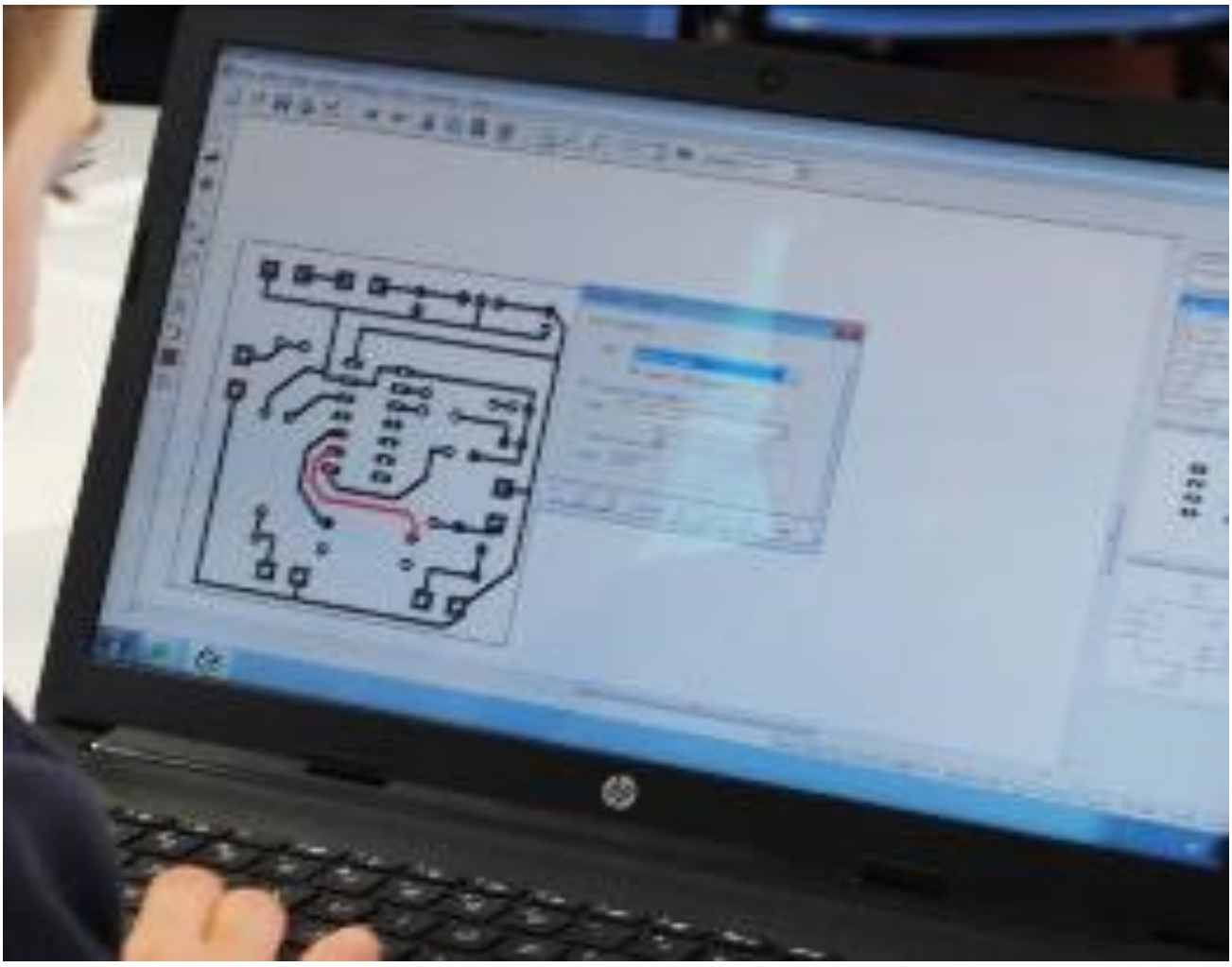
NURIOOTPA HIGH SCHOOL

2025

Curriculum Guide
Year 12 - Stage 2



Course Selection Guidelines

Making choices of subjects is very important. Every student should make a serious effort to plan their curriculum pathway to enable them to follow their chosen career path and interests.

In selecting a course students should consider:

- The curriculum pattern
- Student interests
- Career choices and/or post school options
- Current subjects and progress
- Subject teacher recommendations

Students can get help to choose the most appropriate course by talking to:

- Parents/caregivers and/or their friends and other relatives
- Home Group Teacher
- Subject Teachers and coordinators
- Year Level Manager
- School Counsellors
- The SACE/VET Coordinator
- Personnel at other agencies (eg Centrelink, Employment Directions, TAFESA)

Information to help choose wisely is available from:

- NHS Curriculum Guide
- SACE website
- SATAC Guides
- Tertiary Institution information
- Online information via links in this guide
- Pamphlets and booklets in the Senior Learning Hub

Parents can help by:

- Being positive, supportive and encouraging
- Assisting in finding information
- Attending the Curriculum Expo and course counselling days

Remember:

- Subject choices must be based on as much information as possible.
- YOU are responsible for YOUR subject choices.
- Subjects must be selected for the whole year.
- Choose carefully. Selections are considered to be FINAL and it may not be possible to make changes.
- Ensure you select reserve subjects that you are interested in. These reserve subjects may be used if your first choice is unavailable, clashes with another subject or is at capacity.

The school will make every effort to offer the subjects that you select. However, this may not be possible. You will be consulted if changes need to be made.

Course Selection Process

1.Students will be issued with a Course Counselling newsletter. This will include recommendations for English and Maths for the following year.

2. Carefully read the subject descriptors in this guide before selecting your units. We suggest that you download a copy of this guide for all of next year so that you may refer back to this information in discussing study plans for next year and beyond.

3. Progress to the next level of study is dependent upon students meeting the work and assessment requirements to a satisfactory (C grade) standard. Promotion to the next semester, or the same subject at the following year may have to be negotiated individually if student achievement is not satisfactory.

4. Additional information is available to students via their Home Group teachers, online links to subject information videos, speaking to subject teachers and faculty leaders. Students are also encouraged to access other sources of information. Parents can contact appropriate school staff via the email links in this guide if they require any further information.

5. Additional information is available to parents and students by attending the Careers Expo. Parents can contact appropriate school staff via the email links in this guide if they require any further information.

6. Whilst there is a set curriculum pattern of required subjects at Years 7-10, some flexibility is possible to meet individual student needs. Students (with support from parents/caregivers) may seek approval from their Year level Leader to change the curriculum pattern. The decision to allow this flexibility will be made in consultation with other school staff and will be based on the individual student's skill levels and/ or future pathways.

7. Students, with assistance from parents/caregivers and counselling from Home Group teachers and/or course counselling staff, nominate their subject preferences via the online Web Preferences portal. A link to login to the student's unique portal will be sent to the student's school email address.

8. The school timetable is constructed on the basis of student choices within the constraints of staffing and school resources.

9. Although every effort is made to accommodate all student preferences, this is not always possible. Where students are unable to study their selected subjects, they are re-counselled to enable them to select appropriate replacement subjects. It is important to note that reserve preferences may be used and should also be considered carefully and be of interest to the student.

10. Students, with support from parents, will have limited opportunities to make changes to the chosen course.

Key Staff for Course Counselling

Roy Page
Principal

Brent Bloffwitch
Deputy Principal
Curriculum & Pedagogy

Daniel Quinlivan
Assistant Principal
Years 11/12
SACE/VET Coordinator

Ann Hargreaves
Assistant Principal
Years 9/10

Bec Bolton
Assistant Principal
Years 7/8
Wellbeing

Sue Clark
Assistant Principal
Inclusive Education

Brad Sheridan
Year 11/12 Leader

Asher Hausler
Year 12 Manager

Angus Magarey
Year 11 Manager

Alex Hoffmann
Year 9/10 Leader

Jessica West
Year 10 Manager

Kellie Allen
Year 9 Manager

Danielle Langhorn
Year 7/8 Leader

Katelyn Baldock
Year 8 Manager

Kate Rix
Year 7 Manager

Erin Dayman
Inclusive Education
Coordinator

Rick Lane
Wellbeing Leader

Lauren Semmens
Wellbeing Leader

SA Certificate of Education (SACE)

Students who successfully complete their senior secondary education in South Australia are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study. We would encourage you to consider using the links below to access more information about the SACE and how it works.

Welcome to the SACE Student guide HERE
Your SACE Journey video HERE

The SACE will help students develop the skills and knowledge they need to succeed in the world beyond school – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce.
As part of the SACE students will be expected to gain and demonstrate essential skills and knowledge for their future, focussing on literacy, numeracy, information and communication technology, creative and critical thinking, personal and social, ethical understanding and intercultural understanding. These are called 'capabilities', and are a combination of the skills, knowledge, and attributes students will need to be responsible and active members of the community.

SACE requirements

To gain the SACE, students complete about two years of full-time study which most students spread over three years. Students will be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken and recorded.

The SACE is based on two stages of achievement:

• Stage 1, which most students do in Year 11, apart from Exploring Identities and Futures, which most students undertake in year 10;
• Stage 2, which most students do in Year 12.

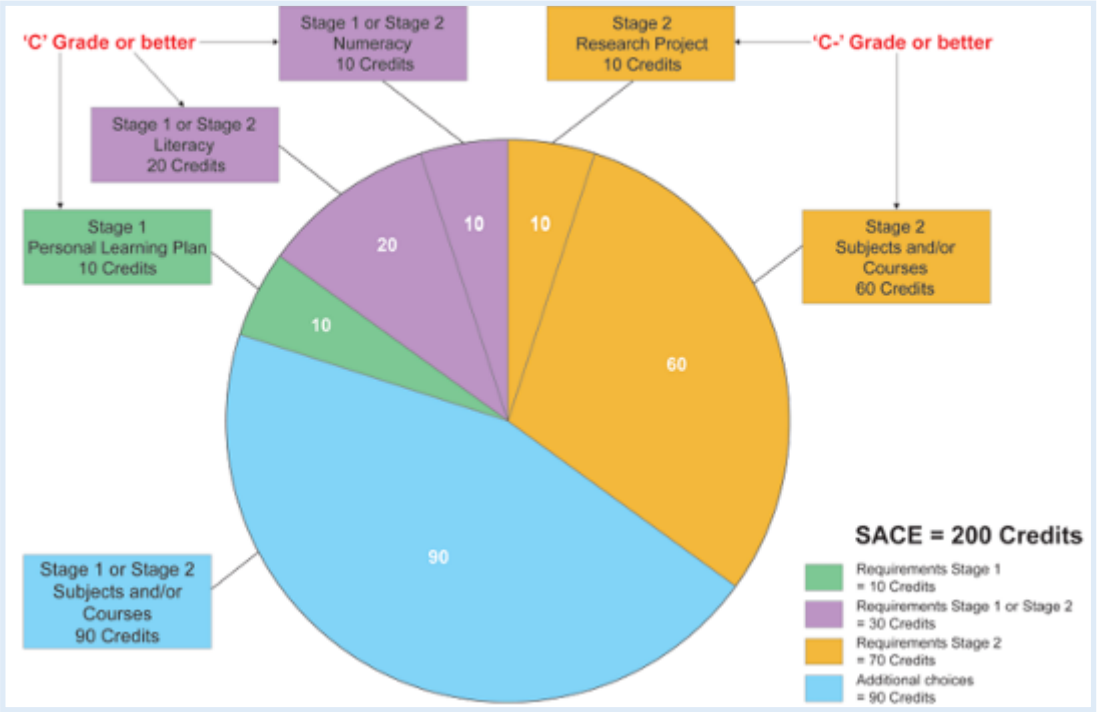
Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for students to gain the certificate. Ten credits are equivalent to one semester of study in a particular subject or course.

