



Westminster School

YEAR 11 – 2020

Curriculum Booklet



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STAGE TWO COURSES:

Some Year 12 subjects will be available in 2020 subject to student numbers. At the time of writing these will be:

Stage 2 Biology
Stage 2 Dance (for those already on an advanced program)
Stage 2 Music (courses may vary)
Stage 2 Psychology
Stage 2 Scientific Studies

As well as gaining provisional approval on the Approval Form from the relevant teacher, and selecting these subjects online, students should complete the additional application form, available at the Senior School Office.

This should be submitted alongside with their Subject Preference and Approval Form.

Further information is provided at the end of this information guide.



GENERAL INFORMATION THE SENIOR YEARS CURRICULUM

WHAT IS THE 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 demonstrates that students have acquired a certain level of knowledge and skills important to employment, training or study goals. The SACE is internationally recognised, and is the main way South Australian students get into University and TAFE courses in South Australia, interstate and overseas.

The SACE is flexibly designed to meet the needs of students of all abilities taking into account their interests, strengths and career aspirations. Families, higher and further education providers, employers and the community can also be confident that students achieving the SACE are prepared for their chosen pathways – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). Students will be able to study a wide range of subjects and courses as part of the SACE. Stage 2 of the SACE builds upon the work completed at Stage 1 and helps students to focus on subject content but also in the areas of their capabilities.

WHAT ARE SOME OF THE FEATURES OF THE SACE?

As part of the SACE students:

- receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognised by the SACE Board
- are able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken
- receive A to E grades at every Stage 1 and A+ to E- for Stage 2 SACE subjects
- are expected to gain and demonstrate essential skills and knowledge for their future, focusing on the seven Capabilities (Literacy, Numeracy, ICT, Critical and Creative Thinking, Personal and Social, Ethical Understanding and Intercultural)
- have 30 per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including exams, practical performances and presentations
- have external moderators check the school-assessed parts of Stage 2 subjects to ensure consistent grading across the State

WHERE CAN I FOUND MORE INFORMATION ABOUT THE SUBJECTS BEING OFFERED FROM 2020?

Information and updates about the SACE are posted regularly on the SACE Board website at www.sace.sa.edu.au. Specific information for students can be found at the following link: <https://www.sace.sa.edu.au/studying>.



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THE REQUIREMENTS TO ACHIEVE THE SACE

To gain the certificate students must earn 200 credits. Ten credits are equivalent to one semester or six month's study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

- a Personal Learning Plan at Stage 1 (completed in Year 10), worth 10 credits
- at least 20 credits towards Literacy from a range of English/English as a Second Language studies at Stage 1
- at least 10 credits towards Numeracy from a range of Mathematics studies at Stage 1 (at Westminster all students are expected to undertake 2 semesters of Maths at Stage 1 Level)
- a semester long project of extended studies called the Research Project at Stage 2, worth 10 credits
- completion of at least 60 additional credits in Stage 2 subjects and courses

Westminster students will usually study **5 subjects** in Year 12.

The importance of the compulsory elements is reflected in the requirement that students must achieve either a grade A, B, C (or equivalent) in these subjects to complete the SACE successfully.

In addition to the compulsory elements, students will choose from a wide range of subjects and courses to earn the remaining 90 credits to gain the SACE. These include subjects and courses from either Stage 1 or Stage 2.



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Requirements

Year 10

Personal Learning Plan

10

Year 11 (Stage 1) or Year 12 (Stage 2)

Literacy (from a range of English subjects and courses)

20

Numeracy (from a range of mathematics subjects and courses)

10

Year 12 (Stage 2)

Research Project

10

Other Stage 2 subjects and courses*

60+

Year 11 or 12 (Stages 1 or 2)

Other subjects or courses of the student's choice

UP TO
90

Total

200

● Stage 1 compulsory subjects and courses

● Stage 2 compulsory subjects and courses

● Stage 1 or Stage 2 compulsory subjects and courses

● Other subjects and courses

**Many students will complete subjects or courses worth more than 70 credits at Stage 2.*

NB: Research Project and all Year 12 courses must be passed with a 'C-' grade or higher. PLP must be passed with a 'C' grade or higher.



UNIVERSITY and TAFE ENTRY from 2020

CURRENT QUALIFICATION ARRANGEMENTS FOR UNIVERSITY ENTRY

Gaining the SACE is the main method used by South Australian students to gain admission into university and TAFE courses. However, there are a number of other things students need to know to be eligible to apply. Students studying for the SACE and applying for entry into University must:

- complete the South Australian Certificate of Education (SACE)
- complete at least 90 credits at Stage 2 (Year 12) in the SACE (including 60 credits of approved full year university entry subjects)
- complete pre-requisite requirements for some university courses
- obtain an Australian Tertiary Admission Rank (ATAR)

ATAR CALCULATIONS

The Australian Tertiary Admissions Rank

The ATAR is an indicator of how well a student has performed relative to other secondary school students across Australia. It is derived from their university aggregate and is reported on their Tertiary Entrance Statement, provided they are eligible to receive one, as a number between 0 and 99.95.

The ATAR ranks the cohort on their academic performance via a percentile ranking. To be eligible a student must complete at least 90 credits of study at Stage 2 level (minimum of 60 credits must be 20 credit Tertiary Admission Subjects (TAS)), and must meet the rules of combinations and counting restrictions. Scores from the best 90 credits are combined and scaled to make a University Aggregate out of 90. The percentage of students gaining that aggregate score or better is calculated as a percentile distribution with intervals of 0.05. Further information on the ATAR and lists of courses available is provided in the latest South Australian Tertiary Institutions Tertiary Entrance Guide booklet.

The 90 credit university aggregate

All university-bound Stage 2 students who are completing the SACE in 2019 will need to undertake 90 credits of study to achieve a university aggregate and an Australian Tertiary Admissions Rank (ATAR). The new rules are published in SATAC's Tertiary Entrance booklet. A university aggregate is the best possible score calculated from results subject to counting restrictions and precluded combinations.

In addition to qualifying for the SACE, for an ATAR, students need to:

- comply with rules regarding precluded combinations and counting restrictions
- obtain the first 60 credits of their aggregate from 20 credit TAS (or a valid pair)
- understand that Recognised Studies (e.g. VET, higher education) can only count to a maximum of 20 credits and can only count in the **Flexible Option (see below)**
- know that the contribution of the **Flexible Option** towards the aggregate will always be the best combination of scaled scores derived from the results remaining after the first 60 credits of the aggregate have been calculated



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Applications for university and TAFE courses are handled by the South Australian Tertiary Admissions Centre (SATAC). See the [SATAC tertiary entrance booklet](#) for full details, or visit the [SATAC website](#) for more information. The following link contains an explanatory handout for schools. Any SACE subjects that are not TAS cannot count in the aggregate. <http://www.satac.edu.au/pages/resources-for-schools--2/>

Tertiary Admission subjects

These are Stage 2 SACE subjects that the Universities have agreed are acceptable for University selection purposes. The Universities require students to study a minimum number of credits of TAS to be eligible to receive a selection score or rank. While most subjects in the SACE are recognised as TAS, there are some that won't be recognised by the Universities for the purposes of calculating an ATAR. These non-TAS subjects include Community Studies, Modified subjects (for students with severe disabilities) and the version of the Research Project subject which doesn't include a common written assessment.

NOTE: SA UNIVERSITIES DO NOT REQUIRE ENGLISH BUT ALMOST ALL INTERSTATE UNIVERSITIES DO. PLEASE ENSURE YOU CHECK THE PRECISE ENTRY REQUIREMENTS PRIOR TO FINALISING YOUR CHOICES.

Normally 10 credit subjects do not count towards this requirement but some 10 credit subjects in the same area, when studied in pairs, can substitute for a 20 credit subject. These are called Valid Pairs. Such subjects are identified in the SACE subject table.

Prerequisite requirements: To be able to apply for some University undergraduate courses particularly in the areas of Science, Engineering, Mathematics and Computer Science. Students need to achieve a C or better in specific SACE subjects. These are known as prerequisite subject requirements are listed each year in SATAC's Tertiary Entrance booklet, also found at <http://www.satac.edu.au/pages/undergraduate-entry-requirements>.

SACE Planner

A SACE help sheet to assist students in designing their courses is available at <https://www.sace.sa.edu.au/documents/652891/3177536/SACE+Planner+2014.pdf/ad4ae454-5f5a-468b-a8ac-0e10298c7294>. Please note you will need to create a login to access the Planner, which is also available on the School's website.

UNIVERSITY ENTRY in 2020 onwards

Due to the current ATAR calculation system we insist that all students select 5 electives to maximise their academic opportunities at this time. During the academic counselling process individualised arrangements will be made subject to the results obtained in the Research Project and existing Stage 2 subject study.

What is the *flexible option*?

South Australia's universities will recognise some alternatives to a full-year university entry subject as part of the calculation of the ATAR. The score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from:

- the scaled score of a 20 credit TAS
- half the scaled score of one or more 20 credit TAS
- the scaled score of one or more 10 credit TAS
- scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits



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Recognised studies

The SACE Board of South Australia may recognise a range of non-SACE subjects that can count towards the SACE. The Universities may also agree to these studies being able to contribute to the calculation of the ATAR. The Vice-Chancellors of South Australia's Universities have suggested recognised studies could include university subjects, International Baccalaureate subjects, interstate Year 12 subjects and Vocational Education and Training (VET) qualifications at Cert III or higher. For more information about VET and to check the VET Recognition Register, visit <https://www.sace.sa.edu.au/web/vet/vet-coordinators/vet-recognition-register>.

Students wishing to undertake these studies can do so with confidence in the knowledge that their results will be considered in the calculation of the ATAR and TAFE SA Selection Score. All other studies, including university subjects, are not pre-approved. University subjects, in particular, must be checked for suitability. This includes ensuring they are part of Bachelor degree level studies and are not introductory in nature (a good rule of thumb is that an alternative to the learning cannot be accessed through normal SACE Tertiary Admissions Subjects).

Where students are planning on including other learning as Recognised Studies in their SACE it is important to make sure as early as possible that the learning will not only count towards completion of the Certificate, but also towards the TAFE SA Selection Score and the ATAR. Where possible, this should be confirmed in Year 10 or 11. Please discuss this with the Director of Learning or Careers Counsellor.

Will subjects be 'scaled' for University selection?

All results (i.e.: subject achievement scores) for SACE subjects contributing to a student's ATAR will continue to be scaled. Scaling is a process which converts student's subject scores into tertiary entrance points in each of their SACE Stage 2 (Year 12) subjects so that the achievements in different subjects can be compared. This means that when different subjects are used to calculate an ATAR, the process is fair to all students. For comprehensive details regarding scaling go to <http://www.satac.edu.au/pages/scaling>

Are all subject combinations allowed?

Some combinations of subjects are not allowed to count towards University entrance, generally because the subjects are similar. These are called "**precluded combinations**". For example, if a student studies English Communications and English Studies, only one of these can count towards a student's ATAR. Also there are limits on how many subjects in the same area can count even if the subjects aren't precluded combinations. These are called "counting restrictions" (for example trying to count Australian History and Modern History). Precluded combinations and counting restrictions are listed each year in SATAC's Tertiary Entrance booklet.

Precluded combinations and counting restrictions are listed each year in the [SATAC tertiary entrance booklet](#).

Can "related pairs" of subjects count towards the ATAR?

Yes. Two related half-year (10 credit) Stage 2 subjects can be counted as one full-year (20 credit) Stage 2 subject to count towards university entrance and an ATAR. For example, two half-year (10 credit) Stage 2 music subjects may count as a full-year tertiary entrance subject. These are known as "valid pairs" and are listed each year in SATAC's Tertiary Entrance booklet.

How long will subjects completed as part of the current SACE be able to count towards the ATAR?

Current SACE subjects will always be able to count towards a student's ATAR. However, the ATAR can only be calculated using results from a student's best three years of Stage 2 SACE studies.



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TAFE ENTRY REQUIREMENTS

Like the requirements for University entry, there have been changes to the TAFE entry requirements. Full details can be found at: <http://www.skills.sa.gov.au/>

The completion of the SACE can meet the Minimum Entry Requirements for most of TAFE SA courses. TAFE also considers a variety of other qualifications in its entry and selection processes, although minimum entry requirements differ according to the level of the TAFE course.

For **Certificate I level** courses there are no Minimum Entry Requirements.

For entry to **Certificate II level** courses students must:

- meet a literacy standard by successfully completing 20 credits of Stage 1 English, or the equivalent
- meet a numeracy standard by successfully completing 10 credits of Stage 1 Mathematics, or the equivalent.

For entry to **Certificate III** and higher students must achieve the SACE and obtain a TAFE Selection Score. To gain a TAFE Selection Score students must:

- have completed 60 credits of Tertiary Admissions Subjects, or 40 credits of Tertiary Admissions Subjects and 20 credits of Recognised subjects
- comply with rules regarding precluded combinations (two subjects are considered a precluded combination if they are defined by TAFE SA as having significant overlap in content.). We recommend that students and families check the SATAC booklet at the previous address given for details.

For **Certificate IV level** courses and higher students must achieve the SACE and gain a TAFE SA Selection Score.

There are other ways to meet Minimum Entry Requirements for Certificate II and above. For full details go to <https://www.tafesa.edu.au/courses/award-courses> and click on each course.



DESIGNING A COURSE

For students studying the SACE in 2020 and beyond

Before making final decisions about subjects to be taken at Stage 1 (or Stage 2), students and parents should talk together, consult with Heads of House and **subject teachers** and, if necessary, the Careers Counsellor and the Director of Learning and consider carefully the following:

- the interest and ability the student has in subject areas considered for further study
- information from reports, assessments, examination results and vocational guidance testing which indicate the student's strengths and weaknesses
- the career areas the student might pursue based on interest and ability
- the compulsory SACE subjects
- the compulsory Westminster requirement which includes 2 units of mathematics at Stage 1
- a good balance of subjects
- the possibility of interstate or international study, where English may be a compulsory requirement

Too often, career choice is considered paramount and the need for a broadly-based course (especially at Stage 1), which is the foundation of an education for living, is overlooked. However, some universities seem increasingly interested in rigorously academic programs.

Many courses of further study do have certain school subjects as pre-requisites. If a student is considering a future application for entry into tertiary study or further training, it is essential that ***enquiries be made as soon as possible to discover the precise subjects and levels that are expected as pre-requisites or are recommended by such organisations.*** This information is available in the Job Guide, which each student in Years 10, 11 and 12 will receive, and in brochures available in the Careers Room. Up-to-date information is supplied as it becomes available.

While the School will give all assistance and information possible in these matters, the onus lies on the students and their parents to secure the precise, authoritative details they require for each institution. The Careers counsellor, Mrs Jenny Howland is available for discussions on appointment.

Our Careers Room has a very well-equipped library and can supply a great deal of up-to-date information but the service it gives is fully effective only if students and their parents are aware early enough of the decisions they must make when selecting possible career paths.

PLEASE REMEMBER THE PROVISION OF ANY SUBJECT IS DEPENDENT ON DEMAND FOR THAT CLASS, TEACHER AVAILABILITY AND THE FACILITY RESOURCES.

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SUBJECT CHOICE AT STAGE 1 (YEAR 11) – How many subjects?

Students choose courses totaling 120 credits.

1. All students study 20 credits of an English or English as a Second Language course. In preparation for Year 12, students are encouraged to reflect whether they wish to study interstate or in another country, and check whether English is a compulsory requirement. It is not for South Australian study except for ESL students (dependent on Visa requirements) but is in most other states. This is an important reason to continue English in Year 12.
2. All students study at least 20 credits of a Mathematics course. Some will complete more. The courses selected will depend upon the previous study and aspirations for Year 12.
3. All students will undertake the compulsory Research Project worth 10 credits. This will be completed during Semester 1.
4. All students will have a lesson of Careers Education in Semester 1 and a lesson of RAVE in Semester 2.
5. There are 4 remaining elective lines. Students will select the equivalent of 8 semester electives, each worth 10 credits. A full year subject (eg: Physics) counts as 2 electives. Students may choose 8 semester electives or 4 full year electives. Alternatively, students can select a mixture of semester and full year electives.
6. We run Vocational Educational Training (VET) Units if there is a demand. These will still allow a student to get a SACE result and often carry credit for TAFE courses. If a student is interested they need to discuss this with the Director of Learning or the VET Coordinator, Mrs Jenny Howland.

HOW TO SELECT YOUR COURSE

WESTMINSTER SCHOOL STUDENTS

Subject selection will be completed online at www.selectmysubjects.com.au

Steps to follow:

- Step 1** Consider career options, performance, level of enjoyment and discuss with parents, Careers Counsellor, Curriculum Leaders (teachers), Heads of House and any other source.
- Step 2** View the Year 11 Curriculum Booklet available online at www.westminster.sa.edu.au
Enter the site > Click on the Menu tab
Select Community > Parents > Senior School > Curriculum Information
Click on '2020 Year 11 - Curriculum Booklet'
- Step 3** Select your subjects on the Subject Selection Planner (which is to be used for your purposes only, and does not need to be handed in)
- Step 4** Discuss choices with your Curriculum Leader for each subject you have chosen. You **must** obtain a signature from your current teacher or from the curriculum leader for the subject for each subject you intend to study, using the **Approval Form** attached on the website. You can also get a copy from the Senior School Office
- Step 5** Discuss your selections with your Head of House and/or the Director of Learning
- Step 6** Discuss your selections with your Parents and gain their required signatures



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- Step 7** Complete the online subject selection process – a Web Preference Access Guide and Code will be issued to you. **It is anticipated that the Online Subject Selection will open on Monday 5 August 2019 and close on Friday 16 August 2019.** The online form/receipt must be printed and signed by yourself and your parents. **The completed Online Subject Selection form must be returned to the Senior School Office by Monday 19 August 2019, prior to Step 7 and the signed Approval Form must be attached.** Students who do not meet this deadline will find restrictions imposed on their subject selections.
- Step 8** Attend an interview with Student Counsellor, Head of House and Director of Learning to discuss your choices. **You will be notified of the time of your interview by your Head of House.**

STUDENTS NEW TO WESTMINSTER

If you have been sent a Web Preference Access Guide and Code, then please follow the steps above (as this means that you have enrolled prior to the Web Preferences being put online).

If you have not been sent a Web Preference Access Guide and Code, then please follow the steps below as a New Student to Westminster.

- Step 1** Consider career options, performance, and level of enjoyment and discuss with parents, Careers Counsellor, Heads of Faculty (teachers), Heads of House and any other source at your current school.
- Step 2** View the Year 11 Curriculum Booklet available online at www.westminster.sa.edu.au
Enter the site > Click on the Menu tab
Select Community > Parents > Senior School > Curriculum Information
Click on '2020 Year 11 - Curriculum Booklet'
- Step 3** If necessary; contact our Director of Learning, Ms Andrea Sherwood to discuss your selections.
- Step 4** Select your subjects on the Subject Selection Planner provided with your information.
- Step 5** Discuss your selections with your Parents.
- Step 6** **Please return the Subject Selection Planner, including signatures of Student and Parent/Carer, to the Westminster Senior School Office by Monday 19 August 2019 or as soon as possible if that date has already passed.**

When selecting options for Year 11 you will be required to select some **additional electives** (in order of preference) from the **'free choice'** selection. When designing the subject lines for the timetable we will attempt to assign students to classes so as to accommodate their highest preferences first but it may be necessary to reserve preferences.

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THE CUT OFF DATE TO CHANGE SUBJECTS IS THE END OF WEEK 2 OF EACH SEMESTER

The provision of all courses depends upon the pattern of student subject selections and the availability of teachers and other resources.

Unfortunately, it is not always possible to accommodate the total number of different subject combinations in a timetable. Every year a small number of students will have to reassess their choices.

Similarly, when initial subject selections have been made and final decisions have been reached about which subjects will be scheduled, a subject may be withdrawn from being offered and it may be necessary to revise your choices. We will, however, do everything possible to accommodate the subject selections of each student.

PARENTS OF A STUDENT WHO IS NOT RETURNING TO WESTMINSTER SCHOOL MUST INFORM THE PRINCIPAL, IN WRITING, AS SOON AS POSSIBLE, THAT THE STUDENT WILL BE LEAVING AT THE END OF 2018.

SUBJECT SELECTION CALENDAR

YEARS 11 AND 12 STUDENTS in 2020

Many opportunities are available to students at Westminster for assistance in planning their future directions and choosing appropriate subjects on the way to achieving their goals.

