

SCIENCE – AGRICULTURE EDUCATION

Agriculture Education at Year 11 and 12 allows students to further explore concepts introduced in Middle School Agriculture. The focus is on the techniques, procedures and processes used in Agricultural Production.

At Year 11, this includes a Senior Ag Trip for five days which visits Universities, farms and processing facilities. In Year 12, the tasks are designed around the student's interests and collaboration with farmers and research scientists is explored in all topics. Studying Agriculture in the senior years allows students to build their community network and explore future career pathways.

COURSE CONTENT

STAGE 1 – ASSESSMENT TASKS

ASSESSMENT TYPES:

- Type 1: Agricultural Reports Weighting
- Type 2: Applications Weighting

EXAMPLES OF ASSESSMENT TASKS

TYPE 1: AGRICULTURAL REPORTS

1 Design Task

1 SHE Task per semester

- Design task
- Plant Experiment Trial
- Design task: Lamb/Cattle Feedlot SHE Task
- Animal Welfare
- Reproductive Technologies

EXAMPLES OF ASSESSMENT TASKS

TYPE 2: APPLICATIONS WEIGHTING

- Sheep health assessment
- Feed budgeting
- Cattle nutrition
- Viticulture pest and disease

STAGE 2 – ASSESSMENT TASKS

ASSESSMENT TYPES

- Type 1: Agricultural Reports
- Type 2: Applications
- Type 3: External
- Production Investigation

TYPE 1: AGRICULTURAL REPORT

- Sheep Skills: including worm egg counts, condition scoring assessment, drenching decisions
- Science as a Human Endeavor (SHE task): Biosecurity or Disease Management

- Crop Trial: Investigate an emerging issue in crop production ie. effect of frost, drought, daylight hours, increased temperatures

TYPE 2: APPLICATION TASKS

- Soil and Plants: Sustainable Agriculture Essay: investigate an issue relating to sustainable management to ensure soil quality is maintained.
- Sheep Breeding Assessment: Understand the reproductive cycle of a ewe and how to make decisions relating to lambing times and feeding options
- Steer Selection and Marketing: Use the school steers to investigate their feed efficiency, growth rates and marketability, through understanding the data received from the MSA data.

TYPE 3: PRODUCTION INVESTIGATION

Individually plan and conduct an investigation relating to a production enterprise in Agriculture
Examples:

- Feedlotting cattle or lambs
- Hay production
- Vegetable production
- Crop production
- Cattle or sheep enterprise

ANCIENT STUDIES | MODERN HISTORY

ANCIENT STUDIES

Students explore and investigate the Ancient World. They learn about the history, society, and culture of ancient civilisations, such as of Greece and Rome. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies and examine the differing interpretations and representations.

MODERN HISTORY

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

COURSE CONTENT

ANCIENT STUDIES

STAGE 1 TOPICS

- Archaeology
- Ancient Egypt
- Ancient Rome

STAGE 1 - ASSESSMENT TASKS

- Assessment Type 1: Skills and Applications
- Assessment Type 2: Inquiry

STAGE 2 - ASSESSMENT TASKS

- Assessment Type 1: Skills and Applications
- Assessment Type 2: Connections
- External Assessment – Inquiry

MODERN HISTORY

STAGE 1 TOPICS

- Local History
- American Civil Rights Movement
- World War I
- Russian Revolution

STAGE 2 TOPICS

- The Rise of Nazism
- World War II
- The Cold War

STAGE 1 - ASSESSMENT TASKS

- Assessment Type 1: Historical Skills
- Assessment Type 2: Historical Study

STAGE 2 - ASSESSMENT TASKS

Students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1918, and consider their impact on the contemporary world.

- Assessment Type 1: Historical Skills
- Assessment Type 2: Historical Study
- Assessment Type 3: Examination

Students complete a 2-hour external examination that is divided into two sections:

Section 1: Essay

Section 2: Sources Analysis

SCIENCE - BIOLOGY

Biology is the Science of life. It's name is derived from the Greek words "bios" (life) and "logos" (study).

Biologists study the structure, function, growth, origin, evolution and distribution of living organisms.

COURSE CONTENT

STAGE 1 TOPICS

- Cells and Microorganisms
- Biodiversity and Ecosystem Dynamics
- Infectious Disease
- Multicellular Organisms

STAGE 1 - ASSESSMENT TASKS

During Year 11 (Stage 1) in each semester you can expect to undertake four assessment tasks including;

- 2 Tests
- 1 Practical Report
- 1 SHE Task

STAGE 2 TOPICS

- DNA and proteins
- Cells as the basis for life
- Homeostasis
- Evolution

STAGE 2 - ASSESSMENTS TASKS

During Year 12 (Stage 2) you can expect to undertake eight assessment tasks including;

- 3 - 4 Tests
- 2 - 3 Practical Report
- 1 SHE Task
- 1 external exam (online)

SCIENCE - CHEMISTRY

The future of Science is multidisciplinary, and Chemistry sits at the intersection of all Sciences. Chemistry is the study of matter, its properties and how/why substances interact. Although Chemistry is commonly perceived as scientists working in laboratories with white lab coats, it has far more practical uses than initially assumed. Stage 1 Chemistry is essential to Stage 2 Chemistry as it provides insight to the fundamental principles of Chemistry that is built on in Stage 2. Chemistry is often a prerequisite for many Science courses such as Forensics, Animal Science and Geoscience as well as the Health Sciences including medicine. Chemistry also provides pathways in engineering.

