

STAGE 2



Mark Oliphant
College

2027 Curriculum Guide

Your Final Year.

Turn Ambition into Action.



Government
of South Australia

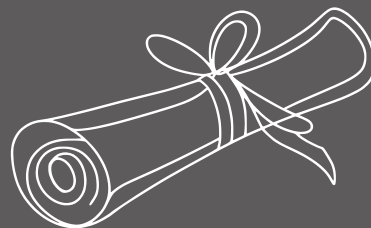
Department for Education

RESPECT • KINDNESS • BELONGING • RESPONSIBILITY

CONTENTS

Principal Welcome	3
Message from the Head of Senior School...	4
Subject selection Information	6
How can Families Help	6
Subject Availability	7
Pathway Planning	7
Learning Areas	8

STAGE 2 Year 12



Learning Areas



Art9 -12



Cross Disciplinary.....13 - 14



English15 - 17



Health & Physical Education.....18 - 21



Humanities & Social Sciences.....22 - 26



Languages.....27 -28



Mathematics.....29 - 31



Science.....32 - 34



SAASTA.....35 - 36



Technologies.....37 - 39

Principal Welcome

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 Senior School Leader

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.

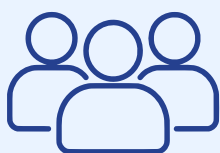
We encourage students and families to work together throughout this process, discussing interests, ambitions, and potential career pathways, while seeking advice from teachers, mentors, and school staff. By engaging in thoughtful planning and informed decision-making, students can create a program of 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 Galmer
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 11 parents are required to book a meeting book via Daymap with our subject counselling staff.



Term 3 Week 4

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.

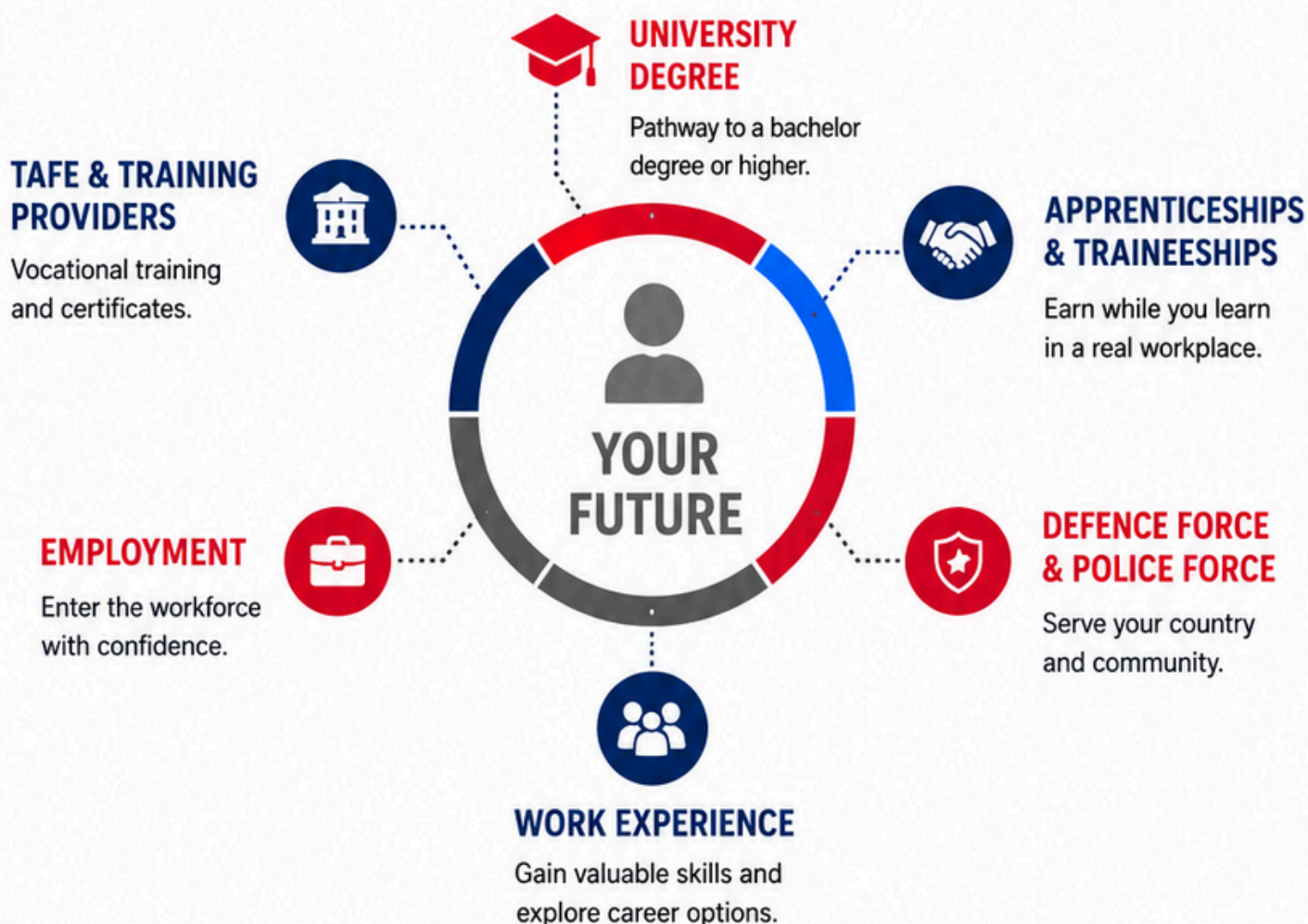
PATHWAY PLANNING

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 2 - YEAR 12

LEARNING AREA / SUBJECT NAME	PAGE
ARTS – Compulsory (1 term each)	
MUSIC PERFORMANCE: SOLO AND ENSEMBLE MUSIC: EXPLORATIONS PERFORMING ARTS: INTEGRATED LEARNING PHOTOGRAPHY VISUAL ARTS - ART	15-16
CROSS DISCIPLINARY	
WORKPLACE PRACTICES	20
ENGLISH	
ESSENTIAL ENGLISH ENGLISH AS AN ADDITIONAL LANGUAGE(EALD) ENGLISH LITERARY STUDIES	30
HEALTH AND PHYSICAL EDUCATION	
HEALTH AND WELLBEING OUTDOOR EDUCATION PHYSICAL EDUCATION SPORTS STUDIES(INTEGRATED LEARNING) SOCCER (INTEGRATED LEARNING)	37 - 38
HUMANITIES AND SOCIAL SCIENCES	
ANCIENT STUDIES BUSINESS INNOVATION GEOGRAPHY LAW AND THE COMMUNITY LEGAL STUDIES MEDIA STUDIES MODERN HISTORY POLITICS, PEOPLE AND POWER SOCIETY AND CULTURE TOURISM	46 - 48

LEARNING AREA / SUBJECT NAME	PAGE
LANGUAGES	
INDONESIAN (OPEN ACCESS) LANGUAGES OTHER THAN ENGLISH	52
MATHEMATICS	
GENERAL MATHEMATICS MATHS SKILLS FORLIFE (INTEGRATED LEARNING) MATHEMATICAL METHODS SPECIALIST MATHEMATICS	61 - 62
SCIENCE	
BIOLOGY CHEMISTRY PHYSICS PSYCHOLOGY	70 - 71
SAASTA	
SAASTA (ABORIGINAL STUDIES)	73
TECHNOLOGIES	
CHILD STUDIES (INTEGRATED LEARNING) FOOD AND HOSPITALITY MATERIAL SOLUTIONS PRACTICAL CONNECTIONS (FOOD AND HOSPITALITY FOCUS)	35 - 36

