



Gawler & District College B-12
Stage 2 | 2025 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/Caregivers 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/Caregivers 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.



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Stage 2 Curriculum Guide

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. Progress 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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Stage 2 Curriculum Guide

General English

Length: Full year/20 credits

Assumed knowledge: Stage 1 General 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.



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Stage 2 Curriculum Guide

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.



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Stage 2 Curriculum Guide

English Literary Studies

Length: Full year/20 credits

Assumed knowledge: Stage 1 General English or This is Lit: Youth Literature

Course Description:

English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts. Through shared and individual study of texts, students encounter different opinions about texts, have opportunities to exchange and develop ideas, find evidence to support a personal view, learn to construct logical and convincing arguments, and consider a range of critical interpretations of texts.

Students who complete with a C- grade or better will meet the literacy requirement of the SACE.

Assessment:

All Stage 2 subjects have a school assessment component and an external assessment component. The following assessment types enable students to demonstrate their learning in Stage 2 English Literary Studies:

School assessment

Assessment Type 1: Responding to Texts

Assessment Type 2: Creating Texts

External assessment

Assessment Type 3: Text Study:

Part A: Comparative Text Study

Part B: Critical Reading

Students provide evidence of their learning through up to nine assessments, including the external assessment component. Students complete: up to five responses to texts, two created texts, two tasks for the text study (one comparative text study and one critical reading).

Additional course counselling information:

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.



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Stage 2 Curriculum Guide

Essential Maths – Integrated Learning

Length: Full year/20 credits

Assumed knowledge: Stage 1 Essential Mathematics C grade or better/Stage 2 General Mathematics

Description – Essential Mathematics – Integrated Learning is designed for a range of students, including those who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways.

Topics

Students undertake a series of tasks aimed at developing their Numeracy skills and understanding. The Practical Inquiry (40%) tasks are related to: A. Buying a car 15% B. Understanding Loans 10% C. Budgeting and Renting 15% In the Connections Activities students undertake a group task relating to Healthy eating and budgeting – 30%. For their Personal Endeavour students choose a topic to investigate and teach to a small group – 30%.



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Stage 2 Curriculum Guide

General Mathematics

Length: Full year/20 credits

Assumed Knowledge: Successful completion of Stage 1 General Mathematics - C grade minimum

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.



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Stage 2 Curriculum Guide

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.



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Stage 2 Curriculum Guide

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.



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Stage 2 Curriculum Guide

Agriculture Production

Length: Full year/20 credits

Assumed knowledge: Assumed successful completion of Stage 1 Agriculture.

Course Description

Agriculture encompasses the primary industries and includes Food and Fibre enterprises, with the opportunity to investigate an industry of choice.

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 of agricultural production in relation to benefits, risks and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture impacts on their lives, their communities and the environment.

Assessment:

Students demonstrate evidence of learning through the following assessment types:

Agricultural reports: 30%; Practical Investigations; Science as a Human Endeavour investigation. Application Folio: 40%; Applications Task, Test.

Production Investigation (external assessment): 30%; Investigation on enterprise of choice.



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Stage 2 Curriculum Guide

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.



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Stage 2 Curriculum Guide

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 and 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.



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Stage 2 Curriculum Guide

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



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Stage 2 Curriculum Guide

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.



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Stage 2 Curriculum Guide

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, Deconstruct and Design Practical.

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

External Exam: 30%

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



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Drama

Length: 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.

Additional Course Counselling Information:

- Students are required to view professional theatrical work which will incur a small fee.
- 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, teaching, Media and Communication, Corporate role, Media and Communication and much more.



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Stage 2 Curriculum Guide

Music

20 or 40 CREDITS

Music Performance

Length: Full year/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.

Pathway: Performer, Music Technician, Recording Artist, Composer, Conductor, Teacher, Musicologist, Sound Engineer, Producer, and many more!

Music Craft

Length: Full year/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.

Pathway: Performer, Music Technician, Recording Artist, Composer, Conductor, Teacher, Musicologist, Sound Engineer, Producer, and many more!



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Stage 2 Curriculum Guide

Music Explorations

Length: Full year/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

Length: Full year/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.



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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 administering 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%



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Stage 2 Curriculum Guide

Sound Technology

20 credits

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 or Creative Arts, depending on the student's other subjects. Students 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.