This year the following dates are important in the decision-making process.

Week 1	Monday 22 July 2019	2020 Year 11 and 12 Curriculum Information Night
Week 3-4	Monday 5 August – Friday 16 August 2019	Subject Selections to be completed online using Web Preferences
Week 5	Monday 19 August – Friday 23 August 2019	Year 12 Students in 2020 Interviews
Week 6	Monday 26 August – Friday 30 August 2019	Year 11 Students in 2020 Interviews

NOTE: Some interviews may have to be held after school to ensure they are completed by the end of term. Students will be allocated to subjects based upon the priority given to them in their selections and their aptitude for the course of study. If all of these factors are equal then the date on which the *Online Subject Selection Form* is submitted may be used to allocate students to a course that is 'oversubscribed'. Students with late returns will not necessarily have all subject choices available to them.



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Study of Stage 2 and VET Subjects in Year 11

Students **who have studied a Stage 1 subject in Year 10** will find the Stage 2 pathway on Web Preferences and may select these accordingly. **Admission is not automatic.**

Students who are considering a Stage 2 at Year 11, who have not completed Stage 1 study, should refer to the information below. Selection of a Stage 2 subject must be accompanied by the **additional Application Form** for all students.

Year 11 students should note that the following will be taken into consideration before approval for Stage 2 study is given:

- Information provided in the additional **Application Form**. (see online for the form)
- Prior academic achievement in related subjects at Year 10
- Stage 1 study in Year 10
- Results of discussion in interviews

Students who complete Stage 2 courses will not automatically be eligible for a 'study line'.

Students who undertake Stage 2 Workplace Practices (Marden College) are not guaranteed a study line.

Students who wish to study a VET course should seek advice from Mrs Jenny Howland and then meet with Ms Andrea Sherwood, Director of Learning, to discuss their study program.

Subject Levies for Elective Subjects

From Year 9 onwards some elective subjects incur additional costs, which are now published in the Curriculum Information Booklets, on the relevant page. These additions cover the costs of materials within the course and must be billed individually as not all students study the same suite of electives from the broad range available. The published costs are indicative and based on 2019 costs.



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CURRENT CONTACTS AT WESTMINSTER SCHOOL AND USEFUL INFORMATION

Key contacts

Mr David Wallage	Head of Senior School	dwallage@westminster.sa.edu.au
Ms Andrea Sherwood	Director of Learning	asherwood@westminster.sa.edu.au
Mr Tony Ritson	Head of Senior Students/SACE Coordinator ...	tritson@westminster.sa.edu.au
Mrs Jude Depold	PLP / Research Project Coordinator	jdepold@westminster.sa.edu.au
Mrs Kate Johns	Current Head of Year 8	kjohns@westminster.sa.edu.au
Mrs Jane Edwards	Current Head of Year 7	jedwards@westminster.sa.edu.au
Mrs Jenny Howland	Student Counsellor / VET Coordinator	jhowland@westminster.sa.edu.au

Curriculum Leaders

Mrs Angela Phillips	Mathematics	aphillips@westminster.sa.edu.au
Mr Richard Noone	English	rnoone@westminster.sa.edu.au
Mrs Kat Elliott	History and Geography	kelliott@westminster.sa.edu.au
Mr Ty Cheesman	Business and Entrepreneurship	tcheesman@westminster.sa.edu.au
Mr Jason Greenslade	Science	jgreenslade@westminster.sa.edu.au
Mrs Natalie Ziedas	Creative Arts	nziedas@westminster.sa.edu.au
Mr Michael Degenhart	Music	mdegenhart@westminster.sa.edu.au
Ms Carolyn Obst	Dance	cobst@westminster.sa.edu.au
Mr John Doherty	Drama	joherty@westminster.sa.edu.au
Mrs Wendy Lampard	LOTE	wlampard@westminster.sa.edu.au
Mr David Tiller	Physical Education	dtiller@westminster.sa.edu.au
Mr Darren McLachlan	Technology	dmclachlan@westminster.sa.edu.au
Mr Terry McDevitt	RAVE	tmcdevitt@westminster.sa.edu.au
Mr Gordon Begg	Outdoor Education	gbegg@westminster.sa.edu.au
Mr Farley Briggs	Student Diversity	fbriggs@westminster.sa.edu.au
Mrs Rebecca Forrest	Library/ICT	rforrest@westminster.sa.edu.au
Mrs Jude Depold	PLP / Research Project Coordinator	jdepold@westminster.sa.edu.au

House Heads

Mr Trevor Orman	Carter	torman@westminster.sa.edu.au
Mr Adam Burford	Clark	aburford@westminster.sa.edu.au
Ms Rachel Abercrombie	Dunstan	rabercrombie@westminster.sa.edu.au
Mr Rob McLean	Fereday	rmclean@westminster.sa.edu.au
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Mrs Tanya Jones	Fricker	tjones@westminster.sa.edu.au
Ms Dee Barton	Heaslip	dbarton@westminster.sa.edu.au
Miss Alice Kelly	Jeffries	akelly@westminster.sa.edu.au
Mrs Kate Inglis	Kelly	kinglis@westminster.sa.edu.au
Mrs Michelle Payne	Woollacott	mpayne@westminster.sa.edu.au

Useful Websites

SACE Board	www.sace.sa.edu.au
SATAC	www.satac.edu.au
Adelaide University	www.adelaide.edu.au
Flinders University	www.flinders.edu.au
Uni SA	www.unisa.edu.au
TAFE SA	www.tafe.sa.edu.au
My Future	www.myfuture.edu.au



RELIGIOUS AND VALUES EDUCATION

All Year 11 students participate in structured regular sessions of Religious and Values Education during Year 11.

GENERAL AIM AND PHILOSOPHY

It could be argued Australia is an increasingly secular and materialist society where a laissez-faire attitude is accepted and where almost anything is permitted provided it does not hurt others. Life can seem increasingly frenetic and there is little time in the crowded and instrumental curriculum. A central dimension of religion, however, or indeed of modern research on mental health & wellbeing, is that **time is needed for silence and reflection**. It is recognised that through silence and reflection students come to know themselves better and find an inner life and calm as the central part of their lives and identity.

Philosophy and Religion Studies seek to redress the imbalance when education solely stresses the cognitive, or indeed STEAM in the absence of inter-cultural learning and critical literacy. In the 1970s, some Philosophers of Education stressed the idea of 'Rational Autonomy' as an educational aim, but emphasis on this alone can develop the rational side of human nature at the expense of the emotional and affective, closing people off to the fullness of human personal growth, and a sense of awe, wonder and the 'sacred'. International & Australian researchers & academics such as Bouma, Tacey, & Burroughs have written widely on this.

Religious education touches on issues of life and death, good and evil, social justice, sexuality and relationships, marriage and divorce in a way unmatched by other disciplines. However, the subject does not simply transmit knowledge, it explores core values for each individual. These values offer an alternative perspective to materialism, helps students to gain inner confidence and helps them to recognise the value of silence, gentleness, compassion, concern for others and personal responsibility.

Digital resources & lesson plans cover **ecology, war ethics, the problem of evil, personal ethics, and metaphysical contemplation of life after death**. Some content is delivered through Guest Speakers, and Seminar or Reflection Days, which are an enjoyable and challenging experience for students and staff.

In Philosophy, and Religion Studies, the **Community of Inquiry** model is promoted, whereby students hone listening, reasoning and communication skills. The aim is to facilitate democracy in the classroom, values clarification and excellence in thinking skills in the education of the whole person.

CAREERS EDUCATION: WORKPLACE PRACTICES STAGE 1

This subject will not be regularly timetabled but students will be supported through some lessons, information in SEQTA and individual appointments with the Career Counsellor/VET Coordinator, Mrs Jenny Howland.

AIMS AND OBJECTIVES

1. To provide students with technique to enhance their learning including time management and organisation.
2. To provide students with information so that they can make important decisions regarding their future careers directions.
3. To allow students to investigate jobs of their choice in order to discover personal and educational requirements.
4. To give students a chance to discover their interests, skills and abilities, and to understand how these personal attributes relate to a career.
5. To help students learn job-seeking skills and to gather useful documents in a personal portfolio.
6. To encourage students to develop their self-awareness, self-confidence and the ability to communicate effectively.
7. To foster in students a positive attitude towards the world of work.
8. To introduce students to community career information resources.
9. To empower students to accept responsibility for their future directions.

In this subject, students are expected to:

1. demonstrate knowledge and understanding of industry and work
2. develop and apply relevant work skills
3. identify and investigate processes and issues related to work, industry, and the workplace
4. work independently and with others
5. review, and reflect and report on, their experiences, abilities, interests, and aspirations in relation to planning for work and future pathways.

CONTENT

Workplace Practices is a 10-credit subject Stage 1. It has three areas of study:

- Industry and Work Knowledge or
- Vocational Learning or
- Vocational Learning and VET.

Most Year 11 students will look at Vocational learning through the Work Experience program. Some may choose to do a VET course or a combination of VET and Work Experience

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 Workplace Practices:

- Assessment Type 1: Folio: this includes a Job Investigation, Work on OHS, Trade Unions and the development/ update of their Personal Resume
- Assessment Type 2: Performance in a structured workplace either through Work Experience or VET
- Assessment Type 3: Reflection. Students will write a reflection on their experience: 800-1000 words



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WORK EXPERIENCE

Work Experience now takes place at the end of Term 2 in Year 11. It is possible for students to undertake further Work Experience if this is negotiated with the Careers Counsellor/VET Coordinator and the Director of Learning.

Work Experience operates under an Act of Parliament; hence there are legal requirements that have to be fulfilled. Work placement agreement forms must be prepared for every work experience placement. These forms are provided by the School. Personal details need to be completed by the student and the forms signed by both the student and parent. The name of the work placement provider needs to be filled in and the form and then returned to school. The form is then sent with a letter from the school to the work experience provider. Please note that it is not to be sent by the student or parent. **NO STUDENTS MAY MAKE HIS OR HER OWN CASUAL ARRANGEMENTS FOR WORK EXPERIENCE.** Students are not paid for work experience in South Australia.

Students on work experience are covered by special insurance which the School takes out on behalf of its students. A small fee to cover these insurance and administrative costs is charged to the student's account.



LEARNING RESOURCE CENTRE (LRC)

The Senior School Learning Resource Centre is no longer a place just for the circulation of books. With the increase in technology this Centre has changed to reflect many new resources and modes of access.

The LRC is a physical and virtual learning environment where literacy, inquiry, thinking, imagination, discovery, and creativity are central to students' information to knowledge journey. It is an area of the school that helps develop their personal, social and cultural growth.

We have created online environments where students can access electronic databases, journals, e-books, audiobooks, digitally streamed videos and a referencing generator. Students can borrow a variety of audio-visual equipment. We have created inspiring spaces where staff and students can teach and learn in diverse ways.

The Bartlett Room and Large Seminar Room have been fitted with electronic whiteboards and data projectors to enable staff to teach using dynamic methods. We have also created welcoming spaces in which students can relax and work collaboratively or participate in individual study.

There is a qualified Librarian to assist students with their curriculum and research needs in addition to readers' advisory.

The LRC is open from 8.00am to 5.00pm each school day with the exception of the last day of term where we close at 1.00pm. These extended opening hours allow students to work after school in a safe supportive environment.



ACCOUNTING

This subject is a one semester course.

ASSUMED PRIOR KNOWLEDGE

Completion of an appropriate Year 10 HASS subject at a satisfactory level would be advantage, but not essential.

PATHWAYS

Stage 1 Accounting will provide an excellent foundation for the study of Stage 2 Accounting, and has transferable skills and knowledge applicable to the study of Stage 2 Business Innovation, Economics and Legal Studies.

STUDY DESCRIPTION

The study of Accounting gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making. Students develop an understanding of the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes for organisational and business applications. They also learn how to interpret financial information and how to convey this information to interested users. The focus capabilities for this subject are communication, work, and learning.

COURSE CONTENT

Accounting practice and accounting activities

The **practice of accounting** is the process of identifying, measuring, and communicating economic information to facilitate informed decision-making for the stakeholders, as well as to enable control and discharge of accountability by management.

Accounting activities are the actions taken within this process.

Accounting concepts and conventions

The following selected concepts and conventions underpin the accounting focus areas and inform the practice of accounting studied at Stage 1:

- accounting entity
- accounting period
- consistency
- duality
- legal entity
- materiality
- relevance
- faithful representation.



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The subject is structured around three focus areas:

- understanding accounting
- understanding financial sustainability
- perspectives in accounting.

These focus areas are underpinned by the following learning strands:

- financial literacy
- stakeholder information and decision-making
- innovation.

These learning strands outline the knowledge, skills, understanding, and capabilities fundamental to the learning in the subject.

OUTCOMES

In this subject, students are expected to:

- understand the role of accounting in decision-making
- understand and explore accounting concepts and conventions
- apply accounting concepts and conventions to create accounting information
- understand the accounting information needs of a range of stakeholders
- explore the use of, apply, and analyse accounting information in business, personal, and/or cultural contexts
- apply communication skills in an accounting context.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1 Accounting:

Assessment Type 1: Accounting Skills

In the set of accounting skills tasks, students demonstrate and apply understanding of accounting concepts and conventions to create accounting information. They develop an understanding of the accounting information needs of stakeholders and the role of accounting in decision-making. Students explore, apply, and analyse accounting information to meet the needs of stakeholders. Using appropriate terminology, students communicate accounting information.

Scenarios for an accounting skills task may include, for example:

- preparing a balance sheet and/or income statement based on provided data. Students calculate appropriate ratios to assist a relevant stakeholder review the performance of the business.
- researching the set-up costs of a new business, such as an online graphic design business. Students also examine possible sources of finance for the start-up business. They synthesise their findings and present these as an infographic.
- developing different budget options as part of a proposal for a school event, such as the school formal. Students research different venue, catering, and entertainment options, as well as funding alternatives. They present their findings to the student council.



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Assessment Type 2: Accounting Inquiry

In an accounting inquiry, students identify (or are provided with) an accounting-related opportunity or issue in which to inquire and demonstrate their learning by:

- providing evidence of their research
- interpreting their findings
- preparing a conclusion and/or recommendations which communicates their findings effectively.

Scenarios for an accounting inquiry may include, for example:

- interviewing the school's business manager to find how the financial information of the school is recorded, managed, and reported. Students inquire into the stakeholders of this information and research how the information is presented to stakeholders in order to meet their needs. Students present their findings as an article for an accounting software magazine.
- researching a contemporary accounting-related issue, such as cryptocurrencies. As part of their research, they undertake a survey to gauge community perception of the issue. Students present their findings as a podcast for young investors.
- contacting school graduates who have undertaken accounting-related studies. Students inquire into the different career paths the graduates have followed or created for themselves. Students synthesise their findings and present these as a career advice session for people considering accounting as a career path.
- researching how accounting practices have developed over time and consider possible future developments. As part of their research, they interview someone who prepares accounting information, such as the school's accounts payable/receivable officer, a business manager, an accountant, or a business owner. Students prepare a poster to communicate their findings.



AGRICULTURE AND HORTICULTURE

This subject can be studied as a one semester course or for a full year.

ASSUMED PRIOR KNOWLEDGE

Nil

STUDY DESCRIPTION

The program of study is based around a combination of themes. Resources from Sturt Grove Farm are utilised, and a program that is of interest and relevance to the cohort is developed. Past programs have placed an emphasis on Viticulture, Animal Nutrition, Agribusiness, and Livestock Anatomy and Physiology.

COURSE CONTENT

SACE approved curriculum focusses on two key themes –

- Principles of Agriculture
Plant and animal physiology, plant and animal health, Agriculture production skills, Innovation and technology
- Enterprise Management
Plant and animal production, marketing, business planning, environmental management

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1 Agriculture.

- Assessment Type 1: Agricultural Reports
Examples of these include practical reports, research reports, and practical assessments
- Assessment Type 2: Applications
Examples of these include essays, extended responses, and presentations



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BIOLOGY

This subject can be studied as a one semester course or for a full year.

ASSUMED PRIOR KNOWLEDGE

Successful completion of a full year of study in Year 10 Science is required. Students who do not meet this requirement should discuss their choice with the Curriculum Leader for Science before making their selection.

STUDY DESCRIPTION

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.

In their study of biology students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations of biology-related issues and innovations.

Completion of either or both of these 10-credit courses will provide students with a sound basis for future studies in Biology, but it is not a mandatory pre-requisite for Stage 2 Biology.

COURSE CONTENT

Biology A (Units 1 & 2 – 10 Credits)

Unit 1

Cells & Micro-organisms

In this topic, students examine the development of the cell theory, the exchange of materials, and processes required for cell survival. Students use the microscope and digital modelling to study the structure and function of cells, and investigate ways in which matter is recycled and energy is transformed and transferred in the biochemical processes of photosynthesis and respiration.

Students learn about the conditions necessary for the growth and survival of microorganisms, their role in decomposition and food spoilage, and innovative uses of microorganisms.

Students extend their numeracy skills in this topic through understanding and using scientific measurements. In considering the fundamental significance of cells and microorganisms, and recognising the impacts of new innovations and technologies on individuals and society, students extend their personal and social capability.

Unit 2

Infectious Diseases

In this topic, students examine the various agents that can cause infectious diseases, including viral, bacterial, and other parasitic pathogens.

Students examine how infectious disease agents spread, enter hosts, and cause immune responses. They make comparisons to the function of immune systems in other organisms.

Students study how biotechnology has contributed to not only the understanding of the human immune system but also the development of vaccinations and other advances in the treatment of disease.

Students evaluate the impact that infectious diseases have on populations across the global community, including factors that affect spread, control, and treatment of infectious disease.



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Biology B (Units 3 & 4 – 10 Credits)

Unit 3

Multicellular Organisms;

In this topic, students examine the structure and function of various multicellular organisms, which could include the investigation of human, other animal, and/or plant systems. Students examine the hierarchical structure of organisms and look at the arrangement and characteristics of cells, tissues, organs, and organ systems. They consider the structure and function of various organ systems in human beings and other species, including specific attributes of the circulatory, respiratory, excretory, and digestive systems in animals. Students also investigate the factors that affect plant growth and to learn about the structure and function of leaves and their role in photosynthesis. Students develop an understanding of how biotechnology has contributed to not only the understanding of how systems within multicellular organism function together but also how it has enabled new development of medical treatments based on genetic factors. By investigating the effects of lifestyle choices, new medical treatments, and organ donation, students extend their ethical understanding and personal and social capability.

Unit 4

Biodiversity and Ecosystem Dynamics.

In this topic, students investigate diverse ecosystems, exploring the range of biotic and abiotic components to understand the dynamics, diversity, and underlying unity of these systems. They develop an understanding of the processes involved in the movement of energy and matter in ecosystems.

Students investigate ecosystem dynamics, including interactions within and between species, and interactions between abiotic and biotic components of ecosystems. They also investigate how measurements of abiotic factors, population numbers and species diversity, and descriptions of species interactions, can form the basis meaningful comparisons between ecosystems. Students use classification keys to identify organisms, describe the biodiversity in ecosystems, and investigate patterns in relationships between species.

When undertaking fieldwork, students individually and/or collaboratively collect first-hand data, which enhances their numeracy capability.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 Biology.

Assessment Type 1: Investigations Folio (such as practical Reports, essays, presentations)

Assessment Type 2: Skills and Applications Tasks (often including tests under “exam” conditions)

For a 10-credit subject, students provide evidence of their learning through four summative assessments. Each assessment type will have a weighting of 25%.

Other formative assessments will provide a broader picture of the student’s progress leading up to a summative piece of work, but their achievement is not usually used as evidence in their final mark.

Students complete:

- one practical investigation;
- one investigation into science as a human endeavour;
- two skills and applications tasks.

OUTCOMES

By the completion of a course of study in Biology, students should be able to:

- design and carry out practical work in the laboratory and/or the field;
- research and present plausible solutions to problems;
- discuss biological issues, experiments and events in the classroom;
- describe some of the relationships between Science and Society.



CHEMISTRY

This subject is usually studied for a full year, but may be taken for Semester 1 only. The second semester of Chemistry may only be chosen having selected the first semester.

ASSUMED PRIOR KNOWLEDGE

Successful completion of a full year of study in Year 10 Science is required. Students who do not meet this requirement should discuss their choice with the Curriculum Leader for Science before making their selection.

STUDY DESCRIPTION

The study of Chemistry offers opportunities for students to develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature to reduce the environmental impact of chemical products and processes.

