

CURRICULUM HANDBOOK

Australian Curriculum

At Springbank Secondary College the year 8-10 curriculum is aligned to the Australian Curriculum. It is designed to provide rich and varied learning experiences through interdisciplinary and inquiry-based learning with increasing subject choices in years 10-12. Students at the College commence the SACE with one subject at Year 10, Personal Learning Plan (PLP). Learning programs are adjusted or modified to support additional needs as appropriate.

The College offers a core of compulsory subjects in Year 8 and 9: English, Mathematics, Science, Humanities and Social Sciences (HASS - History, Geography, Business and Enterprise, Civics & Citizenship), the Arts (Performing Arts - Drama and Music and Visual Arts); Health and Physical Education (including Home Economics) and Design and Digital Technology.

At Year 10 the core compulsory subjects are English, Mathematics, Science and HASS and PLP.

The senior school curriculum at Springbank Secondary College is constructed to address all SACE requirements.

The SACE

The South Australian Certificate of Education (SACE) is a certificate awarded to students who successfully complete their senior secondary education. Students from both government and non-government schools are eligible for the SACE, which is administered by the SACE Board of South Australia. Students studying for the SACE undertake a balanced course of subjects usually over two years - Stage 1 (Year 11) and Stage 2 (Year 12) starting however with the PLP in Year 10.

Students who successfully complete the requirements of the SACE will receive a certificate that indicates that they have formally completed secondary schooling. Students may take more than two years to gain the SACE. There is no time limit, only as long as it takes to complete 200 credits of study, some of which are compulsory.

Modified SACE options are available to support the learning and achievement of all students. See page 61 onwards.

A goal for all students is to complete their secondary education. In South Australia this means completing the SACE certificate which gives credit for work studied in the senior years of schooling.

Subject offerings included in the online curriculum handbook for senior school students are traditional offerings. More flexible and contemporary offerings are publicised as they become available including Stage 2 offerings at the *Australian Science and Mathematics School*. Senior students may consider VET options available via the Inner South Curriculum Alliance VET Programs guide which is on the school website www.springbanksc.sa.edu.au

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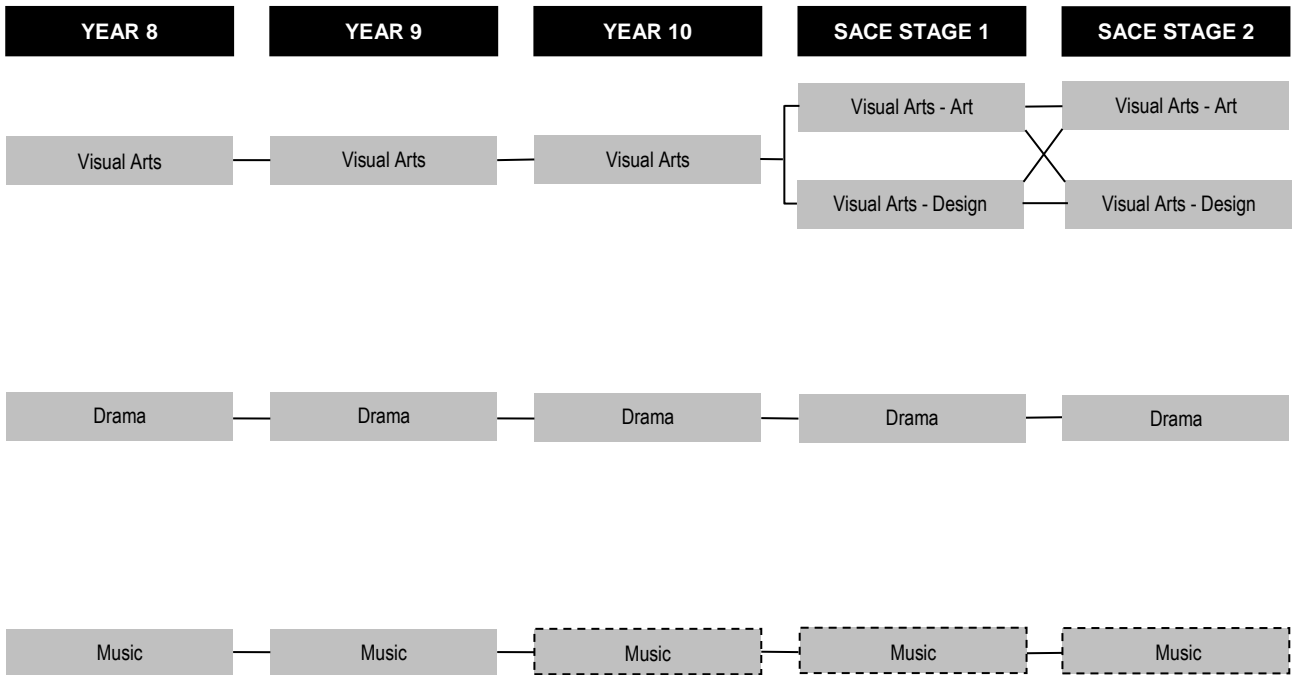
Although every effort is made to maximise student choices, senior school subjects offered in this document will run only if student numbers or staffing are sufficient to make them viable.

