ALWAYS ASPIRE

SALISBURY HIGH SCHOOL

PATHWAYS TO SUCCESS

SENIOR SCHOOL SUBJECT HANDBOOK

2025

Respect Acheivement Kindness

Contents

Introduction

Welcome to the Salisbury High School Subject. Our curriculum is designed to ignite curiosity, foster creativity, and prepare students for success in a rapidly evolving world.

At Salisbury High, we pride ourselves on offering a diverse range of courses that cater to the unique interests, talents, and aspirations of our students. From rigorous academic programs to hands-on vocational training, our curriculum is carefully crafted to meet the needs of learners at every level.

As you explore the pages of this handbook, you'll discover a wealth of opportunities for intellectual growth and personal development. Whether you're passionate about STEM subjects, the Arts, languages, or humanities, there's something here for everyone.

Our dedicated team of educators is committed to providing a supportive and nurturing learning environment where every student can thrive. Through innovative teaching methods, individualised attention, and a focus on 21st-century skills, we empower students to unlock their full potential and become lifelong learners.

South Australian Certificate of Education (SACE)

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (years 11 and 12) and is designed to give students the skills they need for work and life, whether they aim to study at university, TAFE, get a trade or go straight into employment.

The SACE is a two-stage certificate.

Most people study Stage 1 in Year 11 and Stage 2 in Year 12.

Further information is available at the SACE website: www.sace.sa.edu.au/studying/your-sace

How do I get my SACE?

- Every subject you complete successfully will earn you 'credits'
- Each subject is worth either 10 or 20 credits, depending on the subject
- Generally subjects worth 10 credits are one semester and 20 credits are for a full year
- 200 credits in the right mix of subjects will give you your SACE
- You will receive a grade for each subject – from an A to an E.
- Compulsory subjects need a C (Stage 1) or C- (Stage 2) grade or better to complete the SACE
- At Stage 1 (Year 11), teachers at school will mark all of your subjects.
- At Stage 2 (Year 12), there will be work that is marked by your teacher and work that will be marked externally by the SACE Board.
- The SACE Board moderates all Stage 2 non-modified subjects.
- You will receive credits for many different forms of education and training (such as academic subjects, learning a trade, vocational training and community service) provided they are recognised by the SACE Board

YEAR	CREDITS	REQUIREMENTS
Year 10	10	Exploring Identities and Futures (PLP pre 2025)
Stage 1 (Year 11)	20	Literacy (from a range of English subjects)
	10	Numeracy (from a range of Mathematics subjects)
Stage 1 or 2 (Year 11 or 12)	Up to 90	Other subjects and courses of the students choice
Stage 2 (Year 12)	10	Activating Identities and Futures (Research Project pre 2025)
	60	Other Stage 2 subjects and courses

Indicates Stage 1 compulsory subjects

Indicates choice subjects

Indicates Stage 2 compulsory subjects and courses

Terminology to know:

- Prerequisites – some SACE subjects have a prescribed 'entry' level. This entry level is known as a prerequisite and is established by the SACE Board of SA.
- Assumed Knowledge – some SACE subjects assume that students have background knowledge within the given subject discipline which will enhance the students understanding. Assumed knowledge is not compulsory and is given purely to assist students when selecting subjects.
- VET – Vocational Education and Training
- FIPs – Flexible Industry Pathways
- RTO – Registered Training Organisation
- VETRO – VET Readiness Orientation
- ASBAT – School Based Apprenticeship or Traineeship
- LLN – Language, Literacy and Numeracy (test)
- ATAR – Australian Tertiary Admissions Rank (used to gain entry into University)

Vocational Education and Training (VET)

Vocational Education and Training (VET) offers industry-specific training that allows students to earn nationally recognised qualifications while still in school. All qualifications count towards stage 1 or 2 SACE completion, and some qualifications can contribute towards an ATAR. The course length varies between 6 months to 24 months, and SACE credits obtained vary from 20 to 150.

Salisbury High School is part of the Northern Adelaide State Secondary Schools Alliance (NASSSA), which offers a wide variety of courses in different industry areas. You can read about the industry areas in the NASSSA VET Pathways booklet, and you can find detailed information about all the courses currently available on the NASSSA Website.

To apply for these courses, students must have good literacy and numeracy skills, strong attendance records, active participation, and the ability to travel to the host site and demonstrate their interest in the industry area. Students must complete a written application to show that they have explored the industry area. Evidence that can be included in these applications includes any relevant certificates (i.e. White Card or first aid), career research or planning, or reflection notes from work experience, volunteer work, Try a Trade sessions, or relevant excursions. These applications are then submitted to the Registered Training Organisation (RTO), who determines the student's eligibility for the course. Successful applicants will undergo a Literacy and Numeracy test (LLN) to assess their readiness for the course and to identify any additional support they may need.

To be eligible for these courses, students need to have good literacy and numeracy skills, strong attendance records, active participation, the ability to travel to the host site, and a demonstrated interest in the relevant industry area. As part of the application process, students must submit a written application showcasing their exploration of the industry area. This can include relevant certificates (such as a White Card or first aid certification), evidence of career research or planning, and/or written reflections from work experience, volunteer work, 'Try a Trade' sessions, relevant excursions or industry immersion, etc. The applications are then reviewed by the Registered Training Organisation (RTO) to determine the student's eligibility for the course. Successful applicants will be required to undergo a Literacy and Numeracy test to assess their readiness for the course and identify any additional support they may need.

FIP VET Courses Year 10 Students can Study in Year 11

Year 10 students can apply for the following FIP VET courses7 to study in year 11:

- Certificate II Advanced Animal Care
- Certificate II Automotive
- Certificate II Construction
- Certificate II Plumbing (pre-apprenticeship)
- Certificate II Electrotechnology
- Certificate II Engineering Pathways
- Certificate II Salon Assistant
- Certificate II Retail Cosmetics - Beauty (message for more information)
- Certificate III Early Childhood Education and Care
- Certificate III Individual Support (ageing)
- Certificate III Individual Support (Disability)
- Certificate III in Health Services Assistant
- Certificate II Food processing (bakery focus)
- Certificate II Hospitality
- Certificate II Kitchen Operations
- Certificate III Information Technology
- Certificate III Screen and Media - Game Art Foundations
- Certificate II Resources, Infrastructure and Workplace Preparation (also for students interested in working in the mines)
- Certificate II in Community Services

FIP VET Courses Year 11 Students can Study in Year 12

Year 11 students can apply for the following FIP VET courses to study in year 12:

- Certificate III in Individual Support
- Certificate III in Health Services Assistance
- Certificate III in Information Technology
- Certificate III in Screen and Media
- Certificate II Construction - students who have completed 10 days of structured workplace learning are eligible to apply for a 6-month Stackable VET course. Stackable VET courses aim to provide pre-vocational skills, work preparedness and the opportunity to try out different vocational areas. The two stackable VET courses offered at Salisbury High School include:
  - Advanced Brick and Block Stackable
  - Advanced Carpentry.
- Cert II in Electrotechnology students are eligible to apply for the following 6-month Stackable VET course:
- Advanced skills Program in Advanced Electrotechnology: Refrigeration, Air-conditioning, Data and Voice communications.
- Cert II in Animal Care students are eligible to apply for the following 6-month Stackable VET course:
- Advanced Animal Care Stackable I or II

School Based Apprenticeship or Traineeship

A school-based apprenticeships or traineeships (ASBAT) allow students to start an apprenticeship or traineeship while completing school. Eligible students can start an ASBAT in years 10, 11 or 12. Students will earn a wage, train with an employer, and work towards an accredited qualification while undertaking their South Australian Certificate of Education (SACE).

Finding an ASBAT is student led, so eligible students are encouraged to look for an apprenticeship. Some common websites that post ASBAT include:

- Student Pathways
- MAS National
- MEGT

Prior to applying, students must see Mrs Daniels to determine eligibility. To apply, students must have good attendance, passing grades, and be willing to complete their SACE.

For more information, please see Mrs Daniels (VET & Careers Coordinator).

Post School Pathways

University and TAFE

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Students who complete the SACE are eligible for university entry provided that they meet certain requirements. For university entry students need to achieve 90 credits at SACE Stage 2 from which 60 credits must be made up of three 20 credits Tertiary Admissions Subjects (TAS). The remaining 30 credits can come from flexible options which include Research Project/Activating Identities and Futures (compulsory), Certificate III level VET and / or TAS subjects studied at SACE Stage 2 level. For more information please refer to the 'SATAC Guide to undergraduate courses' and the 'SATAC Tertiary Entrance Guide 2024, 2025, 2026 which can be found at SATAC publications – SATAC.

It is important that parents and students consider all options available and do not simply opt for a default University Pathway. Students choosing the University Pathway need to understand that they will be required to commit to many hours of independent study, both in Year 11 and 12, then at University and beyond. Students who select a University Pathway should aim to achieve strong academic performance to ensure entrance to and success at University.

Subject Selection Process for Students

The subjects listed in this handbook may be offered in 2025. It should be clearly understood that the final subject options would depend on student choices. If insufficient students choose a particular subject, it may be removed prior to the start of the 2025 school year.

Some SACE Stage 2 subjects (Year 12) assume the knowledge of topics covered in specific SACE Stage 1 subjects (Year 11). In choosing a SACE Stage 1 subject, care should be taken to ensure that relevant assumed knowledge/prerequisites are acquired. Similarly, when choosing a SACE Stage 2 subject, care should be taken to choose subjects for which prerequisite knowledge had been obtained. To find out more about these prerequisites and requirements, it is important to refer to the detailed descriptions of each subject in this Subject Handbook. Remember to carefully consider your options, review the subject descriptors to understand any prerequisites, and make informed choices that align with your interests and future goals.

The onus is on students considering tertiary study (University) to check which SACE Stage 1 and SACE Stage 2 subjects are prerequisites or assumed knowledge for entry to particular courses offered at each tertiary institution. Support will be given to students during course counselling and at course counselling meetings. At every stage of the course selection process, students should keep in mind the need to meet the requirements of the SACE curriculum pattern.