ARTS

LEARNING PATHWAYS

Explore pathways from Year 7 through to Stage 2



VISUAL
ARTS



DRAMA



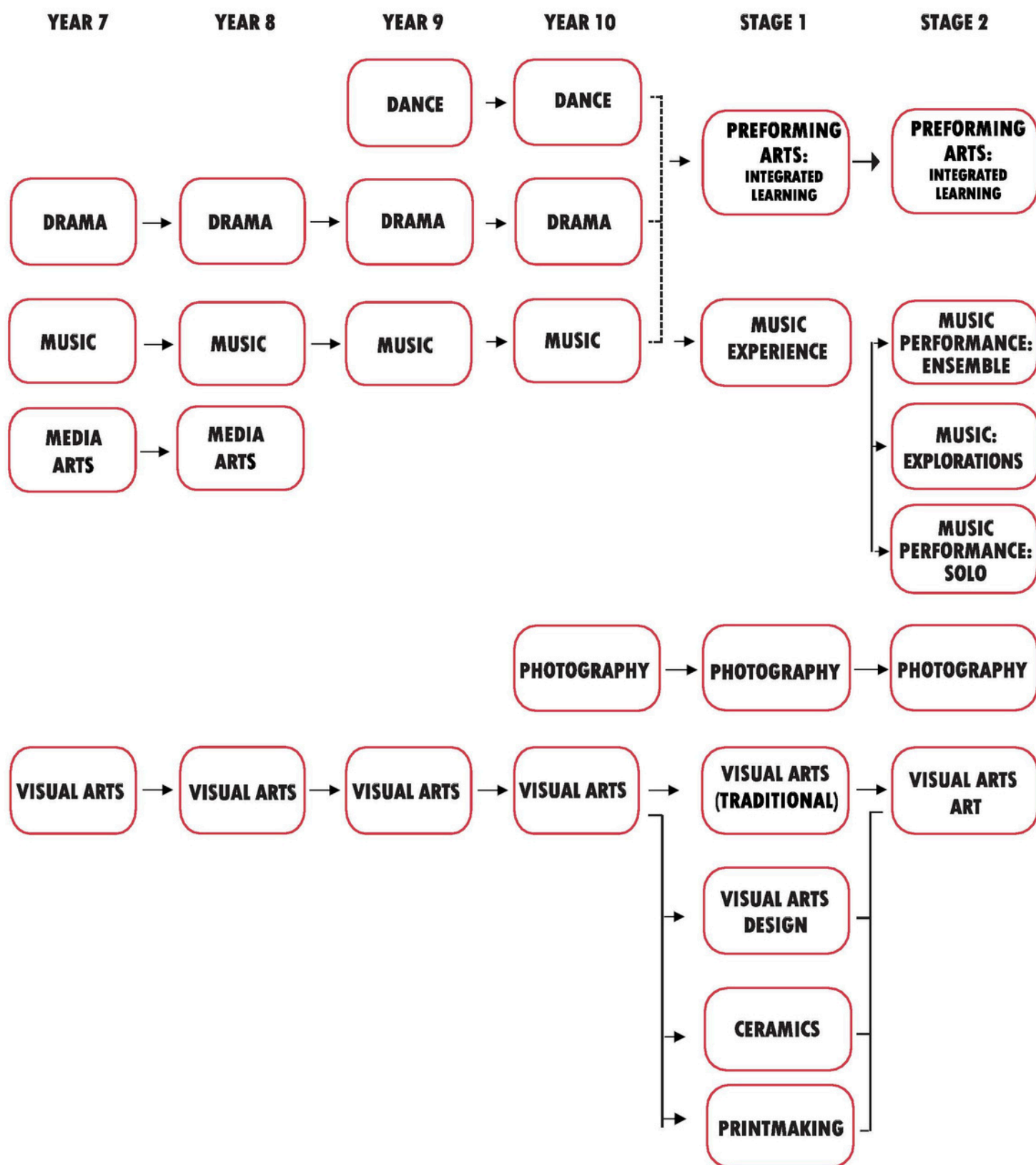
MUSIC



PHOTOGRAPHY



MEDIA
ARTS





Arts

MUSIC EXPLORATIONS FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Music Explorations is a hands-on subject where students learn by experimenting with and creating music. Students explore different musical styles, the elements of music, and how music is produced. They build skills in performing, composing, arranging, and using music technology, both individually and in groups. Students also learn to analyse songs, manipulate sound, and create original music that expresses their own ideas and emotions while developing confidence, creativity, and musical understanding.

Students refine their skills on their chosen instrument as a member of an ensemble. They work collaboratively with all members of their group to produce repertoire for 3 ensemble performances. Students also present a discussion and evaluation on their performances where they discuss preparation, musical styles, technique, performance skills and other aspects of the performance as well as critiquing their own performances.

SCHOOL BASED ASSESSMENT:

Type 1: Musical Literacy (30%)

Type 2: Explorations (40%)

EXTERNAL ASSESSMENT:

Type 3: Creative Connections (30%)

RECOMMENDED PRIOR LEARNING:

Completion of Year 11 Music Experience with a C grade or higher.

MUSIC PERFORMANCE: SOLO AND ENSEMBLE FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students refine their skills on their chosen instrument as a member of an ensemble and as a solo performer. They work collaboratively with all members of their group to produce repertoire for 3 ensemble performances. Students also present a discussion and evaluation on their performances where they discuss preparation, musical styles, technique, performance skills and other aspects of the performance as well as critiquing their own performances.

Students complete the following assessments for BOTH Solo performance and Ensemble performance (repertoire cannot be repeated)

SCHOOL BASED ASSESSMENT:

Type 1: Performance (30%)

Type 2: Performance and Discussion (40%)

EXTERNAL ASSESSMENT:

Type 3: Performance Portfolio (30%)

RECOMMENDED PRIOR LEARNING:

Completion of Year 11 Music Experience with a C grade or higher.

*Music Performance is a pairing of two 10 credit subjects (Solo Performance and Ensemble performance)



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 Endeavour

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

VISUAL ARTS - ART FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students gain knowledge of various art styles, works, movements and concepts by analysing and investigating other practitioners' work. They learn to respond to these works in informed ways through the means of a Visual Study and understand where artists draw inspiration from. By experimenting with a range of media, processes, and techniques, students demonstrate a range of practical skill and aesthetic choice through the development of two major artworks, each accompanied by a folio. Students write a Practitioner's Statement for each major to clarify influences and ideas behind their work

THEORY TOPICS:

- Art Terminology
- Adjective Vocab
- Reflections and Summaries
- Writing an introduction and Conclusion
- Annotations and Critiques
- Procedural Documentation

SCHOOL BASED ASSESSMENT:

Type 1: Folio (40%) back up work for Final Practicals, 40 x A3 pages

Type 2: Practical (30%) two resolved works or a body of work + Practitioner's Statement

EXTERNAL ASSESSMENT:

Type 3: Visual Study 30% Investigation - students choose their own focus topic, 20 x A3 pages, 2000-word limit.

PRACTICAL TOPICS:

- Brainstorming/Mind mapping
- Idea Generation
- Experimentation with Mediums
- Thumbnail Sketching
- Body of Work/s that may be any of the following: film, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic, or metal fabrication, sculpture, ceramics, and/or textiles.

RECOMMENDED PRIOR LEARNING:

Completion of a minimum of a semester of Year 11 Art with a C grade or higher.

CROSS DISCIPLINARY LEARNING PATHWAYS

Explore pathways from Year 10 through to Stage 2



FUTURES



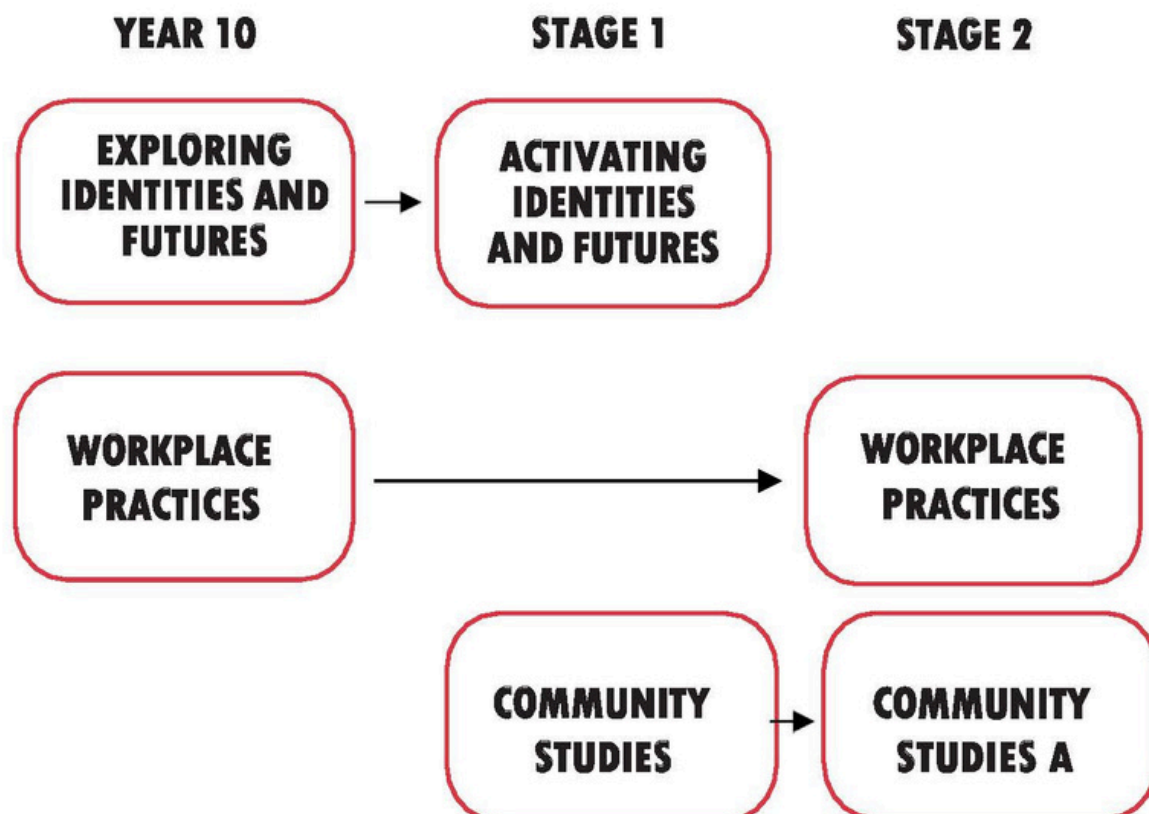
WORKPLACE



COMMUNITY



PERSONAL
GROWTH





Cross Disciplinary

WORKPLACE PRACTICES FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

This subject is ideal for students who are enrolled in a certificate course or those completing a school-based apprenticeship. In Workplace Practices, students develop knowledge and understanding of the nature, type, and structure of the workplace. Students investigate the changing nature of work; industrial relations and legislation; safe and sustainable workplace practices; technical and industry-related skills; and issues in industry and workplace contexts. They will undertake classwork, field trips, guest speakers, complete reflections and a work placement as part of the course.

