



Gawler & District College B-12



Stage 2 Curriculum Guide

From Our Principal

We believe that:

- Learning is a partnership to be shared by the student, the school and their parents/caregivers.
- Our objective is to provide a supportive School environment in which students can achieve their greatest potential.
- This will be achieved if students, supported by their families, always strive for excellence and give of their best and view learning as a lifelong process.
- Every endeavour should be made to make learning engaging for students.

Angie Michael, Principal

Course Selection

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

In selecting a course students should consider:

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

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

- Parents/Cargivers and/or their friends
- Home Care Teacher
- Subject Teachers
- Year Level Manager
- School Counsellors
- The SACE Coordinator

Information to help choose wisely is available from:

- This Curriculum Guide
- The Job Guide
- SATAC Guides
- Internet
- Tertiary Institution information
- Pamphlets and booklets in the Year 11 & 12 Study Areas

Parents/Cargivers can help by:

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

Remember:

- Subject choices must be based on as much information as possible.
- YOU are responsible for YOUR subject choices.
- Subjects must be selected for the whole year.
- Choose carefully. Selections are considered to be FINAL and it may not be possible to make changes.
- The school will make every effort to offer the subjects that you select. However, this may not be possible.

You will be consulted if changes need to be made.



Introduction & Content

Choosing Subjects

Carefully read the subject descriptors before selecting.

All Year 12 Students will select 5 full year subjects and a reserve subject (incase of clash or the subject is unable to run).

Subject selections are dependent upon students meeting the work and assessment requirements to a satisfactory (C grade) standard. Promotion and course selection may have to be negotiated individually if student achievement is not satisfactory.

Additional information is available to students through sessions with Home Care teachers, year level assemblies, special assemblies for particular topics and discussions with subject teachers. Students are also encouraged to access other sources of information.

All information about courses are contained in this booklet and linked videos. Parents/Caregivers can contact appropriate school personnel if they require any further information.

Whilst there is a set curriculum pattern of required subjects at Years 8-11, Year 12 has full flexibility with no compulsory subjects.

Students, with assistance from parents/caregivers and counselling from Home Care teachers and/or counselling personnel, nominate their subject preferences. Students are issued with copy of their choices.

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

Although every effort is made to accommodate all student preferences this is not always possible. Where students are unable to study their selected subjects they are re-counselled to enable them to select appropriate replacement subjects.

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

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English Literary Studies

FULL YEAR / 20 CREDITS

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

Through shared and individual studies of texts, students have opportunities to exchange and develop ideas, construct logical and convincing arguments and consider a range of critical interpretations of texts while exploring the dynamic relationship between authors, texts, audiences and contexts.

English Literary Studies is ideal for students who are keen to study high quality literature and who are interested in studying language rich courses at a tertiary level.

There is a public examination at the end of the year worth 15%.

Pre-requisites

11 Essential English

12 Essential English

12 English

11 English

12 Essential

English Literary
Studies





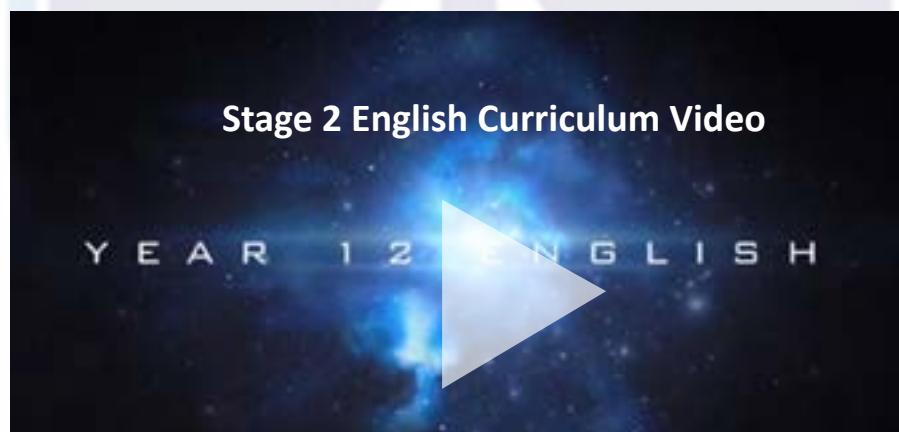
English

FULL YEAR / 20 CREDITS

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

This course offers a range of topics, targeted at students with versatile interests while simultaneously providing them with challenging and engaging content.

This subject will not only suit students with a passion for English looking to continue their studies at a tertiary level, but also students who have a general interest in this area.





Essential English

FULL YEAR / 20 CREDITS

In this subject students respond to and create texts in and for a range of personal, social, cultural, community and/or workplace contexts.

Students understand and interpret information, ideas and perspectives in texts and consider ways in which language choices are used to create meaning.

There is no external exam for this subject.

YEAR 12 ESSENTIAL ENGLISH OUTLINE

- There are 7 summative tasks to be completed over the year.
- There is NO exam, instead your work will be saved and sent for moderation (electronically)
- At least one task from each of the sections below will be an oral presentation, such as a speech or a PowerPoint with accompanying speech.
- The course covers three areas: **Text Creation**, **Text Response** and a **Language Study**



Specialist Mathematics

FULL YEAR / 20 CREDITS

This course is designed to 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 models. It includes the study of functions and calculus.

