF YEAR 10 ART WITH A C GRADE OR HIGHER



Arts

VISUAL ARTS B (DESIGN) SEMESTER 1 10 CREDITS ELECTIVE

CONTENT:

Students document their visual thinking and problem-solving processes in a folio, to develop an original and personally relevant concept for their major artwork. Each student uses a medium of their choice to show their understanding of visual arts concepts, forms, styles and conventions. Students produce a Practitioner's Statement that includes use of visual arts language, to clarify influences and ideas. Students undertake research in the form of a Visual Study, to investigate, interpret and respond to three designers and their works while refining practical techniques that follow the design process and meet the Design Brief.

THEORY TOPICS:

- History of Design/Bauhaus
- Artist Biographies, Annotations and Summaries
- Documentation of Visual Thinking
- Critical Analysis
- Practitioner's Statement

PRACTICAL TOPICS:

- Documenting Idea generation
- Printmaking in the World of Graphic Design
- Rendering and Isometric Drawing in Product Design
- Perspective Drawing in Architecture
- Textiles and Fabric Design in the Fashion World.

ASSESSMENT:

- Type 1: Folio (40%) back up work for Final Practical
Type 2: Practical (30%) Final Practical+ Practitioner's Statement
Type 3: Visual Study (30%) - Investigation Task

VISUAL ARTS A (TRADITIONAL) SEMESTER 1 10 CREDITS ELECTIVE

CONTENT:

Students document their visual thinking and problem-solving processes in a folio, to develop an original and personally relevant concept for their major artwork. Each student uses a medium of their choice to show their understanding of visual arts concepts, forms, styles and conventions. Students produce a Practitioner's Statement that includes use of visual arts language, to clarify influences and ideas. Students undertake research in the form of a Visual Study, to investigate, interpret and respond to artists and their works while refining practical techniques.

THEORY TOPICS:

- Elements of Music
- Style and Context
- Music Literacy

PRACTICAL TOPICS:

- Documenting Idea Generation
- Traditional - Painting/Drawing
- Body of Work/s that may be any of the following forms: film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, and/or textiles.

ASSESSMENT:

- Type 1: Folio (40%) back up work for Final Practical
Type 2: Practical (30%) Final Practical + Practitioner's Statement
Type 3: Visual Study (30%) - Investigation Task

RECOMMENDED PRIOR LEARNING:

Completion of a semester of Year 10 Art with a C grade or higher.

CROSS DISCIPLINARY LEARNING PATHWAYS

Explore pathways from Year 10 through to Stage 2



FUTURES



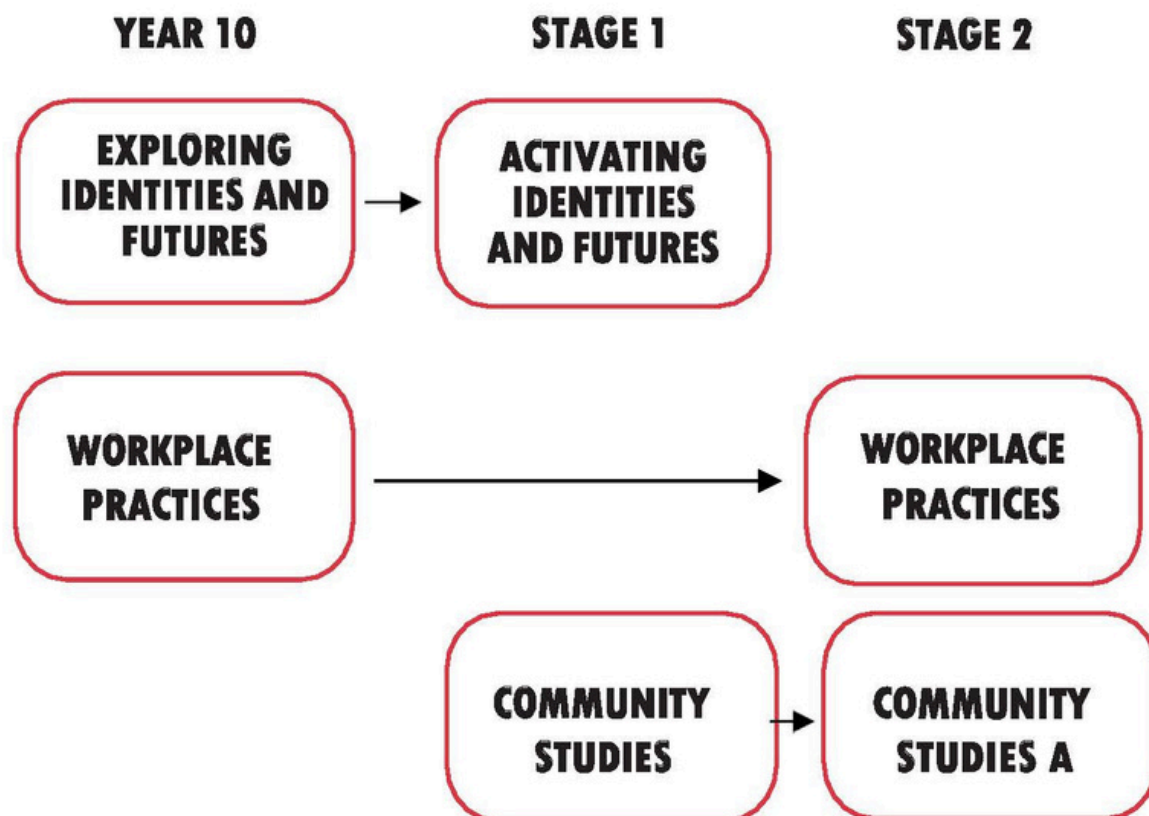
WORKPLACE



COMMUNITY



PERSONAL
GROWTH





Cross Disciplinary

ACTIVATING IDENTITIES AND FUTURES 1 SEMESTER (SEMESTER ONE) 10 CREDITS STAGE 2 COMPULSORY

CONTENT:

Activating Identities and Futures is a 10-credit subject at Stage 2. The purpose of the Activating Identities and Futures is for students to take greater ownership and agency over their learning as they select relevant strategies to explore, conceptualise, create and/or plan to progress an area of personal interest towards a learning output.

When selecting the focus area for their Activating Identities and Futures, students are encouraged to reflect on capabilities, strategies, insights developed in Stage 1 Exploring Identities and Futures

LEARNING REQUIREMENTS:

- Develop agency by setting a Learning Goal, exploring a topic of their choice, and showcasing their Output of Learning
- Demonstrate self-regulation in time management, decision-making, and the consideration of strategies, perspectives, and feedback to achieve their Learning Goal
- Develop and apply metacognitive skills by showing awareness of their own thinking in relation to the learning process and engaging in continuous reflection about their learning!
- Develop their reflective practices and evaluative judgement through relevant feedback about the learning process in relation to their progression to the Learning Goal.

SCHOOL BASED ASSESSMENT:

Type 1: Portfolio (35%) Students collection of natural artefacts of learning through their exploration of a Learning Goal of personal interest.

Type 2: Progress Checks (35%) Students discuss the progress of their learning in relation to their intended Learning Goal.

EXTERNAL ASSESSMENT:

Type 3: Appraisal (30%). Students evidence their Output of Learning that showcases the progress to or attainment of their Learning Goal, appraising the value and purpose of learning for themselves.

WORKPLACE PRACTICES 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

Community Studies provides students with insights into the ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment. Students develop capabilities that enable them to contribute actively and successfully to community activities.

THEORY TOPICS:

- 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

CAPABILITIES DELIVERED:

- Numeracy
- Literacy
- Personal Development
- Critical and Creative Capability
- Intercultural Understanding
- Ethical Understanding
- Information and Communication Technology