COURSE CONTENT

Semester 1

Topic 1: Materials and their atoms

Topic 2: Combining atoms

Topic 3: Molecules

Semester 2

Topic 4: Mixtures and solutions

Topic 5: Acids and Bases

Topic 6: Redox reactions

OUTCOMES

By the completion of a course of study in Chemistry, students should be able to:

- design, carry out and interpret experiments safely and efficiently;
- research and present plausible solutions to problems;
- discuss chemical phenomena in terms of current theories and principles;
- explain behaviour of important classes/families of chemicals;
- describe the relationship between Science and Society;
- be well prepared for future studies in Chemistry.



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ASSESSMENT

The student's achievement is to be measured against performance standards in two key areas:

- Investigation, Analysis and Evaluation
- Knowledge and Application

The following types of assessment will be completed each semester:

- **Assessment Type 1: Investigations Folio**
 - One Practical Investigation
 - One Investigation into Science as a Human Endeavour
- **Assessment Type 2: Skills and Applications Tasks**
 - Two tests per semester

CHINESE (BACKGROUND SPEAKERS)

This is a one semester or full year subject.

ASSUMED PRIOR KNOWLEDGE

Stage 1 Chinese Background Speakers course is designed for students who have a background in Chinese, and who have had more than 1 year of full-time education in Chinese-speaking countries.

STUDY DESCRIPTION

This is an extended level course in which four designated learning requirements will be assessed:

- interact with others to exchange and explain information, ideas and opinions in Chinese
- create texts in Chinese to express ideas, opinions, and perspectives on contemporary issues
- analyse, evaluate, and respond to texts that are in Chinese
- examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

There are four prescribed themes

- **China and the World** – aspects of political and historical developments, the environment, population issues and policies
- **Modernisation and Social Change** – exploring topics from educational change and social/employment opportunities, the impact of technology, the changing roles and expectations of women and men, youth issues
- **The Overseas Chinese-speaking Communities** – exploring Chinese contributions in Australia, cultural evolution and adaptation
- **Language in Use in Contemporary China** – exploring writers in the Chinese language, the internet and contemporary films

COURSE CONTENT

Semester 1

- Text Production: A piece of writing about the Education system in China and Australia
- Interaction: Conversation with the teacher about the Chinese globalisation
- Text Analysis: Responding to a Chinese article about Chinese environment and answer related questions in Chinese and English
- Investigation: (Part A – Reflective essay in English on a selected topic for investigation; Part B – Oral presentation in Chinese about a selected topic for investigation)



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Semester 2

- Text Production: A piece of writing about the women social status in China
- Interaction: Conversation in Chinese to discuss cultural differences between Chinese and Australia
- Text Analysis: Responding to a Chinese article about the impact of technology and answer related questions in Chinese and English
- Investigation: (Part A – Reflective essay in English on a selected topic for investigation; Part B – Written response in Chinese about a selected topic for investigation)

OUTCOMES

- The Chinese Background Speakers course benefits the overall education of Chinese background students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge
- The course provides a clearer understanding and appreciation of the cultural contexts in which Chinese is used
- The ability to reflect on the students' own and other cultures
- Understanding of language as a system
- The ability to use Chinese to communicate with others, in conjunction with other learning and social skills, may increase students' vocational opportunities

ASSESSMENT

- **Assessment Type 1: Interaction**
- **Assessment Type 2: Text Production**
- **Assessment Type 3: Text Analysis**
- **Assessment Type 4: Investigation**

Ten summative tasks are designed to assess all four learning requirements:

- 70% continuous assessment interaction, text production, text analysis, investigation
- 30% exam (internal), conversation (interaction), text analysis tasks, written paper (including text production)

Note: The final grade submitted to the SACE Board of SA will only include assessment results achieved in the 10 summative tasks

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CHINESE (CONTINUERS)

This is a full year subject.

ASSUMED PRIOR KNOWLEDGE

Year 10 Chinese or an equivalent standard (Grade 'B' or higher).

STUDY DESCRIPTION

This is an extended level course in which four designated learning requirements will be assessed:

- interact with others to exchange information, ideas, opinions and experiences in Chinese
- create texts in Chinese to express information, feelings, ideas and opinions
- analyse texts that are in Chinese to interpret meaning
- examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication

There are three prescribed themes

- **The Individual** – aspects of one's personal world such as sense of self, aspirations for the future, personal values, opinions, ideas, relationships with others
- **The Chinese-speaking Communities** – exploring topics from the perspective of groups within those communities or the communities as a whole, reflecting also upon one's own culture
- **The Changing World** – exploring change as it affects the world of work, considering topics such as technology, trade and tourism

COURSE CONTENT

Semester 1

- Text Production: a piece of writing in Chinese about aspirations or travel plan
- Interaction: Conversation with the teacher in Chinese about school life and personal future plan
- Text Analysis: Responding to Chinese articles and answer related questions in Chinese and English
- Investigation: (Part A – Reflective essay in English on a selected topic for investigation; Part B – Oral presentation in Chinese about a selected topic for investigation)



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Semester 2

- Text Production: Magazine article or letter in Chinese regarding studying Chinese/foreign language, studying abroad, future or a healthy lifestyle
- Interaction: Conversation in Chinese to discuss cultural differences between Chinese and Australia
- Text Analysis: Responding to Chinese articles and answer related questions in Chinese and English
- Investigation: (Part A – Reflective essay in English on a selected topic for investigation; Part B – Oral presentation in Chinese about a selected topic for investigation)

OUTCOMES

- Chinese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge
- Provides clearer understanding of the culture, traditions, beliefs, attitudes and values of more than 1.4 billion Chinese speakers
- The ability to communicate in Chinese, in conjunction with other skills, may increase students' vocational opportunities

ASSESSMENT

- **Assessment Type 1: Interaction**
- **Assessment Type 2: Text Production**
- **Assessment Type 3: Text Analysis**
- **Assessment Type 4: Investigation**

N.B. An end-of-semester exam is assessed and recorded within student reports.



CREATIVE ARTS FACULTY

Creative Arts - Photography

This subject can be studied as a one semester or a full year course.

ASSUMED PRIOR KNOWLEDGE

It is desirable that a student has studied photography at an earlier year level, but not essential. Discussion with the Curriculum Leader is advised if a student has had no previous experience.

STUDY DESCRIPTION

Photographic technology is becoming increasingly more prevalent in today's society. The ability to understand this technology and to be discerning about the visual world is a valued skill. Photography offers students a chance to develop both technical skills (camera functions and programs) and creative thinking processes through their folios and products. Emphasis is placed on investigation of ideas and methods of historical and contemporary photographers to gain a greater appreciation of the medium and to aid in the broadening of a student's knowledge.

The study of Creative Arts - Photography in Year 11 supports future learning in Stage 2 Creative Arts - Photography and in the area of Stage 2 Visual Arts-Art or Stage 2 Visual Arts-Design.

Students will:

- visually express thoughts and ideas through photographic imagery
- understand creative concepts used by photographers in the creation and presentation of work
- develop an understanding of the creative process used in developing concepts
- develop a greater visual awareness of their environment
- pursue their own ideas and themes in negotiation with the teacher for major assignments
- understand the links between past and present photographic methods and photographers
- understand and operate the functions of the camera

COURSE CONTENT

This course consists of 2 major components: Product and Folio which are worked on concurrently throughout the semester. The specific tasks in Semester 1 and 2 differ, enabling students the opportunity to study Creative Arts – Photography for a full year.

The following assessment types enable students to demonstrate their learning in Stage 1 Creative Arts – Photography:

- **Assessment Type 1: Product 70%**
(with supporting folio)
- **Assessment Type 2: Folio 30%**
(Investigation and practical skills)



SCHOOL BASED ASSESSMENT

Assessment Type 1: Product

(1 product plus support folio for 10 credits)

Students develop and present a photographic product in negotiation with their teacher. Students also prepare and present a record of the materials and processes used to support the investigation, development and production of the product.

The record of support materials should include evidence of:

- critical analysis of the creative process
- investigation of relevant concepts and creative arts practice
- development and production processes
- individual and/or collaborative work
- critical reflection on the process and product(s).

Assessment Type 2: Folio

(10 credits)

The folio is a document of a students learning, creative thinking, research, experimentation and reflection.

The folio consists of two parts:

- investigation
- practical skills

Investigation

Students undertake a 750 word investigation. As part of the Investigation students undertake a review in which they:

- critique one or more practitioner's creative art products that are closely related to the chosen area of investigation
- summarise and make conclusions about the findings of the investigation
- communicate personal aesthetic opinions on creative arts issues
- evaluate their own learning.

Practical skills

Students conduct a focused exploration, application and evaluation of a skill appropriate to the area of photography. This assessment type is designed to enable students to further develop, refine and apply their photographic skills, provide samples of these skills and evaluate the ways in which their skills have developed and improved.

LEVY INFORMATION

This subject has a levy of \$80



DANCE

It is highly recommended that students undertake a full year of Dance if intending to study the Stage 2 Dance course the following year.

ASSUMED PRIOR KNOWLEDGE

Experience is desirable. Students of high ability but without experience must exhibit a strong interest in the performing arts and be able to work co-operatively within a group setting. The prerequisites for those without experience are as follows:

- undergo an interview
- perform an audition
- demonstrate a passion for the art form

PATHWAYS

Stage 2 Dance

STUDY DESCRIPTION

Stage 1 Dance has a practical focus and provides students opportunities to study a range of techniques and styles. Students study dance as a performing art subject and as an important component of the local and global arts industry.

COURSE CONTENT

Technique 20%

The practical skills associated with dance may be practiced through a range of methods or techniques. It is not necessary for the skills to be taught through one specific dance genre. This area of study focuses on the development of physical skills such as posture and alignment, placement, coordination, control, balance, flexibility, and strength.

Composition 25%

Students through the introduction of a range of approaches to dance-making are provided with opportunities to explore and respond imaginatively to a variety of stimuli, processes, and methods. This may include constructing a dance composition by manipulating movement phrases, the use of improvisation to generate dance material or the involvement of structured problem-solving tasks. Students will have the opportunity for their created works to be showcased to an audience.



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Performance or Presentation 30%

The dance performance or presentation offers students the opportunity to develop skills in one or more roles. Students have opportunities to participate in and reflect on the planning, choreographic rehearsal process, and performance of a dance work or works. Students will have the opportunity to perform in Dance productions – 'Dance Allsorts' Semester 1 and 'The SACE examination performance' Semester 2.

Analytical Response 25%

Students have opportunities to gain an appreciation of the various social and cultural contexts from which dance develops. Students in this area of study produce analytical responses to dance works, evaluating the use of elements such as choreography, lighting/set/costume design, soundscape and the use of technology/multimedia. Students also have the opportunities to explore and research contemporary dance practice and innovations, and various historical perspectives on dance.

OUTCOMES

In this subject students are expected to:

- demonstrate knowledge and understanding in the application of dance techniques, in the context of safe dance practice
- improvise and experiment with dance composition in communicating to an audience
- respond to, and critically analyse dance, using vocabulary and terminology
- demonstrate the skills required as a dance performer
- understand the use of various forms of technology in dance creation and production
- reflect on the various relationships that interconnect in the process of staging dance
- appreciate the contribution that dance makes to the life of a community of cultural group
- develop life skills that include communication, cooperation and problem solving

ASSESSMENT

In each semester students need to complete the following four assessment components:

- **Assessment Type 1: Technique**
Practical technique class involvement in a selected genre
- **Assessment Type 2: Composition**
Presentation of one or more compositional works
- **Assessment Type 3: Performance**
Group dance performance or production or off stage presentation
- **Assessment Type 4: Response**
Development of one or more written responses

Other assessment methods may also be used



DESIGN AND TECHNOLOGY – COMMUNICATION PRODUCTS

(Contexts Include: Digital Video, Multimedia Production and others by negotiation) This subject is a one semester course.

ASSUMED PRIOR KNOWLEDGE

Nil

PATHWAYS

Stage 2 Design and Technology – Communication Products

STUDY DESCRIPTION

This course allows students to develop skills and knowledge in developing digital communication products through a personal choice of context areas that include Digital Video production, Multimedia production or others by negotiation. It is structured to suit the student who likes the practical aspects of designing and creating products (like a video or app). Students who prefer programming are best suited to consider the Digital Technology options. For the basis of this booklet, the digital video course is outlined, however students interested in other digital products are invited to discuss options with staff. Multimedia production allows students to follow a similar process and workflow to create a digital product.

Digital Video has been designed to enable students to develop an understanding and appreciation of the digital video production and the various processes involved in planning, capturing and editing digital media. Students will investigate relevant social issues related to the digital media industry as well as apply the design process to explore individual themes to develop and present a “Pitch” (short film/documentary concept) to the group. The most comprehensive and well thought out ideas will then be realized through small production groups (to be negotiated with the students and teacher) to cater for personal interests and various abilities.

COURSE CONTENT

The Digital Video course involves collaborative group work to develop ideas and concepts into realised products. There is a good balance of research and planning with the development of practical skills and familiarity in using the related technologies and methodologies.

- Develop skills and technical knowledge in using the related technologies through the completion of a series of prescribed video production tasks
- Develop skills and techniques in camera, lighting and sound techniques
- Work in a range of environments including location work, theatre and studio
- Develop skills in non-linear editing using Adobe Premiere CC
- Complete a short study in an optional topic such as special effects, foley, writing, live multi-camera mixing
- Investigate the properties and characteristics of existing materials, products, production methods and the impact of the products, processes, or systems on the individual, society, or the environment.
- Students will research and identify a current news item that relates to a social and ethical issue arising from the widespread use of digital media
- Students will research, plan, develop and present a detailed concept (‘A Pitch’) for a short film/ documentary/multimedia application that communicates the student’s concept/ideas
- Students will work in small groups to realise a concept in relation to the most successfully pitched concepts from the group. A report evaluating the product development and success against the design brief will be required



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OUTCOMES

- Develop skills and attributes to identify, create, initiate, and successfully manage the development of products, processes, or systems
- Develop the skills and knowledge to use tools, materials, and systems appropriately, safely, and competently to complete a product
- Apply technological processes to complete a product as individuals and/or in teams
- Explore technologies in both contemporary and historical settings, and provide insights into the uses of technology in a future context
- Critically analyse the impacts of technology, including social, environmental, and sustainable consequences

ASSESSMENT

- **Assessment Type 1: Skills and Applications Tasks 30%**
 - Working in small groups to plan and film a silent shoot-out scene incorporating a western film genre (focuses on camera and lighting techniques)
 - Working in small groups to plan and film a 2 minute chase scene incorporating the action film genre (focuses on sound and non-linear editing techniques). This product used later for the personal choice extension study
 - Working in small groups, plan and develop a digital multi-camera broadcast of a School concert or event (incorporating production set-up, filming and mixing live action, and web broadcast of the event)
- **Assessment Type 2: Folio 30%**
 - Digital Media Issues Essay.
 - Maintain a folio of ideas and presented material
 - Design and presenting a short film/documentary concept ('The Pitch') or Multimedia Application
- **Assessment Type 3: Product 40%**
 - Students will work in small production teams to realise a concept in response to the most successfully pitched ideas developed within their folio task. They produce a report documenting the production process, and evaluate the product against the design brief/storyboard.



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DESIGN AND TECHNOLOGY - MATERIAL SOLUTIONS - FASHION

This subject can be studied as a one semester or a full year course.

ASSUMED PRIOR KNOWLEDGE

Nil

STUDY DESCRIPTION

Fashion is a practical based subject which enables students to explore and express their individuality through the fashion and textile medium. It emphasises the creative use of textiles and the development and communication of ideas through the design process.

The study of Design Technology - Fashion in Year 11 supports future learning in Stage 2 Design Technology - Fashion.

Students will:

- develop confidence and proficiency in applying the design process to design, produce and evaluate individual and original fashion and textile products
- investigate and develop an understanding of the properties, performance and construction requirements of textiles
- undertake the links between past and present fashion styles, ideas and techniques, including the technological, social and environmental consequences

COURSE CONTENT

This course consists of 2 major components: Product and Folio which are worked on concurrently throughout the semester. The specific tasks in Semester 1 and 2 differ, enabling students the opportunity to study Design and Technology – Fashion for a full year.

The following assessment types enable students to demonstrate their learning in Stage 1 Creative Arts – Fashion:

- **Assessment Type 1: Product 70%**
(plus support materials)
- **Assessment Type 2: Folio 30%**
(Investigation and practical skills)



SCHOOL BASED ASSESSMENT

Assessment Type 1: Product

(1 plus support folio for 10 credits)

Students design, develop and create a fashion or textile product in negotiation with their teacher. Students also prepare and present a record of the materials used to support the investigation development and production of the product.

The record of support materials should include evidence of:

- critical analysis of the creative process
- investigation of relevant concepts and creative arts practice
- development and production processes
- individual and/or collaborative work
- critical reflection on the process and product(s)

Assessment Type 2: Folio

The folio is a document of a students learning, creative thinking, research, experimentation and reflection.

The folio consists of two parts:

- investigation
- practical skills

Investigation

Students undertake a 750 word investigation. As part of the Investigation students undertake a review in which they:

- critique one or more practitioners' designs that are closely related to the chosen area of investigation
- summarise and make conclusions about the findings of the investigation
- communicate personal aesthetic opinion and evaluate their own learning

Practical Skills

Students conduct a focused exploration, application and evaluation of a skill appropriate to the area of Fashion. This assessment type is designed to enable students to further develop, refine and apply a chosen skill through the investigation of techniques, production of samples and the evaluation of their skill development.

LEVY INFORMATION

This subject has a levy of \$110.



DESIGN AND TECHNOLOGY - MATERIAL SOLUTIONS - METAL

This subject is a one semester course.

ASSUMED PRIOR KNOWLEDGE

Nil, however, it would be ideal for students to have a background in Design and Technology up to Year 10 level.

PATHWAYS

Stage 2 Design and Technology – Material Solutions

STUDY DESCRIPTION

Design and Technology - Metal is a practical-based course that is perfect for students looking for a hands-on subject which provides an ideal pathway to Stage 2 Design and Technology – Material Solutions.

This course covers a range of construction techniques and processes related to metals. Sheet-metal construction, machining techniques and Computer-Aided Design (CAD) will comprise a large part of the course.

COURSE CONTENT

- Solving practical problems
- Designing and constructing articles made from metals
- Computer-aided Designing (CAD)
- Precision metal machining techniques
- Sheet-metal forming and shaping processes
- Use of “jigs” and “fixtures” in manufacturing

OUTCOMES

- Develop skills and attributes to identify, create, initiate, and successfully manage the development of products, processes, or systems.
- Develop the skills and knowledge to use tools, materials, and systems appropriately, safely, and competently to complete a product.
- Apply technological processes to complete a product as individuals and/or in teams.
- Explore technologies in both contemporary and historical settings, and provide insights into the uses of technology in a future context.
- Critically analyse the impacts of technology, including social, environmental, and sustainable consequences.



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ASSESSMENT

- **Assessment Type 1: Skills and Applications Tasks** **20%**
 - Produce a product from a working drawing
 - Investigate the properties and characteristics of two materials that may be used within their major project
- **Assessment Type 2: Folio** **20%**
 - Using ideas from their product investigation, students develop a design brief for a product they wish to fabricate
- **Assessment Type 3: Product** **60%**
 - Students produce the item designed in the Folio. They produce a report documenting the production process, and evaluate the product against the design brief, suggesting improvements.

LEVY INFORMATION

This subject has a levy of \$45.



DESIGN AND TECHNOLOGY – MATERIAL SOLUTIONS – WOOD

This subject is a one semester course.

ASSUMED PRIOR KNOWLEDGE

Nil, however, it would be ideal for students to have a background in Design and Technology up to Year 10 level.

PATHWAYS

Stage 2 Design and Technology – Material Solutions - Wood

STUDY DESCRIPTION

This course will help students design and solve problems as well as develop skills in wood work. Students will learn how to utilise the design process to construct timber-based furniture. They will also be introduced to a range of tools and the skills necessary to make useful and attractive pieces of furniture from composite and solid timber.