THEORY TOPICS:

- Work in Australian Society
- The Changing Nature of Work
- Industrial Relations
- Finding Employment
- Negotiated Topics

PRACTICAL TOPICS:

- Performance Task
- Work Experience or VET Work Placement
- Industry Visit and Subject Expo

SCHOOL BASED ASSESSMENT:

Type 1: Folio (25%) Comprises of three assessment tasks involving presentations, a mock interview and a written report.

Type 2: Performance (25%) Includes 50 hours of 'work experience' (paid or unpaid) or VET and a detailed workplace journal.

Type 3: Reflection (20%) Two reflection tasks, one on careers and pathways and one of the learning journey considering post school planning and opportunities.

ENGLISH

LEARNING PATHWAYS



YEAR 7

Semester 1

Semester 2

YEAR 8

Semester 1

Semester 2

YEAR 9

Semester 1

Semester 2

YEAR 10

Semester 1

Semester 2

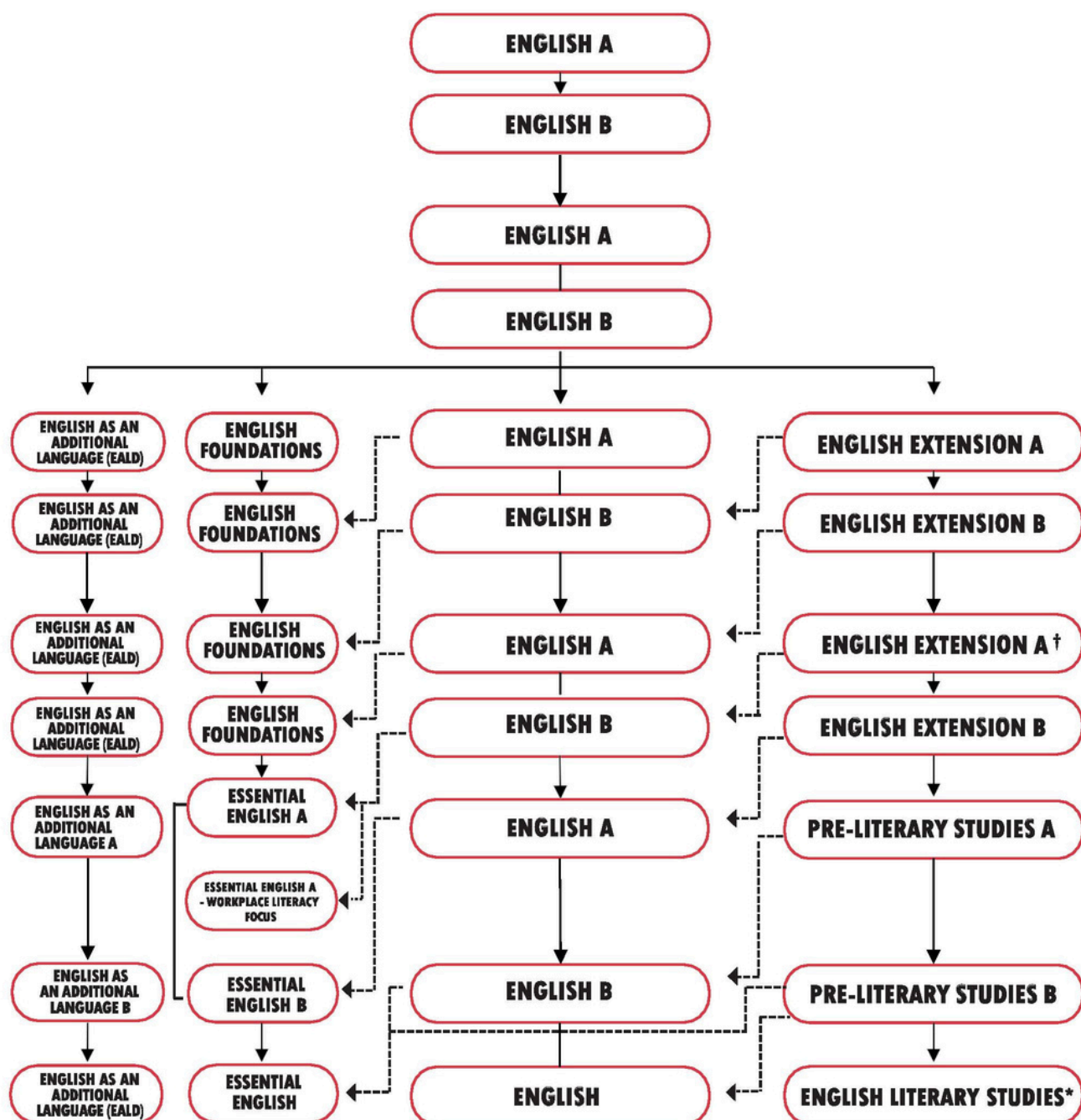
STAGE 1

Semester 1

Semester 2

STAGE 2

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 FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students respond to and create texts in for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. Students will extend their communication skills through reading, viewing, writing, listening, and speaking. Students will create a range of oral, written, and multimodal texts that communicate information, ideas, and perspectives for a range of purposes.

SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts (30%) Film Analysis, Short Story Response, Website Analysis

Type 2: Creating Texts (40%) Persuasive Text, Instructional Video, Workplace Text

EXTERNAL ASSESSMENT:

Type 3: Language Study (30%) Students develop an individual study based on a chosen topic.

RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 Pre-Literary Studies or Stage 1 General English A & B with a C grade or higher; or Stage 1 Essential English A & B / Stage 1 Essential English (EALD Focus) A & B with a B grade or higher.

ENGLISH AS AN ADDITIONAL LANGUAGE (EALD) FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students understand and interpret information, ideas, and perspectives in texts and consider ways in which language choices are used to create meaning. When creating their own procedural, analytical, and/or interpretive texts, students consider the intended purpose of the text, the representation of ideas and issues, and the possible response of the audience.

SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts (30%) Documentary Analysis, Film Analysis, English Language Sample Analysis

Type 2: Creating Texts (40%) Informal letter, Advocacy Text, Instructional Text

EXTERNAL ASSESSMENT:

Type 3: Language Study (30%) Students develop an individual study based on a chosen topic

RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 English as an Additional Language A & B with a B grade or higher.



English

ENGLISH FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students analyse the interrelationship of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They 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. Students develop their reading and analytical skills by responding to a range of texts.

SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts (30%) Advertising Comparison, Report, Essay Response to Film
Type 2: Creating Texts (40%) Exposition, Narrative, Writer's Statement, Personal Blog

EXTERNAL ASSESSMENT:

Type 3: Comparative Analysis (30%) Comparative Essay in response to two texts of the student's choice

RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 General English with a B grade or higher; or
Stage 1 Pre-Literary Studies 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 year.

ENGLISH LITERARY STUDIES FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

This subject focuses on the range of critical interpretations and perspectives of a broad range of literary texts. Students study the ways in which literary texts represent culture and identity and on the dynamic relationship between authors, texts, audiences, and their contexts. Students develop an understanding of the power of language to represent ideas, events, and people in particular ways and of how texts challenge or support cultural perceptions. Students achieve this by studying texts in a variety of formats including: extended prose, poetry, drama, film, and short texts and responding to them in a Folio of work. The external Comparative Text Study is comprised of texts students will choose independently with their teacher and gives them opportunity to pursue their areas of interest within literature.

SCHOOL BASED ASSESSMENT:

Type 1: Responding to Texts Folio (50%)
Type 2: Creating Texts (20%)

EXTERNAL ASSESSMENT:

Type 3: Part A - Comparative Text Study critiques say (15) Part B - Critical Reading 100 minute Exam (15%)

RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 Pre-Literary Studies with a B grade or higher. Students who have completed Stage 1 General English with an A grade will be considered for this subject.

