



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/Cargivers 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

Length: Full year/20 credits

Assumed knowledge: Stage 1 English

Course Description:

In 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. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience, and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures.

Assessment:

Students complete a full year of English. Each assessment type is explored a minimum of once. Each assessment type weighting is up to the individual teacher's discretion for a total weighting of 100%.

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts.

External Assessment: Comparative Analysis

** Note: Individual tasks may vary from year to year*

Additional course counselling information:

English provides you with many opportunities to explore your own interests and develop yourself as a communicator in the modern world. You'll have opportunities to expand your creative voice, and expand your understanding of the world that surrounds you.

Pathways from studying English: Journalism, Social Media Manager, Education, Childhood, Film & TV, Librarian, Politics, Author, Manager, Entrepreneur, Receptionist, Publishing, Marketing & Advertising, HR, Copywriting.

**Further study may be required.*



Essential English

Length: Full year/20 credits

Assumed knowledge: Stage 1 English or Stage 1 Essential English

Course Description:

Stage 2 Essential English is designed for a range of students, including those who are seeking to pursue a career in a range of trades or vocational pathways. There is an emphasis on communication, comprehension, analysis, and text creation.

In Stage 2 Essential English students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

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

Assessment:

Students complete a full year of English. Each assessment type is explored a minimum of twice each semester. Each assessment type weighting is up to the individual teacher's discretion for a total weighting of 100%.

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts.

External Assessment: Language Study

** Note: Individual tasks may vary from year to year*

Additional course counselling information:

Essential English is an opportunity to develop essential skills in real life situations and the workforce. You will be able to develop your employable skills as well as your creative voice.

Pathways from studying Essential English: Journalism, Social Media Manager, Education, Childhood, Film & TV, Librarian, Politics, Author, Manager, Entrepreneur, Receptionist, Publishing, Marketing & Advertising, HR, Copywriting.

**Further study may be required.*



Specialist Mathematics

Length: Full year/20 credits

Assumed Knowledge: Successful completion of Stage 1 Mathematics Pre-Specialist. Must also be enrolled in Stage 2 Mathematical Methods.

Course Description:

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

Students will investigate concepts from the following topics: mathematical induction, complex numbers, functions and sketching graphs, vectors in three dimensions, integration techniques and applications, rates of change and differential equations.

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Skills and Applications Tasks: 50%

Mathematical Investigation: 20%

Examination: 30%

Relevant Pathways from studying Specialist Mathematics: this 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 with benefits from studying this subject.



General Mathematics

Length: Full year/20 credits

Assumed Knowledge: Successful completion of Stage 1 General Mathematics

Course Description:

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

Students will investigate concepts from the following topics: modelling with linear relationships, modelling with matrices, statistical models, financial models, discrete models.

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Skills and Applications Tasks: 40%

Mathematical Investigations: 30%

Examination: 30%

Relevant Pathways from studying General Mathematics: This subject at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.



Essential Mathematics

Length: Full year/20 credits

Assumed Knowledge: Successful completion of Stage 1 General Mathematics

Course Description:

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

Students will investigate concepts from the following topics: scales, plans, and models, measurement, business applications, statistics, investments and loans.

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Skills and Applications Tasks: 30%

Folio: 40%

Examination: 30%

Relevant Pathways from studying Essential Mathematics: This subject is intended for students planning to pursue a career in a range of trades or vocations

Mathematical Methods

Length: Full year/20 credits

Assumed Knowledge: Successful completion of Stage 1 Mathematics Pre-Specialist

Course Description:

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.

Students will investigate concepts from the following topics: further differentiation and applications, discrete random variables, integral calculus, logarithmic functions, continuous random variables, sampling and confidence intervals.

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Skills and Applications Tasks: 50%

Mathematical Investigation: 20%

Examination: 30%

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



Agriculture Production

Length: Full year/20 credits

Assumed Knowledge: Successful completion of Stage 1 Agriculture

Course Description:

Agriculture encompasses the primary industries and includes enterprises such as livestock (for fibre, meat, milk, and egg production), broadacre cropping, horticulture, viticulture, forestry, and aquaculture. Through the study of agriculture, students develop and apply their knowledge and understanding of concepts from science, technology, economics, and marketing. Work health, safety, and ethical principles underpin all aspects of this subject. Students consider the changes in agricultural practices over time. They analyse different methods or 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 will investigate concepts from the following topics: animal production, plant production, resource management, agribusiness

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Agricultural reports: 30%; Practical investigation; Science as a Human Endeavour Investigation

Skills and Application Folio: 40%; Application tasks

Production Investigation: 30 %

Relevant Pathways from studying Agriculture: agronomist, food science, agricultural economist, agricultural engineering, veterinarian, environmental engineer, agricultural workers, agricultural engineer, forester.