Year 11 Course Options

Year 11 General Pathway Course Requirements

	Subject	Information about student choice	Subject Duration
Compulsory/Core Subjects	CARE	**Compulsory Subject** Students will be assigned to CARE groups. This personal development program supports students in the daily school life.	**Full Year** (2 semesters)
	English	**Compulsory Subject** Students will be recommended for an English subject based on their ability.	**Full Year** (2 semester)
	Mathematics	**Compulsory Subject** Students will be recommended for a Mathematics subject based on their ability.	**Full Year** (2 semesters)
Elective Selection	Free Choice	**Elective Subject** Students can select **8 semester length subjects** of their choice.	**Half Year** (1 semesters)
	Reserve Option Choices	**Reserve Elective Subjects** In addition to the previous choices, students select 2 semester length backup options.	**Half Year** (1 semesters)

Year 11 ATAR Pathway Course Requirements

	Subject	Information about student choice	Subject Duration
Compulsory/Core Subjects	CARE	**Compulsory Subject** Students will be assigned to CARE groups. This personal development program supports students in the daily school life.	**Full Year** (2 semesters)
	English	**Compulsory Subject** Students will be recommended for an English subject based on their ability.	**Full Year** (2 semester)
	Mathematics	**Compulsory Subject** Students will be recommended for a Mathematics subject based on their ability.	**Full Year** (2 semesters)
	Activating Identities & Futures	**Compulsory Subject** Students will be checked for suitability for this subject prior to the semester 2 changeover in 2025. Students with poor attendance and who have not been successful in their semester 1 stage 1 subjects will be removed and will need to complete it in year 12.	**Half Year** (1 semesters)
Elective Selection	Free Choice	**Elective Subject** Students can select **7 semester length subjects** of their choice.	**Half Year** (1 semesters)
	Reserve Option Choices	**Reserve Elective Subjects** In addition to the previous choices, students select 2 semester length backup options.	**Half Year** (1 semesters)

Year 11 VET Pathway Course Requirements			
	Subject	**Information about student choice**	**Subject Duration**
Compulsory/Core Subjects	CARE	**Compulsory Subject** Students will be assigned to CARE groups. This personal development program supports students in the daily school life.	**Full Year** (2 semesters)
	English	**Compulsory Subject** Students will be recommended for an English subject based on their ability.	**Full Year** (2 semester)
	Mathematics	**Compulsory Subject** Students will be recommended for a Mathematics subject based on their ability.	**Full Year** (2 semesters)
	VET Course	**Compulsory Subject** Students select a VET course. Students who select a VET course will need to complete an application process and meet with the VET and Careers Coordinator. Students are not guaranteed entry into their chosen VET course.	**Full Year** (2 semesters)
Elective Selection	Free Choice	**Elective Subject** Students can select 4 **semester length subjects** of their choice.	**Half Year** (1 semesters)
	Reserve Option Choices	**Reserve Elective Subjects** In addition to the previous choices, students select 4 semester length backup options.	**Half Year** (1 semesters)

Year 11 SAASTA Pathway Course Requirements

This pathway option is specifically for Aboriginal Students wishing to take part in the SAASTA program. Both University Pathway and General Pathway students can select this course. SAASTA students can also select to study a SAASTA delivered VET course.

Selection of this course will not mean automatic enrolment. Students will need to be approved through an interview process.

Students will select a similar structure to the ATAR, General, or VET Pathway and will have specific SAASTA subjects as part of their completed course.

Year 12 Course Options

Year 12 General Pathway Course Requirements			
	Subject	**Information about student choice**	**Subject Duration**
Compulsory/Core Subjects	Activating Identities & Futures	**Compulsory Subject** Students who did not complete Research Project in 2024 will need to complete this subject successfully to achieve their SACE.	**Half Year** (1 semesters)
Elective Selection	Free Choice	**Elective Subject** Students can select **3 full year subjects** of their choice.	**Full Year** (2 semesters)
	Reserve Option Choices	**Reserve Elective Subjects** In addition to the previous choices, students select **2 full year subjects** as backup options.	**Full Year** (2 semesters)

Year 12 ATAR Pathway Course Requirements			
	Subject	**Information about student choice**	**Subject Duration**
Compulsory/Core Subjects	Activating Identities & Futures	**Compulsory Subject** Students who did not complete Research Project in 2024 will need to complete this subject successfully to achieve their SACE.	**Half Year** (1 semesters)
Elective Selection	Free Choice	**Elective Subject** Students can select **4 full year subjects** of their choice.	**Full Year** (2 semesters)
	Reserve Option Choices	**Reserve Elective Subjects** In addition to the previous choices, students select **2 full year subjects** as backup options.	**Full Year** (2 semesters)

Year 12 SAASTA Pathway Course Requirements

This pathway option is specifically for Aboriginal Students wishing to take part in the SAASTA program. Both University Pathway and General Pathway students can select this course. SAASTA students can also select to study a SAASTA delivered VET course.

Selection of this course will not mean automatic enrolment. Students will need to be approved through an interview process.

Students will select a similar structure to the ATAR or General Pathway and will have specific SAASTA subjects as part of their completed course.

Arts

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Visual Art	Visual Art	Visual Art	Visual Art A/B	Visual Art A/B	Visual Art
				Urban/Street & Community Art (IL)	Urban/Street & Community Art (IL)
Dance	Dance	Dance	Dance A/B	Dance (IL)	
Drama	Drama	Drama	Drama A/B	Stage Production (IL)	Stage Production (IL)
Music	Music	Music	Music A	Music Experience A/B	
	Music Extension	Music Extension	Specialist Music A/B	Specialist Music – Bands (IL)	
	Introduction to Media Arts	Film & Cinematography	Film & Cinematography	Creative Arts – Media	
		Animation	Animation		

Stage 1 Creative Arts (Media)

Length:
1 Semester (10 Credits)

Content:
This subject provides students with opportunities to work productively as a member of a team, group, or as an individual to design, plan, practise, create, and present their creative arts product(s), in relation to the creative and technical aspects of Film and Animation for a variety of audiences and/or school and community events.

Students will focus on refining their skills in film, animation and post-production and will use these to create their own projects. Students will have opportunities to identify and reflect on their personal creative arts ideas, opinions, and skills relevant to their chosen projects.

Topics Include:
- Camera Techniques
- Lighting
- Editing
- Sound
- Digital Animation

Assessment Types:
Product (50%): Live action or animated film product
Folio (50%): Investigation and Skills Assessment

Suggested Prior Learning:
Successful completion of the Middle School Animation or Film & Cinematography courses. (B grade or higher).

Stage 1 Dance (IL)

Length:
2 Semesters (20 Credits)

Content:
This subject involves students in the process of creating a major Arts production for the school. (e.g.: the School Musical) or to plan and perform in several smaller performances within the school community.

Students who choose this subject learn different dance styles and techniques, develop choreographic skills through analysis of existing works and experiment with their own creativity. They learn and develop a working knowledge of planning, teaching, choreographing, and staging a dance performance as both a performer and as a behind, the scenes team member for the school musical production and other smaller performance opportunities.

Topics Include:
- Audition
- Peer teaching
- Advertising & Promotions
- Choreograph
- Perform
- Individual Project
- Critical and Creative Thinking
- Personal and Social Capability

Assessment Types:
Exploration 40%
Connections 40%
Personal Venture 20%

Suggested Prior Learning:
Minimum C grade in year 10 Dance or Audition

Stage 1 Music Experience A

Length:
1 Semesters (10 Credits)

Content:
Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions.

Topics Include:
- Ensemble/ band performance
- Song writing or Music Arrangement
- Music theory/ analysis

Assessment Types:
Creative works x 2 (60%)
Music Literacy x 2 (40%)

Suggested Prior Learning:
Successful completion of Middle School music programs with a minimum B grade. Students must be learning an instrument and attend weekly extracurricular music classes with the Instrumental Music Service (no fee required).

Stage 1 Music Experience B

Length:
1 Semesters (10 Credits)

Content:
Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions.

Topics Include:
- Solo performance
- Own composition/ arrangement
- Investigation

Assessment Types:
Creative works x 2 (60%)
Music Literacy x 2 (40%)

Suggested Prior Learning:
Successful completion of Middle School music programs with a minimum B grade. Students must be learning an instrument and attend weekly extracurricular music classes with the Instrumental Music Service (no fee required).

Stage 1 Specialist Music – Bands (IL)

Length:
1 Semesters (10 Credits)

Content:
Students develop, extend, and apply critical thinking and collaboration skills through inquiry about aspects of the program focus that are of interest to them. Students will make links between their learning and chosen capabilities. Activities relate to; development of music skills/knowledge, organisation and personal development, community/event planning, performance skills and teamwork.

Topics Include:
- Practical Skill Development
- Band Performance
- Folio of Music Learning
- Peer Mentoring/leadership

Assessment Types:
Practical Exploration (40%)
Connections (30%)
Personal Venture (30%)

Suggested Prior Learning:
Successful completion of Middle School music programs with a minimum B grade. Students must be learning an instrument or do vocals and attend weekly extracurricular music classes with the Instrumental Music Service (no fee required).

Discussion with Music teachers required.

Stage 1 Stage Production (IL)

Length:
2 Semesters (20 Credits)

Content:
This subject gives students the opportunity to be involved with the process of creating a major arts production for the school. (e.g.: the School Musical)

Students will be involved in: script reading and development, staging and direction decisions, planning and rehearsing, designing, and manufacturing props and sets, costuming, hair, and makeup and of course, performing. Students' complete assignments relating to the school production based on their chosen field of interest; drama, dance, music, or theatre/stagecraft, and can be involved in the production either as a part of the backstage crew or as an on stage performer.

Topics Include:
- Audition
- Advertising & Promotions
- Prop/Set Construction
- Individual Project
- Performing/Backstage
- Critical and Creative Thinking
- Personal and Social Capability

Assessment Types:
Exploration 40%
Connections 40%
Personal Venture 20%

Suggested Prior Learning:
Minimum C grade in year 10 Drama or Audition

Stage 1 Urban and Community Art (IL)

Length:
1 Semester (10 Credits)

Content:
In Stage 1, students are involved in the process of understanding and creating Urban/Community Art for the school and or local community.

They complete 3 assignments relating to the analysis of public artworks, explore urban and community art styles, media, and techniques, as well as conduct self and peer evaluations.

Students will need to work both individually and in small groups to create artworks for the school and other community groups, agencies, or members.

Topics Include:
- The 7 Capabilities
- Graffiti
- Urban Art
- Community Art
- Self-identifies Topics of Interest

Assessment Types:
Practical Inquiry 30%
Connections Task 40%
Personal Venture 30%

Suggested Prior Learning:
Minimum C grade in year 10
Visual Art A and or B

Stage 1 Visual Arts A

Length:
1 Semester (10 Credits)

Content:
In Stage 1, students work through the creative process to brainstorm and create original visual ideas, as well as media experimentation and conduct artist research as part of their folio towards the creation of their own resolved practical artwork. In addition, students will analyse and evaluate their own practical work through annotation and the writing of a Practitioner's Statement.

Students will experiment with and use a variety of media and artistic styles.

Topics Include:
- Self-identified themes of personal relevance
- Human Form and Technology
- Watercolour Styles and Techniques

Assessment Types:
Folio 40%
Practical 35%
Visual Study 25%

Suggested Prior Learning:
Minimum C grade in year 10
Visual Art A and or B

Stage 1 Visual Arts B

Length:
1 Semester (10 Credits)

Content:
In Stage 1, students work through the creative process to brainstorm and create original visual ideas, as well as media experimentation and conduct artist research as part of their folio towards the creation of their own resolved practical artwork. In addition, students will analyse and evaluate their own practical work through annotation and the writing of a Practitioner's Statement.

Students will experiment with and use a variety of media and artistic styles.

Topics Include:
- Self-identified themes of personal relevance
- Environmental Portraiture
- Drawing Styles and Techniques

Assessment Types:
Folio 40%
Practical 35%
Visual Study 25%

Suggested Prior Learning:
Minimum C grade in year 10
Visual Art A and or B

Stage 2 Stage Production (IL)

Length:
2 Semesters (20 Credits)

Content:
Students are involved with the process of creating a major Arts production for the school, (e.g.: the School Musical) including script reading and development, staging and direction decisions, planning and rehearsing, designing, and manufacturing props and sets, costuming, hair and makeup and performing. They complete assignments relating to the school production based on their chosen field of interest; drama, dance, music, or theatre/stagecraft, and can be involved in the production either as a part of the backstage crew or as an on-stage performer.

Topics Include:
- Audition
- Peer teaching
- Prop/Set Construction
- Individual Project
- Performing/Backstage
- Critical and Creative Thinking
- Personal and Social Capability

Assessment Types:
School Assessment:
- Practical Inquiry - 40%
- Connections - 30%

External Assessment:
- Personal Endeavour - 30%

Suggested Prior Learning:
Minimum C grade in Stage 1 Stage Production or Audition

Stage 2 Urban and Community Art (IL)

Length:
2 Semesters (20 Credits)

Content:
In Stage 2, students are involved in the process of understanding and creating Urban/Community Art for the school and or local community.