COURSE CONTENT

STAGE 1 TOPICS

- Materials and their Atoms
- Combination of Atoms
- Molecules
- Mixtures and Solutions
- Acids and Bases
- Redox Reactions

STAGE 1 - ASSESSMENT TASKS

During Year 11 (Stage 1) in each semester you can expect to undertake four assessment tasks including:

- 2 Tests
- 1 Practical Report
- 1 Science as a Human Endeavour (SHE) Task

STAGE 2 TOPICS

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

STAGE 2 - ASSESSMENT TASKS

During Year 12 (Stage 2) you can expect to undertake 8 assessment tasks including:

- 3 - 4 Tests
- 2 - 3 Practical Reports
- 1 Science as a Human Endeavour (SHE) Task
- 1 external exam

THE ARTS - CREATIVE ARTS

Creative Arts in Year 11 and 12 gives you the opportunity to learn about different arts types. This can include photography, film, craft, visual arts and digital media, plus much more by negotiation. You will learn skills in your chosen area that you will use to make a final product. This is a practical based subject with the tasks designed around your interests. Studying Creative Arts in the senior years will give you expert knowledge, build community networks and explore future career pathways.

COURSE CONTENT

- Specialised study within and across those Arts areas that are offered as subjects within the SACE.
- In their study of Creative Arts, students have opportunities to make connections with vocational education and training (VET) courses that they may be undertaking.
- Students design, create and produce Creative Arts products. These may be, visual artefacts, digital media, photography and video, public arts projects, community performances, presentations and installations.
- Students study the work of Creative Arts experts which provides students with in-depth knowledge of the artists' work and their roles and responsibilities within the Creative Arts.
- Students build a personal style by working in the Creative Arts and reviewing Creative Arts products. By analysing and evaluating Creative Arts products in different contexts and from various perspectives, students gain an understanding and appreciation of the ways in which Creative Arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

STAGE 1 - ASSESSMENT TASKS

ASSESSMENT TYPE 1: PRODUCT

- Students develop and present one Creative Arts product.

ASSESSMENT TYPE 2: FOLIO

- Inquiry - Research into skills and work developed by one Creative Arts Practitioner in your chosen area.
- Skills Assessment - Choose four skills that relate to your chosen area and develop them by practicing the technique and reflecting on it.

STAGE 2 - ASSESSMENT TASKS

ASSESSMENT TYPE 1: PRODUCT

- Students develop and present two Creative Art pieces.

ASSESSMENT TYPE 2: INQUIRY

- Students undertake two inquiries into an artist(s).

ASSESSMENT TYPE 3: PRACTICAL SKILLS

- Students choose 8-12 practical skills that will give them the techniques and experience to create their final product(s). They may choose a style to work in, and/or work within the style of an artist. All practical skills work needs to be negotiated with the teacher. This part of the course is externally assessed.

THE ARTS – DRAMA

Telling stories and representing our humanity to each other are basic human activities. They are the essence of Drama.

Students learn through creative problem-solving; generating, analysing, and evaluating ideas; developing personal interpretations of texts; learning to set goals and working collaboratively to achieve them; rehearsing, workshopping, and improvising solutions; as well as presenting their product or performance.

COURSE CONTENT

Students learn as artists and as creative entrepreneurs. They grow as cultural leaders by providing original and/or alternative artistic perspectives, viewpoints and stories.

STAGE 1 TOPICS

- Company and Performance
- Understanding and Responding to Drama
- Drama and Technology

STAGE 1 – ASSESSMENT TASKS

ASSESSMENT TYPE 1: PERFORMANCE

- Students undertake one group performance task

ASSESSMENT TYPE 2: RESPONDING TO DRAMA

- Students complete one responding to drama task

ASSESSMENT TYPE 3: CREATIVE SYNTHESIS

- Students complete one creative synthesis task

In Drama, students develop their creativity, collaboration, critical thinking and communication skills. Students apply the dramatic process to make meaningful drama for audiences.

STAGE 2 TOPICS

- Company and Production
- Exploration and Vision

The following assessment types enable students to demonstrate their learning in Stage 2 Drama. Students provide evidence of their learning through four assessments, including the external assessment component. Students complete:

STAGE 2 – ASSESSMENT TASKS

ASSESSMENT TYPE 1: GROUP PRODUCTION

- One group production task

ASSESSMENT TYPE 2: EVALUATION AND CREATIVITY

- Two evaluation and creativity tasks

ASSESSMENT TYPE 3: CREATIVE PRESENTATION

- One creative presentation

ESSENTIAL ENGLISH

Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry and drama texts. They analyse the interrelationship of author, text and audience. They explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. Students have opportunities to reflect on their personal values and those of other people by responding to ideas and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

COURSE CONTENT

Stage 1 Essential English is designed for a range of students. There is an emphasis on communication, comprehension, analysis, and text creation. This subject leads to Stage 2 Essential English and may also lead to other Stage 2 English subjects.

STAGE 1 - ASSESSMENT TASKS

ASSESSMENT TYPE 1 – RESPONDING TO TEXTS

- Film and novel studies
- Analysing created texts for purpose and meaning
- Analysing existing texts such as song lyrics

ASSESSMENT TYPE 2 – CREATING TEXTS

- Advocacy/persuasive writing
- Narrative writing

In Stage 2 Essential English, students respond to, and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students who complete 20 credits of this subject with a C grade or better will meet the literacy requirement of the SACE.

STAGE 2 - ASSESSMENT TASKS

ASSESSMENT TYPE 1 – RESPONDING TO TEXTS

- Film study
- Text analysis

ASSESSMENT TYPE 2 – CREATING TEXTS

- Narrative writing
- Advocacy writing

ASSESSMENT TYPE 3 – LANGUAGE STUDY (EXTERNAL ASSESSMENT)

- Exploring the use of language in different contexts

ENGLISH

Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry and drama texts. They analyse the interrelationship of author, text and audience. They explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. Students have opportunities to reflect on their personal values and those of other people by responding to ideas and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

COURSE CONTENT

Stage 1 English has an emphasis on responding to texts, creating texts and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry and drama texts.

STAGE 1 - ASSESSMENT TASKS

ASSESSMENT TYPE 1 – RESPONDING TO TEXTS

ASSESSMENT TYPE 2 – CREATING TEXTS

ASSESSMENT TYPE 3 – INTERTEXTUAL STUDY

In Stage 2 English, students analyse the interrelationships of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts.