Biology

Length: Full year/20 credits

Assumed Knowledge: Successful completion of Stage 1 Biology

Course Description:

The study of Biology involves inquiry into and application of understanding regarding 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 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 the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understandings to evaluate the impact of human activity on the natural world.

Students will investigate concepts from the following topics: DNA and proteins, cells as the basis of life, homeostasis, evolution.

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Investigations Folio: 30%; Practical investigations; Science as a Human Endeavor Investigation.

Skills and Applications Folio: 40%; topic tests.

External Exam: 30%

Relevant Pathways from studying Biology: Medicine, Environmental science, Veterinary science, Microbiology.



Forensics: Scientific Studies

Length: Full year/20 credits

Assumed Knowledge: Successful completion of a full year of Stage 1 Forensics: scientific studies. Students must have received a C grade or higher in Stage 1 General Mathematics

Course Description:

Stage 2 Forensics builds on from Stage 1 Forensics, but has a heavy focus on laboratory skills and investigation. You will be designing and running scientific investigations related to coursework. Success in this subject relies on your ability to research, obtain, critically analyse an present scientific data using appropriate terms and conventions. You will be expected to write detailed reports, collect data, produce graphs and use research scientific journal articles. Please note: you will be required to work closely together as a cohort and a major assignment is team based and focusses on collaboration (individual work here is not an option). Students will investigate concepts from the following topics: death and decomposition, toxicology, crime and society, forensic techniques.

Assessment:

Inquiry Folio: 70%; Science Inquiry Skills assignment, Science as a Human Endeavour task, Individual design proposal, collaborative inquiry

External Assessment: 30%; individual inquiry (major experiment)

Relevant Pathways from studying Forensics: crime scene investigator, detective, police officer, laboratory technician, forensic scientist with specialized field (chemist, pathologist, toxicologist, etc).

Please note that some of these fields require a university degree.

Psychology

Length: Full year/20 credits

Assumed Knowledge: Successful completion of Stage 1 Psychology

Course Description:

This subject emphasizes the construction of psychology as a scientific enterprise. Psychology is based on evidence gathered as a result of planned enterprise. Psychology is based on evidence gathered as a result of planned investigations following the principles of scientific inquiry. By emphasizing evidence-based procedures including observation, experimentation, and experience, this subject allows students to develop useful skills in analytical and critical thinking and in making inferences.

Students will investigate concepts from the following topics: science inquiry skills, psychology of the individual, psychological health & wellbeing, social influence, organizational psychology, psychology of learning.

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Investigation Folio: 30%; Practical investigation, Science as a Human Endeavour investigation.

Skills and Applications Tasks: 40%; tests, application tasks

External Exam: 30%

Relevant Pathways from studying Psychology: Psychology, Counselling, Youth Work, Social Work, Teaching, Human Resource Management



Chemistry

Length: Full year/20 credits

Assumed Knowledge: Successful completion of a full year of Stage 1 Chemistry

Course Description:

In Chemistry, students learn how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore the dynamic nature of scientific understanding and its development with new evidence and the application of new technologies. Students consider examples of benefits and risks of chemical knowledge, and the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, by exploring strategies and possible solutions to address major current and future challenges (for example, in energy use, global food supply, and sustainable food production).

Students will investigate concepts from the following topics: monitoring the environment, managing chemical processes, organic and biological chemistry, managing resources.

Assessment:

Students demonstrate evidence of learning through the following assessment types: Investigations Folio: 30%; Practical investigations; Science as a Human Endeavour Investigation.

Skills and Applications Folio: 40%; topic tests.

External Exam: 30%

Relevant Pathways from studying Chemistry: Medicine, Pharmaceutical science, Chemical industry, Geologist, Mining, Environmental science, Chemical engineering.



Physics

Length: Full year/20 credits

Assumed Knowledge: Successful completion of a full year of Stage 1 Physics

Course Description:

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 macro-cosmos, 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. By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies and innovations.

Students will investigate concepts from the following topics: Motion and relativity, electricity and magnetism, light and atoms.

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Investigations Folio: 30% Practical investigations; Science as a Human Endeavor Investigation.

Skills and Applications Folio: 40% Completion experiments; topic tests.