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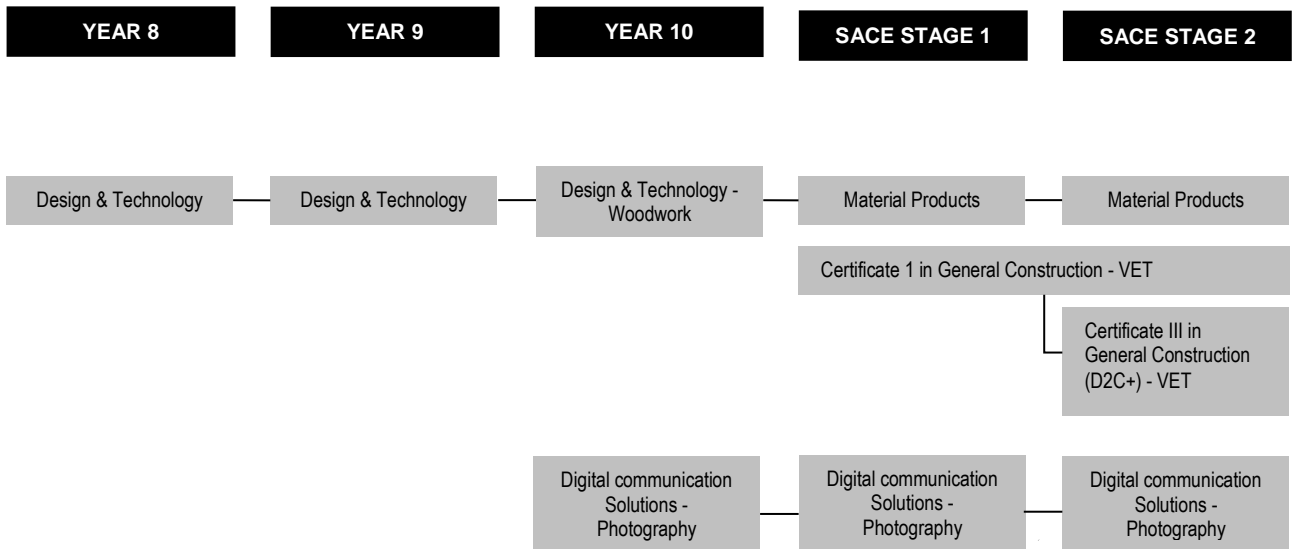
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SUBJECT FLOW CHARTS

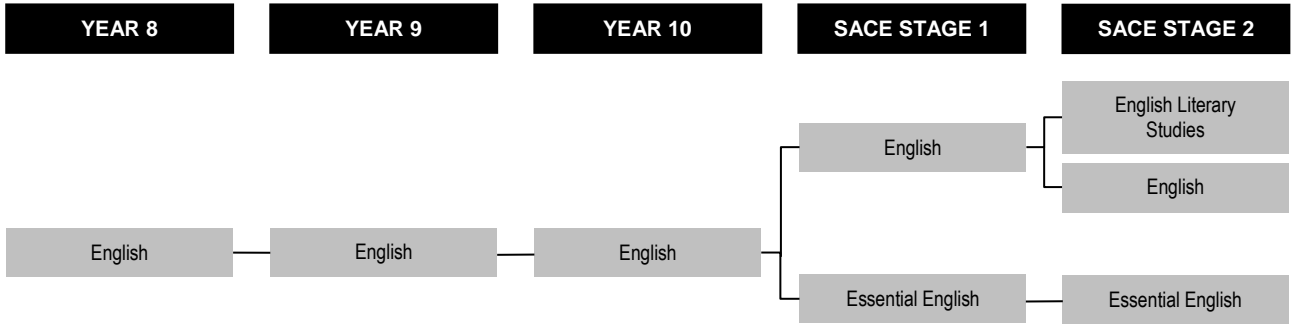
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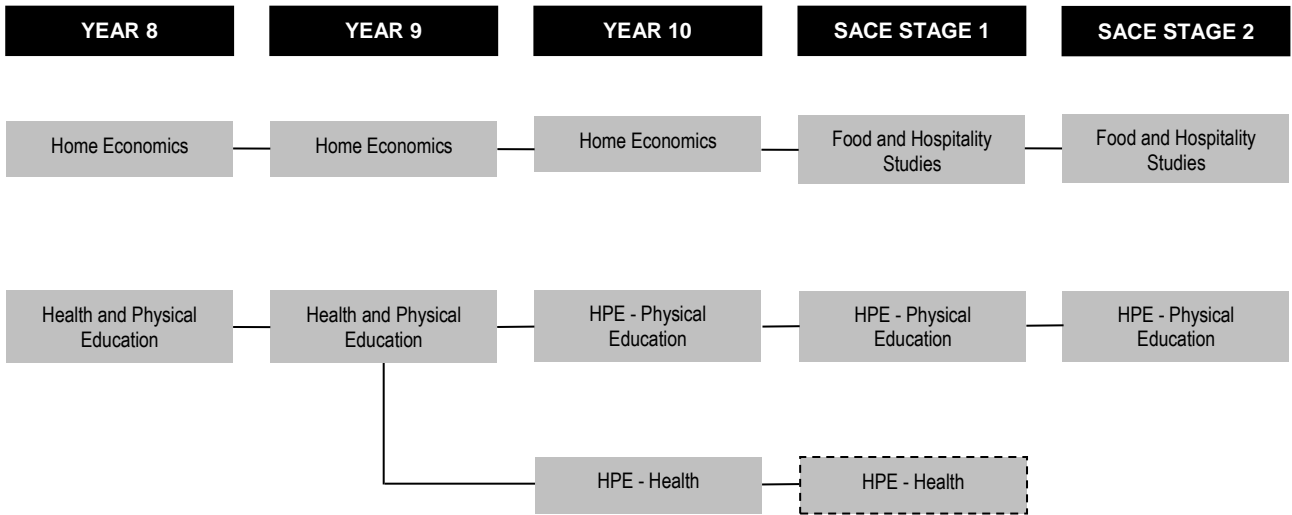
DESIGN AND TECHNOLOGY