STAGE 2 - ASSESSMENT TASKS

ASSESSMENT TYPE 1 – RESPONDING TO TEXTS

ASSESSMENT TYPE 2 – CREATING TEXTS

ASSESSMENT TYPE 3 – COMPARATIVE ANALYSIS (EXTERNAL ASSESSMENT)

STAGE 2 ENGLISH LITERARY STUDIES

Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry and drama texts. They analyse the interrelationship of author, text and audience. They explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. Students have opportunities to reflect on their personal values and those of other people by responding to ideas and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

COURSE CONTENT

Stage 2 English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts.

Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments and consider a range of critical interpretations of texts.

STAGE 2 - ASSESSMENT TASKS

ASSESSMENT TYPE 1 – RESPONDING TO TEXTS

ASSESSMENT TYPE 2 – CREATING TEXTS

ASSESSMENT TYPE 3 – EXTERNAL ASSESSMENT

- Text study
- Critical reading

The critical reading is a 90-minute examination developed by the SACE Board.

Critical Reading Exam as part of external assessment
- Assessment Type 3

A critical reading of one or more short texts. The short texts may be in a variety of forms (e.g. prose, fiction, non-fiction, poetry, texts with graphic or visual elements, or excerpts from film or soundtracks).

ESSENTIAL MATHEMATICS

In Essential Mathematics, there is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

COURSE CONTENT

STAGE 1 TOPICS

SEMESTER 1

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

SEMESTER 2

- Data in Context
- Measurement
- Investing

STAGE 1 - ASSESSMENT TASKS

In each semester of Stage 1 (Year 11) Maths you can expect to undertake four summative assessment tasks including :

- 3 Tests (one for each topic)
- 1 Investigation

In Stage 2, Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their Mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

STAGE 2 TOPICS

- Scales, plans and models
- Measurement
- Business applications
- Statistics
- Investments and loans
- Open topic

STAGE 2 - ASSESSMENT TASKS

During Stage 2 you can expect to undertake six to eight summative assessment tasks including:

- 4 - 6 Tests
- 1 - 3 Investigations
- 1 external exam

GENERAL MATHEMATICS

In Stage 2, General Mathematics extends student's mathematical skills in ways that apply to practical problem solving.

A problem-based approach covers a range of applications, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions and discrete modelling using networks and matrices.

COURSE CONTENT

STAGE 1 TOPICS

SEMESTER 1

- Statistical Investigation
- Measurement
- Applications of Trigonometry

SEMESTER 2

- Investing and Borrowing
- Linear and Exponential Function and their Graphs
- Matrices and Networks

STAGE 1 - ASSESSMENT TASKS

In each semester of Stage 1 (Yr 11) Maths you can expect to undertake four summative assessment tasks including:

- 3 Tests (one for each topic)
- 1 Investigation

STAGE 2 TOPICS

- Modelling with linear relationships
- Modelling with matrices
- Statistical models
- Financial models
- Discrete models

STAGE 2 - ASSESSMENT TASKS

During Stage 2 you can expect to undertake six to eight summative assessment tasks including:

- 4 - 6 Tests
- 1 - 3 Investigations
- 1 Externally Assessed Exam

PREREQUISITES FOR UNIVERSITY

Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring non-specialised background in Mathematics, such as Nursing, and for entry into the Defence Forces.

General Mathematics is also advised for electrical and electronic apprenticeships, although Methods is preferred, at least at Stage 1.

Check the SATAC guide and the websites for individual tertiary institutions for both prerequisites and assumed knowledge.

HOME ECONOMICS

Home Economics at a senior level can be completed in two different ways. Commercial Cookery is a TAFE recognised subject and Material Products is a Design & Technology subject.

COURSE CONTENT

STAGE 1 & 2 FOOD AND HOSPITALITY

This subject provides more flexibility for students who have a general interest in the Food and Hospitality Industry. The course allows students to develop their own practical choices within set criteria, with a focus on contemporary trends within the industry.

Assessment activities are divided into:

- Individual Practical Activities
- Group Activities
- One Investigation

STAGE 1 & 2 DESIGN AND TECHNOLOGY: MATERIAL PRODUCTS

Material Products in Home Economics is focused on Textiles. Students develop their skills in various textiles construction techniques and create a Folio of ideas that ultimately leads to the construction of a Major project, using Textiles as their working medium.

Assessment includes:

- Skills and Application Tasks
- Folio
- Major Product

COMMERCIAL COOKERY (VET)

Is heavily focused on developing core skills for working in the Hospitality Industry, including how to work within a team in a commercial kitchen, operating the equipment, following safe work principles and preparing food safely.

Assessment tasks include:

- Theory booklets
- Written Exams
- Practical Activities

Competency must be displayed in all aspects of assessment. Students can obtain between 10 – 15 SACE Credits.

INTEGRATED LEARNING STAGE 1: EVOLVE

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, their learning about themselves and their capabilities. Schools design Integrated Learning programs for a specific purpose, product or outcome according to the needs and interests of students in their local context. You can choose as many different subject focus areas as you like in any one year, and you may choose the same focus if it is running in each semester. At a Stage 1 level you can gain 20 SACE credits per semester.

COURSE CONTENT

The Evolve program is a holistic Health and Wellbeing Program run by a qualified Social Worker. The primary aim is to increase the knowledge base and capacity of young people and provide them with the tools to live a healthy, fulfilled and well balanced life with enhanced coping skills, while promoting empowerment, self-determination and the ability to make choices in one's life. The program hopes to take its participants on a journey to understanding of what it means to be healthy and well, and help them to develop a sense of control over their lives. In previous years, some areas of focus have included: physical health and nutrition, mental and emotional health and wellbeing, mentoring, volunteering and positive body image.

The structure of the course enables you (the student) to develop practical hands on life skills with a connection to community.

ASSESSMENT TASKS

ASSESSMENT TYPE 1: PRACTICAL EXPLORATION

Generally included both practical and theory based individual tasks.