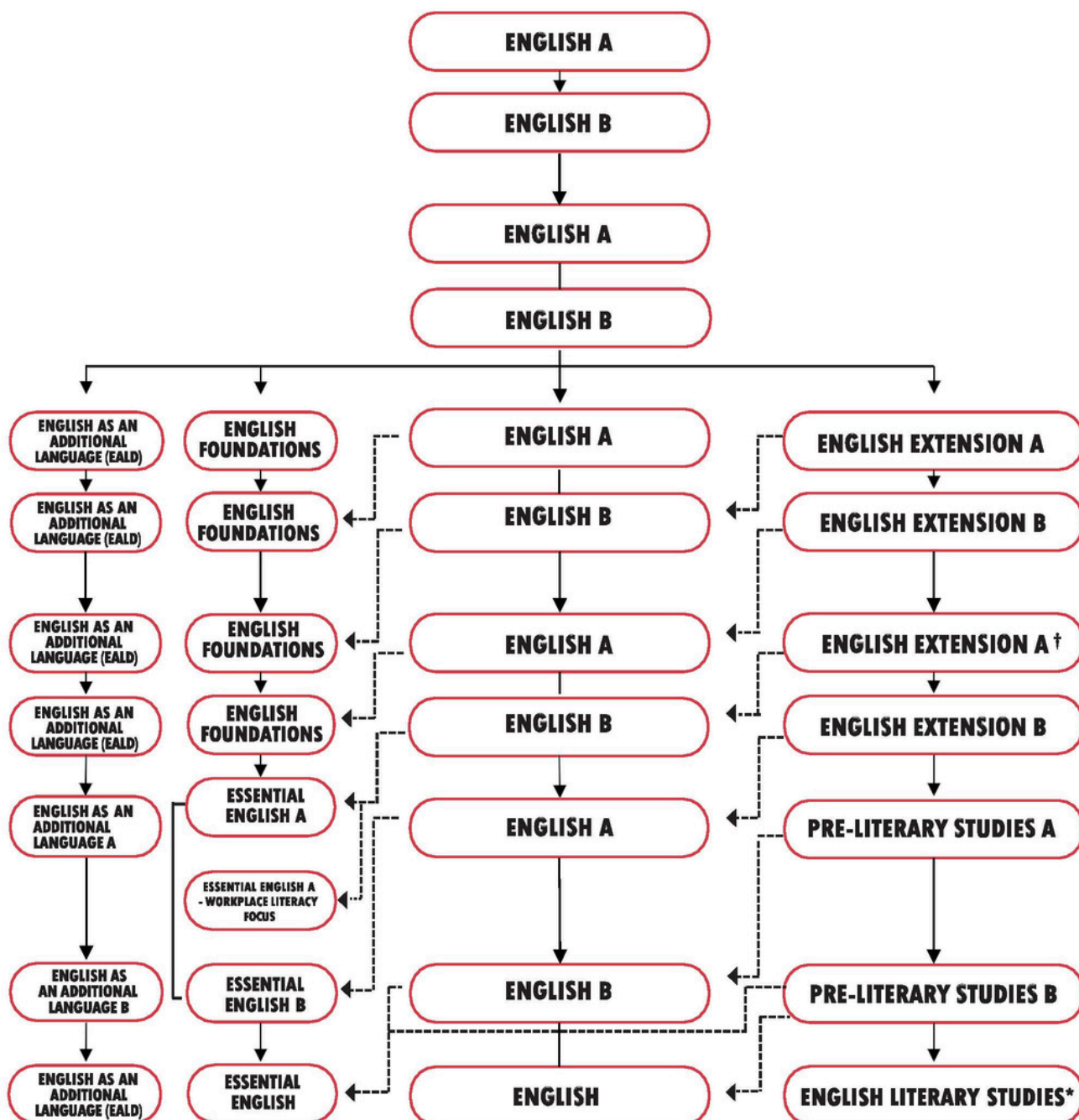
ASSESSMENT:

- Development of the Contract of Work
- Folio: Communication and Interaction
- Community Activity
- Reflection

ASSOCIATED SUBJECT COSTS:

Costs will vary depending on the activity a student decides to complete.

Full Year



PREREQUISITES	
† Year 10 English Extension A	Students must complete Year 9 English Extension with a C grade or higher OR achieved an A or B in Year 9 English.
Stage 1	Students must pass two Semesters of English. Note: If a C grade or higher is not achieved in Semester 1, then Stage 1 Essential English B and/or Stage 1 Essential English (EALD Focus) B as two electives will become compulsory in Semester 2 to satisfy SACE requirements.
*Stage 2 English Literary Studies	Students must achieve an A or B in two semesters of Stage1 Pre-Literary Studies



English

ESSENTIAL ENGLISH A 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE

CONTENT:

Students develop skills around responding to texts. They select and analyse purpose, target audiences, structure, conventions and language features. Students develop understanding of ideas and perspectives in texts and demonstrate their understanding through written and/or multimodal responses. Students explain design choices and use appropriate textual conventions when writing.

SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts (50%)

Type 2: Creating Texts (50%)

RECOMMENDED PATHWAY LEARNING:

For a pathway into Stage 2 Essential English, a B grade or higher in Stage 1 Essential English A & B is recommended.

ESSENTIAL ENGLISH B 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE

CONTENT:

Students further their responding to texts skills through considering a variety of ways in which texts communicate information, ideas, and perspectives. They explore the relationship between structures and features and the purpose, audience, and context of texts. Students also examine the links between language and demonstrate their knowledge of creating texts through oral and multimodal presentations.

SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts (50%)

Type 2: Creating Texts (50%)

RECOMMENDED PATHWAY LEARNING:

For a pathway into Stage 2 Essential English, a B grade or higher in Stage 1 Essential English A & B is recommended



English

**ENGLISH A
1 SEMESTER
10 CREDITS
COMPULSORY ELECTIVE**

CONTENT:

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives of a fictional text. An understanding of purpose, audience, and context is applied in students' own creation of both a narrative and persuasive oral presentation.

SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts (25%)

Type 2: Creating Texts (50%)

Type 3: Intertextual Study (25%)

PREREQUISITES:

Completion of Year 10 English Extension or Year 10 General English with a C grade or higher.

**ENGLISH B
1 SEMESTER
10 CREDITS
COMPULSORY ELECTIVE**

CONTENT:

Students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts.

SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts (25%)

Type 2: Creating Texts (50%)

Type 3: Intertextual Study (25%)

PREREQUISITES:

Completion of Year 10 English Extension or Year 10 General English with a C grade or higher. Students can move from Stage 1 Pre-Literary Studies A to Stage 1 English B in Semester 2 if they find that Stage 1 Pre-Literary Studies B is not a future pathway.



English

ENGLISH AS AN ADDITIONAL LANGUAGE A 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE

CONTENT:

English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages.

Students who study this subject come from diverse personal, educational, and cultural backgrounds. Students must meet eligibility requirements for this subject. This course recognises the high value of different language and cultural backgrounds of students adds to their world experience.

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and creating texts.

Students develop an understanding of how texts communicate information, ideas and perspectives. When responding to texts, students identify and analyse themes in a text. Students explore texts to select and analyse purpose, target audiences, structure, conventions and language features.

Students complete an Interactive Study in which students conduct an interview with one or more people about an issue or aspect of cultural life from a different cultural background. For a language study, students identify and analyse aspects of language used in one or more texts. They also create texts and demonstrate their understanding through written and/or multimodal responses.

SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts (50%)

Type 2: Interactive Study (25%)

Type 3: Language Study (25%)

RECOMMENDED PATHWAY LEARNING:

For a pathway into Stage 2 Essential English or Stage 2 Essential English (EALD), a B grade or higher in Stage 1 Essential English A & B or Stage 1 English as an Additional Language A & B is recommended.

ENGLISH AS AN ADDITIONAL LANGUAGE B 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE

CONTENT:

English as an Additional Language is designed for students for whom English is a second language or an additional language or dialect. These students have had different experiences in English and one or more other languages. Students who study this subject come from diverse personal, educational, and cultural backgrounds. Students must meet eligibility requirements for this subject. This course recognises the high value of different language and cultural backgrounds of students and adds to their world experience.

This subject focuses on the development and use of skills and strategies in communication, comprehension, language and text analysis, and creating texts.

Students develop an understanding of how texts communicate information, ideas and perspectives. When responding to texts, students identify and analyse themes in a text. Students explore texts to select and analyse purpose, target audiences, structure, conventions and language features. Students complete an Interactive Study in which students conduct an interview with one or more people about an issue or aspect of cultural life from a different cultural background.

For a language study, students identify and analyse aspects of language used in one or more texts. They also create texts and demonstrate their understanding through written and/or multimodal responses.

SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts (50%)

Type 2: Interactive Study (25%)

Type 3: Language Study (25%)

RECOMMENDED PATHWAY LEARNING:

For a pathway into Stage 2 English as an Additional Language, a B grade or higher in Stage 1 English as an Additional Language A & B is recommended.



English

PRE-LITERARY STUDIES A 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE

CONTENT:

This advanced level English subject is designed for students who are passionate and enthusiastic about English and literature and who may wish to pursue English through to Year 12 and/or at a tertiary level. While assessment criteria are similar to English, in this subject, students will explore more complex texts and develop a more thorough understanding of the key skills needed in high level analytical responses. They will study Critical Perspectives and focus on the ways that texts interact with each other and their audiences. They will also study a broader range of text types which may include novel, short stories, drama texts, poetry, and film.

This course is a prerequisite for Stage 2 Literary Studies.

SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts - including Exam (50%)
Type 2: Creating Texts (25%)
Type 3: Intertextual Study (25%)

PREREQUISITES:

Completion of Year 10 English Extension with a B grade or higher. Students are able to move from Stage 1 Pre-Literary Studies A to Stage 1 English B in Semester 2 if they find that Pre-Literary Studies B is not a future pathway.

ASSOCIATED SUBJECT COSTS:

There may be an excursion fee which will contribute towards an excursion to a theatre production depending on productions available during the semester.

PRE-LITERARY STUDIES B 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE

CONTENT:

This advanced level English subject is designed for students who are passionate and enthusiastic about English and literature and who may wish to pursue English through to Year 12 and/or at a tertiary level. While assessment criteria are similar to English, in this subject, students will explore more complex texts and develop a more thorough understanding of the key skills needed in high level analytical responses. They will study Critical Perspectives and focus on the ways that texts interact with each other and their audiences. They will also study a broader range of text types which may include novel, short stories, drama texts, poetry, and film.

This course is a prerequisite for Stage 2 Literary Studies.

SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts - including Exam (50%)
Type 2: Creating Texts (25%)
Type 3: Intertextual Study (25%)

PREREQUISITES:

Completion of Year 10 English Extension with a B grade or higher and Stage 1 Pre-Literary Studies A with a C grade or higher.

ASSOCIATED SUBJECT COSTS:

There may be an excursion fee which will contribute towards an excursion to a theatre production depending on productions available during the semester.