Some elements of the SACE are compulsory. These are:

Exploring Futures and Identities (EIF) at Stage 1 (usually undertaken in Year 10) worth 10 credits
at least 20 credits towards literacy from a range of English courses at Stage 1
at least 10 credits towards numeracy from a range of mathematics courses at Stage 1
Activating Identities and futures (AIF) at Stage 2 worth 10 credits completion of at least 60 additional credits in Stage 2 subjects and courses.
Students must achieve either an A, B, C or equivalent in the compulsory elements to complete the SACE successfully.
The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects of a student's choice or SACE Board recognised alternatives such as learning a trade, TAFE, vocational training and community service.

SACE Board of SA

The SACE Board of SA is an authority of the SA Government. It sets the curriculum for Year 11 and 12, and is responsible for the assessment of student achievement. The SACE Board administers the South Australian Certificate of Education (SACE).
https://www.sace.sa.edu.au
This gives access to a range of materials including curriculum statements, student work exemplars, past examination papers, information to assist students, as well as student fact sheets. Students can log in to look up subject
enrolments, results and personal details recorded by the SACE Board of SA.



****Please note when Research Project (RP) is referred to, it has been replaced by Activating Identities and Futures (AIF) Personal Learning Plan (PLP) it has been replaced by Exploring Identities and Futures (IEF) ****

How will SACE be assessed?

Students will receive an A to E grade showing their level of achievement in every Stage 1 and Stage 2 subject. Stage 1 subjects will be assessed by the school.
In Stage 2, every subject has 30% external assessment, which means a qualified SACE marker will assess 30% of a student's work. This work can be completed in a variety of ways, depending on the subject. It could involve written or oral examinations, practical performances, presentations, or research work.
Schools will assess 70% of a student's work in each Stage 2 subject. These marks will be double-checked (moderated) by the SACE Board to ensure consistent grading across the state.

Students Online

Students can log in to Students Online to review their courses and results using their SACE registration number and pin at: STUDENTS ONLINE The student's four digit pin is set to a default code for their first access based on their birthday. The pin works as follows:
Birthday Pin: 1st January **0101**, 16th June **1606**
Once the student has logged on for the first time they will be asked to change their pin. If a student loses their pin they will need to contact the SACE Board who will re-set the password. This can be requested through the SACE website.

What is scaling, and how will it affect my subject choices?

Your SACE/NTCET results cannot be used directly in the selection process for university or TAFE SA courses. A mathematical process called scaling must first be used to ensure that results obtained in different subjects can be directly compared. The results must also be converted to numerical values to allow a university aggregate to be calculated.
SATAC has produced a 10 minute video, along with the information below, to explain the scaling process and tertiary selection.

SATAC Scaling

Students receive two sets of marks with their SACE results. These two sets of numbers measure two different quantities. They are calculated in two different ways from the total marks (called the 'raw score') received by a student in a subject.
One set of marks is the Subject Achievement Scores. These scores show the achievement of students in completing the objectives of the course for each of their subjects. The other set of marks is the Scaled Scores. These scores provide a means of comparing performance across subjects for the purpose of calculating the university aggregate.

The Purpose of Scaling

The total used for university entrance is made up of many possible subject combinations. If scaling did not take place, students who took subjects that tended to give low subject achievement marks would be disadvantaged in relation to students who took subjects that tended to give higher marks. Scaling seeks to prevent differences that are due to differing assessment methods between subjects. This is a complex mathematical equation (or formula), but in essence it means that the subject achievement scores in subjects are adjusted downwards if the group of students taking the subject consistently get higher scores in that subject than in their other subjects. Scores in subjects are adjusted upwards if the reverse is the case. These adjustments are made on the basis of the performance of the whole group of students who take the subject that year, and are made to the scores of the whole group.

Scaling and SACE Stage 2 Subject Choice

There can be no guarantee that a subject will be 'scaled up' or 'scaled down' in a particular year. The scaling of a subject depends upon the performances of groups of students in the p articular subject in that year. Students who choose a subject because it is usually scaled up, rather than because they have a real interest in or aptitude for it, may achieve lower subject achievement scores before scaling. Hence, they may still receive a scaled score that is similar to, or even lower than, the score they would have received if they had chosen another subject on the basis of their ability or interest. The choice of subjects should be on the basis of need, aptitude, interest and aspirations rather than on the expected results of scaling.

Prerequisite subjects for University Entrance

Some University programs/courses indicate certain Stage 2 subjects are **prerequisites** for that course. This means the subject **must** be studied and a subject grade of at least a C achieved. Many university programs/courses indicate certain Stage 1 and/or Stage 2 subjects are **assumed knowledge** for that course. A student wishing to apply for such a course is not required to have studied the assumed knowledge subjects, but the lack of that background knowledge may impact student success in that course.

It is the student's responsibility to check that the subjects they select meet the requirements of tertiary institutions for specific courses. The school aims to provide students with accurate resources, website links, career planning and information. The school relies on the information supplied by the SACE Board of SA, SATAC, Universities and TAFE and advises students and parents to check that changes have not occurred for their selected options.

Applying to University Interstate

Universities in other parts of Australia vary in their requirements. It is recommended that students write to specific universities about courses and their prerequisites if they are considering a move interstate. Contact details are in the SATAC University Guide.

Some Explanations of Terminology

SATAC - South Australian Tertiary Admissions Centre. SATAC receives and processes applications and manages offers for SA's three Universities, Charles Darwin University in the Northern Territory, Torrens University, Central Queensland University and for TAFE courses in SA.
TAS - Tertiary Admissions Subjects. These are Stage 2 subjects approved by the universities and TAFE SA as providing appropriate preparation for tertiary studies. The universities and TAFE SA require students to study a minimum number of credits of TAS to be eligible to receive a ATAR or selection score.
ATAR - Australian Tertiary Admissions Rank. The ATAR is an indicator of how well a particular student has performed relative to other students and how competitive they will be for a particular university program/course. Refer to the Tertiary Entrance booklet which is printed by SATAC for details of how the ATAR is calculated.

University and TAFE entry

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.
Full details of university and TAFE entry requirements for 2023 are available on the SATAC website

Almost every career requires some further education and/or training, licence or minimum training requirements. This means that you might complete a qualification at University or TAFE before you commence employment or you might work and study at the same time.
• Universities and TAFE are offering a wide range of courses and are keen to attract students to their courses. It is a competitive and 'student friendly' environment.

Universities

Selection into university programs/courses is based on both eligibility and rank. Eligibility determines whether a student meets the requirement for selection; rank determines whether a student is competitive enough in relation to other applicants to be selected.
To be eligible for selection into a university program/course a student must:
• achieve the SACE qualification,
• obtain a Australian Tertiary Admissions Rank (ATAR),
• meet any pre-requisite subject requirements for the program/ course.
***In some cases a folio or statement must be submitted with applications, or literacy skills must be demonstrated.**

Australian Tertiary Admissions Rank (ATAR)

To obtain an ATAR a student must:
• comply with the rules regarding precluded combinations and counting restrictions. These are combinations of subjects that are not allowed to count towards university entrance. These are listed each year in SATAC's Tertiary Entrance Booklet.
• complete at least 90 credits of study at Stage 2, including 60 credits of approved Tertiary Admission Subjects (TAS). The other 30 credits can be gained in a variety of ways defined by the universities.

Alternative Pathways to University

All South Australian Universities offer alternative pathways of entry into most undergraduate courses. These alternative pathways, which include Special Entry Schemes, provide applicants who do not meet the normal entry requirements with an opportunity to gain entry into most tertiary courses. Details are in the SATAC University Guide.
Each University also offers bridging programs in the form of Tertiary Enabling Programs, often referred to as 'Foundation Courses'. Vocational Education can also provide pathways to university study.

The Special Tertiary Admissions Test

The STAT is a series of written tests which assess a range of competencies considered important for successful tertiary study. The STAT Multiple Choice is a two hour test which evaluates skills associated with verbal and quantitative reasoning. The STAT Written English is a one hour essay test which assesses a candidate's ability to communicate effectively in writing.

STAT Multiple Choice can be used to compete for entry to most undergraduate courses in South Australia and the Northern Territory, but is not considered for entry to TAFE SA courses.

STAT Written English is not considered for any courses offered through SATAC, but may be required by interstate institutions. More information can be found **HERE**

TAFE SA

TAFE SA offers a large number of vocational courses ranging from pre-vocational certificates to degrees. There are many different ways of gaining entry to TAFE SA courses. Some more competitive courses require the completion of SACE while others do not.

Minimum Entry Requirements

Each TAFE SA course offered through SATAC has minimum entry requirements (MER) which all applicants must meet in order to be eligible for selection. MER differ according to the level of the course and are reviewed each year.

Selection into TAFE SA courses

TAFE SA selection processes are based on merit. Where there are more eligible applicants for a TAFE SA course than there are places available, applicants are ranked in merit order for selection. There are different methods of ranking for each type of qualification and these vary from course to course. VET modules or competencies, other related study and employment or work experience also contribute to the final rank. In some cases, audition, portfolio and interview scores are also used.

Further details

Details of courses available, entry requirements and the application process may be obtained from the relevant TAFE SA Institutes or check the website **HERE**
The successful completion of some TAFE SA courses will allow for entrance into higher level courses in TAFE SA and the universities. In some cases credit transfer is given in the higher level course for subjects completed.
Students apply for TAFE SA courses through SATAC. Applicants to TAFE SA may be required to undertake assessment to demonstrate literacy and numeracy skills through a Core Skills Profile for Adults (CSPA).

Modified SACE

Students with learning difficulties or disability, that result in significant impairment in intellectual functioning and/or adaptive behaviours, and who are unable to meet Stage 1 or 2 subject learning requirements in one or more mainstream SACE subjects, may negotiate to undertake Modified SACE.
Students engage in subject areas of interest but negotiate individual learning goals aligned with their One Plan Goals, which accommodate individual student's learning needs and interests and which allows them to develop knowledge and skills connected to their aspirations and pathway beyond school.

Special Provisions

Help with completing the SACE during difficult times

Achieving the SACE is based on your ability to show evidence of what you have learned during your studies.
Special provisions are special arrangements in assessment for students who may be in a situation where illness, impairment, learning difficulty or unforeseen incident has made this difficult. Special provisions may be used to vary the assessment task(s) so that students can still demonstrate learning but under modified assessment conditions. For example, if you had a broken arm, you might be allowed to replace a written task with an oral task, or enlarged print or Braille for students with a vision impairment. Other students may have physical pain or learning difficulty that means they need to take rest breaks or have extra time to write in an assessment task.
You can apply for special provisions if you have:

- An illness or impairment that affects your ability to
- participate in an assessment task, for example a physical disability, vision or hearing impairment, a medical
- condition, a psychological illness, or a learning disability.
- Experienced an unforeseen incident beyond your control that prevents you from completing an assessment task or examination. This may include an accident, a family death, or an interruption during the examination, such as a power failure.
- Special provisions can't be used to compensate for work that you haven't done due to matters of your own choosing, or for things that could have been avoided.
- Who decides if I'm eligible?
- For school-assessed tasks in Stage 1 or Stage 2, your subject teacher and the SACE Coordinator decide if you are eligible for special provisions. You need to provide
- evidence of your impairment, learning difficulty, or unforeseen circumstance. Sometimes this includes information from independent professionals.
- For external assessments at Stage 2 such as
- examinations, investigations or performances where the SACE Board assesses your work, eligibility for special
- provisions is determined by the SACE Board.