COURSE CONTENT

Construction technology (Wood) is a practical based course that is perfect for students looking for a hands-on subject. During the course students:

- have the opportunity to demonstrate required learning and skills by producing a product within a prescribed context
- develop and present a folio documenting the investigating and planning of ideas for their major project
- present the product they have made in response to the design brief developed in their folio. A report evaluating the product against the design brief is a requirement

OUTCOMES

- Develop skills and attributes to identify, create, initiate, and successfully manage the development of products, processes, or systems
- Develop the skills and knowledge to use tools, materials, and systems appropriately, safely, and competently to complete a product
- Apply technological processes to complete a product as individuals and/or in teams
- Explore technologies in both contemporary and historical settings, and provide insights into the uses of technology in a future context
- Critically analyse the impacts of technology, including social, environmental, and sustainable consequences



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ASSESSMENT

- **Assessment Type 1: Skills and Applications Tasks** **20%**
 - Produce a product from a given working drawing
 - Investigate the properties and characteristics of existing materials, products, production methods and the impact of products, processes, or systems on the individual, society, or the environment
- **Assessment Type 2: Folio** **20%**
 - Using ideas from their product investigation, students develop a design brief for a product they wish to fabricate
- **Assessment Type 3: Product** **60%**
 - Students produce the item designed in the Folio. They produce a report documenting the production process, and evaluate the product against the design brief, suggesting improvements.

LEVY INFORMATION

This subject has a levy of \$45.



DESIGN AND TECHNOLOGY – SYSTEMS AND CONTROL PRODUCTS (Advanced Manufacturing, Engineering and Industrial Design)

This subject is a one semester course.

ASSUMED PRIOR KNOWLEDGE

Students may select this subject in Year 11. Ideally, students will have completed the Design and Technology Elective in Years 9 and 10, although it is not a pre-requisite.

STUDY DESCRIPTION

Systems and Control Products is a practical based subject that is perfect for students looking for a hands-on subject that integrates the use of Computer Software and Manufacturing hardware.

Students in this subject will participate in the **Remote Control in Schools Technology Challenge**. With a STEAM (Science, Technology, Engineering, Arts and Maths) focus, students have the opportunity to work in small teams to design, test, analyse and construct a remote control vehicle for transportation to undertake a series of tasks. Students build a radio controlled vehicle to the specifications provided to enable it to successfully navigate and complete courses both on road, off road and even in the air. Your suspension design for the landing will certainly be tested! RC in Schools is more than just the vehicle and involves a range of engineering and construction stages.

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to:

- investigate the purpose, design concepts, processes, and production techniques of existing products or systems
- create, test, validate, modify, and communicate design ideas for an identified need, problem, or challenge
- recognise and use the differing functional characteristics and properties of materials, components, techniques, and equipment to create a product or system safely
- use the design process to gather, analyse, and apply information to solve technological problems
- apply appropriate knowledge and understanding of skills, processes, procedures, and techniques to a range of technological activities
- evaluate the product or system development and outcome with reference to the design brief
- analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment.

COURSE CONTENT

Students design and create products or systems that meet a design brief, and develop the knowledge and skills associated with using different processes and production techniques. They combine their designing and creating skills with knowledge and understanding of materials, information, and equipment to make high-quality products or systems for intended purposes. They analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment now, and develop insights into the uses of technology in future contexts.



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Students investigate and analyse a range of products or systems and use the information gained to create original solutions. They use appropriate technical language and graphic, written, and oral techniques that incorporate information and communication technologies to create and communicate design proposals.

The learning requirements for Stage 1 Design and Technology emphasise the importance of the design process as a preliminary to the realisation process.

Computers are extensively used in industry to allow a greater accuracy in design, drawing and manufacture in occupations such as tool making, design and engineering. This course allows students to look at both 2D and 3D software as used within the industry and Universities across Australia and New Zealand. This course allows students to design and manufacture real life models of things seen around us daily using CAD / CAM equipment including 3D printers, 3D Scanner, Roland 3D milling machine and 2D vinyl cutter.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1 Design and Technology:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Folio
- Assessment Type 3: Product.

For a 10-credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- two skills and applications tasks
- one folio
- one product

LEVY INFORMATION

This subject has a levy of \$70.

DIGITAL TECHNOLOGIES

This subject can be taken as a single semester course or combined to make up a full year of study.

ASSUMED PRIOR KNOWLEDGE

Nil, however it would be an advantage for a student to have completed a Year 10 Digital Technology Solutions elective.

PATHWAYS

These semester courses flow directly into Stage 2 Digital Technologies. For students interested in creating digital communication solutions, but may not feel overly confident with their programming, Stage 2 Communication Products may be a good choice as this subject focuses on making products like computer games rather than the computer science and programming of Digital Technologies.

STUDY DESCRIPTION

Stage 1 Digital Technology comprises four focus areas.

- Focus Area 1: Programming - students identify and deconstruct a problem, and develop and use code to design and test possible solutions.
- Focus Area 2: Advanced Programming - students extend their programming skills with a particular focus on problem solving.
- Focus Area 3: Data Analytics - students apply their computational thinking skills to analyse relationships in data sets, identify and scope problems, and create solutions.
- Focus Area 4: Exploring Innovations - students apply their creativity and critical thinking skills to explore developments in digital innovations, develop ideas, and create digital solutions.

This course can be studied for a full year covering all four topics, or a single semester covering two. Digital Technologies A covers Programming and Data Analytics while B covers Advanced Programming and Exploring Innovations. Ideally students study both A and B, however students may choose either course. Students need to be aware is Advanced Programming is more a practical application of programming so can be chosen with limited programming skills as it is linked with Innovations as a practical collaborative project.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1 Digital Technologies. Students provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20% and one must involve student collaboration.

- Assessment Type 1: Project Skills (at least two project skills tasks)
- Assessment Type 2: Digital Solution (at least one digital solution)

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DRAMA

This subject can be studied as a one semester course or for a full year.

ASSUMED PRIOR KNOWLEDGE

Previous Drama experience is highly desirable. Students should have taken part in at least one production as a performer or in a technical capacity.

It is preferable for students to have studied some history and theory of Drama.

Students of ability without performance experience must exhibit a strong interest in the performing arts and be able to work co-operatively within a group. The prerequisites for those without experience are as follows:

- consult with the Head of Drama
- provide evidence that previous experience is satisfactory
- provide evidence of satisfactory academic achievement

STUDY DESCRIPTION

Drama is fundamental to the expression of culture. As such, it explores the “human condition” and its historical and cultural context. Drama enables students to solve problems creatively, use imaginative resources, and develop self-discipline. Drama plays an important part in the constant process of social and cultural definition and redefinition, reflecting the society from which it emerges.

The course aims to provide opportunities for students to gain positive learning experiences in meeting the requirements of SACE Stage 1 Drama in Year 11 provides a platform for Year 12 SACE Stage 2 Drama.

COURSE CONTENT

Semester 1

Students critically examine at least one 20th Century theorist, theory and practice of theatre. Students focus upon the inter-relationship between Theatre, the Cinematic Arts and society through written and oral exercises, research, practical workshops, theatre visits and review writing and build on previous training in Physical Theatre techniques. “World Cinema” is also studied to broaden awareness beyond the Hollywood tradition with an individual research project undertaken.

- Single semester students are required to perform a scene or monologue of a minimum a focused performance of between 5 and 10 minutes in total in an on-stage role (in one major or two minor performances)
- or
- a presentation of between 5 and 10 minutes in total about an off-stage role (in one major or two minor performances).

Full Year students will commence rehearsals for their Group Production for Assessment.



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Semester 2

The commencement of Semester 2 will focus on the Performance for Assessment which is presented in Term 3.

A production log reflecting the processes involved in developing a polished performance will be kept. Students are expected to be available for after school rehearsals for two of the following afternoons: Monday, Tuesday and Friday. During the two weeks prior to staging the production, students should anticipate and be available for a more rigorous rehearsal schedule. Weekend rehearsals will occur three weeks prior to staging the production. Attendance at rehearsal retreat is expected.

Students will study the history of theatre, Stanislavski, who created a system of actor training in a naturalistic style, and Bertolt Brecht, among others, who believed that theatre should be an agent for social change.

OUTCOMES

Students will learn:

- theories of acting and stagecraft
- performance skills
- the history of theatre and theatrical genres
- how to stage a production
- how to view performances and to respond critically
- improvisation, workshops, oral skills

ASSESSMENT

- **Assessment Type 1: Performance**
- **Assessment Type 2: Folio**
- **Assessment Type 3: Investigation and Presentation**

These assessments include:

- practical involvement
- workshops and improvisation
- group production
- spectator's log book
- individual project
- essays, reviews, theory notes and assignments

LEVY INFORMATION

This subject has a levy of \$300 (Retreat).

ECONOMICS

This subject is a one semester course.

ASSUMED PRIOR KNOWLEDGE

Completion of an appropriate Year 10 HASS subject at a satisfactory level would be advantage, but not essential.

PATHWAYS

Stage 1 Economics will provide an excellent foundation for the study of Stage 2 Economics, and has transferable skills and knowledge applicable to the study of Stage 2 Legal Studies, Business and Enterprise and Accounting.

STUDY DESCRIPTION

Economics is the study of how resources are allocated so that goods and services are produced, distributed and exchanged to satisfy the unlimited needs and wants of society. What happens in an economy depends on the choices millions of people make every day when they interact with each other, with markets, with the government and with their natural surroundings. Each interaction affects the behaviour of others and by seeing the world through an economic lens we are provided with insight to make more informed decisions in our daily lives.

On a broader scale, Economics enables us to analyse how the entire economy works and which issues are affecting it, including unemployment of resources, inflation, economic growth and government policies. Economics helps us tackle the most important issues facing humanity today. An economic outlook is therefore about much more than money. Our interactions, and the outcomes of our interactions, shape the society we live in.

Students explore and analyse a variety of authentic economic contexts to develop, extend, and apply their skills, knowledge, understanding, and capabilities. By studying Economics, students develop an understanding of different economic systems and institutions, and learn to assess the degree to which these systems and institutions satisfy people's needs and wants.

At Stage 1, students study the four economics concepts of scarcity, choice, opportunity cost, and the cause and effect of economic decisions. They apply their learning of these concepts to authentic economic contexts to develop their understanding of the economic principles that underpin decision-making.



COURSE CONTENT

In Stage 1 Economics, students learn through inquiry. Teachers facilitate student learning through problem-based scenarios. Teachers select scenarios for inquiry — based on the interests and needs of their student cohort — that integrate economic concepts and skills from ‘Thinking like an economist’ in authentic ways. When developing teaching programs, teachers determine the depth and breadth for each scenario. Teachers ensure that economic concepts and skills are integrated, as appropriate, over the range of scenarios studied. Individual scenarios may focus on selected concepts and skills, and students may explore further economic concepts as appropriate.

Students will complete one or more scenarios. The following contexts may form the basis for teachers to present scenarios for inquiry: • markets in action • economic decision making • government involvement in the economy • trade in the global economy • elective scenario.

OUTCOMES

In this subject, students are expected to:

1. understand economic concepts, principles, and models in a variety of contexts
2. apply economic concepts, principles, and models in known and unknown contexts
3. apply communication skills in economic contexts
4. apply economic thinking to construct arguments
5. analyse a range of economic data, models, and principles
6. analyse the intended and unintended consequences of economic decisions.

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1 Economics

- Assessment Type 1: Folio • Assessment Type 2: Economic Project.

For a 10-credit subject, students should provide evidence of their learning through three assessments:

- two folio tasks • one economic project.

ENGLISH AS AN ADDITIONAL LANGUAGE

This is a full year subject.

ASSUMED PRIOR KNOWLEDGE

English as an Additional Language is provided as a special measure for students who speak English as a second language or as an additional language or dialect, and whose knowledge of English is restricted. A student is eligible to enroll in English as a Second Language if they are a student for whom English is a second language or an additional language or a dialect, and who has had a total of either no more than 5 years of full-time schooling in which the medium of instruction was English. In addition, a student is eligible to enroll if they have had more than 5 years of full-time schooling in which the medium of instruction was English, but whose knowledge of English is restricted.

STUDY DESCRIPTION

Stage 1 EAL is a good foundation for Stage 2 English as an Additional Language at Year 12. Competency in this subject indicates an ability to study at a tertiary level in an English language environment, in either South Australia or interstate.

COURSE CONTENT

Stage 1 English as an Additional Language focusses on development and use of skills and strategies in communication, comprehension, language and text analysis, and creating texts. Through studying a variety of oral, written and multimodal texts, including informational and literary texts, students develop an understanding of text structures and language features. Texts could include, for example, a newspaper article, a podcast, a short story, an extract from a prose text, a scene from a film. Students explore the relationship between these structure and features and the context, purpose, and audience of texts. Information, ideas, and opinions in texts are identified and interpreted. Students develop confidence in creating texts for different purposes in both real and implied contexts. Students broaden their understanding of sociocultural and sociolinguistic aspects of English, through their study of texts and language. They develop skills for research and academic study.

Responding to Texts: Students read and view a variety of texts including literary, media, and everyday texts, such as novels, plays, poetry, short stories, biographies, films, documentaries, web texts, social networking sites, and the everyday texts of work, family, and community life. Whole texts or parts of texts may be studied. Written responses could include a narrative, an essay, a magazine or newspaper article, an online blog, a letter of appreciation, a review for a specific publication, etc. Oral responses could include a discussion on a reading, a podcast, a group play, or a class or group debate.

Interactive study: Students conduct an oral interview with one or more people about an issue or an aspect of cultural life. Students then present the results of their interview in a written report. Following this, students choose an idea, opinion, or perspective that arises in at least two texts. Students individually present and discuss with their teacher and/or a small group of students the idea, opinion, or perspective they have studied with reference to the texts.



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Language Study: For a language study, students identify and analyse aspects of language used in one or more texts (e.g. a newspaper, magazine, television extract, TED talk). Students may present their language study in written, oral, or multimodal form. Examples could include a written report or essay, tutorial, video, online collaboration (e.g. shared online blog, discussion board), etc.

LEARNING REQUIREMENTS

In this subject, students are expected to:

- Exchange information, opinions, and experiences through writing and speaking in a range of situations and contexts
- Comprehend and interpret information, ideas, and opinions presented in texts
- Analyse personal, social, and cultural perspectives in texts Use a range of language strategies to convey ideas and opinions appropriate for a variety of purposes and contexts
- Understand and analyse how language features are used to communicate for different purposes
- Create oral, written, and multimodal texts using a range of language skills appropriate to purpose, audience, and context

ASSESSMENT

The assessment design criteria are communication, comprehension, analysis, and application

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Responding to Texts (Written and Oral) 40%
- Assessment Type 2: Interactive Study (Written and Oral) 30%
- Assessment Type 3: Language Study (Written and Oral) 30%



ENGLISH LITERARY STUDIES

This is a full year subject.

ASSUMED PRIOR KNOWLEDGE

An achievement of a 'B' grade or higher in English at Year 10 is required.

STUDY DESCRIPTION

This course is concerned with reading, viewing, writing, speaking, and listening; students will have the opportunity to develop skills in these areas. They will develop critical awareness of how authors and texts operate, to clarify their own beliefs and values, and to develop a sense of identity. Students will develop awareness of the power of language in its social context and gain an awareness of how it can be used to influence cultural views of the world as well as to gather and communicate information. They will evaluate different viewpoints and work collaboratively in the learning process. An important feature of this course involves students considering a range of critical interpretations of texts, which involves developing analytical responses to texts and challenging other interpretations.

COURSE CONTENT

- Students will create two pieces of writing in various forms, and two pieces of writing about texts
- An oral presentation will be assessed each semester
- A comparative text study will compare two texts, and allow students to broaden their understanding of the constructed nature of texts
- Visual texts, novels, short stories, plays, and the media will provide lively discussion and the study of relevant issues and themes
- Language, composition and close reading skills will be developed
- Students will work in groups as well as independently, and they will need to take increasing responsibility for their own learning

LEARNING REQUIREMENTS

At the end of the program in Stage 1 English Literary Studies students should be able to:

- Analyse relationships between purpose, context, and audience and how these influence texts and their meaning
- Identify ways in which ideas and perspectives are represented in texts
- Analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
- Create oral, written, and/or multimodal texts for particular purposes, contexts, and audiences
- Identify and analyse intertextual connections
- Apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions



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ASSESSMENT

To complete the SACE requirements, students must present a folio of work that will record achievement in text production, text responses, oral presentations and a special independent critical literacy study.

- **Assessment Type 1: Responding to Texts** **40%**
Text Response: Essay and Oral
- **Assessment Type 2: Creating Texts** **20%**
Recount
Narrative
Orals
Exposition
- **Assessment Type 3: Intertextual Study**
Comparative Text Study **40%**

N.B. An end-of-semester exam is assessed and recorded within student reports.



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ENGLISH

This is a full year subject.

ASSUMED PRIOR KNOWLEDGE

A satisfactory completion of English at Year 10.

STUDY DESCRIPTION

Year 11 English

The study of English provides students with a focus for informed and effective participation in education, training, the workplace, and their personal environment. In Stage 1 English, students read and view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different purposes. Stage 1 English caters for students with a range of learning styles and leads to Stage 2 English. The focus capabilities for this subject are critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding.

COURSE CONTENT

For 20 credit subjects, students are required to read and respond to texts as well as produce texts. The study of visual texts, novels, short stories, plays, and the media will provide lively discussion and the study of relevant issues and themes. Language, composition and close reading skills will be developed.

Students will work in groups as well as independently, and they will need to take increasing responsibility for their own learning.

Responding to texts

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to inspire and inform their own compositions.

Creating texts

Students provide evidence of the extent and quality of their learning by producing original texts in written, oral or multimodal form.

Intertextual Study

Students will analyse connections between texts to explore and evaluate similarities and differences. Additionally, they will examine how the texts are constructed to influence response.

LEARNING REQUIREMENTS

At the end of the program in Stage 1 English students should be able to:

- Analyse relationships between purpose, context, and audience and how these influence texts and their meaning
- Identify ways in which ideas and perspectives are represented in texts
- Analyse how language and stylistic features and conventions are used to convey ideas and perspectives in texts
- Create oral, written, and/or multimodal texts for particular purposes, contexts, and audiences
- Identify and analyse intertextual connections
- Apply knowledge and understanding of accurate spelling, punctuation, syntax, and conventions



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ASSESSMENT

At the end of the program in Stage 1 English students should be able to:

- demonstrate clear and accurate language skills through writing, reading, viewing, listening and speaking
- critically analyse a range of written, visual, oral, electronic and multimedia texts across a range of genres and contexts
- articulate their values, beliefs, concerns and points of view and recognise how these are shaped
- compose texts in a range of modes and forms that are relevant to the context and achieve their purpose
- recognise and explore the social function and power of language

ASSESSMENT

To complete the SACE requirements, students must present a folio of work that will record achievement in the three assessment types.

- | | |
|---|------------|
| • Assessment Type 1: Responding to Texts
Text Response and Oral Task | 40% |
| • Assessment Type 2: Creating Texts
Narrative Writing and Recount | 40% |
| • Assessment Type 3: Intertextual Study
Semester 1: Two Connected Texts Studies | 20% |

N.B. There is no examination for this subject.



ESSENTIAL ENGLISH

This is a full year subject.

ASSUMED PRIOR KNOWLEDGE

Satisfactory pass in Year 10 English. Essential English will help students to compose various texts suitable for the workplace and tertiary environments. Entry into this course is by negotiation with the Curriculum Leader for English and the Director of Learning. This course is not a suitable route for students wishing to study university courses that require highly developed literacy skills. (N.B. This subject may limit your university aspirations at some interstate institutions).

STUDY DESCRIPTION

The study of Stage 1 Essential English can lead to Stage 2 Essential English.

Stage 1 Essential English allows students to achieve the literacy requirement in the SACE. Students who achieve a 'C' grade or higher in this subject, meet the compulsory 20 credit literacy requirement. This course is designed to meet the educational needs of those students not continuing with formal studies in English after Stage 1.

The study of Essential English involves exploring, responding to, and composing texts in, and for a range of, contexts, which may be personal, social, cultural, and/or vocational. Some texts may be familiar to the student and some may be unfamiliar.

Students will learn that language is both a vehicle of communication and a means by which social connection with other people is established. Students will come to realise that language has practical, civic, and creative purposes and is a key to social, economic, and cultural participation.

