



**TATACHILLA**  
LUTHERAN COLLEGE

Believe | Become | Belong



Years 11-12

# **CURRICULUM GUIDE 2025**

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# PRINCIPAL’S WELCOME



Dear Students and Parents,

Welcome to the 2025 Curriculum Guides. These guides have been separated into three to ensure you can access the information you need without being overwhelmed by the amount of information: Years 7-9, Year 10, and Years 11 -12. Your Curriculum Guide will assist you to explore, discuss and plan the learning pathways that match your learning passions within, and beyond, Tatchilla Lutheran College. I hope you will use this with your family and teachers to help shape your learning, skills and curriculum through your subject selections to realise your aspirations and goals.

Being future-ready and future-responsible in an era of career and technological volatility, uncertainty, and complexity, requires skills and capabilities such as:

- futures literacy
- critical, creative and ethical problem finding and solution seeking
- systems thinking
- contemporary data and digital technological skills
- environmental stewardship
- considering multiple perspectives
- collaboration and innovation
- resilience and grit
- effective communication

The 2025 Curriculum Guide offers a broad and contemporary suite of subjects that will enable the above skills, capabilities and understandings to be developed. Please read each subject overview carefully, along with relevant SATAC and course guides, and ask our teachers, Learning Leaders, and Director of Teaching and Learning about any subjects or course pathways you may be considering. Our staff can assist you with your subject combinations and selections. As you move into Years 10, 11 and 12, the South Australian Certificate of Education (SACE) and particular courses will have pre-requisite subjects, so please ensure you have spoken to the relevant teachers, and I urge you to attend subject information and course counselling evenings.

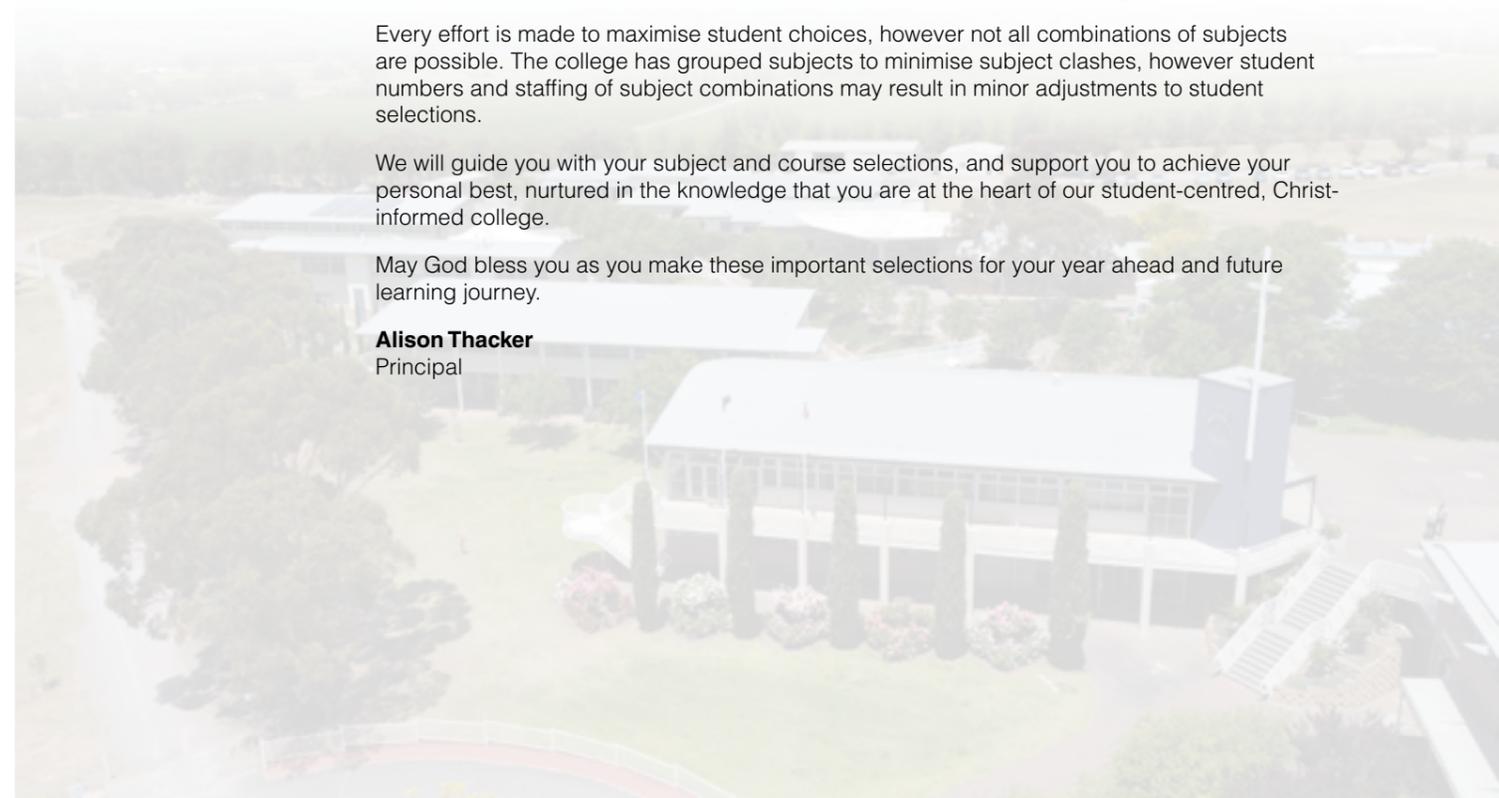
Be courageous and follow your passions throughout your years of education, try new or unexpected subjects, seek support and answers to your questions. Aim high.

Every effort is made to maximise student choices, however not all combinations of subjects are possible. The college has grouped subjects to minimise subject clashes, however student numbers and staffing of subject combinations may result in minor adjustments to student selections.

We will guide you with your subject and course selections, and support you to achieve your personal best, nurtured in the knowledge that you are at the heart of our student-centred, Christ-informed college.

May God bless you as you make these important selections for your year ahead and future learning journey.

**Alison Thacker**  
Principal





## LEARNING EXCELLENCE

Tatachilla Lutheran College values excellence and creativity in teaching and learning for all community members. A culture of challenge and support nurtures enthusiastic, independent learners, committed to lifelong learning. Excellence in teaching and learning focuses on improving student outcomes, including spiritual, intellectual, physical, emotional, cultural and social dimensions. All learners access quality learning experiences that develop their God-given abilities so they may enrich the world. Excellence and high expectations are established through reflective practice, collaborative planning, monitoring, providing timely feedback and reporting on learning. Evidence is gathered across the College to develop and implement improvement plans and policies for the continuous development of highly effective teaching and learning, and to grow students as lifelong learners.

Our college has a commitment to a concept-driven curriculum. The development of understanding through concepts and significant ideas results in more meaningful, powerful and connected learning, enabling learners to see patterns, make connections and apply their understandings to new contexts. Content therefore becomes the medium through which these concepts are developed, explored and understood. Spiral revisiting of concepts through a range of varied content and experiences, and by questioning and adding to prior knowledge, assists students to deepen their understanding and make sense of their world. A concept-driven curriculum also helps learners construct meaning through improved critical thinking and the transfer of knowledge.

Our extensive outdoor learning spaces and indoor specialised learning environments promote active engagement, risk taking and motivation for learning which, when coupled with strong learner voices and parent partnerships, enable us to provide excellence in education for all students. The Tatachilla learning community strives to shape effective lifelong learner dispositions to enable students to strive for whatever excellence looks like for them. Our students R-12 need to develop crucial transferable skills that include leadership, flexibility, critical thinking, problem-solving, conflict management, teamwork, work ethic and emotional intelligence.

Working together with students and families, we can assist your child to open as many doors as possible with the tools to navigate a worthwhile life in a rapidly evolving landscape.

**Dr Michael Smith**  
Director of Teaching and Learning

## CURRICULUM

Subjects at Year 11 and 12 are developed in line with subject outlines provided by the South Australian Certificate of Education (SACE) Board. Specific Learning and Assessment Plans are written by teachers for each subject and approved, with several subjects across Stage 1 and Stage 2, moderated by the SACE Board to ensure consistency of standards across the state. At Tatachilla Lutheran College, the language offered is Japanese and all our students study Christian Studies to Year 12.

## SACE PATTERN INFORMATION

The South Australian Certificate of Education is an internationally recognised qualification awarded to students who complete their senior secondary education (Years 10, 11 and 12). It paves the way for young people to move from school to work or further training and study.

The SACE is designed to help students develop the skills and knowledge they need to succeed – whether they choose to pursue further education, training, or an apprenticeship.

The certificate is based on two stages of achievement: Stage 1 (usually completed in Year 11) and Stage 2 (usually completed in Year 12). Students can study a wide range of subjects and courses as part of the SACE.

Each subject or course completed earns “credits” towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

Students receive a grade from A to E for each subject at Stage 1. Students receive a grade from A+ to E- at Stage 2.

For the Stage 1 compulsory subjects, students need to achieve a final moderated grade of a C or better. For compulsory Stage 2 subjects, students need to achieve a final moderated grade of C- or better.

The compulsory subjects are:

- Literacy – at least 2 units or 20 credits from a range of English subjects at Stage 1.
- Numeracy – at least 1 unit or 10 credits from a range of Mathematics subjects at Stage 1.
- EIF – 10 credits (usually studied in Year 10)
- AIF – 10 credits (usually studied in Year 11)
- Stage 2 subjects – totalling at least 60 credits
- The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board recognised courses or VET courses.

**SACE = 200 Credits (60 credits + AIF must be Stage 2 or equivalent)**

\*Students intending to study Interstate MUST check Stage 2 English requirements.

The SACE has evolved to provide you with **more flexibility** to choose subjects that reflect your interests, skills, and career goals, using a combination of SACE subjects, vocational education and training (VET), community learning, university, and TAFE studies. SACE subjects are made up of investigations, performances, and other assessment tasks to demonstrate your skills, knowledge, and personal capabilities throughout the year. Some subjects will have an end-of-year exam **worth a maximum of 30%** of the overall grade.

### Your SACE journey

To complete the qualification, you will need to attain **200 credits** from a selection of Stage 1 and Stage 2 subjects. A 10-credit subject is usually one semester of study, and a 20-credit subject is usually over two semesters. **Here's how it works.**

#### COMPULSORY SUBJECTS

**50 credits**

- Exploring Identities and Futures (EIF) (10 credits)
- Literacy requirement (20 credits) demonstrated from a range of English subjects at Stage 1 or Stage 2
- Numeracy requirement (10 credits) demonstrated from a range of Mathematics subjects at Stage 1 or Stage 2
- The Research Project (10 credits) (Activating Identities and Futures from 2025)



#### STUDENT SELECTED SUBJECTS

**90 credits**

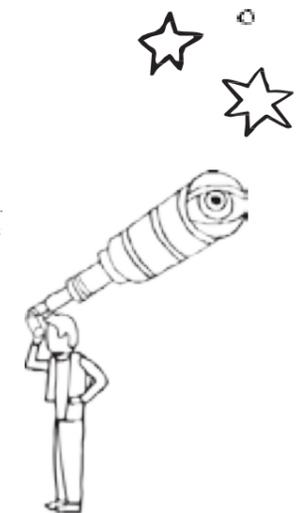
Choose and successfully complete a selection of Stage 1 and Stage 2 subjects, recognised VET courses, or community learning.



**60 credits**

Choose and successfully complete a selection of Stage 2 or VET subjects worth at least 60 credits in total.

Stage 2 subjects are externally assessed by the SACE Board of South Australia.



## VOCATIONAL EDUCATION & TRAINING (VET)

VET courses are industry-based courses that are accredited as a certificate/part certificate in further education. It can be considered to include any curriculum, which prepares students in some way for their future working lives. VET courses and materials are developed with industry input and are designed to reflect industry training and skill requirements. Tatachilla students selecting VET courses may study these at Tatachilla, TAFE, a Registered Training Organisation, at a local school or online.

We offer VET courses delivered on and off site. In 2024 we will offer students the following:

### EXTERNAL VET COURSES:

These operate with a lower level of direct supervision of students than if they were in a classroom, and therefore relies on students being responsible and managing their time well.

There are a range of courses available to students wishing to pursue external provider VET options, including (but not limited to):

- Aged Care
- Animal Studies
- Automotive
- Aviation
- Business
- Childcare
- Construction
- Electrical
- Fitness
- Hair & Beauty
- Hospitality
- Game Design
- Photography
- Plumbing
- Sport and Recreation

### Please note:

- The Career Development & VET Coordinator will also explain to you the VETRO process (numeracy and literacy assessment) facilitating student access to Government subsidised courses. To be eligible for any VETRO funding, enrolments must be completed by the end of Term 3. If approved for subsidised funding, then the formal enrolment can be processed.
- Once approved guardians must complete a College VET Agreement Form in addition to RTO paperwork for enrolment to proceed.
- Whilst students may be studying off campus for the VET component of their studies, the College will continue to support the student and manage their SACE program.
- **Full time school tuition fees continue to apply for students undertaking a VET program.**
- **VET costs are the responsibility of guardians. The cost of each course may vary, depending on number of students.**
- The College will subsidise 50% (to a maximum of \$500) of the associated course fees of one course per student, per year where it is an integrated part of a student's agreed study program.
- Families will be responsible for additional costs related to non-tuition fees (eg uniform, travel, etc).

### Further information

Ms Linda Wright  
Career Development and VET Coordinator



## ENTRANCE TO HIGHER EDUCATION

The South Australian Tertiary Admissions Centre (SATAC) processes applications for courses offered by post-secondary institutions including: University of Adelaide, University of South Australia, Flinders University of South Australia, Charles Darwin University, TAFE SA.