External Exam: 30%

Relevant Pathways from studying Physics: Engineering, Nuclear medicine, Geophysics, Astronomy, Aerospace.



Nutrition

Length: Full year/20 credits

Assumed Knowledge: Successful completion of Stage 1 Nutrition

Course Description:

Nutrition is a science which immerses students in the fundamentals of human nutrition, physiology and health and promotes 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. Students use technologies, scientific evidence, and research to critically analyse information and make informed decisions or recommendations. Students consider how the food and nutrition needs of different population demographics are affected by food availability and product development. Students examine political, economic, cultural, and ethical influences and ecological sustainability in order to recommend actions or develop arguments about future food needs and food ethics.

Students will investigate concepts from the following topics: principles of nutrition, physiology, and health, health promotion and emerging trends, sustainable food systems.

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Investigation Folio: 30%; Practical investigation; Science as a Human Endeavour Investigation

Skills and Application Folio: 40%; Case study, tests

External Exam: 30 %

Relevant Pathways from studying Nutrition: Dietitian, Nutritionist, Health coach, Sports nutrition consultant, Research dietitian.



Drama

FULL YEAR / 20 CREDITS

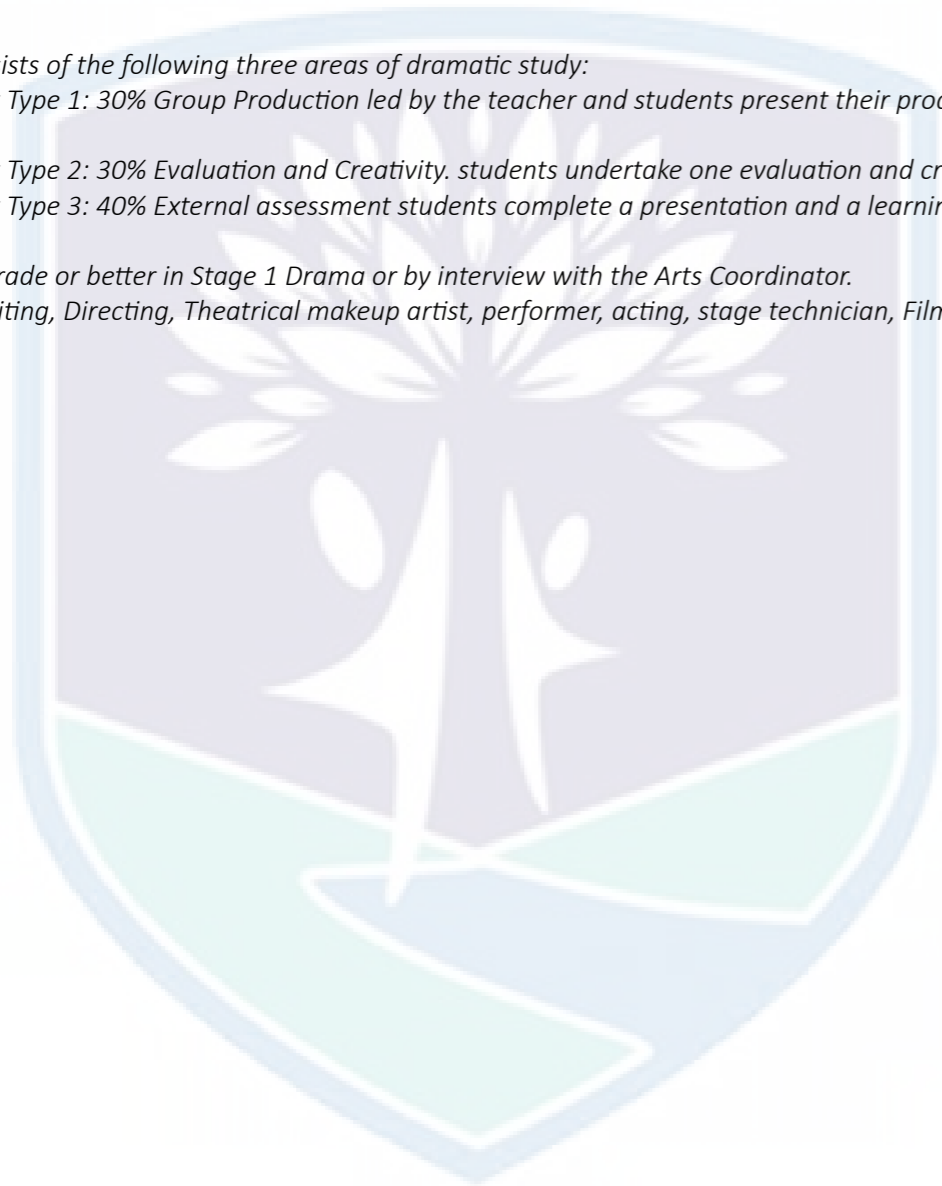
In Drama, students develop their creativity, collaboration, critical thinking and communication skills. They refine their literacy, numeracy, ethical understanding and intercultural understanding, and develop self-belief and self-confidence.