COURSE CONTENT

In this subject, students are expected to:

- demonstrate clear communication skills through reading, viewing, writing, listening, and speaking
- comprehend information, ideas, and perspectives in texts selected from social, cultural, community, workplace, and/or imagined contexts
- identify and analyse how the structure and language of texts varies for different purposes, audiences, and contexts
- express information, ideas, and perspectives using a range of textual
- create oral, written, and/or multimodal texts appropriate for purpose and audience in real and/or imagined contexts



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ASSESSMENT

Assessment at Stage 1 Essential English is school-based. Teachers will make decisions about the extent and quality of the evidence of student learning with reference to the performance standards. Students demonstrate evidence of their learning through the following assessment types:

- **Assessment Type 1: Responding to Texts**
- **Assessment Type 2: Creating Texts**

It is not possible to study English Literary Studies in Stage 2 if Essential English is studied at Stage 1. If a student wishes to study Stage 2 English after completing Stage 1 Essential English, this will be determined on an individual basis after discussion with the Director of Learning and the Curriculum Leader of English. Of course, Stage 1 Essential English articulates to Stage 2 Essential English.



FOOD AND HOSPITALITY

This subject can be studied as a one semester course or for a full year.

STUDY DESCRIPTION

In Food and Hospitality students examine some of the factors that influence people's food choices and the health implications of those choices. Students develop skills in using technology and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. This subject integrates active problem-solving approaches to learning. Students participate in collaborative activities that support healthy eating practices.

COURSE CONTENT

Each 10 point unit will take topics from each of the areas of study outlined below:

Area 1 - Food, the Individual, and the Family

- The relationship of food choices to the health and wellbeing of individuals, families and the community.
- Factors that influence food choice

Area 2 - Local and Global Issues in Food and Hospitality

- Current government policies that promote or legislate for healthy food habits
- Adaption of recipes to maintain health

Area 3 - Trends in Food and Culture

- The food of new and diverse cultures
- Socio-cultural influences

Area 4 - Food and Safety

- Safe Food Practices

Area 5 - Food and Hospitality Careers

- Small group catering enterprises
- Successful management practices
- Creative food presentation



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LEARNING REQUIREMENTS

In this subject students are expected to:

- Apply knowledge and problem-solving skills to practical activities in Food and Hospitality and reflect on processes and outcomes
- Develop and implement practical skills, including management skills, in an individual or a collaborative context
- Make and justify decisions about issues related to Food and Hospitality
- Select and use appropriate technology to prepare and serve food, applying safe food-handling practices
- Investigate and reflect on contemporary issues related to the Food and Hospitality industry or to Food and Hospitality in family and community settings
- Work individually and collaboratively to prepare and present activities that support healthy eating practices
- Reflect on the impact of technology on Food and Hospitality

ASSESSMENT

In each 10 point unit students will complete:

- **Assessment Type 1: Practical Activity (2)** **60%**
- **Assessment Type 2: Group Activity (1)** **20%**
- **Assessment Type 3: Investigation (1)** **20%**

LEVY INFORMATION

This subject has a levy of \$110.



GEOGRAPHY

This subject can be studied as a one semester course or for a full year.

ASSUMED PRIOR KNOWLEDGE

Completion of appropriate Year 10 HASS subject at a satisfactory level. This course is a prerequisite for Year 12 Geography.

PATHWAYS

The successful completion of this subject will lead to Stage II Geography Studies in Year 12.

STUDY DESCRIPTION

Geography deals with environmental phenomena and human activities as diverse as natural hazards, landforms, tourism, economic development, agriculture, and urban planning. Students will develop an understanding of the spatial interrelationships of people, places and environments. They also develop an understanding of how people interact with environments differently in different places and at different times, and of the opportunities, challenges and constraints of different locations.

COURSE CONTENT

Semester 1 - Geography A

This is a 10 credit unit, a one semester course.

Megacities

Students examine the development and growth of megacities, in both developing and developed countries. On a global scale, the growth of megacities is influenced by world population growth and has an impact on human well-being. This growth has created a range of environmental, social, and economic challenges for people living in such cities and for governments. These may include water, air, and noise pollution, waste management, service provision, crime, land loss, and employment. How people and organisations respond to these challenges may determine the nature, sustainability and liveability of megacities into the future.

Students develop an understanding of what could be required to create sustainable urban environments that meet the needs of people within formal and informal settlements.

Students develop their knowledge and understanding in the following key areas:

- definition of a megacity
- factors causing the rise of the megacity, including migration and push and pull factors
- changing global distribution of megacities
- environmental, social, and economic challenges and responses
- community and well-being within informal settlements
- a case study of a megacity.



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Natural Hazards

A natural hazard refers to an extreme natural event that has the potential to negatively impact on human systems and result in disaster. It may arise from atmospheric, hydrological, or geomorphic events. Such events include cyclones, tornadoes, drought, bushfires, flooding, earthquakes, volcanoes, tsunamis, landslides, and avalanches. The effects of natural hazards have increased greatly as a result of our growing world population and increased human interference with ecosystems. Improved methods of prediction and prevention have been important in managing hazard risk to vulnerable populations.

Students develop their knowledge and understanding in the following key areas:

- an overview of the types and classification of natural hazards
- global distribution of natural hazards
- one or more contemporary case studies of a natural hazard type, examining:
 - causes of the natural hazard
 - vulnerability to natural hazard risk, including location and social factors
 - risk management of natural hazards, including prevention, mitigation, preparedness
 - comparison of vulnerability and risk in different locations
 - impacts of disaster on populations and the environment
 - local, national, and global responses to disasters.

Semester 2 - Geography B

This is a 20 credit unit, studied for two semesters.

Urban places

Students examine the growth and development of towns and cities over time. For metropolitan and regional cities, aspects for study may include liveability, urban sprawl, car dependency, walkability, public transport, environmental degradation, green spaces, urban planning, and service provision. Students examine how governments, planners, communities, interest groups, and individuals try to create sustainable places.

Students develop their knowledge and understanding in the following key areas:

- definitions and characteristics of urban places
- the processes of urbanization
- how land use in urban places is organized
- urban planning and development
- liveability and sustainability of urban places
- a case study of a sustainable urban place

Biological and Human-induced Hazards

Biological hazards originate in the biosphere and include plant and animal invasions, and human infectious diseases. Human-induced hazards are the result of human activities that can be from deliberate action or technical error. These include technological and industrial hazards, nuclear disasters, and issues related to civil unrest such as landmines or acts of terrorism and war.



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Students develop their knowledge and understanding in the following key areas:

- Types and classifications of biological and/or human-induced hazards
- one or more contemporary case studies of a biological or human-induced hazard type, examining:
 - spatial distribution of the biological or human-induced hazard
 - cause and characteristics of the biological or human-induced hazard
 - impacts of the biological or human-induced hazard on populations and the environment
 - local, national, and/or global consequences, including effects on travel, trade, and transportation, and global relationships
 - vulnerability to biological or human-induced hazards
- Risk management, including possible prevention, control, and containment

OUTCOMES

Knowledge and Understanding

- Knowledge and understanding of geographical concepts
- Knowledge and understanding of natural, built, economic, and/or social characteristics of places.

Analysis and Evaluation

The specific features are as follows:

- Analysis of the interactions between, and interdependence of, people and environments at local, national, or global levels
- Analysis and evaluation of information to determine possible outcomes, make justifiable recommendations, and form conclusions.

Application

The specific features are as follows:

- Application of geographical and fieldwork skills, including the use of spatial technologies, to identify and examine geographical issues
- Communication of geographical information, using subject-specific terminology and visual representations.

ASSESSMENT

Assessment Type 1: Geographical Skills and Applications

Assessment Type 2: Fieldwork.



GERMAN (CONTINUERS)

This is a full year subject.

ASSUMED PRIOR KNOWLEDGE

Year 10 German or an equivalent standard (Grade 'B' or higher)

STUDY DESCRIPTION

This is an extended level course in which four designated learning requirements outcomes will be assessed:

- interact with others to exchange information, ideas, opinions and experiences in German
- create texts in German to express information, feelings, ideas and opinions
- analyse texts in German to interpret meaning
- examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication

There are three prescribed themes:

- **The Individual** – aspects of one's personal world such as sense of self, aspirations for the future, personal values, opinions, ideas, relationships with others
- **The German-speaking Communities** – exploring topics from the perspective of groups within those communities or the communities as a whole, reflecting also upon one's own culture
- **The Changing World** – exploring change as it affects the world of work, considering topics such as technology, trade and tourism

COURSE CONTENT

Semester 1

- Oral presentation and discussion with teacher regarding the student themselves, others, likes, dislikes, involvement in school activities
- Students write a series of diary entries or a letter to a German friend giving details relating to a trip through Germany or outlining information on a city they have chosen to research, respectively
- Students view a current German film and answer related questions in German and English
- Investigation – Part A: Students give an oral presentation in German on a German tradition of interest, giving reasons for its significance
- Investigation – Part B: Students produce a short magazine article in English explaining why their chosen tradition should also be part of Australian culture. They are to reflect on their investigation and own learning, as to how the German culture, values and ideas encountered in their investigation compare with their own



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Semester 2

- Oral presentation and discussion with teacher regarding leisure activities (sports, hobbies, etc.)
- Letter to a German pen-pal about an approaching exchange in Germany, focusing on differences between the German and Australian school systems
- Students read, discuss and analyse a series of texts in German relating to youth issues, responding in German and English
- Investigation – Part A: Students research and present an interpretation in German on “The Berlin Wall” and its role during the Cold War
- Investigation - Part B: Students write a short piece in English discussing the recovery of Germany after World War II, up to and including reunification. They are to reflect on their investigation, the discovery of new and challenging details, the impact on their values, beliefs and ideas, and how this has changed their understanding of the German speaking community. Students will also reflect on how their learning has contributed to their understanding of themselves and their culture

OUTCOMES

- German contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge
- Provides clearer understanding of the culture, traditions, beliefs, attitudes and values of more than 140 million German speakers
- The ability to communicate in German, in conjunction with other skills, may increase students’ vocational opportunities

ASSESSMENT

- **Assessment Type 1: Interaction**
- **Assessment Type 2: Text Production**
- **Assessment Type 3: Text Analysis**
- **Assessment Type 4: Investigation**

N.B. An end-of-semester exam is assessed and recorded within student reports.

HISTORY – ANCIENT STUDIES

This subject is a 10 credit subject and one semester course at Stage 1.

ASSUMED PRIOR KNOWLEDGE

Completion of Year 10 History at a satisfactory level.

PATHWAYS

The successful completion of this subject will lead to Modern History and/or Ancient Studies in Year 12.

STUDY DESCRIPTION

In Ancient Studies, students learn about the history, literature, society, and culture of ancient civilisations, and investigate how the ancient world is, and has been, represented. They apply their inquiry skills to research and analyse primary and secondary sources and perspectives. Students investigate how people lived in the ancient world by examining evidence of the social, political, cultural, and/or economic institutions and structures. They explore the influence of some of the ideas and innovations that emerged from the ancient world.

In Ancient Studies, students draw on many other fields of study. They consider the environmental, social, economic, religious, cultural, and aesthetic aspects of societies. Students also explore the ideas and innovations that shape and are shaped by societies.

Contemporary societies have a long heritage based on civilisations of the past. The study of ancient cultures, therefore, enables students to explore the universality and diversity of human experience and enhance their own cultural and intercultural understanding.

Students investigate how the ancient world is, and has been, represented. They apply their inquiry skills to research and analyse primary and secondary sources and perspectives. They the ancient world by examining the differing ways in which it has been interpreted and represented from ancient to modern times. They consider the authentication, preservation, ownership, and/or display of material and artefacts from the ancient world.

Students investigate how people lived in the ancient world by examining evidence of the social, political, cultural, and/or economic institutions and structures. They explore the influence of some of the ideas and innovations that emerged from the ancient world.

COURSE CONTENT

The course is designed to allow students to explore the nature of culture and politics of ancient civilisations, with a focus on the following topics:

Topic 1: Historical authentication and reliability

Students explore how historical and/or archaeological evidence from the ancient world has been variously lost, destroyed, and rediscovered. They consider issues in establishing authenticity, including the identification and origin of artefacts, human remains, and documents, as well as investigating methods of authentication, such as scientific and comparative dating techniques. Students examine sources that have been deemed to be forgeries, and the difficulties of authentication associated with these. They consider the reliability and bias of ancient writers and recorders, and of later historians and archaeologists.



Topic 3: Warfare and conquest

Students identify and explore the political, economic, and social impact of warfare, conquest, and the military. They consider one or more military encounters in the ancient world, including the composition and role of armies and navies, changes in weaponry and military tactics, the life of soldiers and their training, and the conditions of service. Studies could include examining how ancient strategies are reflected in modern military strategy and the influence of ancient warfare on contemporary popular culture.

Topic 6: Creative representations

Students study one or more texts from or about an ancient culture. These may be extracts or complete texts, or representations and interpretations in contemporary texts. They may consider the purposes of the creative arts in ancient societies such as in education, entertainment, and political functions. Students explore poetry, drama, fiction, film, or media texts to enrich their understanding of the ancient world. This could include exploring how the contemporary media have appropriated historical narratives as entertainment for popular audiences. Through critical analysis and reflection, students investigate aspects of texts, such as the construction of characters, the exploration of gender and power, genre and setting, and the historical accuracy of the representation. They may consider narrative, thematic, and stylistic features.

ASSESSMENT

Assessment type 1: Skills and Applications (60% over 3 tasks)

Students demonstrate their inquiry skills and research selected ideas, individuals, groups, institutions, social systems, events, and/or artefacts of the ancient world. They apply their skills and knowledge to convey understanding of the topics of study, and to recognise and reflect on the diversity of beliefs, attitudes, and values throughout the ancient world.

Students may work individually or collaboratively, depending on the particular assessment negotiated. When working as part of a group, students identify and record their individual contribution.

An individual or group task may include, for example:

- a narrative
- an analytical report on a visit to an archaeological site
- a critical review of historical fiction or a documentary film
- a script for a radio program (spoken or written)
- a multimedia presentation
- a scripted role-play
- an interview with a historical figure
- a debate
- an essay
- a virtual or constructed archaeological dig
- an analysis of a contemporary representation
- a source analysis using a variety of primary and secondary sources, which could include literature, pottery, inscriptions, architecture, painting, sculpture, archeological sites, or documents.

A skills and applications task should be a maximum of 800 words if written or a maximum of 5 minutes for an oral presentation, or the equivalent in multimodal form.



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Assessment type 2: Inquiry (40%)

The focus of an inquiry may be chosen by the teacher or negotiated by the student. The inquiry could be an extension of the material covered in class, or a study of an aspect of a different ancient society or culture.

The inquiry must enable students to:

- investigate an aspect of an ancient society or culture
- select appropriate sources and evidence by considering their authenticity, relevance, reliability, bias, audience, and context
- apply inquiry skills to analyse and synthesise evidence
- argue an informed and persuasive point of view about an idea, innovation, event, person, or aspect of life from the selected society or culture
- communicate findings in an appropriate form, taking into account the context, purpose, and audience
- appropriately acknowledge sources.

Students may negotiate with their teacher the form of their inquiry; it may be multimodal, oral, or written. The inquiry should be a maximum of 1000 words if written or a maximum of 6 minutes for oral presentation, or the equivalent in multimodal form.

Please note: There are numerous History courses. Not all courses will run and this will depend on the number of students selecting the courses.

HISTORY – REVOLUTIONS & TERRORISM

This subject is a one semester course.

ASSUMED PRIOR KNOWLEDGE

Completion of Year 10 History at a satisfactory level.

PATHWAYS

The successful completion of this subject will lead to Modern History and/or Ancient Studies in Year 12.

STUDY DESCRIPTION

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals. Students explore the impacts that these developments and movements had on people's ideas, perspectives, and circumstances.

They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies. The developments and movements studied have been subject to political debate. Students consider the dynamic processes of imperialism, revolution, and decolonisation, how these have reconfigured political, economic, social, and cultural systems, and how recognition of the rights of individuals and societies has created challenges and responses.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources, including who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new spaces in which histories can be conveyed. They explore different interpretations, draw conclusions, and develop reasoned historical arguments. They explore the historical concepts of continuity and change, cause and effect, perspective and interpretation, and contestability.

COURSE CONTENT

Since 1750 revolutions have been a major force in historical change. Conditions brought revolutionary ideas, leaders, and movements to the forefront. Revolutions respond to both internal and external forces. The revolutions of the past three centuries have unleashed powerful forces of change with contemporary and possible future ramifications.

Students will also undertake a study of the Terrorism in a global context. They investigate ways in which social institutions and power structures have operated in the modern age of terrorism, leading to an exploration of the nature and effectiveness of terrorism to bring about change in the 1960s to the 1980s. The development of counter terrorism policies and the role of media is examined.



ASSESSMENT

Assessment Type 1: Historical Skills

For a one semester course students complete three historical skills assessments. Students apply their skills of historical inquiry to research, explore, interpret, and communicate their understanding of ideas, people, and events in history.

They develop their historical literacy skills, including by exploring short-term and long-term impacts of ideas, people, groups, and events; analysing and evaluating historical sources; interpreting historical texts; and developing their own perspectives on historical questions.

Assessment Type 2: Historical Study

For a one semester subject students complete one historical study. The historical study must be based on an aspect of the world since 1750. Students inquire into, explore, interpret, and research a historical idea, event, person, or group in depth.

The historical study may be presented in written, oral, or multimodal form. In whichever form, the historical study must enable students to:

- apply the skills of historical inquiry to evaluate sources
- develop a reasoned historical argument, based on analysis and interpretation of evidence from sources
- draw conclusions supported by evidence
- use subject-specific language
- appropriately acknowledge the sources used

Please note: There are numerous History courses. Not all courses will run and this will depend on the number of students selecting the courses.



HISTORY – THE MODERN WORLD

This subject is a one semester course.

ASSUMED PRIOR KNOWLEDGE

Completion of Year 10 History at a satisfactory level.

PATHWAYS

The successful completion of this subject will lead to Modern History

STUDY DESCRIPTION

In the study of Modern History at Stage 1, students explore changes within the world since 1945, 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. The developments and movements studied have been subject to political debate. Students consider the dynamic processes of imperialism, revolution, and decolonisation, how these have reconfigured political, economic, social, and cultural systems, and how recognition of the rights of individuals and societies has created challenges and responses.

By exploring this topic students develop an understanding of contemporary world politics within the historical narrative that has immediately led to current concerns. This topic is significant to students who seek to participate in employment on a global level.

COURSE CONTENT

Empire building has been a major influence on the world since 1750. The process and outcomes of imperial expansion continue to have ramifications in the world today. Students undertake a study of one or more examples of imperial expansion from 1750 onwards. They investigate the process of imperialism and its impacts on political, social, and economic structures, peoples, and groups.

Students focus their study on the British Empire and the rise of Imperial Japan as comparative studies..

The collapse of Empire has led to the emergence of the current world map. The processes around the end of empires in a nuclear age has had significant impact globally and this provides the framework for understanding contemporary politics today.

The following provide a focus for a study in this topic:

- an overview of the meaning and experiences of colonisation and decolonisation.
- social, political, and economic characteristics prior to national independence. Examples include political and legal structures; language and identity; experiences of those living under colonial rule and living through decolonisation; nature of the imperialist economy; and nature of the 'decolonised' communities and states



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- external challenges to the imperialists in maintaining control of colonies. Examples include war, trade, disease, changing attitudes
- internal forces that challenged power structures in a society and influenced movements for decolonisation. Examples include the role of women in social, political, and economic change. The social, political, and economic legacy of imperialism and independence. Examples include transition to alternate forms of government; social and cultural legacy; language; social costs; foreign policies and trade

ASSESSMENT

Assessment Type 1: Historical Skills

For a one semester course students complete three historical skills assessments. Students apply their skills of historical inquiry to research, explore, interpret, and communicate their understanding of ideas, people, and events in history.

They develop their historical literacy skills, including by exploring short-term and long-term impacts of ideas, people, groups, and events; analysing and evaluating historical sources; interpreting historical texts; and developing their own perspectives on historical questions.

Assessment Type 2: Historical Study

For a one semester subject students complete one historical study. The historical study must be based on an aspect of the world since 1750. Students inquire into, explore, interpret, and research a historical idea, event, person, or group in depth.

The historical study may be presented in written, oral, or multimodal form. In whichever form, the historical study must enable students to:

- apply the skills of historical inquiry to evaluate sources
- develop a reasoned historical argument, based on analysis and interpretation of evidence from sources
- draw conclusions supported by evidence
- use subject-specific language
- appropriately acknowledge the sources used.

Please note: There are numerous History courses. Not all courses will run and this will depend on the number of students selecting the courses.