### SATAC INFORMATION

SATAC processes applications; assesses the academic and non-academic qualifications of applicants and ranks eligible applicants in merit order for each course according to the rules and guidelines provided by the higher education institutions. This is known as the Australian Tertiary Admission Rank (ATAR).

SATAC generates offers based on the number of applicants required to fill each course, as set by the institutions, and act as a 'one-stop-shop' for enquiries about the outcomes of applications. SATAC also administers the Special Tertiary Admissions Test (STAT) for applicants applying for undergraduate courses under a special entry program, and processes applications for selected equity scholarships at the University of Adelaide and University of South Australia. Students must be 18+ years of age to sit the STAT. The selection rules for courses are the responsibility of the institution offering each course. SATAC doesn't make decisions on how qualifications are assessed or how eligible applicants are ranked, nor decide on the relative merits of different types of qualifications.

### Further information

Ms Linda Wright  
Career Development and VET Coordinator



### SATAC TERTIARY ENTRANCE BOOKLET:

The Tertiary Entrance Booklet provides information about tertiary entrance requirements for SACE students. It is designed to assist Year 10, 11 and 12 students to make subject choices which will maximise their opportunities for tertiary study. Each edition provides detailed course information for the coming year and highlights changes to entrance requirements planned for the following two years. It contains information on entry requirements to undergraduate courses; how to make an application, and descriptions of all undergraduate courses offered through SATAC.

It also includes an explanation of the calculation of the university aggregate score- The Australian Tertiary Admission Rank (ATAR) and TAFE SA Selection Score. This Tertiary Entrance Booklet is available online.

### SATAC GUIDE:

The SATAC Guide is published by SATAC on behalf of participating institutions. It contains information on entry requirements to undergraduate courses; how to make an application, and descriptions of all undergraduate courses offered through SATAC. The SATAC Guide is available online.



## SUBJECT PATHWAY YEARS 10-12

YEAR 10	YEAR 11	YEAR 12
<b>Christian Studies</b>	Spiritualities, Religion and Meaning VET Christian Ministry	Christian Studies Seminar Program
<b>English</b> (Essential English or English Advanced)	English Literary Studies English Essential English	English Literary Studies English Essential English
<b>Humanities</b>	Economics Modern History Business Innovation Legal Studies Tourism	Modern History Business Innovation Legal Studies Economics (from 2026)
<b>Mathematics</b> (Essential Mathematics, Mathematics Advanced)	Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics	Specialist Mathematics Mathematical Methods General Mathematics Essential Mathematics
<b>Exploring Identities &amp; Futures</b> (Stage 1 SACE)	Advancing Identities & Futures	
<b>Science</b> Electives: - Agricultural Science - Ecological Science	Physics Chemistry Biology Psychology Agricultural Systems Ecological Science (from 2026)	Physics Chemistry Biology Psychology Agricultural Systems Ecological Science (from 2027)
<b>Health &amp; Physical Education</b> Electives: - Outdoor Education - Advanced Athlete Academy	Outdoor Education Physical Education Advanced Athlete Academy	Outdoor Education Physical Education
<b>Technologies</b> Electives: - Design Technologies: Metal - Design Technologies: Wood - Design Technologies: Food - Design Technologies: Textiles	Digital Communication Solutions: Digital Photography Food and Hospitality Material Solutions: Metal Material Solutions: Wood	Digital Communication Solutions: Digital Photography Food and Hospitality Industry and Entrepreneurial Solutions Material Solutions
<b>Arts</b> Electives: - Dance - Drama - Media Arts - Music - Visual Arts	Dance Drama Media Studies Music Visual Art	Dance Drama Media Studies Music Visual Art
<b>Japanese</b> Elective: Full Year	Japanese Continuers	Japanese Continuers
	VET courses	VET courses Work Place Practices

## CURRICULUM LEADERS CONTACT DETAILS

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## SUBJECT SELECTION YEAR 11 OVERVIEW

### COMPULSORY SUBJECTS - TOTALLING 60 SACE CREDITS

English Literary Studies, English or Essential English	20 credits
Mathematics (Methods, General or Essential)	20 credits
Activating Futures and Identities	10 credits
Spiritualities, Religion and Meaning	10 credits
<i>or</i>	
Spiritualities, Religion and Meaning Stage 2	20 credits

### ELECTIVE SUBJECTS TOTALLING 60 CREDITS

ELECTIVE	CODE	COURSE LENGTH
Activating Identities and Futures	1AIF10	Single semester only
Advanced Athlete Academy	2WPC20	Full Year
Agriculture	1AUG10	1 OR 2 semesters
Biology	1BGY10	1 OR 2 semesters
Business Innovation	1BNV10	Single semester only
Chemistry	1CEM10	Full Year
Dance	1DCE10	1 OR 2 semesters
Digital Technology	1DGT10	Full Year
Digital Communication Solutions: Digital Photography	1DCS10	1 semester only
Drama	1DMA10	1 OR 2 semesters
Economics	1ENO10	Single semester only
English	1ESH10	1 OR 2 semesters
English Literary Studies	1ELS10	1 OR 2 semesters
Essential English	1ETE10	1 OR 2 semesters
Essential Mathematics	1MEM10	1 OR 2 semesters
Food and Hospitality	1FOH10	1 OR 2 semesters
General Mathematics	1MGM10	1 OR 2 semesters
Japanese Continuers	1JAC10	Full Year
Legal Studies	1LES10	1 OR 2 semesters
Material Solutions: Metal	1MRS10	Single semester only
Material Solutions: Wood	1MRS10	Single semester only
Mathematical Methods	1MAM10	Full Year
Media Studies	1MES10	1 OR 2 semesters
Modern History	1MOD10	1 OR 2 semesters
Music	1MVD10	1 OR 2 semesters
Outdoor Education	1OUT10	1 OR 2 semesters
Physical Education	1PHD10	1 OR 2 semesters
Physics	1PYI10	Full Year
Psychology	1PSY10	1 OR 2 semesters
Specialist Mathematics	1MAM10	1 OR 2 semesters
Stage 1 Spiritualities, Religion, and Meaning	1SRM10	Single semester only
Stage 2 Spiritualities, Religion, and Meaning	2SRM20	Full Year
Visual Arts	1VAA10	1 OR 2 semesters
Workplace Practices	1WPP10	1 OR 2 semesters

**Students are recommended to complete the first unit of an elective subject in Semester 1 if they intend to complete the second unit of the same subject in Semester 2.**

**ACTIVATING IDENTITIES AND FUTURES – STAGE 2 (AIF)**

<b>Learning Area</b>	Interdisciplinary Studies
<b>Length</b>	Semester
<b>Study Level</b>	Stage 2 (studies in Yr 11 at Tatchilla)
<b>Prerequisites</b>	Nil

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 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.

**ASSESSMENT**

Portfolio	(35%)
Progress Checks	(35%)
Appraisal	(30%)

**Further Information**

7-12 Teaching and Learning Coordinator

**AGRICULTURE (1AGU10 OR 1AGU20)**

<b>Learning Area</b>	Science
<b>Length</b>	1 or 2 Semesters (Students planning to study Stage 2 Agriculture Systems are encouraged to complete 2 Semesters.)
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil.

Students consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks, and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture impacts on their lives, their communities, and the environment.

Students develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavour, and are encouraged to pursue future pathways, including in agriculture, horticulture, land management, agricultural business practice, natural resource management, veterinary science, food and marine sciences, biosecurity, and quarantine.

**ASSESSMENT**

School assessment will be comprised of:

Type 1: Agricultural Reports	50%
• Design and deconstruct practical report	
• Science and human endeavour task	
Type 2: Agricultural Applications	50%
• Practical supervised assessment	
• Theoretical supervised assessment	

**Further information**

7-12 Science Learning Leader

**ADVANCED ATHLETE ACADEMY - STAGE 2 WORKPLACE PRACTICES (2WPC20)**

<b>Learning Area</b>	Interdisciplinary Studies
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	See website for entry criteria approved on annual basis.

As a progression from the Year 10 AADP, athletes (eg SASI scholarship holders or Zone/Association Representative Teams, Junior Development Squads), and Coaches/Referees, have the possibility to combine their study or sporting activities whilst gaining academic credit towards SACE.

Workplace Practices incorporates your training and competition commitments into a Year 12 subject. Students develop their capability for learning through examples such as:

- Participating in activities in the workplace and in work-related contexts
- Applying a range of skills to access, process, and organise information that can be used, created, and applied in a work-related context
- Applying and adapting knowledge and skills as situations and circumstances change
- Reflecting on their own learning
- Exploring and understanding their preferred learning style(s), and applying this understanding to learning in and about the workplace
- Using critical thinking skills, such as problem-solving and ethical decision-making
- Asking questions and seeking clarification.

**ASSESSMENT**

Folio - 3 tasks	25%
Performance	25%
Reflection - Personal & workplace reflections	20%
External Component – Investigation	30%

**Folio: 3 tasks 25%**

1. Discrimination & Harassment (social media)  
Complete a free online course on Discrimination & Harassment  
Apply knowledge to prepare a presentation educating new club/school members in advertising appropriate behaviour around social media in the club/dance school
2. Finding Employment  
Develop a personal portfolio that showcases your skills, achievements, knowledge and qualities to secure a place in employment related training, sponsorship, an audition/trial, a scholarship or coaching, refereeing or umpiring position
3. Industrial Relations  
Create/obtain a WHS (OHS) checklist and then conduct an inspection of your workplace (club/dance/school). Use this information to critically analyse the relationships between work-related issues and practices

**Performance 25%**

Individual athlete sport involvement should comprise 50-60 hours in the workplace (made up of training, competition/performance, or refereeing/coaching)

This assessment involves 3 forms of evidence:

- a portfolio of evidence demonstrating how you applied your knowledge and skills in the workplace
- Report by your coach / teacher / supervisor
- Report by your teacher based upon any observations and the above evidence

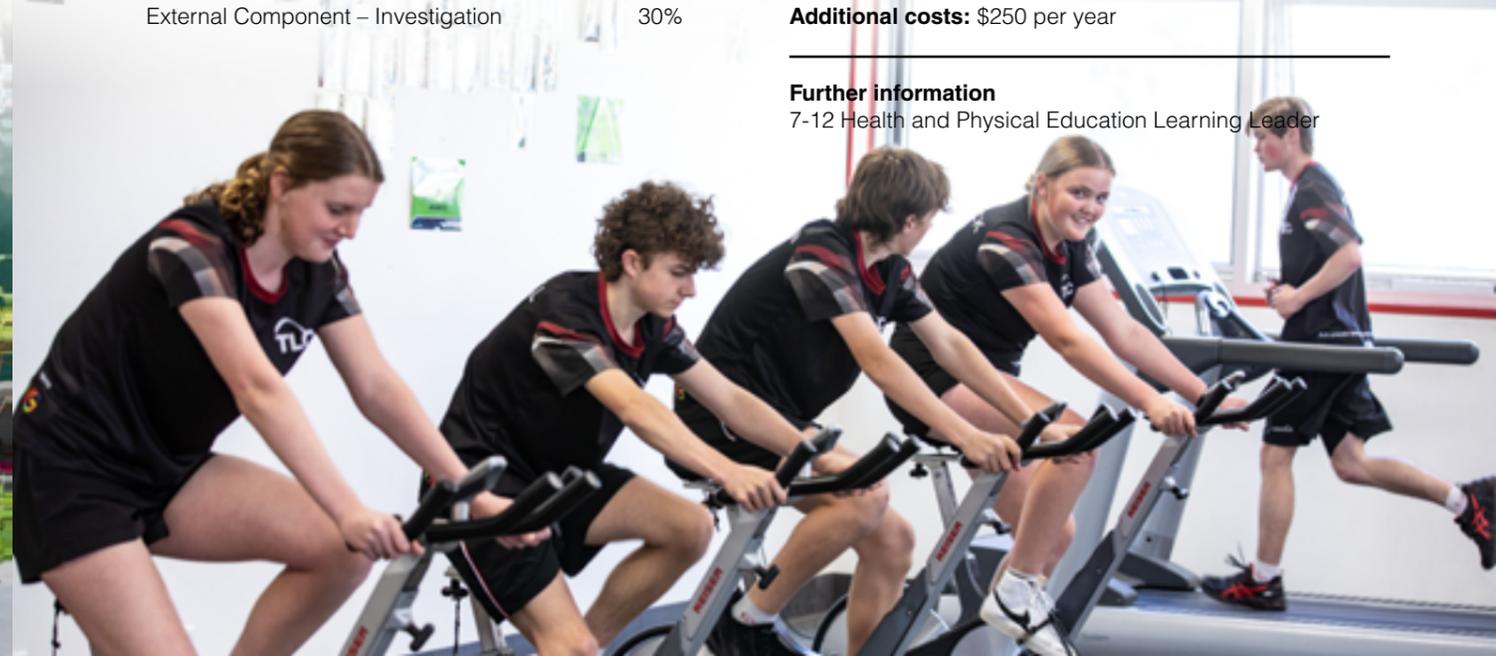
**Reflection: Personal & workplace reflections 20%**

2 written/oral tasks critically reflecting on and evaluating your learning through sport/dance/refereeing/coaching. Through your reflections you need to demonstrate your understanding of the knowledge, skills, competencies and issues related to your workplace and self-evaluation.

**Additional costs:** \$250 per year

**Further information**

7-12 Health and Physical Education Learning Leader



**BIOLOGY (1BGY20)**

<b>Learning Area</b>	Science
<b>Length</b>	1 or 2 Semesters
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Recommended 'B' grade or above in Year 10 Science.