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences.

Students envisaging careers in related fields will benefit from studying this subject



General Mathematics

FULL YEAR / 20 CREDITS

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts.

The topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation processes, modelling using linear and nonlinear functions, and discrete modelling using networks and matrices.

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



Essential Mathematics

FULL YEAR / 20 CREDITS

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

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



Mathematical Methods

FULL YEAR / 20 CREDITS

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 statistics to describe and analyse phenomena that involve uncertainty and variation.

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

When studied together with Specialist Maths, this subject can be a pathway to engineering, physical science, and laser physics.



Agriculture Production

FULL YEAR / 20 CREDITS

Preference will be given to students who have achieved a 'C' grade or better in Stage 1 Agriculture.

Agriculture Production covers the following topics:

- Animal Production
- Plant Production
- Resource Management
- Agribusiness

School Assessment:

Assessment Type 1: Agricultural Reports (30%) Three practical investigations and one Science as Human Endeavour Investigation.

Students design and safely carry out agricultural investigations, demonstrating their science inquiry skills by:

- deconstructing a problem to determine the most appropriate method for the investigation
- formulating investigable questions and hypotheses
- selecting and using appropriate equipment, apparatus, and techniques
- identifying variables

Assessment Type 2: Applications (40%) Students undertake three applications tasks, with at least one under the direct supervision of the teacher.

Externally Assessed:

Assessment Type 3: Production Investigation (30%) Students individually undertake one production investigation. In negotiation with the teacher they develop and conduct their own individual practical investigation based on a primary production enterprise in agriculture. The management of the timeline for the production needs to be considered in the planning, as estimated yields may be necessary rather than actual yields.

Where can Agriculture lead you?





Biology

FULL YEAR / 20 CREDITS

Preference will be given to students who have achieved a 'C' grade or better in Stage 1 Biology, Chemistry and/or PE. Biology is a relevant subject for students studying PE and Psychology at Stage 2.

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it has evolved, the structure and function of living things, and how they interact with their own and other species and their environments.

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend their skills, knowledge, and ability to find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment.

Topics will include:

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

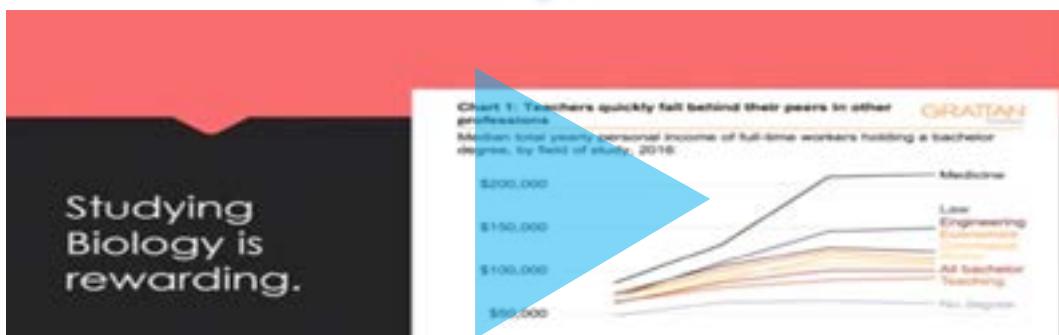
The following assessment types enable students to demonstrate their learning in Stage 2 Biology:

School assessment (70%)

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Applications Tasks (40%).
- External assessment (30%)
- Assessment Type 3: Examination (30%)

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

- at least two practical investigations
- one investigation with a focus on Science as a Human Endeavour (SHE)
- at least three skills and applications tasks
- one examination





Psychology

FULL YEAR / 20 CREDIT

It is advantageous (but not essential) that students have successfully completed at least one semester of Stage 1 Psychology.

This subject emphasises the construction of psychology as a science. The skills learnt through Psychology are parallel to those learnt in other science subjects. 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 and society. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

Topics:

- Science Inquiry Skills
- Psychology of the Individual
- Psychological Health & Wellbeing
- Organisational Psychology
- Social Influence
- The Psychology of Learning

Assessment:

Investigations folio (30%) - x1 SHE task, x1 Deconstruct & Design

Skills and applications tasks (40%) - x3 tasks (mixture of tests and assignments)

Online Examination (30%) - 130 minutes

WHY STUDY
PSYCHOLOGY
IN YEAR 12...?



Chemistry

FULL YEAR / 20 CREDITS

Preference is given to students who have achieved a 'C' or better in Stage 1 Chemistry. This course provides a pathway to a number of university and other tertiary courses and builds on the concepts developed during Stage 1 Chemistry.

It encourages students to logically construct answers in chemical-orientated language. This enables students to show their understanding and ability to apply their knowledge and skills.