HEALTH & PHYSICAL EDUCATION LEARNING PATHWAYS

Explore pathways from Year 7 through to Stage 2



PHYSICAL
EDUCATION



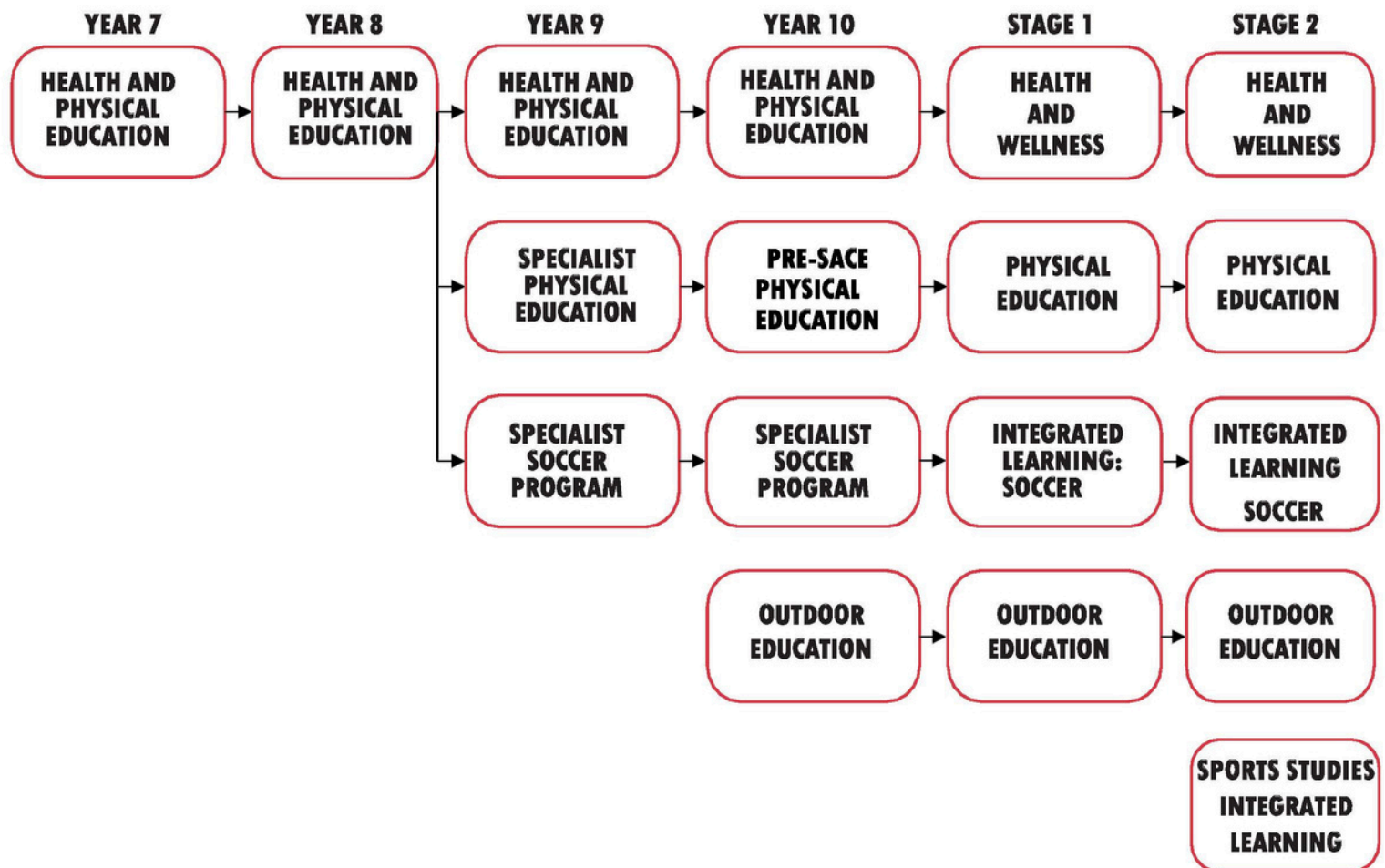
HEALTH AND
WELLBEING



SOCCER



OUTDOOR
EDUCATION





Health & Physical Education

HEALTH AND WELLBEING 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

Students learn about the influences on personal and community health and well-being. Students investigate topics including participation in active lifestyles, effects of alcohol and drugs, mental health and environmental health. Whilst learning the content, students are given chances to work individually and in small groups. Their knowledge and understanding are highlighted in their completion of an issue response, group activity and personal wellness plan.

THEORY TOPICS:

- Health and participation in healthy lifestyles
- The effects of alcohol, tobacco and other drugs on health
- Health and the environment
- Contemporary health priorities in Australia
- Health and relationships
- Mental and emotional health
- Growing up healthy
- Careers in health

ASSESSMENT:

Type 1: Issues response with a focus on current health issues. Personal wellness plan

Type 2: Group Activity. Implement change on a health topic of your choice.

INTEGRATED LEARNING - SOCCER FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students participate in a range of assessments with a soccer focus aimed at improving their personal soccer ability, as well as a range of other capabilities. Students will complete 5 assessment tasks which will explore these different capabilities.

THEORY TOPICS:

- Technical Ability Analysis
- Teamwork & Collaboration
- Leadership
- Coaching
- Personal Reflection

PRACTICAL TOPICS:

- Soccer
- Possibility of a camp

ASSESSMENT:

- 2x Practical Exploration (Evidence and Reflection)
- 2x Connections Task (Collaboration and Self-Assessment)
- 1x Personal Venture (Leadership and Social Capability)

PREREQUISITES:

Places in this subject are limited, therefore trials will be conducted. It is assumed you've been selected in years 9/10 to completed SACE subject.



Health & Physical Education

OUTDOOR EDUCATION 1 SEMESTER OR FULL YEAR 10 OR 20 CREDITS ELECTIVE

CONTENT:

Students will apply knowledge and understanding learnt during theory tasks to a practical environment. They will visit local areas to investigate environmental topics such as sustainability, risk management and navigation. Students will complete a planning folio prior to attending camp and reflect on their outdoor journey upon returning.

THEORY TOPICS:

- Sand Dune Study
- Risk and Safety Management Report
- Navigation Focus Study

PRACTICAL TOPICS:

- Surfing Practical
- Bushwalking/Orienteering

ASSESSMENT:

Type 1: Practical

IMPORTANT INFORMATION:

This subject requires compulsory attendance to/and participation in both camps and lead up preparation classes. If you are not willing to attend camps, experience the outdoors and lead up safety activities, please consider another subject as this is a core component of the course.

Please note that this is not a compulsory subject and, due to the specialised activities involved, a subject fee may apply. Any associated costs will be communicated prior to enrolment confirmation for this subject.

PHYSICAL EDUCATION 1 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

Students explore the participation in and performance of human physical activities. Students analyse video footage of practical lessons with a focus on concepts including spatial awareness, game understanding and decision making. Students also have the opportunity to learn about biomechanics and equity in sport. Physical activities can include invasion games and net and wall games.

THEORY TOPICS:

- Engine Room Performance Task
- Minor Game Accessibility and Suitability
- Biomechanics
- Equity in sport

PRACTICAL TOPICS:

- Invasion Games
- Netball
- Soccer
- Lacrosse
- Net and Wall Games
- Tennis

ASSESSMENT:

- Type 1: Performance Improvement (50%)
- Type 2: Physical Activity Investigation (50%)
- 6 minute iMovie - Engine Room Task
- Equity of Activity

RECOMMENDED PRIOR LEARNING:

Completion of Year 10 Health and Physical Education with a C grade or higher.



Health & Physical Education

PHYSICAL EDUCATION 2 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

Students explore the participation in and performance of human physical activities. Students analyse video footage of practical lessons with a focus on concepts including spatial awareness, game understanding and decision making.

Students also have the opportunity to learn about biomechanics and equity in sport. Physical activities can include invasion games and net and wall games.

THEORY TOPICS:

- Collaboration and communication - verbal and nonverbal communication
- Suitability of sport to promote lifelong learning.

PRACTICAL TOPICS:

- Net and Wall Games
- Volleyball
- Invasion Games
- Touch

ASSESSMENT:

Type 1: Performance Improvement

- Biomechanics.

Type 2: Physical Activity Investigation

- Equity in Korfball.

RECOMMENDED PRIOR LEARNING:

Completion of Year 10 Health and Physical Education with a C grade or higher.