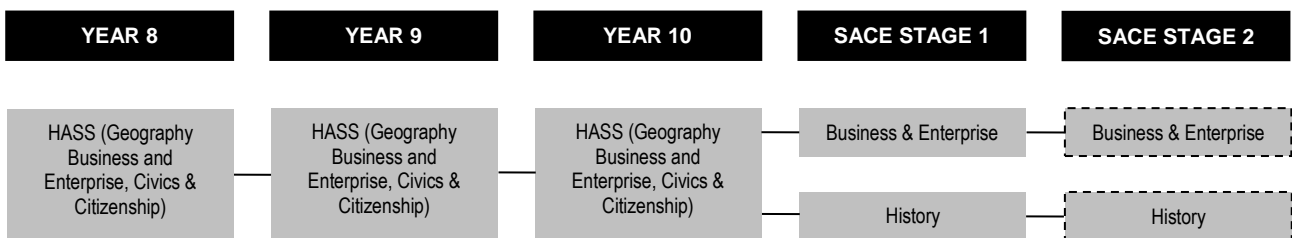
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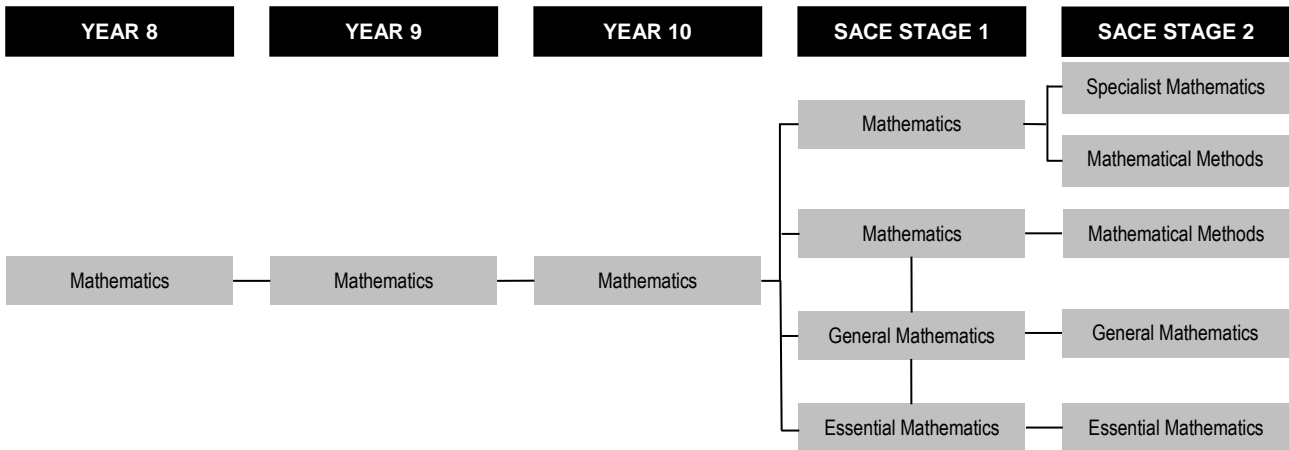
HEALTH AND PHYSICAL EDUCATION