They complete 4 assignments relating to the analysis of public artworks, explore urban and community art styles, media and techniques, as well as conduct self and peer evaluations in written and oral form.

Students will need to work both individually and in small groups to create artworks for the school and other community groups, agencies, or members.

Topics Include:
- The 7 Capabilities
- Graffiti
- Urban Art
- Community Art
- Self-identifies Topics of Interest

Assessment Types:
School Assessment:
- Practical Inquiry 30%
- Connections 40%

External Assessment:
- Personal Endeavour 30%

Suggested Prior Learning:
Minimum C grade in Stage 1 Visual Arts A and or B or Stage 1 Integrated Learning Urban and Community Art

Stage 2 Visual Art

Length:
2 Semesters (20 Credits)

Content:
In Stage 2, students work through the creative process to brainstorm and create original visual ideas, as well as media experimentation and conduct artist research as part of their folio/s towards the creation of their own resolved practical artwork/s. In addition, students will analyse and evaluate their own practical work through annotation and the writing of a Practitioner's Statement/s.

Students can choose to complete 2 separate smaller folios for 2 individual resolved practical artworks, or 1 larger folio for a body of resolved practical artworks. Students choose their own topic of interest (with teacher approval) for a self-directed Visual Study.

Students will experiment with and use a variety of media and artistic styles.

Topics Include:
- Self-identified themes of personal relevance
- Self-identified topic of interest

Assessment Types:
School Assessment:
- Folio 40%
- Practical 30%

External Assessment:
- Visual Study 30%

Suggested Prior Learning:
Minimum C grade in Stage 1 Visual Arts A and or B

Cross Disciplinary Studies

Stage 1 (Year 11)	Stage 2 (Year 12)
Exploring Identities & Futures	Activating Identities and Futures
	Workplace Practices

Stage 2 Activating Identity and Futures (AIF)

Length:
1 Semesters (10 Credits)

Content:
Students will explore ideas related to an area of personal interest through a process of self-directed learning. They draw on relevant knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution.

Aims:
Activating Identity & Futures enables students to:

- Take greater ownership over their learning (learning how to learn)
- Select relevant strategies (knowing what to do when you do not know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output.
- Gain experience and build competence in self-directed learning.

Assessment Types:
School Based Assessment:

- Portfolio 30%
- Progress Checks 40%

External Assessment:

- Appraisal 30%

Suggested Prior Learning:
Completion of Stage 1 Exploring Identities & Futures (EIF) or Stage 1 Personal Learning Plan (PLP).

Stage 2 Workplace Practices

Length:
2 Semesters (20 Credits)

Content:
Students learn about different jobs, industries, and workplaces. Students will understand the importance of volunteering, know their rights and duties at work, and think about their future jobs. They might also try working in real places to see what they are good at and what they want to do in the future. They might also learn vocational skills through programs like VET.

Topics Include:

- Jobs and workplaces
- Volunteering and its importance
- Future career planning and vocational skills

Assessment Types:
School Assessment:

- Folio (30%)
- Performance (Work Experience) (20%)
- Reflection (20%)

External Assessment:

- External (30%)

Suggested Prior Learning:
Completed Stage 1 Personal Learning Plan.

Design Technology

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Design & Technology	Woodwork	Woodwork	Woodwork	Material Solutions - Woodwork	Furniture Construction
	Metalwork	Metalwork	Metalwork	Material Solutions - Metalwork	Metalwork
			Introduction to Construction	Cert II Construction Pathways	Industry Connections - Construction
			Jewellery	Material Solutions - Jewellery	
		Engineering Technology	Engineering Technology		
			LEGO Design		

Stage 1 Material Solutions – Jewellery

Length:
1 Semester (10 Credits)

Content:
Throughout the semester, students investigate various production techniques including Laser cutting and advanced resin and polymer techniques.

Topics Include:
- Polymer clay techniques
- Laser-cut acrylic jewellery
- Major Product – practical application
- Student evidence of practical application
- Evaluation of practical application

Assessment Types:
Skills & Application Task: 40%
Design Process and Product: 60%

Suggested Prior Learning:
Year 10 Jewellery

Stage 1 Material Solutions – Metal

Length:
1 Semester (10 Credits)

Content:
Students work on projects based on specific guidelines and learn how to use different metal hand tools and power tools. They use their creativity and design skills, along with their knowledge of materials and equipment, to create a high-quality metal project.

Topics Include:
- Safe Use of Hand & Power Tools
- Safe Use of Static Machines
- Understanding, Developing and Evaluating a Project Using the Design Cycle

Assessment Types:
Skills & Application Task: 20%
Major Product: 20%
Design Folio: 60%

Suggested Prior Learning:
Year 10 Metalwork

Stage 1 Material Solutions – Wood

Length:
1 Semester (10 Credits)

Content:
Students work on projects based on specific guidelines and learn how to use different wood hand tools and power tools. They use their creativity and design skills, along with their knowledge of materials and equipment, to create a high-quality wood project.

Topics Include:
- Safe Use of Hand & Power Tools
- Safe Use of Static Machines
- Understanding, Developing and Evaluating a Project Using the Design Cycle

Assessment Types:
Skills & Application Task: 20%
Major Product: 20%
Design Folio: 60%

Suggested Prior Learning:
Year 10 Woodwork

Stage 2 Furniture Construction

Length:
2 Semesters (20 Credits)

Content:
Students use different tools and machines to design and make wooden products. They also research and report on various materials and production methods, focusing on how they affect the environment, economy, and society.

Topics Include:
- Safe Use of Hand & Power Tools
- Safe Use of Static Machines
- Understanding, Developing and Evaluating a Project Using the Design Cycle

Assessment Types:
Skills & Application Task: 20%
Issues and Material Investigation: 30%
Major Project and Design Folio: 50%

Suggested Prior Learning:
Stage 1 Woodwork

Stage 2 Industry Connections - Construction

Length:
2 Semesters (20 Credits)

Content:
Industry Connections – Construction Focus allows students to explore a range of trade-based occupations. Throughout the year students will work both individually and in groups to explore the following;
- Work Health and Safety requirements specific to a chosen trade or task
- Industry immersion, through visiting and interviewing individuals already working in the construction industry.
- Practical assessments, producing a final product negotiated with the teacher

Topics Include:
- Safe Use of construction tool and equipment
- Career Planning and Development
- Project Planning and Development

Assessment Types:
Portfolio of Work Skills: 50%
Construction Reflection: 20%
Construction Project: 30%

Suggested Prior Learning:
None Required.

Stage 2 Metalwork

Length:
2 Semesters (20 Credits)

Content:
Students use different tools and machines to design and make wooden products. They also research and report on various materials and production methods, focusing on how they affect the environment, economy, and society.

Topics Include:
- Safe Use of Hand & Power Tools
- Safe Use of Static Machines
- Understanding, Developing and Evaluating a Project Using the Design Cycle

Assessment Types:
School Assessment:
- Skills & Application Task: 20%
- Major Project and Design Folio: 50%

External Assessment:
- Issues and Material Investigation: 30%

Suggested Prior Learning:
Stage 1 Metalwork

Digital Technology

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Digital Technology	Digital Technology	Digital Technology	Digital Technology	Game Development (IL)	
			Cyber Security Studies		
Digital Products	Digital Products	Digital Products	Digital Products	Digital Products	
		Photography	Photography	Digital Photography A	
				Digital Photography B	

Stage 1 Digital Photography A

Length:
1 Semesters (10 Credits)

Content:
Students investigate the purpose, design concepts, processes and production techniques of existing photographs and create their own ideas for an identified need. They explore different photography techniques and develop strong foundation skills in taking well-composed and correctly exposed photographs.

Topics Include:
- Digital Photography processing - aperture and shutter speed
- Digital media manipulation – colour wheel
- Design Process and Product - produce a series of 6-25x20 cm photographs based on a selected theme.
- Solution realisation - create and evaluate the solution.

Assessment Types:
Specialist Skills Task: 40%
Design Process and Product: 60%

Suggested Prior Learning:
Year 10 Photography

Stage 1 Digital Photography B

Length:
1 Semesters (10 Credits)

Content:
Students investigate the purpose, design concepts, processes and production techniques of existing photographs and create their own ideas for an identified need. They explore different photography techniques and develop strong foundation skills in taking well-composed and correctly exposed photographs.

Topics Include:
- Digital Photography processing - portraiture or still life
- Digital media manipulation – date of birth
- Design Process and Product - produce an online portfolio showcasing your work.
- Solution realisation - create and evaluate the solution.

Assessment Types:
Specialist Skills Task: 40%
Design Process and Product: 60%

Suggested Prior Learning:
Year 10 Photography

Stage 1 Digital Products

Length:
1 Semesters (10 Credits)

Content:
This subject is recommended for students who would like to develop skills related to graphic design, the print industry visual communication, fashion and small business

Digital Products focuses on the application of practical skills to provide creative digital solutions. Students create for various social media platforms and create polished content for real world specifications.

Students develop work ranging from printed clothing items, promotional and packaging material to designing digital apps and adverts specifically made for social media.

Topics Include:
- Graphic design and communication
- Target audience marketing
- Advertising for social media
- Animated advertising content
- Sublimation textile printing

Assessment Types:
Practical Skills:
Small individual tasks that require students to apply design principles and page layout skills.

Major Product:
Developing a brand that produces a printed range of textiles (clothing items), and launching a social media advertising campaign and related branded packaging.

Stage 1 Game Development (IL)

Length:
1 Semesters (10 Credits)

Content:
Jump into the exciting world of game development! Learn what it takes to be a game designer by exploring cool programs and creating your own 2D game. You will dive into rapid prototyping, game balance, and what makes games fun. Share your creations, get awesome peer feedback, and build a wall-avoiding robot like autonomous cars. Also, design a presentation on how automation impacts jobs, and explore a topic you love, from game violence to drone tech! Get ready to unleash your creativity!

Topics Include:
- Game Programming Skills
- Ethics in Game Development
- Platformer Game Design

Assessment Types:
Game Development
Ethical Understanding
Personal Project

Suggested Prior Learning:
Year 10 Digital Technology

English

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
English	English	English	English	English	English
			Creative Writing	Essential English	Essential English
				Essential English (Literacy)	
				English as an Additional Language	English as an Additional Language

Stage 1 English

Length:
2 Semesters (20 Credits)

Content:
Stage 1 English focuses on responding to texts, creating texts, and studying how texts relate to each other. Students will engage critically and creatively with various types of texts, including films, media, poetry, and prose. To succeed in this course, students must understand the structure and language of different genres and text types. They will use this knowledge to create their own texts for various purposes, audiences, and contexts, in written, oral, and multimodal forms. This course requires strong written communication skills and the ability to understand complex texts.

Topics Include:
- Responding to texts
- Creating texts
- An Intertextual Study, which is a study of language features in more than one text (for example, magazines, newspapers, poetry, novels, reality television, graphic texts, blogs, or websites) or a study of two texts with common ideas, perspectives and/or voices that provide different points of view.

Assessment Types:
Responding to texts x 2 - 40%
Creating Texts x 1 - 30%
Intertextual Study x 1 - 30%

Suggested Prior Learning:
Successful completion of Year 10 English at a high level (B or above) and adherence to due dates is strongly recommended.

Stage 1 English as an Additional Language

Length:
2 Semesters (20 Credits)

Content:
Stage 1 EAL develops and extends students' skills in creating and responding to texts. Students critically and creatively engage with a variety of types of texts including film, media, poetry, and prose texts. Students will learn and apply knowledge about the structure and language conventions of various genres and text types, creating texts for different purposes, audiences, and contexts in written, oral and/or multimodal forms.
Stage 1 EAL prepares students for Stage 2 EAL.