HUMANITIES & SOCIAL SCIENCES (HASS)

LEARNING PATHWAYS

Explore pathways from Year 7 through to Stage 2



HISTORY



GEOGRAPHY



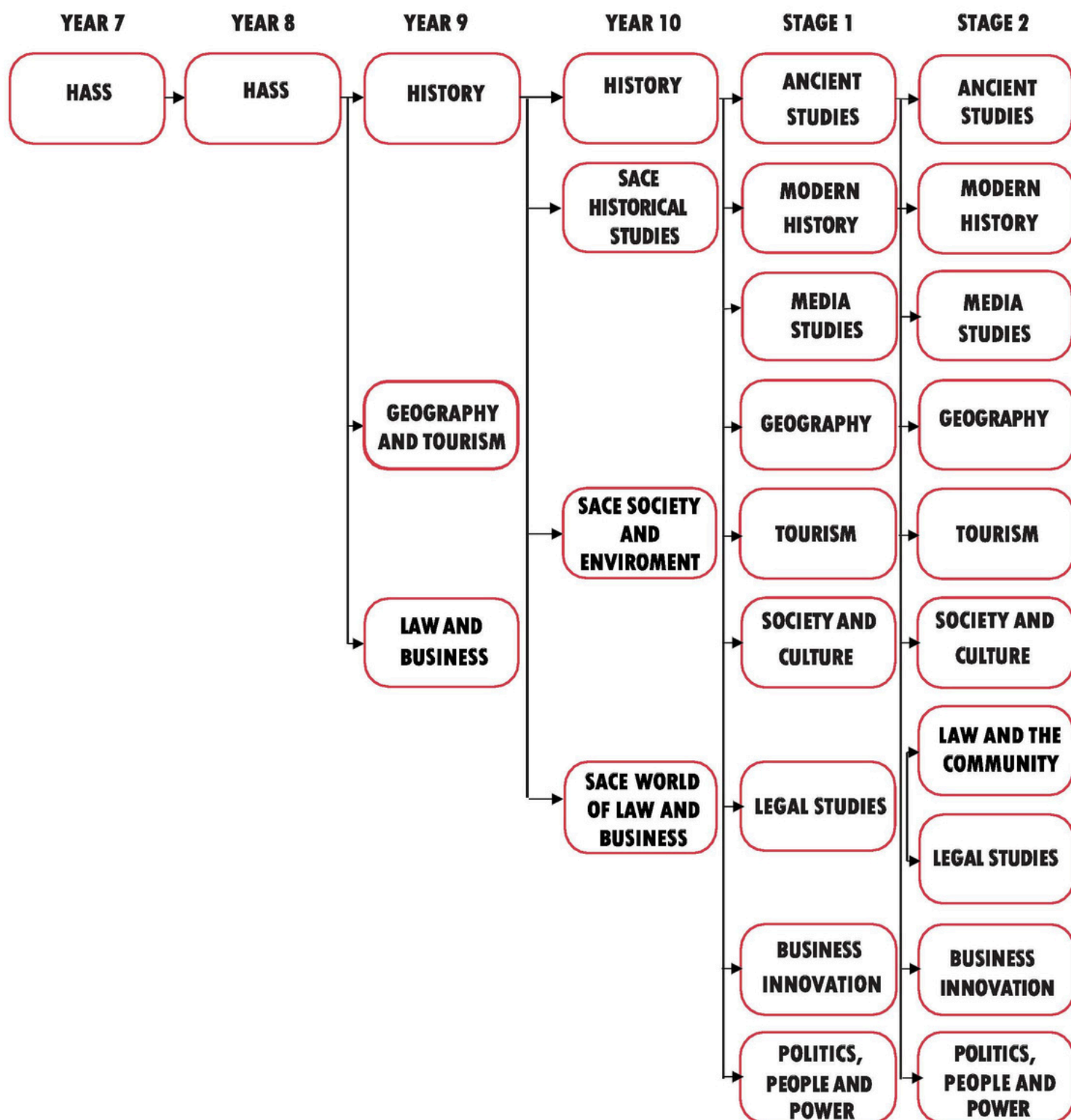
LAW



BUSINESS



MEDIA





Humanities & Social Sciences (HASS)

POLITICS, PEOPLE AND POWER **1 SEMESTER** **10 CREDITS ELECTIVE**

CONTENT:

Politics, Power and People is an exciting and dynamic course that invites students to explore the fascinating world of politics and its impact on individuals and society. This course offers a captivating journey into the complexities of political systems, ideologies, and the exercise of power. Through engaging discussions, interactive activities, and thought-provoking case studies, students will gain a deep understanding of key political concepts, such as democracy, citizenship, and political participation. They will analyze real-world events, investigate the influence of political institutions, and examine the role of individuals in shaping political outcomes. Politics, Power and People empowers students with the knowledge and skills to become informed and active citizens in a rapidly changing world.

TOPICS:

Student could explore any of the following:

- Understanding how politics work
- The game of sport and politics
- Religion and politics: allies or foes
- Australian media: entertainer or informer
- Breaking barriers for women in politics
- Migration and membership
- Reimagining our future

SCHOOL BASED ASSESSMENT:

Type 1: Source Analysis (40%)

Type 2: Group Activity (30%)

Type 3: Investigation (30%)

RECOMMENDED PRIOR LEARNING:

Completion of Year 10 HASS with a C grade or higher.

SOCIETY AND CULTURE **1 SEMESTER** **10 CREDITS ELECTIVE**

CONTENT:

Students explore and analyse the interactions of people, societies, cultures, and environments. Students learn about the ways in which societies constantly change and develop, and how they are affected by social, political, historical, environmental, economic, and cultural factors. Students develop critical insight into issues such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups.

TOPICS:

Student could explore any of the following:

- A current social change or continuity
- Popular Culture
- Power and authority in society
- Prejudice and discrimination
- Societies in rural and urban Australia
- The diversity of the Asia-Pacific region
- Australia's global connections
- World-shaping phenomena
- Peace and conflict

SCHOOL BASED ASSESSMENT:

Type 1: Source Analysis (40%)

Type 2: Group Activity (30%)

Type 3: Investigation (30%)

RECOMMENDED PRIOR LEARNING:

Completion of Year 10 HASS with a C grade or higher.



Humanities & Social Sciences (HASS)

TOURISM **1 SEMESTER** **10 CREDITS ELECTIVE**

CONTENT:

Students explore the nature of tourism in Australia and overseas. They develop an understanding of the nature of tourists, tourism, and the tourism industry, as well as the complex economic, social, cultural, and environmental impacts of tourism. Students develop an understanding of tourism from the perspectives of host, operator, and traveler. They investigate tourism locally, nationally, and globally and learn about sustainable tourism practices.

TOPICS

- Preparing for International and Domestic Travel
- Appreciating Tourism in Australia
- Investigating Tourism Markets
- Understanding Tourism and Natural Environments
- Tourism Industry Skills

SCHOOL BASED ASSESSMENT:

- Type 1: Case Study - Preparing for International Travel (20%)
- Type 2: Source Analysis- on a Tourism Event/Location (20%)
- Type 3: Practical Activity (40%)
- Type 4: Investigation - Negotiated Issue (20%)

RECOMMENDED PRIOR LEARNING:

Completion of Year 10 HASS with a C grade or higher.

ANCIENT STUDIES **1 SEMESTER** **10 CREDITS ELECTIVE**

CONTENT:

In Ancient Studies, students will learn about the history, literature, society, and culture of ancient civilisations. They will study the history and literature of two ancient cultures and consider their environmental, social, economic, religious, cultural and aesthetic aspects as well as the ideals and innovations that shape societies. Students critically engage with texts and analyse archaeological and historical sources. Students will develop their inquiry skills that enable them to challenge or confirm beliefs, attitudes, and values in the ancient world. The study of ancient societies enables students to explore the complexity and diversity of human experience and enhance their own cultural and intercultural understanding.

TOPICS:

- Daily Life
- Military Conflicts
- Political Power and Authority
- Literature
- Religion
- Material Culture

SCHOOL BASED ASSESSMENT:

- Type 1: Historical Skills and application tasks (50%)
virtual museum, a website, an essay and a character study or creative writing
- Type 2: Connections tasks (20%) An interpretation task, research investigation or a comparative essay

EXTERNAL ASSESSMENT:

- Type 3: Historical Investigation (30%)

RECOMMENDED PRIOR LEARNING:

Completion of Year 10 HASS with a C grade or higher.



Humanities & Social Sciences (HASS)

BUSINESS INNOVATION 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

Students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world.

Students learn to innovate and think like designers to find and solve problems that matter to specific people in a business environment characterised by change and uncertainty.

TOPICS:

- Innovation
- Decision-making and project management
- Financial literacy and information management
- Global, local, and digital perspectives

SCHOOL BASED ASSESSMENT:

Type 1 Business Skills: Folio (40%)

Type 2: Business Model (30%)

EXTERNAL ASSESSMENT:

Type 3: Business Plan and Pitch (30%)

RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 Business Innovation with a C grade or higher.

GEOGRAPHY 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

Students examine social and economic change and develop their understanding of the growth and impact of globalisation. Students develop their understanding of natural and enhanced green-house gasses and the impact of people on ecosystems and the natural world. They undertake independent fieldwork, evaluate the causes, effects, and consequences of change and communicate geographical information, using subject-specific terminology and visual representations.

SCHOOL BASED ASSESSMENT:

Type 1: Geographical Skills (40%) Climate Change Report. Globalisation Broadsheet and Report. Transforming Global Inequality Report. Class Fieldwork Trip and Report.

Type 2: Fieldwork Report (30%) Individual Fieldwork and Report.

EXTERNAL ASSESSMENT:

Type 3: Examination, 2 Hours (30%)

RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 Geography with a C grade or higher.



Humanities & Social Sciences (HASS)

MODERN HISTORY 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

Students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals.

Students explore the impacts of these developments through two key areas of study. Students will also investigate an area of their own interest in the Historical Study

TOPICS:

Students could explore any of the following:

- Imperialism
- Decolonisation
- Indigenous Peoples
- Social Movements
- Revolution
- First World War
- Elective Choice

SCHOOL BASED ASSESSMENT:

Type 1: Historical Skills (70%)

- Exposition (Essay)- The causes of, or Changing Nature of, The First World War
- Sources Analysis - Prerevolutionary Russia
- Newspaper Article - Events of the 1917 Russian Revolutions

Type 2: Historical Study (30%) Exam

RECOMMENDED PRIOR LEARNING:

Completion of Year 10 HASS with a C grade or higher.