Stage 2 Drama consists of the following three areas of dramatic study:

- Assessment Type 1: 30% Group Production led by the teacher and students present their production to an audience.
- Assessment Type 2: 30% Evaluation and Creativity. students undertake one evaluation and creativity task.
- Assessment Type 3: 40% External assessment students complete a presentation and a learning portfolio.

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

Pathways: Script writing, Directing, Theatrical makeup artist, performer, acting, stage technician, Film maker.



Music

20 or 40 CREDITS

Music 1

20 CREDITS

Music 1 includes the SACE subjects "Music: Ensemble Performance", "Music: Solo Performance", and "Integrated Learning B (10)". Once chosen, students will use these SACE subjects to create a 20 credit course that best suits their strengths. Music 1 is ideal for students who love to perform and conduct practical projects with less requirement for music theory and technological knowledge.

Music 2

20 CREDITS

Music 2 includes the SACE subjects "Music Explorations", "Music Studies", and "Integrated Learning B (20)". Once chosen, students will be counselled into the subject that best suits their strengths. Music 2 is ideal for those students who are intending to continue with music through tertiary studies and who are interested in exploring music in more detail with a heavy emphasis on analysis and technicality. Music 2 incorporates a significant amount of music performance, presented within the context of project work and helps to display and develop creativity, technical proficiency and the communication of musical ideas as a "whole musician".

PLEASE NOTE: Students can choose up to 40 credits of music at Stage 2 Level. Students must achieve a "C" or above standard in music in Year 11 to be eligible for music in Year 12.

Music Explorations

20 CREDITS

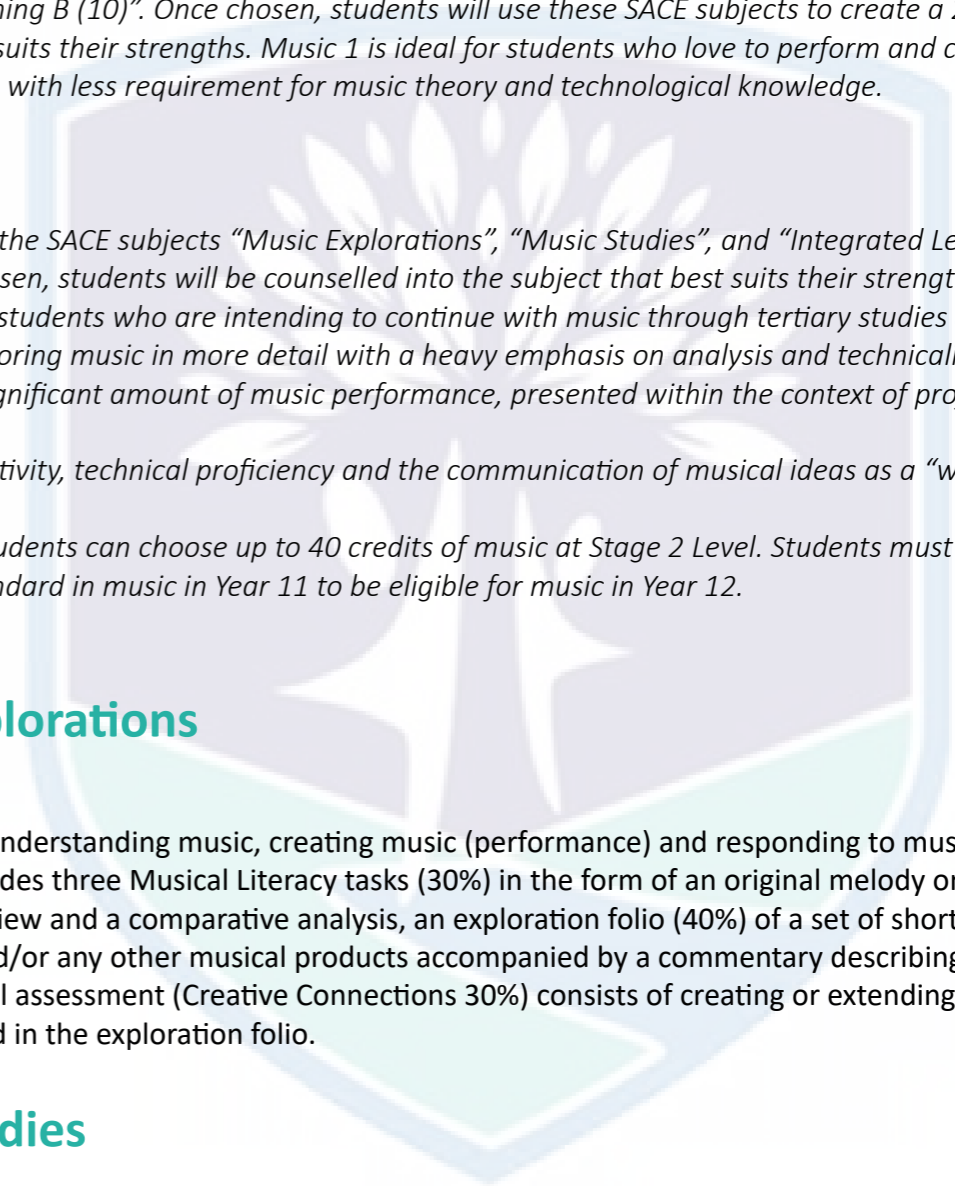
This consists of understanding music, creating music (performance) and responding to music. School assessment includes three Musical Literacy tasks (30%) in the form of an original melody or song, a live performance review and a comparative analysis, an exploration folio (40%) of a set of short performances, 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%