Topics Include:
- Written response
- Oral response
- Film study discussion
- Language study advertising analysis

Assessment Types:
Responding to Texts (Oral and Written)
Interactive Study (Interview or Discussion)
Language Study (Oral, Written or Multimodal)

Suggested Prior Learning:
EAL is designed for students for whom English is an additional language or dialect. Students who have had no more than 5 years of full-time schooling in English or whose English language proficiency is restricted are eligible.

Stage 1 Essential English

Length:
2 Semesters (20 Credits)

Content:
Stage 1 Essential English is designed for a wide range of students, including those planning to pursue careers in trades or vocational pathways, and those intending to continue studying English at Stage 2. The course focuses on communication, comprehension, analysis, and text creation. Students develop skills in reading, viewing, writing, listening, and speaking. They use these skills to understand ideas and perspectives and to identify and analyse how the structure and language of texts vary for different purposes, audiences, and contexts. Students are expected to create oral, written, and multimodal texts suitable for various purposes and audiences in both real and imagined contexts.
This subject prepares students for Stage 2 Essential English and may also lead to other Stage 2 English courses.

Topics Include:
- Responding to texts
- Creating texts

Assessment Types:
Responding to texts x 1 - 25%
Creating Texts x 2 - 50%
Film Analysis x 1 - 25%

Suggested Prior Learning:
Successful completion of Year 10 English is strongly recommended. This course requires good written communication skills and an ability to analyse texts.

Stage 1 Essential English (Literacy)

Length:
2 Semesters (20 Credits)

Content:
This subject has been designed for students who need support with reading and writing and who do not plan to continue studying English at Stage 2. In this course, students engage with reading, responding to, and creating texts in various contexts. They develop skills in analysis, recording, understanding, and applying knowledge to communicate with others and solve problems, as well as creating more advanced texts. Students are expected to use accurate spelling and punctuation. Students who complete Stage 1 Essential English (Literacy) with a B or A achievement and adherence to due dates can enrol in Stage 2 Essential English upon discussion with Senior School, current subject teacher, and coordinator.

Topics Include:
- Responding to texts
- Creating texts

Assessment Types:
Responding to texts x 2 - 50%
Creating Texts x 2 - 50%

Suggested Prior Learning:
None

Stage 2 English

Length:
2 Semesters (20 Credits)

Content:
In this course, students analyse the relationship between authors, texts, and audiences, focusing on how language and stylistic choices shape our understanding. Students discuss how texts reflect social, cultural, economic, historical, and political perspectives, shaping our view of life and the world. Students learn how writers use different techniques and writing styles to convey their messages effectively, influencing how we respond to their ideas. Through analysing texts, students have the chance to reflect on their own values and those of others, appreciating the aesthetic and cultural aspects of literature from different times and cultures.

Topics Include:
- Responding to texts
- Creating texts
- Comparative Analysis

Assessment Types:
School Assessment:
- Responding to texts x 3 - 30%
- Creating Texts x 4 - 40%

External Assessment:
- Comparative Analysis - 30%

Suggested Prior Learning:
Satisfactory completion of Stage 1 English (B grade or higher) and adherence to due dates is strongly recommended. This course has a significant written component in addition to an external assessment.

Stage 2 English as an Additional Language

Length:
2 Semesters (20 Credits)

THIS SUBJECT HAS AN ELECTRONIC EXAM

Content:
Students extend skills in reading, writing and listening predominantly through responding to texts. Respond to multimodal texts, which requires them to process and respond to information in English, increasing their confidence and competency as users of the English language. Develop and use a range of language strategies to convey ideas and opinions appropriate for a variety of purposes and contexts. Students' will apply knowledge about the structure and language conventions of various genres and text types, creating texts for different purposes, audiences.

Topics Include:
- Academic Literacy Study – student has choice of topic
- Text analysis
- Creative response
- Discussion

Assessment Types:
School Assessment:
- Academic Literacy Study (30%)
- Responses to Texts (40%)

External Assessment:
- Electronic Examination (30%)

Suggested Prior Learning:
Must have been eligible for Stage 1 EAL. This subject is designed for students for whom English is an additional language or dialect. These students have had different experiences in English and one or more other languages.

Stage 2 Essential English

Length:
2 Semesters (20 Credits)

Content:
In this course, students respond to and create texts 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 complete an independent language study. The focus of the language study is an understanding of the use of spoken, non-verbal, visual, and/or written language by people in a chosen context beyond the classroom.

Topics Include:
- Responding to texts
- Creating texts
- Language Study

Assessment Types:
School Assessment:
- Responding to texts x 3 - 30%
- Creating Texts x 2 - 40%

External Assessment:
- Language Study x 1 - 30%

Suggested Prior Learning:
Satisfactory completion of Stage 1 Essential English or Stage 1 English is strongly recommended.

Students who completed Stage 1 Essential English Literacy with a B or A achievement and adherence to due dates can enrol into Stage 2 Essential English upon discussion with Senior School, current subject teacher, and coordinator.

Food Technology

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Food & Nutrition	Food & Nutrition	Food & Nutrition	Food & Nutrition	Food & Hospitality	Food & Hospitality
		Food Innovation	Food Innovation	Food innovation	Food Innovation

Stage 1 Food and Hospitality

Length:
1 Semesters (10 Credits)

Content:
Students focus on the dynamic nature of the Food and Hospitality industry in Australian society.

Students develop skills and safe work practices in the preparation, storage, and handling of food.

Topics Include:
- Trends in Food and culture, (social media)
- Group task, morning tea
- Restaurant style plated dessert using Indigenous ingredients.

Assessment Types:
Research Task
Group task
Action plan
Practical application:
- Student evidence of practical application
- Evaluation of practical application

Suggested Prior Learning:
None

Stage 1 Food Innovation

Length:
1 Semesters (10 Credits)

Content:
This course involves food product development and experimentation to design and develop high quality food products, suitable to be sold in the hospitality industry.

Students use the Design Cycle to develop their individual and group food trend solutions.

Topics Include:
- Multicultural Food Truck – Food design, preparation, and service
- Buttery Bliss - Food design and preparation, using butter as the main ingredient.
- Safe Management Practices: Students learn safe management practices in relation to the correct storing, serving, and handling of food.

Assessment Types:
Skills & Application Task
Major Product
Practical application:
- Student evidence of practical application
- Evaluation of practical application

Design Folio

Suggested Prior Learning:
None

Stage 2 Food and Hospitality

Length:
2 Semesters (20 Credits)

Content:
Students focus on the dynamic nature of the Food and Hospitality industry and through research and practical applications, develop a deep understanding of contemporary issues related to food and hospitality.

Students develop high end practical skills and knowledge in the use of technology and safe management practices in the preparation, storage, and handling of food.

Topics Include:
- Social media influencers and their impact on GenZ
- Food Trucks and eco-footprints
- Trending desserts
- Multicultural food Hall
- High Tea or Picnic Hamper

Assessment Types:
Practical application
- Student evidence of practical application
- Evaluation of practical application

Research Task
Individual Action Plan
Group Activity (Action Plan)

Suggested Prior Learning:
Any year 10 or 11 Food Technology course

Stage 2 Food Innovation

Length:
2 Semesters (20 Credits)

Content:
Students undertake the Design Thinking Process to design a business and suitable food items that can be served to consumers.

Topics [can be negotiated] and provide opportunities to apply design thinking principles to address challenges and innovate within the food and hospitality industry, in a business context

Topics Include:

- Entrepreneurship – starting a food business
- Contemporary trends in food/hospitality and hospitality - #whatstrending
- Current issues in food and hospitality [food preparation, production & service
- Customer expectations
- Social media
- Menu Diversification and Innovation

Assessment Types:
Design Process and Product
Specialised Skills Tasks
Practical application

- Student evidence of practical application
- Evaluation of practical application

Resources Study [External Assessment]

Suggested Prior Learning:
Any year 10 or 11 Food Technology course

Health & Physical Education

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Health & Physical Education	Health & Physical Education	Health & Physical Education	Health & Physical Education A/B	Physical Education A/B	Physical Education
				Sports Studies (IL) A/B	Sport, Health and Physical Activity (IL)
			Soccer Academy (IL) – Stage 1	Soccer Academy (IL)	
			Child Studies	Child Studies A/B	Child Studies
				Health and Wellbeing A/B	Health & Wellbeing
				Outdoor Education A/B	Outdoor Education
				Positive Education	
			SAASTA ACE Program (IL) – Stage 1	SAASTA (IL) – Stage 2	SAASTA (IL) – Stage 2

Stage 1 Child Studies A

Length:
1 Semesters (10 Credits)

Content:
Students develop knowledge and understanding of young children through individual, collaborative, and practical learning. They explore concepts such as the development, needs and rights of children, the value of play, concepts of childhood and families and the roles of parents and caregivers. They also consider the importance of behaviour management, child nutrition and the health and well-being of children.

Students investigate contemporary issues that are relevant to children and their development.

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

Assessment Types:
Practical Activity – 50%
Group Activity – 30%
Investigation – 20%

Suggested Prior Learning:
None

Stage 1 Child Studies B

Length:
1 Semesters (10 Credits)

Content:
Students develop knowledge and understanding of younger children through individual, collaborative, and practical learning. They explore concepts such as the development, needs and rights of children, the value of play, concepts of childhood and families and the role of the parents and caregivers. They also consider the importance of behaviour management, child nutrition and the health and well-being of children.

Students explore and critically evaluate the role of government legislation and social structures and the ways in which these influence the growth and development of children. Students investigate contemporary issues that are relevant to children and their development.

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

Assessment Types:
Practical Activity – 50%
Group Activity – 30%
Investigation – 20%

Suggested Prior Learning:
None

Stage 1 Health and Wellbeing A

Length:
1 Semesters (10 Credits)

Content:
Lessons focus on the health and wellbeing of individuals and their communities (school, family etc.). Students will further increase their knowledge on the physical, emotional, social, cognitive, and spiritual components of wellbeing. Students can research their own interests and have opportunities to improve their own lifestyles.

Topics Include:
- Proactive approaches to reducing the effects of poor mental health.
- Health promotion to improve wellbeing within our school community.
- Research current media issues (e.g., the effects of social media)

Assessment Types:
Group Activity: Adolescent & Community Health Awareness - 30%
Practical Action: Mental Health Wellness 30%
Issue Inquiry: Current Media Trends 40%

Suggested Prior Learning:
None. However, completing Year 10 Health and PE (optional semester 2) will be an advantage

Stage 1 Health and Wellbeing B

Length:
1 Semesters (10 Credits)

Content:
Lessons focus on the health and wellbeing of individuals and their communities (school, family etc.). Students will further increase their knowledge on the physical, emotional, social, cognitive, and spiritual components of wellbeing. Students can research their own interests and have opportunities to improve their own lifestyles.

Topics Include:
- Health promotion to improve wellbeing within our school community.
- Proactive approaches to reducing the effects of poor health.
- Research Tasks.

Assessment Types:
Group Activity: Adolescent & Community SEXUAL Health Awareness - 30%
Film Response (The Hunting) - 30%
Issue Inquiry: Current Health Trend/Crisis Research Task 40%

Suggested Prior Learning:
None; however, completing Semester 1 Stage 1 Health and Wellbeing will be an advantage.

Stage 1 Outdoor Education A

Length:
1 Semesters (10 Credits)

Content:
Students explore three key areas: Conservation and Environmental studies, Planning and management of Outdoor Journeys and personal development of Outdoor and Leadership skills.