Biology is a course in which students learn about a wide variety of biological processes: from cells and their basic functions to physiology and how species impact the ecosystem. Biology offers students opportunities to explore the ways their lives are impacted by biological concepts. In Semester 1 students study Cellular Biology, Adaptations, Animal Behaviour and Multicellular organisms (Circulatory, Respiratory and Excretory Systems). In Semester 2 students study Micro-organisms, the Immune System and Infectious Disease as well as Ecosystems. Throughout the course students will inquire into aspects of biology through practical discovery and data analysis and by selecting, analysing and interpreting information. Students will investigate a contemporary example of how science interacts with society through a Science as a Human Endeavour Investigation.

**ASSESSMENT**

School assessment will be comprised of:

Skills and Applications Tasks	50%
Investigation Folio Tasks	50%

- At least one practical investigation report and one Science as a Human Endeavour Investigation task each Semester.

**Further information**

7-12 Science Learning Leader

**BUSINESS INNOVATION (1BNV10)**

<b>Learning Area</b>	Humanities - HASS
<b>Length</b>	Semester
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil.

The Stage 1 Business Innovation program draws on recent industrial issues and a diverse range of materials that are designed to enable entrepreneurial students to understand and demonstrate knowledge of the nature, role, structure and ethical and moral behaviour of business and enterprise. The students consider the opportunities and challenges associated with both start-up and existing businesses, at the same time considering how digital and emerging technologies present opportunities to enhance business models. They are given the chance, using various management strategies such as Business Model, Value Proposition and 'Lean Start up Canvas' to analyse the responsibilities and the impact various business models have on local and global communities.

The students 'learn through doing' using design thinking and assumption-based planning processes to find and solve customer problems while developing and understanding how to use and apply critical and creative thinking skills. The students engage with complex, dynamic real-world problems to identify, design, test, iterate, pivot and communicate viable business solutions culminating in the creation of a Business Plan and a two-minute pitch of their innovation or invention using a Shark Tank environment.

Stage 1 Business Innovation is a course that is invariably used as a springboard to Stage 2 Business Innovation in Year 12. It is a preferred course for students who may be aiming for careers in Accounting, Law or Commerce.

Stage 1 Business Innovation, with a minimum of a 'C' grade, provides an excellent background for those students who intend to take Stage 2 Business Innovation in Year 12, though it is not compulsory.

**ASSESSMENT**

Business Skills	60%
Business Pitch	40%

**Further information**

7-12 HASS Learning Leader

**CHEMISTRY (1CEM20)**

<b>Learning Area</b>	Science
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Recommended 'B' grade or above in Year 10 Science and a minimum of 'C' grade in Mathematics

In Stage 1 Chemistry, students deepen their understanding of the chemical construction of the physical world, the interaction between human activities and the environment, and the use of the planet's resources. They learn how scientific understanding evolves with new evidence and technology. Students explore the benefits and risks of chemical knowledge, informing public debate on social and environmental issues. Chemistry education empowers students to make informed decisions about interacting with nature and consider sustainable chemistry to reduce environmental impact. They develop critical thinking skills, investigate phenomena, and explore solutions to major challenges, such as energy use and sustainable food production. This study integrates scientific thinking and inquiry skills, inspiring students to contribute solutions to current and future problems and pursue careers in medical research, pharmacy, chemical engineering, and innovative product design.

Over the course of the year, students, study Materials and their atoms, Combinations of atoms, Molecules, Mixtures and solutions, Acid and bases, and Redox reactions

**ASSESSMENT**

Skills and Applications Tasks	50%
Topic Tests	
Investigation Folio Tasks	50%
Practical Investigation	
Science as a Human Endeavour Investigation	

**Further information**

7-12 Science Learning Leader

**DANCE (1DCE10 OR 1DCE20)**

<b>Learning Area</b>	The Arts
<b>Length</b>	Semester or Full Year
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil

In Stage 1 Dance, students can engage in a 10 Credit course (1 semester) or a 20 Credit course (full year).

Dance A focusses on building on contemporary technique, choreographic and performance skills with a focus on Dance and Technology. Students engage in study of the integration of various technologies of dance with a focus on film, projection, digital interaction and contemporary innovators who are pushing the boundaries globally. Students work together to create their own choreographic explorations as well as engaging in multi-modal theory tasks and group contemporary technique and performance work.

In Dance B, students engage in an in-depth study of political dance, and how dance can be used to confront audiences on world affairs and injustice. Students engage in additional performance and choreographic work and analyse their artistic and creative skills as artists, setting their own developmental goals. The course is taught through a combination of technique classes, group composition assignments, public performances, spectatorship, research, and written or multi-modal responses.

**ASSESSMENT**

Performance	30%
Choreography	30%
Theory	40%

**Additional costs:** \$50 per semester

Students are required to purchase and wear College dance attire which can be purchased at the College Uniform Shop.

**Further Information**

7-12 Arts Learning Leader



**DIGITAL COMMUNICATION SOLUTIONS:  
DIGITAL PHOTOGRAPHY (1DCS10)**

<b>Learning Area</b>	Technologies
<b>Length</b>	Semester
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil .

This course is designed for students to develop fundamental skills and concepts in photography and digital media. They investigate, plan, evaluate and produce communication products to meet clients' needs and communicate to a variety of audiences.

Practical work will focus on image capture and production methods, including:

- DSLR camera techniques
- Lighting (studio and natural)
- Image manipulation using Adobe Photoshop
- Digital publishing using Powerpoint, Keynote or Google Slides

Theoretical work will include:

- Composition
- Aperture and shutter speed
- Photography analysis
- Graphic design
- Evaluation of final product

**ASSESSMENT**

Skills and Application	30%
Solution Realisation	30%
Design Process	40%

**Further Information**

7-12 Technologies Learning Leader

**DIGITAL TECHNOLOGIES (1DCT10)**

<b>Learning Area</b>	Technologies
<b>Length</b>	Semester
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil

In Digital Technologies students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Innovation in Digital Technologies involves students creating new ways of doing things, generating their own ideas and creating digital solutions to problems of interest. Solutions may take the form of a product, prototype, and/or proof of concept. Students are encouraged to experiment and learn from what does not work as planned, as well as from what does work. Innovation may also include students designing solutions that improve existing processes or products.

Students use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to them. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Through the study of Digital Technologies, students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including the basic constructs involved in coding, array processing, and modularisation.

**ASSESSMENT**

Project Skills	70%
Digital Solutions	30%

**Further Information**

7-12 Technologies Learning Leader



**DRAMA (1DMA10 OR 1DMA20)**

<b>Learning Area</b>	The Arts
<b>Length</b>	Semester or Full Year
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil

In Stage 1 Drama, we develop a company of storytellers. Students have practical experience developing on and off-stage roles in line with the structure and processes of the Arts industry. Drama is active and participatory, involving the process of imagining, developing, and creating dramatic products, as well as responding to the work of others.

Students undertake a group production (Company and Performance) in which they undertake an on or off-stage role. Following the performance, students make a presentation of the learning they have gained during the page to stage process. In Responding to drama, students view live performance, recorded clips and link what they view to their own work. The product is part review, part analysis of theatre styles and genres. In Creative Synthesis, students explore via research and through practical workshops, the innovative use of technology in theatre, after which they conceive of and articulate how they might mount a hypothetical production using innovative technology.

**ASSESSMENT**

Company and Performance	40%
Responding to Drama	30%
Creative Synthesis	30%

*\*Further Information*

7-12 Arts Learning Leader

**ECONOMICS (1ENO10)**

<b>Learning Area</b>	Humanities - HASS
<b>Length</b>	Semester
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil

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 that 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 the insight necessary 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 allocation 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.

At Stage 1 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. 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.

**ASSESSMENT**

Folio	60%
Economic Project	40%

**Further Information**

7-12 HASS Learning Leader



**ENGLISH (1ESH20)**

<b>Learning Area</b>	English
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil - Successful completion of Year 10 English recommended

Students will learn how to access, analyse and create a variety of text types to foreground their studies in Year 12 English. At this level students will spend considerable time refining the cumulative knowledge gained through their English journeys to develop their essay-writing and broader analytical skills to levels of greater sophistication. They will also seek to demonstrate greater mastery of the English language to create thoughtful, original pieces of work, some of which require independent, self-directed learning, such as in the Inter-textual Study. All students will study a novel, a film, a play through the year, with other elements as directed by individual teachers. Tasks may take on written and oral/multi-modal forms.

**ASSESSMENT**

Responding to Texts (analysis)	25%
Creating Texts (creative writing)	50%
Inter-textual Study (a comparative piece)	25%

**Further Information**

7-12 English Learning Leader

**ENGLISH LITERARY STUDIES (1ESH20)**

<b>Learning Area</b>	English
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil - Successful completion of Year 10 English recommended

Students in this class experience a similar learning journey to that featured in English, but with a specific focus that directly connects into English Literary Studies at Year 12 level. The course content features more independent, self-directed tasks, such as wider novel-reading, journalling and some individual poetry study. This course also contains an introduction to Literary Theory (Semester Two), as well as end of semester exams. All the learning that takes place in this course aims to directly foreground the types of tasks and outcomes that appear in the equivalent Year 12 subject. All students will study a novel, a film, a play and poetry, as well as a variety of other elements as directed by individual teachers. Tasks may take on written and oral/multi-modal forms.

**ASSESSMENT**

Responding to Texts (analysis)	50%
Creating Texts (creative writing)	25%
Inter-textual Study (a comparative piece that pairs an independent novel chosen by students with the class film)	25%

**Further Information**

7-12 English Learning Leader

**ESSENTIAL ENGLISH (1ESH20)**

<b>Learning Area</b>	English
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil

Students will learn how to access, analyse and create a variety of text types to foreground their studies in Year 12 Essential English. This subject is primarily concerned with enabling students to consolidate their knowledge of English and will sometimes look at more practical, real-world contexts in order to help develop comprehension skills and the ability to express perspectives on issues. Overall, Essential English aims to develop the core basics of English so that students feel confident and comfortable with their creative and analytical writing, multi-modal skill development and speaking. This subject has a natural connection with Year 12 Essential English should students want to continue that pathway.

**ASSESSMENT**

Responding to Texts (analysis)	50%
Creating Texts (creative writing)	50%

**Further Information**

7-12 English Learning Leader

**FOOD & HOSPITALITY (1FOH10 OR 1FOH20)**

<b>Learning Area</b>	Technologies
<b>Length</b>	1 or 2 Semesters
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil

Food and Hospitality students focus on the dynamic nature of the food and hospitality industry in Australian society. Students investigate and debate contemporary food and hospitality issues focusing on current management practices. Students may be required to participate in activities outside school hours, both within the school and the wider community. Topics covered require investigation and problem-solving skills and students will demonstrate their knowledge and skills in preparation and plating techniques in the practical sections of the course. Students work independently, collaboratively, and as directed in a supportive learning environment to achieve common goals. Food and Hospitality Stage 1 provides students with a sound knowledge base and skill development for SACE Stage 2 Food and Hospitality. Skills gained during this course may assist students with gaining employment in the local hospitality industries.

**ASSESSMENT**

Practical Activities	50%
Group Activity	25%
Investigation	25%

*\*Additional costs: \$100 per semester*

**Further Information**

7-12 Technologies Learning Leader



**JAPANESE – CONTINUERS A&B (1JAC20)**

<b>Learning Area</b>	Languages
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Year 10 ('C' grade or higher)

Stage 1 Japanese Continuers is a specialized course where students study the modern standard Japanese, including informal and formal language. They develop their ability to convey meaning effectively in a range of contexts, which necessarily involve extending their awareness of complex grammatical structures, as well as their ability to apply and adapt this knowledge. Students creatively explore their language usage, demonstrating depth and breadth in their understanding of the language and its connecting culture. They also learn to present fluently in Japanese, using language examples to support their own ideas and findings, improving the fluency in their usage of Japanese in a wide range of ways.

**ASSESSMENT**

Students will complete 4 summative assessment tasks each semester including:

Interaction	20%
Text Production	20%
Text Analysis	20%
Investigation	40%

**Additional costs:** \$76.50 textbook

**Further Information**

7-12 Teaching & Learning Leader

**LEGAL STUDIES (1LES10)**

<b>Learning Area</b>	Humanities - HASS
<b>Length</b>	Semester
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil - Recommended 'C' in English

Stage 1 Legal Studies focuses on the use of laws and legal systems to create harmony within dynamic and evolving communities. Through an inquiry-based process, students will explore and develop their understanding of the concepts of fairness, rights, justice, power and change. These concepts are examined in the context of law making, law enforcement and dispute resolution as applied to a range of Australian issues. There will be opportunities to consider alternative perspectives such as international law and First Nation customary laws and systems.

At Stage 1, legal students explore using 'Big Questions,' useful mechanisms to stimulate deep thinking and engagement, and for the consideration of a range of perspectives. In providing a response to questions, students must evaluate, analyse and apply contextually appropriate legal principles, processes, evidence and cases to demonstrate their learning. They will also engage in a mock Parliament to debate the introduction of a new law and a Moot Court to achieve justice for the plaintiff or defendant in a criminal case. Through Legal Studies students develop an appreciation and awareness of their role as a citizen in the Australian Legal System, the skills to communicate their ideas and the confidence to make informed and effective decisions regarding legal issues.

Stage 1 Legal Studies is a course that is invariably used as a springboard to Stage 2 Legal Studies in Year 12. It is the preferred course for students who may be aiming for careers in Entrepreneurship, Accounting, Law or Commerce or Real Estate. Studying Stage 1 Legal Studies with a minimum of a 'C' grade provides an excellent background and use of legal terminology for students who intend to take Stage 2 Legal Studies in Year 12.