Community Learning

Students may be involved in community activities or services outside of school. The learning gained from being part of these activities or services can be recognised and provide SACE credits. Students can also count recognition for learning gained through informal community activities such as coaching a sporting team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

What are the first steps for teachers and students?

For Community Developed Programs: Bring in the original certificate from the community organisation to the SACE/VET Coordinator at the school. The school will photocopy the certificate and forward it to the SACE Board of SA along with the application form which is signed by the student.
For Self-directed Community Learning: Discuss with the SACE/VET Coordinator what you are wanting to count towards the SACE. The school will lodge an application form signed by the student with the SACE Board of SA.

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For Self-directed Community Learning: Discuss with the SACE/VET Coordinator what you are wanting to count towards the SACE. The school will lodge an application form signed by the student with the SACE Board of SA.

What can be counted towards the SACE?

The learning that comes from participating in a community developed program such as:

- St John Ambulance Cadets
- Duke of Edinburgh Award
- CFS Cadets
- Air Force/Army Cadets
- SAASTA Training
- Scouts Australia

Please see the SACE website for more information
COMMUNITY LEARNING

Stage 2 (Year 12) Subject Choices

STAGE 2 COMPULSORY SUBJECTS	SEMESTERS	CREDITS
Activating Identities and Futures (can be completed in year 11)	1	10

Select your 6 choice by numbering them (from 1 to 6) in the order that you would prefer to do them.
Subjects numbered 5-6 will be your reserve subjects
Note: In Year 12 most students will study 4 full year subjects and Activating Identities and Futures - AIF
Students may elect to study a 5th Year 12 subject if they have completed AIF in 2024.
Exceptions may be made for students completing TAFE or School Based Apprenticeships

ALL CHOICE SUBJECTS ARE FULL-YEAR, 20 SACE CREDITS IN STAGE 2

CHOICE SUBJECTS
ENGLISH
English
Essential English
English Literary Studies
MATHEMATICS
General Mathematics
Mathematical Methods
Specialist Mathematics
Essential Mathematics
SCIENCE
Biology
Chemistry
Physics
Psychology
AGRICULTURE
Agricultural Production
HASS
Modern History
Society and Culture
Legal Studies
Women's Studies
Business Innovation
Media Studies

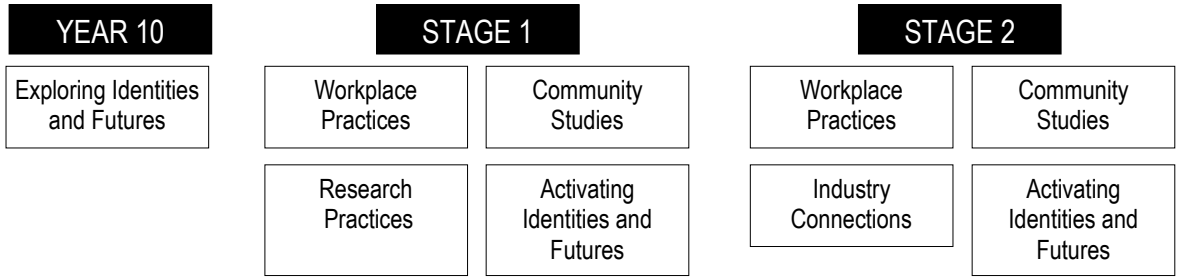
CHOICE SUBJECTS
LANGUAGES
German (Continuers)
HEALTH AND PHYSICAL EDUCATION
Physical Education
Sports Studies
Child Studies
Food and Hospitality
Health
VISUAL AND PERFORMING ARTS
Visual Arts - Art / Design
Creative Arts-Drama
Music
TECHNOLOGIES
Woodwork
Metalwork
Electronics
Computer Aided Design (CAD)
CROSS DISCIPLINARY STUDIES
Community Studies
Workplace Practices
Industry Connections

Cross Disciplinary Studies

The focus capabilities for these subjects are personal development, work and learning. In Workplace Practices students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the changing nature of work, industrial relations, legislation, and safe and sustainable workplace practices.
Students can undertake learning in the workplace and develop and reflect on their capabilities, connecting them to their interests, and aspirations.

CROSS DISCIPLINARY STUDIES COORDINATOR - DANIEL QUINLIVAN / Daniel.Quinlivan513@schools.sa.edu.au

Cross Disciplinary Pathways



Activating Identities and Futures (AIF)

1 SEMESTER / 10 CREDITS
COURSE DESCRIPTION
Activating Identities and Futures is a compulsory 10 credits Stage 2 subject that students need to complete with a 'C' grade or higher to achieve their SACE.

The purpose of Activating Identities and Futures is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, create and/or plan to progress an area of personal interest towards a learning output.
Students explore ideas related to an area of personal interest through a process of self-directed inquiry. They draw on relevant knowledge, skills and capabilities developed throughout their education that they can apply in this new context and select relevant strategies to progress the learning to a resolution. The focus of the exploration aims to develop capabilities and support students in their chosen pathways.
Activating Identities and Futures may be counted for a student's Australian Tertiary Admission Rank (ATAR).
ASSESSMENT:
School assessment
•Assessment Type 1: Portfolio (30%)
•Assessment Type 2: Progress Checks (40%)
External assessment
•Assessment Type 3: Appraisal (30%)

Industry Connections - 2XI

2 SEMESTERS / 20 CREDITS
COURSE DESCRIPTION:
Industry Connections allows students who have an interest in a particular industry area to develop and apply their skills, knowledge and understandings about that industry, while developing their capabilities and employability skills through an industry-related project. Industry Connections allows students to authentically connect and develop understandings and relationships through industry immersion, and provides opportunities for them to focus and reflect on their learning in applied and practical ways using evidence of actions taken.
Students undertaking Industry Connections select an industry and/or skills development context upon which to focus their learning. Together, students and teachers co-design authentic learning and skills developmental activities based on the students' selected industry and/or skills training context. These activities allow students opportunities to develop and/or refine their skills to explore and connect to industry and a career pathway.
This subject provides opportunities for students interested in a pathway which cannot be accessed through VET while at school For example, Fitness, Business.
ASSESSMENT:
School Assessment (70%):
Assessment Type 1: Work Skills Portfolio (50%)
Assessment Type 2: Reflection (20%)
External Assessment (30%)
Assessment Type 3: Industry Project
IMPORTANT CONSIDERATIONS:
Students can study this subject together with Stage 2 Workplace Practice and/or other subjects relevant to their pathway. Eg. a student with an interest in a pathway in the fitness industry could study this subject along with Stage 2 P.E.
Undertaking Industry Connections as part of SACE Completion precludes an ATAR being gained. Industry Connections suits students not wanting to pursue a university pathway directly from school.

Community Studies - 2XC

2 SEMESTER / 20 CREDITS
PREFERRED BACKGROUND:
Nil
COURSE DESCRIPTION:
Students are supported to develop an individual program of learning around their interests, knowledge and skills. They prepare a contract of work to engage in, around an individual community focussed activity in one of the following six areas of study:

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

This course promotes independent learning and engagement with personal interests, with teacher guidance and support, whilst still promoting development of SACE capabilities.
ASSESSMENT:
Students must plan the activity, create a 'contract of work', fulfil the contract requirements and reflect upon their experience.
IMPORTANT CONSIDERATIONS:
Undertaking Community Studies A as part of SACE Completion precludes an ATAR being gained. Community Studies A suits students not wanting to pursue a university pathway directly from school.

Workplace Practices 2XW

2 SEMESTER / 20 CREDITS
PREFERRED BACKGROUND:
Nil
COURSE DESCRIPTION:
Students develop skills and understanding to be able to explain concepts of industry and work. They analyse the relationships between work related issues and practices in workplaces and demonstrate knowledge of the roles of individuals, government legislations and unions. They also investigate the dynamic nature of work related and workplace issues, cultures, and/or environments. They demonstrate and apply work skills and, where relevant, industry skills in a work related context. Includes the following areas of study:

- Industry and Work Knowledge
- Vocational Learning and/or Vocational Education and Training (VET)
- 50-60 hours work placement

For the Industry and Work Knowledge component, students undertaking Workplace Practices A (10-credits), study two negotiated topics; Workplace Practices (20-credits), study the three topics from the list below:
Topic 1: Work in Australian Society
Topic 2: The Changing Nature of Work
Topic 3: Industrial Relations
Topic 4: Finding Employment
Topic 5: Negotiated Topics
Students also undertake either a practical investigation based on a product, task or service in which they have been involved, or an issues investigation of a local, national or global issue. (this is the external assessment)
ASSESSMENT:
School Based Assessment: (25%) Folio (25%) Performance (20%) Reflection
External Assessment: (30%) Investigation - Research and Practical
IMPORTANT CONSIDERATIONS:
Students are required to complete a work placement to gain practical experience. Students can count part-time, casual or volunteer work as part of their practical component.

English

In English, students develop their skills as listeners, speakers, readers, viewers, writers and creators. They learn about the power of language, how it is used in different ways for different purposes and how to communicate effectively and imaginatively in a wide range of situations. In particular they learn to apply their skills in different ways to understand and produce multimedia texts emerging through the growth of information communication technologies.

ENGLISH & LITERACY COORDINATOR - NAT NOACK Natalie.Noack632@schools.sa.edu.au

English Pathways

YEAR 10	STAGE 1	STAGE 2
Essential English	Essential English	Essential English
English	English	English
English Literary Studies	English Literary Studies	English Literary Studies

Essential English - 2EE

2 SEMESTERS / 20 CREDITS

COURSE DESCRIPTION:

In Year 12 (Stage 2) Essential English students study and create texts across a range of personal, social, cultural, community, and/or workplace contexts. They extend their communication skills, consider and respond to information, ideas, and perspectives in texts, examine the effect of language choices, analyse the role of language and create oral, written, and multimodal texts

SCHOOL BASED ASSESSMENT:

Assessment Type 1: Responding to Texts (30%) (analysing a range of texts, which may include film, spoken, written and media.)
Assessment Type 2: Creating Texts (40%)

EXTERNAL ASSESSMENT 30%:

Assessment Type 3: Language Study (30%) This is the study of how language is used in different context

English - 2EN

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C+ grade or better in Stage 1 English

COURSE DESCRIPTION:

In English, students analyse a range of texts with an emphasis on purpose, audience, context and how language and stylistic features shape ideas and perspectives. This may include film, novels, short stories, poetry, documentaries and media. An understanding of purpose, context, and audience is applied in students own creation of a range of texts that may be written, oral, and/or multimodal.

SCHOOL BASED ASSESSMENT: Responding to text (30%) (analysing a range of texts, which may include film, spoken, written and media.) Creating Texts (40%) (4 assessments, 1 of which is a final writers statement is reflecting on your own creative pieces.)

EXTERNAL ASSESSMENT: Comparing Texts(30%) This is a 2000 word comparative analysis of 2 text types.

IMPORTANT CONSIDERATIONS:

This course has a more even distribution between responding to and creating texts.

English Literary Studies - 2EL

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

B grade or better in Stage 1 English.

COURSE DESCRIPTION:

English Literary studies has strong focus on text analysis and “classic literature” texts. English Literary Studies is recommended for those students who excel in English and may be considering studying English at University.