Topics Include:
- Environmental science and conservation
- Planning and Management for Outdoor Journeys
- Personal and social growth and development
- Students will also engage in the following compulsory practical experiences:
  1 x Coastal conservation experience (day trip)
  1 x Port River environmental study trip 3 day, 2-night Kayaking and aquatic camp at the Murraylands Aquatic centre

NOTE: As part of this subject, a course fee of $100 is required which covers use of equipment, bus hire and site bookings.

Assessment Types:
About Natural Environments x 2 – 40%
2 x 800 words or equivalent multimodal
Experiences in Natural Environments x 2 - 60%
1 x 1500 words or equivalent multimodal
1 x 800 words or equivalent

Suggested Prior Learning:
None – However an interest in the Outdoors and Natural Environments is strongly recommended

Stage 1 Outdoor Education B

Length:
1 Semesters (10 Credits)

Content:
Students explore three key areas: Conservation and Environmental studies, Planning and management of Outdoor Journeys and personal development of Outdoor and Leadership skills.

Topics Include:
- Environmental science and conservation
- Planning and Management of Outdoor Journeys
- Personal and social growth and development
- Students will also engage in the following compulsory practical experiences:
  2x Indoor Rock-climbing or mountain biking sessions
- Orienteering practical activities
- 1 day hike – Mt Lofty Ranges region
- 3 day, 2-night bushwalking camp in Mt Crawford

NOTE: As part of this subject, a course fee of $100 is required which covers use of equipment, bus hire and site bookings.

Assessment Types:
About Natural Environments x 2 – 40% (2 x 800 words or equivalent multimodal)
Experiences in Natural Environments x 2 - 60%
(1 x 1500 words or equivalent multimodal & 1 x 800 words or equivalent)

Suggested Prior Learning:
None – However an interest in the Outdoors and Natural Environments is strongly recommended

Stage 1 Physical Education A

Length:
1 Semesters (10 Credits)

Content:
Students cover theoretical concepts in conjunction with various sporting activities in order to plan for improvement, evaluate this improvement and analyse their overall performance.

Topics Include:
- Biomechanics for Skilled Performance
- Badminton
- Netball
- Training Methods and Principles
- Environmental Factors Effecting Performance

Assessment Types:
- Performance Improvement (50%) Task: Badminton and Biomechanics
- Physical Activity Investigation (50%) Task: Training Methods and Principles (Netball focus)

All tasks are 1000 words or 6 minutes for multimodal presentations.

Suggested Prior Learning:
Students should have successfully completed at least one semester of Year 10 HPE to a B standard.

Stage 1 Physical Education B

Length:
1 Semesters (10 Credits)

Content:
Students cover theoretical concepts in conjunction with various sporting activities in order to plan for improvement, evaluate this improvement and analyse their overall performance.

Topics Include:
- How a Skill is Acquired
- Specific Factors Affecting Learning
- Basketball
- Volleyball

Assessment Types:
- Performance Improvement (50%) Task: Volleyball and Skill Acquisition
- Physical Activity Investigation (50%) Task: Factors Influencing Participation in Physical Activities (Basketball focus)

All tasks are 1000 words or 6 minutes for multimodal presentations.

Suggested Prior Learning:
Students should have successfully completed at least one semester of Year 10 HPE to a B standard.

Stage 1 Positive Education

Length:
1 Semesters (10 Credits)

Content:
Students learn about Positive Psychology, in particular PERMA, which is a tool developed to support one's wellbeing. Students learn tools and aids that support them to become mentally resilient, healthy, and happy.

Topics Include:
- Mindfulness & Gratitude
- Humour, playfulness, and laughter
- Character Strengths & virtues
- Resilience
- Optimism
- Kindness
- Engagement and FLOW
- Fixed and Growth mindsets.
- Relationships & Communication
- Empathy & Forgiveness
- PERMA +
- Self-Love

Assessment Types:
Practical Action (50%)
- Group social action
- Unpack school wellbeing data and suggest improvements.

Issue Inquiry (20%)
- Impact of anxiety or depression on schooling

Exam (30%)

Suggested Prior Learning:
None

Stage 1 Soccer Academy (IL)

Length:
2 Semesters (20 Credits)

Content:
This subject is for students who love soccer. Some lessons will be practical training sessions outside on the oval or in the gym. Others will be in the classroom studying soccer components.
Choose this subject if you love:

- Love Soccer
- Want to improve your soccer skills.
- Want to learn team formations and tactics.
- Have a good work ethic and complete all tasks to the best of your ability

Topics Include:
Practical Skill Development Games

- Futsal (Indoor), Outdoor (Grass), Small sided and Full pitch

Classroom Learning

- Studying formations and tactics
- Analysing technique related to soccer.
- Exploring fitness components related to soccer.
- Organising a soccer/futsal tournament

Assessment Types:

- Practical Exploration
- Connections
- Personal Venture.

Please note: the grade for this subject is generated by your ability to complete assessment tasks.

Suggested Prior Learning:
None. Soccer boots and indoor soccer shoes are recommended for practical lessons.

Stage 1 Sports Studies A (IL)

Length:
1 Semesters (10 Credits)

Content:
Stage 1 Sports Studies is studied as a 10-credit subject. Students develop, extend, and apply critical thinking and collaboration skills through inquiry about aspects of the program focus that are of interest to them. Students will make links between their learning and chosen capabilities. Activities relate to; health, fitness, injuries, coaching, umpiring, sports, community/event planning, fundraising, and recreation and/or leisure.

Topics Include:
Students provide evidence of their learning through four assessments.
Students undertake:

- 2 Practical Explorations - Badminton & Basketball Skills Analysis
- 1 Connections Task - SEPEP Volleyball Competition
- 1 Personal Venture

Assessment Types:
Practical Exploration (40%)- Evidence Folio and Reflection
Connections (30%)- Group Project Folio & Reflection
Personal Venture (30%)

Suggested Prior Learning:
None

Stage 1 Sports Studies B (IL)

Length:
1 Semesters (10 Credits)

Content:
Stage 1 Sports Studies is studied as a 10-credit subject. Students develop, extend, and apply critical thinking and collaboration skills through inquiry about aspects of the program focus that are of interest to them. Students will make links between their learning and chosen capabilities. Activities relate to; health, fitness, injuries, coaching, umpiring, sports, community/event planning, fundraising, and recreation and/or leisure.

Topics Include:
Students provide evidence of their learning through four assessments.
Students undertake:

- 2 Practical Explorations – Pickleball and netball
- 1 Connections Task – Hybrid sport creation
- 1 Personal Venture

Assessment Types:
Practical Exploration (40%)- Evidence Folio and Reflection
Connections (30%)- Group Project Folio & Reflection
Personal Venture (30%)

Suggested Prior Learning:
None

Stage 2 Child Studies

Length:
2 Semesters (20 Credits)

Content:
Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative and practical learning. They explore concepts such as the development, needs and rights of children, the value of play, concepts of childhood and families and the roles of parents and caregivers. They also consider the importance of behaviour management, child nutrition and the health and well-being of children.
Students explore and critically evaluate the role of government legislation and social structures, and the ways in which these influence the growth and development of children. They understand and apply occupational health and safety requirements for working with children.

Topics Include:
- Technology and Literature
- Towards Healthy Eating Patterns
- Importance of Play
- Food Additives and allergy concerns
- Masterclass
- Children's Nutritional Activity

Assessment Types:
School Assessment (70%)
- Practical Activity (50%)
- Group Activity (20%)

External Assessment (30%)
- Investigation (30%)

Suggested Prior Learning:
Stage 1 Child Studies

Stage 2 Health and Wellbeing

Length:
2 Semesters (20 Credits)

Content:
Students develop the knowledge, skills and understandings required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals, communities, and global society.

Topics Include:
- Individual personal health goals.
- Mental health.
- Rural and metro health issues.
- Safe partying and risk/ trauma prevention.
- Community health services/organisations.
- 2 of the 5 tasks are free choice, where students can learn about a health topic if interest.

Assessment Types:
School Assessment:
- Initiative (40%)- Evidence Folio, group practical and Reflection
- Folio (30%)- Analysis based tasks.

External Assessment:
- Inquiry (30%)

Suggested Prior Learning:
Stage 1 Health and Wellbeing

Stage 2 Outdoor Education

Length:
2 Semesters (20 Credits)

Content:
Students explore three areas: Conservation and Environmental studies, Planning and management of Outdoor Journeys and development of Outdoor skills and leadership.

Topics Include:
- Coastal Ecology
- Map skills, navigation, and route planning.
- Minimal impact camping strategies.
- Self-reliant bushwalk. (3-days)
- Teacher led bushwalk (3-days)
- 3-day surfing & Aquatics Camp held at Port Noarlunga

NOTE: As part of this subject, a course fee of $200 is required which covers use of equipment, bus hire and site bookings.

Assessment Types:
School Assessment:
- About natural environments (coastal ecology study) - 1500 words (20% weighting)
- Experiences in natural environments (1 x 1500 words, 1 x 1000 words (50% weighting)

External Assessment:
- Connections with natural environments (External investigation) 2000 words (30% weighting)

Suggested Prior Learning:
Successful completion of Outdoor Education A or B

Stage 2 Physical Education

Length:
2 Semesters (20 Credits)

Content:
Three key focus areas:
- In Movement
- Through Movement
- About Movement

Topics Include:
Theoretical concepts will be linked to practical activities and form the basis of their assessment pieces.
Theoretical Concepts include any of the following:

- Energy Systems, Effects of Training on Physical Performance
- Biomechanics for Skilled Performance
- Practical based activities may include any of the following: Fitness Training Programs
- Badminton
- European Handball
- Kayaking

Assessment Types:
School Assessment:

- Diagnostics (30%) – 2 or 3 tasks
- Improvement Analysis (40%) – 1 task

External Assessment:

- Group Dynamics (30%) – 1 task

Suggested Prior Learning:
Students must have completed at least one semester of Stage 1 PE to an overall B standard and have their selection cleared by the HPE Coordinator.
Course also involves a Camp that will cost the students $100 and forms a significant portion of their SACE school assessed grade.

Stage 2 SAASTA (IL)

Length:
2 Semesters (20 Credits)

Content:
This subject is for Aboriginal & Torres Strait Islander students ONLY.
Interested and eligible students must go through an application process where their Academic Performance, Attendance, Behaviour, Respect, Teamwork, and Pride will all be examined. Successful students then learn and further develop their knowledge on Aboriginal culture and history in a variety of ways. Students also attend various sporting excursions such as the Power Cup & SAASTA Shield.

Topics Include:
Students provide evidence of their learning through five assessments, including the external assessment component. Students undertake:

- Two practical inquiries
- Two connections task
- One personal endeavour

These include topics such as:

- Aboriginal Cultural & Historical Learning
- Aboriginal Art
- AFL
- Netball/Basketball

Assessment Types:
School Based Assessment 70%:

- Practical Inquiry (40%) Assessment
- Connections (30%)

External Assessment 30%:

- Personal Endeavour (30%)

Suggested Prior Learning:
Successful Completion of ACE
Successful Completion of Stage 1 SAASTA

Stage 2 Sport, Health and Physical Activity (IL)

Length:
2 Semesters (20 Credits)

Content:
Stage 2 Sport, Health, and Physical Activity is a subject where students enhance critical thinking and collaboration skills through inquiry. They explore health, fitness, injuries, coaching, umpiring, sports, community/event planning, fundraising, and recreation/leisure, linking their learning to chosen capabilities.