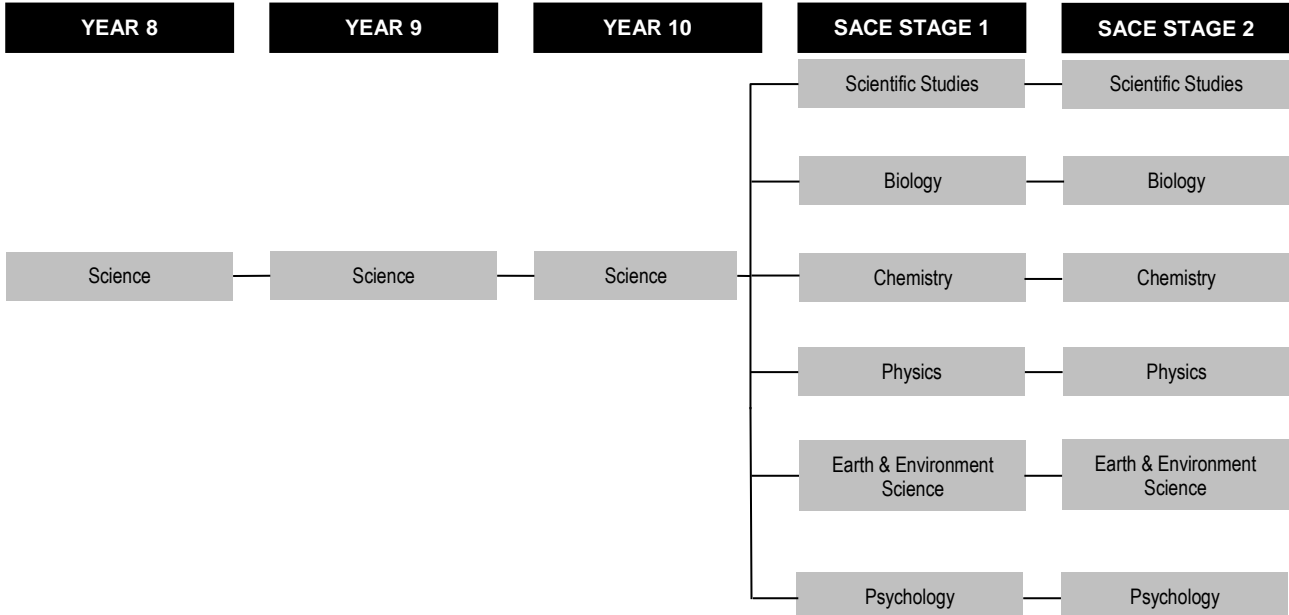
HUMANITIES AND SOCIAL SCIENCES



MATHEMATICS

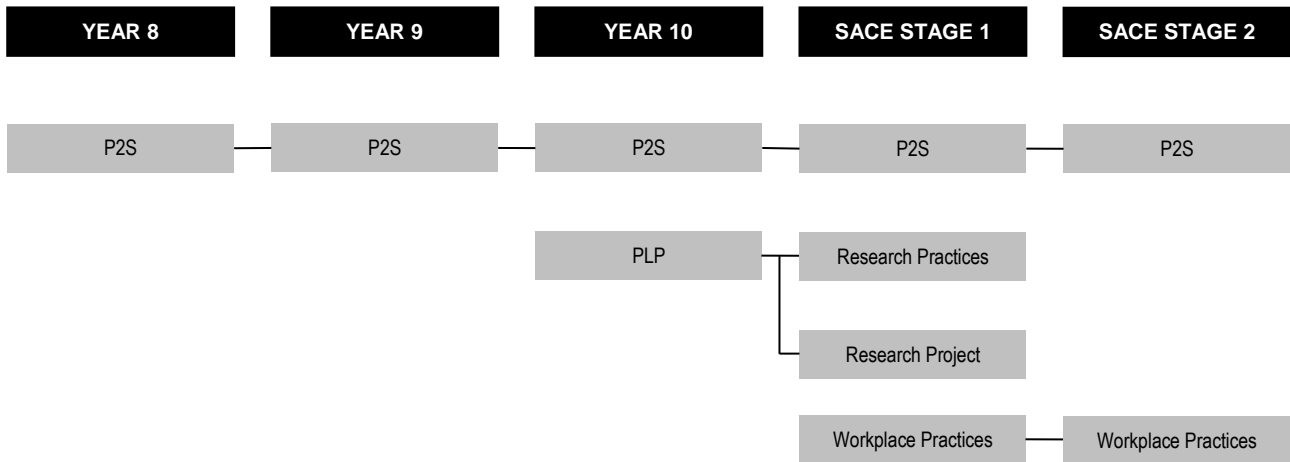


SCIENCE

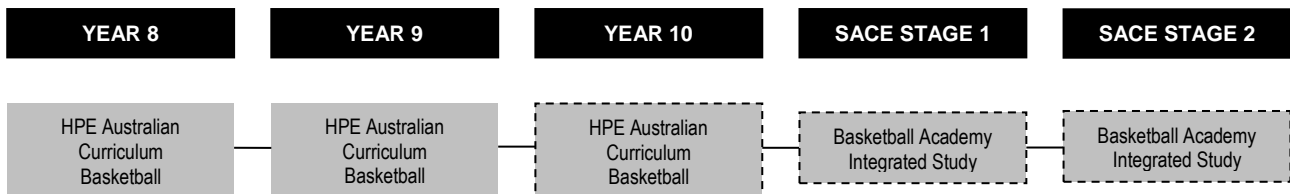


Senior school sciences may be required to be undertaken at another site such as ASMS supported by onsite tutoring.