LEGAL STUDIES 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

Students explore the structures of the Australian legal system and learn about law-making and the administration of justice. Students consider how diverse groups in society, including Indigenous Australians, influence and are influenced by the legal system. Students have the opportunity to write their own laws and argue their relevance and value and to assess the jury system through participating in mock trials. They reflect on, and make informed judgments about the strengths and weaknesses of the Australian legal system.

TOPICS:

Students could explore any or all of the following:

- Rights
- Fairness and Justice
- Power
- Change

SCHOOL BASED ASSESSMENT:

Type 1: Analytical responses (50%)

Type 2: Inquiry (30%)

Type 3: Presentation (20%) Mock TrialExam

RECOMMENDED PRIOR LEARNING:

Completion of Year 10 HASS with a C grade or higher.



Humanities & Social Sciences (HASS)

MEDIA STUDIES 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

Students explore the dynamic role of media in Australian and global contexts. Students develop an understanding of the ways in which media can influence people, as well as provide views of world events, and entertainment. They are involved in discussing and analysing media issues, interacting with media, and creating media products.

TOPICS:

Students could explore any of the following:

- Images of Youth in Media
- Making of the News
- Advertising
- Careers in Media
- Creating Multimedia Texts
- Representations in Media
- Media Audiences
- Media and Leisure
- Media and the Global Community

SCHOOL BASED ASSESSMENT:

Type 1: Folio (40%)

Type 2: Interaction Study (20%)

Type 3: Product (40%)

RECOMMENDED PRIOR LEARNING:

Completion of a semester of Year 10 Art with a C grade or higher.



LANGUAGES

LEARNING PATHWAYS

Explore pathways from Year 7 through to Stage 2



GLOBAL
UNDERSTANDING



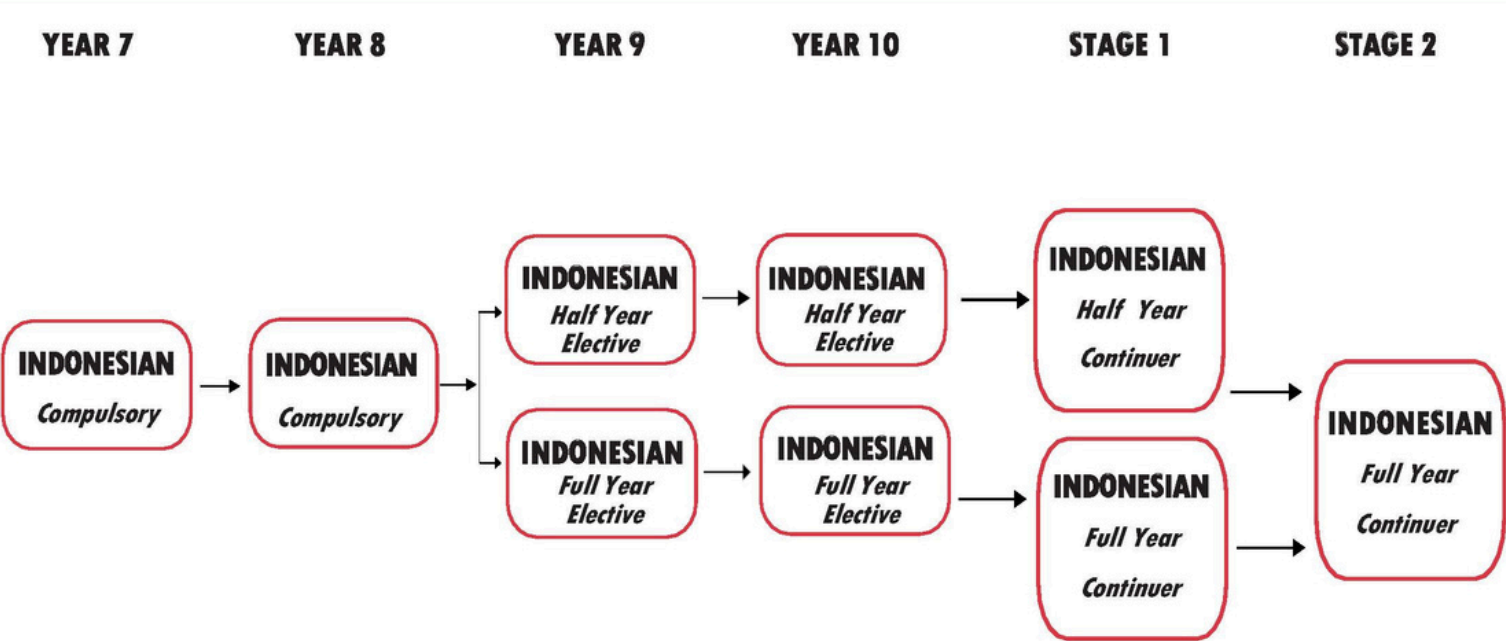
COMMUNICATION
SKILLS



CULTURAL
CONNECTIONS



GLOBAL
OPPORTUNITIES





Languages

INDONESIAN
1 SEMESTER (INDONESIAN A FOR 10 CREDITS ELECTIVE)
OR
FULL YEAR (INDONESIAN A & B FOR 20 CREDITS ELECTIVE)

CONTENT:

In this subject, you will learn to communicate in Indonesian, initially using modelled language and over time learning to express their own meanings and respond to more complex texts and contexts. You will also develop your understandings of how meaning works in Indonesian, and develop your capability to interact with diverse people within Indonesian cultural exposures such as excursion and incursion, while also reflecting on yourselves as intercultural communicators and language learners.

Stage 1 Indonesian is taken as either a 10-credit or 20-credit subject that allows students to achieve the requirement of the SACE. Students who achieve a C grade or higher in this subject in either Year 10 semester 1 or semester 2 will be eligible to choose this subject for Stage 1

TOPICS:

There are three prescribed themes:

- The Individual
- The Indonesian speaking Communities
- The Changing World.

PREREQUISITES:

Completion of Year 10 Indonesian with a C grade or higher.

ASSESSMENT:

- Assessment Type 1: Interaction (25%)
- Assessment Type 2: Text Production (25%)
- Assessment Type 3: Text Analysis (25%)
- Assessment Type 4: Investigation. (25%)

MATHEMATICS LEARNING PATHWAYS

Explore pathways from Year 7 through to Stage 2



MATHEMATICS



GENERAL
MATHEMATICS



MATHEMATICAL
METHODS



SPECIALIST
MATHEMATICS

YEAR 7

Semester 1

MATHEMATICS A

Semester 2

MATHEMATICS B

YEAR 8

Semester 1

MATHEMATICS A

Semester 2

MATHEMATICS B

YEAR 9

Semester 1

MATHEMATICS FOUNDATIONS A

MATHEMATICS A

MATHEMATICS EXTENSION A[†]

Semester 2

MATHEMATICS FOUNDATIONS B

MATHEMATICS B

MATHEMATICS EXTENSION B

YEAR 10

Semester 1

MATHEMATICS FOUNDATIONS A

MATHEMATICS A

MATHEMATICS EXTENSION A^{††}

Semester 2

MATHEMATICS FOUNDATIONS B

MATHEMATICS B

MATHEMATICS EXTENSION B

STAGE 1

Semester 1

ESSENTIAL MATHEMATICS A

GENERAL MATHEMATICS A

**MATHEMATICAL
METHODS A**

**SPECIALIST
MATHEMATICS A***

Semester 2

ESSENTIAL MATHEMATICS B

GENERAL MATHEMATICS B

**MATHEMATICAL
METHODS B**

**SPECIALIST
MATHEMATICS B***

STAGE 2

Full Year

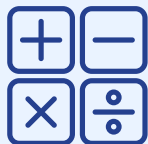
**MATHS SKILLS FOR LIFE
INTEGRATED LEARNING**

GENERAL MATHEMATICS

**MATHEMATICAL
METHODS**

**SPECIALIST
MATHEMATICS***

PREREQUISITES	
[†] Year 9 Mathematics Extension A	Students must complete Year 8 Mathematics with a B grade or higher.
^{††} Year 10 Mathematics Extension A	Students must complete Year 9 Mathematics with a B grade or higher.
*Specialist Mathematics	This course must be studied in conjunction with Mathematical Methods.



Mathematics

ESSENTIAL MATHEMATICS A 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE

CONTENT:

Students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

Topics studied cover a range of applications of mathematics, including general calculation, measurement, and money management. In this subject there is an emphasis on extending students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

TOPICS:

- Calculations, Time and Ratio
- Measurement
- Earning and Spending

ASSESSMENT:

- Calculations, Time and Ratio Assignment
- Moving out of Home Assignment
- Earning and Spending Assignment
- Measurement Assignment

* NOTE - that if a C grade or higher is not achieved in semester 1, then Stage 1 Essential Mathematics B will become compulsory in semester 2 to satisfy SACE requirements.

ESSENTIAL MATHEMATICS B 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE

CONTENT:

Students extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

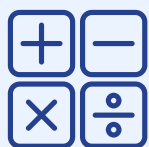
Topics studied cover a range of applications of mathematics, including geometry, interpreting data, money management, and statistics. In this subject there is an emphasis on extending students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

TOPICS:

- Data in Context
- Geometry
- Investing

ASSESSMENT:

- Simple Interest Assignment
- Compound Interest Assignment
- Data in Context Assignment
- Geometry Assignment



Mathematics

GENERAL MATHEMATICS A 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE

CONTENT:

The subject gives students the abilities and skills required to learn how to approach new challenges by investigating, modelling, reasoning, visualizing and problem-solving with the goal of demonstrating mathematics using tangible trade and industry focused means.