Topics Include:
Students demonstrate their learning through five or six assessments, including an external component. They complete:

- At least 2 practical inquiries
- At least 1 connections task
- One personal endeavour

Examples of activities include:

- Managing aspects of a school sports competition
- Organising a Breast Cancer Awareness fundraising event
- Completing a Netball Umpiring Course
- Completing an AIS Community Coaching General Principles Online Course with certification
- Practical inquiry activities in netball and badminton

Assessment Types:
School Based Assessment:

- Practical Inquiry (40%) Assessment
- Connections (30%)

External Assessment:

- Personal Endeavour (30%)

Suggested Prior Learning:
Successful completion of Stage 1 Physical Education or Sports Studies

Humanities

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Humanities	Humanities	Humanities	History	Modern History	Modern History
				Society & Culture	Society & Culture
			Civics, Citizenship, Economics & Business	Politics, Power & People	Politics, Power & People
				Philosophy	Philosophy
				Tourism	
				Women's Studies	
					Cultural Explorations (CD)

Stage 1 Modern History

Length:
1 Semesters (10 Credits)

Content:
Students explore changes in the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals.

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

Topics Include:
Topic 1: Imperialism
Topic 2: Decolonisation
Topic 3: Indigenous Peoples
Topic 4: Social Movements
Topic 5: Revolution
Topic 6: Elective - free choice of an historical event

Assessment Types:
Students undertake:
- Three historical skills assessments
- One historical study

Suggested Prior Learning:
Successful completion of Humanities in year 10

Stage 1 Philosophy

Length:
1 Semesters (10 Credits)

Content:
Philosophy involves the rational investigation of questions about existence, knowledge, and ethics.

Investigation of these problems through the study of Philosophy requires critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis

Topics Include:
- Ethics: study of moral values and reasoning about right and wrong.
- Epistemology: philosophical study of theories about knowledge and what it means to know something.

Assessment Types:
Folio (40%)
- Use reasoning to identify the elements of good and bad arguments with reference to one or more sources.
- Use reasoning to support or contest a point of view.

Issues Analysis (30%)
- Investigate and discuss a contemporary.
- Investigate and discuss a future issue such as population growth.

Issues Study (30%)
- Students identify and investigate a particular issue of interest and use philosophical arguments to discuss a resolution to the issue.

Suggested Prior Learning:
Good literacy skills with a willingness to engage in discussion.

Stage 1 Politics, Power, and People

Length:
1 Semesters (10 Credits)

Content:
Politics, Power and People is a broad and universal study of how power is distributed and exercised at all levels of society.

Students develop an understanding of expressions of power and politics as they affect the individual, families, schools, workplaces, communities, governments, and institutions in the commercial world, law and media.

Through the study of Politics, Power and People students begin to appreciate the complexity and diversity of approaches to solving global challenges related to human rights, equality, and the distribution of resources, welfare, and poverty.

Topics Include:
- Understanding how politics works
- Optional topic

Assessment Types:
School based assessment including:
Folio (40%)
Sources Analysis (30%)
Investigation (30%)

Suggested Prior Learning:
Good literacy skills with a willingness to engage in discussion.

Stage 1 Society and Culture

Length:
1 Semesters (10 Credits)

Content:
Students read and research current issues and topics and analyse information to synthesise and create essays, reports, articles, and aural presentations on particular topics relevant to contemporary global and local societies.

Topics Include:
Students study two topics:

- One with a focus on an Australian context
- One with a focus on a global context

Assessment Types:
Source Analysis
Students complete a written assignment that utilises their source analysis skills. They research a contemporary topic that examines 'sub-cultures in Australia' and develop a reflective piece of writing using several sources (both primary and secondary research).

Group Activity
Students work in collaboration with others to produce a social action and maintain a resource folder that relates to a contemporary Australian issue.

Investigation
A 1000-word report using 3 questions that focus on a contemporary local/national issue. Students undertake primary research in the form of surveys and interviews as well as traditional secondary research.

Suggested Prior Learning:
None

Stage 1 Tourism

Length:
1 Semesters (10 Credits)

Content:
In Tourism, students develop an understanding of the nature of tourists, the tourism industry, and the economic, social, cultural, and environmental impacts of tourism activity.

Topics Include:
This subject consists of three topics from a number of options including some of the following:

- Investigating the History of Tourism
- Exploring Tourism in the Local Area
- Examining Local Impacts of Tourism
- Preparing for International Travel
- Understanding the Role of Organisations and Government in Tourism

Assessment Types:
Case Study
Students undertake an in-depth study into a particular location, event, or tourism activity.

Sources Analysis
Students analyse sources of information about tourism, answered in short-answer form. Students develop and demonstrate practical tourism skills.

Investigation
Students provide evidence of their learning through four or five assessments, with at least one assessment from each assessment type.

Suggested Prior Learning:
None

Stage 1 Women's Studies

Length:
1 Semesters (10 Credits)

Content:
Students examine the diversity of women's experiences and their relationships to others, and the diversity in gender representation of women in cultural texts.

Topics Include:
Topic 1: Representations of Women in Cultural Texts
Topic 2: Key Issues in Women's Studies (one issues study), for example: health, women & the law, women's achievements & empowerment, women & work etc.

Assessment Types:
Text Analysis
Students identify and analyse diversity in gender representations of women in cultural text(s), such as films, television shows, magazines, a series of advertisements, video games, multimedia texts, books that explore gender issues, or government reports.

Group Presentation
Students provide evidence of knowledge and understanding of gender, gender relations, and the diversity of women's experiences in a collaborative activity followed by a negotiated form of group presentation.

Issues Analysis
Students analyse 1 issue from Topic 2: Key Issues in Women's Studies and include aspects of empowerment and/or disempowerment in their analysis.

Suggested Prior Learning:
None.

Stage 2 Cultural Explorations (CD)

Length:
2 Semesters (20 Credits)

Content:
The content of Stage 2 Cross-disciplinary Studies is built around:

- the learning interest.
- an understanding of the relevant disciplines and capabilities

Topics Include:
The challenge, topic and issue for this course could revolve around:

- a personally relevant and/or local social or environmental issue.
- social, cultural, or geographic change and the challenges involved in the change or move and how the challenge was addressed.

Students will:

- be involved in a group project.
- investigate a particular social/cultural group to identify the social context of food practices and change over time.
- keep a folio of learning.
- present a synopsis of their learning and personal conclusions.

Assessment Types:
School based assessment:

- Commentary (30%)
- Group project (20%)
- Presentation and Discussion (20%)

External assessment:

- Analysis x1 (30%)

Suggested Prior Learning:
None

Stage 2 Modern History

Length:
2 Semesters (20 Credits)

THIS SUBJECT HAS AN ELECTRONIC EXAM

Content:
In Modern History, students will investigate the development of modern nations during the rapid change of the 20th Century. Students will develop insights into characteristics of a modern nation, and the crisis and challenges which have confronted it. Students will learn about the total collapse of democracy and rise of Hitler, total world wars and institutionalized genocide.

The Changing World Order considers how nations sought to impose their influence and power. The origin of the Cold War, and its visible impact on our current world is investigated.

Topics Include:

- Germany 1918 -48
- The Changing World Order 1945

Assessment Types:
School assessment (70%)

- Historical Skills
- Historical Study

External Assessment (30%)

- Electronic Examination

Suggested Prior Learning:
Stage 1 Modern History is preferred.

Stage 2 Philosophy

Length:
2 Semesters (20 Credits)

Content:
Philosophy involves the rational investigation of questions about existence, knowledge, and ethics, to which there are no simple answers.

Investigation of these problems through the study of Philosophy requires critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis.

Philosophy promotes respect for intellectual integrity as a human value and develops students' skills to engage in philosophical argument. Students build their capacity to be creative and independent critical thinkers who can articulate and justify philosophical positions and argue reasoned action.

Topics Include:

- Ethics: study of moral values and reasoning about right and wrong.
- Epistemology: philosophical study of theories about knowledge and what it means to know something.
- Metaphysics: study of existence and reality.

Assessment Types:
School assessment (70%)

- Argument Analysis x 2 (25%)
- Issues Analysis x 3 (45%)

External Assessment (30%)

- Issues Study x 1 (30%)

Suggested Prior Learning:
Stage 1 Philosophy.

Stage 2 Power, Politics and People

Length:
2 Semesters (20 Credits)

Content:
Politics, Power and People is the study of how power is distributed and exercised at all levels of society. Students develop an understanding of expressions of power and politics as they affect the individual, families, schools, workplaces, communities, governments, and institutions in the commercial world, law and media. They begin to appreciate the complexity and diversity of approaches to solving global challenges related to human rights, equality, and the distribution of resources, welfare and poverty.

Topics Include:
Compulsory Topic: Democracy in Australian politics.
Two options from:

- The United States and the world: managing challenges
- A world in existential crisis
- Mediatisation of politics
- Politics of the minority: making Aboriginal voices heard
- The Chinese century: emergence of a new hegemon.

Assessment Types:
School Based Assessment:

- Folio x4 (50%)
- Sources Analysis x2 (20%)

External assessment:

- Investigation x1 (30%)

Suggested Prior Learning:
Stage 1 Politics, Power & People

Stage 2 Society and Culture

Length:
2 Semesters (20 Credits)

Content:
Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies and how people function and communicate in and across cultural groups. Students develop the ability to influence their own futures by developing skills, values and understandings that enable effective participation in contemporary society.

Topics Include:
Students study three topics (each from a different group)
Culture

- Cultural diversity
- Youth culture
- Work and leisure
- The material world

Contemporary Challenges

- Social ethics
- Contemporary contexts for Aboriginal and Torres Strait Islander peoples
- Technological revolutions
- People and the environment.

Assessment Types:
School Based Assessment:

- Folio (50%)
- Interaction (20%)

External assessment:

- Investigation (30%)

Suggested Prior Learning:
None

Mathematics

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Mathematics	Mathematics	Mathematics	Mathematics Advanced	Mathematical Methods 1/2	Mathematical Methods
			Mathematics A	Specialist Mathematical Methods 1/2	Specialist Maths
			Mathematics General	General Mathematics A/B	General Mathematics
			Mathematics Essential	Essential Mathematics (Numeracy) 1/2	Math Skills for Life (IL)
				Essential Mathematics (Vocational) 1/2	
				Numeracy Development (IL)	

Stage 1 Essential Maths (Numeracy) 1

Length:
1 Semesters (10 Credits)

Content:
There is an emphasis on extending computational skills and expanding the ability to apply mathematical skills in flexible and resourceful ways. The course does not lead to any Stage 2 Mathematics course.

Students demonstrate their understanding and learning through tasks which require them to: redesign and decorate a room with a focus on shape and scale, analyse different methods of earning money, such as wages, piecework, commission (including retainers) and use spreadsheets to create a usable, realistic budget based on the future career they hope to pursue. Additionally, students produce an ongoing set of evidence of their ability to carry out basic computations with number, time and ratio within the context of everyday living.

Topics Include:
- Calculations, Time and Ratio
- Earning and Spending
- Data in Context

Assessment Types:
- Skills and Applications Tasks x 2 (60%)
- Folio Tasks x 2 (20%)

Suggested Prior Learning:
None

Stage 1 Essential Maths (Numeracy) 2

Length:
1 Semesters (10 Credits)

Content:
There is an emphasis on extending computational skills and expanding the ability to apply mathematical skills in flexible and resourceful ways. The course does not lead to any Stage 2 Mathematics course.

Students demonstrate their understanding and learning through tasks which require them to: create a 3D package or container for a particular purpose with a focus on surface area and volume, produce a multimedia presentation based on sets of data of interest and investigate the cost of purchasing a variety of products using a variety of options including pay now and later. Additionally, students produce an ongoing set of evidence of their ability to identify, classify and construct a variety of geometrical figures.