Topics covered include:

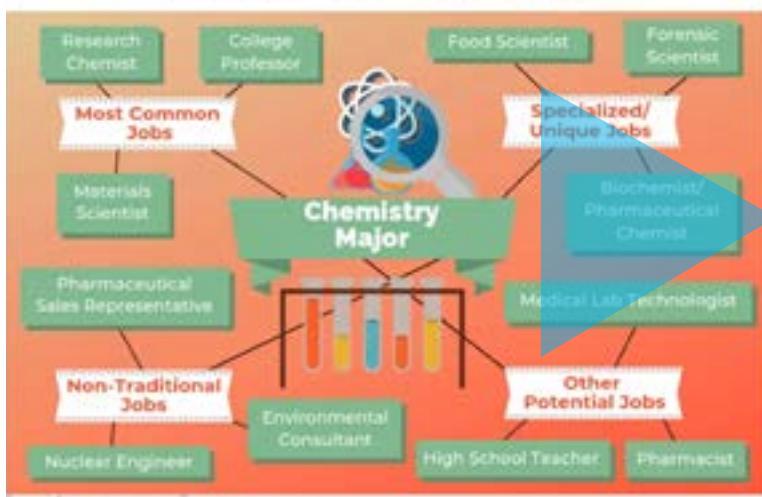
- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

Assessment:

The final mark will be made up of an external exam 30%, and school assessment 70%.

The school assessment integrates the three strands of science: Science Understanding, Science Inquiry Skills and Science as a Human Endeavour in various formats.

Where can this lead you?



Source: The University Network - <https://www.tun.com/blog/12-jobs-for-chemistry-majors/>





Physics

FULL YEAR / 20 CREDITS

Preference will be given to students who have achieved a 'C' or better in Stage 1 Physics. This course provides a pathway to a number of university and other tertiary courses and builds on the concepts developed during Stage 1 Physics.

All the content has been pre-recorded, freeing up lesson time for skill-building. There are three main topics:

- Motion in Two Dimensions
- Electricity and Magnetism
- Light and Atoms

The final mark will be made of a final external examination 30%, and school assessment 70% (30% assignments and 40% tests).

STAGE 2 PHYSICS



Nutrition

FULL YEAR / 20 CREDITS

Who is this course for?

Students who are interested in up to date information on the role of nutrients in the body as well as social, economic and sustainability issues in nutrition. No background knowledge is assumed. Basic knowledge of food, nutrition and science is an advantage.

What will I learn?

You will:

- understand the biochemistry of nutrients: their structure, function, and interaction
- understand the nature of diet-related disorders
- understand the digestive system
- understand the impact of diet on health and wellbeing throughout the life cycle
- understand the labelling of foods and its implications for health
- consider and interpret endorsed nutrition educational programs and tools
- evaluate factors influencing food choice
- understand the different components of the food system
- understand the impact of the food system on the environment
- explore contemporary developments in the food system
- understand the implications of food wastage on sustainability

Topics

- Principles of nutrition, physiology, and health
- Health promotion and emerging trends
- Sustainable food systems

Underpinning skill sets

- Nutrition literacy and numeracy
- Nutrition and technology

How will I be assessed?

You will demonstrate evidence of your learning assessed as Stage 2 through the following assessment types:

- one Case study and two Skills and Application Tasks - 40%
- one Design Practical Task and one Science as a Human Endeavour task - 30%
- two hour external examination - 30%

Pre requisite

C grade or better 10 Science, ideally Nutrition at Stage 1.



Drama

FULL YEAR / 20 CREDITS

The emphasis for Drama studies is performance. Students undertake studies that are both practical and theoretical. They are involved as performers, observers and analysts.

Group Presentation:

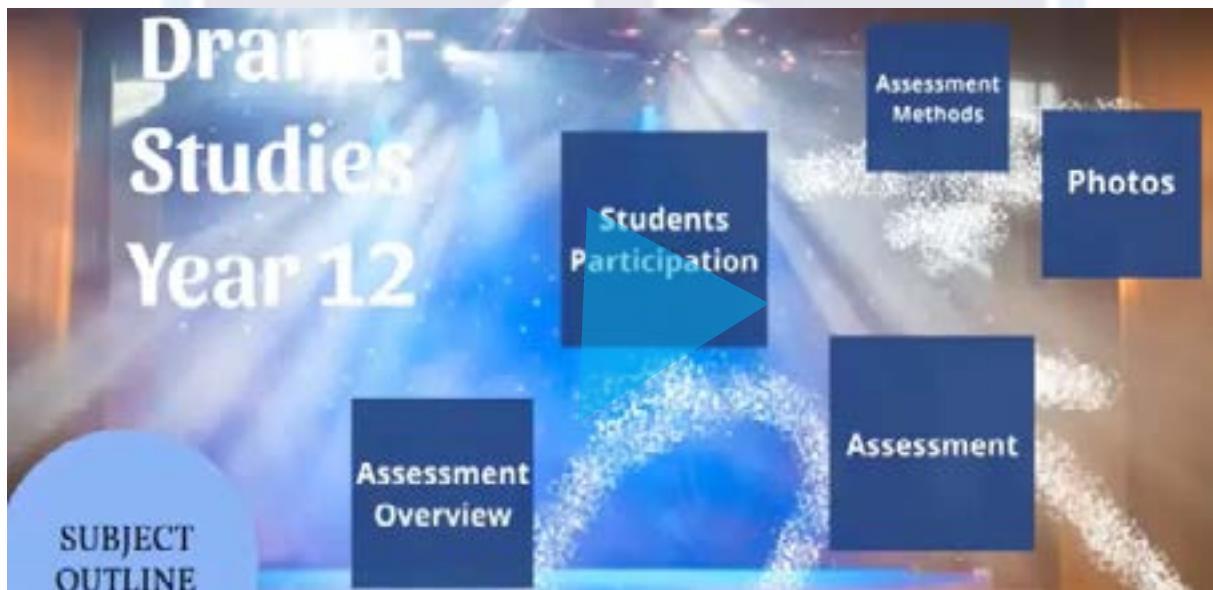
A highlight of the year is involvement in a Group Production. Students are involved as Actors, Designers or Technicians.