In the subject students analyse a range of texts with an emphasis on purpose, audience, context and how language and stylistic features shape ideas and perspectives.

An understanding of purpose, context, and audience is applied in students own creation of a range of texts that may be written, oral, and/or multimodal.

SCHOOL BASED ASSESSMENT:

Responding to Texts (50%) (analysing a range of texts, which may include film, spoken, written and media.) Creating Texts(20%)

EXTERNAL ASSESSMENT 30%:

Examination (15%) , Critical Reading (15%)

IMPORTANT CONSIDERATIONS:

This subject involves a large amount of reading of a wide range of text types.

Mathematics

2 Semesters / 20 Credits

At stage 2 Nuriootpa High School offers three different subjects in mathematics, with each subject organised into four units. The subjects are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

General Mathematics focuses on using the techniques of discrete mathematics to solve problems in contexts that include financial modelling, network analysis, route and project planning, decision making, and discrete growth and decay. It provides an opportunity to analyse and solve a wide range of geometrical problems in areas such as measurement, scaling, triangulation and navigation. It also provides opportunities to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve comparing groups, investigating associations and analysing time series.

Mathematical Methods focuses on the development of the use of calculus and statistical analysis. The study of calculus in Mathematical Methods provides a basis for an understanding of the physical world involving rates of change, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics in Mathematical Methods develops the ability to describe and analyse phenomena involving uncertainty and variation.

Specialist Mathematics provides opportunities, beyond those presented in Mathematical Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Specialist Mathematics contains topics in functions and calculus that build on and deepen the ideas presented in Mathematical Methods as well as demonstrate their application in many areas. Specialist Mathematics also extends understanding and knowledge of probability and statistics and introduces the topics of vectors, complex numbers and matrices. Specialist Mathematics is the only mathematics subject that has been designed to not be taken as a stand-alone subject.

Calculators

Students who intend to enrol in Specialist Mathematics, Mathematical Methods or General Mathematics courses will need their own graphics calculator.

Graphics calculators need to be SACE board approved for use in exams. Details of SACE board approved calculators can be obtained www.sace.sa.edu.au

The following approved Casio graphics calculators are the schools preferred calculator.

- Fx-CG50 (Latest model)
- Fx-CG20
- Fx-9860G AU PLUS

Note: The Fx-9860 GII is not an approved calculator. Please do not purchase this calculator.

SACE NUMERACY REQUIREMENTS

Completion of 10 or 20 credits of stage 1:

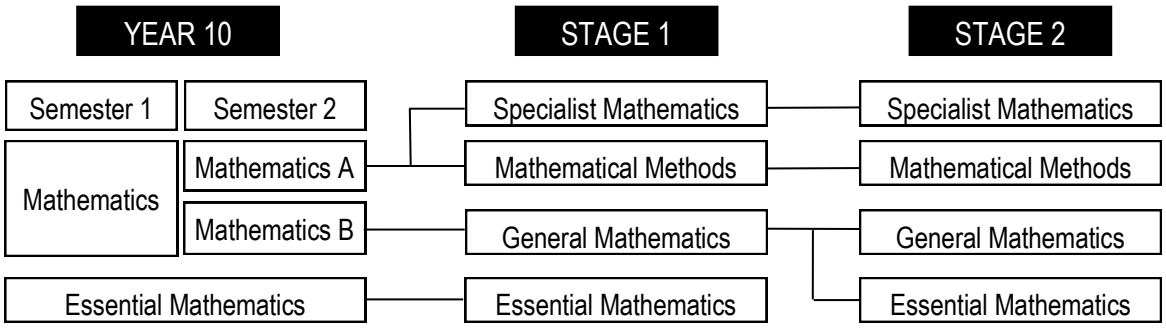
- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics with a C grade or better

will meet the numeracy requirement of the SACE.

A revision Guide is required to be purchased (approx. $40)
An approved GRAPHICS CALCULATOR is required for all Stage 2 Mathematics subjects

MATHEMATICS & NUMERACY COORDINATOR - ANDREW TURNBULL / Andrew.Turnbull99@schools.sa.edu.au

Mathematics Pathways



Specialist Mathematics - 2MS

2 SEMESTERS / 20 CREDITS
PREFERRED BACKGROUND:
C Grade or better in Stage 1 Specialist Mathematics
COURSE 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.
ASSESSMENT:
Skills and Applications Tasks 50%
Investigation 20%
Exam 30%
IMPORTANT CONSIDERATIONS:
Specialist Mathematics must be studied in conjunction with Mathematical Methods. A revision Guide is required to be purchased (approx. $40)
An approved GRAPHICS CALCULATOR is required

Mathematical Methods- -2MM

2 SEMESTERS / 20 CREDITS
PREFERRED BACKGROUND:
C+ or higher in 2 semesters of Stage 1 Mathematical Methods.
COURSE DESCRIPTION:
Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions, their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation. Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with
Specialist Mathematics, this subject can be a pathway to engineering, space science, and laser physics
ASSESSMENT:
Skills and Applications Tasks 50%
Investigation 20%
Exam 30%
IMPORTANT CONSIDERATIONS:
A revision Guide is required to be purchased (approx. $40)
An approved GRAPHICS CALCULATOR is required

General Mathematics - 2MG

2 SEMESTERS / 20 CREDITS
PREFERRED BACKGROUND:
C+ or higher in 2 semesters of Stage 1 General Mathematics or Mathematical Methods.
COURSE DESCRIPTION:
Stage 2 General Mathematics offers students the opportunity to develop a strong understanding of the process of mathematical modelling and its application to problem solving in everyday workplace contexts. Stage 2 General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics. These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.
ASSESSMENT:
Skills and Applications Tasks 40%
Investigation 30%
Exam 30%
IMPORTANT CONSIDERATIONS:
Successful completion of this subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics. A revision Guide is required to be purchased (approx. $40)
An approved GRAPHICS CALCULATOR is required

Essential Mathematics - 2ME

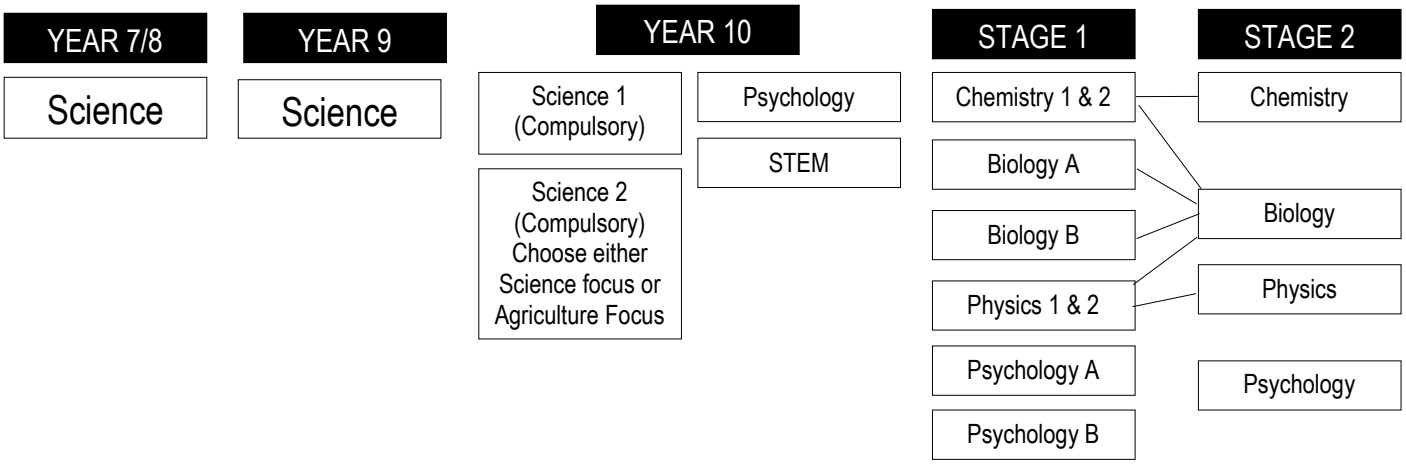
2 SEMESTERS / 20 CREDITS
PREFERRED BACKGROUND:
C grade or better in two semesters of Stage 1 General Mathematics.
COURSE DESCRIPTION:
Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. Offering students the opportunity to extend their mathematical skills in a way that applies practical problem-solving in everyday and workplace contexts. Students will apply mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. There is an emphasis on developing computational skills, expanding students' ability to use mathematical skills in flexible and resourceful ways and applying practical problem-solving in everyday and workplace contexts.
Stage 2 Essential Mathematics consists of the following topics: Scales, Plans, and Models, Measurement, Business Applications, Statistics, Investments and Loans
Assessment Types:
Skills and Application Tasks (30%)
Folio 40%)
Exam (30%)
IMPORTANT CONSIDERATIONS:
A revision Guide is required to be purchased (approx. $40)
An approved GRAPHICS CALCULATOR is required.

Science

The emphasis in science is on learners developing understandings of the physical, chemical, geological, biological and psychological world in which they live and an appreciation of the relationships they have with these worlds. To do this, students need an understanding of the use of scientific processes such as investigating, collecting and interpreting information and communicating. This, along with the ability to think critically and to measure the impact of science on society, is essential to students' success in this area. Students learn about sciences involved with the Earth in Space, Physics, Biology, Psychology and Chemistry.

SCIENCE & STEM COORDINATOR - CHRIS GAMBELL / Chris.Gambell297@schools.sa.edu.au

Science Pathways



Biology A - 2SB

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C grade or better in a Stage 1 Biology, Chemistry and Physics.

COURSE DESCRIPTION:

The students develop the basic biological concepts for an understanding of social issues. Students learn to apply knowledge to both specific and general problems. Other skills to be developed include the ability to manipulate biological equipment, to design suitable experiments, and to interpret data. The course reflects recent developments in biological knowledge and techniques.

Topics Include:

DNA & Proteins

Students investigate the structure of DNA and processes in the transmission of genetic material to the next generation of cells and to offspring. They study how interactions between genes and environmental conditions influence an organism's characteristics. Students relate gene expression to protein production and explore some of the many roles that proteins have in a functioning cell and organism.

Cells As The Basis For Life

Students examine the cell theory, the structure and function of the cell membrane, the exchange of materials, and processes required for cell survival. They investigate the importance of enzymes in cell metabolism and ways in which energy is transformed and transferred in the biochemical processes of photosynthesis and respiration. They also consider the importance of culturing cells, and chemicals that interfere with cell metabolism.

Homeostasis

Students examine some of the body systems, including the nervous, endocrine (hormonal), and excretory systems that play interdependent roles in the regulation of body processes such as body temperature, blood glucose levels, carbon dioxide levels in blood, and water balance. They relate the structure of the cells, tissues, and organs of these systems to their function. Students examine how biotechnology has contributed to advances in the treatment of the malfunctioning of the nervous and endocrine systems.

Evolution

Students examine the biological evidence for understanding the changes in species described in the theory of evolution by natural selection. Through the investigation of appropriate contexts, students explore ways in which models and theories have developed over time. This includes changes in the understanding of natural selection, evolution, and population genetics, and the technologies used to investigate them. Students investigate ways in which science contributes to contemporary debate about local, regional, and global issues, including evaluation of risk and action for sustainability.

SCHOOL BASED ASSESSMENT: (30%) Investigations Folio (40%) Skills and Applications tasks

EXTERNAL ASSESSMENT: (30%) Examination

IMPORTANT CONSIDERATIONS:

This course is a prerequisite that must be studied to gain entry to some university courses.