ASSESSMENT TYPE 2: CONNECTIONS

These are generally group based activities with a link to the wider community

ASSESSMENT TYPE 3: PERSONAL VENTURE

This is a program themed task undertaken by an individual.

INTEGRATED LEARNING STAGE 1: FOODS

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, their learning about themselves and their capabilities. Schools design Integrated Learning programs for a specific purpose, product or outcome according to the needs and interests of students in their local context. You can choose as many different subject focus areas as you like in any one year and you may choose the same focus if it is running in each semester. At a Stage 1 level you can gain 20 SACE credits per semester.

COURSE CONTENT

In Foods we undertake a variety of practical food activities. An investigation into High Teas and then the implementation of a High Tea. We look at Pop Up restaurants and create our own temporary restaurant. Students have also explored lunch program opportunities as well as planned and conducted a food demonstration. Food challenges are also a fun part of this hands on creative class.

Students have to keep a weekly photographic journal of their undertakings in Foods, documenting the journey of learning.

The structure of the course enables you (the student) to develop practical hands on life skills with a connection to community.

ASSESSMENT TASKS

ASSESSMENT TYPE 1: PRACTICAL EXPLORATION

Generally included both practical and theory based individual tasks.

ASSESSMENT TYPE 2: CONNECTIONS

These are generally group based activities with a link to the wider community

ASSESSMENT TYPE 3: PERSONAL VENTURE

This is a program themed task undertaken by an individual.

INTEGRATED LEARNING STAGE 1: GARDEN

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, their learning about themselves and their capabilities. Schools design Integrated Learning programs for a specific purpose, product or outcome according to the needs and interests of students in their local context. You can choose as many different subject focus areas as you like in any one year and you may choose the same focus if it is running in each semester. At a Stage 1 level you can gain 20 SACE credits per semester.

COURSE CONTENT

In Garden we access three plots at the Community Garden space. Students plan, plant and nurture their garden to grow produce that is used to create recipe implementation later in the semester. They undertake an investigation in an area of choice related to gardening.

Students have to keep a weekly photographic journal of their undertakings at the Community Garden.

Students also have the opportunity to learn and develop specific gardening skills such as pruning, weed identification and control.

The structure of the course enables you (the student) to develop practical hands on life skills with a connection to community.

ASSESSMENT TASKS

ASSESSMENT TYPE 1: PRACTICAL EXPLORATION

Generally included both practical and theory based individual tasks.

ASSESSMENT TYPE 2: CONNECTIONS

These are generally group based activities with a link to the wider community

ASSESSMENT TYPE 3: PERSONAL VENTURE

This is a program themed task undertaken by an individual.

INTEGRATED LEARNING STAGE 1: LIFE SKILLS

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, their learning about themselves and their capabilities. Schools design Integrated Learning programs for a specific purpose, product or outcome according to the needs and interests of students in their local context. You can choose as many different subject focus areas as you like in any one year, and you may choose the same focus if it is running in each semester. At a stage 1 level you can gain 20 SACE credits per semester.

COURSE CONTENT

In Life Skills we focus on the practical, emotional and personal traits important in life. There is a big focus on community connections with guest speakers introducing the students to skills such as taxation, budgeting, resumes, interview skills, automotive issues, renting and medical services. Students also spend time volunteering with the residents at Longridge where they build relationships and work with their buddies to document their memoirs. They undertake an investigation in an area of choice related to the program focus.

The structure of the course enables you (the student) to develop practical hands on life skills with a connection to community.

Aspects of this course can be used towards Duke of Edinburgh completion.

ASSESSMENT TASKS

ASSESSMENT TYPE 1: PRACTICAL EXPLORATION

Generally included both practical and theory based individual tasks.

ASSESSMENT TYPE 2: CONNECTIONS

These are generally group based activities with a link to the wider community

ASSESSMENT TYPE 3: PERSONAL VENTURE

This is a program themed task undertaken by an individual.

INTEGRATED LEARNING STAGE 1: LOVE 'N' LIFE

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, their learning about themselves and their capabilities. Schools design Integrated Learning programs for a specific purpose, product or outcome according to the needs and interests of students in their local context. You can choose as many different subject focus areas as you like in any one year, and you may choose the same focus if it is running in each semester. At a Stage 1 level you can gain 20 SACE credits per semester.

COURSE CONTENT

In Love 'N' Life students explore the SHine curriculum around sexual health and wellbeing as well as the theory of colour and colour therapy. Five tasks are undertaken to achieve 20 SACE credits.

The structure of the course enables you (the student) to develop practical hands on life skills with a connection to community.

ASSESSMENT TASKS

ASSESSMENT TYPE 1: PRACTICAL EXPLORATION

Generally included both practical and theory based individual tasks.

ASSESSMENT TYPE 2: CONNECTIONS

These are generally group based activities with a link to the wider community

ASSESSMENT TYPE 3: PERSONAL VENTURE

This is a program themed task undertaken by an individual.

INTEGRATED LEARNING STAGE 1: PHOTOGRAPHY

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, their learning about themselves and their capabilities. Schools design Integrated Learning programs for a specific purpose, product or outcome according to the needs and interests of students in their local context. You can choose as many different subject focus areas as you like in any one year, and you may choose the same focus if it is running in each semester. At a Stage 1 level you can gain 20 SACE credits per semester.

COURSE CONTENT

In Photography students undertake a number of tasks, including elements of Photography, Positive quotes and links to personal photography, participate in a Photography Exhibition and or the Naracoorte Show and reflect on things that make us happy and document them.

Students are not required to have their own camera to undertake this subject. It is about how to take a good photo, not how to digitally manipulate photos.

The structure of the course enables you (the student) to develop practical hands on life skills with a connection to community.

The course content is based upon the subject focus that is chosen.

ASSESSMENT TASKS

ASSESSMENT TYPE 1: PRACTICAL EXPLORATION

Generally included both practical and theory based individual tasks.