Folio Presentation:

- A report on the Group Production
- 2 Reviews of Live Theatre
- Interpretive Study – review a drama practitioner's work and create their own work in that style.

Students are required to view professional theatrical work which will incur a small fee.

Prerequisite: a 'C' grade or better in 1 unit of Stage 1 Drama or by interview with the Arts Coordinator.





Music

20 or 40 CREDITS

Music Explorations 20 CREDITS

This consists of understanding music, creating music (performance) and responding to music. School assessment includes three Musical Literacy tasks (30%) in the form of an original melody or song, a live performance review and a comparative analysis, an exploration folio (40%) of a set of short performances, compositions and/or any other musical products accompanied by a commentary describing student learning. External assessment (Creative Connections 30%) consists of creating or extending the creative work put forward in the exploration folio.

Music Studies 20 CREDITS

UNIVERSITY PATHWAY

This consists of understanding music, creating music (performance) and responding to music. School assessment includes a portfolio of Creative Work (40%) together with reflective statement, and three Music Literacy (30%) tasks using aural perception, notation, deconstruction and analysis. External assessment involves a 2 hour exam worth 30% of the overall grade.

Music Integrated Learning: Music Focus 10 or 20 CREDITS

This is a flexible approach to the study of music where students explore and produce a combination of practical inquiry, connection and personal endeavour tasks in either a 10 or 20 credit format (10 credit requires 3-4 assessments and 20 credit requires 5-6 assessments). Approaches to this course can be varied as long as they relate directly to the study of music in some way. Students can work collaboratively or on their own to produce their evidence. Suggested formats for this course include: the production of an original demo album, organising and administrating music events, public performing, teaching an instrument to a small group of students, building a musical instrument, live DJ and radio activities, music technology-based tasks and/or directing a small ensemble.

Ensemble Performance 10 CREDITS

This consists of understanding music, creating music (performance) and responding to music. Students develop practical music-making skills and collaborate with other musicians to create and refine ensemble performances.

School assessment includes 2 major performances and 1 discussion (70%) and the external assessment consists of a final performance and a self-evaluation worth 30%.

Solo Performance 10 CREDITS

This consists of understanding music, creating music (performance) and responding to music. Students develop their skills through performing works for instrument(s) and/or voice.

School assessment includes 2 major performances and 1 discussion (70%) and the external assessment consists of a final performance and a self-evaluation worth 30%





Visual Arts: Design

FULL YEAR / 20 CREDITS

Students who have strong skills and interest in at least one area of Visual Arts—Design and/or completed Year 10 Art or Design are invited to enrol in this course. Students will focus on graphic, environment and product design.

Students will complete the following SACE Assessment Tasks:

FOLIO (40%): Production of a Design Brief which includes creative and visual thinking, exploration and experimentation of concepts using methods and materials including Adobe software as well as ongoing evaluation of design solutions in the form of annotations.

PRACTICAL (30%): A final presentation of Designs based on work completed in the Folio. Written practitioner's statement/s(1000 word) reflecting on the production of design.

VISUAL STUDY (30%): A 2000 word written and practical exploration and investigation into design styles and designers as negotiated with the teacher.

Some excursions to view design may incur a small fee.

Prerequisite: 'C' grade or better in at least 1 unit of Year 10

Visual Art or by interview.

STAGE 2 VISUAL ARTS - DESIGN

OVERVIEW



AREAS OF
STUDY



Photography

FULL YEAR / 20 CREDITS

This NEW subject is a pathway from Photography Year 11 and focuses on Digital Photography. Students will investigate the functions of a camera and explore the characteristics of different photographic styles and techniques. Students develop and refine their understanding of Photoshop and demonstrate their ability to capture photographs, plan and produce photographic products to a brief.

Assessment Tasks:

1. Product (50%): Students develop and design a photography product and present a folio in 2 parts. Part 1 – INVESTIGATION, ANALYSIS, DESIGN & PLANNING – Students develop a folio showing evidence of their investigation and analysis of photography as well as their design and planning stages for their product. Part 2 – EVALUATION – Students create their product and evaluate its implementation. Task should be completed in 2000 words maximum or 12 minutes in multimodal form.
2. Specialised Skills Task (20%): Students develop knowledge and skills through completing two specialised photography skills tasks, applying them to a negotiated context. This will help them in the development and design of their Photography Product. Task should be completed in multimodal form of maximum of 6 minutes and/or 1000 words.
3. Resource Study (30%): Students investigate and analyse the characteristics and properties of materials/ components essential for their final product. Students will report on their research and testing and how this will affect their final product. Students will also investigate and analyse an issue (ethical, legal, economic and/or sustainability) relating to their final product. Task should be completed in 2000 words if written or 12 minutes in multimodal form.

Prerequisite: 'C' grade or better in Year 11 Photography or by interview with the arts coordinator.