Pathway: Sound Engineer, Sound Technician, Foley Artist, Sound Producer, and many more!



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Stage 2 Curriculum Guide

Video Production

20 Credits

In Stage 2 Video Production students will explore the impact of media on Australian society through analysing advertisements and documentary films. Students explore these genres and create their own films following the 3 stages of video production. Students have the opportunity to work in groups and assign roles to tasks. Students work with industry standard filmmaking equipment and software.

Students will:

- Learn how documentaries and advertisements are made.
- Work together in groups to create a documentary and an advertisement.
- Use editing programs including, Adobe Premiere Pro and After Effects.
- Research and discuss the impact of media on Australian society.
- Improve their filmmaking skills including cinematic techniques, scriptwriting, storyboarding, and acting.

Pathway: Filmmaker, digital illustrator, teacher, film producer, script-writer, film editor, cinematographer, and more!



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Stage 2 Curriculum Guide

Photography

20 Credits

In Stage 2 Photography students demonstrate their understanding of the camera settings (exposure triangle/composition/lighting), digital manipulation and genres through a range of tasks. Students create investigations into these areas and explore issues related to a photography genre of their choice. All student investigations lead to the creation of a final project using the design process.

Students will:

- Learn the exposure triangle (ISO/Aperture/Shutter Speed)
- Learn digital manipulation techniques
- Learn photography composition
- Explore ethical/legal/economic/sustainability issues related to photography genres
- Use the design process to create a final product of their choosing (coffee table book/website/calendar/series of posters)

In Stage 2, Students will have the option to take home a camera to photograph subjects outside of the school.

Pathway: Photographer, graphic designer, digital illustrator, teacher, social media manager, artist, and more!



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Stage 2 Curriculum Guide

Dance

Stage 2 Dance consists of three strands: Understanding dance. Creating dance. Responding to dance. Students specialise in one or two dance genres (Hip Hop, Jazz, Tap, Ballet, Contemporary, Lyrical, etc) and also explore dance in diverse contexts. The genres chosen will depend on the interests and abilities of the student cohort. In Stage 2 dance, students will:

- Develop technical and expressive dance skills in chosen dance styles (to be co-designed with students)
- Safe dance practices
- Dance composition and choreography skills
- Explore the elements of dance (space, time, dynamics and relationships)
- Understand and use structural devices (choreographic devices and form)
- Production elements, including lighting, costume and makeup design
- Appreciation and analysis of dance from different cultures, historical periods and traditions

Pathways: Professional Dancer (stage and screen), Choreographer, Creative Director of a Dance Company, Community Dance Teacher, Primary/Secondary Dance Teacher, Dance Physiotherapist, Dance Movement Therapist, Yoga/Pilates teacher, Personal Trainer, and many more.



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Stage 2 Curriculum Guide

Visual Art: Art

Length: 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 1 or 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 (2000 words) and practical exploration and investigation into art styles, artists and themes as negotiated with the teacher.

Additional Course Counselling Information:

- Must have received a 'C' grade or better in at least 1 unit of Year 11 Visual Art or by interview with the Arts Coordinator.
- Opportunity to go on excursions to view professional exhibitions which may incur a small fee.
- Students will be given the opportunity to produce their own artworks for the Gawler and District College SALA Art exhibition event in August.
- Students cannot choose both Visual Art: Art or Visual Art: Design in Year 12. They must only choose 1.

Pathway: Artist, designer, illustrator, animator, photographer, art gallery curator, art teacher, architect and more!



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Stage 2 Curriculum Guide

Visual Art: Design

Length: Full year/20 credits

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.

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 1 or 2 products based on work completed in the Folio. A written practitioner's statement (500 words) reflecting on the production of artworks.
- **VISUAL STUDY (30%):** A written (2000 words) and practical exploration and investigation into Design styles, designers and themes as negotiated with the teacher.

Additional Course Counselling Information:

- Must have received a 'C' grade or better in at least 1 unit of Year 11 Visual Art or by interview with the Arts Coordinator.
- Opportunity to go on excursions to view professional exhibitions which may incur a small fee.
- Students will be given the opportunity to produce their own artworks for the Gawler and District College SALA Art exhibition event in August.
- Students cannot choose both Visual Art: Art or Visual Art: Design in year 12. They must only choose 1.