ASSESSMENT TYPE 2: CONNECTIONS

These are generally group based activities with a link to the wider community

ASSESSMENT TYPE 3: PERSONAL VENTURE

This is a program themed task undertaken by an individual.

INTEGRATED LEARNING STAGE 1: RENO RESCUE

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, their learning about themselves and their capabilities. Schools design Integrated Learning programs for a specific purpose, product or outcome according to the needs and interests of students in their local context. You can choose as many different subject focus areas as you like in any one year and you may choose the same focus if it is running in each semester. At a Stage 1 level you can gain 20 SACE credits per semester.

COURSE CONTENT

In Reno Rescue students work with the Naracoorte Men's Shed to plan and build items fit for purpose. They need to keep a weekly journal and undertake a Design Folio as well as a number of OHS Workplace assessments. This is a practical hands on subject connecting strongly with the Naracoorte community.

The structure of the course enables you (the student) to develop practical, hands on life skills with a connection to community.

ASSESSMENT TASKS

ASSESSMENT TYPE 1: PRACTICAL EXPLORATION

Generally included both practical and theory based individual tasks.

ASSESSMENT TYPE 2: CONNECTIONS

These are generally group based activities with a link to the wider community

ASSESSMENT TYPE 3: PERSONAL VENTURE

This is a program themed task undertaken by an individual.

INTEGRATED LEARNING STAGE 1: STEP UP

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, their learning about themselves and their capabilities. Schools design Integrated Learning programs for a specific purpose, product or outcome according to the needs and interests of students in their local context. You can choose as many different subject focus areas as you like in any one year and you may choose the same focus if it is running in each semester. At a stage 1 level you can gain 20 SACE credits per semester.

COURSE CONTENT

The Step Up program is a Health and Wellbeing program run by a qualified Social Worker. The fundamental purpose of the Step Up program is to provide a positive, interactive and self-reflective personal development opportunity for young men. Divided into three key areas, the Step Up program addresses the physical, emotional and social components of successfully transitioning into adulthood, aiming to assist young men in their journey from adolescence to adulthood and offering engaging educational sessions, with subjects covered including relationships, substance use, finances, physical movement and nutrition, conflict management and the law.

Aspects of this course can be used towards Duke of Edinburgh completion.

The structure of the course enables you (the Student) to develop practical hands on life skills with a connection to community.

The course content is based upon the subject focus that is chosen.

ASSESSMENT TASKS

ASSESSMENT TYPE 1: PRACTICAL EXPLORATION

generally included both practical and theory based individual tasks.

ASSESSMENT TYPE 2: CONNECTIONS

These are generally group based activities with a link to the wider community

ASSESSMENT TYPE 3: PERSONAL VENTURE

This is a program themed task undertaken by an individual.

INTEGRATED LEARNING STAGE 1: THE ARTS

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, their learning about themselves and their capabilities. Schools design Integrated Learning programs for a specific purpose, product or outcome according to the needs and interests of students in their local context. You can choose as many different subject focus areas as you like in any one year, and you may choose the same focus if it is running in each semester. At a Stage 1 level you can gain 20 SACE credits per semester.

COURSE CONTENT

In The Arts students explore an area of interest with a focus on an area of The Arts. This could include Visual Arts, 3D Art, 2D Art, Music, Drama or any combination of the Arts.

Students have to keep a weekly photographic journal of their undertakings. They research and experiment with applications related to their chosen fields of interest.

Students come up with a final product in their area of interest. In the past students have written and performed music, uploaded their music and created Visual Art pieces for exhibition at the Naracoorte Show. They have also created sculptures and painted murals in the community.

The structure of the course enables you (the student) to develop practical hands on life skills with a connection to community.

Aspects of this course can be used towards Duke of Edinburgh completion.

ASSESSMENT TASKS

ASSESSMENT TYPE 1: PRACTICAL EXPLORATION

Generally includes both practical and theory based individual tasks.

ASSESSMENT TYPE 2: CONNECTIONS

These are generally group based activities with a link to the wider community

ASSESSMENT TYPE 3: PERSONAL VENTURE

This is a program themed task undertaken by an individual.

INTEGRATED LEARNING STAGE 1: TUMBELIN

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, their learning about themselves and their capabilities. Schools design Integrated Learning programs for a specific purpose, product or outcome according to the needs and interests of students in their local context. You can choose as many different subject focus areas as you like in any one year, and you may choose the same focus if it is running in each semester. At a Stage 1 level you can gain 20 SACE credits per semester.

COURSE CONTENT

Tumbelin is an adventure based therapy course run with the support of Baptist Care. Students need to have a keen interest in the outdoors and for assessment need to keep a photographic journal and undertake an investigation into minimal impact camping. Activities in the past have included bush walking, horse riding, surfing, adventure caving, rock climbing, abseiling, snorkelling and kayaking to name a few. It involves an overnight camp and a four day camp. Tumbelin can be used towards the Duke of Edinburgh Award.

The structure of the course enables you (the student) to develop practical hands on life skills with a connection to community.

ASSESSMENT TASKS

ASSESSMENT TYPE 1: PRACTICAL EXPLORATION

Generally included both practical and theory based individual tasks.

ASSESSMENT TYPE 2: CONNECTIONS

These are generally group based activities with a link to the wider community

ASSESSMENT TYPE 3: PERSONAL VENTURE

This is a program themed task undertaken by an individual.

INTEGRATED LEARNING STAGE 2: HEAD HEART HAND HOLIDAY: OFFERED TO BOTH STAGE 1 AND STAGE 2 STUDENTS.

Integrated Learning is a subject framework that enables students to make links between aspects of their lives, their learning about themselves and their capabilities. This Integrated Learning program focuses on volunteering to build a wash house in a Third World country, namely Cambodia, in the October school holidays. It also involves a self-purpose, self-development program. It can be used for the Residential component for the GOLD Duke of Edinburgh Award Scheme, or Physical Adventure for BRONZE or SILVER.