Visual Art: Art

FULL YEAR / 20 CREDITS

Students who have strong skills and interest in at least one area of Visual Arts are invited to enrol in this course.

Students will complete the following SACE Assessment Tasks:

FOLIO (40%): Creative and visual thinking, exploration and experimentation of ideas using methods and materials including painting, drawing and 3D techniques as well as ongoing evaluation in the form of annotations.

PRACTICAL (30%): A final presentation of 2 artworks based on work completed in the Folio. A written artist's statement (500 words) reflecting on the production of artworks.

VISUAL STUDY (30%): A written (750 word) and practical exploration and investigation into art styles, artists and themes as negotiated with the teacher.

Some excursions to view professional exhibitions may incur a small fee.

Prerequisite: 'C' grade or better in at least 1 unit of Year 10 Visual Art or by interview with the Arts Coordinator.

The cover page features a collage of various artworks including a portrait, a landscape, and abstract pieces. Overlaid on the right side is a graphic with a large blue play button icon containing the word 'INTRODUCTION'. Surrounding this are several dark blue circles with white text: 'ASSESSMENT TASKS', 'STUDENT WORK & ADVICE', and 'TIMELINE'. Below the graphic, the title 'SACE STAGE 2 VISUAL ARTS - ART' is prominently displayed in large, bold, black letters.



Arts & the Community (Community Studies)

*Does not contribute to ATAR

FULL YEAR / 20 CREDITS

This new subject is aimed at students who are more interested in the practical aspects of Visual Arts and are not requiring the subject to contribute to the ATAR. Students will be selecting an area of interest for the entire year which will be negotiated with the teacher. They will be expected to work with a community organisation or member to produce an Arts product.

Examples of activities are:

- creating a mosaic for a public facility
- managing front of house for a community play
- performing mime
- creating a form of Indigenous art or craft — for example, visual art, dance, drama, or music — for an exhibition or performance
- illustrating a book for a community organisation
- designing and creating an artistic web page for a local community organisation
- making a movie
- designing an interior for a community organisation
- designing fashion clothing or accessories for a community fundraising event.

The following assessment types enable students to demonstrate their learning in Stage 2 Community Studies A:

School Assessment (70%)

- Assessment Type 1: Contract of Work

External Assessment (30%)

- Assessment Type 2: Reflection.





Integrated Learning: Sports Studies

FULL YEAR / 20 CREDITS

Recommendation for study in this area: An interest and positive attitude towards physical activities and related theory topics. Negotiation with PE staff is available.

This subject has a 70% school based assessment which includes 30% practical, 20% group activity and 20% folio and discussion. The second part is an externally assessed 30% project.

This course contains:

Practical: Skills and applications to include up to 4 topics negotiated, depending on student interest, expertise and facilities.

Group Activity: Student will work collaboratively to organize a practical and/ or theory task/ project and evaluate the sessions.

Folio and Discussion: Develop a folio to support round table discussion on the depth, extent and focus of a negotiated task. Supporting evidence may be through discussion questions relating to the folio.

Project: Students develop a folder using a new topic studying an activity not already covered in PE prior to Stage 2. Students will demonstrate their personal learning through a complied portfolio using a wide variety of forms of presentation.

Prerequisite: 'C' grade or better in Stage 1 Physical Education or Integrated Learning: Outdoor Activities.



Physical Education

FULL YEAR / 20 CREDITS

Recommendation for study in this area: An interest and positive attitude towards physical activities and related theory topics. Negotiation with PE staff is available.

Physical Education focuses on learning In, Through and About movement.

IN

Through movement experiences, students engage in thoughtful participation where skills of internal reflection and articulation of learning progress are developed

THROUGH

Developing the capabilities and skills necessary to reflect on and critique their learning in order to enhance participation and performance outcomes

ABOUT

Developing an understanding of biophysical, psychological, and sociocultural domains through participation in physical activity.

Students also explore movement concepts and strategies that can include: body awareness, movement quality, spatial awareness, relationships, executing movement, creating space, interactions and making decisions.

Students will no longer have to sit an exam and instead will participate in an externally assessed unit developed around sport education, participation in teams and coaching.

Assessment: Students should provide evidence of their learning through four to five assessments.

Two or three Diagnostic tasks (30%) that include analysis performance, skills and game play. One Improvement analysis (40%) that includes a portfolio of analysis and evaluations of performance and an evaluation of improvement over a period of time. The final assessment is an external assessment (30%) designed around group dynamics involved in performing in a team.

Prerequisite: Prerequisite: A 'C' grade or better in 10 or 20 credits of Stage 1 Physical Education.



PHYSICAL
EDUCATION



Health

FULL YEAR / 20 CREDITS

Recommendations: Students have an interest to examine the interrelationship of lifestyle, physical activity, social behaviour, health care and health care systems and the challenges of maintaining and promoting healthy environments and healthy living in society.

Students will learn to be proactive in promoting lifelong skills to improve health outcomes and quality of life for themselves and their communities.

This course contains 4 assessment types: School Assessment

One group investigation and presentation 30%, Two issues analysis 20%,

Two practical activity 20% and one external assessment – An investigation 30%.

At least one assessment type needs to focus on a core concept.