Stage 1 General Mathematics Pathways is taken as a 20-credit subject and allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or higher in this subject in either semester 1 or semester 2 meet the compulsory 10-credit numeracy requirement

TOPICS:

- Investing and Borrowing
- Measurement
- Ratio and Scale Factor

ASSESSMENT:

- Investing and Borrowing
- Measurement Test
- Investing and Borrowing Test
- Ratio and Scale Factor Test
- Measurement Investigation

PREREQUISITES:

Completion of Year 10 Mathematics with a C grade or higher.

GENERAL MATHEMATICS B 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE

CONTENT:

The subject gives students the abilities and skills required to learn how to approach new challenges by investigating, modelling, reasoning, visualizing and problem-solving with the goal of demonstrating mathematics using tangible trade and industry focused means.

Stage 1 General Mathematics Pathways is taken as a 20-credit subject and allows students to achieve the numeracy requirement of the SACE. Students who achieve a C grade or higher in this subject in either semester 1 or semester 2 meet the compulsory 10-credit numeracy requirement.

TOPICS:

- Applications of Trigonometry
- Statistical Investigations
- Linear and Exponential Relationships

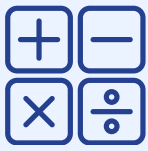
ASSESSMENT:

- Trigonometry Investigation
- Statistical Investigation
- Linear Test
- Mathematical Investigation

PREREQUISITES

Completion of Stage 1 General Mathematics with a C grade or higher.

*Note that if a C grade or higher is not achieved in semester 1, then Stage 1 Essential Mathematics B or Stage 1 General Mathematics B will become compulsory in semester 2 to satisfy SACE requirements.



Mathematics

MATHEMATICAL METHODS A 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE

CONTENT:

This subject gives students the abilities and skills required to learn how to approach new challenges by investigating, modelling, reasoning, visualising and problem solving with the goal of communicating to others the relationships observed and the problems solved. Stage 1 Mathematical Methods provides the foundation for further study in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

TOPICS:

- Functions and Graphs
- Polynomials
- Counting and Statistics

ASSESSMENT:

- Assessment Type 1: Skills and Applications Tasks - including end of semester Exam
- Folio Investigation

PREREQUISITES:

Completion of Year 10 Mathematics Extension with a B grade or higher and have an interest in Mathematics.

This course can be done concurrently with Stage 1 Specialist Mathematics

MATHEMATICAL METHODS B 1 SEMESTER 10 CREDITS COMPULSORY ELECTIVE

CONTENT:

This subject gives students the abilities and skills required to learn how to approach new challenges by investigating, modelling, reasoning, visualising and problem solving with the goal of communicating to others the relationships observed and the problems solved. Stage 1 Mathematical Methods provides the foundation for further study in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

TOPICS:

- Trigonometry
- Growth and Decay
- Introduction to Differential Calculus

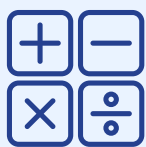
ASSESSMENT:

- Skills and Application Tasks - including end of semester Exam
- Folio Investigation

PREREQUISITES:

Completion of Stage 1 Mathematical Methods with a B grade or higher.

This course can be done concurrently with Stage 1 Specialist Mathematics B.



Mathematics

SPECIALIST MATHEMATICS A 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

This subject gives students the abilities and skills required to learn how to approach new challenges by investigating, modelling, reasoning, visualising and problem solving with the goal of communicating to others the relationships observed and the problems solved.

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

TOPICS:

- Arithmetic and Geometric Sequences and Series
- Geometry
- Vectors in the Plane

ASSESSMENT:

- Skills and Application Tasks - including end of semester Exam
- Folio Investigation

PREREQUISITES:

Completion of Year 10 Mathematics Extension with an A grade and have an interest in Mathematics.

This course must be studied in conjunction with Mathematical

SPECIALIST MATHEMATICS B 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

This subject gives students the abilities and skills required to learn how to approach new challenges by investigating, modelling, reasoning, visualising and problem solving with the goal of communicating to others the relationships observed and the problems solved. Stage 1 Specialist Mathematics provides the foundation for further study in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

TOPICS:

- Matrices
- Trigonometry
- Real and Complex Numbers

ASSESSMENT:

- Skills and Application Tasks - including end of semester Exam
- Tasks Folio Investigation

PREREQUISITES:

Completion of Stage 1 Mathematical Methods and Stage 1 Specialist Mathematics A with a B grade or higher.

This course must be studied in conjunction with Mathematical Methods B.

SCIENCE

LEARNING PATHWAYS

Explore pathways from Year 7 through to Stage 2



CHEMISTRY



BIOLOGY



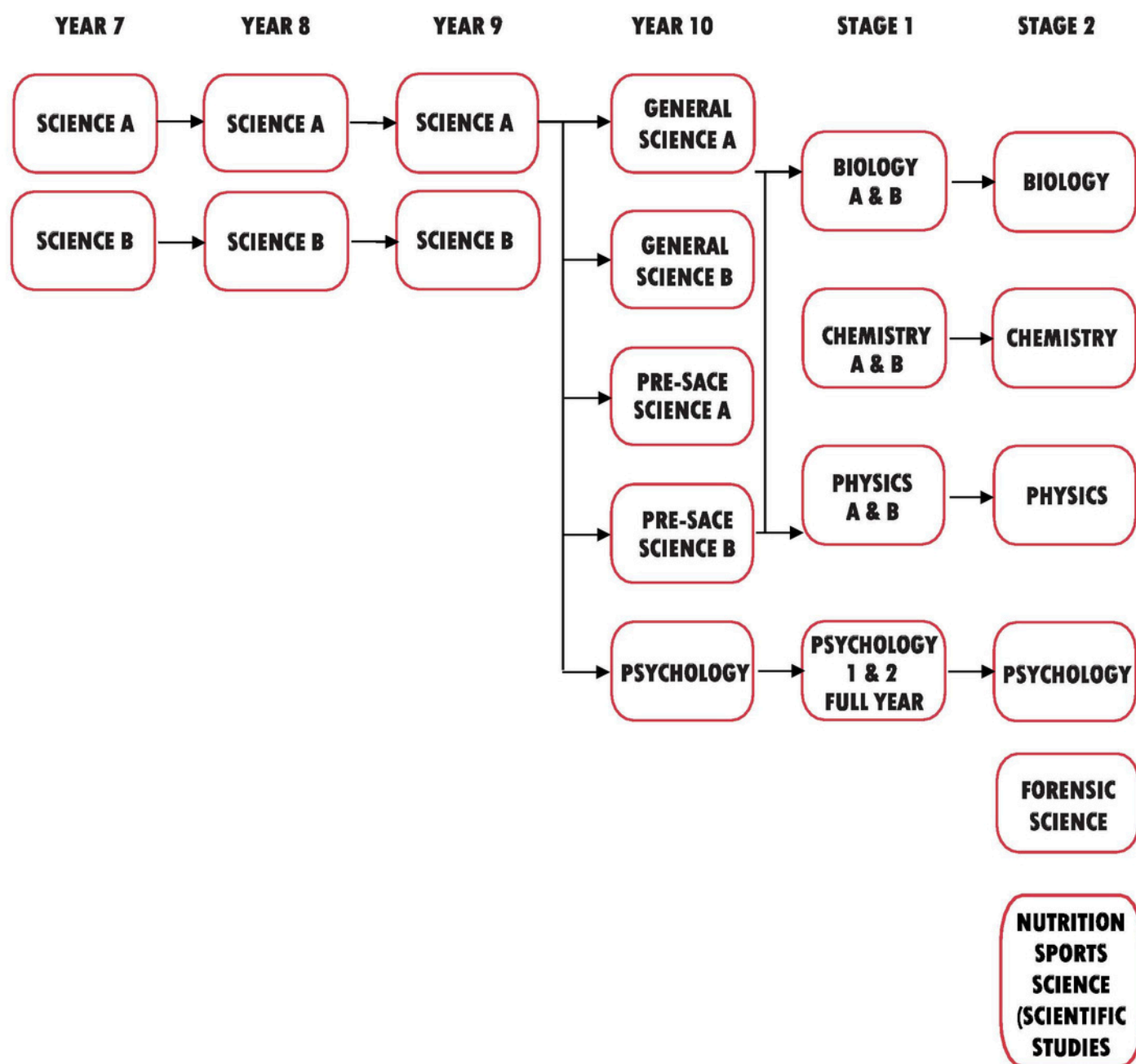
PHYSICS



PSYCHOLOGY



FORENSIC
SCIENCE





Science

BIOLOGY A 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments. Students will develop an understanding of key ideas in Biology, in particular a knowledge of Cells which underpins all further study in Biology. Investigative skills are developed through practical work and research, as well as analytical and problem- solving skills.

TOPICS:

- Cells and Microorganisms
- Infectious Disease

ASSESSMENT:

Type 1: Investigations Folio (50%) 1x practical report, 1x Science as a Human Endeavour research task

Type 2: Skills and Applications Tasks (50%) including end of semester Exam

PREREQUISITES:

Completion of Year 10 Science and Mathematics with a C grade, however, a B grade or higher is recommended.

Students selecting Stage 1 Biology A must also enroll in Stage 1 Biology B. Biology is a full-year subject, and completion of both semesters is required to ensure students are adequately prepared for Stage 2 Biology.

Co-requisites: Must be enrolled in a full year of General English or English Pre-Literary Studies.