INTEGRATED LEARNING: THE WORLD OF BUSINESS

This subject is a one semester course.

STUDY DESCRIPTION

The program focus is about creating a real-world entrepreneurial situation, where practical and networking assessment tasks are undertaken, including a simulated market day event.

The program focus has relevance for students in a business and entrepreneurial context as their learning includes:

- exploring and identifying areas consumer demand
- conceptualizing a product that satisfies that identified demand
- physically producing the product for sale.

The program is delivered through an enterprising lens where students develop, extend, and apply their business aptitude and capabilities, particularly in the area of *Critical and Creative Thinking*.

COURSE CONTENT

Integrated Learning – The World of Business is organised according to the interests, capacities, and needs of the students. In this way, Integrated Learning can be undertaken by a group of students among whom there is collaboration, or an individual student who has access to opportunities to collaborate with others, either face to face or in a digital environment. It is a focused study that has a purpose, a product and a commercial outcome. It is an exciting and innovative venture that is delivered in partnership with The New Venture Institute, Flinders University Tonsley.

OUTCOMES

Students' assessment folio pieces will provide evidence of their learning in a range of forms including, but not limited to, reports, photo stories, oral presentations, skills demonstrations, and reviews. Within their evidence, students detail the outcome or conclusion of their project and explain the connections between their area of interest and development of the Australian Curriculum capabilities. Multimodal evidence is encouraged.

Assessment Type 1: Practical Exploration

Students undertake one practical exploration.

The practical component of the course is to utilise our **WestThink Maker Spaces** at Westminster School. The students will identify an area of consumer demand by visiting preparatory classes over a range of year levels, and gather enterprising ideas from those younger students. "**WestTinker products**" will be designed (ie electronic cars, flashing badges for Mother's Day, Valentine's Day, but the options are almost limitless), produced, and will be available for sale in a *World of Business* stall at events such as the Westminster Fair or the *WestThink Steam Day*.

Conceptual knowledge and skills will be developed by the young entrepreneurs, and the curriculum will be delivered through a range of activities, including guest speakers associated with the commercial world. They will be advising the students on how to recognise areas of consumer demand and how to create products with a "lean start-up" mindset would be invaluable.

Each practical exploration should be designed with a specific purpose that enables students to demonstrate practical application and to develop their knowledge, concepts, and skills through inquiry.



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Type 2: Connections

Students undertake one connections task.

Students undertake activities that encourage them to make connections between the program focus and their development of the *Critical and Creative Thinking* capability. They will work collaboratively to explore the program focus and their selected capability, and apply their knowledge, concepts, and skills for a specific purpose.

Students undertake a task or activity to be achieved through collaboration. By visiting Preparatory School classes and undertaking primary research, enterprising students will identify an area of age-specific consumer demand.

Collaboration can be undertaken in a variety of other ways to complement this primary investigation; for example, with a member of the community, a family member, a teacher or trainer, local organisations, an expert practitioner, and others, either face to face or through blogs and other digital communications.

Assessment Type 3: Personal Venture

Students undertake one personal venture.

The personal venture is an inquiry-based, reflective report that gives students an opportunity to further investigate something they have found of particular interest in the first two elements of the course.

The personal venture is an opportunity for students to explore an area of the program focus that is of interest to them. They investigate their area of interest by identifying, exploring, and communicating relevant information, concepts, and ideas about that domain.

Students select one capability to be developed within their personal venture, and explore the link between that capability and their area of personal interest. The capability selected does not need to be the *Critical and Creative Thinking* capability focused on in the other assessment areas. Students clearly identify the capability they have selected and explicitly discuss how they have developed this capability in their personal venture.



JAPANESE (CONTINUERS)

This is a full year subject.

ASSUMED PRIOR KNOWLEDGE

Year 10 Japanese or an equivalent standard (Grade 'B' or higher)

STUDY DESCRIPTION

This is an extended level course in which four designated learning requirements will be assessed:

- interact with others to exchange information, ideas, opinions and experiences in Japanese
- create texts in Japanese to express information, feelings, ideas and opinions
- analyse texts that are in Japanese to interpret meaning
- examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication

There are three prescribed themes

- **The Individual** – aspects of one's personal world such as sense of self, aspirations for the future, personal values, opinions, ideas, relationships with others
- **The Japanese-speaking Communities** – exploring topics from the perspective of groups within those communities or the communities as a whole, reflecting also upon one's own culture
- **The Changing World** – exploring change as it affects the world of work, considering topics such as technology, trade and tourism as well

COURSE CONTENT

Semester 1

- Text Production: Essay/Letter/Diary to exchange ideas and express opinions in Japanese on three prescribed themes
- Interaction: Oral presentation, conversation, or Video Letter expressing personal life, school life, future, leisure and hobbies in Japan or Australia
- Text Analysis: Responding to a Japanese journal, film, arts, or songs and answer related questions in Japanese and English
- Investigation: (Part A – Reflective essay in English on a selected topic for investigation; Part B – Oral presentation in Japanese about a selected topic for investigation)



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Semester 2

- Text Production: Essay or letter in Japanese regarding studying Japanese/foreign language, studying abroad, future plan, differences of lifestyle or contemporary Japanese society
- Interaction: Oral presentation or Skit in Japanese to discuss cultural differences between Japan and Australia or travel experiences
- Text Analysis: Responding to a Japanese journal, film, arts, or songs and answer related questions in Japanese and English
- Investigation: (Part A – Reflective article in English on Japanese festival; Part B – Oral presentation comparing and contrasting Japanese festival with an Australian one)

OUTCOMES

- Japanese contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge
- Provides clearer understanding of the culture, traditions, beliefs, attitudes and values of more than 200 million Japanese speakers
- The ability to communicate in Japanese, in conjunction with other skills, may increase students' vocational opportunities

ASSESSMENT

- **Assessment Type 1: Interaction**
- **Assessment Type 2: Text Production**
- **Assessment Type 3: Text Analysis**
- **Assessment Type 4: Investigation**

N.B. An end-of-semester exam is assessed and recorded within student reports.



LEGAL STUDIES

This subject is a one semester course.

ASSUMED PRIOR KNOWLEDGE

Completion of an appropriate Year 10 HASS subject at a satisfactory level would be advantage, but not essential.

PATHWAYS

Stage 1 Legal Studies will provide an excellent foundation for the study of Stage 2 Legal Studies, and has transferable skills and knowledge applicable to the study of Stage 2 Economics, Business and Enterprise and Accounting. In addition, Legal Studies helps students to become active and vibrant participants in our democratic society.

STUDY DESCRIPTION

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition. The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied. The focus capabilities for this subject are citizenship, personal development and learning.

An insightful **Legal Studies excursion** is undertaken, visiting the South Australian Courts and Parliament and the Old Adelaide Gaol. This ensures that the students can witness how all three arms of government operate in reality, and in accordance with the *separation of powers* principle.

COURSE CONTENT

A 10 credit subject consists of the compulsory Topic 1: Law and Society and three other topics.

Law and Society

Students explore how Australia's laws have developed over time from rules, customs, creeds, codes, customary law (such as Indigenous customary law), and common law. They study the power, influence, and perspectives of those who have constructed Australia's laws. By exploring the past, students gain an understanding of the present functions of law in Australian society.



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People, Structures, and Processes

Students consider the role of legal institutions such as parliament, government, and the courts. Students explore representative government and the separation of powers. They should note the interaction of parliaments with the people. Recent elections are used as discerning exemplars of democratic practices.

Law-making

Students develop a critical understanding of the legislative process, the making of subordinate legislation, and the processes used by judges to develop case law, including the interpretation of statutes. A consideration of how these processes affect people should be incorporated. Students are encouraged to participate in the democratic process through activities that foster the growth of civic literacy, such as a mock parliament, a youth parliament, debates, and role plays.

Justice and Society

Students explore the operation of the adversary system of trial in the resolution of criminal and civil disputes. Students become participants through activities such as mock trials, mock guilty pleas in the Magistrates Court, and role plays. These activities give students an opportunity to develop their civic literacy and consider the concept of justice.

OUTCOMES

In this subject, students are expected to:

- display knowledge and understanding of the legal rights and responsibilities of individuals and groups in Australian society
- know and understand the values inherent in the Australian legal system
- display knowledge and understanding of different sources of law in the Australian legal system
- recognise how the Australian legal system responds to cultural diversity
- evaluate the nature and operation of aspects of the Australian legal system
- develop inquiry skills through accessing and using information on aspects of the legal system
- communicate informed observations and opinions on contemporary legal issues and debates, using legal terminology and appropriate acknowledgment of sources

ASSESSMENT

The following assessment types enable students to demonstrate their learning in Stage 1 Legal Studies:

- **Assessment Type 1: Folio**
- **Assessment Type 2: Issues Study**
- **Assessment Type 3: Presentation**

For a 10 credit subject, students should provide evidence of their learning through four or five assessments. Each assessment type should have a weighting of at least 20%. Students undertake at least two assessments for the folio, at least one issues study, and at least one presentation.

LEVY INFORMATION

This subject has a levy of \$5 (License to e-book).



ESSENTIAL MATHEMATICS

This is a full year subject.

ASSUMED PRIOR KNOWLEDGE

Year 10 Mathematics or Essential Mathematics.

SUBJECT DESCRIPTION

Essential Mathematics offers senior secondary 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.

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.

LEARNING SCOPE AND REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in this subject.

In this subject, students are expected to:

1. understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
2. develop skills in gathering, representing, analysing, and interpreting data relevant to everyday situations in a variety of contexts
3. use numeracy skills to investigate and solve practical problems in familiar and some unfamiliar everyday contexts
4. interpret results, draw conclusions, and reflect on the reasonableness of solutions in context
5. make discerning use of electronic technology
6. communicate mathematically and present mathematical information in a variety of ways



CONTENT

In Stage 1 Essential Mathematics students extend their mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts. A problem-based approach is integral to the development of mathematical skills and associated key ideas in this subject.

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

Stage 1 Essential Mathematics consists of the following list of six topics:

- Calculations, Time, and Ratio
- Earning and Spending
- Geometry
- Data in Context
- Measurement
- Investing

ASSESSMENT SCOPE AND REQUIREMENTS

Assessment at Stage 1 is school based.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 Essential Mathematics:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Practical Report

For a 20-credit subject, students provide evidence of their learning through eight assessments.

Each assessment type has a weighting of at least 20%. Students undertake:

- at least four skills and applications tasks
- at least two practical reports.

It is anticipated that from 2019 all assessments will be submitted electronically.

ASSESSMENT

- | | |
|---|-----|
| • Assessment Type 1: Skills and Application Tasks | 50% |
| • Assessment Type 2: Folio | 50% |



MATHEMATICS – GENERAL INFORMATION

STUDY DESCRIPTION OF SENIOR YEAR COURSES

Stage 1 Mathematics courses for 2020 will comprise of 10 point semester courses in Specialist Mathematics, Mathematical Methods, General Mathematics and Essential Mathematics. All students will take two semesters of Mathematics. ***However, if students wish to study Mathematical Methods in Year 12, they must take three units of Mathematical Methods in Year 11, one of which would be an elective. For students wishing to pursue Specialist Mathematics, they will be required to complete three units of Mathematical Methods and one unit of Specialist Mathematics in Year 11.***

These options are designed to meet needs of the different ability levels of the students and their aspirations for Year 12 and beyond. In all courses there will be a significant use of electronic technology. Students will need to have access to a graphics calculator (preferably Casio 9860G AU or Casio 9860G AU PLUS) at all times including examinations. Significant use will also be made of computers as part of the teaching and learning strategies, but these will not be used for assessment in examinations.

Links exist between Stage 1 and Stage 2. Studying certain courses at Stage 1 in Year 11 will allow access to pathway courses in Year 12.

STAGE 1

Essential Mathematics

General Mathematics

Mathematical Methods

Specialist Mathematics

STAGE 2

Essential Mathematics

General Mathematics
Essential Mathematics

Mathematical Methods
General Mathematics
Essential Mathematics

Specialist Mathematics
Mathematical Methods
General Mathematics
Essential Mathematics

In choosing a Mathematics course at Year 11, students and parents should consider carefully the ability, the interest and the likely career path of the student. Any student, who is uncertain about which Mathematics course would best suit them, should consult his/her Mathematics teacher and the Curriculum Leader for Mathematics.



GENERAL MATHEMATICS

This is a full year subject.

ASSUMED PRIOR KNOWLEDGE

Successful completion of Year 10 Mathematics.

SUBJECT DESCRIPTION

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

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

LEARNING SCOPE AND REQUIREMENTS

The learning requirements describe the essential elements of Stage 1 General Mathematics. They summarise the knowledge, skills, and understandings that students are expected to develop and demonstrate through learning in the subject.

In this subject, students are expected to:

1. understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
2. investigate and analyse mathematical information in a variety of contexts
3. recognise and apply the mathematical techniques needed when analysing and finding a solution to a problem, including the forming and testing of conjectures
4. interpret results, draw conclusions, and reflect on the reasonableness of solutions in context
5. make discerning use of electronic technology
6. communicate mathematically and present mathematical information in a variety of ways



CONTENT

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

Areas studied cover a range of applications of mathematics, including: personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear functions, and discrete modelling using networks and matrices. In this subject there is an emphasis on consolidating students' computational and algebraic skills and expanding their ability to reason and analyse mathematically.

Stage 1 General Mathematics consists of the following list of six topics:

- Investing and borrowing
- Measurement
- Statistical Investigation
- Applications of Trigonometry
- Linear Functions and their Graphs
- Matrices and Networks

ASSESSMENT SCOPE AND REQUIREMENTS

Assessment at Stage 1 is school based.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 General Mathematics:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Mathematical Investigation

For a 20-credit subject, students should provide evidence of their learning through eight assessments.

Each assessment type should have a weighting of at least 20%. Students undertake:

- at least four skills and applications tasks
- at least two mathematical investigations.

It is anticipated that from 2019 all assessments will be submitted electronically.

ASSESSMENT

- **Assessment Type 1: Skills and Assessment Tasks** **65%**
- **Assessment Type 2: Folio** **35%**

MATHEMATICAL METHODS

This is a full year subject.

ASSUMED PRIOR KNOWLEDGE

Successful completion of Year 10 Mathematics.

COURSE REQUIREMENTS

Students wishing to study Mathematical Methods must select an additional Mathematical Methods compulsory unit in the elective line.

SUBJECT DESCRIPTION

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions, their derivatives and integrals, and by mathematically modeling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, space science, and laser physics.

LEARNING SCOPE AND REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Mathematical Methods.

In this subject, students are expected to:

1. understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
2. investigate and analyse mathematical information in a variety of contexts
3. think mathematically by posing questions and solving problems, including making and testing conjectures
4. interpret results, draw conclusions, and determine the reasonableness of solutions in context
5. make discerning use of electronic technology
6. communicate mathematically and present mathematical information in a variety of ways

CONTENT

Mathematical Methods at Stage 1 builds on the mathematical knowledge, understanding, and skills that students have developed in Number and Algebra, Measurement and Geometry, and Statistics and Probability during Year 10.



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Stage 1 Mathematical Methods is organised into topics that broaden students' mathematical experience, and provide a variety of contexts for incorporating mathematical arguments and problem solving. The topics provide a blending of algebraic and geometric thinking. In this subject there is a progression of content, applications, and level of sophistication and abstraction.

Key concepts from 10A Mathematics in the Australian Curriculum required for the study of Mathematical Methods and Specialist Mathematics, that is, indices, quadratics, trigonometry, mean and standard deviation, graphing, and logarithms, have been incorporated in Stage 1 Mathematical Methods.

Stage 1 Mathematical Methods consists of the following list of six topics:

- **Functions and graphs**
- **Trigonometry**
- Counting and Probability
- Statistics
- **Growth and Decay**
- **Introduction to Differential Calculus**
- Arithmetic and Geometric Sequences and Series
- Matrices
- Real and Complex Numbers

There are two types of topics: major and minor. Major topics require a longer time to develop the key concepts.

The topics in bold font above are the major topics.

ASSESSMENT SCOPE AND REQUIREMENTS

Assessment at Stage 1 is school based.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 Mathematical Methods:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Mathematical Investigation.

For a 20-credit subject, students should provide evidence of their learning through eight assessments. Each assessment type should have a weighting of at least 20%.

Students complete:

at least four skills and applications tasks

at least two mathematical investigations.

ASSESSMENT

- **Assessment Type 1: Skills and Assessment Tasks** **70%**
- **Assessment Type 2: Folio** **30%**



SPECIALIST MATHEMATICS

This is a one semester subject.

ASSUMED PRIOR KNOWLEDGE

Successful completion of Year 10 Mathematics.

COURSE REQUIREMENTS

Students wishing to study Specialist Mathematics must select the compulsory 3rd unit of Mathematical Methods in Semester 1 and the Semester 2 Specialist Mathematics unit.

SUBJECT DESCRIPTION

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. It includes the study of functions and calculus.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

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

LEARNING SCOPE AND REQUIREMENTS

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in Stage 1 Specialist Mathematics.

In this subject, students are expected to:

1. understand mathematical concepts, demonstrate mathematical skills, and apply mathematical techniques
2. investigate and analyse mathematical information in a variety of contexts
3. think mathematically by posing questions and solving problems, including making and testing conjectures
4. interpret results, draw conclusions, and determine the reasonableness of solutions in context
5. make discerning use of electronic technology
6. communicate mathematically and present mathematical information in a variety of ways

CONTENT

At Stage 1 students broaden their mathematical experience and increase their mathematical flexibility and versatility by developing mathematical arguments, proof, and problem solving in a variety of contexts.

Topics studied provide a blending of algebraic and geometric thinking. At Stage 1 there is a progression of content, applications, level of sophistication, and abstraction leading to Stage 2. For example, vectors in two dimensions are introduced in Stage 1 then studied for three-dimensional space in Stage 2.



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Key concepts from Australian Curriculum 10A Mathematics have been incorporated into the Mathematical Methods and Specialist Mathematics subject outlines.

Stage 1 Specialist Mathematics consists of the following list of topics:

- Geometry
- Vectors in the Plane
- Trigonometry

ASSESSMENT SCOPE AND REQUIREMENTS

Assessment at Stage 1 is school based.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 Specialist Mathematics:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Mathematical Investigation

For a 10-credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

Students complete:

- at least two skills and applications tasks
- at least one mathematical investigation

It is anticipated that from 2019 all assessments will be submitted electronically.

ASSESSMENT

- **Assessment Type 1: Skills and Assessment Tasks** **70%**
- **Assessment Type 2: Folio** **30%**



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MUSIC

This is a full year subject.

ASSUMED PRIOR KNOWLEDGE

It is desirable that students have successfully completed Year 10 Music at Westminster School or its equivalent.

STUDY DESCRIPTION

These programs are designed for students with a substantial background in music. Music Advanced programs will provide pathways to the range of Stage 2 Music subjects. Music Experience programs will provide pathways to Music Performance only.

Students will:

In this subject, students are expected to:

- develop and apply knowledge and understanding of musical elements
- explore and apply musical skills and techniques in developing, refining, and presenting creative works
- develop musical literacy skills
- analyse, discuss, and interpret musical works and styles
- communicate musical ideas
- reflect on own learning in music.

COURSE CONTENT

The subject consists of the following strands:

- understanding music
- creating music
- responding to music

The strands are interconnected and are not intended to be taught independently. Students develop an understanding of the elements of music and apply this understanding to create their own music as performances, arrangements, or compositions. They develop their musical literacy through responding to and reflecting on their own and others' musical works.

OUTCOMES

Students will:

- develop their technical and interpretative skills on a chosen instrument or through voice
- develop their ability to sing or play musically and stylistically through a practical study of repertoire for your instrument or voice
- appraise their own performances and those of others; communicate clearly their ideas about musical performance



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- aurally recognise and identify rhythmic, melodic and harmonic aspects of music
- understand and utilise musical notation
- harmonically analyse piano music and voice chords
- create a musical arrangement and present a score of your arrangement
- write critical and appreciative essays about music
- communicate clearly their ideas and the ideas of others about music

ASSESSMENT

Assessment at Stage 1 is School-based. Students demonstrate evidence of their learning through the Assessment Types listed below.

- **Assessment Type 1: Creative works**
- **Assessment Type 2: Musical Literacy**

Assessment will occur in a variety of ways:

- Practical and performance examination
- Written examinations and assessment covering aural, history and theoretical studies
- Composition and arrangement projects
- Continual assessment of practical and theoretical studies

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Understanding Music

The specific features are as follows:

UM1 Development of knowledge and understanding of musical elements.