Core Concept Topics: Health Literacy or the Social and Economic Determinants of Health Option Studies

Topics: Health Promotion in the Community, Health and Environment, Sexuality and Health, Health and Relationships, Risks and Challenges to Health, Stress and Health, Vocational Studies and Applications in Health.

(Topic selection will be negotiated based on teacher and students' interest).

Stage 2 Health



Child Studies

FULL YEAR / 20 CREDITS

This subject focuses on children's growth and development from conception to 8 years of age.

Students will critically examine attitudes and values about parenting and gain an understanding of the growth and development of children. They will explore the role of play, technological influences, safety and protection and community resources that support children. A variety of research, management and practical skills will be developed. Students will work closely with the Junior Primary school children at GDC.

This course contains:

- 4 Practical Activities to cover 50% of the course.
- 2 Group Activity for 20% of the course.
- 1 Investigation (2000words) that is externally assessed and valued at 30% of the course.

Students who enrol in TAFE courses in Child Care can seek credit for this course.

No prerequisite subject requirements, but a 'C' or better in Year 10 Home Economics or a Stage 1 Home Economics subject is desirable.

STAGE 2 CHILD STUDIES

COURSE CONTAINS 3 ASSESSMENTS

1. Practical Activity (50%)
2. Group Activity (20%)
3. Investigation (30%)



Food and Hospitality

FULL YEAR / 20 CREDITS

Students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices.

The course contains:

- 4 Practical Activities (50%) – 2 x Research Tasks,

Practical Applications, Evaluations; 2 x Action Plans, Practical Applications, Evaluations

- 2 Group Activities (20%) – 2 x Group Action Plan, Group

Practical Tasks, Individual Evaluations

- A 2000 word Investigation (30%) that is externally assessed

There are no prerequisite subject requirements but a 'C' or better in Year 10 Home Economics or a Stage 1 Home Economics subject is desirable.

FOOD AND HOSPITALITY

Stage 2

A graphic for the Food and Hospitality Stage 2 course. It features the title 'FOOD AND HOSPITALITY' in large blue capital letters. Below it, 'Stage 2' is written in smaller blue text. To the right of the title is a light blue play button icon. Further to the right is a white plate containing a slice of pizza topped with cheese, basil leaves, and small red pepper flakes. The background of the graphic is white with a subtle geometric pattern of green dots and pink circles.



Society and Culture

FULL YEAR / 20 CREDITS

Recommendation: Achievement of a 'C' grade or better in Year 11 Humanities and Social Sciences subjects and sound literacy skills. It is recommended that students also have good skills in writing, research and analysis.

This subject is relevant to people who enjoy learning about how the world and societies constantly change and those who want to work in Education, Tourism, Journalism, International Studies, the Business World and Law.

Course Outline: Studies of Societies, examines aspects of the social, political, economic and cultural factors that affect societies. It involves some field work so as to determine the positions that people take on issues.

This course is based upon the inquiry approach to learning and consists of three topics from the following options:

Group 1: Culture

Cultural Diversity

Youth Culture

Work and Leisure

The Material World

Group 2: New Challenges in a New Century

Social Ethics

Issues for Indigenous Australians

Technological Revolutions

People and the Environment



Group 3: Issues for Societies in a Globalising World

Globalisation

A Question of Rights

People and Power

Assessment:

School Based Assessment: Course Work Folio (50%), Interaction (20%) which includes a Group Task and an Oral Activity.

External Assessment: Independent Research Investigation (30%) which requires community fieldwork and a written report that is a maximum of 2000 words.

The development of fieldwork and inquiry skills is a key focus in the teaching of the option topics.



Tourism

FULL YEAR / 20 CREDITS

Recommendation: Achievement of a 'C' grade or better in Year 11 Humanities and Social Science subjects and sound literacy skills. This subject is relevant to people who want to travel or work in the Tourism and Hospitality industries. Students will be using and interpreting data by analysing a range of sources.

Stage 2 Tourism may also include an interstate/ overseas trip which will be an additional cost.

Course Outline: Tourism at this level consists of content based on four themes and three of the topics below.

Themes include:

- Operations and Structures of the Tourism Industry
- Travellers Perceptions, and the Interactions of the Host Community and Visitor
- Planning for and Managing Sustainable Tourism
- Evaluating the Nature of work in the Tourism Industry

Possible Topics

- Applications of Technology in Tourism
- The Economics of Tourism
- Establishing a Tourism Venture
- Indigenous People and Tourism
- Management of Local Area Tourism
- The Impacts of Tourism
- Marketing Tourism
- Special Interest Tourism
- Responsible Travel
- The Role of Governments and Organisations in Tourism
- Tourism Industry Skills

Assessment:

School Based Assessment: Course Work Folio (20%), Practical Activity (25%) and Investigation (25%)

External Assessment: Written Examination (30%) 2 hour.





Modern History

FULL YEAR / 20 CREDITS

Recommendation: Achievement of a 'C' grade or better in Year 11 Humanities and Social Science subjects and sound literacy skills.

This subject is relevant to people who enjoy learning about how the world and societies constantly change and those who want to work in Education, Tourism, Journalism, International Studies, the Business World and Law.

Course Outline: History is the investigation of human experiences and significant historical events. A study of history provides students with insights into human nature and the ways in which individuals and societies function and interact. This full year subject provides students with the opportunity to build their skills in historical method through inquiry, by examining and evaluating the nature of sources.