CROSS CURRICULUM (PLP, P2S AND RESEARCH PROJECT)



BASKETBALL ACADEMY



Year 8

Year 8 Design and Technology

Information Contact: Technology Teacher

Desired Background: N/A

Course Description:

Technology Studies is a semester course at Year 8. This course enables students to gain a basic understanding of skills, knowledge and materials. Projects involving solid timber, manufactured boards, plastics and CAD form the basis of the course and individual design and problem solving are given emphasis. The areas covered in this course include:

- Design and manufacture
- Critiquing of projects
- Safe operation of tools and machines

Assessment:

Assessment will be through Practical projects and theory exercises.

Other Comments: Nil

Year 8 Drama

Information Contact: Drama Teacher

Desired Background: N/A

Course Description:

Students are introduced to basic theatre concepts and engage in activities that develop personal and interpersonal skills. Topics include ensemble, improvisation, introduction to History of Drama (Ancient Greek Theatre), movement and characterisation and the short one act play.

Assessment:

Practical assessment - The successful participation in group exercises, demonstration of a capacity for creative individual expression and the ability to be part of an ensemble.

Keeping a reflective journal, completing a review and a research assignment.

Other Comments:

Students may perform their work for other classes at the teacher's discretion and will participate in the whole school showcase (e.g. Beyond MAD).

Year 8 English

Information Contact: English Teacher

Desired Background: N/A

Course Description:

Students develop their skills in reading, viewing, speaking, listening, writing and creating by working within the three strands of the Australian Curriculum; language, literature and literacy. Within the language strand, text structure and organisation, language variation and change, language for interaction and expressing ideas are explored.

Literature focuses on exploring context, responding to text, examining text and creating student's own texts.

Literacy studies texts in context, interacting with others and interpreting, analysing and evaluating a range of text structures.

Assessment:

A range of written, oral and multimodal tasks each term.

Other Comments: Nil

Year 8 HASS (Geography, History, Civics and Citizenship, Enterprise and Business)

Information Contact: HASS Teacher

Desired Background:

Length: 2 Semesters

Course Description:

Year 8 History provides for a study of History from the end of the ancient period to the beginning of the modern era. Students will learn about European and Asian countries and groups circa 650-1740CE. There will be times throughout the year where students will link their historical knowledge and skills with other subject areas, such as English, Science, and Technology.

Areas of skill development include:

- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places
- Use historical terms and concepts
- Identify the origin, purpose and context of primary and secondary sources

Year 8 Geography students explore and analyse the characteristics of the places that make up our world in which we live in, using the concepts of place, space, environment, interconnection, sustainability, scale and change.

Areas of skill development include:

- Different types of landscapes and their distinctive landform features
- Geomorphic processes that produce landforms, including a case study of at least one landform
- Human causes and effects of landscape degradation

Year 8 Enterprise and Business students explain how markets operate and recognise why governments may influence the market's operation. They explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. Students will apply knowledge of consumers and businesses via the undertaking of their own small business venture.

Areas of skill development include:

- Develop questions about an economic or business issue or event, and plan and conduct an investigation or project
- Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative
- Apply economics and business knowledge, skills and concepts in familiar and new situations

Year 8 Civics and Citizenship students will study the different perspectives there are about national identity. They will analyse features of Australian democracy, and explain features of Australia's democracy that enable active participation. Students will recognise different types of law in Australia and explain how laws are made.

Areas of skill development include:

- How national identity can shape a sense of belonging in Australia's multicultural society
- The freedoms that enable active participation in Australia's democracy within the bounds of law, including freedom of speech, association, assembly, religion and movement
- How citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action

Assessment:

Students will be assessed using the Australian Curriculum Achievement Standards.

Other Comments: Nil

Year 8 Health and Physical Education

Information Contact: Health and Physical Education Teacher

Desired Background: N/A

This learning area in the Middle School includes Health and Physical Education, Home Economics and the basketball program.

Course Description:

The *Australian Curriculum: Health and Physical Education* has two interrelated strands:

- Personal, social and community health
- Movement and physical activity

A variety of practical activities and health related theory topics will be delivered so students can enhance their own and others' health and wellbeing and physical activity. Students will take part in cooperative, competitive group and individual activities that require skill development, planning and application of strategies and tactics.

Assessment:

Students are assessed in a variety of ways including: Practical performance checklist, assignments, test whilst addressing the General Capabilities.

Other Comments: Nil

Year 8 Home Economics

Information Contact: Home Economics Teacher

Desired Background: N/A

Course Description:

Students will develop personal and teamwork skills by participating in a range of practical experiences. They will develop skills and knowledge of healthy food options for adolescents with emphasis safety and hygiene. They will utilise a range of technologies, tools and equipment to prepare food for individuals and families.

Assessment:

Practical skill development, completion of basic design briefs related to healthy eating practices, investigation of current health information as it relates to adolescents, self-reflection of practical procedures and knowledge gained.