Sound Technology

1 or 2 Units

The sound technology course explores processes used in live performance, production, recording, and sound art. This subject will be referred to within SACE as Integrated Learning B (Stage 2). Students in this course will:

- Use digital audio software to create music and sounds (including foley art).
- Setup and pack down from musical performances & other school events requiring sound.
- Learn how to use a mixing desk and other equipment related to live performance.
- Learn how to use recording equipment and software to produce high quality demos and albums (including mixing and mastering processes).
- Learn how to create live digital music (in the style of DJ performances).

There are no prerequisites for this course.



Visual Art: Art

FULL YEAR / 20 CREDITS

Students who have strong skills and interest in a 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.



Photography

Length: 20 Credits – Full Year

Assumed knowledge: Stage 1 Photography desired but not essential

Course Description:

In Stage 2 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 digital manipulation and demonstrate their ability to capture photographs, plan and produce photographic products to a brief.

Additionally, students investigate genres of professional photography and seek to develop their skills through replicating techniques, testing technical features and finding solutions to problems that arise. Students use their skills to plan and create a major product and evaluate their learning. Students reflect on how the field of photography can have ethical and legal implications and they discuss ways that they will use this learning to inform their behaviours.

Assessment:

External Resource Investigation 2000 Word Count (Weighting of 30%)

Specialised Skills Task 1 – Camera Techniques (Weighting of 10%)

Specialised Skills Task 2 – Digital Manipulation (Weighting of 10%)

Product and Evaluation –2000 Word Count (Weighting of 50%)

Pathways from studying the subject:

Professional Photography, Graphic Design



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.



Visual Art: Design

Length: 20 Credits Full year

Assumed knowledge: Stage 1 Visual Arts or Design

Course Description:

Students who have strong skills and interest in a least one area of Visual Arts—Design and/or completed Stage 1 Visual Art or Design are invited to enrol in this course. Students will focus on graphic, environment and product design.

Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

Assessment:

Design Folio – 40 A3 Pages (Weighting of 40%)

Practical/resolved Designs and Practitioners Statements – 1000 word count (Weighting of 30%)

Visual Study – 2000 Word Count (Weighting of 30%)

Additional Course Counselling Information:

Must have received a C Grade or higher in Stage 1 Design

Pathways from studying the subject:

Graphic Design, Environmental Design, Product Design



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:

Students should have a keen interest and positive attitude towards physical activities and related theory topics. Students develop the ability to analyse their own and others technique through performance improvement.

They develop leadership ability, communication skills, and confidence in speaking in front of peers through Sports coaching and Sports Education.

Training methods and principles is also covered and students will develop their own training program that aims to improve a specific goal. Sports studies is a great alternative to PE with lower academic demands and is still an ATAR pathway.

Assessment Conditions:

The course consists of two Practical Inquiries (40%), a Connections task (30%) and a Personal Endeavour (30%) which is externally assessed. The tasks specifically focus on performance improvement, analysis, critical and creative thinking and collaboration.