Students will study one topic from 'Modern Nations' and one topic from 'The World since 1945.'

Assessment:

- School Assessment 70%
- Assessment Type 1: 5 Historical Skills tasks which can include essays, source analysis, reports, orals, multimodal presentations, web page etc. (50%)
- Assessment Type 2: Historical Study either 2000 words written or equivalent in multimodal form (20%)

External Assessment (30%)

- Assessment Type 3: Examination (2 hour)
- 1 Essay and 1 Sources Analysis (30%)

Modern History



SAASTA Integrated Learning

FULL YEAR / 20 CREDITS

South Australian Aboriginal Secondary Training Academy (SAASTA) provides Aboriginal high school students with a unique sporting and educational program. Our academy engages with local communities all across South Australia. We give students the skills, opportunities and confidence to dream, believe and achieve in the areas of sport, education, employment, healthy living and connection with their culture.

SAASTA regularly reinforces Key Performance Indicators (KPIs) including academic success, attendance, behaviour, team work, pride and respect. Students who successfully achieve these KPIs, are invited to the Power Cup, SAASTA Shield and relevant excursions and events.

In this subject students will complete Practical and Group Activities, as well as a major Project by developing their skills in various health activities. The final assessment task in this subject is the Folio and Discussion in which students will deliver a presentation based on all of their learning in this subject across the entire year. They will have the opportunity to attend a Leadership Workshop with other Year 12 students from around the state to consolidate their learning. If eligible, students must attend relevant SAASTA events.



Business Innovation

FULL YEAR / 20 CREDITS

A key feature of this subject is the ‘Business Plan’, in which students produce a document that describes the goals and objectives of a business they would like to launch and think about the strategies they will use to achieve these. Students may develop a new business model to create their business plan and pitch or use the business model of an existing company. As part of this they will consider the business’s:

- vision, purpose, and values
- legal requirements
- location and outlets
- business model
- market considerations
- project Management Strategies
- financial considerations e.g. annual budget and cash flow forecasts

After they have created their ‘Business Plan’, Students create and present a pitch to support and promote their business plan to an audience of potential stakeholders, such as customers, investors, and/or board members. The audience may comprise students, teachers, members of the school and/or local community, a social media network, and business and industry representatives.

The pitch outlines the key elements of the plan:

- the value propositions
- the purpose and goals of the business
- the future aspirations of the business

The pitch is should be a maximum of 2 minutes and presented in multimodal format, for example:

- social media campaign
- crowd funding
- engagement competitions
- promotional movie clip
- webpage
- multimedia presentation.



Students will also undertake a range of short ‘Skills’ tasks. These enable students to demonstrate their learning individually, and/or in a school or community-based group. They may collaborate face-to-face or in a digital environment including social media. In these tasks, students will develop an understanding of:

- customer service skills
- business and finance models
- opportunities to build business through new technologies
- communication and collaborative skills required to be successful in business



Japanese

FULL YEAR / 20 CREDITS

Prerequisite: Achievement of 'C' grade or better in the previous year of study.

Students develop and apply linguistic and intercultural knowledge, understanding, and skills to:

- Interact with others to exchange information, ideas, opinions and experiences in Japanese
- Create texts in Japanese to express information, feelings, ideas and opinions
- Analyse texts in Japanese to interpret meaning
- Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Content:

Stage 2 Japanese at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics.

These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity.

The three prescribed themes are:

The Individual: The Japanese Speaking Communities and The Changing World

*This subject may be taught in conjunction with Open Access College.





Outdoor Education

FULL YEAR / 20 CREDITS

(Course Fee \$250)

Recommendation for study in this area: Students should have a keen interest in the outdoors particularly relating to camps/ expeditions (including planning and organisation) and to learning about the environment and sustainability. Students would benefit from previously completing a one semester Stage 1 Outdoor Education course to prepare themselves with camping skills and navigational knowledge prior to Stage 2 Expeditions.

Assessment Conditions: By participating in outdoor activities, students develop knowledge and skills, and reflect on their personal, group, and social development. They gain an understanding of ecology, environmental sustainability, cultural perspectives and physical, emotional, and spiritual health. Through outdoor journeys, students develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts for sustainable futures.

Students will be assessed on three types of assessment criteria: Type 1 - About Natural Environments (20%), Type 2 – Experiences in Natural Environments (50%) and Type 3 – Connections with Natural Environments (30%).

Possible Expeditions include: Bushwalking in the Flinders Ranges and Kayaking/Canoeing within the Murray Darling Basin water courses.



Computer Aided Design (CAD)

FULL YEAR / 20 CREDITS

Students will use CAD (Computer Aided Design) to develop a product. They will critically analyse past and present technologies, examine processes currently used in industry and investigate materials.

Recommendations for study in this subject: An interest or career focus in the design, drafting, building, engineering or allied industries.

In addition, students who successfully complete the Computer Aided Drafting 3D module will receive TAFE competencies in addition to their SACE credit.

Recommendation: A 'C' grade in Computer Aided Design at Stage 1 is desirable.