Pathway: Web Designer, illustrator, animator, graphic designer, fashion designer, art gallery curator, art teacher and more!



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Stage 2 Curriculum Guide

Arts & the Community (Community Studies)

Does not contribute to ATAR

Length: 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.



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Stage 2 Curriculum Guide

Integrated Learning: Sports Studies

Length: 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



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Stage 2 Curriculum Guide

Physical Education

Length: 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. _



Gawler & District College B-12

Stage 2 Curriculum Guide

Health and Wellbeing

Length: 1 Semester/10 credits or 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. In this course, you'll gain the knowledge, skills, and understanding to explore and understand what influences your health and well-being. You'll learn how to make informed decisions about your health and consider its role in different settings. You'll also explore ways to promote positive health outcomes for yourself, your community, and the global society. Health and Wellbeing is a 20-credit subject at Stage 2 that consists of the following concepts; health literacy, health determinants, social equity, health promotion.

For a 20-credit subject, students complete five assessments.

The school assessment component for Stage 1 Health and Wellbeing consists of three assessment types:

Assessment Type 1: Initiative (40%)

Assessment Type 2: Folio (30%)

Assessment Type 3: Inquiry (30%)

It is recommended that students complete health and nutrition in Year 10 and Health and Wellbeing at stage 1.



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Stage 2 Curriculum Guide

Child Studies

Length: 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 (50%) - 2 x Research Tasks, 2 x Action Plans, Practicals, Evaluations and Student Evidence
- 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

Students who enroll 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.



Gawler & District College B-12

Stage 2 Curriculum Guide

Food and Hospitality

Length: 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, 2 x Action Plans, Practicals, Evaluations and Student Evidence
- 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



Gawler & District College B-12

Stage 2 Curriculum Guide

Society and Culture

Length: Full year/20 credits

Assumed knowledge: Stage 1 Society and Culture, excellent 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 social 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: 4 Tasks

Assessment Type 2: Interaction (Group Assessment), compulsory oral presentation

External Assessment: Investigation

* 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, police officer, social worker.

*Further study may be required.



Gawler & District College B-12

Stage 2 Curriculum Guide

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:

Type 1: Historical Skills

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

Type 2: Historical Study

External Assessment: Examination

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



Gawler & District College B-12

Stage 2 Curriculum Guide

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

Assessment Type 2: Inquiry

External Assessment: E-Examination

* 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, police officer.

*Further study may be required.



Gawler & District College B-12

Stage 2 Curriculum Guide

Business Innovation

Length: Full year/20 credits

Assumed knowledge: Stage 1 Business Innovation- Semester/Full Year

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

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

Part 1: Business Model Development Portfolio (Collaborative Task), Part 2: Business Model Evaluation External Assessment: Business Plan and Pitch

* 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.



Gawler & District College B-12

Stage 2 Curriculum Guide

Japanese Continuers

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

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

Assessment Type 2: In-depth Study

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

External Assessment: E-Examination

* 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.



Gawler & District College B-12

Stage 2 Curriculum Guide

Outdoor Education

FULL YEAR 20 Credits

(Self funded camps and excursions \$250 extra)

Through experiential learning and the study of three focus areas - conservation and sustainability; human connections with nature; and personal and social growth and development - students develop skills, knowledge, and understanding of safe and sustainable outdoor experiences in the key areas of preparation and planning, managing risk, leadership and decision-making, and self-reliance skills. Through the study of, for example, Indigenous, Western, scientific, economic, recreational, and aesthetic perspectives of natural areas, students develop an understanding of the relationships between human actions and decisions, and ecosystems. They critically analyse these relationships to develop positive strategies to contribute to conservation and sustainability of natural environments. Students engage in direct and personal experiences in a variety of natural environments to reflect on their study of natural areas and their potential to promote personal development, group development, health and well-being, environmental learning, sustainable living, and social justice.

Students will have the opportunity to demonstrate their learning through adventure based activities which meet the course requirements of a Journey, Activity and Self Reliant camp. Students will demonstrate their learning through activities such as; Rock Climbing, Aquatics, Kayaking, Bushwalking, Orienteering, Bike Riding etc.

It is recommended that students complete Outdoor Education in Year 11 and ideally Year 10.