Topics Include:
- Measurement
- Geometry
- Data in Context

Assessment Types:
- Skills and Applications Tasks x 2 (60%)
- Folio Tasks x 2 (20%)

Suggested Prior Learning:
Stage 1 Essential Maths (Numeracy) 1

Stage 1 Essential Maths (Vocational) 1

Length:
1 Semesters (10 Credits)

Content:
Combined with Essential Mathematics 2, this subject prepares students for Stage 2 Essential Mathematics. This course is designed for students who are planning to pursue a career in a range of trades or vocational pathways.

Students discuss and share ideas as they explore, select, and apply a range of mathematical concepts, processes, and strategies in everyday problems and situations. Students develop critical thinking skills by making choices to solve problems and communicating mathematical processes and results with clarity and understating.

Topics Include:
- Calculations, Time and Ratio
- Earning and Spending
- Geometry

Assessment Types:
- Skills and Applications Tasks x 2 (50%)
- Folio Tasks x 2 (50%)

Suggested Prior Learning:
None

Stage 1 Essential Maths (Vocational) 2

Length:
1 Semesters (10 Credits)

Content:
Combined with Essential Mathematics 2, this subject prepares students for Stage 2 Essential Mathematics. This course is designed for students who are planning to pursue a career in a range of trades or vocational pathways.

Students discuss and share ideas as they explore, select, and apply a range of mathematical concepts, processes, and strategies in everyday problems and situations. Students develop critical thinking skills by making choices to solve problems and communicating mathematical processes and results with clarity and understating.

Topics Include:
- Data in Context
- Measurement
- Investing

Assessment Types:
- Skills and Applications Tasks x 2 (50%)
- Folio Tasks x 2 (50%)

Suggested Prior Learning:
None

Stage 1 General Mathematics A

Length:
1 Semesters (10 Credits)

Content:
Combined with General Mathematics B, this subject leads to Stage 2 General or Essential Mathematics. This course requires high-level algebraic and problem-solving skills. All content is linked to modelling and business.

Students develop abilities and skills required in the workplace and in everyday life. They learn 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.

Topics Include:
- Investing and Borrowing
- Measurement
- Statistical Investigations

Assessment Types:
- Skills and Applications Tasks x 3 (65%)
- Mathematical Investigation x 1 (35%)

Suggested Prior Learning:
Successful completion of year 10 maths, at least a B.

Stage 1 General Mathematics B

Length:
1 Semesters (10 Credits)

Content:
Combined with General Mathematics B, this subject leads to Stage 2 General or Essential Mathematics. This course requires high level algebraic and problem-solving skills. All content is linked to modelling and business.

Students develop abilities and skills required in the workplace and in everyday life. They learn 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.

Topics Include:
- Applications of Trigonometry
- Linear and Exponential Functions and their Graphs
- Matrices and Networks

Assessment Types:
- Skills and Applications Tasks x 3 (65%)
- Mathematical Investigation x 1 (35%)

Suggested Prior Learning:
Successful completion of Stage 1 General Mathematics A.

Stage 1 Mathematical Methods A

Length:
1 Semesters (10 Credits)

Content:
Combined with Mathematical Methods B, this subject leads to Stage 2 Mathematical Methods or General Mathematics. Mathematical Methods provides the foundation for further study in mathematics, engineering, economics, computer science, and the sciences.

This subject focuses on the development of mathematical skills and techniques that enable students to explore, describe, and explain aspects of the world around them in a mathematical way. It places mathematics in relevant context and deals with relevant phenomena from the students' common experiences, as well as from scientific, professional, and social contexts.

Topics Include:
- Functions and Graphs
- Polynomials
- Trigonometry

Assessment Types:
- Skills and Applications Tasks x 3 (75%)
- Mathematical Investigation x 1 (25%)

Suggested Prior Learning:
Successful completion of year 10 Mathematics A.

Stage 1 Mathematical Methods B

Length:
1 Semesters (10 Credits)

Content:
Combined with Mathematical Methods B, this subject leads to Stage 2 Mathematical Methods or General Mathematics. Mathematical Methods provides the foundation for further study in mathematics, engineering, economics, computer science, and the sciences.

This subject focuses on the development of mathematical skills and techniques that enable students to explore, describe, and explain aspects of the world around them in a mathematical way. It places mathematics in relevant context and deals with relevant phenomena from the students' common experiences, as well as from scientific, professional, and social contexts.

Topics Include:
- Counting and Statistics
- Introduction to Differential Calculus
- Growth and Decay

Assessment Types:
- Skills and Applications Tasks x 3 (75%)
- Mathematical Investigation x 1 (25%)

Suggested Prior Learning:
Successful completion of Stage 1 Mathematical Methods A.

Stage 1 Numeracy Development (IL)

Length:
1 Semesters (10 Credits)

Content:
Numeracy Development aims to enable students to improve basic numeracy skills and improve their appreciation of the maths needed in their future pathway. This course does not fulfil the compulsory Numeracy unit of SACE.

Tasks will focus on developing students' skills in the 6 Big Ideas in Number and the relationship between fractions, decimals and percentages. Students will use diagnostic tools and spreadsheets to develop these skills.

Students develop, extend and apply their capabilities including: Literacy, Numeracy, Information and technology, Critical and Creative Thinking, Personal and Social and Ethical understanding.

Topics Include:
- 6 Big Ideas in Number
- Relationship between fractions, percentages, and decimals
- Numeracy Skills
- Maths needed in future pathway

Assessment Types:
- Practical Inquiry x 2 (40%)
- Connections x 1 (30%)

Suggested Prior Learning:
Stage 1 Essential Maths (Numeracy) 1

Stage 1 Specialist Mathematics A

Length:
1 Semesters (10 Credits)

Content:
Combined with Mathematical Methods A and B and Specialist Mathematics B, this subject prepares students for Stage 2 Specialist Mathematics. Specialist Mathematics must be studied in conjunction with Mathematical Methods. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences.

Specialist Mathematics draws on and deepens mathematical knowledge, skills, and understanding and provides opportunities for students to develop skills in using rigorous mathematical arguments, proofs, and models.

Topics Include:
- Arithmetic and Geometric Sequence and Series
- Geometry
- Vectors in the Plane

Assessment Types:
- Skills and Applications Tasks x 3 (75%)
- Mathematical Investigation x 1 (25%)

Suggested Prior Learning:
An A or B in year 10 Mathematics A.

Stage 1 Specialist Mathematics B

Length:
1 Semesters (10 Credits)

Content:
Combined with Mathematical Methods A and B and Specialist Mathematics A, this subject prepares students for Stage 2 Specialist Mathematics. Specialist Mathematics must be studied in conjunction with Mathematical Methods. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences.

Specialist Mathematics draws on and deepens mathematical knowledge, skills, and understanding and provides opportunities for students to develop skills in using rigorous mathematical arguments, proofs, and models.

Topics Include:
- Trigonometry
- Matrices
- Real and Complex Numbers

Assessment Types:
- Skills and Applications Tasks x 3 (75%)
- Mathematical Investigation x 1 (25%)

Suggested Prior Learning:
Successful completion of Stage 1 Specialist Mathematics Methods A.

Stage 2 General Mathematics

Length:
2 Semesters (20 Credits)

THIS SUBJECT HAS AN EXAM

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.

Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Topics Include:
- Modelling with Linear Relationships
- Modelling with Matrices
- Statistical Models Financial Models
- Discrete Models

Assessment Types:
School Assessment:
- Skills and Applications Tasks x 5 (40%)
- Investigations x 2 (30%)

External assessment:
- Examination (30%)

Suggested Prior Learning:
A minimum B grade in Stage 1 General Mathematics or Mathematical Methods A or an A grade in Stage 1 Essential Mathematics.

Stage 2 Mathematical Methods

Length:
2 Semesters (20 Credits)

THIS SUBJECT HAS AN EXAM

Content:
Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics.

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.

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

Assessment Types:
School Assessment:
- Skills and Applications Tasks x 6 (50%)
- Investigations x 1 (20%)

External assessment:
- Examination (30%)

Suggested Prior Learning:
An A or B in Stage 1 Mathematical Methods A and B.

Stage 2 Maths Skills for Life (IL)

Length:
2 Semesters (20 Credits)

Content:
Maths Skills for Life aims to enable students to make links between their lives and aspects of maths for the purpose of developing real world maths skills and their personal capabilities.

Students develop, extend and apply their capabilities including: Literacy, Numeracy, Information and technology, Critical and Creative Thinking, Personal and Social and Ethical understanding.

Topics Include:
- Purchasing and maintaining a vehicle
- Getting a loan
- Renting a house
- Constructing a healthy meal
- Improving a personal numeracy skill for future career.

Assessment Types:
School Assessment:
- Practical Inquiry x 3 (40%)
- Connections x 1 (30%)

External assessment:
- Personal Endeavour x 1 (30%)

Suggested Prior Learning:
None

Stage 2 Specialist Mathematics

Length:
2 Semesters (20 Credits)

THIS SUBJECT HAS AN EXAM

Content:
Specialist Mathematics draws on and deepens 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.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Method sand leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences.

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

Assessment Types:
School Assessment:
- Skills and Applications Tasks x 6 (50%)
- Investigations x 1 (20%)

External assessment:
- Examination (30%)

Suggested Prior Learning:
An A or B in Stage 1 Specialist Mathematics A and B. Must be taken in conjunction with Stage 2 Mathematical Methods.

Science

Year 7	Year 8	Year 9	Year 10	Stage 1 (Year 11)	Stage 2 (Year 12)
Science	Science	Science	General Science	Biology 1/2	Biology
			PreSACE Science	Chemistry 1/2	Chemistry
				Nutrition A/B	
				Physics 1/2	Physics
				Psychology A/B	Psychology
					Integrated Psychology (IL)
				Scientific Studies A/B	Scientific Studies
					Science and Healthy Lifestyle (IL)

Stage 1 Biology 1

Length:
1 Semesters (10 Credits)

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 integrate and apply a range of understanding, inquiry and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

Topics Include:
- Multicellular organisms
- Infectious diseases

Assessment Types:
- Skills and Applications Tasks x 2 tests (40%)
- Investigations Folio (60%)

Suggested Prior Learning:
Successful completion of year 10 PreSACE science.

Stage 1 Biology 2

Length:
1 Semesters (10 Credits)

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 integrate and apply a range of understanding, inquiry and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

Topics Include:
- Cells and Microorganisms
- Biodiversity and Ecosystem Dynamics

Assessment Types:
- Skills and Applications Tasks x 2 tests (50%)
- Investigations Folio (50%)

Suggested Prior Learning:
Successful completion of Stage 1 Biology 1.

Stage 1 Chemistry 1

Length:
1 Semesters (10 Credits)

Content:
In the study of Chemistry, students develop and extend their understanding of the physical world, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples that may involve the application of new technology, of how scientific understanding is dynamic and develops with new evidence.

Students integrate and apply a range of understanding, inquiry and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future challenges.

Topics Include:
- Materials and their Atoms
- Combinations of Atoms
- Molecules
- Mole concept
- Mixtures and Solutions

Assessment Types:
- Skills and Applications Tasks x 2 tests (50%)
- Investigations Folio (50%)

Suggested Prior Learning:
Successful completion of year 10 PreSACE science.

Stage 1 Chemistry 2

Length:
1 Semesters (10 Credits)

Content:
In the study of Chemistry, students develop and extend their understanding of the physical world, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples that may involve the application of new technology, of how scientific understanding is dynamic and develops with new evidence.