Chemistry - 2SC

2 SEMESTERS / 20 CREDITS
PREFERRED BACKGROUND:
C grade or better in Stage 1 Chemistry 1 and 2.
COURSE DESCRIPTION:
Through the study of 4 key ideas and concepts students develop their chemistry investigation skills, skills in problem solving and Chemical understanding. Chemistry provides background knowledge and skills necessary for those students who wish to pursue further study and/or employment in chemical industries and many other areas.
TOPICS INCLUDE:
Monitoring the environment –Population growth and increased industrialisations has led to increasing demands on the environment. Students will investigate the impact of fossil fuel use and effect of combustion products on global warming, ocean acidity and photochemical smog. They will explore chromatography, atomic spectroscopy and volumetric titrations to extend application and understanding of stoichiometry and use of specialised glassware.
Managing Chemical Processes – The chemical industry produces a range of chemicals that allow for materials to be modified or replaced and unknown chemicals to be developed. Students will explore energy use and factors that influence reaction rates and equilibrium laws to predict and explain conditions to optimise chemical processes.
Organic and Biological Chemistry –This is an important area of research for medical technology, genetic engineering and development of pharmaceuticals. Students will examine the physical and chemical properties of a range of functional chemical groups: alcohols, aldehydes, ketones, carboxylic acids, amines, esters and amides. From this they will explore the biologically important compounds: carbohydrates, triglycerides and proteins.
Managing Resources – Human consumption of energy and other resources have been ever increasing and have been linked to new understandings and new technologies. Students will consider energy resources such as fossil fuels and the greater use of renewable fuels. **They will examine material resources such as natural minerals, water and soil as well as synthetic polymers.** They also examine the benefits and problems associated with recycling of materials.
ASSESSMENT:
SCHOOL BASED ASSESSMENT: (30%) Investigations Folio (40%) Skills and Applications tasks
EXTERNAL ASSESSMENT: (30%) Examination
IMPORTANT CONSIDERATIONS:
This course is a prerequisite that must be studied to gain entry to some university courses.

Physics - 2SP

2 SEMESTERS / 20 CREDITS
PREFERRED BACKGROUND:
C grade or better in Stage 1 Physics 1 and 2 and a good knowledge of Mathematics.
COURSE DESCRIPTION:
The students develop the basic physics concepts necessary to develop an understanding of various physical phenomenon and real-world applications. It provides training in logical thinking, analytical powers, skills in problem-solving, and the capacity to deal with abstract concepts. Students learn to conduct investigations, report their observations in precise language and correct mathematical form, and with accurate graphical presentation.
Topics include:
Motion and Relativity: The motions of various situations are studied, including projectiles, skydiving, collisions, and spacecraft propulsion, such as solar sails and ion drives. Objects moving in a circle and the force of gravity can also be applied to satellites and comets. Einstein's theory of relativity and the effects of time dilation when objects are moving close to the speed of light are applied to clocks in satellites used for GPS.
Electricity and Magnetism: Electric and magnetic forces can be used to explain the motion of charged particles and applications, such as photocopiers, electric motors, electromagnets, maglev trains, induction cooktops, transformers, security systems and various particle accelerators.
Light and Atoms: Light has both wave and particle properties and has a wide variety of applications, including microwave ovens, TV signals, mobile phone signals, blu-ray players, digital cameras, smoke detectors, X-rays and CT scanners. Knowledge of the structure of the atom and spectra can be used to identify elements in stars and has many applications in forensic science, mineralogy, virtual reality glasses, LASERS, and optic fibre communication. The standard model includes a large number of sub-atomic particles and some of these can be used to explain the four basic forces of the universe. These particles are being researched in the large hadron collider and some of these particles are used in medical applications, such as PET scanners.
ASSESSMENT:
SCHOOL BASED ASSESSMENT: (30%) Investigations Folio (40%) Skills and Applications tasks
EXTERNAL ASSESSMENT: (30%) Examination
IMPORTANT CONSIDERATIONS:
This course is a prerequisite that must be studied to gain entry to some university courses.

Psychology - 2SS

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

Nil - although a background in Stage 1 Science preferably Psychology would be an advantage.

COURSE DESCRIPTION:

This course enables students to gain knowledge and skills in human behaviour and attitudes, not only of others, but also themselves. It equips students to not only be effective personally and socially, but also in their dealings within their chosen career fields or pathways, as an understanding of interpersonal skills is essential to future success.

Topics include:

Psychology of the Individual: How individuals can differ, or be similar, in how they engage with their social and physical worlds. Includes an examination of personality, the network of emotions, cognitive process and behaviours that provide meaning and direction to our lives. Includes a study of different conceptions of personality, assessment, cultural and individual differences.

Psychological Health and Wellbeing: People with healthy minds are not just free of mental disorders: they also have high levels of social and emotional well-being. This topic examines the positive and negative factors that affect psychological health, how people can be helped to cope with mental health issues and stress, and what they can do to increase their emotional and social well-being.

Organisational Psychology: This topic involves the evidence-based study of organisations and particularly the work performance and job satisfaction of their members. It examines factors that affects individuals, teams and larger organisations to increase performance at all levels. Includes a study of motivation, leadership and assessing performance.

Social Influence: Social influence is an everyday phenomenon, but it can have dramatic effects. It can be reflected in courageous acts of defiance against unjust authority or in thousands, or hundreds of thousands, of people following the edicts of their leaders, even when these violate the followers' moral values. This topic includes the impact of the presence or absence of other people on behaviour: obedience and conformity; attitude formation and attitude change; prejudice and persuasion and social media.

Psychology of Learning: This topic applies universal ways of learning, including classical conditioning (association), operant conditioning (reward and consequence) and observational learning (role models), to a wide range of real-world applications, e.g. drug dependency, coping with chemotherapy and unemployment.

ASSESSMENT:

SCHOOL BASED ASSESSMENT:

(30%) Investigations Folio (1x Science as a Human Endeavour Research Task, 1x Psychological Investigation Report)

(40%) Skills and Applications tasks (3-4 Tests/Assignments)

EXTERNAL ASSESSMENT: (30%) Online Examination (2 hours)

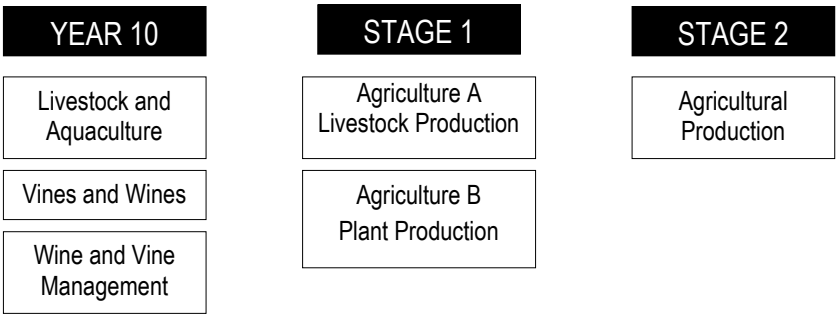
IMPORTANT CONSIDERATIONS: Students maybe required to purchase a text book/revision guide

Agriculture

Students who choose to study Agriculture have the opportunity to develop their knowledge and skills in a diverse range of agricultural enterprises. Enterprises which students can study include vegetable gardening, viticulture, various poultry, sheep, goats cattle and aquaculture.

AGRICULTURE COORDINATOR - MILLY HOFFMANN / Milly.Hoffmann416@schools.sa.edu.au

Agriculture Pathways



Agricultural Production - 2AG

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C grade or better in a Stage 1 Science or Agriculture subject. Study of Agriculture in year 10 or Stage 1 is desirable, but not essential.

COURSE DESCRIPTION:

Stage 2 Agricultural Production focuses on the techniques, procedures, and processes used in agricultural production and on developing an understanding of the relevant agricultural concepts. The topics in Stage 2 Agricultural Production extend students skills, knowledge, and understanding of agricultural principles and practices. Topics that are studied include Winemaking and Viticulture, Animal Production, Aquaculture and Soils. Agricultural Production includes a focus on agribusiness and enterprise productivity, and will also include a Science as a Human Endeavour (SHE) focus.

ASSESSMENT:

SCHOOL BASED ASSESSMENT:

(30%) 3 x Agricultural Reports (including a SHE task) with a word limit of 1500 words.

(40%) 3 X Agricultural Applications

EXTERNAL ASSESSMENT:

(30%) Production Investigation with an enterprise focus and a maximum word count of 2000 words

IMPORTANT CONSIDERATIONS:

Nil

HASS - Humanities and Social Sciences

In Humanities & Social Sciences students increase their understanding, knowledge and skills and develop attitudes, and values to help them participate as active and informed citizens in their local and global society. Learning takes place through a range of disciplines and studies including History, Geography, Economics, Legal Studies, Aboriginal Studies, Women's Studies, Civics and Citizenship, Studies in Religion and Environmental Education. Through these studies students will develop their knowledge and understanding of:

- the society they live in
- other societies in the world
- the relationships between people and their society
- the relationship between society and the environment

HASS AND LANGUAGES COORDINATOR - CAROLINE BEY Caroline.Bey555@schools.sa.edu.au

HASS and Languages Pathways

YEAR 7/8	YEAR 9	YEAR 10	STAGE 1	STAGE 2
Geography/ Economics & Business	Geography	Geography	Modern History	Modern History
History/Civics & Citizenship	History	History	Ancient Studies	Society and Culture
German	Issues in Society	Turning Points in History	Legal Studies	Legal Studies
Indonesian	Global Connections	Women, Society and Culture	Society and Culture	Women's Studies
	German	German	Women's Studies	Business Innovation
			Media Studies	Media Studies
			Business Innovation	German
			German	

Modern History - 2HH

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

B-/C+ Grade or better in Stage 1 HASS class and English classes. Evidence of very strong reading and writing/essay skills needs to be shown.

COURSE DESCRIPTION:

Students will study significant nations and events of the 20th Century'. They are;

- Modern Nations: Germany 1918 – 1948 (Topic 3), topics include; the liberal experiment, the road to dictatorship and the Nazi state in peace and war.
- The World Since 1945: The Changing World Order 1945 – Present (Topic 7), topics include; the origins of the superpower rivalry, the nature of the Cold War, the end of the Cold War, the consequences of the Cold War.

During the year students will undertake five (5) folio tasks which will make up 50% of their overall result. Folio assignments may include historical reports, research assignments, debates, scripted role plays, oral presentations, essays, or multimodal presentations.

ASSESSMENT:

School Based Assessment:

Folio 50%

Historical Study 20%

External Assessment:

Examination 30%

IMPORTANT CONSIDERATIONS:

Students must also complete an individual historical study which focuses on a period of modern (post 1750s) historical significance, the historical study can be written or multimodal, it will make up 20% of their overall result. All students will then sit a two (2) hour external examination in November, 2018 which will only focus on the Nation Study (Germany) conducted throughout the year, the exam will make up 30% of their final result.

Society and Culture - 2HS

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

Students require skills of research, reporting and communication.

COURSE DESCRIPTION:

Students explore and analyse the interactions of people, societies, cultures and environments. They learn how social, political, historical, environmental, economic and cultural factors affect different societies; and how people function and communicate in and across cultural groups. Students work on contemporary social issues individually and in groups. Students study three topics related to Culture, Contemporary Challenges and Global Issues. They also undertake an independent investigation on a topic of individual interest. The focus capabilities for this subject are citizenship, communication and learning.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: (50%) Folio (20%) Interaction

EXTERNAL ASSESSMENT: (30%) Investigation

IMPORTANT CONSIDERATINS:

Completion of Stage One Society and Culture is not a pre-requisite. The content we look at can be controversial and an open mind is an advantage.