Other Comments: Nil

Year 8 Mathematics

Information Contact: Mathematics Teacher

Desired Background: N/A

Course Description:

The Year 8 Mathematics course is developed using the Proficiency strands of Understanding, Fluency, Problem Solving and Reasoning to enable our students to develop their skills and understanding of the Australian Curriculum content. Students investigate and study mathematical concepts in Number and Algebra (including Index notation, Profit and Loss and Linear relationships), Measurement and Geometry (including time zones and congruent shapes) and Statistics and Probability (including Venn Diagrams).

Assessment:

Students will complete a range of assessment tasks in order to demonstrate their achievement against the Year 8 Mathematics Achievement Standard. These tasks may take the form of Directed Investigations, supervised tests or evidence based learning.

Other Comments:

Students will be encouraged to take part in various extra-curricular activities such as the Maths Competition.

Students will be given the opportunity to work with technology assisted learning via Mathletics, BrainPop, Maths is Fun as well as other platforms.

Year 8 Music

Information Contact: Music Teacher

Desired Background: N/A

Course Description:

Students will develop practical skills on keyboard, drums, vocal, tuned percussion and guitar. Students will have many opportunities to explore their own musical interests through listening, composing and performing. They can start as beginning musicians or continue from previous learning. Some of the studies students may undertake include:

- The language of music (notation)
- Specialised music terminology
- History of Blues music
- Creating their own music tracks using our digital audio workstation

Areas of skill development include:

- Reading, writing and talking about music using specific terminology
- Identifying instruments from around the world
- Digital music production skills and programming
- Appropriate and responsible use of software and equipment

Assessment: Students are assessed using the Australian Curriculum Achievement Standards.

Other Comments: Nil

Year 8 Science

Information Contact: Science Teacher

Desired Background: N/A

Course Description:

Year 8 students are able to develop their scientific inquiry skills through experiencing Cells and Body Systems, Particle Theory and Chemical Reactions, Energy, Heat and Geology as required by the Australian Curriculum. Learning Science as a Human Endeavour (SHE) gives meaning and purpose to the various fields of knowledge studied by our students. Students learn to question their own observations, learn from experimentation (or from the vast pool knowledge shared by those scientific thinkers who came before them) and become adept at questioning the world around them.

Assessment:

Various types of assessments may be used, including research assignments, student led inquiries, experiments, laboratory reports and supervised tests. Together these assessment tasks will form the evidence of learning against the Year 8 Science Achievement Standards.

Other Comments:

Students will be encouraged to participate in extra-curricular activities such as Science Week.

Year 8 Visual Arts

Information Contact: Visual Arts Teacher

Desired Background: N/A

Course Description:

Semester

This course is an introduction to the practice of making Visual Arts work and Design. Students have the ability to explore, make and respond to art works. This practical oriented course will include the development of skills and techniques in areas such as painting, drawing, printmaking, clay and design.

The course will provide opportunities for students to develop:

- critical and creative thinking using visual arts language
- various problem solving strategies and idea development processes
- knowledge and analysis of art and artists from a historical, contemporary and cultural view
- confidence, imagination and enjoyment when making art works
- prepare work for display and understand processes of exhibiting work
- an understanding of the arts industry

Assessment:

- Folio of developmental practical work and final pieces.
- Research and theory work.

Other Comments: Nil

Year 9

Year 9 Design and Technology

Information Contact: Technology Teacher

Desired Background: N/A

Course Description:

This course enables students to gain a basic understanding of the skills, knowledge, materials and processes associated with modern woodworking. Projects involving solid timber, manufactured boards, plastics and CAD form the basis of the course and individual design and problem solving are given major emphasis.

This course develops knowledge and skills in the following woodworking areas:

- Uses of hand tools
- Drilling machines
- Bandsaw and wood lathes
- Products used for fixings
- Adhesives and finishing procedures
- Project planning and design
- Freehand sketching
- Orthographic projection
- Problem solving and safety

Assembling more than one component in the manufacture of a product and project evaluation are key components of the course. A theory component is also undertaken.

Assessment:

Assessment will be through practical projects and theory exercises.
A design brief will be required, including sketches, drawings and an evaluation.

Other Comments: Nil

Year 9 Drama

Information Contact: Drama Teacher

Desired Background: N/A

Course Description:

Students develop their knowledge of theatre (Ritual and Roman Theatre) and basic theatre skills. They will develop script writing skills with a view to performing their own works in a class performance and as part of the whole school showcase (e.g. Beyond MAD).

Assessment:

Practical assessment - The successful participation in group exercises, demonstration of a capacity for creative individual expression and the ability to be part of an ensemble.

Keeping a reflective journal, completing a review and a research assignment.

Other Comments:

The class performance is a demonstration of student mastery of the stage skills and knowledge developed over the semester. As such, this is the major assessment focus for this subject.

Year 9 English

Information Contact: English Teacher

Desired Background: N/A

Course Description:

The Australian Curriculum for English has three interrelated strands of language, literature and literacy. Students develop skills in reading, writing, viewing, speaking and listening.