**ASSESSMENT**

Analytical Response	30%
Inquiry	30%
Presentation and Evaluation	40%

**Further Information**

7-12 HASS Learning Leader

**MATERIAL SOLUTIONS: METAL (1MRS10)**

<b>Learning Area</b>	Technologies
<b>Length</b>	Semester
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil - Recommended students that successfully completed Year 10 Design and Technologies (Metal)

Stage 1 Materials Solutions (Metal) course offers students the opportunity to explore the design and manufacture of a framing product such as a free standing or wall mounted shelf, garden seat or workbench/coffee table. During the course, students will learn about metal fabrication and MIG welding techniques. Students will have the opportunity to design aspects of their project with other materials such as solid timber or manufactured board.

Students will complete two skills tasks that showcase their knowledge and skills associated with using specific materials and construction processes. Students produce a Design Folio investigating and analysing similar products, which informs them of their design intentions for their metal project.

The Design Folio will also contain a range of sketches which direct their CAD rendering. A cutting list and manufacturing sequence will demonstrate the student's intended design. Students will produce their Design Solution and document their progress through photographic evidence. They will complete the project by evaluating the design process and the effectiveness of the project.

**ASSESSMENT**

Specialised Skills Task	40%
Design Process and Solution	60%

**Further Information**

7-12 Technologies Learning Leader

**MATERIAL SOLUTIONS: WOOD (1MRS10)**

<b>Learning Area</b>	Technologies
<b>Length</b>	Semester
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil - Recommended students that successfully completed Year 10 Design and Technologies (Metal)

Stage 1 Materials Solutions (Wood) course offers students the opportunity to explore the design and manufacture of contemporary panel product in the construction of a bedside cabinet (or equivalent). Students will have the opportunity to design aspects of the bedside cabinet with other materials such as solid timber, manufactured board and contrasting products.

Students will complete two skills tasks that showcase their knowledge and skills associated with using specific materials and construction processes. Students produce a Design Folio investigating and analysing similar products, which informs them of their design intentions for the bedside cabinet (or equivalent). The Design Folio will also contain a range of sketches which direct their CAD rendering. A cutting list and manufacturing sequence will demonstrate the student's intended design. Students will produce their Design Solution and document their progress through photographic evidence. They will complete the project by evaluating the design process and the effectiveness of the project.

The Design Folio will also contain a range of sketches which direct their CAD rendering. A cutting list and manufacturing sequence will demonstrate the student's intended design. Students will produce their Design Solution and document their progress through photographic evidence. They will complete the project by evaluating the design process and the effectiveness of the project.

**ASSESSMENT**

Specialised Skills Task	30%
Design Process and Solution	70%

**Further Information**

7-12 Technologies Learning Leader



**GENERAL MATHEMATICS (1MGM20)**

<b>Learning Area</b>	Mathematics
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil - Mathematics C grade or above is recommended

This course is designed for students who are planning to pursue a career in a range of trades or vocational pathways. General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, networks and matrices, and discrete models. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics. Students who complete this subject with a C grade or better will meet the numeracy requirement of the SACE.

**ASSESSMENT**

Topic tests	75%
Investigation folio	25%
• Semester examinations	

**\*Additional costs:** All Year 11 students require a Casio Graphics Calculator (Model fx-CG50 AU). This will need to be purchased if not already purchased in Year 10. (It is highly recommended that alternative brands are not purchased.)

**Further Information**

7-12 Mathematics Learning Leader

**MATHEMATICAL METHODS (1MAM20)**

<b>Learning Area</b>	Mathematics
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil - 10A Mathematics Advanced B grade or above. 10 Mathematics B grade or above recommended

Mathematical Methods is an academic course designed for more able mathematics students, possibly considering a tertiary pathway with a mathematical focus. Mathematical methods develop an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and use of mathematical models. 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.

**ASSESSMENT**

Skills and Applications Tasks	75%
Mathematical Investigation	25%

**\*Additional costs:** All Year 11 students require a Casio Graphics Calculator (Model fx-CG50 AU). This will need to be purchased if not already purchased in Year 10. (It is highly recommended that alternative brands are not purchased.)

**Further Information**

7-12 Mathematics Learning Leader

**ESSENTIAL MATHEMATICS (1MEM20)**

<b>Learning Area</b>	Mathematics
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil

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. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways. Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

**ASSESSMENT**

Skills and Applications Tasks	60%
Mathematical Investigation	40%

**\*Additional costs:** All Year 11 students require a Casio Graphics Calculator (Model fx-CG50 AU). This will need to be purchased if not already purchased in Year 10. (It is highly recommended that alternative brands are not purchased.)

**Further Information**

7-12 Mathematics Learning Leader

**SPECIALIST MATHEMATICS (1MAM20)**

<b>Learning Area</b>	Mathematics
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	10A Mathematics Advanced B grade or above. 10 Mathematics B grade or above is recommended

**Specialist Mathematics must be studied in conjunction with Mathematical Methods.**

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 methods. It includes the study of functions and calculus. This subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Specialist mathematics develops an increasingly complex and sophisticated understanding of calculus, trigonometry, vectors, series and sequences and complex numbers.

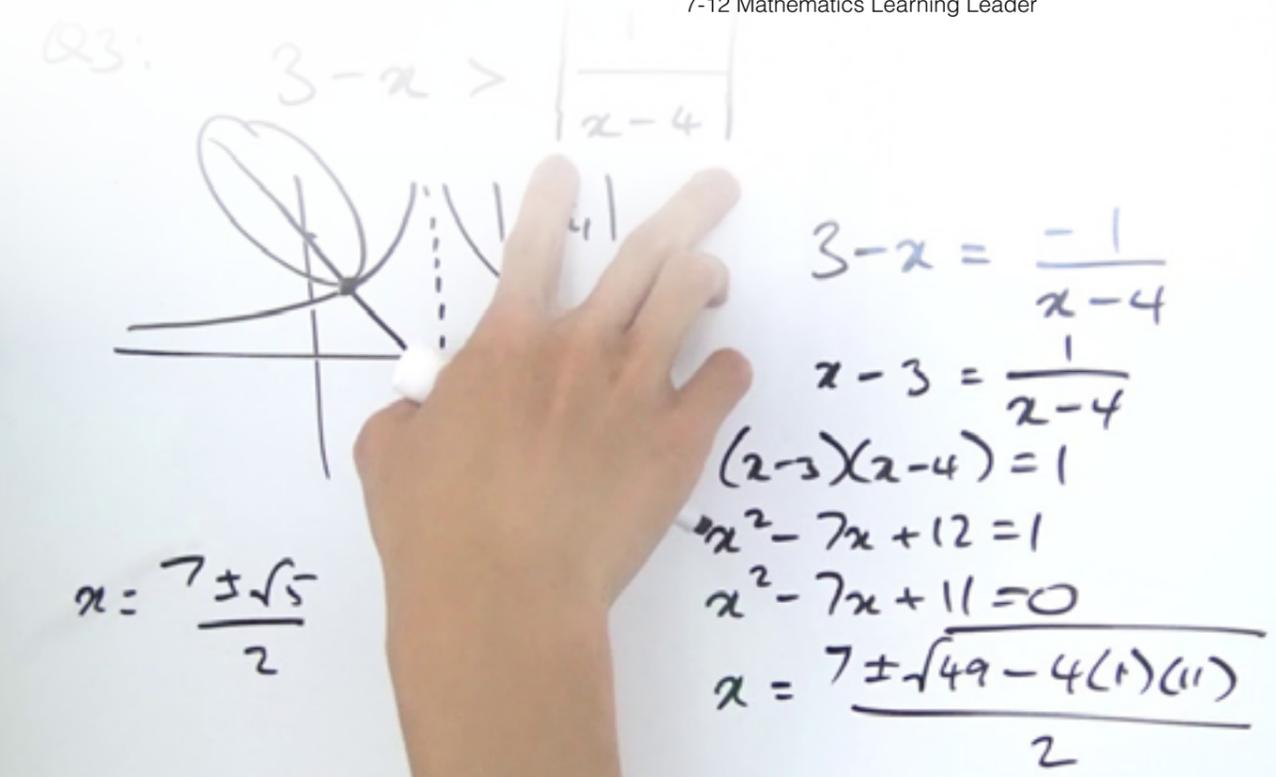
**ASSESSMENT**

Skills and Applications Tasks	75%
Mathematical Investigation	25%

**\*Additional costs:** All Year 11 students require a Casio Graphics Calculator (Model fx-CG50 AU). This will need to be purchased if not already purchased in Year 10. (It is highly recommended that alternative brands are not purchased.)

**Further Information**

7-12 Mathematics Learning Leader



**MEDIA STUDIES (1MES10)**

<b>Learning Area</b>	The Arts
<b>Length</b>	Semester
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil - C grade or better in Year 10 Media Studies is recommended

Stage 1 Media Studies is designed to introduce students to a range of media processes and applications as well as observing and analysing intent, bias and presentation of media examples.

This subject explores key media concepts through the study of topics such as advertising documentaries and global media.

Students are encouraged to work both individually and collaboratively to achieve practical outcomes.

Students are also provided opportunities to learn media industry standard software packages included in the Adobe Creative Cloud collection.

**ASSESSMENT**

Folio	40%
Interaction Study	20%
Production	40%

**Further Information**

7-12 Arts Learning Leader

**MODERN HISTORY (1MOD10 OR 1MOD20)**

<b>Learning Area</b>	Humanities - HASS
<b>Length</b>	1 or Semesters
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil

Stage 1 Modern History is designed for students who have an interest in exploring some of the important ideas, individuals and developments that have defined the modern world.

The course looks at major global, political and social events since the year 1750, with an emphasis on how they shape the present day.

Past courses have included the study of the French and Russian Revolutions, the Cold War, peaceful protest movements around the world and much more.

Furthermore, students are required to produce an individual study on an event or period in history of their choice. They will be engaged through a range of activities which provide opportunities for all students to demonstrate evidence of their learning.

**ASSESSMENT**

Historical Study	80%
Historical Skills	20%

**Further Information**

7-12 HASS Learning Leader

**MUSIC ADVANCED (1MVD10)**

<b>Learning Area</b>	The Arts
<b>Length</b>	Semester or Full Year
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Yr 10 Music or equivalent

Music is a creative and expressive response to experiences and feelings, using sound as a medium. Music is the systematic organisation of sound patterns that have the potential to transform perceptions, emotions, and thoughts. The study of music enables students to appreciate the world in unique ways, through aesthetic treatments of sound across cultures, times, places, and contexts. It forms a vital part of the transmission of histories, knowledge, and stories among generations.

Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works that express their ideas and emotions. Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions. Students experiment with, explore, and manipulate musical elements to learn the art of constructing and de-constructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music. Through their learning, students engage with, gain insights into, and are inspired by the transformative powers of music.

**ASSESSMENT**

Creative Works	65%
Musical Literacy	35%

**Further Information**

7 -12 Music Learning Leader

**OUTDOOR EDUCATION (1OUT10 OR 1OUT20)**

<b>Learning Area</b>	Health & Physical Education
<b>Length</b>	Semester or Full Year
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil - Previous Outdoor Education experience in Year 10 will be an advantage

Through the study of three focus areas listed below, students develop skills and understanding in preparation and planning for outdoor experiences, risk management, and conservation practices, and develop their teamwork and practical outdoor skills. Students develop an understanding of ecosystems and the impacts of human actions and decisions through the study of natural environments and wilderness areas. They develop knowledge and understanding of environmental systems and their conservation. The study of Stage 1 Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, and teamwork skills. They evaluate and reflect on their own learning progression and skills development, and working with others in groups, as well as their relationship with and connection to nature.

Stage 1 Outdoor Education consists of three interrelated focus areas:

- Focus Area 1: Environment and conservation
- Focus Area 2: Planning and management
- Focus Area 3: Personal and social growth and development

For a 10-credit subject, students provide evidence of their learning through three or four assessments. Students complete:

- 1-2 natural environments tasks
- 2 experiences in natural environments tasks.

For a 20-credit subject, students provide evidence of their learning through six assessments. Students complete:

- 3 natural environments tasks
- 3 experiences in natural environments tasks.