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. Students undertaking Stage 2 PE need to be committed to the course as practical and theory tasks are interconnected with high academic demands.

Students must have passed Stage 1 PE to undertake the subject.

Students will 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 assessments. Two Diagnostic tasks (30%), an Improvement analysis (40%) and an externally assessed Group dynamics task make up the assessments for the course.

Prerequisite: Prerequisite: A 'C' grade or better in 10 or 20 credits of Stage1 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.

Assessment conditions:

The course contains 5 assessments across 4 assessment types. The specific tasks and weighting may slightly vary depending on the class however the assessment types are Initiative, Folio and Inquiry. Students complete two health initiative tasks, one of which should be collaborative on a contemporary health or wellbeing issue. The folio task is designed to promote critical thinking about health and wellbeing. The Folio task is an independent research task that focuses on a contemporary issue relating to health and wellbeing.

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).



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.



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.



Society and Culture

Length: Full year/20 credits

Assumed knowledge: Stage 1 Society and Culture (not required), adequate research skills

Course Description:

In Society and Culture, students explore and analyse the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures.

Students learn about the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors. They investigate the ways in which people function in groups and communicate within and across cultural groups. They develop the skills and experience to understand how individual and group involvement can influence change, and to consider the consequences of a range of possible social actions. Through their study of Society and Culture, students develop the ability to influence their own future by acquiring skills, values, and understanding that enable them to participate effectively in contemporary society.

Students use inquiry processes to explore concepts of society and culture in Australian (local and national) and global contexts. They choose and explore a range of primary and secondary sources and evaluate different viewpoints and perspectives. They learn to challenge their own thinking and develop skills in presenting opinions supported by evidence.

Assessment:

Assessment Type 1: Folio Tasks - weighting 50 %

Assessment Type 2: Interaction (Group Assessment) - weighting 20%

External Assessment: Investigation - weighting 30%

* Note: Individual tasks may vary from year to year

Additional course counselling information:

This subject involves a lot of research and is student driven. As a class we investigate topics like climate change, popular culture, contemporary issues faced by Aboriginal and Torres Strait Islanders, Covid 19, homelessness and rights and freedoms. Students also work together to complete a group project with the aim of creating positive change in the community.

Pathways from studying Society and Culture: Bachelor of Arts, Journalism, Education, Film and TV, Librarian, Early Childhood, Politician, Author, Receptionist, Publishing, Marketing, Advertising, Social Media Manager, Human Resources Manager, Copywriting, Author, Researcher, Manager, Entrepreneur, Historian.

*Further study may be required.



Modern History

Length: Full year/20 credits

Assumed knowledge: Stage 1 Modern History, adequate research skills

Course Description:

At Stage 2, students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world. Students investigate the political and economic interactions of nations and the impact of these interactions on national, regional, and/or international development. They consider how some nations, including some emerging nations, have sought to impose their influence and power, and how others have sought to forge their own destiny.

Through their studies, students build their skills in historical method through inquiry, by examining and evaluating the nature of sources. This includes who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new ways in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

Assessment:

Assessment Type 1: Historical Skills - 50%

Task 1: Sources Analysis, Task 2: Journalist Report, Task 3: Essay, Task 4: Multimodal Podcast, Task 5: Essay

Assessment Type 2: Historical Study - 20%

External Assessment: E-Examination - 30%

Additional course counselling information:

*This subject has an electronic examination in Stage 2

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

Modern Nations: Australia (1901–56), United States of America (1914–45), Germany (1918–48), The Soviet Union and Russia (1945–1991), Indonesia (1942–2005), China (1949–1999).

The world since 1945: The changing world order (1945–), Australia's relationship with Asia and the South Pacific Region (1945–), National self-determination in South-East Asia (1945–), The struggle for peace in the Middle East (1945–), Challenges to peace and security (1945–), The United Nations and establishment of a global perspective (1945–).

Pathways from studying Modern History: Bachelor of Arts, Journalism, Education, Film and TV, Librarian, Early Childhood, Politician, Author, Receptionist, Publishing, Marketing, Advertising, Social Media Manager, Human Resources Manager, Copywriting, Author, Researcher, Manager, Entrepreneur, Historian.