PLEASE NOTE: This subject requires extracurricular time and financial commitment.

COURSE CONTENT

Stage 2 Integrated Learning is a subject that is ATAR accredited and has been run out of the ILC Campus of Naracoorte High School, but has included students from both Campuses.

For a 20-credit subject, students need to provide evidence of their learning through six assessments, including the external assessment component.

Students undertake:

- At least two practical inquiries
- At least one connections task
- One personal endeavour

SCHOOL ASSESSMENT

ASSESSMENT TYPE 1: PRACTICAL INQUIRY

This will be made up of two tasks involving a planning portfolio and the completion of a Photographic journal outlying all aspects of the journey, pre, post and during the trip to Cambodia.

ASSESSMENT TYPE 2: PRACTICAL

Includes two group tasks:- the building of a wash house in Cambodia and a number of fundraising tasks to assist in the payment of the trip.

ASSESSMENT TYPE 3: PERSONAL ENDEAVOUR

This is a 2000 word - theory/research based individual project with student selected focus based on volunteering in Cambodia and travelling overseas.

EXTERNAL ASSESSMENT

GRAPHIC DESIGN (IPP)

Look around you. Design is EVERYWHERE – from your morning cereal box to a music festival poster to the process of ordering food at McDonald's, you wouldn't be looking at this information right now if it wasn't for the elements of Graphic Design.

Graphic Design (Information Processing & Publishing) is using information (such as a poster/flyer/menu), processing it (using the latest Adobe software) and publishing it. This can vary from designing posters, brochures, magazines, invitations and much more. This subject is creative, exciting and innovative.

COURSE CONTENT

- Stage 1 & 2 Graphic Design (IPP) focuses on three assessment types Practical, Folio and Issue Analysis.
- You will learn about the design principles and how to apply it to various different tasks including, posters, stationery, food packaging, brochures and magazine design.
- In IPP you are expected to work independently with the opportunity to develop your own ideas and create your own brand. This subject leads into many exciting career opportunities that link to many other subjects offered at Naracoorte High School.

STAGE 1 - ASSESSMENT TASKS

ASSESSMENT TYPE 1: PRACTICAL SKILLS TASK

This will be made up of several small tasks with a skills, technical knowledge and concept development focus

– All tasks are teacher directed

ASSESSMENT TYPE 2: ISSUES ANALYSIS

This is a research task set out as a report about issues relating to graphic design. Part of the assessment is knowing how to set up a report properly.

ASSESSMENT TYPE 3: FOLIO

Students investigate, plan, and design packaging for a fast food restaurant.

STAGE 2 - ASSESSMENT TASKS

ASSESSMENT TYPE 1: PRACTICAL SKILLS TASK

This will be made up of five Practical Skill Assessment Tasks which include designing a poster, stationary, cookbook, brochure, and soft drink packaging.

ASSESSMENT TYPE 2: ISSUES ANALYSIS

Includes the production of two current issues related to graphic design i.e. E-Waste, and presented in an essay and report format.

ASSESSMENT TYPE 3: EXTERNAL ASSESSMENT

This task is externally assessed by SACE. You will investigate, devise and produce a five page magazine of your choice.

DESIGN, TECHNOLOGY & ENGINEERING: INDUSTRY & ENTREPRENEURIAL SOLUTIONS

Design, Technology and Engineering, Woodwork, Metalwork or Textiles. Students develop the ability to create and develop products based on their own design using a range of manufacturing technologies such as tools, machines, equipment and/or systems to design and make individual products.

You will learn skills to research, analyse and construct timber or metal products of your choice.

In Design, Technology & Engineering you are expected to work independently with the opportunity to develop your own ideas and create your own products. This subject leads into many exciting career opportunities linked to many other subjects offered at Naracoorte High School.

This subject was created to give students a look at industry in relation to a chosen medium and enable students to complete two practical based subjects and still get the full 40 SACE credits at Stage 2.

(Material Solutions 20 Credits + Industry & Entrepreneurial Solutions 20 Credits)

COURSE CONTENT

STAGE 1 - ASSESSMENT TASKS

ASSESSMENT TYPE 1: SPECIALISED SKILLS TASKS

- Two Specialised Skills Projects involving skills for construction of major solution
 - Negotiated under direct teacher guidance
 - Teacher directed options provided

ASSESSMENT TYPE 2: FOLIO

- Students investigate, plan and design a product for their major solution.

SOLUTION:

- Using specialised skills learnt in Assessment Type 1 and apply it to create a product of your choice.

STAGE 2 - ASSESSMENT TASKS

ASSESSMENT TYPE 1: SPECIALISED SKILLS TASKS

- This is made up of two Skills Tasks and one Materials Application Task.

ASSESSMENT TYPE 2: DESIGN PROCESS AND PRODUCT

- Includes the production of a minor and major product.

ASSESSMENT TYPE 3: RESOURCE STUDY

- This task is externally assessed by SACE
- This assessment is a combination of an issues analysis, material applications task and includes parts of the design process.

DESIGN, TECHNOLOGY & ENGINEERING: MATERIAL SOLUTIONS

Design, Technology and Engineering, Woodwork, Metalwork or Textiles. Students develop the ability to create and develop products based on their own design using a range of manufacturing technologies such as tools, machines, equipment and/or systems to design and make individual products.

This subject was created to give students a look at industry in relation to a chosen medium and enable students to complete two practical based subjects and still get the full 40 SACE credits at Stage 2.

(Material Solutions 20 Credits + Industry & Entrepreneurial Solutions 20 Credits).

You will learn skills to research, analyse and construct timber or metal products of your choice.

In Design, Technology & Engineering you are expected to work independently with the opportunity to develop your own ideas and create your own products. This subject leads into many exciting career opportunities linked to many other subjects offered at Naracoorte High School.