The subject includes:

- Formal study of texts
- Creating a range of original texts
- Understanding the structure of a range of texts
- Speaking and listening skills
- Language conventions and formalities.

Assessment:

A range of written, oral and multimodal tasks each term.

Other Comments: Nil

Year 9 HASS (Geography, History, Civics and Citizenship, Enterprise and Business)

Information Contact: HASS Teacher

Desired Background: N/A

Length: 2 Semesters

Course Description:

Year 9 Geography students explain how geographical processes change the characteristics of places. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. Students analyse alternative strategies to a geographical challenge using environmental, social and economic criteria.

Students will study the following:

- Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity
- Environmental, economic and technological factors that influence crop yields in Australia and across the world

Year 9 History students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students will study the following:

- The industrial revolution
- Great Bengal famine of 1770

Year 9 Civics and Citizenship students evaluate features of Australia’s political system, and identify and analyse the influences on people’s political choices. They explain the key principles of Australia’s system of justice and analyse the role of Australia’s court system. They analyse a range of factors that influence identities and attitudes to diversity. They reflect on how groups participate and contribute to civic life. Students will study the following:

- What factors influence Australian democracy
- How the media portrays and influences political issues

Year 9 Enterprise and Business students explain the role of the Australian economy in allocating and distributing resources, and analyse the interdependence of participants in the global economy. They explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. They explain why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used. Students analyse the roles and responsibilities of participants in the workplace.

Students will study the following:

- Australia as a trading nation and its place within the rising economies of Asia and broader global economy
- Why and how participants in the global economy are dependent on each other

Assessment: Students will be assessed using the Australian Curriculum Achievement Standard.

Other Comments: Nil

Year 9 Health and Physical Education

Information Contact: Health and Physical Education Teacher

Desired Background: N/A

Course Description:

The *Australian Curriculum: Health and Physical Education* has two interrelated strands:

- Personal, social and community health
- Movement and physical activity

A variety of practical activities and health related theory topics will be delivered so students can enhance their own and others’ health and wellbeing and physical activity. Students will take part in cooperative, competitive group and individual activities that require skill development, planning and application of strategies and tactics.

Assessment:

Students are assessed in a variety of ways including practical performance checklist, assignments, test whilst addressing the General Capabilities.

Other Comments: Nil

Year 9 Home Economics

Information Contact: Home Economics Teacher

Desired Background: N/A

Course Description:

Students will develop appropriate skills and knowledge in relation to food, nutrition and food preparation. Students will explore the historical factors that have influenced eating patterns in Australia with particular focus on multiculturalism and the political and social changes of the family unit.

Assessment:

Students are assessed on practical skill development and group participation work. Students will demonstrate their understanding of the topics covered through design briefs, investigative reports, and production of information in a variety of formats.

Other Comments: Nil

Year 9 Mathematics

Information Contact: Mathematics Teacher

Desired Background: N/A

Course Description:

Our Year 9 Mathematics course is developed using the proficiency strands of understanding, fluency, problem solving and reasoning to enable our students to develop their skills and understanding of the Australian Curriculum content. Students investigate and study mathematical concepts in number and algebra (including real numbers and money and financial mathematics), measurement and geometry (including volume calculations and trigonometric investigations) and statistics and probability (including chance and population statistics).

Assessment:

Students will be given a range of assessment tasks in order to demonstrate their achievement against the Year 9 Mathematics Achievement Standard. These tasks may take the form of directed investigations or supervised tests.

Other Comments: Nil

Year 9 Music

Information Contact: Music Teacher

Desired Background: Year 8 Music

Course Description:

Students will learn a musical instrument of their choice and/or voice so that they can begin to develop specialist technical skills. Practical lessons will allow students to prepare and present music in the class band and as soloists. Students will begin to explore music industry skills, starting with safe management of live sound equipment such as microphones, cables, amplifiers and speakers.

Areas of skill development include:

- Music notation and terminology
- Practical music playing/singing skills
- Composing digital music works

Assessment: Students are assessed using the Australian Curriculum Achievement Standards.

Other Comments: Nil

Year 9 Science

Information Contact: Science Teacher

Desired Background: N/A

Course Description:

Year 9 students are able to develop their scientific inquiry skills through experiencing ecosystems, radioactivity, chemical reactions, plate tectonics and wave motion as outlined by the Australian Curriculum. Science as a Human Endeavour (SHE) gives meaning and purpose to the various fields of knowledge studied by our students. Students learn to question their own observations, learn from experimentation (or from the vast pool knowledge shared by those scientific thinkers who came before them) and become adept at questioning the world around them.

Assessment:

Various types of assessments may be used, including research assignments, student led inquiries, experiments, laboratory reports and supervised tests. Together these assessment tasks will form the evidence of learning against the Year 9 Science Achievement Standard.

Other Comments:

Students will be encouraged to participate in extra-curricular activities such as Science Week.