Gawler & District College B-12

Stage 2 Curriculum Guide

Sound Technology

FULL YEAR / 20 CREDIT





Industry & Entrepreneurial Solutions - Metalwork

FULL YEAR / 20 CREDITS

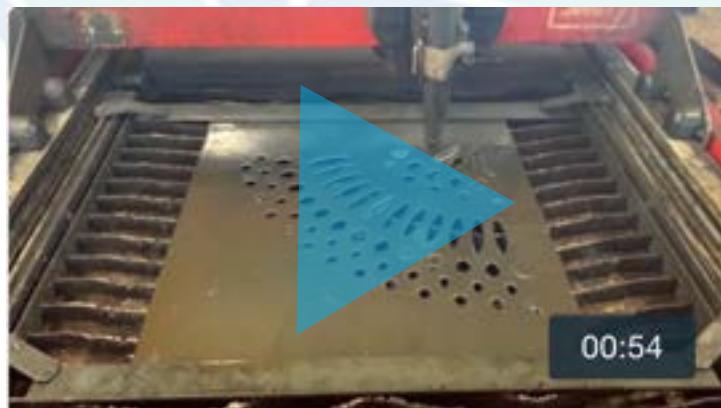
Industry and Entrepreneurial Solutions involves the use of manufacturing technologies: tools, machines and systems to make products. Students investigate, analyse and critique a broad range of products, processes and production techniques used in industrial situations. Students produce a design brief and use a range of strategies to develop their ideas and their understanding of physical properties of materials used.

Students will elaborate on the skills developed in Stage 1 Metalwork and develop clear and detailed written tasks in the form of a Design Folio, Resource Study and a range of Skills Tasks.

Students will be required to complete the following:

- Specialised Skills Tasks
- Design Process and Solution
- Resource Study Part 1 & 2 – I
- Investigation and Issues Exploration Task

A charge will be levied to cover the cost of materials used.





Material Solutions - Furnishing

FULL YEAR / 20 CREDITS

Students will study a range of manufacturing technologies such as tools, machines and systems to make products. Students will design, investigate, analyse and critique in order to develop a design brief and ideas to design a product. Students are required to develop a range of skills in the production of joints, testing materials, developing product folios and detailing processes as well as developing a designed product to make. Students will build on skills they have developed in Years 8, 9 and 10 Design and Technologies.

Students will be required to complete the following:

- Specialised Skills Tasks
- Design Process and Solution
- Resource Study Part – Investigation

A charge will be levied at the start of the course to cover the cost of materials used.





Jewellery

FULL YEAR / 20 CREDITS

Jewellery is a balance of design and technical skills. Students will study a range of jewellery techniques for manufacturing technologies such as tools, machines and systems to make products. Students will design, investigate, analyse and critique in order to develop a design brief and ideas to design a product. Students are required to develop a range of skills in the production of joining, testing materials, developing product folios and detailing processes as well as developing a designed product to make. Students will build on skills they have developed in Years 9, 10 and 11 Jewellery Making.

Students will be required to complete the following:

- Specialised Skills Tasks
- Design Process and Solution
- Resource Study Part – Investigation

A charge will be levied at the start of the course to cover the cost of materials used.



General Construction (Workplace Practices)

FULL YEAR / 20 CREDITS

Through their participation in community construction projects (pergola, shed, shelters, etc.), students will have the opportunity to develop five capabilities of communication, citizenship, personal development, work and learning. They will develop their ability to work independently and reflect on their learning and achievement.

Students will be given the opportunity to complete Certificate I General Construction units.

Recommended: Doorways students looking to expand their experience in the construction industry or requiring time to complete Certificate I General Construction. Students with an interest in the construction industry but did not complete or start Stage 1 Construction. Students are required to engage in work outside school through part time work or work experience.

**In General Construction we
look for projects around the school
that help improve the school.**



Community Studies A *Does not contribute to ATAR

FULL YEAR / 20 CREDITS

Stage 2 Community Studies A may be undertaken as a 10-credit subject or a 20-credit subject.

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

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

As part of their program of learning, students may undertake a community activity that applies to more than one area of study. The area of study chosen should reflect the primary focus or emphasis of the activity.



Workplace Practices

FULL YEAR / 20 CREDITS

Students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning.

Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

Workplace Practices is a 10 credit subject or a 20 credit subject at Stage 2.

Students can complete up to 40 credits of Stage 2 Workplace Practices by undertaking one or a combination of two or all of the following:

- Workplace Practices A (10 credits)
- Workplace Practices B (10 credits)
- Workplace Practices (20 credits).

Stage 2 Workplace Practices has three areas of study:

- Industry and Work Knowledge
- Vocational Learning
- VET

For both a 10 credit subject and a 20 credit subject, the teaching and learning program must include Industry and Work Knowledge and one of the following options: Vocational Learning, VET or Vocational Learning & VET.

The graphic consists of three cards. The top card is dark green with 'VET' in white. The middle card is white with the NASSSA logo (three interlocking cubes) and the text 'NASSSA TOGETHER FOR QUALITY EDUCATION, QUALITY FUTURES'. The bottom card is teal with the 'NATIONAL SKILLS WEEK' logo (brain icon) and the text 'NATIONAL SKILLS WEEK'. A large blue arrow points from the middle card towards the bottom card. Below the cards, a small note reads: 'For National Skills Week, and to support our students, NASSSA, in collaboration with their RTOs and trainers are offering open classes.'