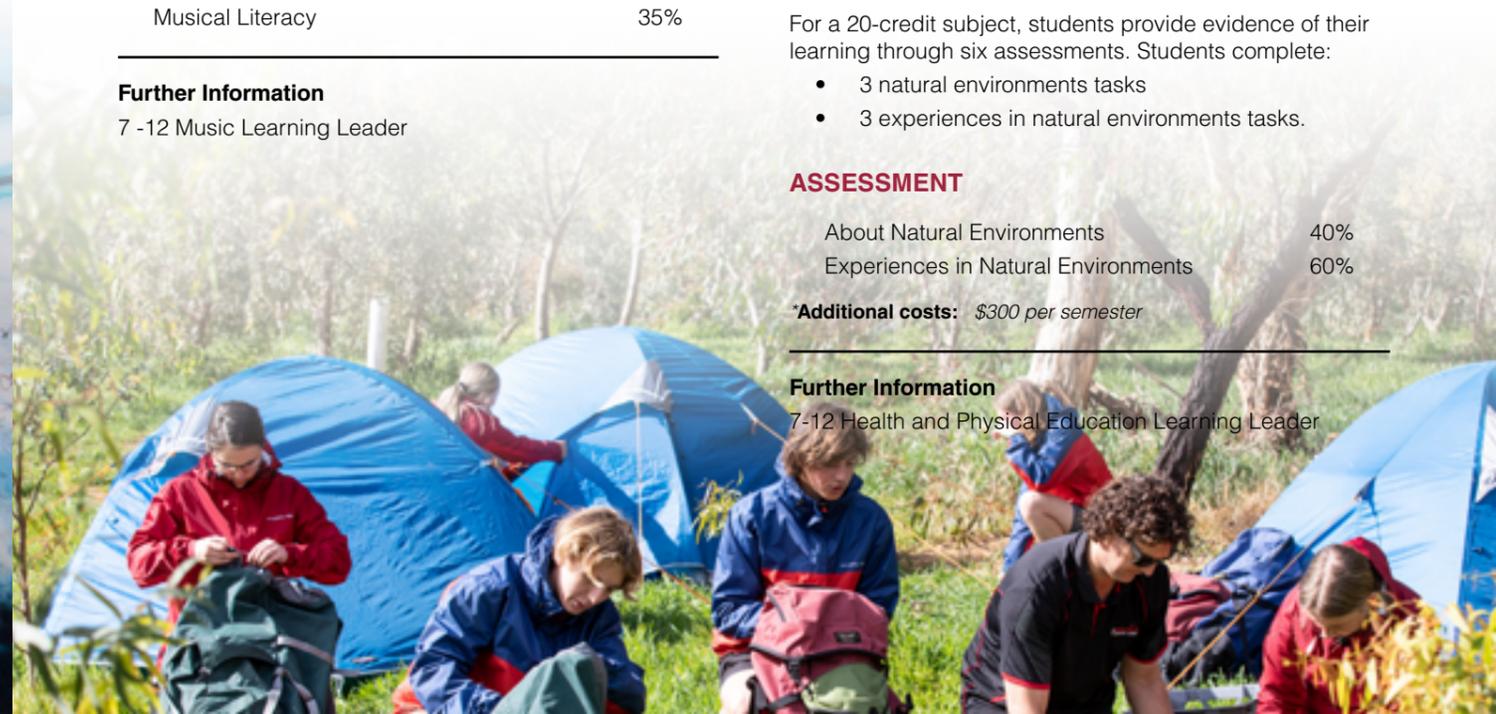
**ASSESSMENT**

About Natural Environments	40%
Experiences in Natural Environments	60%

**Additional costs:** \$300 per semester

**Further Information**

7-12 Health and Physical Education Learning Leader



**PHYSICAL EDUCATION (1PHD10 OR 1PHD20)**

<b>Learning Area</b>	Health & Physical Education
<b>Length</b>	Semester or Full Year
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil

Students will learn about the performance of the human body and explore a variety factors influencing performance through various practical activities. The impact of individuals in sporting contexts and influence of external factors in sport and fitness is also addressed.

Through Stage 1 Physical Education students will apply and reflect on performance as it relates to the 3 Focus Areas of: In movement, Through movement and About movement. This course is designed to engage those who are interested in pursuing a health or sports industry pathway, as well as extend those students who enjoy being physically active as part of their lifestyle.

The course explores theoretical concepts through a variety of practical experiences building on skills required at Stage 2 Physical Education.

In this subject, students are expected to:

1. Apply knowledge and understanding to 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.

The use of technology is integral to the collection of data such as video footage, heart rates monitors, and game statistics. Students apply their understanding of movement concepts to evaluate the data and reflect on ways in which performance can be achieved.

**ASSESSMENT**

Improvement Analysis Task	50%
Practical Activity Investigation	50%

**\*Additional costs:** It is recommended that students have a wearable device to collect and analyse data. This can be negotiated with the school if a group order can be put in.

**Further Information**

7-12 Health and PE/Outdoor Ed Learning Leader

**PHYSICS (1PHY20)**

<b>Learning Area</b>	Science
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil - 'B' grade or above in Year 10 Science and a C pass in Mathematics is recommended. It is also recommended that students take Mathematical Methods along with Physics.

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through their study of science understanding, which is organised into six topics. Through the study of these topics, students develop and extend their understanding of the interaction between matter, energy, and forces in linear motion, and electric circuits and the transfer and transformation of energy. They study the wave model to better understand how energy can be transferred between matter and space. Students examine the structure of matter, spontaneous nuclear reactions, and the ionising radiation that results from these processes.

**ASSESSMENT**

Skills and Applications Tasks	50%
Investigation Folio Tasks	50%

**Further Information**

7-12 Science Learning Leader



**PSYCHOLOGY (1PSG10)**

<b>Learning Area</b>	Science
<b>Length</b>	Semester or Full Year
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Recommended 'C' grade or above in year 10 Science

The skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator. Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the well-being of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

The topics studied in Stage 1 Psychology include Lifespan Psychology and Emotion (Semester 1) and Cognitive Psychology and Psychology in Context (Semester 2).

They study the wave model to better understand how energy can be transferred between matter and space. Students examine the structure of matter, spontaneous nuclear reactions, and the ionising radiation that results from these processes.

**ASSESSMENT**

Skills and Applications Tasks	50%
Investigation Folio	50%

**Further Information**

7-12 Science Learning Leader

**SPIRITUALITY, RELIGION AND MEANING (1SRM10) OR (2SRM20)**

<b>Learning Area</b>	Christian Studies
<b>Length</b>	Semester
<b>Study Level</b>	Stage 1 (full year for Stage 2)
<b>Prerequisites</b>	Nil

Spirituality, Religion and Meaning course is offered at either Stage 1 (10 credits, Semester 2 only) or Stage 2 (20 credits, year-long course.) Please note, priority for students attending the Cambodia Service trip will be given to Stage 2 SRM students. Topics covered include:

1. Integral Ecology, Life the Universe and Everything: this explores how different religions have played a part in resisting changes to integral ecological approaches to support sustainability, or alternately explores what ways they promote positive change. Students explore how spiritual perspectives from indigenous cultures can impact traditional religious perspectives. Students will engage in a community Service action task partnering with an existing environmentally oriented group.
2. Evil and Suffering: We explore colonisation experiences of indigenous peoples around the world and the forms that evil has taken to cause suffering. Students explore how religion has helped or resisted this. Additionally, students explore the links from racism with groups such as white supremacists as a fact of life in Australia and around the world.

**ASSESSMENT**

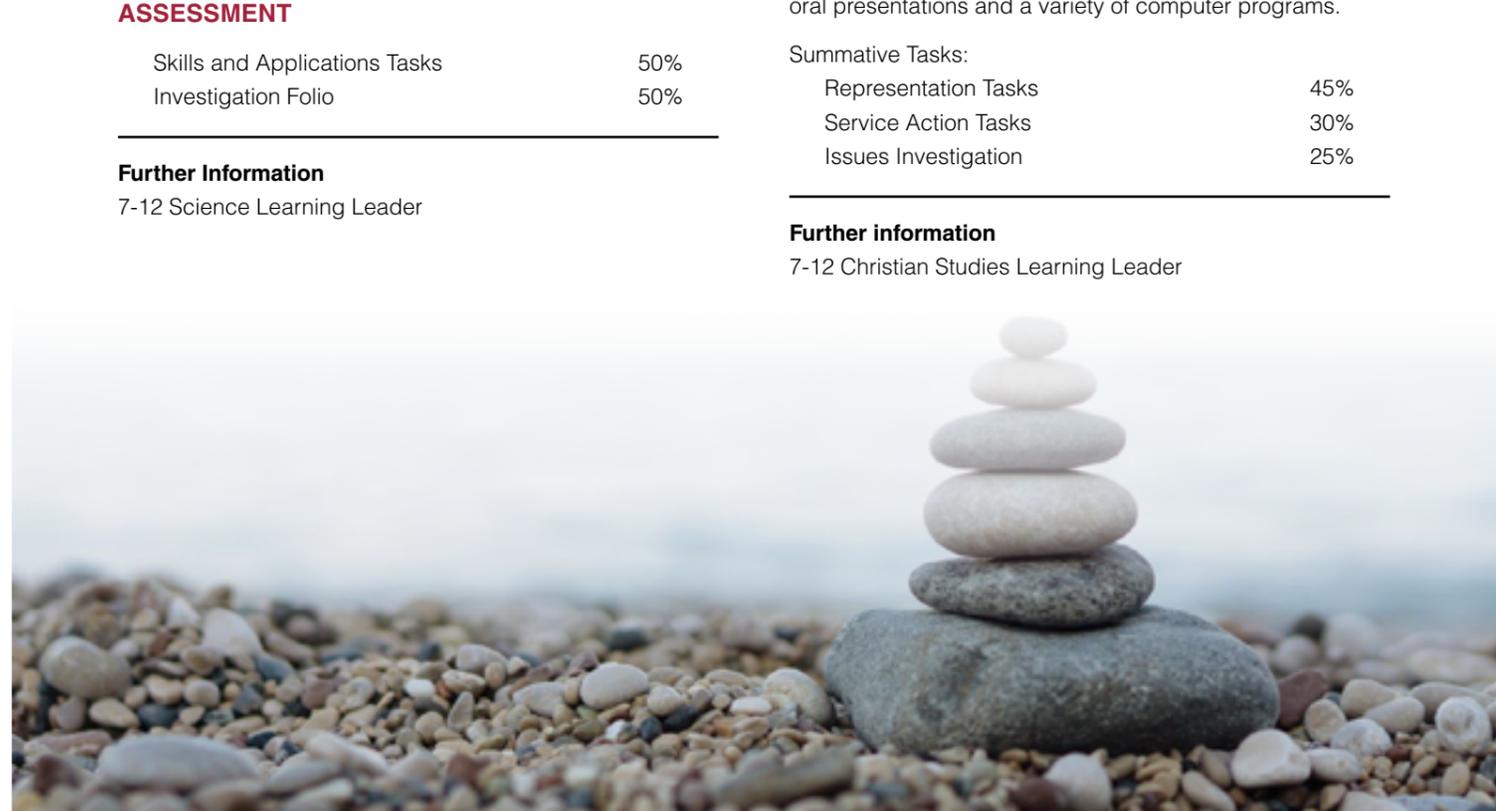
Multiple assessment processes are used in this course including, written responses, scripts, performance, video, oral presentations and a variety of computer programs.

Summative Tasks:

Representation Tasks	45%
Service Action Tasks	30%
Issues Investigation	25%

**Further information**

7-12 Christian Studies Learning Leader



**VISUAL ARTS (1VAA10 OR 1VAA20)**

<b>Learning Area</b>	The Arts
<b>Length</b>	Semester or Full Year
<b>Study Level</b>	Stage 1
<b>Prerequisites</b>	Nil - Year 9 and 10 Visual Art is an advantage

Through studying Stage 1 Visual Art, students will learn and apply practical skills and develop the ability to analyse and synthesise ideas.

Students will learn about other artists, artworks, institutions, and communities to enrich their experiences and understandings of their own and others' art practices.

In responding to artworks, students will learn how to employ essential literacy skills to investigate artistic intention and expression, as well as critically analyse artworks in diverse contexts.

During the course students produce a folio of annotated practical work that explores a range of art media and techniques and documents their visual learning.

The final Practical will be a culmination of the ideas explored in the Folio and will include a Practitioner's Statement.

Students are also required to complete a Visual Study that explores and/or experiments with styles, ideas, methods, materials, and techniques, and includes analysis and interpretation of art works by other practitioners from different cultural and historical contexts.

**ASSESSMENT**

- Folio 40%
- Practical (Final Works) & Practitioner Statements 30%
- Visual Study 30%
- Semester examinations

**Further Information**

7-12 Arts Learning Leader



## YEAR 12 SUBJECTS

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## SUBJECT SELECTION YEAR 12 OVERVIEW

Students at Stage 2 study FOUR full year subjects worth 20 credits each. When making their subject selections, Stage 2 students should consider their post school pathways carefully, including any pre-requisites for further study. Students new to Tatachilla as Year 12s, need to study their compulsory Research Project course in Year 12 if they have not completed this earlier in their previous school. Christian Studies is compulsory, delivered as a Year 12 Seminar and Retreat program throughout the year.

### STUDY LESSONS

All Year 12 students have supervised study lessons each week which are timetabled at the College. The purpose of these lessons is to develop and support independent or collaborative study practice. Students complete work under supervision, in their designated study area.

### COMPULSORY SUBJECTS

Activating Identities and Futures (if not achieved in Year 11) 10 credits

Study Lessons - these are timetabled lessons for completing work or receiving additional academic support  
CRAVE Seminar Days and Year 12 Retreat

### ELECTIVE SUBJECTS – CHOOSE 4 FULL-YEAR SUBJECTS: TOTAL 80 CREDITS

ELECTIVE	CODE	COURSE LENGTH
Agricultural Systems	2AGY20	Full Year
Biology	2BGY20	Full Year
Business Innovation	2BNV20	Full Year
Chemistry	2CEM20	Full Year
Dance	2DCE20	Full Year
Digital Communication Solutions: Digital Photography	2DCS20	Full Year
Drama	2DMA20	Full Year
English	2ESH20	Full Year
English Literary Studies	2ELS20	Full Year
Essential English	2ETE20	Full Year
Food and Hospitality	2FOH20	Full Year
Japanese Continuers	2JAC20	Full Year
Legal Studies	2LES20	Full Year
Material Solutions	2MRS20	Full Year
Mathematical Methods	2MHS20	Full Year
Essential Mathematics	2MEM20	Full Year
General Mathematics	2MGM20	Full Year
Specialist Mathematics	2MSC20	Full Year
Media Studies	2MES20	Full Year
Modern History	2MOD20	Full Year
Music Explorations	2MEX20	Full Year
Music Performance: Ensemble	2MEB10	Semester
Music Performance: Solo	2MSO10	Semester
Nutrition	2NTN20	Full Year
Outdoor Education	2OUT20	Full Year
Physical Education	2PHD20	Full Year
Physics	2PYI20	Full Year
Psychology	2PSC20	Full Year
Visual Arts	2VAA20	Full Year
Workplace Practices	2WPC20	Full Year

### CHRISTIAN STUDIES (NON-SACE)

<b>Learning Area</b>	Christian Studies
<b>Length</b>	4 Day Seminars and a Retreat
<b>Study Level</b>	NON SACE
<b>Prerequisites</b>	Nil.