Students integrate and apply a range of understanding, inquiry and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future challenges.

Topics Include:
- Acid and Bases
- Organic chemistry
- Energy in reactions

Assessment Types:
- Skills and Applications Tasks x 2 tests (50%)
- Investigations Folio (50%)

Suggested Prior Learning:
Successful completion of Stage 1 Chemistry 1.

Stage 1 Nutrition A

Length:
1 Semesters (10 Credits)

Content:
Students investigate the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and examine factors that influence food choices, and reflect on local, national, Indigenous, and global issues.

Students investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. Students are able to reflect on their own diets and lifestyle habits

Topics Include:
Two or three topics from the list below or developed by the teacher.
- Macro and micronutrients
- Fresh versus processed foods
- Australian dietary guidelines
- The psychology of food marketing
- Indigenous perspectives
- Water

Assessment Types:
- Skills and Applications Tasks x 1
- Folio Tasks x 2

Suggested Prior Learning:
Successful completion of Year General 10 Science (B grade or higher).

Stage 1 Nutrition B

Length:
1 Semesters (10 Credits)

Content:
Students investigate the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and examine factors that influence food choices, and reflect on local, national, Indigenous, and global issues.

Students investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. Students are able to reflect on their own diets and lifestyle habits

Topics Include:
Two or three topics from the list below or developed by the teacher.
- Sustainable food futures and the supporting technologies
- Contaminated food
- Safe food handling
- Organic food versus genetically modified food

Assessment Types:
- Skills and Applications Tasks x 1
- Folio Tasks x 2

Suggested Prior Learning:
Successful completion of Year General 10 Science (B grade or higher).

Stage 1 Physics 1

Length:
1 Semesters (10 Credits)

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

In Physics, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

Topics Include:
- Waves
- Electric Circuits
- Nuclear Models

Assessment Types:
- Skills and Applications Tasks x 2 tests (50%)
- Investigations Folio (50%)

Suggested Prior Learning:
Successful completion of year 10 PreSACE science.

Stage 1 Physics 2

Length:
1 Semesters (10 Credits)

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

In Physics, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges.

Topics Include:
- Energy and Momentum
- Linear Motion and Forces
- Heat

Assessment Types:
- Skills and Applications Tasks x 2 tests (50%)
- Investigations Folio (50%)

Suggested Prior Learning:
Completion of Stage 1 Physics 1.

Stage 1 Psychology A

Length:
1 Semesters (10 Credits)

Content:
Psychology aims to describe and explain human experience, individual and cultural diversity through the systematic study of behaviour, the processes that underlie it, and the factors that influence it.

An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, designing research using scientific approaches, collecting data, and analysing and critiquing their findings.

Topics Include:
- Cognitive Psychology
- Lifespan Psychology

Assessment Types:
- Investigations Folio (50%) 2 assignments/tests
- Skills and Applications Tasks (50%) 2 investigations

Suggested Prior Learning:
Satisfactory completion of Year 10 Science.

Good literacy skills are essential.

Stage 1 Psychology B

Length:
1 Semesters (10 Credits)

Content:
Psychology aims to describe and explain human experience, individual and cultural diversity through the systematic study of behaviour, the processes that underlie it, and the factors that influence it.

An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, designing research using scientific approaches, collecting data, and analysing and critiquing their findings.

Topics Include:
- Emotion
- Psychology in Context

Assessment Types:
- Investigations Folio (50%) 2 assignments/tests
- Skills and Applications Tasks (50%) 2 investigations

Suggested Prior Learning:
Satisfactory completion of Year 10 Science.
Good literacy skills are essential.

Stage 1 Scientific Studies A

Length:
1 Semesters (10 Credits)

Content:
Students will apply inquiry-based approaches to design, plan, and undertake investigations using a practical based approach in the field of **Biology**. Both collaboratively, and individually, they employ a scientific approach to collecting, representing, and analysing data. Students evaluate their procedures and models; students communicate scientifically to draw evidence-based conclusions, exploring more effective methods or solutions, or new questions.

As students explore scientific phenomena and develop investigable questions, they understand the fundamental importance of science as a human endeavour and articulate their understanding of the interaction between science and society.

Topics Include:
- Exploring scientific inquiry skills through practical activities with the field of **Biology**.
- Exploring science as a human endeavour

Assessment Types:
- Inquiry Folio (3 tasks at min 20% each)
- Collaborative Inquiry (1 task, min. 20%)

Suggested Prior Learning:
Satisfactory completion of Year 10 Science.

Stage 1 Scientific Studies B

Length:
1 Semesters (10 Credits)

Content:
Students will apply inquiry-based approaches to design, plan, and undertake investigations using a practical based approach from the fields of **Chemistry, Physics, or Earth Sciences**. Both collaboratively, and individually, they employ a scientific approach to collecting, representing, and analysing data. Students evaluate their procedures and models; students communicate scientifically to draw evidence-based conclusions, exploring more effective methods or solutions, or new questions.

As students explore scientific phenomena and develop investigable questions, they understand the fundamental importance of science as a human endeavour and articulate their understanding of the interaction between science and society.

Topics Include:
- Exploring scientific inquiry skills through practical activities connected with one of the fields of **Chemistry, Physics or Geology.**
- Exploring science as a human endeavour

Assessment Types:
- Inquiry Folio (3 tasks at min 20% each)
- Collaborative Inquiry (1 task, min. 20%)

Suggested Prior Learning:
Satisfactory completion of Year 10 Science.

Stage 2 Biology

Length:
2 Semesters (20 Credits)

THIS SUBJECT HAS AN ELECTRONIC EXAM

Content:
Biology is the study of the diversity of life as it has evolved, the structure and function of living things, biological energy exchanges, and how organisms interact with their own and other species, and their environment.

Students apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world. Students explore the dynamic nature of biological science and the complex ways in which science interacts with society, to think critically and creatively about possible scientific approaches to the solving of everyday and complex problems.

Biology prepares students for further studies in biological, medical, health and chemical sciences.

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

Assessment Types:
School Assessment (70%)
- Investigations Folio (30%)
- Skills and Applications Tasks (40%)

External Assessment (30%)
- Electronic Examination

Suggested Prior Learning:
A or B in both semesters of Stage 1 Biology.

Stage 2 Chemistry

Length:
2 Semesters (20 Credits)

THIS SUBJECT HAS AN EXAM

Content:
Chemistry is the study of the nature of matter, how it can be manipulated, measured and managed, how the chemistry of biological processes occur and the measurement and evaluation of environmental impacts. Students apply their understanding of the interconnectedness of chemical systems to evaluate the impact of human activity on the natural world. Students explore the dynamic nature of chemical science and interaction with society, to think critically and creatively about possible scientific approaches to the solving of everyday and complex problems.
Chemistry prepares students for further studies in chemistry, pharmacology, chemical engineering and biological, medical and health sciences.

Topics Include:
- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

Assessment Types:
School Assessment (70%)
- Investigations Folio (30%)
- Skills and Applications Tasks (40%)

External Assessment (30%)
- Written Examination

Suggested Prior Learning:
B or higher in Stage 1 Chemistry 1 and 2 and satisfactory completion of Stage 1 Mathematical Methods.

Stage 2 Integrated Psychology (IL)

Length:
2 Semesters (20 Credits)

Content:
Integrated Psychology aims to enable students to make links between their lives and aspects of psychology for the purpose of personal and social development.

Themes may include psychological well-being, counselling, thinking skills, social influence, social relationships, and psychological services in the community, positive psychology, sports psychology and organisational psychology.

Students develop, extend and apply their capabilities including:
- Literacy
- Numeracy
- Information and technology
- Critical and Creative Thinking
- Personal and Social
- Ethical

Topics Include:
- Application and Understanding
- Inquiry, Analysis and Evaluation
- Collaboration and Communication

Assessment Types:
School Assessment (70%)
- Practical Inquiries (40%)
- Connections (30%)

External Assessment (30%)
- Personal Endeavour with folio of evidence and reflection

Suggested Prior Learning:
None

Stage 2 Physics

Length:
2 Semesters (20 Credits)

THIS SUBJECT HAS AN EXAM

Content:
Physics is the study of qualitative and quantitative models, laws, and theories to better understand matter, motion, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from subatomic worlds to the macrocosm, and to make predictions about them. Students apply their understanding of the interconnectedness of physical systems to evaluate the impact of human activity on the natural world. Students explore complex ways in which science interacts with society, to think critically and creatively about possible scientific approaches to the solving of everyday and complex problems.
Physics prepares students for further studies in physics, engineering and, technological, biological, medical and health sciences.

Topics Include:
- Motion and Relativity
- Electricity and Magnetism
- Light and Atoms

Assessment Types:
School Assessment (70%)
- Investigations Folio (30%)
- Skills and Applications Tasks (40%)

External Assessment (30%)
- Written Examination

Suggested Prior Learning:
B or higher in Stage 1 Physics 1 and 2 and satisfactory completion of Stage 1 Mathematical Methods

Stage 2 Psychology

Length:
2 Semesters (20 Credits)

THIS SUBJECT HAS AN EXAM

Content:
Psychology aims to describe and explain human experience, individual and cultural diversity through the systematic study of behaviour, the processes that underlie it, and the factors that influence it.

An inquiry approach to psychology enables students to define the scope of their learning by identifying investigable questions, designing research using scientific approaches, collecting data, and analysing and critiquing their findings.

Psychology prepare students for further studies in psychology applicable to a wide range of industries.

Topics Include:
- Psychology of the Individual
- Psychological Health and Wellbeing
- Organisational Psychology
- Social Influence
- The Psychology of Learning

Assessment Types:
School Assessment (70%)
- Investigations Folio (30%)
- Skills and Applications Tasks (40%)

External Assessment (30%)
- Electronic Examination

Suggested Prior Learning:
Satisfactory completion of Stage 1 Psychology A and B would be an advantage.

Good literacy skills are essential.

Stage 2 Science and Healthy Lifestyle (IL)

Length:
2 Semesters (20 Credits)

Content:
Science in Everyday Life aims to enable students to make links between their lives and aspects of science for developing real world science skills and their personal capabilities.

Tasks will focus on investigating the components of a healthy lifestyle from a science perspective.

Students develop, extend and apply their capabilities including:
- Literacy
- Numeracy
- Information and technology
- Critical and Creative Thinking
- Personal and Social
- Ethical

Topics Include:
- Application and Understanding
- Inquiry, Analysis and Evaluation
- Collaboration and Communication

Assessment Types:
School Assessment (70%)
- Practical Inquiries (40%)
- Connections (30%)

External Assessment (30%)
- Personal Endeavour with folio of evidence and reflection

Suggested Prior Learning:
None

Stage 2 Scientific Studies

Length:
2 Semesters (20 Credits)

Content:
In this subject students:

- develop and apply science inquiry skills and understanding of scientific concepts, in new and familiar contexts.
- design and conduct scientific investigations to obtain evidence, using appropriate procedures and safe, ethical working practices.
- evaluate procedures and results, represent, and analyse evidence, and formulate and justify conclusions.
- evaluate the effectiveness of collaboration and its impact on results/outcomes.
- explore and understand the interaction between science and society.
- communicate knowledge and understanding of scientific concepts, using appropriate terms, conventions, and representations.

Topics Include:

- science and inquiry skills
- understanding of scientific concepts
- science as a human endeavour

Assessment Types:
School Assessment (70%)

- Inquiry Folio (50%)
- Collaborative Inquiry (20%)

External Assessment (30%)

- Individual Inquiry

Suggested Prior Learning:
Successful completion of a Science subject at Stage 1.