Legal Studies - 2HL

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C grade or better in Stage 1 Legal Studies

COURSE DESCRIPTION:

Legal Studies introduces the relationships between law, society and the individual. Content includes the Australian Legal System, Constitutional Government, Lawmaking and Justice Systems. Students develop skills of careful and precise communication, articulation and evaluation of arguments, and reasoning. Tasks include short answers, essays, student generated assignments and debates. The focus capabilities for this subject are citizenship, personal development and learning.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: (50%) Folio (20%) Inquiry

EXTERNAL ASSESSMENT: (30%) Examination

IMPORTANT CONSIDERATIONS:

Nil

Media Studies 2HM

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C or better in Stage 1 HASS course

COURSE DESCRIPTION:

Students develop media literacy and production skills. They research, discuss and analyse media issues, and interact with, and create media products.

Students explore the role of media in Australian and global contexts, and how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time. Students study 4 four key concepts: media representations, media conventions, media organisations, and media audiences.

ASSESSMENT:

SCHOOL BASED ASSESSMENT:

Assessment Type 1: Folio (30%), Assessment Type 2: Product (40%)

two or three media exploration assessments, and one media interaction study for the folio

two media products, each of which is supported by a producer's statement

EXTERNAL ASSESSMENT:

Assessment Type 3: Investigation (30%)

IMPORTANT CONSIDERATIONS:

Nil

Women's Studies - 2HW

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C grade or better in a Year 11 Women's Studies, English or History

COURSE DESCRIPTION:

Women's Studies is centred around understanding gender - what it is and how it is constructed, and how this affects women's experiences across a range of contexts, times and cultures. This is a perfect course for those students who are passionate about human rights, women's rights and social justice. You will be in a safe, inclusive learning environment where you will be given the opportunity to learn about a range of captivating and sometimes even shocking social issues and inequalities - some that exist in other countries as well as others that directly impact your life. You will have the chance to develop your understanding of these issues and openly explore and discuss the topics that you are most interested in.

The course will be based around examining and analysing a range of key women's issues including Representations of Women in Cultural Texts, Women and Work, Family Life and Caring, Women and the Law, Women's Struggles, Achievements and Empowerment, Women, Culture and Society, and Development and Globalisation.

Tasks types are varied, and will include analytical and persuasive essays, and could also include presentations, role-plays, short films / documentaries, newspaper articles and more.

ASSESSMENT:

SCHOOL BASED ASSESSMENT:

(20%) Text Analysis (20%) Essay (30%) Folio

EXTERNAL ASSESSMENT:

(30%) Issues Analysis

IMPORTANT CONSIDERATIONS:

Nil

Business Innovation - 2HB

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C or better in any year 11 HASS subject

COURSE DESCRIPTION:

Students develop the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. They 'learn through doing', using design thinking and assumption-based planning processes to anticipate, find, and solve problems. Students learn in an environment, in which risk is encouraged, where ideas are built up rather than broken down, and fear of failure is replaced with the opportunity to iterate as initial assumptions about problems, customers, or solutions are refined. Students work collaboratively in uncertain environments to identify problems or customer needs, generate and explore ideas and solutions, and make decisions based on incomplete information. Through design thinking and direct involvement in innovation, students not only develop but also understand and apply their critical and creative thinking skills. Students learn to innovate and think like designers to find and solve problems that matter to specific people in a business environment characterised by change and uncertainty.

ASSESSMENT:

Students should provide evidence of their learning though six assessments, including the external assessment component. Students undertake:

SCHOOL BASED ASSESSMENT:

Four Business Skills tasks (70%)

EXTERNAL ASSESSMENT:

One Business plan and one Pitch (30%)

IMPORTANT CONSIDERATIONS: Students should be prepared to work in groups and contribute to class discussion.

Languages

Through learning languages other than English, children and students gain knowledge, skills and values that enable them to:

- communicate in another language
- compare languages and cultures, to understand differences and similarities
- extend their understanding of themselves and their own language
- strengthen their literacy and numeracy skills
- develop skills to become global citizens

German (Continuers) - 2LG

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

C grade or better in Stage 1 German Semester 1 and 2

COURSE DESCRIPTION:

Students will continue to develop and improve their reading, writing and oral skills and increase their knowledge of grammatical structures. They will respond to a variety of texts, which could include film, song, short stories and magazine articles. There will be major in depth study on an aspect of German culture or society.

ASSESSMENT:

SCHOOL BASED ASSESSMENT: Folio 50%

EXTERNAL ASSESSMENT: In depth study 50%

IMPORTANT CONSIDERATIONS:

Universities may offer bonus points to students who pass Stage 2 foreign languages. These points are added to the aggregate score. Check the SATAC Guide or individual Universities to see how these points could enhance a student's ATAR.

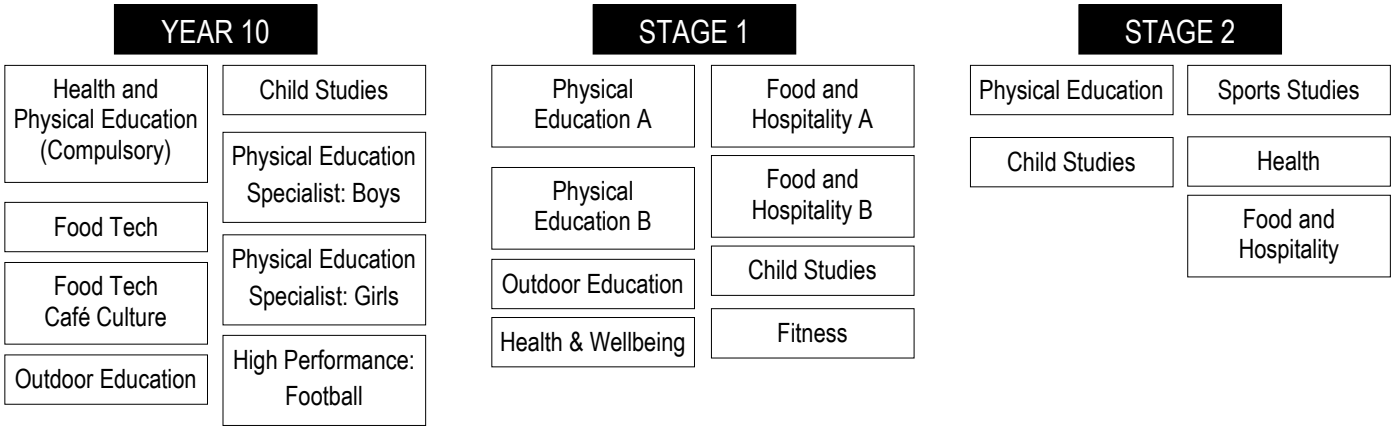
Health and Physical Education

Through Health and Physical Education students learn about people's physical, intellectual, emotional, spiritual and social needs. This Learning Area focuses on:

- participation in physical activity' as compared to 'fitness'
- the teaching and application of skills in a variety of physical activities
- the importance of safe and respectful behaviours within safe environments
- the importance of understanding oneself in different situations
- food and nutrition
- personal development and group skills

HEALTH/HOME ECONOMICS AND PE COORDINATOR - RHYS LACEY / Rhys.Lacey309@schools.sa.edu.au

Health and Physical Education Pathways



Physical Education - 2PE

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

A B grade or higher in Stage 1 Physical Education A and/or B. (Beneficial to have completed both)

COURSE DESCRIPTION:

Students will engage in three focus areas: In Movement, About Movement and Through Movement. Students will undertake theory components on energy systems, biomechanics, movement analysis, psychology, skill acquisition and training principles, with these theory concepts embedded in the practical components. The practical components will be
Badminton, Volleyball.

ASSESSMENT:

Students will complete 4 assessments throughout the year, including 1 external assessment task. They are:

- 2 Diagnostics Reports (30%)
- Improvement Analysis (40%)
- Group Dynamics Task (30%) (External Assessment)

There is NO assessment on practical performance

IMPORTANT CONSIDERATIONS:

Students will be required to purchase a study book for approximately $60 at the start of the year.

Sports Studies - 2PS

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

Successful completion of Stage 1 Physical Education A or B.

COURSE DESCRIPTION:

Sports Studies is a 20 credit subject which would suit students who have an interest and positive attitude towards physical activity and coaching development. Students undertaking this course would have an interest in careers associated with sport and recreation or would like to pursue leadership in Sport.
The subject consists of the following key areas of study:

Practical Skills Application

- Touch Football
- Sailing

Group Activity

- Plan, organise, implement and evaluate a coaching unit to be undertaken with a Year 7/8 Physical Education Class

Major Project

- Investigate and develop an individual fitness and nutrition program to undertake over 6 weeks and analyse their individual results

SCHOOL BASED ASSESSMENT: (40%) Practical (30%) Group Activity

EXTERNAL ASSESSMENT: (30%) Major Project

IMPORTANT CONSIDERATIONS:

Students will be required to pay a fee of approx. $150 for Sailing camp
Students will also have approx. 5 external fitness sessions, each session will have a cost of approx. $10.

Child Studies - 2FC

2 SEMESTERS / 20 CREDITS
PREFERRED BACKGROUND:
Students cannot choose this subject at Year 12 if they have not attained a C grade or higher in stage 1 Child Studies. Otherwise an interview with the coordinator is required.
COURSE DESCRIPTION:
The focus for this subject is on children's growth and development from conception to eight years inclusive. Students will critically examine attitudes and values about parenting and gain an understanding of the growth and development of children. This subject enables students to develop a variety of research, management, and practical skills. It is a very active, practical course that involves looking at various aspects of children's everyday lives, such as toys, clothing, storytelling, playtime, nutrition and safety. Links will be formed with the community and local child care groups and facilities. A 2000 word analytical investigation in an area of interest is an important part of the assessment in this
subject.
ASSESSMENT:
SCHOOL BASED ASSESSMENT:
(50%) Practical Activity (20%) Group Activity
EXTERNAL ASSESSMENT:
(30%) Investigation
IMPORTANT CONSIDERATIONS:
Please note this course will incur a cost of $50

Food and Hospitality - 2FF

2 SEMESTERS / 20 CREDITS
PREFERRED BACKGROUND:
Students cannot choose this subject at Year 12 if they have not attained a C grade or higher in Stage 1 Food and Hospitality A or B. Otherwise an interview with the coordinator is required.
COURSE DESCRIPTION:
Food and Hospitality Studies focuses on the dynamic nature of the food and hospitality industry in Australian society. Students develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.
ASSESSMENT:
A 2000 word analytical investigation in an area of interest is an important part of the assessment in this subject
SCHOOL BASED ASSESSMENT:
(50%) Practical Activity (20%) Group Activity
EXTERNAL ASSESSMENT:
(30%) Investigation
IMPORTANT CONSIDERATIONS:
Students are involved in a number of catering tasks. Students may be required to be involved in some out of school hours work. Please note this course will incur a cost of $60 to offset the overall cost of materials and a student workbook.

Health - 2FH

2 SEMESTERS / 20 CREDITS
PREFERRED BACKGROUND:
Passing grade or better in Stage 1 Health.
COURSE DESCRIPTION:
It is expected that students have a high level of interest in Health related topics and are keen, active inquiry learners about issues around heath. An ability to work collaboratively with others and contribute towards agreed outcomes is essential.
ASSESSMENT:
1. Complete one group investigation and presentation (30%) based around health promotion in the community. They will choose a contemporary health issue and evaluate is validity, appropriateness and effectiveness for individuals or the community. They will then present their research and evaluation in a presentation format to an audience.