Further study may be required



Business Innovation

Length: Full year/20 credits

Assumed knowledge: Stage 1 Business Innovation- Semester/Full Year (not required)

Course Description:

In Stage 2 Business Innovation students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. Students 'learn through doing' in Business Innovation, using design thinking and assumption-based planning processes to anticipate, find, and solve problems. They learn in an environment in which risk is encouraged, where ideas are built up rather than broken down, and fear of failure is replaced with the opportunity to iterate as initial assumptions about problems, customers, or solutions are refined. Integral to this is the opportunity for students to work collaboratively in uncertain environments to identify problems or customer needs, generate and explore ideas and solutions, and make decisions based on incomplete information.

In Business Innovation students engage with complex, dynamic, real-world problems, to identify and design, test, iterate, and communicate viable business solutions. Students learn to innovate and think like designers to find and solve problems that matter to specific people in a business environment characterised by change and uncertainty.

Assessment:

Assessment Type 1: Business Skills – weighting 40%

Task 1: (Sustaining Business) Technology Infographic, Task 2: (Sustaining Business) Get Keep Grow Strategy Report, Task 3: (Transforming) Customer Feedback Folio

Assessment Type 2: Business Model – weighting 30%

Part 1: Business Model Development Portfolio (Collaborative Task), Part 2: Business Model Evaluation

External Assessment: Business Plan and Pitch – weighting 30%

* Note: Individual tasks may vary from year to year

Additional course counselling information:

It is recommended that students completing Stage 2 Business Innovations have completed a semester or a full year of Stage 1 Business Innovation and/or have an interest in Business & Economics.

*Students will need to present a business pitch to a panel, similar to public speaking.

Relevant pathways from studying Business Innovation: Accounting, banking, finance, event management, human resource management, development of private business or start up, information systems and logistics.

*Further study may be required.



Japanese

Length: Full year/20 credits

Assumed knowledge: Stage 1 Japanese (Continuers)

Course Description:

Students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Students develop and apply linguistic and intercultural knowledge, understanding, and skills by interacting with others to exchange information, ideas, opinions, and experiences in Japanese. Students Create texts in Japanese for specific audiences, purposes, and contexts to express information, feelings, ideas, and opinions. Students analyse a range of texts in Japanese to interpret meaning and examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Students develop an understanding of how Japanese is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts.

Assessment:

Assessment Type 1: Folio – weighting 50%

Task 1: Interaction, Task 2: Text Production, Task 3: Text Analysis

Assessment Type 2: In-depth Study – weighting 20%

Task 1: Oral Presentation, Task 2: Written Response in Japanese, Task 3: English Reflection

External Assessment: E-Examination – weighting 30%

* Note: Individual tasks may vary from year to year

Additional course counselling information:

*This subject has an electronic examination in Stage 2

Students will be required to use advanced grammar structures and develop their language skills to interact with teachers to speak, listen and respond in Japanese.

Pathways from studying Japanese: Diploma of Languages, translators & interpreters, human resources, economics, diplomacy, research analyst, Information Technology/Science, tourism industry, education.

*Further study may be required.



Outdoor Education

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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.