Gawler & District College B-12

Stage 2 Curriculum Guide

Computer Aided Design (CAD)

Length: Full year/20 credits

Computer Aided Design at year 12 gives students the chance to build real world product digitally and learn to model and render them at an industry level. Students will learn the skills during Skills task 1, of replicating a real product into a model that has moving parts. This skill is essential to learn as for their major it must incorporate multiple moving parts. In Skills 2, students will learn the techniques of rendering. They will render their skills 1 product. AT2 is the major. This is split into three parts; Design brief, Processes and evaluation. Students will be design, creating and producing their design. AT3 is the external. In this part, students will be writing a 1000 word essay relating to CAD and their major and then they will complete a Material Investigation where they research and conduct some testing, again, relating to their major.



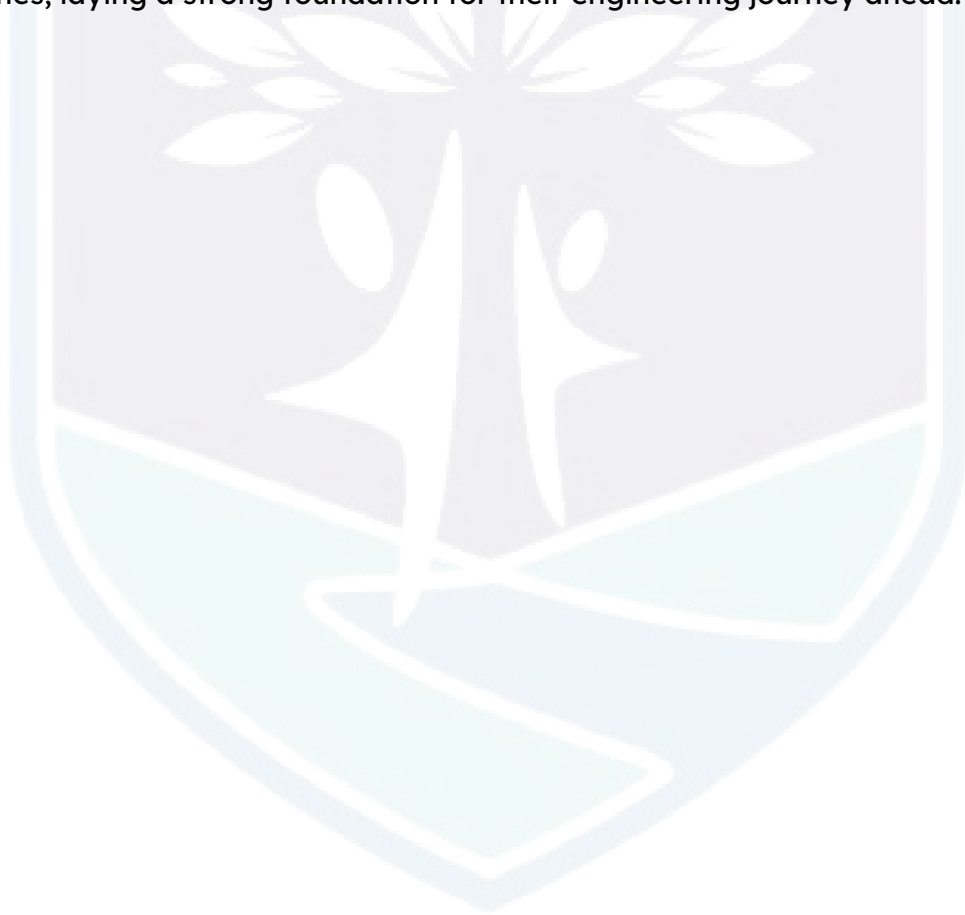
Gawler & District College B-12

Stage 2 Curriculum Guide

Engineering

Length: Full year/20 credits

In Stage Two Engineering, students take on the exciting challenge of modeling submarines, pushing their CAD programming skills to new heights. This project fosters relevant STEM connections as students engage in integrated learning across Technologies, Physics, and Mathematics. By exploring essential concepts such as buoyancy, pressure, and fluid dynamics, they deepen their understanding of the engineering principles behind submarine design. This holistic approach not only enhances their knowledge but also equips them with vital skills for future success. As they collaborate on their designs, students cultivate creativity, critical thinking, and problem-solving abilities, laying a strong foundation for their engineering journey ahead!