COURSE CONTENT

STAGE 1 - ASSESSMENT TASKS

ASSESSMENT TYPE 1: SPECIALISED SKILLS TASKS

- Two Specialised Skills Projects involving skills for construction of major solution
 - Negotiated under direct teacher guidance
 - Teacher directed options provided

ASSESSMENT TYPE 2: FOLIO & SOLUTION

- Students investigate, plan and design a product for their major solution.
- Using specialised skills learnt in Assessment Type 1 and apply it to create a product of your choice.

STAGE 2 - ASSESSMENT TASKS

ASSESSMENT TYPE 1: SPECIALISED SKILLS TASKS

- This is made up of two Skills Tasks and one Materials Application Task.

ASSESSMENT TYPE 2: DESIGN PROCESS AND PRODUCT

- Includes the production of a minor and major product.

ASSESSMENT TYPE 3: RESOURCE STUDY

- This task is externally assessed by SACE
- This assessment is a combination of an issues analysis, material applications task and includes parts of the design process.

MATHEMATICAL METHODS AND SPECIALIST MATHEMATICS

Mathematical Methods provides the foundation for further study in Mathematics, Economics, Computer Sciences and the Sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

When studied together with Specialist Mathematics, this subject can be a pathway to Engineering, Physical Science and Laser Science.

COURSE CONTENT

STAGE 1 TOPICS

SEMESTER 1

- Topic 4: Counting and Statistics
- Topic 3: Trigonometry
- Topic 1: Functions and Graphs

SEMESTER 2

- Topic 2: Polynomials
- Topic 5: Growth and Decay
- Topic 6: Introduction to Differential Calculus

STAGE 1 - ASSESSMENT TASKS

In each semester of Stage 1 (Year 11) Maths you can expect to undertake four summative assessment tasks including :

- 3 Tests (one for each topic)
- 1 Investigation

Stage 1 Mathematical Methods is strongly recommended for studying Stage 2 Physics and Chemistry

STAGE 2 TOPICS

- Further differentiation and application
- Discrete random variables
- Integral calculus
- Logarithmic functions
- Continuous and random variables and the normal distribution
- Sampling and confidence intervals

STAGE 2 - ASSESSMENT TASKS

During Stage 2 you can expect to undertake six to eight summative assessment tasks including:

- 4 - 6 Tests
- 1 - 3 Investigations
- 1 Externally Assessed Exam

PREREQUISITES FOR UNIVERSITY

Mathematical Methods and Specialist Mathematics are prerequisites for a number of University courses, including Mathematics, Engineering, Computing Science, Physical Science, Nanotechnology, Biomedical Science, Medicine/Surgery, Space Science and Astrophysics, Veterinary Bioscience, Data Science, Industrial and Applied Mathematics.

Check the SATAC guide and the websites for individual tertiary institutions for both prerequisites and assumed knowledge.

THE ARTS - MUSIC

It's about playing an Instrument, Composing Music (using all your theory skills) and Producing Music (Using Technology).

- You MUST play an Instrument or Sing (in front of People)
- You will Compose Music (Using Music Theory)
- You will participate in concerts and play in small groups
- You will use Music Technology to create and master your own music.

COURSE CONTENT

STAGE 1 - ASSESSMENT TASKS

ASSESSMENT TYPE 1: CREATIVE WORKS

- Solo Performance on your chosen instrument (3-5 minutes, at least 2 contrasting pieces)
- Group Performance on your chosen Instrument (3-5 minutes, at least 2 contrasting pieces)
- Arrangement - a harmonisation and arrangement of a given melody
- Composition Folio using Music Technology

ASSESSMENT TYPE 2: MUSICAL LITERACY

- A Performance Review
- Responding to Musical works (Using Musical Language to talk about chosen Music)
- Identifying and Troubleshooting Music Technology

Four Assessments per semester are to be completed and made from a mixture of the above tasks.

STAGE 2 – MUSIC SOLO OR GROUP PERFORMANCE - ASSESSMENT TASKS

SCHOOL-BASED ASSESSMENT

- 12-16 Minutes Solo or Group Performance
- Written discussion and reflection written - 800 words

EXTERNAL ASSESSMENT

- 6-8 Minutes Group or Solo Performance
- Evaluation of 500 words
This is SOLO or GROUP (not both)

STAGE 2 – MUSIC STUDIES - ASSESSMENT TASKS

SCHOOL-BASED ASSESSMENT

- Creative Works 10-12 minute Performance
- Creators Statement - 750 Words
- Set of 3 Music Literacy Tasks

EXTERNAL ASSESSMENT

- 2 hour Examination
- Music Theory and Aural Skills

PHYSICAL EDUCATION

Physical Education at a SACE level has a strong focus on academics, with participation in sports, theme-based games, laboratories and fitness. The connection of In, Through and About movement is used to explore movement concepts and strategies through these physical activities and promote participation and performance outcomes.

COURSE CONTENT

STAGE 1:

Stage 1 Physical Education will have a focus on two assessment types:

STAGE 1 - ASSESSMENT TASKS

ASSESSMENT TYPE 1: PERFORMANCE IMPROVEMENT

Students will participate in physical activity focusing on one or more movement concepts or strategies to improve their performance. Students will demonstrate their knowledge through reflection of their own or others performances. This may include activities such as Biomechanics of Surfing, Engine Room through Ultimate Frisbee and Touch Football.

ASSESSMENT TYPE 2: PHYSICAL ACTIVITY INVESTIGATION

Students will participate in physical activity and explore how personal, social and cultural factors can influence participation. Students will need to collect and present data as evidence. This may include activities such as Group Task activities with a focus on modified games, Korfbal V's Netball and inclusivity for differently enabled students.

Students will be assessed on their Application, Communication and Exploration, Analysis and Reflection.

Students do not receive a grade for their practical performance as per SACE Guidelines. Topics covered are negotiable by student's interests.

One Semester of Stage 1 Physical Education is to be completed to do Stage 2 Physical Education.

STAGE 2:

Stage 2 Physical Education has three focus areas with three assessment types.