HEALTH & PHYSICAL EDUCATION LEARNING PATHWAYS

Explore pathways from Year 7 through to Stage 2



PHYSICAL
EDUCATION



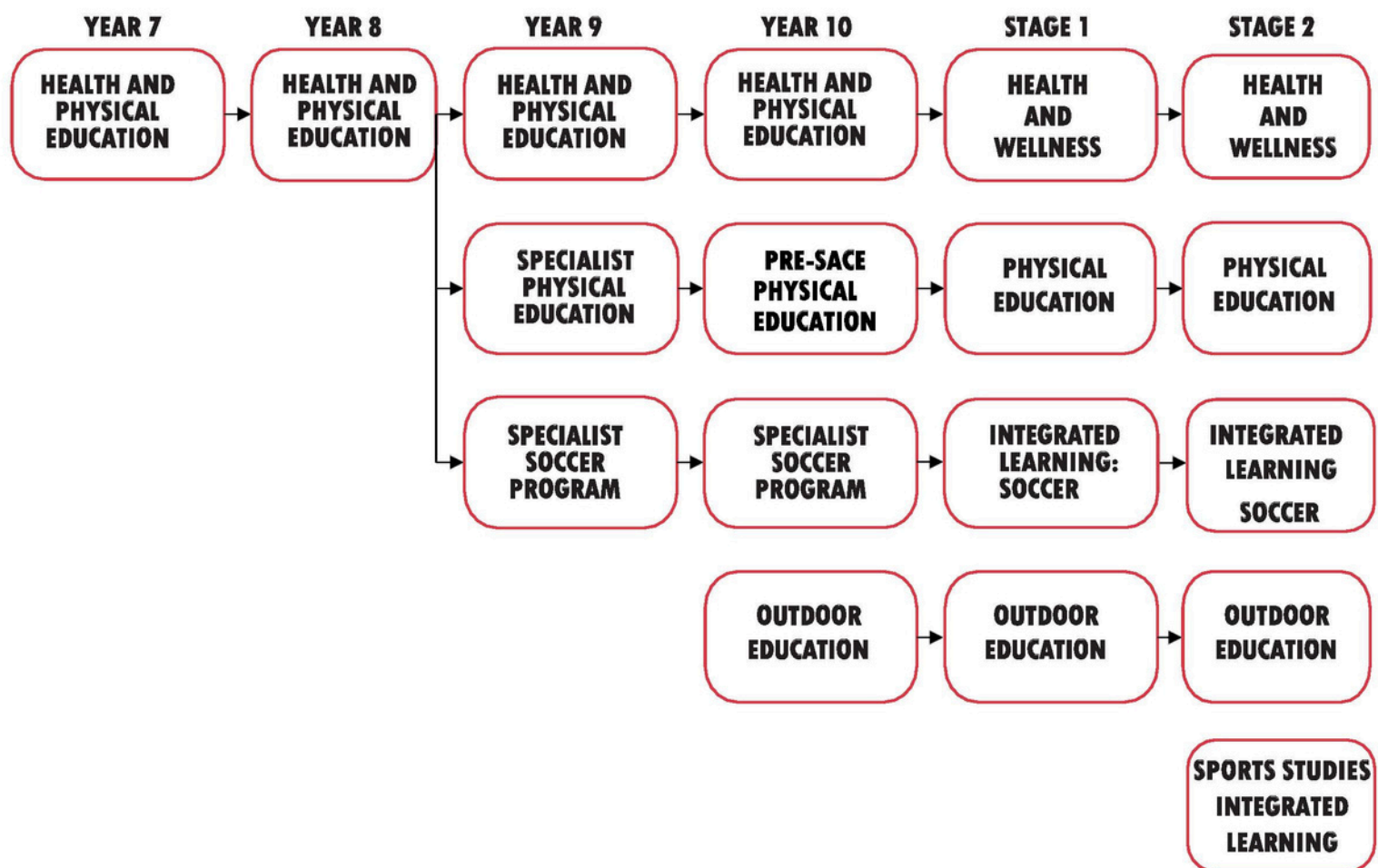
HEALTH AND
WELLBEING



SOCCER



OUTDOOR
EDUCATION





Health & Physical Education

HEALTH AND WELLBEING FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students investigate the importance of health literacy by addressing factors that contribute to health literacy levels, explore health outcomes and research ways in which health literacy can be improved. Students are required to use a variety of sources and present appropriate acknowledgment. In groups, students explore a health-related issue and evaluate an existing awareness raising campaigns, before creating and presenting a campaign of their own. A discussion on the process, collaborative work and outcome is then completed. Students also attend a practical activity session run by an outside agency such as Headspace or SHine SA. Students then investigate the related health issue and address how relevant and successful the organisation is within our community.

THEORY TOPICS:

- Health Literacy
- Social and Economic Determinants of health
- Major global health initiatives
- The role of the World Health Organisation
- Priority areas for action in health promotion in Australia

SCHOOL BASED ASSESSMENT:

Type 1: Group Investigation and Presentation (30%) - Students select a contemporary health issue, research, plan and present action on the health issue.

Type 2: Issue Analysis (20%) - Students present evidence of their analysis of current health trend/issue.

Type 3: Practical Activity (20%) - Students participate in health promoting activity beyond the classroom. In previous years, it has been completed through SHine SA.

EXTERNAL BASED ASSESSMENT:

Type 4: Investigation (30%) - Students are directly involved in a personal or community-based activity to promote health outcomes.

RECOMMENDED PRIOR LEARNING:

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

OUTDOOR EDUCATION FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students demonstrate skills in planning and implementing human-powered outdoor journeys, or journeys that use natural forces. They investigate, critically analyse, and communicate information about the natural environment and outdoor journeys in a variety of ways and contexts. Students will demonstrate teamwork, communication, leadership and self-reliance throughout the outdoor journeys, of which there is at least one camp per term. In conjunction with the outdoor journeys, students will be investigating issues relating to human impact and sustainability in the areas they visit, producing a final written investigation as a moderation piece.

THEORY TOPICS:

- Sustainability Study - Dolphin Sanctuary
- Reflective Journal Writing
- Human Impact Investigation
- Ecology Study- Sand Dune Study
- Planning Folio - First Aid and Fitness Plan.

PRACTICAL TOPICS:

- Surfing
- Bushwalking/Navigation
- Kayaking

SCHOOL BASED ASSESSMENT:

Type 1: Folio (20%)

Type 2: Group Practical (30%)

Type 3: Self-Reliant Practical (20%)

EXTERNAL BASED ASSESSMENT:

Type 4: Investigation (30%)

RECOMMENDED PRIOR LEARNING:

Completion of at least one semester of Stage 1 Outdoor Education with a C grade or higher.

ASSOCIATED SUBJECT COSTS:

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.

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.



Health & Physical Education

PHYSICAL EDUCATION FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students explore the participation in and performance of human physical activities. It is a subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement, confidence and competence. An integrated approach to learning in Physical Education promotes deep learning 'in, through, and about' physical activity.

THEORY TOPICS:

- Physiological factors affecting performance
- Training and the effects on physical performance
- Biomechanics
- Group Dynamics

PRACTICAL TOPICS:

- Touch Football
- Volleyball
- Personal Improvement Program
- Badminton

SCHOOL BASED ASSESSMENT:

Type 1: Diagnostics (30%) - Students participate in physical activity to collect, analyse and evaluate evidence with a focus on movement concepts and strategies.

Type 2: Improvement Analysis (40%) - Students undertake a personal journey with focus on school or community-based programs.

EXTERNAL BASED ASSESSMENT:

Type 3: Group Dynamics (30%) - Focus on physical activity beyond the individual to investigate the impact that team members, individually and collectively, have on the participation and performance of others.

RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 Physical Education with a C grade or higher.

SPORTS STUDIES - INTEGRATED LEARNING FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students will learn about the importance of biomechanics concepts and how they can be used to improve skills in touch football.

Students will record and analyse video footage of their skill and use learnt biomechanics concepts to improve their skill level. Students will also make several visits to the gym as part of their external assessment piece. Students will learn about coaching techniques and styles and implement this in a coaching session.

THEORY TOPICS:

- Biomechanics
- Group and collaborative learning
- Coaching styles and techniques
- Tactics and gameplay in sport
- Fitness programs

PRACTICAL TOPICS:

- Touch football
- Volleyball
- Fitness/gym sessions
- Soccer
- Coaching

SCHOOL BASED ASSESSMENT:

Type 1: Practical Inquiry (40%) - Includes a biomechanics self-analysis and soccer tactics and gameplay analysis.

Type 2: Connections (30%) - Includes a volleyball tournament booklet and coaching task.

EXTERNAL BASED ASSESSMENT:

Type 3: Personal Endeavour (30%) - Includes a 6-week training program.

RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 Physical Education with a C grade or higher.



Health & Physical Education

SOCCER - INTEGRATED LEARNING FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students will complete 5 different assessment tasks, all through the program focus of soccer. Within these assessment tasks, students will develop knowledge and understanding of concepts related to Energy Systems, Nutrition, Fitness Programs, Coaching and being an effective member of a team. Using the knowledge they gain, students will apply themselves to develop their personal capabilities of critical and creative thinking, and their personal and social capability.

SOCCER THEORY TOPICS:

- Energy Systems
- Nutrition
- Small Sided Soccer
- Sport Rehabilitation
- Coaching

PRACTICAL TOPICS:

- Soccer
- Gym

SCHOOL BASED ASSESSMENT:

Type 1: Practical Inquiry (40%) – Energy System Investigation & Analysis and Nutrition

Type 2: Connections (30%) – Participation in a soccer tournament and coaching sessions

EXTERNAL BASED ASSESSMENT:

Type 3: Personal Endeavour (30%) - Includes a 5-week training program.

RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 Integrated Learning Soccer with a C grade or Higher

HUMANITIES & SOCIAL SCIENCES (HASS)

LEARNING PATHWAYS

Explore pathways from Year 7 through to Stage 2



HISTORY



GEOGRAPHY



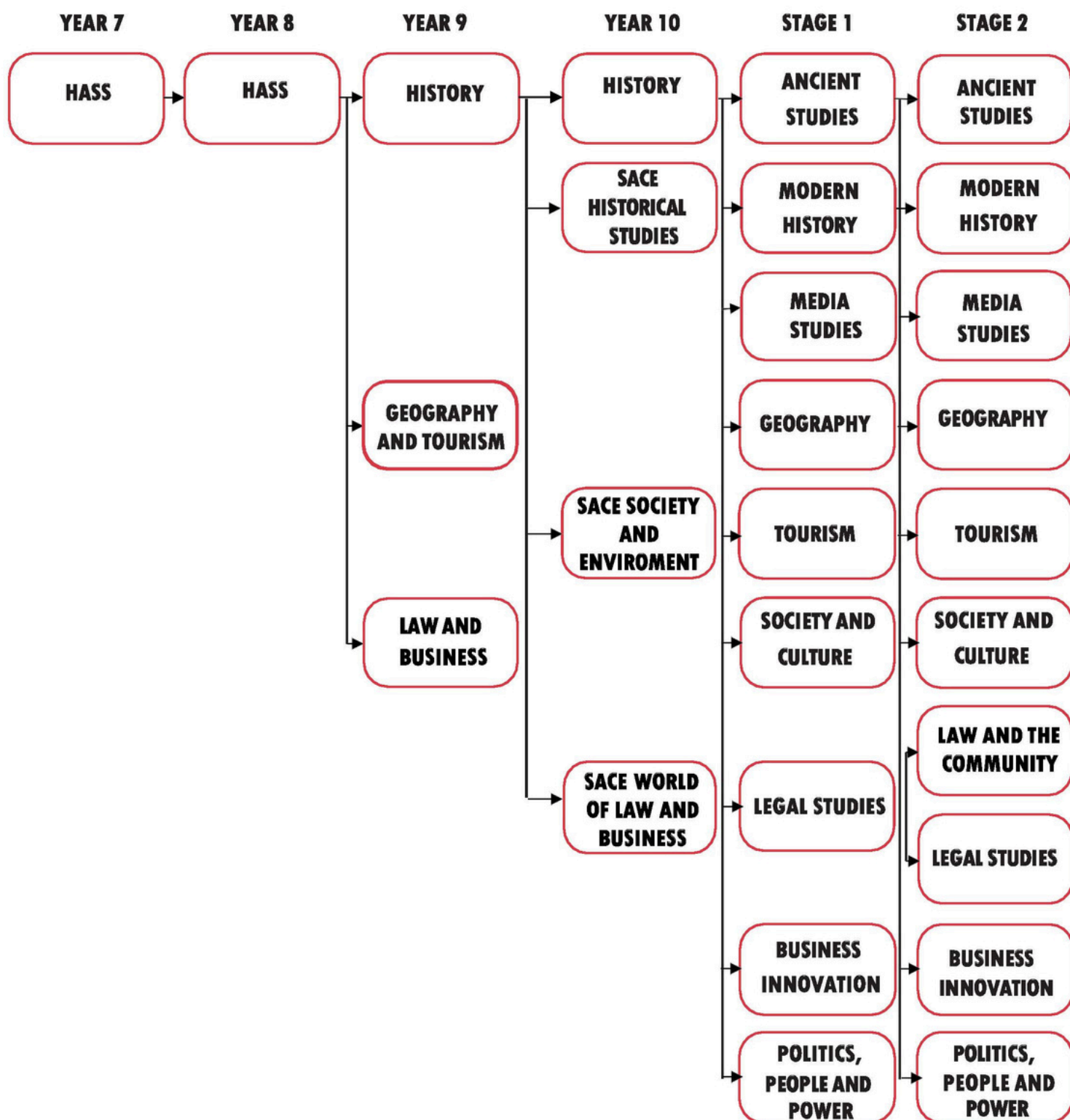
LAW



BUSINESS



MEDIA





Humanities & Social Sciences (HASS)

LAW AND THE COMMUNITY (HASS COMMUNITY CONNECTIONS) FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

This course allows students to develop their knowledge, skills, and understanding focused around the Australian legal system including how laws are made, how crimes are investigated, and how our criminal and civil court systems work.

It would be appropriate for students who are interested in a career as a police officer, corrections officer, paralegal, legal secretary, human resources consultant, social worker, youth worker, journalist, business owner, or office administrator (amongst other things).

TOPICS:

- The Australian Legal System
- Law-making
- The interaction of the Australian Legal System and social movements

SCHOOL BASED ASSESSMENT:

Type 1: Folio (50%)

Type 2: Reflection (20%)

EXTERNAL ASSESSMENT:

Type 3: Community Application Activity (30%)

*This course may run concurrently with Stage 2 Legal Studies.

THIS SUBJECT CANNOT BE USED TOWARDS UNIVERSITY ENTRANCE.

LEGAL STUDIES FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

This engaging course is designed to provide students with a solid foundation in the Australian legal system and its fundamental principles. Through a combination of theoretical study and practical application, students will explore various areas of law, including criminal law, civil law, and how the court system works.

They will delve into topics such as legal rights and responsibilities, the role and operation of the courts, dispute resolution mechanisms, and the impact of laws on individuals and society.

This course aims to develop critical thinking, analytical skills, and an understanding of ethical considerations within the legal framework, preparing students for further legal studies or related professions. The course would be suitable for students who wish to pursue a career as a lawyer, paralegal, legal secretary, police officer, corrections officer, human resources consultant, social worker, journalist, business owner, or office administrator.

TOPICS:

- Sources of Law (how laws are made)
- Dispute Resolution (the court system)
- When Rights Collide(examining the conflict between legal rights)

SCHOOL BASED ASSESSMENT:

Type 1: Folio (40%)

Type 2: Inquiry (30%)

EXTERNAL ASSESSMENT:

Type 3: Examination, 2 Hours (30%)

RECOMMENDED PRIOR LEARNING:

Completion of either Stage 1 Legal Studies or Stage 1 General English with a B grade or higher; or Stage 1 Pre-Literary Studies with a C grade or higher.

*This course may run concurrently with Stage 2 Law and the Community.



Humanities & Social Sciences (HASS)

MEDIA STUDIES FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students develop media literacy and production skills. They research, discuss and analyse media issues and create media products. Students explore the role of media and how the media can exert a significant influence on the way people receive and interpret information about the world. The subject consists of a study of three topics within the framework of the four key media concepts: Media Representations, Media Conventions, Media Organisations and Media Audiences.

TOPICS:

- Local, national and global media issues.
- Media texts and contexts.
- Interactions with media.
- The media industry.

SCHOOL BASED ASSESSMENT:

Type 1: Folio (30%)

Type 2: Product (40%)

EXTERNAL ASSESSMENT:

Type 3: Investigation (30%)

RECOMMENDED PRIOR LEARNING:

Completion of Stage1 Media Studies with a C grade or higher.

MODERN HISTORY FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students investigate the growth of Germany between 1918-48; the social, political, and economic changes that shaped the development of that nation as well as the characteristics, internal and external divisions and challenges the nation has faced.

Students also explore relationships among nations, examines some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world. Students will also undertake a Historical Study.

TOPICS:

- Modern Nations: Germany (1914-48)
- The World Since 1945: The Changing World Order, (1945-) - The Cold War

SCHOOL BASED ASSESSMENT:

Type 1: Historical Skills (50%)

- Essay: Germany 1918-48 - Rise of Hitler and the Nazi Party
- Sources Analysis:Germany 1918-48 - Nazi Propaganda
- Empathetic Reportage: The Changing
- WorldOrder (1945-) - Series of Personal Letters
- Photo Story: The Changing World Order (1945-) - Events of the Cold War
- Essay: The Changing WorldOrder (1945-)
- Communism and The Cold War Type 2: Historical Skills(20%)

EXTERNAL ASSESSMENT:

Type 3: Exam - 2 hours (30%)

RECOMMENDED PRIOR LEARNING:

Completion of at least one semester of Stage 1 History or any other Stage 1 Humanities subject with a C grade or higher.

ASSOCIATED SUBJECT COSTS:

Personal expenses will be needed due to an excursion. Late fees and replacement costs of texts may be incurred if students borrow from outside agencies or institutions.



Humanities & Social Sciences (HASS)

POLITICS, POWER AND PEOPLE FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Politics, Power and People is the study of how power is distributed and exercised at all levels of society. It explores ideas related to cooperation, conflict, crises and the political intricacies of a government.

Students develop an understanding of expressions of power and politics and the effect of these on the individual, families, workplaces, communities, government and institutions in the commercial world, law and media. Students will make meaning about democracy and explore Australian political narratives.

SCHOOL BASED ASSESSMENT:

Type 1: Three folio tasks (50%)

Type 2: Two sources analysis (20%)

EXTERNAL ASSESSMENT:

Type 3: Investigation (30%)

RECOMMENDED PRIOR LEARNING:

Completion of at least one semester of a Stage 1 History or any other Stage 1 Humanities subject with a C grade or higher.

SOCIETY AND CULTURE FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

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

Through study of Society and Culture, students will develop the ability to influence their own futures, by developing skills, values and understandings that enable effective participation in contemporary society. The social inquiry forms the core of the study of Society and Culture. Through the study of a topic, students develop skills in various approaches to, and methods of, investigating and analysing social issues. They become familiar with the limits and potential of these approaches and with the ethical issues associated with them.