Gawler & District College B-12

Stage 2 Curriculum Guide

Metal Fabrication

Length: 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

The school will provide materials to the value of \$50 any additional materials will be charged accordingly.



Gawler & District College B-12

Stage 2 Curriculum Guide

Furniture Construction

Length: Full year/20 credits

Students will study a range of manufacturing technologies specialised in furniture making by exploring 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

The school will provide materials to the value of \$50 any additional materials will be charged accordingly.



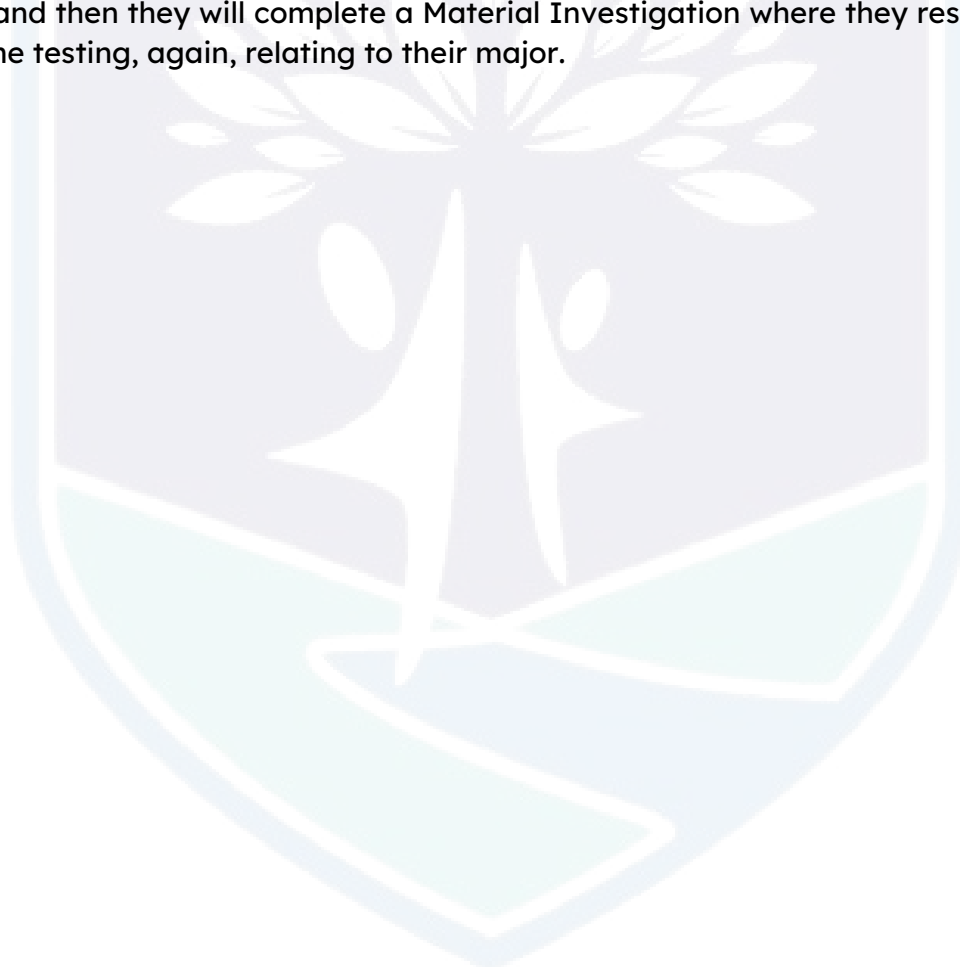
Gawler & District College B-12

Stage 2 Curriculum Guide

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 learn Skills 1, where students will be design and create an enclosed bezel. Skills 2, students will be creating a pendant that has both resin and cold joining. AT2 is the major. This is spilt into three parts; Design brief, Processes and evaluation. Students will be design, creating and producing their design. AT3 is the external. In this part, students will be writing a 1000 words essay relating to jewellery and their major and then they will complete a Material Investigation where they research and conduct some testing, again, relating to their major.





Gawler & District College B-12

Stage 2 Curriculum Guide

Community Studies A

****Does not contribute to ATAR****

Length: 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.



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Stage 2 Curriculum Guide

Workplace Practices

Length: 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.