UM2 Communication of musical ideas.

Creating Music

The specific features are as follows:

CM1 Application of knowledge and understanding of musical elements.

CM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative works.

CM3 Interpretation of musical works.

Assessment will occur in a variety of ways:

- Practical and performance examination
- Written examinations and assessment covering aural, history and theoretical studies
- Composition and arrangement projects
- Continual assessment of practical and theoretical studies

Responding to Music

The specific features are as follows:

RM1 Development of musical literacy skills.

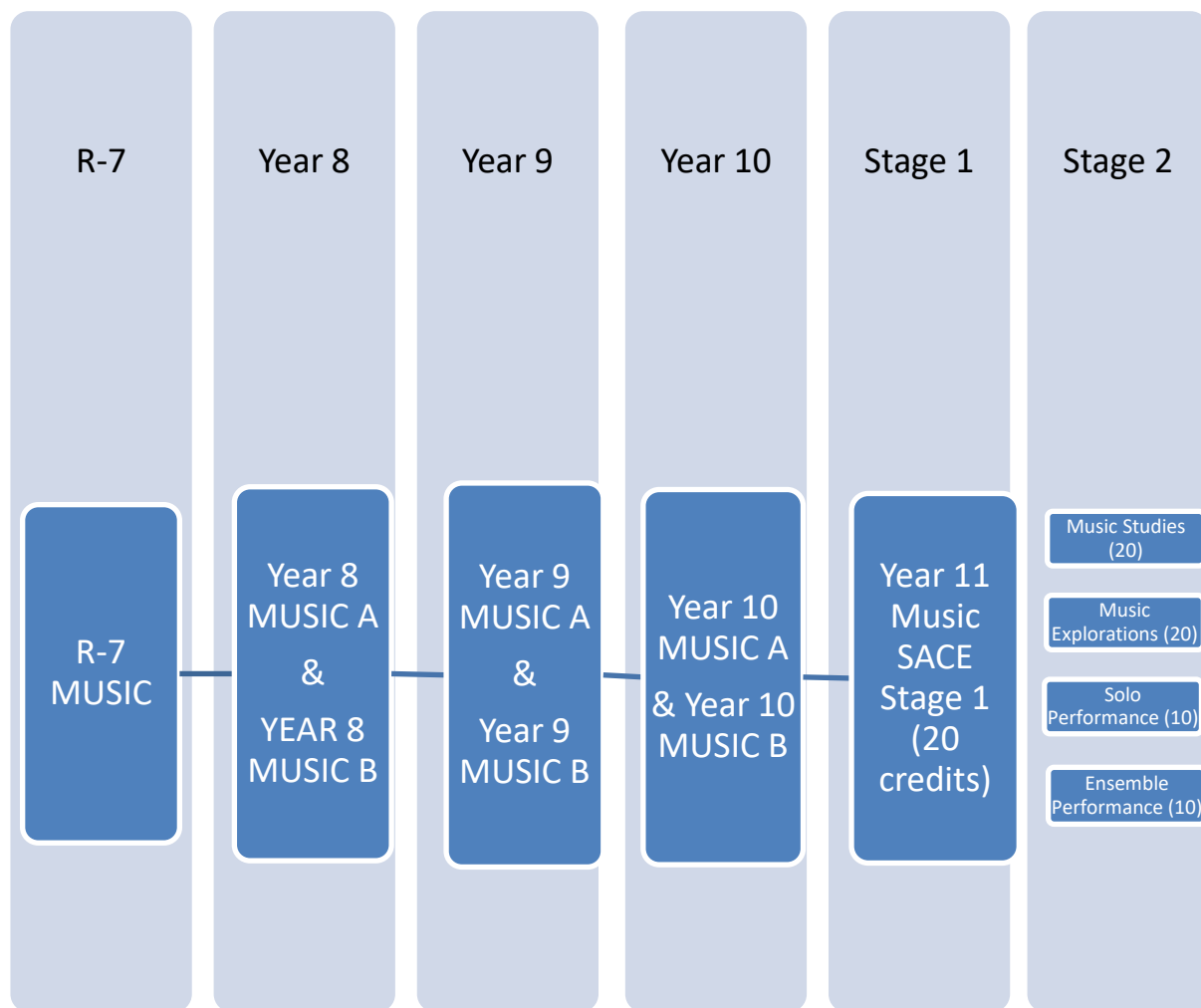


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RM2 Analysis and discussion of musical works and styles.

RM3 Reflection on own learning in music.





OUTDOOR EDUCATION

This subject can be studied as a one semester course or for a full year.

ASSUMED PRIOR KNOWLEDGE

Nil

PATHWAYS

Tertiary Environmental or Outdoor Education/Outdoor Leadership Qualifications/Guiding or Personal Outdoor Adventurous Activities.

STUDY DESCRIPTION

In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and wellbeing health through participating in outdoor activities. Students reflect on environmental practices, planning and management strategies and learning experiences through outdoor activities that promotes students' personal growth and development. Students are introduced to employment and certification options in outdoor and environmental fields.

COURSE CONTENT

Semester 1

- **Environment and Conservation (A):** Environmental studies focusing on different ecosystems.
- **Planning and Management of Outdoor Activities and Journeys (A):** The nature of risk, risk identification and management.
- **Outdoor Activities to develop Personal Growth and Development (A):** Selected from climbing, kayaking, bushwalking, snorkeling and surfing.
- **Outdoor Journey to develop Personal Growth and Development (A):** One 3-day expedition developing on the outdoor activities selected.

Semester 2

- **Environment and Conservation (B):** Environmental studies focusing on the management of different ecosystems.
- **Planning and Management of Outdoor Activities and Journeys (B):** Risk assessment and management and the implications for expedition planning.
- **Outdoor Activities to develop Personal Growth and Development (B):** Selected from climbing, surf kayaking, bushwalking and scuba diving.
- **Outdoor Journey to develop Personal Growth and Development (B):** One 3-day expedition developing on the outdoor activities selected.



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OUTCOMES

- Develop basic ecological principles and develop an appreciation of the natural environment.
- Improve personal growth and development through performance on outdoor expeditions and pursuing excellence in a range of outdoor activities.
- Develop knowledge, skills and attitudes that contribute to a sense of successful group work, self-reliance and leadership exhibited on expeditions.
- Develop skills of exploration, understanding and analysis related to outdoor environments.
- Develop skills of evaluation and reflective practices in relation to performance in outdoor activities.

ASSESSMENT

Assessment at Stage 1 is School-based. Students demonstrate evidence of their learning through the following assessment types:

- **Assessment Type 1: About Natural Environments 50%**
Environmental, Sustainability and Conservation Studies
- **Assessment Type 2: Experiences in Outdoor Environments 50%**
Planning Outdoor Activities/Risk Management/Navigation/Outdoor Activity Skills and Expeditions

LEVY INFORMATION

The costs associated with Outdoor Education will be charged dependent on which expeditions are chosen each semester. Fully updated costs will be provided in the Outdoor Education Faculty specific information at the start of each year. They are likely to be between \$150 - \$200.



PHYSICAL EDUCATION

Stage 1 Physical Education may be studied as a one semester course or for a full year.

ASSUMED PRIOR KNOWLEDGE

Nil

STUDY DESCRIPTION

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. An integrated approach to learning in Physical Education supports an Arnoldian* educational framework that promotes deep learning 'in, through, and about' physical activity. The application of this framework ensures students make meaning of the cognitive and psychomotor processes fundamental to the learning of physical activity.

Students apply their understanding of movement concepts to evaluate aspects of their own or others' physical activity and reflect on strategies to improve participation and performance. Opportunities for students to reflect on their own movement experiences allow them to make greater meaning of these experiences. The use of technology is integral to the collection of data such as video footage, heart rates, fitness batteries, and game statistics. Students apply their understanding of movement concepts to evaluate the data and reflect on ways in which performance can be achieved.

In this subject, students are expected to:

1. Apply knowledge and understanding of movement concepts and strategies in physical activity
2. Reflect on movement concepts and strategies in physical activity
3. Apply communication and collaborative skills in physical activity contexts
4. Explore and analyse evidence related to physical activity
5. Reflect on ways to improve participation and/or performance in physical activity
6. Communicate using subject-specific terminology in a variety of modes.

Students may elect to complete one semester of Stage 1 Physical Education, or continue for an entire year. The focus areas for each semester are, but not limited to, the following;

Semester One: Stage 1 Physical Education A

- Application of skill-acquisition concepts for improvement (the process of improved skill learning, the role of feedback and its effect on performance).
- Analysis of movement concepts and strategies (collecting valid and reliable data, understanding and applying movement concepts for improved performance/participation).
- Application of the effects of training on physical performance.



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- Social strategies to enhance equity in participation (modification of environment, task, and individual constraints).
- The effects of training on the body (fitness components, fitness testing, training methods and principles).
- Learning and refining skill (stages of learning, classification of skill).

Semester Two: Stage 1 Physical Education B

- Application of energy sources affecting physical performance (contribution of energy systems and fatigue).
- Physiological barriers and enablers to participation (age, gender, body composition, fitness levels).
- Personal influences on participation (cultural values and beliefs, previous experience and attitudes to physical activity).
- Social psychology (group dynamics, team building strategies, personal wellbeing).
- The body's response to physical activity (biomechanical principles, sources of nutrition, anatomic body systems).
- Application of skill-acquisition concepts for improvement (biomechanical efficiency for skilled movement).
- Analysis of movement concepts and strategies (collecting valid and reliable data).

FOCUS AREAS

Stage 1 Physical Education has three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach in which opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g. sports, theme-based games, laboratories, and fitness and recreational activities). Students explore movement concepts and strategies through these physical activities to promote participation and performance outcomes. These movement concepts and strategies include:

- body awareness
- movement quality
- spatial awareness
- relationships
- executing movement
- creating space
- interactions
- making decisions.



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ASSESSMENT

School Assessment (100%) there is no external assessment or examination for Stage 1 Physical Education.

The following assessment types enable students to demonstrate their learning in Stage 1 Physical Education:

- Assessment Type 1: Performance Improvement
- Assessment Type 2: Physical Activity Investigation.

For a 10-credit subject (one semester), students should provide evidence of their learning through three assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- at least one performance improvement task
- at least one physical activity investigation.

For a 20-credit subject (entire year), students should provide evidence of their learning through five assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- three performance improvement tasks
- two physical activity investigations.

NOTE

Due to changes in the SACE Stage 2 Physical Education course, it is no longer deemed suitable for Year 11 students who have studied Pre-Stage 1 and Stage 1 Physical Education in Year 10. These students are recommended to choose the second unit of SACE Stage 1 Physical Education in Year 11.

PHYSICS

This subject is usually studied for a full year, but may be taken for Semester 1 only. The second semester of Physics may only be chosen having selected the first semester.

ASSUMED PRIOR KNOWLEDGE

Year 10 Science and Mathematics at an appropriate standard (at least a 'C' grade).

STUDY DESCRIPTION

Physics is the most fundamental science and is involved in everyday life and serves as a basis for other sciences and technology. The study of Physics involves the learning of fundamental laws and the development of an understanding of how they can be applied. Practical investigations are used to assist in this understanding. Since Physics is a human invention, students must learn to appreciate the limitations of experiments and also to discuss the applications of Physics in society.

COURSE CONTENT

Semester 1

This course looks at the Scientific Method with emphasis on evaluating and processing data from experimental design. A study of kinematics and dynamics introduces students to the motion of objects under the influence of forces, including gravity and looks at projectile motion. Energy is investigated, in particular Gravitational Potential, Elastic Potential and Kinetic. Current electricity is investigated with emphasis on current, voltage, resistance and power and the use of Ohm's law to solve various problems.

Semester 2

Momentum is introduced looking at problems predominantly in one dimension. Waves and the characteristics of sound provide a basic but broad knowledge of physics as applied to microwaves, radiation and musical instruments. The electromagnetic wave theory of light is investigated and the study of visible light as both a wave and the particle model are studied.

The study of the nucleus and radioactivity provides the students with the opportunity to gain an insight into the theory and ideas involved with the development of the model of the atom and nucleus.

OUTCOMES

- A study of Stage 1 2-unit Physics is essential for students planning to study Stage 2 Physics and ultimately sciences at a tertiary institution.
- A basic understanding of Physics is helpful for those intending to study other science subjects such as Biology or Chemistry. These subjects draw extensively on the principles of Physics to explain observed phenomena.
- A knowledge of Physics will assist students to make more informed judgments as society becomes increasingly technological.

ASSESSMENT

- **Assessment Type 1: Investigations Folio**
- **Assessment Type 2: Skills and Applications Tasks**



PSYCHOLOGY

This subject can be studied as a one semester course or for a full year.

The second semester of Psychology may only be chosen having selected the first semester.

ASSUMED PRIOR KNOWLEDGE

Completion of Year 10 Science to a competent standard is recommended but not mandatory. Students should have competent literacy skills.

STUDY DESCRIPTION

Psychology is the study of human behaviour. This subject explores behaviour in terms of biological processes; basic psychological processes, the attributes of the person enacting the behaviour and the socio-cultural processes. It is an evidence-based subject in which ethical issues have a central place.

COURSE CONTENT

The focus of this subject is on the four levels of explanation of behaviour; socio-cultural, basic processes, personal and biological. Each of these levels is explored in the following topics.

Introduction to Psychology, and two other topics chosen from the list below:

- social influence and social interaction
- intelligence
- cognition
- brain and behaviour
- human psychological development
- emotion

OUTCOMES

- Use knowledge of Psychology to make informed decisions
- Demonstrate knowledge and understanding of psychological concepts
- Conduct an empirical investigation to test hypotheses and analyse and draw conclusions from data

ASSESSMENT

- **Assessment Type 1: Investigations Folio**
- **Assessment Type 2: Skills and applications task**

RESEARCH PROJECT – COMPULSORY SUBJECT

Students complete the Research Project in Semester 1.

STUDY DESCRIPTION

Stage 2 Research Project is a **compulsory 10-credit subject**. Students must achieve a C– grade or better to complete the subject successfully and gain their SACE. Students choose a research question that is based on an area of interest to them. They explore and develop one or more capabilities in the context of their research. The term ‘research’ is used broadly and may include practical or technical investigations, formal research, or exploratory inquiries.

The external assessment for Research Project B must be written. Research Project B may contribute to a student’s Australian Tertiary Admission Rank (ATAR).

Research Project A will be offered on an individual basis if required.

COURSE CONTENT

The content of Research Project B consists of:

- developing the capabilities
- applying the research framework.

In Research Project B students choose a research question that is based on an area of interest. They identify one or more capabilities that are relevant to their research.

Students use the research framework as a guide to developing their research and applying knowledge, skills, and ideas specific to their research question. They choose one or more capabilities, explore the concept of the capability or capabilities, and how it or they can be developed in the context of their research.

Students synthesise their key findings to produce a Research Outcome, which is substantiated by evidence and examples from the research. They evaluate the research processes used, and the quality of their Research Outcome.

OUTCOMES

The Research Project provides a valuable opportunity for SACE students to develop and demonstrate skills essential for learning and living in a changing world. It enables students to develop vital skills of planning, research, synthesis, evaluation, and project management.

The Research Project enables students to explore an area of interest in depth, while developing skills to prepare them for further education, training, and work. Students develop their ability to question sources of information, make effective decisions, evaluate their own progress, be innovative, and solve problems.



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ASSESSMENT

Assessment is School-based and external. Students will demonstrate evidence of their learning through the following Assessment Types:

School-based assessment 70%

Assessment Type 1: Folio (30%) –

The Folio is a record of the student's research. Students develop a research question and then select and present evidence of their learning from the planning and development stages of the research project. The Folio includes a proposal (evidence of planning), and evidence of the research development, which may take a variety of forms, including a discussion.

Assessment Type 2: Research Outcome (40%) –

The Research Outcome is the resolution of the research question, through the presentation of the key findings from the research.

External Component 30%

Assessment Type 3: Evaluation

The Evaluation is a series of judgments about the research processes used and the Research Outcome produced.



CREATIVE ARTS

Visual Arts - Art

This subject can be studied as a one semester or a full year course.

ASSUMED PRIOR KNOWLEDGE

It is desirable that a student has studied a Creative Arts subject at an earlier year level, preferable Year 10 but not essential. Discussion with the Curriculum Leader is advised.

STUDY DESCRIPTION

The broad area of Visual Arts - Art encompasses both artistic and crafting methods and outcomes. The process of creation and creative thinking in Art includes the initiation and development of ideas, research, analysis, exploration, experimentation with media and technique, and the resolution and production of practical work. Through practical tasks students use art thinking, and create works that embody the conceptual and problem-solving processes used by artists and those working in creative industries.

Art engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavor. It emphasises visual thinking and investigation and the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions. An integral part of Art is the documentation of visual thinking and learning through the use of folios. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts, and opinions, provide observations of their lived or imagined experiences, and represent these in a visual form. Through analysing other practitioner's works of art, students gain knowledge and understanding of their styles, concepts, content, forms and conventions, and learn to respond to these works in informed ways.

The study of Visual Arts – Art in Year 11 supports future learning in Stage 2 Visual Arts – Art and in the area of Stage 2 Creative Arts.

Students will:

- explore and investigate materials through critical selection and manipulation of a range of media
- engage in image and object making, designing, fabricating and constructing, digitally and materially
- evaluate and make critical, cognitive and aesthetic decisions about their work
- develop a critical understanding of visual arts as an aesthetic and cultural body of knowledge
- understand arts historical, theoretical, social and cultural contexts and evaluate their own art works within these knowledge frameworks and terminologies
- have the opportunity to research, understand and reflect upon visual art works in their cultural and historical contexts

COURSE CONTENT

This course consists of three major components: Practical, Folio and Visual Study, which are worked on concurrently throughout the semester. The specific tasks in Semester 1 and 2 differ, enabling students the opportunity to study Visual Arts - Art for a full year.



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The following assessment types enable students to demonstrate their learning in Stage 1 Visual Arts - Art:

- **Assessment Type 1: Folio** **30%**
- **Assessment Type 2: Practical** **40%**
- **Assessment Type 3: Visual Study** **30%**

SCHOOL-BASED ASSESSMENT

Assessment Type 1: Folio

For each 10 credit subject, students produce one folio that documents their visual learning, in support of their practical works of art.

The folio should include evidence of visual learning, such as:

- starting points for visual thinking
- the application of creative thinking and/or problem-solving skills
- sources of inspiration and influence
- analysis of works of art
- the development of alternative ideas or concepts
- the evaluation and review of ideas and progress
- annotated comments to clarify thinking
- explorations with genre, media, materials, and technology
- the practice and application of skills
- the refinement of ideas leading up to decisions about the final resolved product.

The folio includes visual, practical, written, and/or oral forms of evidence. Written evidence may include, for example, notes, annotations, analytical reports, and/or a structured essay.

Assessment Type 2: Practical

All practicals are resolved from visual thinking and learning documented in the folio. The practical consists of two parts:

- art practical work
- the practitioner's statement.

Art Practical Work

For each 10 credit subject, students produce one or two practicals, one of which must be a resolved work. Art practicals may take any of the following forms: new media art, animation, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, sculpture, ceramics, and/or textiles.

The Practitioner's Statement

For each 10 credit subject, students prepare a written practitioner's statement for one resolved practical.

A practitioner's statement for art practical work includes:

- a description of starting points and influences
- an explanation of the intended meaning or message of the practical work(s)
- the student's evaluation of his or her own practical work(s)



Assessment Type 3: Visual Study

For each 10 credit subject, students produce one visual study.

A visual study is an exploration of, and/or experimentation with, a style, an idea, a concept, media, materials, methods, techniques, and/or technologies. Students base their exploration and/or experimentation on analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills. They present the findings of their visual study as well as their conclusions and insights.

This assessment type involves:

- locating and acknowledging information about the chosen visual study
- analysing and interpreting the work of relevant practitioners and works of art or design in context; this may be used as a starting point, and could continue throughout the visual study to inform the explorations and/or experiments
- exploring and/or experimenting with styles, concepts, ideas, media, materials, methods, techniques, and/or technologies, to further develop visual thinking and technical skills
- analysing information and ideas, and/or visual thinking and technical skills, and thoughts on visual arts
- developing and communicating insights into aspects of the visual arts.