The Year 12 Christian Studies Seminar program is the way Tatchilla Lutheran College meets the mandated expectation for all Lutheran Colleges to provide Christian, religious and values education through to Year 12. The seminars aim to provide students with the opportunity to engage in summative experiences that call on their learning from previous years to apply and test thinking with specifically challenging cases. These are delivered in an adult learning styled seminar that is typically off site, allows for students to take the responsibility to arrange their own transport with the correct permissions, and most importantly uses experts from a number of different fields. By bringing all students together, they gain genuine extension and experience in the presence of experts in their field and so have the same learning opportunity across the year level. Topics include: our attitudes to refugees, approaches to commitment in long term relationships and in the workplace, the relationship between science and religion, resiliency and forgiveness, and religious extremism. Each seminar is an expression or direct exploration of specific Christian perspectives as outlined in the Christian Studies Curriculum Framework document.

#### ASSESSMENT

In keeping with the format of an adult learning model, students are not assessed formally nor graded on their progress. As with any adult attending professional development, students define what they will take away and what meaning is constructed around the learning episode. Students' own reflections both through group discussions and personal reflection on each seminar constitute their own personal assessment of what is important for them. Assessment of the actual seminar is provided by students in the form of written feedback after each seminar given to the staff and Learning Leader.

#### Further information

7-12 Christian Studies Learning Leader

### AGRICULTURAL SYSTEMS (2AGY20)

<b>Learning Area</b>	Science
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Year 11 Agriculture

In the Stage 2 Agricultural Systems course students develop an understanding of the relevant agricultural concepts that inform ways in which animal and plant production, and soil and water resources are managed.

Students explore aspects of agriculture that are important locally, nationally, and/or globally. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture impacts on their lives, their communities, and the environment.

Students develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply.

#### ASSESSMENT

##### School assessment:

Agricultural Reports	30%
Applications	40%

##### External assessment:

Experimental Investigation	30%
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#### Further information

7-12 Science Learning Leader

### BIOLOGY (2BGY20)

<b>Learning Area</b>	Science
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil. Recommended completion of a Stage 1 Science Course to a 'B' grade or above .

The Stage 2 Biology course is constructed around inquiry into, and application of, understanding of the diversity of life as it has evolved, the structure of living things, and the way they interact with other living organisms and the environment.

The four topics of study include: DNA and Proteins, Cells as the Basis of Life, Homeostasis and Evolution.

Exploration of each topic involves a discussion of different aspects from basic organisation to complex processes, social and human impacts of biological processes and the origin of organisms.

Practical activities will be undertaken to explore core concepts.

#### ASSESSMENT

##### School assessment:

Skills and Applications Tasks	40%
Investigation Folio Tasks	30%

##### External assessment:

Examination	30%
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#### Further information

7-12 Science Learning Leader

### BUSINESS INNOVATION (2BNV20)

<b>Learning Area</b>	Humanities
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil - Recommendation of completion of Stage 1 Business Innovation

In the Stage 2 Business Innovation program enterprising students are equipped with the knowledge, skills and understanding to engage in designing, sustaining and transforming businesses in the modern world.

Business Innovation uses design thinking and assumption-based planning tools to promote a human centred approach to innovation and transformation of business products, services and processes.

Students 'learn through doing' using design thinking and assumption-based planning processes such as Business Model and Value Proposition Canvases and Minimum Viable Product to anticipate, find and solve problems.

Students also engage with complex, dynamic radiational world problems to identify and design, test, iterate, pivot and communicate real world solutions. Through design thinking and direct involvement in innovation, enterprising students develop, understand and apply their critical and creative thinking skills to their innovations or inventions.

This course can be as a springboard for students who may be aiming for careers in Accounting, Law or Commerce.

#### ASSESSMENT

##### School assessment:

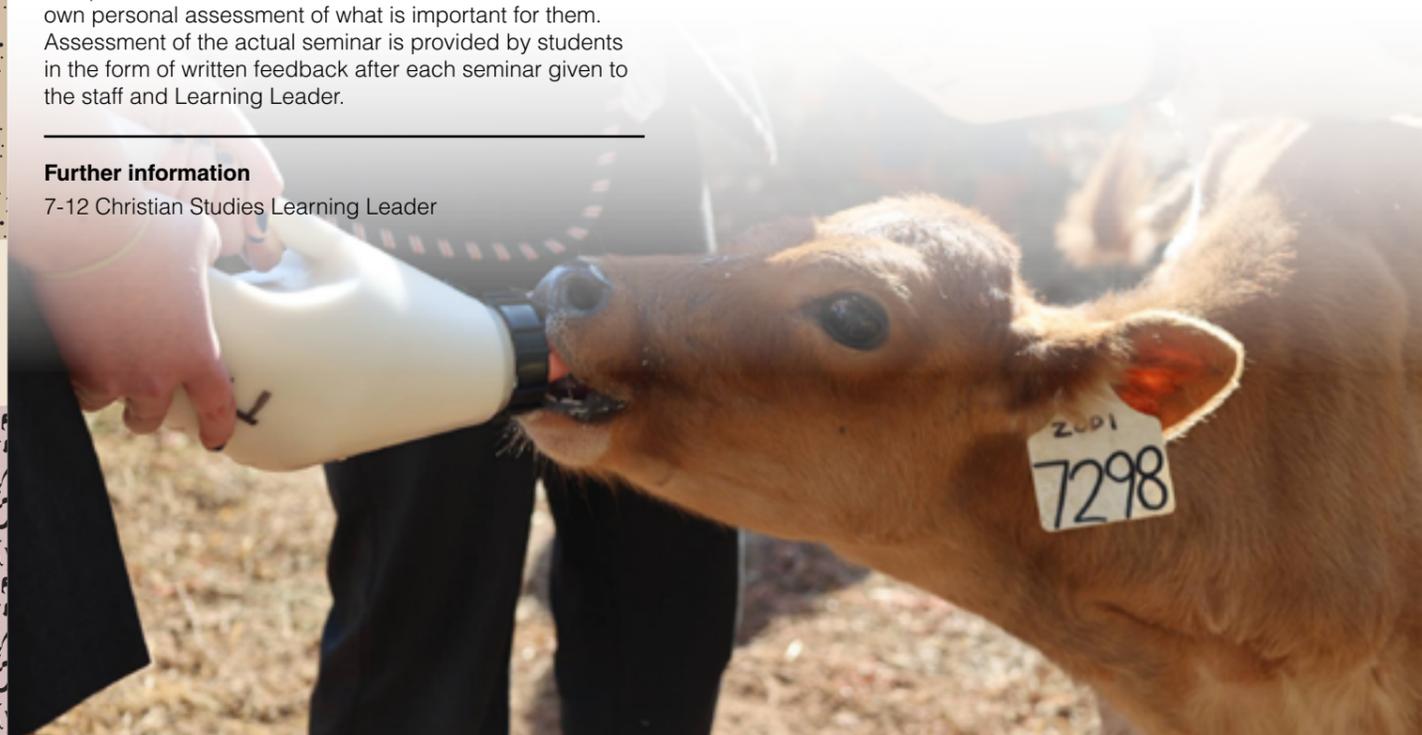
Business Skills	40%
Business Model	30%

##### External assessment:

Business Plan & Pitch	30%
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#### Further information

7-12 HASS Learning Leader



**CHEMISTRY (2CEM20)**

<b>Learning Area</b>	Science
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	It is intended that Stage 2 Chemistry is a continuation of Stage 1 completion

In Stage 2 Chemistry, students extend their understanding of the chemical construction of the physical world, human-environment interactions, and resource use. They learn how scientific knowledge evolves with new evidence and technologies. Students explore the benefits and risks of chemical knowledge, informing public debate on social and environmental issues. This study empowers them to make informed decisions about nature and consider sustainable chemistry to reduce environmental impact.

Chemistry education develops critical thinking skills, enabling students to investigate phenomena and devise solutions to challenges like energy use and sustainable food production. It inspires them to contribute solutions to current and future problems and pursue careers in medical research, pharmacy, chemical engineering, and innovative product design.

- Topics studied:**
- Monitoring the environment
  - Managing chemical processes
  - Organic and biological chemistry
  - Managing resources.

**ASSESSMENT**

**School assessment:**

Skills and Applications Tasks	40%
Investigation Folio Tasks	30%

**External assessment:**

Examination	30%
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**Further information**

7-12 Science Learning Leader

**DANCE (2DCE20)**

<b>Learning Area</b>	The Arts
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil - Recommended completion of Stage 1 Dance.

Dance students undertake in depth studies into composition, analysis, technique, performance and the investigation and evaluation of key innovators that impact on their development as dance artists.

The course is taught through a combination of technique classes, composition assignments, spectator-ship, research and written or multi-modal response.

**Attendance at out of hours rehearsals and performances is compulsory.**

**ASSESSMENT**

**School assessment:**

Performance Portfolio	40%
Dance Context	30%

**External assessment:**

Skills Development Portfolio	30%
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*\*Additional costs: \$50 per semester*

Students are required to purchase and wear College dance attire which can be purchased at the College Uniform Shop.

**Further Information**

7-12 Arts Learning Leader

**DIGITAL COMMUNICATION SOLUTIONS: DIGITAL PHOTOGRAPHY (2DCS20)**

<b>Learning Area</b>	Technologies
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil - Recommended completion of Stage 1 Digital Photography

Students work through the design process of investigating, planning, producing and evaluating their work. They will search for innovative ways to put their ideas into practice. Students will create a themed exhibition within the constraints of a design brief. Practical work will focus on image capture and production methods, including:

- DSLR camera techniques
- Lens selection
- Lighting (studio and natural)
- Image manipulation using Adobe Photoshop
- Design Process Record
- Digital publishing using Powerpoint, Keynote or Google Slides

Theoretical may include:

- Composition
- Aperture and Shutter speed
- Lenses
- Lighting (studio and natural)
- White balance and ISO
- File types and compression
- Printing technologies
- Photography analysis
- Evaluation of final product

**ASSESSMENT**

**School assessment:**

Specialised Skills Tasks	20%
Design process and Solution	50%

**External assessment:**

Resource Study	30%
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**Further Information**

7-12 Technologies Learning Leader

**DRAMA (2DMA20)**

<b>Learning Area</b>	The Arts
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil - Recommended completion of Stage 1 Drama

In Drama, we deepen our understanding of what it is to be part of a company of student artists. Students draw links between theory and practice through exploration, taking informed artistic risks, and practical experimentation. The two areas of dynamic study are: Company and Production,

Exploration and Vision. In Company and Production, students collaborate to develop two pieces of live or recorded performance. Firstly, they undertake a dramatic process to develop a group production, led by the teacher. An important part of that group production is the presentation of evidence, where students select from recorded evidence of their process and performance to represent the range of their learning and application. Secondly, in the Creative Presentation Task, students form small groups to independently devise a dramatic work or product. The creative presentation is the external assessment component of the course. In the Exploration and Vision area of study, students focus on the development of their critical and creative thinking skills. They explore dramatic ideas, theories and works by critically viewing live works, by engaging in workshops with professionals (where possible) and investigating and researching dramatic styles and innovations. Students will study at least one dramatic text, and two or more styles, innovators or movements.

**Attendance at out of hours rehearsals and performances is compulsory in this course.**

**ASSESSMENT**

**School assessment:**

Group Production	40%
Evaluation & Creativity	30%

**External assessment:**

Creative Presentation	30%
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**Further Information**

7-12 Arts Learning Leader



**ENGLISH (2ESH20)**

<b>Learning Area</b>	English
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil - Completion of Stage 1 English or English Literary Studies recommended

Students will build on their Year 11 studies and develop a more precise understanding of a variety of English concepts. During the year, students will study a range of text types, as directed by their teacher such as a novel, a film, a play, poetry and assorted media texts.

Students are expected to produce several analytical tasks, primarily in the form of academic essays as well as several creative pieces. Some of these tasks will have an oral/multi-modal focus.

Students should be prepared to complete independent work as a mandatory component of this course and will be required to read the class novel and keep a comprehensive journal over the summer holidays.

In addition, students will complete a Comparative Essay as their external component over the course of the year and will be expected to dedicate significant independent study time to it.

**ASSESSMENT**

**School assessment:**

Responding to Texts (analysis)	30%
Creating Texts (creative writing)	40%

**External assessment:**

Comparative Essay	30%
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**Further Information**

7-12 English Learning Leader

**ENGLISH LITERARY STUDIES (2ELS20)**

<b>Learning Area</b>	English
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil - Completion of Stage 1 English Literary Studies recommended

This course has a rigorous academic focus and aims to develop analytical skills at a high level. Students will study a novel, a play, a film and a selection of poetry, Literary Theory, as well as several shorter text types in eventual preparation for the exam, which is an exercise in comprehension and analytical perception.

In addition, this course has a key focus on essay writing and many of the tasks focus on fine-tuning and developing existing skills.

Students are also required to complete a range of independent tasks, including reading the class novel and making notes over the summer holidays, studying an independent text of their choice as part of their external comparative essay, as well as further contextual study relating to elements discussed in class.

**ASSESSMENT**

**School assessment:**

Responding to Texts (analysis)	50%
Creating Texts (creative writing)	20%

**External assessment:**

Comparative Text Study	15%
Examination	15%

**Further Information**

7-12 English Learning Leader

**ESSENTIAL ENGLISH (2ETE20)**

<b>Learning Area</b>	English
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil - Completion of Stage 1 English recommended

Students develop the skills gained in Year 11 English and work towards building up competency in a wide range of English contexts.