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

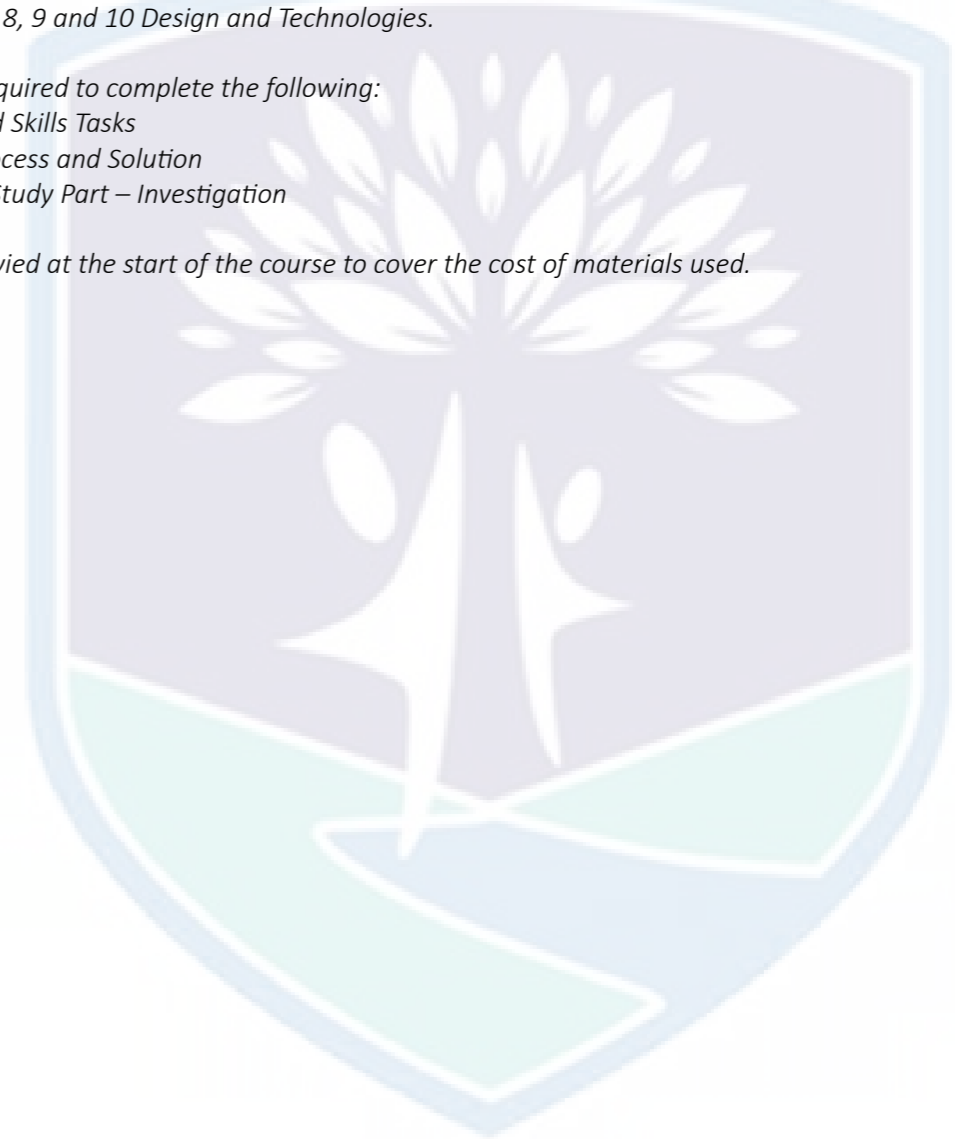
FULL YEAR / 20 CREDITS

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.

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.



Philosophy

Length: Full year/20 credits

Assumed knowledge: Stage 1 Philosophy (not required)

Course Description:

This subject involves the rational investigation of questions about existence, knowledge and ethics, to which there are no simple answers. Investigation of these problems through the study of Philosophy requires skills of critical reasoning, developed through an understanding of reasoning and the foundations of argument analysis.

Philosophy promotes respect for intellectual integrity as a human value and develops students' skills to engage in philosophical argument.

Students build their capacity to be creative and independent critical thinkers who can articulate and justify philosophical positions and argue reasoned action.

Assessment:

Assessment Type 1: Argument Analysis – weighting 25%

Assessment Type 2: Issues Analysis – weighting 45%

External Assessment: Issues Study – weighting 30%

* Note: Individual tasks may vary from year to year

Additional course counselling information:

This subject is for students who enjoy trying to understand other people's thinking processes, reading, debating and persuasive writing.

Pathways from studying Philosophy: Highly critical, analytical, and argumentative skills that are developed often lead students to pursue legal studies, MBA programs, or seminaries. Jobs for philosophy majors include lawyer, systems analyst, cultural affairs officer, technical writer, education, business, law, and government.

*Further study may be required.



Legal Studies

Length: Full year/20 credits

Assumed knowledge: Stage 1 Legal Studies

Course Description:

Students explore Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. They learn about the structures of the Australian legal system and how it responds and contributes to social change while acknowledging tradition.

Students build on their learning about the role of government, in particular how Parliament makes legislation and laws, how courts interpret the legislation and how executive government makes decisions about laws.

They complete an investigation into a specific and current issue, for example a new law or a case that led to some changes in legislation, or a legal controversy. This involves research and analysis and evaluation of a number of sources and cases.

Students build on their learning about the different types of laws, civil and criminal, and the difference between these. They make informed judgments about the strengths and weaknesses of the Australian legal system and recommendations for legal changes.

Assessment:

Assessment Type 1: Folio – weighting 40%

Assessment Type 2: Inquiry – weighting 30%

External Assessment: E-Examination – weighting 30%

** Note: Individual tasks may vary from year to year*

Additional course counselling information:

**This subject has an electronic examination in Stage 2*

Pathways from studying Legal Studies: Lawyer (solicitor/barrister) upon completion of appropriate Law Degree(s) at university, Paralegal, Conveyancer, Police officer, Public servant.

**Further study may be required.*