A visual study could be presented in a variety of forms, such as a visual diary, a folio, a website, a display, or a digital recording, supported with written or oral information and comments. Written material may be in the form of notes, analytical reports, a structured essay, or a combination of these.

LEVY INFORMATION

This subject has a levy of \$100.

CREATIVE ARTS

Visual Arts - Design

This subject can be studied as a one semester or a full year course.

ASSUMED PRIOR KNOWLEDGE

It is desirable that a student has studied a Creative Arts subject at an earlier year level, preferable Year 10 but not essential. Discussion with the Curriculum Leader is advised.

STUDY DESCRIPTION

The broad area of Visual Arts - Design encompasses Visual Communication (graphic design), Environmental Design, and Product Design. It emphasises a problem-solving approach in the generation and development of ideas, concepts, and visual representation skills to communicate resolved products. Using industry processes and programs students experience the techniques used in Graphic, Product and Environmental Design.

Design engages students in conceptual, practical, analytical and contextual aspects of creative practices. It emphasises visual thinking, investigation, the ability to develop ideas and concepts, refine technical skills and produce imaginative solutions. An integral part of Design is the documentation of visual thinking and learning through the use of folios and the design process. Through analysing other practitioner's works of design, students gain knowledge and understanding of their styles, concepts, content, forms and conventions, and learn to respond to these works in informed ways.

The study of Visual Arts – Design in Year 11 supports future learning in Stage 2 Visual Arts – Design and in the area of Stage 2 Creative Arts.

Students will:

- through design develop their skills in visual thinking, practical resolution and design in context
- explore and investigate creative and functional concepts through a range of media
- engage in designing, fabricating and constructing, digital and material products
- evaluate and make critical, functional and aesthetic decisions about their work
- develop a critical understanding of design on an aesthetic and cultural level
- research and understand designs historical, theoretical, social and cultural contexts and evaluate their own design works within these knowledge frameworks and terminologies

COURSE CONTENT

This course consists of three major components: Folio, Practical and Visual Study which are worked on concurrently throughout the semester. The specific tasks in Semester 1 and 2 differ, enabling students the opportunity to study Visual Arts – Design for a full year.

The following assessment types enable students to demonstrate their learning in Stage 1 Visual Arts - Design:

- **Assessment Type 1: Folio** 40%
- **Assessment Type 2: Practical** 30%
- **Assessment Type 3: Visual Study** 30%



SCHOOL-BASED ASSESSMENT

Assessment Type 1: Folio

For each 10 credit subject, students produce one folio that documents their visual learning, in support of their practical works of design.

The folio should include evidence of visual learning, such as:

- starting points for visual thinking
- sources of inspiration and influence
- the analysis of works of design
- the application of creative thinking and/or problem-solving skills
- the development of alternative ideas or concepts
- the evaluation and review of ideas and progress
- annotated comments to clarify thinking
- explorations with genre, media, materials, and technology
- the practice and application of skills
- the refinement of ideas leading up to decisions about the final resolved product

The folio includes visual, practical, written, and/or oral forms of evidence. Written evidence may include, for example, notes, annotations, analytical reports, and/or a structured essay.

Assessment Type 2: Practical

All practicals are resolved from visual thinking and learning documented in the folio. The practical consists of two parts:

- design practical work
- the practitioner's statement.

Design Practical Work

For each 10 credit subject, students produce one or two practicals, one of which must be a resolved work. Design practicals may be categorised in the broad areas of product design, environmental design, graphic design, or visual communication.

The Practitioner's Statement

For each 10 credit subject, students prepare a written practitioner's statement for one resolved practical. A practitioner's statement for design practical work includes:

- a description of the design process and feedback provided on ideas and trials
- an evaluation of how well the design resolution meets the parameters of the design brief
- the student's evaluation of his or her own practical work(s)



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Assessment Type 3: Visual Study

For each 10 credit subject, students produce one visual study.

A visual study is an exploration of, and/or experimentation with, a style, an idea, a concept, media, materials, methods, techniques, and/or technologies. Students base their exploration and/or experimentation on analysis of the work of other practitioners, individual research, and the development of visual thinking and/or technical skills. They present the findings of their visual study as well as their conclusions and insights.

This assessment type involves:

- locating and acknowledging information about the chosen visual study
- analysing and interpreting the work of relevant practitioners and works of art or design in context; this may be used as a starting point, and could continue throughout the visual study to inform the explorations and/or experiments
- exploring and/or experimenting with styles, concepts, ideas, media, materials, methods, techniques, and/or technologies, to further develop visual thinking and technical skills
- analysing information and ideas, and/or visual thinking and technical skills, and thoughts on visual arts
- developing and communicating insights into aspects of the visual arts

A visual study could be presented in a variety of forms, such as a visual diary, a folio, a website, a display, or a digital recording, supported with written or oral information and comments. Written material may be in the form of notes, analytical reports, a structured essay, or a combination of these.

LEVY INFORMATION

This subject has a levy of \$80.

Stage 2 Courses in Year 11

Study of Stage 2 courses in Year 11

Some students may wish to, and should challenge themselves to study at a higher level in Year 11. This, however, is not necessary, compulsory, nor is it advisable for all students.

Each student should consider the balance of their academic program alongside their other commitments and decide whether this course of study is for them.

Students who are considering a Stage 2 subject at Year 11, must complete the application process as enrolment is **not** automatic.

Application Process

Students **who have studied a Stage 1 subject in Year 10** will find the Stage 2 pathway on Web Preferences and may select these accordingly.

Students who are considering a Stage 2 at Year 11, who have not completed Stage 1 study, should refer to the information below. Selection of a Stage 2 subject must be accompanied by the **additional Application Form** and enrolment is not automatic.

Year 11 students should note that the following will be taken into consideration before approval for Stage 2 study is given:

- Information provided in the additional **Application Form**. (see online for the form)
- Prior academic achievement in related subjects at Year 10
- Stage 1 study in Year 10
- Results of discussion in interviews

Students who study Stage 2 courses in Year 11 will not automatically be eligible for a 'study line'. This will depend on SACE points accumulated.

Stage 2 subjects will be available in 2020 subject to student numbers. At the time of writing these will be:

- Stage 2 Biology
- Stage 2 Dance (For those already on an advanced program)
- Stage 2 Music (Courses may vary)
- Stage 2 Psychology
- Stage 2 Scientific Studies

Students should refer to the back of this booklet for details of these courses.

Students who undertake Stage 2 Workplace Practices (Marden College) are not guaranteed a study line.

Students who wish to study a VET course should seek advice from Mrs Jenny Howland and then meet with Ms Andrea Sherwood, Director of Learning, to discuss their study program.



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BIOLOGY – STAGE 2

This is the Stage 2 Biology course and can be completed in Year 11 (with below prerequisite).

ASSUMED PRIOR KNOWLEDGE

Completion (to a minimum of a C standard) of the Stage 1 Biology (accelerated) course at Year 10 is required.

STUDY DESCRIPTION

This subject develops an understanding of how the key ideas of Biology can be studied at different levels. Macromolecules make up cells, cells make up organisms, and organisms make up ecosystems. Students are encouraged to develop good communication skills and to use their knowledge of Biology in designing practical work to solve problems and to make informed decisions about biological issues.

COURSE CONTENT

The course is based around four areas of Biology: DNA and proteins; Cells as a basis for life; Homeostasis; and Evolution. Within these broad areas, students will encounter an introduction to simple biochemistry relating to DNA and protein function, as well as energy pathways within a living system. The structure and function of cells, and how cells and organisms maintain homeostasis is covered before examining the concept of evolution and the origin of species.

A study of how the science of Biology relates to Society, especially relating to contemporary techniques such as genetic engineering is an integral part of the work covered.

OUTCOMES

- A study of Biology will help those students planning to study science at University or College;
- A basic understanding of Biology is helpful for those intending to study other science subjects including Psychology, Health Sciences and Environmental Sciences;
- An understanding of Biology will assist in making more informed judgments relating to global and biotechnological issues.

ASSESSMENT

The assessment pieces will be in the following format:

School-based Assessment	70%
• Assessment Type 1: Investigations Folio	(30%)
• Practical Investigations (2)	
• Investigation into Science as a Human Endeavour (1)	
• Assessment Type 2: Skills and Applications Tasks (4)	(40%)
External Component	30%
• 2-hour external written examination	(30%)



DANCE – STAGE 2

ASSUMED PRIOR KNOWLEDGE

Prior Dance training is necessary in one or more of the genres of Ballet, Contemporary Dance, Jazz or Tap techniques. Completion of Stage 1 Dance is preferred and recommended.

PATHWAYS

Tertiary Dance/theatre/performing arts study

STUDY DESCRIPTION

Dance at Stage 2 offers a comprehensive theoretical study of the history and traditions of dance. It also offers an in-depth study of skills in one dance technique. The study of Dance also places emphasis on the historical and contemporary aspects of Dance, and requires the student to choreograph one dance or create compositional studies, and produce a folio based on either their choreography or technique studies. Students will have the opportunity to perform in Dance productions – ‘Dance Allsorts’ Semester 1 and ‘The SACE examination performance’ Semester 2.

COURSE CONTENT

Assessment Type 1: Skills Development 50%

- Part 1 – Choreography of up to 4 minutes that can comprise up to three separate dance pieces if the student prefers, for example, one 4 minute piece, or two 2 minute pieces, or three 1.3 minute compositional studies
- Part 2 – Technique: comprising of a videotaped technique demonstration for moderation purposes
- Part 3 – Folio: a process-based evaluation of either the choreography or the technique study. This may include research and investigation into areas such as safe dance practices, body conditioning, anatomy and kinesiology, cross training, and injury prevention.

Assessment Type 2: Written Response 20%

Students undertake research into dance perspectives – the works, practice, and issues from both a historical period and a contemporary period. Students analyse, interpret, and give informed opinions on the focus of their research. Students undertake two written responses in which they answer research or critical review questions. Each written response should be a maximum of 1000 words.

Assessment Type 3: Performance 30%

Students are assessed on one of the following: a dance performance; a choreographic work; a presentation of one or more off stage roles. Dance performers are assessed in a group production, with time on stage of approximately 15 minutes. Students who are assessed in choreography or one or more off stage roles must conduct a presentation of 10 to 15 minutes following the performance.



OUTCOMES

The Stage 2 Dance subject provides a pathway to tertiary study, including the nationally accredited training package for entertainment. This subject also provides students with the opportunity to gain a range of employment and life skills, such as the ability to work collaboratively to produce successful outcomes, and the poise and confidence to work with others in areas such as public relations. Involvement in the development of a group Dance production will give students technical skills, an understanding of arts administration and management, skills required if they desire to work in amateur or professional theatre.

These subjects are designed to develop students':

- understanding and application of dance skills and techniques, including safe dance practice
- development of a broad range of dance-making skills to create innovative vocabulary
- ability to apply aesthetic criteria in creating and responding to dance
- skills of evaluation and appreciation of dance as an art form as, a means of expression and as an important part of the culture of a community
- appreciation of the diverse ways in which technology can enrich the study of dance as a tool for research, choreography, improvisation, and communication
- recognition and understanding of the historical and cultural contexts of dance, and the role it plays in a particular society
- personal qualities and transferable skills that will enable them to pursue a range of careers and challenges

ASSESSMENT

School-based Assessment	70%
• Assessment Type 1: Skills Development	(50%)
• Assessment Type 2: Written Response	(20%)

External Component	30%
• Assessment Type 3: Performance	(30%)

Students should provide evidence of their learning through six assessments, including the External Assessment Component. Students undertake:

- three practical skills assessments (choreography, technique, folio)
- two written responses (essay or alternative medium)
- one dance performance or one presentation in an off stage role i.e. costume design, choreography, stage management



MUSIC – STAGE 2

Stage 2 Music is divided into 4 different subjects, two worth 10 credits and two worth 20 credits.

Any number of music units may be undertaken at Stage 2 level, however only 40 credits can be used towards an ATAR calculation.

ASSUMED PRIOR KNOWLEDGE

It is desirable that students have completed Stage 1 Music at Westminster School or its equivalent.

MUSIC PERFORMANCE – ENSEMBLE (10 CREDITS)

STUDY DESCRIPTION

The organization of Music Performance - Ensemble is based on 1-unit (10 credits). Students need to demonstrate their learning through Performance (Assessment Type 1), Performance and Discussion (Assessment Type 2), and a Performance Portfolio (Assessment Type 3). Ensemble Performance may take the form of an instrumental or Vocal Ensemble that is approved by the Director of Music. This may include:

- A small ensemble of two or more performers
- An orchestra
- A band
- A choir or vocal ensemble
- A performing Arts production (as a singer or instrumentalist in an ensemble)

COURSE CONTENT

Understanding Music, Creating Music, Responding to Music

Ensemble Performance is taught by individual instruction, master classes, performances – observing and participating, listening to recordings, analysing selected works, attending and reviewing performances. Students must be regular and committed to all rehearsals and performances as designated by the school.

ASSESSMENT

EVIDENCE OF LEARNING

School Assessment (70%)

Assessment Type 1: Performance (30%)

Assessment Type 2: Performance and Discussion (40%)

External Assessment (30%)

Performance Portfolio (30%)

Students provide evidence of their learning through four assessments, including the external assessment component. Students complete:

- One performance of set of performances
- One performance of set of performances and discussion
- One Performance portfolio



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MUSIC PERFORMANCE – SOLO (10 CREDITS)

STUDY DESCRIPTION

The organization of Music Performance - Solo is based on 1-unit (10 credits). Students need to demonstrate their learning through Performance (Assessment Type 1), Performance and Discussion (Assessment Type 2), and a Performance Portfolio (Assessment Type 3). Students may choose instruments (voice, acoustic, and/or electronic) and notation as appropriate to the focus of their learning. They may perform either solo or as a soloist with an accompanist, or backing musician or backing track.

COURSE CONTENT

Understanding Music, Creating Music, Responding to Music

Ensemble Performance is taught by individual instruction, master classes, performances – observing and participating, listening to recordings, analysing selected works, attending and reviewing performances. Students must be regular and committed to all rehearsals and performances as designated by the school.

ASSESSMENT

EVIDENCE OF LEARNING

School Assessment (70%)

Assessment Type 1: Performance (30%)

Assessment Type 2: Performance and Discussion (40%)

External Assessment (30%)

Performance Portfolio (30%)

Students provide evidence of their learning through four assessments, including the external assessment component. Students complete:

- One performance of set of performances
- One performance of set of performances and discussion
- One Performance portfolio



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MUSIC EXPLORATIONS

STUDY DESCRIPTION

Music Explorations is a 20 credit subject. At Westminster we offer a Composing Focus OR a Technology focus. Tasks are completed across three areas; Music Literacy, Music Explorations and Creative Connections. Courses in some parts of this subject can be tailored to focus on students strengths and interests. This is done in consultation with music staff.

COURSE CONTENT

Understanding Music, Exploring and Experimenting with Music, Responding to Music

Students undertake three studies that demonstrate their understanding of musical elements, style, influences, techniques, music notation, comparative works. They compose and/or arrange musical works and write a commentary to develop their analytical skills OR complete a range of skill development exercises that extend their knowledge and understanding of acoustics, mixing console, microphones and audio and recording related work. They create a major composition or arrangement in any musical style of three to four minutes duration OR they create a major project recording with a focus on technology as a tool for recording and producing music.

ASSESSMENT

EVIDENCE OF LEARNING

School Assessment (70%)

Assessment Type 1: Musical Literacy (30%)

Assessment Type 2: Explorations (40%)

External Assessment (30%)

Creative Connections (30%)

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

- Three musical literacy tasks
- One portfolio of explorations
- One creative connections task



MUSIC STUDIES

STUDY DESCRIPTION

Music Studies is a 20 credit subject. Tasks are completed across three areas: Creative Works, Music Literacy and an examination. This is done in consultation with music staff. Students present a portfolio of their own creative works which may be a performance or performances, a composition or compositions, or an arrangement or arrangements. This includes a reflection on their own works. Music Literacy could include an arrangement or composition, comparative analysis, an extension to core harmony, or analysis of aspects of the performance of others. Students complete a two hour examination where a formula sheet will be provided.

COURSE CONTENT

Understanding Music, Exploring and Experimenting with Music, Responding to Music

Students:

Reflect on musical influences on own original creations
Synthesize findings and express musical ideas
Apply knowledge and understanding of musical elements
Apply musical skills and techniques in developing, refining and presenting creative works
interpret musical works
Manipulate musical elements
Apply a range of musical literacy skills, including aural perception and notation
Deconstruct and analyse musical works and/or styles

ASSESSMENT

EVIDENCE OF LEARNING

School Assessment (70%)

Assessment Type 1: Creative Works (40%)

Assessment Type 2: Musical Literacy (30%)

External Assessment (30%)

Examination (30%)

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

- One portfolio of creative works
- Three musical literacy tasks
- One examination



PSYCHOLOGY – STAGE 2

ASSUMED PRIOR KNOWLEDGE

Completion of Stage 1 Psychology to an appropriate standard is recommended but not mandatory. Students who have not previously studied Psychology should discuss their choice with Mrs Jones before making their selection.

STUDY DESCRIPTION

Psychology is the study of human behaviour. This subject explores behaviour in terms of biological processes, basic psychological processes, the attributes of the person enacting the behaviour and the socio-cultural processes. It is an evidence-based subject in which ethical issues have a central place.

COURSE CONTENT

The subject consists of six units of study:

- Introduction to Psychology
- Social Cognition
- Learning
- Personality
- Altered States of Awareness
- Healthy Minds

OUTCOMES

- Explain the factors that cause psychological differences and similarities in people
- Analyse the behaviours of self, other individuals and groups of people in different contexts
- Demonstrate critical reflection in the application of psychological principles in real-life situations, identifying beneficial changes and taking into account ethical considerations
- Make informed decisions about issues, events and situations in society by applying relevant psychological principles

ASSESSMENT

School-based Assessment	70%
• Assessment Type 1: Investigations folio	(30%)
• Assessment Type 2: Skills and Applications Tasks	(40%)
External Component	30%
• Assessment Type 3: Examination	(30%)

SCIENTIFIC STUDIES – STAGE 2

This subject is currently only available for Year 11 students who have studied Stage 1 Scientific Studies in Year 10. Other students may be permitted to study this subject dependent on their Year 10 Science grades, subject to numbers.

ASSUMED PRIOR KNOWLEDGE

The course is designed to benefit either those students wishing to maintain their learning in Science but who do not wish to specialise in a Year 12 subject or students of specialised sciences who wish to enhance their inquiry and critical thinking skills.

STUDY DESCRIPTION

Scientific Studies provides a powerful platform for students to develop their capabilities, in particular to think creatively, work collaboratively, and be innovative.

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.

Through a focus on science inquiry skills and scientific ways of observing, questioning, and thinking, students in Scientific Studies actively investigate and respond to authentic, engaging, and complex questions, problems, or challenges. They employ interdisciplinary approaches with a focus on science and engineering, supported through the application of technology, design, and mathematical (STEM) thinking.

COURSE CONTENT

Stage 2 Scientific Studies is a full year, 20-credit subject.

In Stage 2 Scientific Studies, scientific inquiry is the basis for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three integrated strands:

- Science inquiry skills
- understanding of scientific concepts
- Science as a human endeavour.

Science inquiry skills are the focus of learning in this subject. The contexts that students use to explore and inquire into aspects of science will be chosen as far as possible to suit their particular interests. These contexts will form a framework that enables students to actively engage in inquiry-based learning and further develop their understanding of science concepts.



OUTCOMES

By the completion of a course of study in Scientific Studies, students should be able to:

- improve their skills in research through practical work and individual research activities;
- further develop critical and creative thinking skills;
- broaden their knowledge base of Science;
- develop a greater appreciation of significant global scientific issues;
- design and carry out laboratory work;
- research and present plausible solutions to problems;
- discuss scientific issues, experiments and events in the classroom;

ASSESSMENT SCOPE AND REQUIREMENTS

All Stage 2 subjects have a school assessment component and an external assessment component.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 Scientific Studies.

School Assessment (70%)

- Assessment Type 1: Inquiry Folio
- Assessment Type 2: Collaborative Inquiry

External Assessment (30%)

- Assessment Type 3: Individual Inquiry (30%).

Students provide evidence of their learning through seven assessments, including the external assessment. Students complete:

- one inquiry folio, including:
 - one individual inquiry design proposal
 - one investigation with a focus on science as a human endeavor
 - three tasks with a focus on science inquiry skills
- one collaborative inquiry
- one individual inquiry.