BIOLOGY B 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

Students will further develop an understanding of key ideas in Biology, including how infectious diseases can spread, enter hosts and then the human body's response to disease. Students will then investigate diverse ecosystems, including the biotic and abiotic components of these systems. Stage 1 Biology provides the required foundation for further study in Stage 2 Biology.

THEORY TOPICS:

- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics

ASSESSMENT:

Type 1: Investigations Folio (50%) 1x practical report, 1x Science as a Human Endeavour research task

Type 2: Skills and Applications Tasks (50%) including end of

PREREQUISITES:

Completion of Stage 1 Biology A with a C grade, however, a B grade or higher is recommended.

ASSOCIATED SUBJECT COSTS:

There is a cost of between \$100-150 for the camp depending on numbers. Payment plans are available and fundraising options may be investigated to offset the cost.



Science

CHEMISTRY A 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

Students develop and extend their understanding of how the physical world is chemically constructed, the interaction between 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 will develop an understanding of key ideas in Chemistry, in particular a knowledge of The Kinetic Theory of Matter which underpins all further study in Chemistry. Investigative skills are developed through practical work and research, as well as analytical and problem-solving skills.

TOPICS:

- Materials and their Atoms
- Combinations of Atoms
- Mixtures and Solutions

ASSESSMENT:

Type 1: Investigations Folio (50%) 1x practical report, 1x Science as a Human Endeavour research task
Type 2: Skills and Applications Tasks (50%) including end of semester Exam

PREREQUISITES:

Completion of Year 10 Science and Mathematics with a C grade, however, a B grade or higher is recommended. Students selecting Stage 1 Chemistry A must also enroll in Stage 1 Chemistry B. Chemistry is a full-year subject, and completion of both semesters is required to ensure students are adequately prepared for Stage 2 Chemistry.

CHEMISTRY B 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

Students will further develop an understanding of key ideas in Chemistry, including how knowledge of chemistry can be applied to solve major challenges in energy use, global food supply and climate change. Students will investigate how acids and bases interact in nature to shape their local environment through a camp to the Naracoorte Caves and Blue Lake in Mount Gambier. Stage 1 Chemistry provides the required foundation for further study in Stage 2 Chemistry.

TOPICS:

- Molecules
- Redox Reactions
- Acids and Bases

ASSESSMENT:

Type 1: Investigations Folio (50%) 1x practical report, 1x Science as a Human Endeavour research task
Type 2: Skills and Applications Tasks (50%) including end of semester Exam

PREREQUISITES:

Completion of Stage 1 Chemistry A with a C grade, however, a B grade or higher is recommended.

ASSOCIATED SUBJECT COSTS:

There is a cost of between \$100-150 for the camp depending on numbers. Payment plans are available and fundraising options may be investigated to offset the cost.



Science

PHYSICS A 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

Students will use models, laws and theories to better understand the physical world around them. Students will focus on the laws that govern everyday motion and electric circuits. Students will develop their practical skills, including experimental deconstruction and design, data collection and analysis and experimental evaluation. Students will also explore the relationship between physics and society through a research assignment.

TOPICS:

1. Motion and Forces
2. Electric Circuits
3. Heat

ASSESSMENT:

Type 1: Investigations Folio (50%) 1x practical report, 1x Science as a Human Endeavour research task

Type 2: Skills and Applications Tasks (50%) including end of semester Exam.

Students selecting Stage 1 Physics A must also enroll in Stage 1 Physics B. Physics is a full-year subject, and completion of both semesters is required to ensure students are adequately prepared for Stage 2 Physics.

Co-requisites: Must be enrolled in a full year of General Mathematics or Mathematical Methods

PHYSICS B 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

Students will further develop their understanding of physical models, laws and theories in Physics. This will be extended to the nature of energy transfer, the wave behaviour of light and nuclear models. Students will further develop their science enquiry skills through experiment design, obtaining, recording and analysing data and evaluating experimental procedures. The interaction between science and society will also be investigated.

THEORY TOPICS:

4. Energy and Momentum
5. Waves and Light
6. Nuclear Models and Radioactivity

ASSESSMENT:

Type 1: Investigations Folio (50%) 1x practical report, 1x Science as a Human Endeavour research task

Type 2: Skills and Applications Tasks (50%) including end of semester Exam

PREREQUISITES:

Completion of Year 10 Science and Mathematics with a C grade, however, a B grade or higher is recommended. It is also recommended that students complete Stage 1 Mathematical Methods alongside this subject.



Science

FORENSIC SCIENCE (SCIENTIFIC STUDIES) 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

Students learn how science is used to solve crimes by exploring real-life forensic techniques like fingerprinting, DNA analysis, blood spatter patterns, and handwriting analysis. Students will also learn how evidence is collected, tested, and used to help solve cases. Through investigations and hands-on activities, you'll build your skills in observation, problem

TOPICS:

As a class, students will choose from a list of topics to investigate. These include but are not limited to:

- DNA
- Fingerprinting
- Handwriting analysis
- Urinalysis

ASSESSMENT:

Type 1: Investigations Folio, 1 x Science as a Human Endeavour Research Task, 1 x Practical Report

Type 2: Collaborative Inquiry, 1 x Collaborative Practical Report

PREREQUISITES:

Nil

NUTRITION & SPORTS SCIENCE (SCIENTIFIC STUDIES) 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

Students will learn how food and nutrients affect the body, health, and physical performance. They explore how diet can prevent or contribute to diseases, and look at how culture, lifestyle, and the environment influence what people eat. Students will also examine how nutrition supports athletes and active people and consider current food and health issues in Australia and around the world.

TOPICS:

Students will select topics to study aligned to their interest. These may include;

- Basics of macro and micronutrients
- The role of nutrition in energy production, recovery, and balanced diets for athletes
- The role of hydration and dietary supplements on health and performance
- Exploring the relationship between nutrition and chronic diseases
- Basic principles of biomechanics, exercise physiology and sports psychology
- Human anatomy and physiology related to physical activity

ASSESSMENT:

Type 1: Investigations Folio

1 x Science as a Human Endeavour Research Task, 1 x Practical Report

Type 2: Collaborative Inquiry

1 x Collaborative Practical Report

PREREQUISITES:

Nil



Science

PSYCHOLOGY A 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

Students will use psychological evidence, theories and principles to explain human behaviour. Students will study human behaviour in different contexts following the principles of the scientific inquiry. They will study psychological concepts and apply them to everyday situations and experiences through investigations, tests and assignments. Students will also conduct an investigation to demonstrate an understanding in ethical research practices.

TOPICS:

Note: not all topics will be covered, this will be at the discretion of subject teachers taking the particular cohort into account.

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

ASSESSMENT:

- Type 1: Investigations Folio (40%) 1x Practical Report, 1x SHE Task
- Type 2: Skills and Applications Tasks (60%) including end of semester Exam

PREREQUISITES:

Nil

PSYCHOLOGY B 1 SEMESTER 10 CREDITS ELECTIVE

CONTENT:

Students will use psychological evidence, theories and principles to explain human behaviour. Students will study human behaviour in different contexts following the principles of the scientific inquiry. They will study psychological concepts and apply them to everyday situations and experiences through investigations, tests and assignments. Students will also conduct an investigation to demonstrate an understanding in ethical research practices.

TOPICS:

Note: not all topics will be covered, this will be at the discretion of subject teachers taking the particular cohort into account.

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

ASSESSMENT:

- Type 1: Investigations Folio (40%) 1x Practical Report, 1x SHE Task
- Type 2: Skills and Applications Tasks (60%) including end of semester Exam