TOPICS:

- Modern Nations: Germany (1914-48)
- The World Since 1945: The Changing World Order, (1945-) - The Cold War

SCHOOL BASED ASSESSMENT:

Type 1: Historical Skills (50%)

- Essay: Germany 1918-48 - Rise of Hitler and the Nazi Party
- Sources Analysis: Germany 1918-48 - Nazi Propaganda
- Empathetic Reportage: The Changing
- World Order (1945-) - Series of Personal Letters
- Photo Story: The Changing World Order (1945-) - Events of the Cold War
- Essay: The Changing World Order (1945-)
- Communism and The Cold War Type 2: Historical Skills (20%)

EXTERNAL ASSESSMENT:

Type 3: Exam - 2 hours (30%)

RECOMMENDED PRIOR LEARNING:

Completion of at least one semester of Stage 1 History or any other Stage 1 Humanities subject with a C grade or higher.

ASSOCIATED SUBJECT COSTS:

Personal expenses will be needed due to an excursion. Late fees and replacement costs of texts may be incurred if students borrow from outside agencies or institutions.



Humanities & Social Sciences (HASS)

TOURISM FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students will consider the ever-changing nature of tourism and how it responds to challenges, opportunities and the realities such as the COVID pandemic, globalisation, economic crises, security issue, environmental needs, world events and technological developments. You will explore how to establish a tourism venture, marketing tourism for a specific audience, investigate responsible international and domestic travel and develop your tourism industry skills.

TOPICS:

- Establishing a Tourism Venture
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Tourism Industry skills

SCHOOL BASED ASSESSMENT:

Type 1: Folio Tasks - (20%) Group Presentation, Comparative Study, supervised structure assessment

Type 2: Practical Activity- fieldwork (25%) 2 written reports

Type 3: Investigation - Negotiated Issue (25%)

SCHOOL BASED ASSESSMENT:

Type 4: Examination (30%)

RECOMMENDED PRIOR LEARNING:

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

ASSOCIATED SUBJECT COSTS:

There will be several opportunities to undergo multiple excursions throughout this topic, some costs may apply.

GEOGRAPHY FULL YEAR 20 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 greenhouse gases 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.

TOPICS:

- Establishing a Tourism Venture
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Tourism Industry skills

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)

ANCIENT STUDIES FULL YEAR 20 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.

BUSINESS INNOVATION FULL YEAR 20 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.

LANGUAGES

LEARNING PATHWAYS

Explore pathways from Year 7 through to Stage 2



GLOBAL
UNDERSTANDING



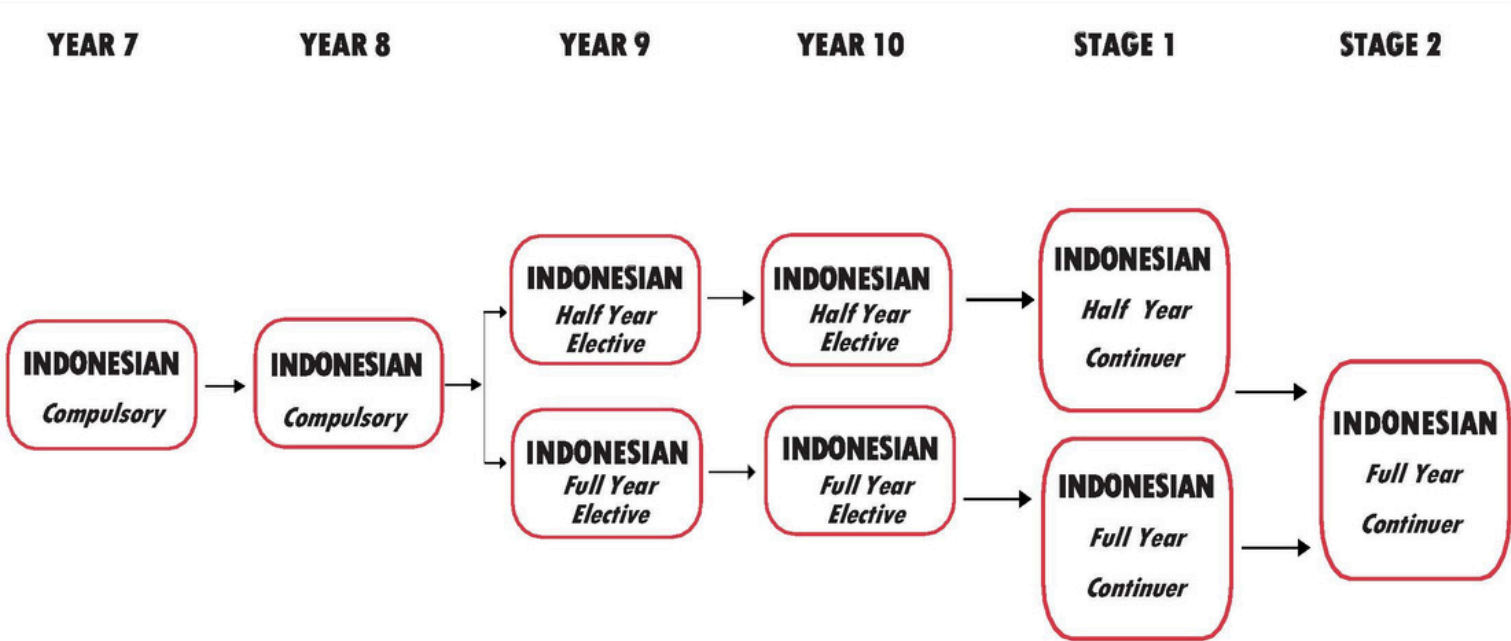
COMMUNICATION
SKILLS



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.

THEME:

There are three prescribed themes:

- The Individual
- The Indonesian speaking communities
- The Changing World

SCHOOL ASSESSMENT (70%)

- Assessment Type 1: Folio (40%)
- Assessment Type 2: In-depth Study (30%)
- Assessment Type 3: Examination (30%)

The examination consists of two assessments:

- an oral examination
- a written examination

ORAL EXAMINATION

The oral examination is designed to assess primarily students' knowledge and skill in using spoken [Language]. The oral examination takes 8 to 10 minutes.

The examination consists of a general conversation between the student and the examiner(s) about the student's personal world. Topics covered may include life, school, family and friends, interests, and aspirations.

The student may support the conversation with objects such as photographs, pictures, and maps.

Notes and cue cards are not permitted.

WRITTEN EXAMINATION

The 130-minute written examination has three sections:

- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in [Language].

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

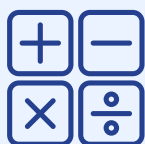
**MATHS SKILLS FOR LIFE
INTEGRATED LEARNING**

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

GENERAL MATHEMATICS FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

TOPICS:

- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models
- Financial Models
- Discrete Models

SCHOOL BASED ASSESSMENT:

Type 1: Skills and Application Tasks (40%) 5x Topic Tests

Type 2: 2x Mathematical Investigations (30%)

EXTERNAL ASSESSMENT:

Type 3: Exam (30%)

PREREQUISITES:

Completion of Stage 1 General Mathematics A & B with a C grade, however, B grades or higher are recommended.

ASSOCIATED SUBJECT COSTS:

Purchase of a scientific calculator (approx. \$25)

MATH SKILLS FOR LIFE: INTEGRATED LEARNING FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Math skills for life is an integrated learning subject designed to provide students with the necessary mathematical understanding for their future. Students will apply mathematical skills to a range of real-life scenarios and develop a rich understanding of skills required for life after school.

TOPICS:

- Financial Mathematics
- Budgeting
- Building a math skill for life (Student choice)

SCHOOL BASED ASSESSMENT:

Type 1: Practical Inquiry (40%)

- Buying a car
- Obtaining a car loan
- Renting a house

Type 2: Connections (30%)

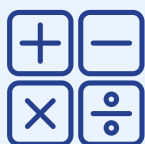
- Healthy eating (Budgeting)•

EXTERNAL ASSESSMENT:

Type 3: Personal Endeavour (30%)

PREREQUISITES:

Completion of Stage1 Mathematics (any level) A&B with a C grade or higher.



Mathematics

MATHEMATICAL METHODS FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation. Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

TOPICS:

- Further Differentiation and Applications
- Discrete Random Variables
- Integral Calculus
- Logarithmic Functions
- Continuous Random Variables and the Normal Distribution
- Sampling and Confidence Intervals

SCHOOL BASED ASSESSMENT:

Type 1: Skills and Applications Tasks (50%) 6 Topic Tests
Type 2: Mathematical Investigation (20%)

EXTERNAL ASSESSMENT:

Type 3: Exam (30%)

PREREQUISITES:

Completion of Stage 1 Mathematical Methods A & B and Specialist Mathematics A & B with a C grade, however, B grades or higher are recommended

SPECIALIST MATHEMATICS FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs and using mathematical models. It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer sciences, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods

TOPICS:

- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions
- Integration Techniques and Applications
- Rates of Change and Differential Equations

SCHOOL BASED ASSESSMENT:

Type 1: Skills and Applications Tasks (50%) 6 Topic Tests
Type 2: Mathematical Investigation (20%)

EXTERNAL ASSESSMENT:

Type 3: Exam (30%)