STAGE 2 - ASSESSMENT TASKS

The focus areas are delivered through an integrated approach where opportunities are provided for students to undertake, and learn through a wide range of authentic activity.

ASSESSMENT TYPE 1: DIAGNOSTICS

Includes two assessment tasks and can include a range of concepts and activity based skills. This may include but not limited to Biomechanics, Energy Systems, Information Processing Model and Psychology of Learning.

ASSESSMENT TYPE 2: IMPROVEMENT ANALYSIS

Students undertake one improvement analysis task. The analysis has two interconnected parts - portfolio of evidence and evaluation.

This may include topics such as fitness components through training programs or individual skill improvement in a chosen sport.

ASSESSMENT TYPE 3: GROUP DYNAMICS

This is an externally assessed component. The group task undertaken is negotiated as a class and factors in class size and interests.

Students are assessed on:

- Application and Communication
- Analysis and Evaluation

Students do not receive a grade for their practical performance as per SACE guidelines. Topics covered are negotiable by student's interests.

SCIENCE - PHYSICS

Physics is the study of the very big and the very small. From subatomic particles to the motion of the planets, Physics is also the study of how the world works. It has applications in: building, body movement, engineering, medical imaging, electronics, sensing and much more. You can expect to learn about how and why our world works the way it does.

At Stage 1, Physics gives you an excellent background in how things work which has applications in most trades and numerous University courses. Physics is a pre-requisite or presumed knowledge for all Engineering, many Health Science courses and most Science courses.

COURSE CONTENT

STAGE 1 TOPICS

- Linear Motion and Forces
- Electrical Circuits
- Heat
- Energy and Momentum
- Waves
- Nuclear models and Radioactivity

STAGE 1 - ASSESSMENT TASKS

During Year 11 (Stage 1) in each semester you can expect to undertake four assessment tasks including:

- 2 Tests
- 1 Practical Report
- 1 Science as a Human Endeavour (SHE) Task

STAGE 2 TOPICS

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

STAGE 2 - ASSESSMENT TASKS

During Year 12 (Stage 2) you can expect to undertake 8 assessment tasks including:

- 3 - 4 Tests
- 2 - 3 Practical Report
- 1 Science as a Human Endeavour (SHE) Task
- 1 external exam

STAGE 2 COMMUNITY STUDIES

Stage 2 Community Studies A may be undertaken as a 10-credit or a 20-credit subject, although this subject is non ATAR accredited.

In developing an individual program of learning around his or her interests, knowledge, and skills, each student prepares a contract of work to undertake a community activity in one of the following six areas of study:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation and the Community
- Science, Technology and the Community
- Work and the Community

As part of their program of learning, students may undertake a community activity that applies to more than one area of study. The area of study chosen should reflect the primary focus or emphasis of the activity. Students may choose as many Community Studies subjects as they want, but must all be different subjects. Community Studies DOES NOT count towards an ATAR.

COURSE CONTENT

- Stage 2 Community Studies students choose a focus area from those listed above.
- For a 20-credit subject, students need to complete a contract of training and put together 120 hours of documented evidence of their learning journey.
- For a 10-credit subject, students need to complete a contract of training and put together 60 hours of documented evidence of their learning journey.

In this subject, students are expected to:

1. Negotiate, plan, and make decisions about a community activity and develop challenging and achievable individual goals for the contract of work.
2. Identify and apply existing knowledge and skills, including literacy and numeracy skills, and identify one or more capabilities for focused development.
3. Work individually and with others.
4. Locate, select, organise and use ideas, resources and information.
5. Learn in a range of settings, including the school and the local or wider community .
6. Take practical action in the community.
7. Seek feedback from the community.
8. Present the activity to the community.
9. Evaluate and reflect on the completion of the contract, the feedback received and their own learning.

ASSESSMENT TASKS

SCHOOL ASSESSMENT

ASSESSMENT TYPE 1: CONTRACT OF WORK

Which includes:

- Development of Contract
- Folio of evidence
- Community Activity

EXTERNAL ASSESSMENT

ASSESSMENT TYPE 2: REFLECTION

- The reflection should be a maximum of 500 words if written or a maximum of 3 minutes if oral, or the equivalent in multimodal form for 10 credits and double for 20 credits.

THE ARTS - VISUAL ARTS

Visual Arts is a general term used to describe any combination of artistic form including: Fine Arts, Decorative Arts, Applied Arts, Craft, Graphic Design, Industrial Design, Fashion Design and Media Arts.

COURSE CONTENT

- Stage 1 & 2 Visual Arts focuses on three assessment types: Practical, Folio and a Visual study.
- The structure of the course enables you (the Student) to develop unique artworks, express your personal interest and opinions while exploring a range of art styles, materials, techniques and artists, linked to your ideas and concepts.
- The course content is quite independent based with many opportunities to negotiate task content and focuses.
- Stage 1 has a combination of teacher directed and independent learning tasks.
- Stage 2 is all student choice with a focus on developing independent themes, concepts and original art works.

STAGE 1 - ASSESSMENT TASKS

ASSESSMENT TYPE 1: FOLIO

- This will be made up of several small tasks with a skills, technical knowledge and concept development focus with all tasks being teacher directed.

ASSESSMENT TYPE 2: PRACTICAL

- This is student directed development and production of an original art work.

ASSESSMENT TYPE 3: VISUAL STUDY

- This is a research based project approx. 750-1000 words with visual examples.

STAGE 2 - ASSESSMENT TASKS

ASSESSMENT TYPE 1: FOLIO

- This will be made up of 40 A3 pages of research, exploration and notation towards the development of two Resolved Artworks.

ASSESSMENT TYPE 2: PRACTICAL

- Includes the production of two Resolved Artworks with written supporting statements of 500 words each.

ASSESSMENT TYPE 3: VISUAL STUDY

- This is a 20 A3 Page and 2000 word theory research based project with practical examples – student selected focus.