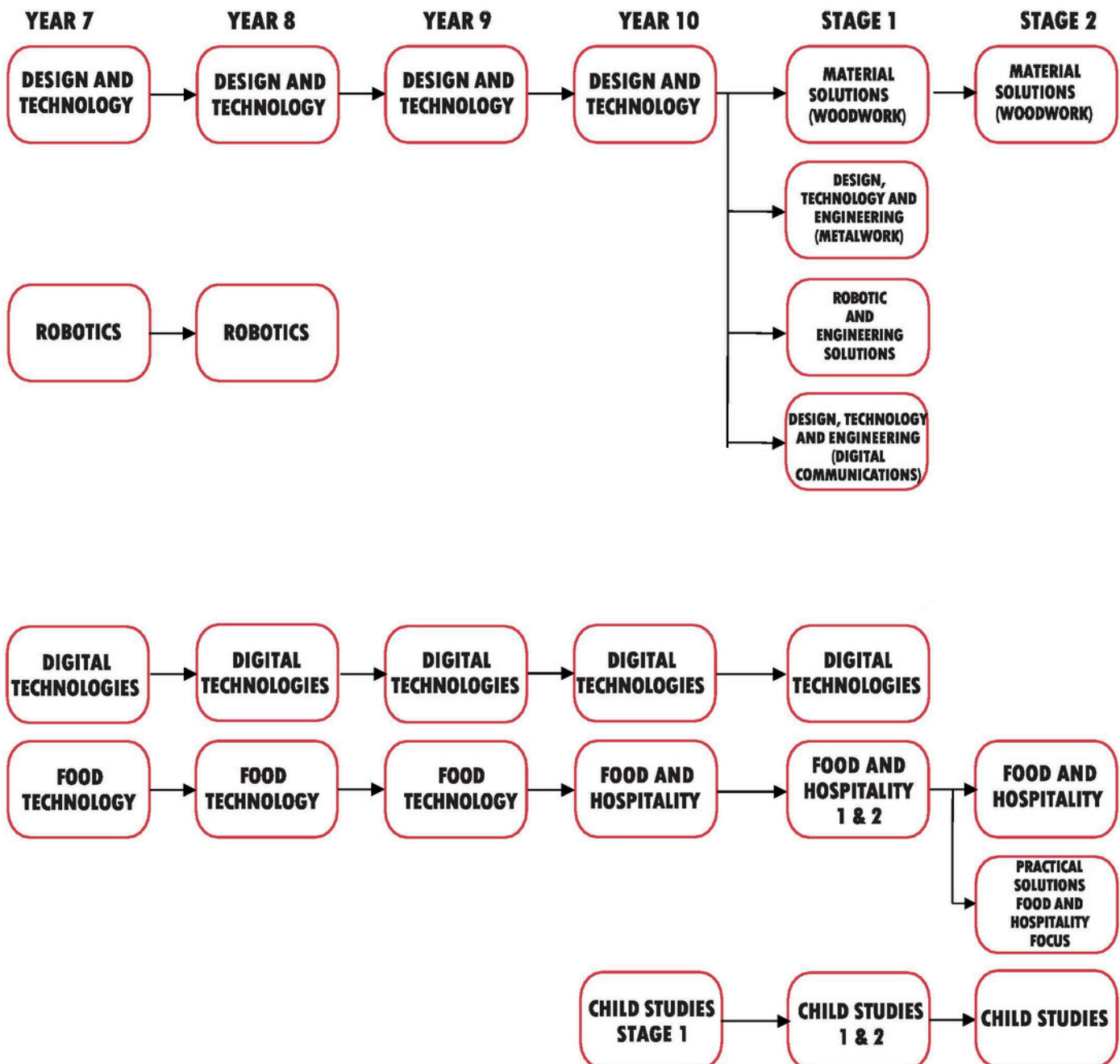
PREREQUISITES:

Nil

TECHNOLOGIES LEARNING PATHWAYS



Explore pathways from Year 7 through to Stage 2





Technologies

CHILD STUDIES 1 **1 SEMESTER** **10 CREDITS** **ELECTIVE**

CONTENT:

Child Studies focuses on children and their development from conception to 8 years of age. Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative, and practical learning experiences. They explore concepts such as child development, health and wellbeing, children's rights, the importance of nutrition, diverse families and cultures, and the roles of parents, caregivers, and communities in supporting children.

TOPICS:

- Children Around the World
- Investigation - What makes a good parent?
- Sewing Baby Mobiles
- Healthy lunchboxes

SCHOOL BASED ASSESSMENT:

Type 1: Practical Activity

Type 2: Group Activity

Type 3: Investigation

Some assessments may include

- Practical Exams
- Investigation
- Evaluation
- Food ordering/recipe procedure
- Action plan writing
- Research task

CHILD STUDIES 2 **1 SEMESTER** **10 CREDITS** **ELECTIVE**

CONTENT:

Child studies explores childhood from conception to 8 years of age, focusing on children's growth, development, health, safety and well-being. Students investigate the influences of family, culture, education and community on children's lives while exploring diverse perspectives on childhood and the care of children. Through practical and investigative learning experiences, students apply their knowledge by planning, creating, and evaluating resources and experiences that support children's development.

TOPICS:

- Investigation - Educational rights of Aboriginal Children
- Newborn Care
- 'Flavours of the world' Children's restaurant
- Planning a childrens birthday party

SCHOOL BASED ASSESSMENT:

Type 1: Practical Activity

Type 2: Group Activity

Type 3: Investigation

Some assessments may include

- Practical Exams
- Investigation
- Evaluation
- Food ordering/recipe procedure
- Action plan writing
- Research task



Technologies

DIGITAL TECHNOLOGIES **1 SEMESTER** **10 CREDITS** **ELECTIVE**

CONTENT:

Students create practical, innovative solutions to problems of interest. By modelling real-world data sets, students identify trends and examine sustainable solutions to problems in the community.

Students use computational thinking skills and strategies to identify, breakdown, and solve problems that are of interest to them. Students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including the basic constructs involved in coding, array processing, and modularisation.

THEORY TOPICS:

- Design process
- Programming skills

PRACTICAL TOPICS:

- Python
- SQL
- Programming –Variables, Conditional Statements, Loops, Arrays, Algorithms, Modular code.
- Data analytics – Data collection and processing, identifying outliers, graphing data.
- The Design Process – SDLC, the system development life cycle.

ASSESSMENT:

- Type 1: Three Project Skills Tasks
- Type 2: One Digital Solution Task

RECOMMENDED PRIOR LEARNING:

Completion of Year 9 or 10 Digital Technologies with a C grade or higher.

FOOD AND HOSPITALITY 1 **1 SEMESTER** **10 CREDITS** **ELECTIVE**

CONTENT:

Students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. They develop skills in using technology and safe work practices in the preparation, storage and handling of food and complying with current health and safety legislation. Students reflect on processes and outcomes, sustainability and global trends.

THEORY TOPICS:

- Food safety
- Food Presentation
- Technological influences
- Catering
- Sustainability
- Food trends

SCHOOL BASED ASSESSMENT:

- Type 1: Practical Activity (50%) High risk food; Catering, salad and cold dessert; Catering, student design (student agency) - technological influences, sustainability, trends.
- Type 2: Group Activity (25%) Group Action Plans
- Type 3: Investigation (25%)

RECOMMENDED PRIOR LEARNING:

Completion of Year 10 Food and Hospitality with a C grade or higher.



Technologies

FOOD AND HOSPITALITY 2 **1 SEMESTER** **10 CREDITS** **ELECTIVE**

CONTENT:

Students focus on the dynamic nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. They develop skills in using technology and safe work practices in the preparation, storage and handling of food and complying with current health and safety legislation. Students reflect on processes and outcomes, sustainability and global trends.

THEORY TOPICS:

- Australian Native Ingredients
- Food Preservation
- Barista
- Plating styles
- Food trends
- Contemporary Issues

SCHOOL BASED ASSESSMENT:

Type 1: Practical Activity (50%) Food Preservation, dehydrating, packaging; Barista, coffee and cake; Catering, student design (student agency) – edible plants, sustainability, trends and contemporary issues. Type 2: Group Activity (25%) Group Action Plans
Type 3: Investigation (25%)

RECOMMENDED PRIOR LEARNING:

Completion of Year 10 Food and Hospitality with a C grade or higher

MATERIAL SOLUTIONS **(WOODWORK)** **1 SEMESTER** **10 CREDITS** **ELECTIVE**

CONTENT:

Students will use the design and realisation process to engineer solutions for the development of products from wood. The subject encourages students to be creative, innovative and enterprising in their chosen material area. Students will be required to review design features/processes to then assist in creating their own. They will use a diverse range of manufacturing technologies such as tools and machines to demonstrate their knowledge and skill through producing a product.

THEORY TOPICS:

- Specialised skills task Evaluation
- Design process and solution

PRACTICAL TOPICS:

- Specialised skills task practical
- Solution realisation (Product)

ASSESSMENT:

Type 1: Skills Task 1 (15%)
Type 1: Skill Task 2 (15%)
Type 2: Folio and Major Product (70%)

RECOMMENDED PRIOR LEARNING:

Completion of Year 9 or 10 Design and Technology with a C grade or higher.

Note: Students can pick any combination of Design Technology and Engineering subjects in any order.



Technologies

MATERIAL SOLUTIONS (METALWORK) **1 SEMESTER** **10 CREDITS** **ELECTIVE**

CONTENT:

Students will use the design and realisation process to engineer solutions for the development of products from metal. The subject encourages students to be creative, innovative and enterprising in their chosen material area.

Students will be required to review design features/processes to then assist in creating their own. They will use a diverse range of manufacturing technologies such as tools and machines to demonstrate their knowledge and skill through producing a product.

THEORY TOPICS:

- Specialised skills task Evaluation
- Design process and solution

PRACTICAL TOPICS:

- Specialised skills task practical
- Solution realisation (Product)

ASSESSMENT:

Type 1: Skills Task 1 (15%)

Type 1: Skill Task 2 (15%)

Type 2: Folio and Major Product (70%)

RECOMMENDED PRIOR LEARNING:

Completion of Year 9 or 10 Design and Technology with a C grade or higher.

Note: Students can pick any combination of Design Technology and Engineering subjects in any order.

DIGITAL COMMUNICATIONS (CAD/CAM) **1 SEMESTER (SEMESTER 1 ONLY)** **10 CREDITS** **ELECTIVE**

CONTENT:

Students learn about and how to apply CAD/CAM practices. They develop knowledge and skills in using CAD (Computer Aided Design) to generate 3D models of projects with working drawings. Students then apply skills in manufacturing prototypes using laser cutter and 3D printer technologies. Students analyse influences on the product they develop or the system including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or on design solutions.

THEORY TOPICS:

- Skills Task 1 Evaluation
- Skills Task 2 Evaluation
- Major Folio
- Issues Essay
- Major Project Evaluation

PRACTICAL TOPICS:

- Skills Task 1 Product – Laser cut
- Skills Task 2 Product – 3D printed
- Major Project

ASSESSMENT:

Type 1: Two Specialised Skills Tasks.

Type 2: One Design Process and Solution Task.

RECOMMENDED PRIOR LEARNING:

Experience in using CAD software.



Mark Oliphant
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Government
of South Australia

Department for Education

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