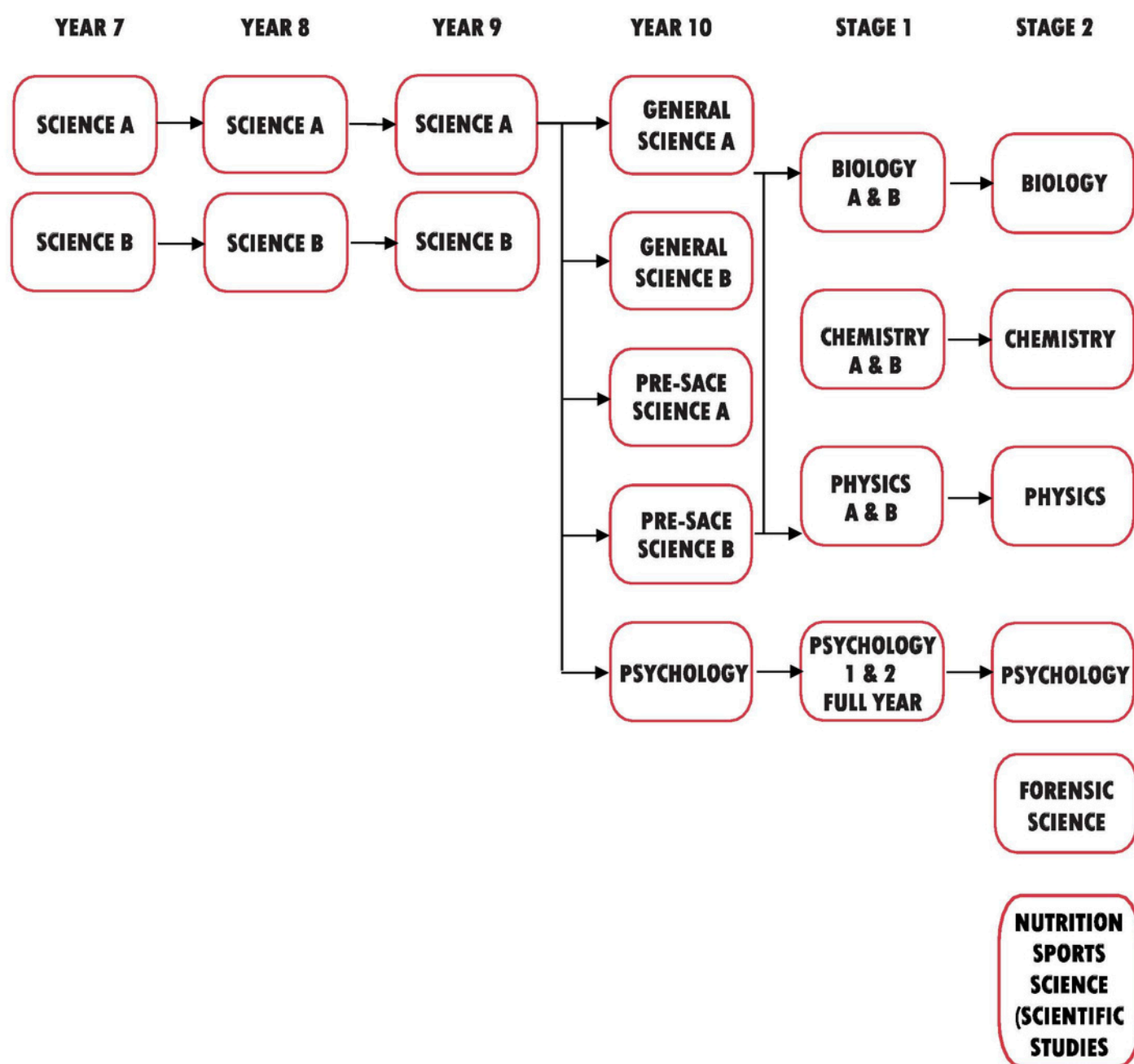
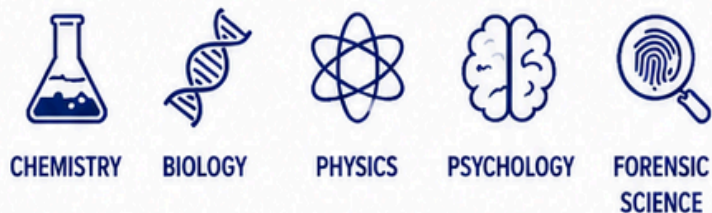
PREREQUISITES:

Completion of Stage 1 Mathematical Methods A & B and Specialist Mathematics A & B with a C grade, however, B

SCIENCE

LEARNING PATHWAYS

Explore pathways from Year 7 through to Stage 2





Science

BIOLOGY FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics.

These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. Students also pursue scientific pathways, for example, in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.

TOPICS:

- DNA and Proteins
- Cells as the Basis of Life
- Homeostasis
- Evolution

SCHOOL BASED ASSESSMENT:

Type 1: Investigations Folio (30%) 2x practical reports, 1x Science as a Human Endeavour research task

Type 2: Skills and Applications Tasks (40%) 4x topic tests

EXTERNAL ASSESSMENT:

Type 3: Exam (30%)

PREREQUISITES:

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

ASSOCIATED SUBJECT COSTS:

Purchase of the 2024 SASTA Biology Study Guide is recommended (approx. cost \$30).

CHEMISTRY FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students study chemical solutions to global problems involving sustainable energy and fuels, food and nutrition, carbon emissions, and material waste.

They investigate the capacity of chemical knowledge to inform public debate on social and environmental issues helping them make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry to reduce the environmental impact of chemical products and processes. Students also pursue scientific pathways, including in medical or pharmaceutical research, pharmacy, environmental research, chemical engineering, and innovative product design.

TOPICS:

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Materials

SCHOOL BASED ASSESSMENT:

Type 1: Investigations Folio (30%) 2x practical reports, 1x Science as a Human Endeavour research task

Type 2: Skills and Applications Tasks (40%) 3x topic tests, 1x infographic task

EXTERNAL ASSESSMENT:

Type 3: Exam (30%)

PREREQUISITES:

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

ASSOCIATED SUBJECT COSTS:

Purchase of the 2024 SASTA Chemistry Study Guide is recommended (approx. cost \$30).



Science

PHYSICS FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

The study of Physics helps students understand matter, forces, energy and their interactions. Students develop skills in gathering, analysing and interpreting data to investigate a range of phenomena, develop and apply their understanding of how science interacts with society and investigate the dynamic nature of Physics. They explore how physicists develop new understanding and insight to produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts. Students will participate in UniSA connect workshops at the Mawson Lakes campus. These workshops will allow students to develop strong laboratory skills and obtain industry related experience by collaboratively working with UniSA academic staff.

THEORY TOPICS:

- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

PRACTICAL TOPICS:

There are three potential UniSA workshops:

- Momentum in Two Dimensions
- Motion of Charged Particles in EM fields
- Interference of Light

SCHOOL BASED ASSESSMENT:

Type 1: Investigations Folio (30%) 2x practical investigations,
1x Science as a Human Endeavour research task
Type 2: Skills and Applications Tasks (40%)

EXTERNAL ASSESSMENT:

Type 3: Exam (30%)

PREREQUISITES:

Completion of Stage 1 Physics and Stage 1 Mathematical Methods with a C grade, however, a B grade or higher is recommended.

ASSOCIATED SUBJECT COSTS:

There is a small fee associated for the travel to and from Mawson's Lakes, by the Adelaide Metro train service. UniSA excursions/ workshop, Students may purchase SASTA Stage 2 Physics Workbook - Australian Curriculum, Year 12 Publication.

PSYCHOLOGY FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students will use psychological evidence, theories and principles to explain human behaviour. Students will apply psychological concepts and apply them to everyday situations and experiences through investigations, tests and assignments. Students will also conduct investigations to demonstrate an understanding in ethical research practices.

THEORY/PRACTICAL TOPICS:

Topic 1: Psychology of the individual
Topic 2: Psychological Health and Wellbeing
Topic 3: Organisational Psychology
Topic 4: Social Influence
Topic 5: The Psychology of Learning

SCHOOL BASED ASSESSMENT:

Type 1: Investigations Folio (30%)
Type 2: Skills and Applications Tasks (40%)

EXTERNAL ASSESSMENT:

Type 3: Exam (30%)

PREREQUISITES:

Nil

SAASTA

ABORIGINAL STUDIES

LEARNING PATHWAYS

Explore culture, leadership, identity and future opportunities from Stage 1 through to Stage 2.



CULTURAL
IDENTITY



LEADERSHIP



COMMUNITY



EDUCATION



FUTURE
OPPORTUNITIES

YEAR 7

YEAR 8

YEAR 9

YEAR 10

STAGE 1

STAGE 2

**SAASTA
ABORIGINAL
STUDIES**
South Australian
Aboriginal Secondary
Training Academy



**SAASTA
INTEGRATED
LEARNING**
South Australian
Aboriginal Secondary
Training



SAASTA - Stage 2 (Year 12)

SAASTA (ABORIGINAL STUDIES) **FULL YEAR** **20 CREDITS** **ELECTIVE**

CONTENT:

Students learn from and with Aboriginal peoples, communities, and other sources of Aboriginal voice. Students acknowledge and extend their understanding of the narratives and accomplishments as told by Aboriginal peoples, also reflect and analyse the historical and contemporary experiences that are of significance to Aboriginal peoples and communities.

THEORY TOPICS:

- Contemporary Experience
- Strong Identities
- Text Analysis
- NAIDOC Presentation

PRACTICAL TOPICS:

- Aboriginal Power Cup
- Guernsey design
- Banner Design

ASSESSMENT:

- Report/PowerPoint
- Visual representation
- Text Analysis
- Visual Display

*Please note: this subject is only available to students who identify as Aboriginal or Torres Strait Islander.