2. Students will conduct two Issues analysis (20%), where they will understand, critical analyse and present evidence of their understanding on a current health trend or issue.
They will use a variety of primary and secondary sources which could include guest speakers and field work.

3. Two Practical activities (20%) allow students to participate in health promotion activities beyond the classroom and could include an undertaking of a community course (e.g. Certificate in First Aid).
The External Assessment (30%), gives students the opportunity to directly involve themselves in a personal or community activity to promote health outcomes for individuals or communities. Students will use a variety of primary and secondary sources in their written investigation of 2000 words.
This subject enables students to demonstrate their learning via
- School Based Assessment (70%)
- External Assessment (30%)

IMPORTANT CONSIDERATIONS:
Additional costs for this course will relate to relevant training and development courses eg Senior First Aid Certificate (Approximately $150) or excursions.

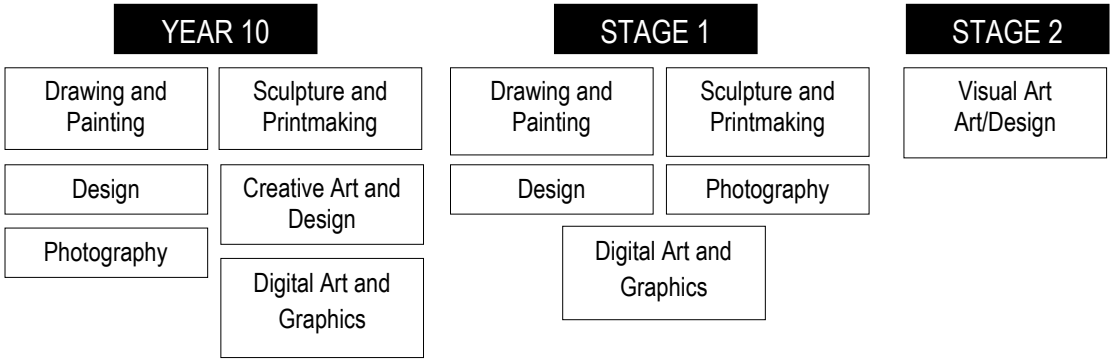
Visual Arts

Visual Arts learning plays an important role in helping us understand ourselves. The Arts expresses and celebrates our sense of identity and heritage in our multi-cultural society. Many of the critical and creative skills and attitudes that are learned in and through the Arts contribute to the other learning areas. In Arts students learn:

- to create art works through practice and experience
- to look at, talk about and enjoy all kinds of arts experiences and arts works
- to develop particular arts skills and techniques
- how the arts look and feel different from one culture to another
- about the different histories and traditions of drama, music and the visual arts
- how the Arts are being changed by new technologies
- about the Arts industry and the potential career pathways it offers

ARTS COORDINATOR - ANNE JOHNSON / Anne.Johnson620@schools.sa.edu.au

Visual Arts Pathways



Visual Arts - Art / Design - 2VA

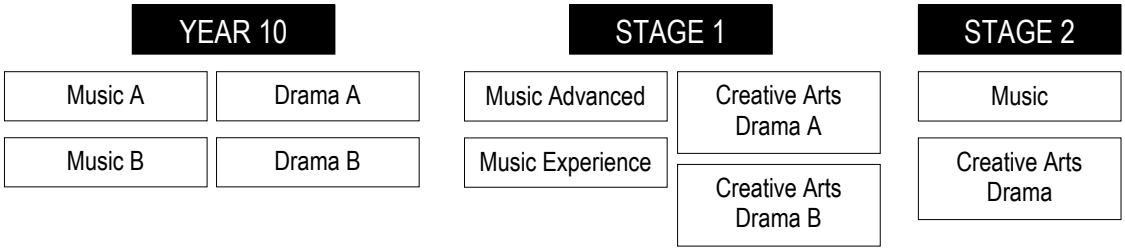
2 SEMESTERS / 20 CREDITS
PREFERRED BACKGROUND:
20 credits of Stage 1 Visual Art (Art) or Visual Art (Design) at a C grade or better.
COURSE DESCRIPTION:
Students decide upon an area of study in Visual Art- 2D studies in drawing, painting, photography, digital art, and 3D studies in sculpture or Design studies - product design, environmental design or graphic design.
Students have the opportunity to personalise and focus on an area of Visual Arts/Design that inspires them. They express their creative thinking and practical skills and research how artists work within their chosen field in each assessment type. There is an emphasis on student autonomy and self direction in this course.
ASSESSMENT:
As per SACE performance standards
ASSESSMENT TYPE 1: 2 Major Practicals (30%)
ASSESSMENT TYPE 2: Folio (40%)
EXTERNAL ASSESSMENT: Assessment type 3: Visual Study - Practical Research and Investigation (30%)
IMPORTANT CONSIDERATIONS:
Students can only study EITHER:
Visual Arts - Art OR Visual Arts - Design
Students may need to purchase an A3 Visual Arts Diary and Display folder. This course may include workshops and excursions.

Performing Arts

MUSIC

All students who do any Music unit must either be learning an instrument privately outside of school OR enrol in the school's instrumental program at the beginning of the year or in consultation with the Head of Music.
Program: The instrumental programs for flute, clarinet, saxophone, trumpet, trombone, guitar, bass guitar, drums and voice are available at school. Unfortunately the Instrumental Program does not offer individual keyboard lessons. Students wishing to have individual keyboard lessons will need to pay direct to the keyboard teacher. (approx. $28 per lesson)
Instrument Hire: Flutes, clarinets, saxophones, trumpets and trombones can be hired through the school. Costs vary depending on the instrument. Please contact the Arts Co-ordinator for more information, or students can use their own. Students learning other instruments will need to have access to these at home, along with required equipment, such as leads, sticks etc.
Extra Instrumental Costs: Other costs that may be incurred include replacement guitar strings, drum sticks, valve oil, reeds for woodwind instruments, tutor books, special workshops and some sheet music, which can be purchased from music shops.
Students participating in Instrumental Music lessons will be required to participate in concerts and ensembles which can include Choir, Concert Band, Guitar Ensemble or Percussion Ensemble. Students will be expected to take part in extra curricular events once skills have developed to a suitable standard.

Performing Arts Pathways



Music - 2CM

2 SEMESTERS / 20 CREDITS
PREFERRED BACKGROUND:
Satisfactory completion of Stage 1 Music 1 and/or 2 and a full year of instrumental lessons and ensembles.
COURSE DESCRIPTION:
Students who have other relevant music experience will be required to have an interview with the Arts Coordinator and Music teacher. Stage 2 Music may be undertaken as one or more 10-credit subjects. When studied in pairs they count as an acceptable 20-credit subject for ATAR calculation. Units can include Solo performance, Ensemble performance and Music Explorations.
ASSESSMENT:
This is dependent on the courses selected.
Folio 70% - External 30%
IMPORTANT CONSIDERATIONS:
Students will be expected to be undertaking or begin undertaking weekly instrumental lessons through the school's IM program or through a private provider depending upon the units selected.

Creative Arts - DRAMA - 2CD

2 SEMESTERS / 20 CREDITS

PREFERRED BACKGROUND:

While there are no pre-requisites it is preferred that students have completed at least a semester of Drama in Year 11 at a 'C' grade or better

COURSE DESCRIPTION:

Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, digital media, film and video or community performances.

Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social and cultural life of individuals and communities.

ASSESSMENT:

Product Folio x 2 50%

Students undertake a role in Group Production as designated by the teacher and maintain a **DIGITAL RECORD** to support their individual and collaborative role in the investigation, development, production and evaluation of the final product.

Folios should be a maximum of 6 minutes multi modal presentation, summarising rehearsals and the final production, with commentary. Please note, there are 2 Product Folios completed throughout the year.

Inquiry x 2 20%

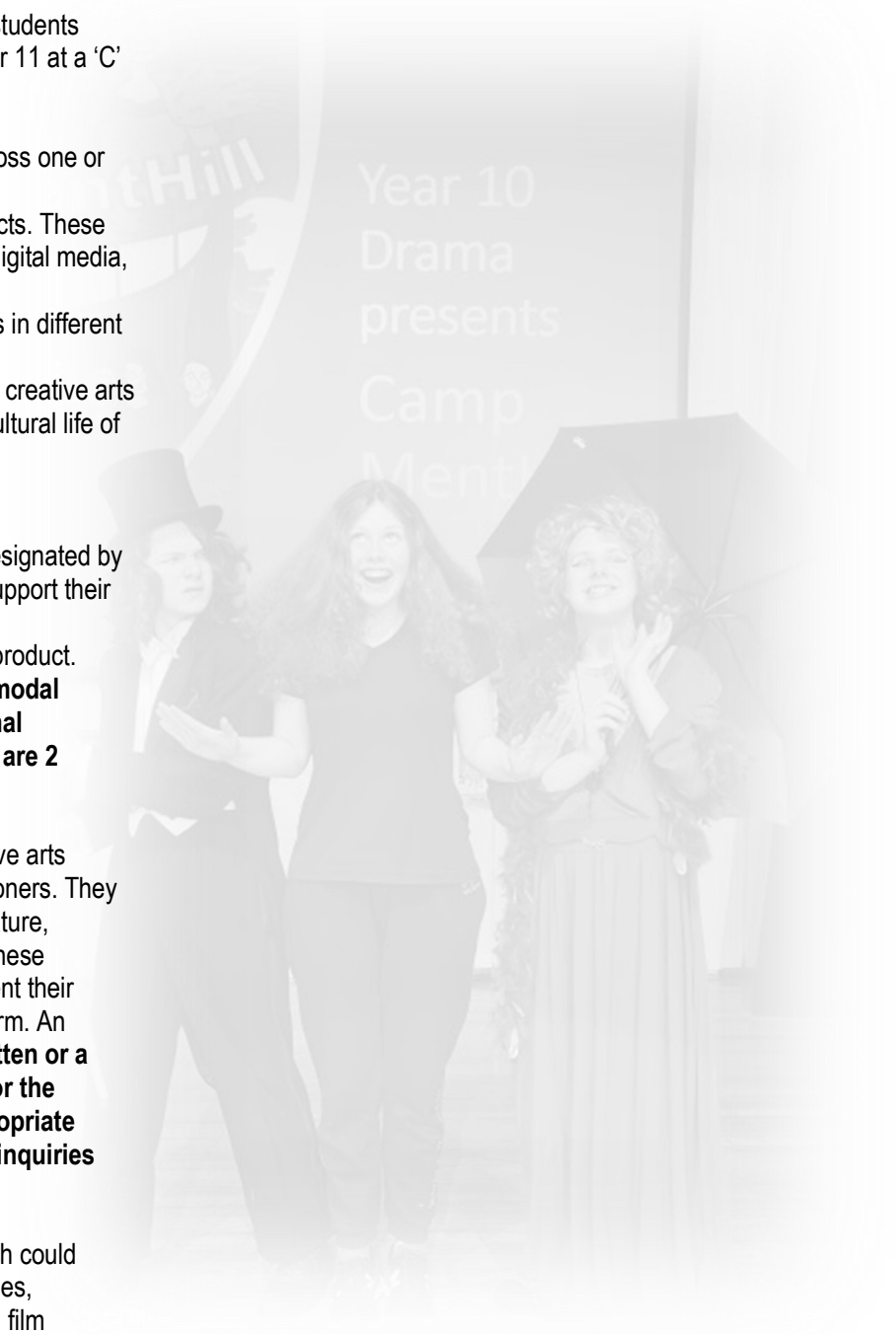
Students investigate the products of individual creative arts practitioners and/or groups of current or past practitioners. They demonstrate knowledge and understanding of the nature, concepts, techniques and processes of the work of these practitioners in the creative arts. Students may present their evidence of learning in written, oral or multi modal form. An inquiry should be a maximum of **1000 words of written or a maximum of 6 minutes for an oral presentation, or the equivalent in multi modal form. Evidence of appropriate referencing is essential. Please note, there are 2 inquiries completed throughout the year.**

Skills assessment 30% Externally Assessed

Students undertake an individual skill extension which could include refining their skills with voice, acting techniques, auditioning , warm up choreography, stage make-up, film production, script writing, set design etc. The skills record and evaluation should consist of a maximum of **twelve** pieces of evidence that best illustrate the key phases of skills exploration and application, and the students' evaluate the response. **The combined evidence should be a maximum of 12 minutes of recorded oral communication, or the equivalent in multi modal format.**

IMPORTANT CONSIDERATIONS:

As part of the course, students will be required to participate in rehearsals and performances outside of school hours. There will be potential theatre visits as opportunities arise. It is recommended that students have a large capacity digital storage device (external hard drive/USB) as most assessment is multi modal.