This course is primarily concerned with analysing the impact of language in our everyday lives and requires students to demonstrate their understanding of this through creative and analytical pieces that often connect to real-life contexts. These tasks are assessed in a variety of ways including essays and oral/multi-modal approaches.

There is an external, analytical component to this course which requires a significant amount of independent and self-directed work, taking the form of a language study, focusing on how different contexts use language.

**ASSESSMENT**

**School assessment:**

Responding to Texts (analysis)	30%
Creating Texts (creative writing)	40%

**External assessment:**

Language Study	30%
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**Further Information**

7-12 English Learning Leader

**FOOD & HOSPITALITY (1FOH10 OR 1FOH20)**

<b>Learning Area</b>	Technologies
<b>Length</b>	Semester or Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil – Recommended completion of Stage 1 Food and Hospitality

Food and Hospitality examines the contemporary and changing nature of the food and hospitality industry and its impact on Australian society. The food and hospitality industry is influenced by economic, environmental, legal, political, sociocultural and technological factors at local, national, and international levels.

Students develop relevant knowledge and skills as consumers and/or industry workers. Food and Hospitality can lead to various TAFE courses such as Certificate II in Kitchen Operations. It can also assist students seeking employment in various hospitality enterprises where food is prepared and served, including restaurants, hotels, catering operations, clubs, and cafes.

**Students may be required to participate in activities outside school hours, both within the school and the wider community.**

**ASSESSMENT**

**School assessment:**

Practical Activities	50%
Group Activity	20%

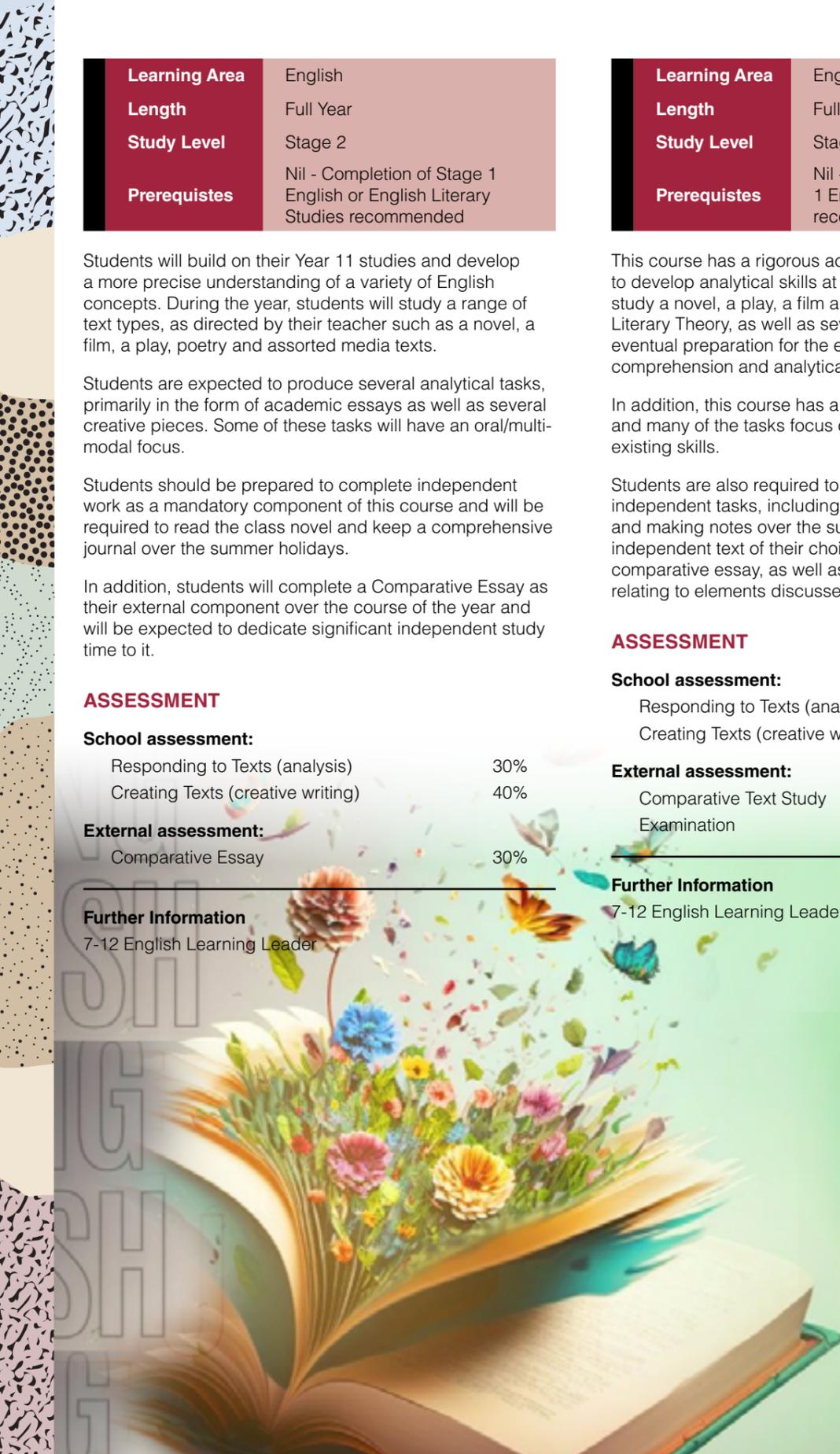
**External assessment:**

Investigation	30%
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*\*Additional costs: \$100 per semester*

**Further Information**

7-12 Technologies Learning Leader



**JAPANESE (CONTINUERS) (2JAC20)**

<b>Learning Area</b>	Languages
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	It is intended that Stage 2 Japanese is a successful continuation of Stage 1 Japanese completion

Japanese Continuers is a highly specialized course for those students wishing to deepen their understanding of language and different language systems. Students will learn to express and convey their own thoughts and opinions through a variety of individual tasks, learning about the world and developing their skills to converse in daily life. They will respond to a variety of written texts and apply learnt knowledge to strengthen their language writing skills in a variety of multi-modal assessments.

**ASSESSMENT**

**School assessment:**

Folio	50%
In-depth Study	20%

**External assessment:**

Written and oral Examination	30%
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\*Additional costs: \$76.50 textbook

**Further Information**

7-12 Teaching and Learning Coordinator

**LEGAL STUDIES (2LES20)**

<b>Learning Area</b>	Humanities
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil - Recommended completion of full year of Stage 1 English

Legal Studies prepares students for an understanding of the operation of the Australian Legal System, its principles and processes. It also prepares students to be informed and articulate in matters of the law and society. Central to this course is an exploration of the competing tensions that arise between rights and responsibilities, fairness and efficiency, the empowered and disempowered, and certainty and flexibility. The subject focus areas are explored using 'big questions'. Students examine how people, government and institutions shape the law and controls, and shape and regulate interactions between people, institutions and Government.

Laws must constantly evolve in order to resolve these tensions whilst responding to community values and circumstances. Students are empowered to evaluate evidence in order to make decisions and develop an understanding of the ways in which they can influence Australia's democratic process. Conceptual understanding and analysis provide transferable skills within and across disciplines, allowing students to approach new situations and contexts with an analytical and problem-solving skill mindset. This course can be used as a springboard for students who may be aiming for careers in Entrepreneurship, Accounting, Law, Commerce. or Real Estate.

**ASSESSMENT**

**School assessment:**

Four Folio Tasks	40%
Inquiry	30%

**External assessment:**

Examination	30%
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**Further Information**

7-12 HASS Learning Leader

**MATERIAL SOLUTIONS (2MRS20)**

<b>Learning Area</b>	Technologies
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil - Recommended completion of Stage 1 Material Solutions: Wood or Stage 1 Material Solutions: Metal.

The SACE Material Products course is designed for students that have an interest in manufacturing technologies or for those who are interested in pursuing a trade pathway. Students can choose either wood or metal to work with to design, construct and evaluate their design plans and product. They undertake two skills tasks to develop and demonstrate skills and understandings of materials and processes for a major project. Students create a Design Folio within the constraints of a design brief before constructing the Design Solution. During the design and construction process, students will conduct a Resource Study relating to two or materials they will use and explore issues relating to their Design Solution. Students will gain skills in the use of a variety of tools and equipment dependent on their choice of material.

**ASSESSMENT**

**School assessment:**

Specialised Skills	20%
Design Folio and Product solution	50%

**External assessment:**

Resource Study	30%
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**Further Information**

7-12 Technologies Learning Leader

**GENERAL MATHEMATICS (2MGM20)**

<b>Learning Area</b>	Mathematics
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil - Recommended completion of a full year of Stage 1 General Mathematics or Mathematical Methods

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 their associated key concepts. These topics cover a diverse range of applications of mathematics, including personal financial management, a statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Successful completion of this subject prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

**ASSESSMENT**

**School assessment:**

Skills and Applications Tasks	40%
Investigation Folio Tasks	30%

**External assessment:**

Examination	30%
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\*Additional costs: All Year 12 students require a Casio Graphics Calculator (Model fx-CG50 AU). This will need to be purchased if not already purchased in Year 11. (It is highly recommended that alternative brands are not purchased.)

**Further Information**

7-12 Mathematics Learning Leader



**MATHEMATICAL METHODS (2MHS20)**

<b>Learning Area</b>	Mathematics
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	It is intended that Stage 2 Mathematical Methods is a successful continuation of Stage 1 Mathematical Methods completion

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change.

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

**ASSESSMENT**

**School assessment:**

Skills and Applications Tasks	50%
Investigation Folio Tasks	20%

**External assessment:**

Examination	30%
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**\*Additional costs:** All Year 12 students require a Casio Graphics Calculator (Model fx-CG50 AU). This will need to be purchased if not already purchased in Year 11. (It is highly recommended that alternative brands are not purchased.)

**Further Information**

7-12 Mathematics Learning Leader

**ESSENTIAL MATHEMATICS (2MEM20)**

<b>Learning Area</b>	Mathematics
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil - Recommended completion of a full year of Stage 1 Mathematics

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

**ASSESSMENT**

**School assessment:**

Skills and Applications Tasks	40%
Investigation Folio Tasks	30%

**External assessment:**

Examination	30%
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**\*Additional costs:** All Year 12 students require a Casio Graphics Calculator (Model fx-CG50 AU). This will need to be purchased if not already purchased in Year 10. (It is highly recommended that alternative brands are not purchased.)

**Further Information**

7-12 Mathematics Learning Leader

**SPECIALIST MATHEMATICS (2MSC20)**

<b>Learning Area</b>	Mathematics
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	It is intended that Stage 2 Specialist Mathematics is a successful continuation of Stage 1 Specialist Mathematics completion

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understating, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, using mathematical models. It includes study of functions and calculus and is designed to be studied in conjunction with Mathematical Methods.

**ASSESSMENT**

**School assessment:**

Skills and Applications Tasks	50%
Investigation Folio Tasks	20%

**External assessment:**

Examination	30%
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**\*Additional costs:** All Year 12 students require a Casio Graphics Calculator (Model fx-CG50 AU). This will need to be purchased if not already purchased in Year 10. (It is highly recommended that alternative brands are not purchased.)

**Further Information**

7-12 Mathematics Learning Leader

**MEDIA STUDIES (2MES20)**

<b>Learning Area</b>	The Arts
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil - Recommended completion of Year 11 Media Studies

The focus of Media Studies is exploring the dynamic role of media in both Australian and global contexts. Students develop an understanding of the ways in which the media provides views of world events, interpretations of the world and entertainment. Students consider how media can exert a significant influence on the ways people receive and interpret information about the world and the role of audiences in impacting various media productions. Students learn to actively engage and interact with media while learning to make informed choices in their own media productions.

**ASSESSMENT**

**School assessment:**

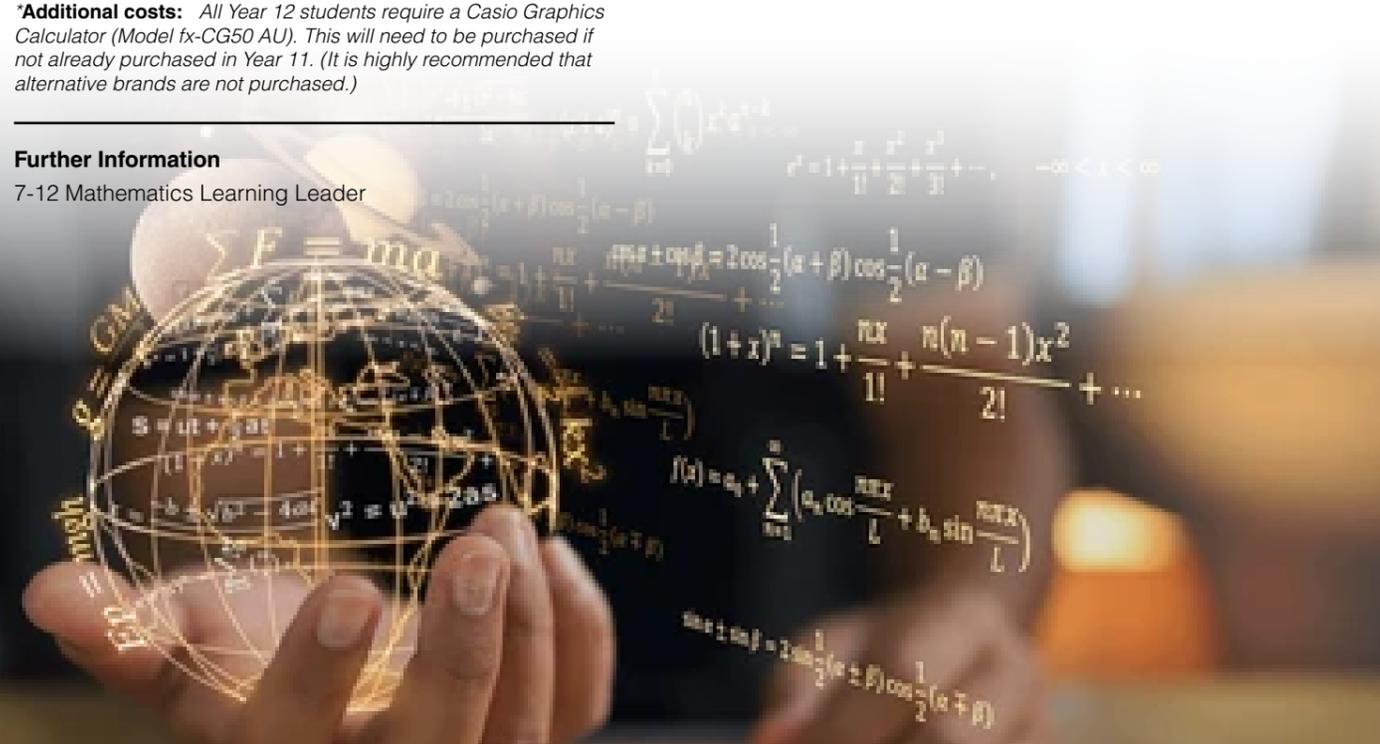
Folio	30%
Product	40%

**External assessment:**

Investigation	30%
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**Further Information**

7-12 Arts Learning Leader



### MODERN HISTORY (2MOD20)

<b>Learning Area</b>	Humanities
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil

Modern History is designed for students who have an interest in exploring some of the important ideas, individuals and developments that have defined the modern world. This course looks at major global, political and social events since the year 1750, with an emphasis on how they shape the present day. Past courses have included the study of Nazi Germany, the challenges to find peace and security within the Middle East, the establishment of Israel and much more. Furthermore, students are required to produce an individual study on an event or period in history of their choice. They will be engaged through a range of activities which provide opportunities for all students to demonstrate evidence of their learning.