SAASTA - INTEGRATED LEARNING **FULL YEAR** **20 CREDITS** **ELECTIVE**

CONTENT:

Students undertake a key role as leaders for their Academy's Power Cup team. They plan and assist with coaching/training and mentoring younger students as they prepare for the Aboriginal Power Cup, students also reflect on their leadership. Students work together to lead the Aboriginal History Role Play for the Stage 1 students as well as identify their own goals and pathway in a SETUP Guide.

THEORY TOPICS:

- Historical Role Play
- Banner
- SETUP Guide

PRACTICAL TOPICS:

- Football Training
- Dance
- Activity Tracking

SCHOOL BASED ASSESSMENT:

Type 1: Practical Inquiry (40%)
Type 2: Connections (30%)

EXTERNAL BASED ASSESSMENT:

Type 3: Personal Endeavour (30%)

RECOMMENDED PRIOR LEARNING:

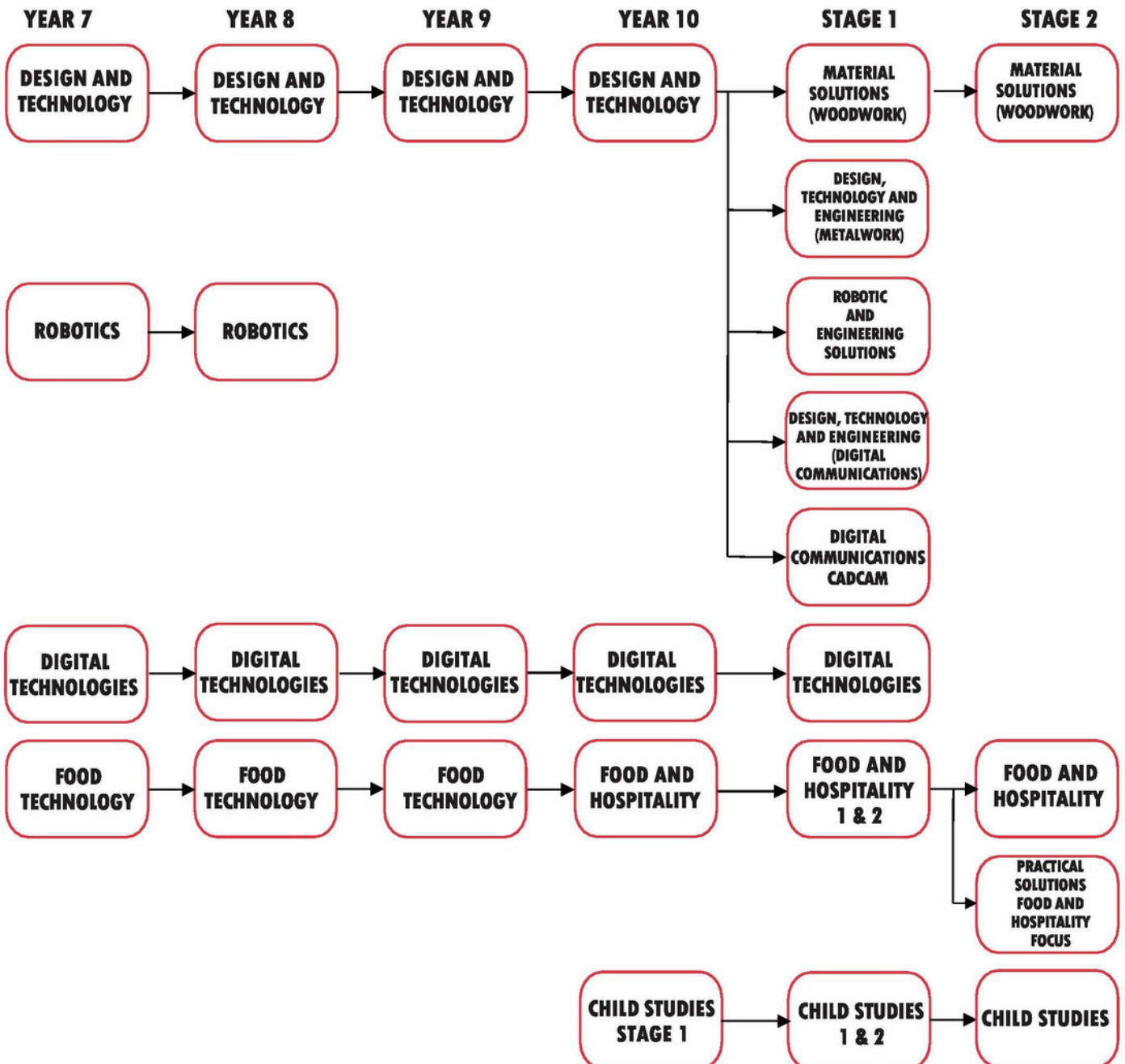
Successful completion of Stage 1 SAASTA with a C grade or higher.

***PLEASE NOTE:
THIS SUBJECT IS ONLY AVAILABLE TO STUDENTS
WHO IDENTIFY AS ABORIGINAL OR TORRES STRAIT
ISLANDER.**

TECHNOLOGIES LEARNING PATHWAYS



Explore pathways from Year 7 through to Stage 2





Technologies

CHILD STUDIES FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students develop an understanding of factors that impact on the social, emotional, physical and mental wellbeing of young children. They develop skills in planning, organising, conducting and evaluating research through reflections, practical exploration, collaborative activities and an externally assessed Investigation.

THEORY TOPICS:

- How nutrition impacts on a child's cognitive, social and physical development
- The importance of regular play on a child's social, emotional, physical and mental well being
- Current trends in raising a child

PRACTICAL TOPICS:

- Influences on children's social and gender development
- Healthy Eating Habits for Life
- Organic Blitz (Organic Baby Food and Purees)
- Play Activities

SCHOOL BASED ASSESSMENT

Type 1: Practical Activity (50%) Research task, Action Plans, Practical activities and evaluation

Type 2: Group Activity(20%)

EXTERNAL ASSESSMENT:

Type 3: Investigation (30%)

The Investigation is an opportunity for students to explore an area of the program focus that is of interest to them

FOOD AND HOSPITALITY FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine contemporary and future issues within the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national, and global levels.

THEORY TOPICS:

- Safe Food Handling
- Sustainability - using ingredients that are in season
- Native Australian Ingredients
- Cake baking and decorating techniques (working with different types of icing buttercream, fondant etc)
- Contemporary trends for grazing

PRACTICAL TOPICS:

- High Risk Foods
- Sustainable Restaurants
- Modern Australian Cuisine
- Cake Decorating

Type 1: 5 Practical Activity (50%) Individual Action Plans; Research tasks; Evaluations; Practical evidence and set response questions. Type 2: Group Activity - Catering Events - for example grazing boxes (20%) Group Action Plan; Evaluation; Practical Evidence and set response questions

EXTERNAL ASSESSMENT:

Type 3: Investigation (30%)

RECOMMENDED PRIOR LEARNING:

Completion of Stage 1 Food and Hospitality with a C grade or higher.



Technologies

MATERIAL SOLUTIONS (WOODWORK) FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Students will use the design and realisation process to engineer solutions for the development of products from wood and or metal. The subject encourages students to be creative, innovative and enterprising in their chosen material area. Students will use a range of diverse manufacturing techniques such as tools, machines and/or systems to create a product using appropriate materials. Students will produce outcomes that demonstrate their knowledge and skills through producing a product.

THEORY TOPICS:

- Specialised skills task Evaluation x2
- Design process and solution
- Resource Investigation
- Issues Exploration

PRACTICAL TOPICS:

- Specialised skills task Evaluation x 2
- Solution realisation (Product)

SCHOOL BASED ASSESSMENT:

- Type 1: Specialised Skills Task x2 (20%)
- Type 2: Design process and solution (50%)

EXTERNAL ASSESSMENT:

- Type 3: Resource Study (30%)

RECOMMENDED PRIOR LEARNING:

It is recommended that students complete Year 9, 10 or Stage 1 Design and Technology with a C grade or higher.

PRACTICAL CONNECTIONS (FOOD AND HOSPITALITY FOCUS) FULL YEAR 20 CREDITS ELECTIVE

CONTENT:

Practical Connections with a Food and Hospitality Focus is a course that allows students to develop their knowledge, skills, and understanding focused around the Food and Hospitality Industry.

TOPICS:

- Safety in the Kitchen
- Safe Food Handling
- Sustainability - using ingredients that are in season
- Cake baking and decorating techniques (working with different types of icing buttercream, fondant etc.
- Catering

PRACTICAL TOPICS:

- High Risk Foods
- Sustainable
- Cake decorating
- Pictorials

SCHOOL BASED ASSESSMENT:

- Type 1: Folio (50%)
- Type 2: Reflection (20%)

EXTERNAL ASSESSMENT:

- Type 3: Community Application Activity: Catering Event (30%)

*This course may run concurrently with Stage 2 Food and Hospitality.

THIS SUBJECT CANNOT BE USED TOWARDS UNIVERSITY ENTRANCE.



Mark Oliphant
College



Government
of South Australia

Department for Education

RESPECT • KINDNESS • BELONGING • RESPONSIBILITY