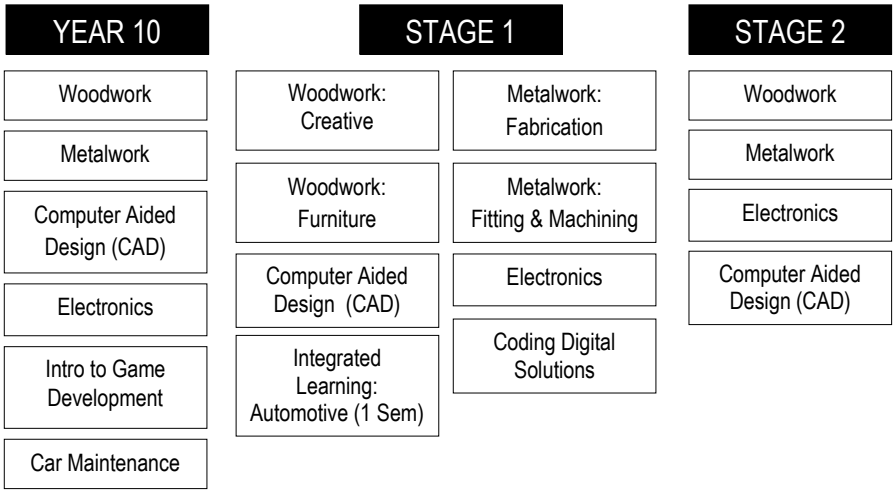


Technologies

Technologies is about 'making and doing' and recognising the role people play in designing and creating new technologies to meet a need or solve a problem. Most project tasks have a STEM (*Science, Technology, Engineering and Mathematics) focus whereby Technology covers Engineering, Information and Communication Technology, 3D Printing and Computer Aided Design, Electronics/Microcontrollers, Robotics, applied Mathematics and, Food and Textile Studies.*
Students develop the skills to look critically at technologies and issues arising from their manufacture and use. As students 'make', they test their ideas and thinking against reality by applying skills and techniques in safe and responsible ways. They learn to be creative, designing solutions to problems. Through this they learn that they can effect change.

TECHNOLOGIES COORDINATOR - RAINER KAHL Rainer.Kahl980@schools.sa.edu.au

Technologies Pathways



TECHNOLOGIES IMPORTANT CONSIDERATIONS

The table below outlines the cost(s) involved should your student be successfully allocated these subjects. You will be reminded of the payment(s) owing when commencing the subjects and a letter will be sent home during 2025.

12 Woodwork *(Materials)*	$140
12 Metalwork (Materials)	$140
12 Electronics (System Tech)	$140
12 Computer Aided Design (CAD) (Communications Tech)	$TBA based on project printing

Students can choose any two Technology subjects

Woodwork - 2TW

2 SEMESTERS / 20 CREDITS
PREFERRED BACKGROUND:
Students cannot choose this subject at Year 12 if they have not attained a C grade or better in Stage 1 Woodwork: Furniture and/or Woodwork: Creative. Otherwise an interview with the course Coordinator is required.
COURSE DESCRIPTION:
This subject includes: principles and practices in contemporary and traditional methods of leg and rail construction and solid carcass construction; material preparation using hand and machine processes; finishing techniques; designing of a product with either aesthetic or functional constraints or both; students generate either hand drawn or CAD drawings; consider aspects of aesthetics and function in product design. The assessment covers skills, designing, knowledge and understanding, and issues associated with Woodwork. Students will carry out two Skills tasks, Design and produce ONE project, test suitable materials related to the project, complete a photographic or video journal of their construction and evaluate the final product.
ASSESSMENT:
SCHOOL BASED ASSESSMENT: Specialised Skills Tasks x 2 (20%); Design Process and Product (%50)
EXTERNAL ASSESSMENT: (30%) Resources Study
IMPORTANT CONSIDERATIONS:
This course will incur a $140 cost for the take home project.

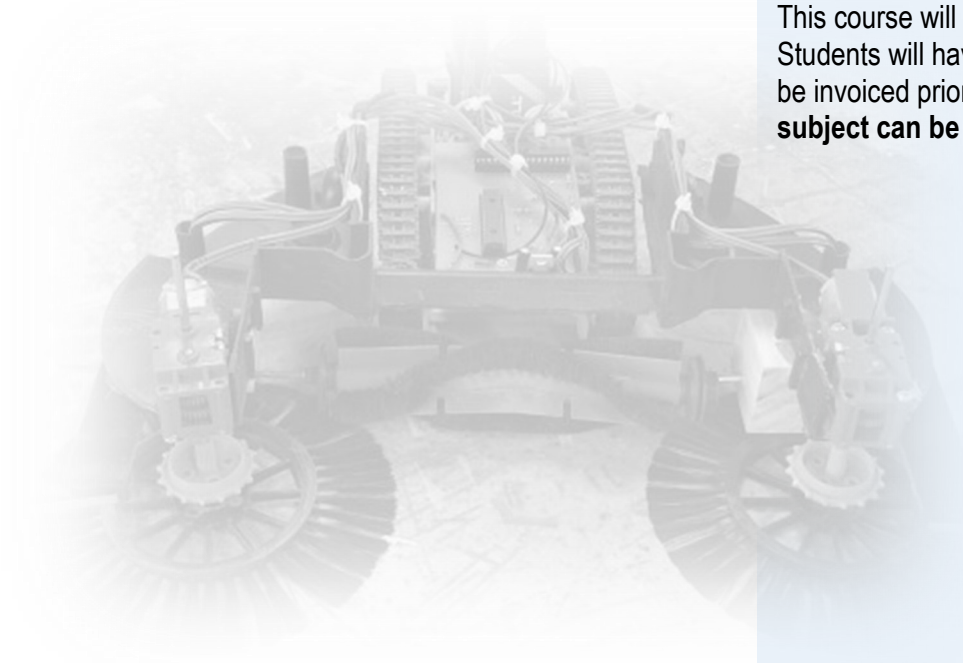
Metalwork - 2TM

2 SEMESTERS / 20 CREDITS
PREFERRED BACKGROUND:
Students cannot choose this subject at Year 12 if they have not attained a C grade or better in Stage 1 Metalwork: Fabrication and/ or Metalwork: Fitting & Turning. Otherwise an interview with the course coordinator is required.
COURSE DESCRIPTION:
Students will be expected to undertake a major project and pay for materials. Passing completion of Metalwork at Stage 1 level is advised, given the nature of the course requirements at Stage 2 level.This unit includes: principles and practices of Metal Fabrication methods of joining similar and dissimilar metals, controlling distortion, using conventional gas, arc and MIG welding procedures. The assessment covers skills, designing, knowledge and understanding and issues associated with this aspect of technology. Consideration of aesthetics and function in product design.
ASSESSMENT:
SCHOOL BASED ASSESSMENT: Specialised Skills Tasks x 2 (20%); Design Process and Product (%50)
EXTERNAL ASSESSMENT: (30%) Resources Study
IMPORTANT CONSIDERATIONS:
This course will incur a $140 cost for the take home project.

NOTE: Regardless of ATAR score or SACE credits, a student can only choose Year 12 Woodwork OR Metalwork - a student cannot choose both. However, this 20-credit SACE subject can be used towards a University ATAR score in conjunction with ONE OTHER Stage 2 Technology subject from a different subject strand (i.e. Electronics or CAD)

Electronics - 2TE

2 SEMESTERS / 20 CREDITS
PREFERRED BACKGROUND:
Students cannot choose this subject at Year 12 if they have not attained a C grade or better in Stage 1 Electronics. Otherwise an interview with the course Coordinator is required.
COURSE DESCRIPTION:
Students will be expected to undertake a major electronics project, so therefore need a good understanding of components and their function. Students will be expected to use computer programming software to write control programs for PIC microcontrollers and produce high quality Printed Circuit Boards in line with the National Electrotechnology Certificate II standards/outcomes. A sound knowledge of associated tools, materials, processes and systems used in electronics is also necessary to meet SACE outcomes. Design work will involve problem solving, analysis, research and evaluation.
This unit includes: principles and practices associated with Electronics and PIC microcontrollers; microcontroller programming; printed circuit board design, construction, assembly; and safety issues in electronics.
The assessment covers skills, designing, knowledge and understanding and issues associated with this aspect of technology
ASSESSMENT:
SCHOOL BASED ASSESSMENT: Specialised Skills Tasks x 2 (20%); Design Process and Product (%50)
EXTERNAL ASSESSMENT: (30%) Resources Study
IMPORTANT CONSIDERATIONS:
This course will incur a $140 cost for take home projects.
This subject can be used to support an ATAR score.



Computer Aided Design - 1TC

2 SEMESTERS / 20 CREDITS
PREFERRED BACKGROUND:
Students cannot choose this subject at Year 12 if they have not attained a C grade or better in Stage 1 Computer Aided Design. Otherwise an interview with the course Coordinator is required.
COURSE DESCRIPTION:
This course will provide students with the opportunity to become product, graphic or industrial designers, or engineers. Students continue to develop their existing skills and knowledge using market leading 3D software 'Solidworks' to design and ultimately manufacture a prototype product. The course leads directly to Architecture, Engineering and Graphic Design at University and TAFE institutions. Solidworks offers users the chance to develop their knowledge and skills in geometry, mathematical concepts, and production design, making 'organic' 3D models a reality with the opportunity to prototype their models through a variety of desktop 3D printers. Students will be required to present their work through digital media, and as part of their pieces of assessment they will be required to use screen capturing software to display their work in their folios. The course will culminate with a display of their CAD render drawings and their 3D printed prototype (If students desire to print their model). A folio of work will be kept for later use by the students.

ASSESSMENT:
SCHOOL BASED ASSESSMENT: Specialised Skills Tasks x 2 (20%); Design Process and Product (%50)
EXTERNAL ASSESSMENT: (30%) Resources Study
IMPORTANT CONSIDERATIONS:
This course will incur a cost for take home 3D products. Students will have control of this at the design stage and will be invoiced prior to 3D printing agreed products. **This subject can be used to support an ATAR score**