#### ASSESSMENT

##### School assessment:

Historical Study	20%
Historical Skills	50%

##### External assessment:

Examination	30%
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##### Further Information

7-12 HASS Learning Leader

### MUSIC EXPLORATION (2MEX20)

<b>Learning Area</b>	The Arts
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil - Recommended completion of a full year of Stage 1 Music Explorations or equivalent

Music Explorations emphasises learning through exploring and experimenting with music. Through exploration of musical styles and influences, the elements of music, and how music is made, students process and synthesise the key learning that has taken place. Students develop musical literacy and engage critically and creatively with music through responding to their own and others' works. This subject is flexible in its design, allowing individual and collaborative exploration options in performing, composing, arranging and exploring music technology. Through practical application of their understanding of musical elements, students learn to analyse and deconstruct music, manipulate sound and create musical works that express their ideas and emotions.

#### ASSESSMENT

##### School assessment:

Musical Literacy	30%
Explorations	40%

##### External assessment:

Creative Connections	30%
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##### Further Information

7 -12 Music Learning Leader

### MUSIC PERFORMANCE (2MEB10)

<b>Learning Area</b>	The Arts
<b>Length</b>	Semester
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil - Recommended completion of Stage 1 Music or equivalent

Students develop and extend their practical music-making skills through performing works for instrument(s) and/ or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, and in developing stage presence and skills in engaging an audience. Students analyse their chosen repertoire, and critique strategies to develop their performances, and reflect on and evaluate their performances as a soloist. They apply their knowledge and understanding of the style, structure, and conventions appropriate to their chosen repertoire, in crafting their musical performances, developing their musical imagination, and in communicating their own ideas about and appreciation of music.

#### ASSESSMENT

##### School assessment:

Performance	30%
Performance and Discussion	40%

##### External assessment:

Performance Portfolio	30%
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##### Further Information

7 -12 Music Learning Leader

### MUSIC SOLO (2MSO10)

<b>Learning Area</b>	The Arts
<b>Length</b>	Semester
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil - Recommended completion of Stage 1 Music or equivalent

Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music. Through their learning, students engage with, gain insights into, and are inspired by the transformative powers of music.

#### ASSESSMENT

##### School assessment:

Performance	30%
Performance and Discussion	40%

##### External assessment:

Performance Portfolio	30%
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##### Further Information

7 -12 Music Learning Leader



### NUTRITION (2NTN20)

<b>Learning Area</b>	Science
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil - Recommended completion of Stage 1 Biology

Nutrition is a science which immerses students in the fundamentals of human nutrition, physiology and health, promoting investigation of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. Students apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Making use of technologies, scientific evidence, and research to critically analyse information and make informed decisions or recommendations. Students have opportunities to investigate contemporary issues of global and local food trends, advances in technology, and the development of new foods and food packaging. These issues will affect the future health and nutrition of populations. Nutrition presents an opportunity for students that want to pursue health sciences at tertiary level education. It provides an achievable and interesting course that complements Food Technology, Physical Education and Biology.

#### ASSESSMENT

<b>School assessment:</b>	
Skills and Applications Tasks	40%
Investigation Folio Tasks	30%
<b>External assessment:</b>	
Examination	30%

#### Further Information

7-12 Science Learning Leader

### OUTDOOR EDUCATION (2OUT20)

<b>Learning Area</b>	Health & Physical Education
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil - Recommended completion of Stage 1 Outdoor Education

Students will learn to explore and make connections with natural environments, considering a range of perspectives. They will be responsible for planning and risk-management and participate in and lead safe and sustainable outdoor activities and journeys. Students will evaluate and demonstrate reflective practice of leadership and collaborative skills, as well as personal development, experiences, and connections with natural environments. Students will also evaluate and demonstrate reflective practice of the development and application of practical skills relevant to outdoor activities and journeys, while understanding and analysing environmental systems and issues. These will apply to decisions and strategies for sustainability of natural environments.

#### ASSESSMENT

<b>School assessment:</b>	
About Natural Environments	20%
Experiences in Natural Environments	50%
<b>External assessment:</b>	
Connections with Natural Environments	30%

#### ASSESSMENT

About Natural Environments	40%
Experiences in Natural Environments	60%

**\*Additional costs:** \$500 includes camp costs

#### Further Information

7-12 Health and Physical Education Learning Leader

### PHYSICAL EDUCATION (2PHD20)

<b>Learning Area</b>	Health & Physical Education
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil - Recommended completion of Stage 1 Physical Education or Advanced Athlete Academy

Students will apply knowledge and understanding to movement concepts and strategies in physical activity using subject-specific terminology. Students will apply feedback and implement strategies to improve participation and/or performance in physical activity as well as reflect on and evaluate their participation and/or performance to improve improvement. Students will also learn the importance of applying communication and collaborative skills in physical activity contexts. The role of analysis and evaluation of evidence related to physical activity is explored and students learn to evaluate implemented strategies and make recommendations for future directions. The use of technology is integral to the collection of data such as video footage, heart rates, monitors, and game statistics. Students apply their understanding of movement concepts to evaluate the data and reflect on ways in which performance can be achieved.

#### ASSESSMENT

<b>School assessment:</b>	
Diagnostics	30%
Improvement Analysis	40%
<b>External assessment:</b>	
Group Dynamics	30%

**\*Additional costs:** Includes but not limited to:

- Physical Education Workbook (\$60)
- Senior PE Training Top (\$40)
- Data collecting excursion (\$20)
- Wearable Device / Smartwatch - Data collecting abilities.

*\*It is recommended that students have a wearable device to collect and analyse data. This can be negotiated with the school if a group order can be made.*

#### Further Information

7-12 Health and Physical Education Learning Leader

### PHYSICS (2PYI20)

<b>Learning Area</b>	Physics
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	It is intended that Stage 2 Physics is a successful continuation of Stage 1 Physics completion.

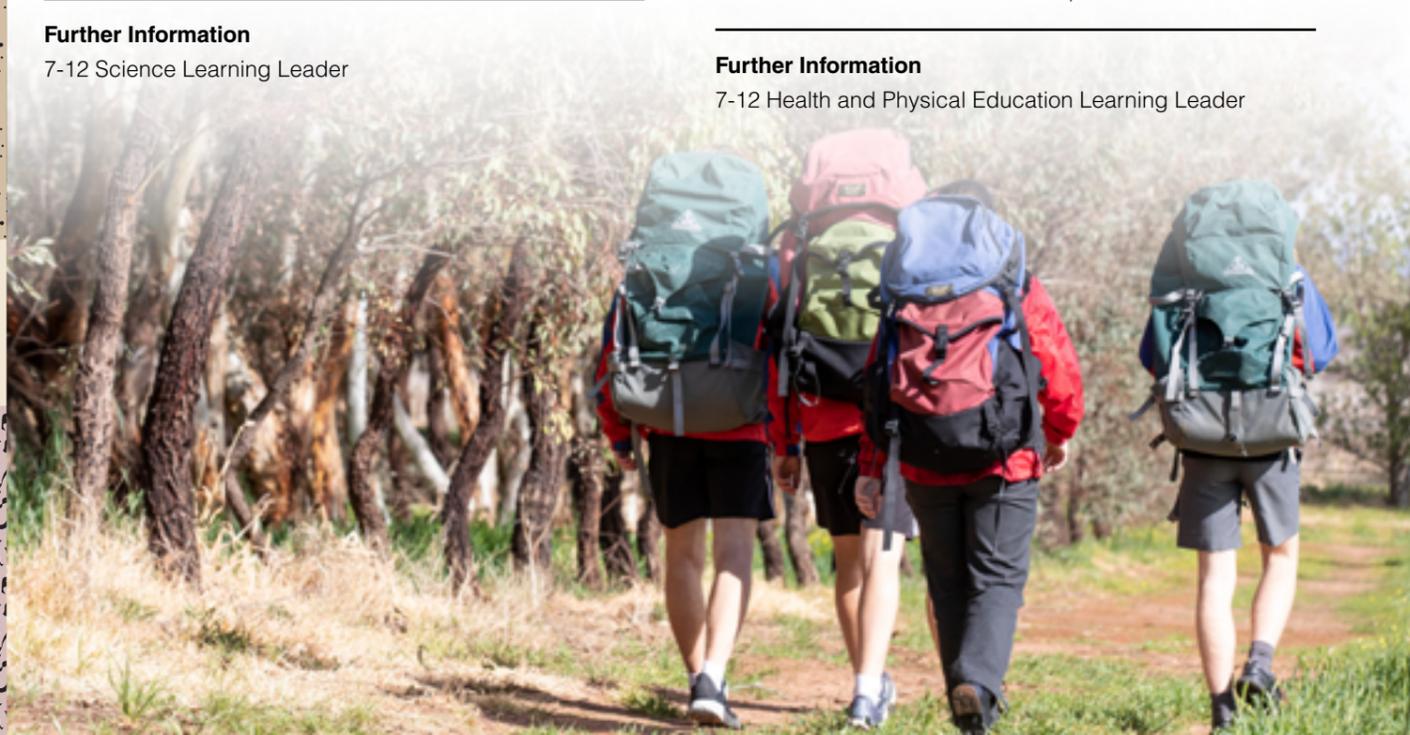
The study of Physics is constructed around using qualitative and quantitative models, laws and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosms, and to make predictions about them. The models, laws and theories in Physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years. The areas of study include; motion and relativity, electricity and magnetism, light and atoms.

#### ASSESSMENT

<b>School assessment:</b>	
Skills and Applications Tasks	40%
Investigation Folio Tasks	30%
<b>External assessment:</b>	
Examination	30%

#### Further Information

7-12 Science Learning Leader



### PSYCHOLOGY (2PSC20)

<b>Learning Area</b>	Science
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil - Recommended completion of Stage 1 Psychology or English

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds.

#### ASSESSMENT

##### School assessment:

Skills and Applications Tasks	40%
Investigation Folio Tasks	30%

##### External assessment:

Examination	30%
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*\*Further Information*

7-12 Science Learning Leader

### VISUAL ARTS (2VAA20)

<b>Learning Area</b>	The Arts
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil - Recommended completion of Stage 1 Visual Art.

Students will develop their skills in both practical and theoretical aspects of Visual Art. The course is designed to deepen students' knowledge, understanding and engagement with contemporary and historical artists.

Through the course they will learn to analyse, synthesise, and articulate their and others' artistic intent. Student's research and analyse the work of artists from different historical and cultural contexts to produce a Visual Study. They then explore a variety of media and techniques in the production of their own self-directed folio and body of work. The final practical will be a culmination of the ideas explored in the Folio and will include a Practitioner's Statement and final presentation.

#### ASSESSMENT

##### School assessment:

Folio	40%
Practical	30%

##### External assessment:

Visual Study	30%
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*\*Further Information*

7-12 Arts Learning Leader

### WORKPLACE PRACTICES (2WPC20)

<b>Learning Area</b>	Interdisciplinary Studies
<b>Length</b>	Full Year
<b>Study Level</b>	Stage 2
<b>Prerequisites</b>	Nil

In Workplace Practices, students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the relationships between work related issues and practices, the changing nature of work, industrial relations influences, and workplace issues that may be local, national or global, or industry specific. Students undertake learning in the workplace and reflect on and evaluate their experiences in relation to their capabilities, interests, and aspirations.

The subject is recommended for students undertaking vocational education and training (VET), School Based Apprenticeships or part time employment as it builds upon their experience of training and the workplace.

**An essential requirement of the course is to complete 50-60 hours of Work Placement over each semester.**

**Students can only undertake Workplace Practices if they are enrolled in a VET course.**

#### ASSESSMENT

##### School assessment:

Folio	25%
Reflection	20%
Performance	25%

##### External assessment:

Investigation	30%
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*\*Further Information*

7-12 Teaching and Learning Coordinator





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