Year 9 Visual Arts

Information Contact: Visual Arts Teacher

Desired Background: Successful completion of Year 8 Visual Arts

Course Description:

One semester

Students complete one semester of art. They build on and further develop their learning from year 8 Visual Arts. This course will emphasise the practical side of art and will include techniques in areas such as painting, drawing, printmaking, design, technologies and sculpture.

The course will provide opportunities for students to develop:

- critical and creative thinking using visual arts language
- various problem solving strategies and idea development processes
- knowledge and analysis of art and artists from a historical, contemporary and cultural view
- confidence, imagination and enjoyment when making art works
- prepare work for display and understand processes of exhibiting work
- an understanding of the arts industry

Assessment:

- Folio of developmental practical work and final pieces.
- Research and theory work.

Other Comments:

This course will support students who have an interest in pursuing the Visual Arts and/or Design at Year 10, 11 and 12.

Year 10

Year 10 Design Technologies: Digital Communication Solutions: Photography

Information Contact: Digital Communication Solutions: Photography Teacher

Desired Background: N/A

Course Description:

Students are guided in learning in-camera techniques with quality D-SLR cameras and are introduced to current post-production enhancement techniques. They use Adobe Suite with related software to enhance and improve photos. Students edit photos to demonstrate current and popular photographic conventions with the aim to produce high quality photographic images for reproduction and exhibition. Students publish their photos using online applications and services.

Assessment:

Students are assessed using the Australian Curriculum Achievement Standards.

Other Comments: Nil

Year 10 Design and Technology - Woodwork

Information Contact: Technology Teacher

Desired Background: N/A

Course Description:

This course is based upon an individually designed assignment using framing joints or solid carcass construction. Wood turning is an option during this course. Technical writing, designing and graphics will be related to the student design brief.

Students design and complete:

- Working drawing
- Cost and construct procedure for the project
- Stain and apply clear finish if desired
- Evaluation of final product and processes.

Students will make at least one project using a plate jointing machine and possibly a range of portable power tools. Wood turning may be available.

Assessment:

Assessment will be through practical projects and theory exercises.
A design brief will be required, including sketches, drawings and an evaluation.
This will be foundation work for the "Folio" required at Stage 1 and 2

Other Comments:

Each student will be allocated \$20 for consumables and materials at the commencement of the course. Costs in excess of \$20 are to be met by the student.

Year 10 Drama

Information Contact: Drama Teacher

Desired Background: Year 9 Drama

Course Description:

Students develop their knowledge of performance and production skills and techniques. Specific areas include ensemble, improvisation, set design, lighting, sound, costume and makeup effects and stage direction.

Assessment:

Group performance and rehearsal /construction process (including technical and backstage crew), research tasks including writing reviews of a live performance, keeping a detailed and reflective journal of their learning and experience and participation in the whole school showcase (e.g. Beyond MAD).

Other Comments:

Learning experiences in Year 10 Drama are designed to prepare students for the theoretical and practical requirements of Drama in the SACE. The group performance, rehearsal, construction and theory components of the course are therefore given equal weighting.

Year 10 English

Full Year

Information Contact: English Teacher

Desired Background: N/A

Course Description:

This course aims to develop student skills in reading, viewing, speaking, listening, writing and creating texts within the Australian Curriculum strands of language, literature and literacy. In the formal study of a variety of text types, students develop an understanding of the way texts are constructed for a variety of purposes and audiences. Students compose their own texts that are expressive and appropriately structured. Students develop skills in working with others and confidence in speaking to an audience. Students also develop their skills in critically analysing a variety of text types and genres.

Assessment:

A range of written, oral and multimodal tasks each term.

Other Comments:

This subject provides opportunities for students to develop skills in preparation for Stage 1 English.

Year 10 HASS (Civics and Citizenship, Enterprise and Business)

Information Contact: HASS Teacher

Desired Background:

Length: 1 Semester

Course Description:

Students develop their understanding of economics and business concepts by considering Australia's economic performance and standard of living. Students look into the ways governments manage economic performance to improve living standards, along with the reasons why economic performance and living

standards differ within and between economies. Students examine the consequences of decisions and the responses of business to changing economic conditions, including the way they manage their workforce and function in key economies.

Year 10 Health and Physical Education

Information Contact: Health and Physical Education Teacher

Desired Background: N/A

Course Description:

The *Australian Curriculum: Health and Physical Education* has two interrelated strands:

- Personal, social and community health
- Movement and physical activity

Theory topics include: *Fitness and Body Systems*. Students explore their own physical capacities and analyse performance, health and lifestyle issues.

Assessment:

Students are assessed in a variety of ways including: practical performance checklist, assignments, test whilst addressing the General Capabilities.

Other Comments: Nil

Year 10 Home Economics

Information Contact: Home Economics Teacher

Desired Background: N/A

Course Description:

Students design and prepare healthy meals using local and seasonal produce. Contemporary trends and styles will be investigated incorporating an interdisciplinary approach to learning including the Arts, Media and Business and Enterprise topics such as sustainability, 'eating green', food styling techniques and the operation of the Springbank Café are a focus of study.

Assessment:

Practical tasks will be assessed focussing on safety skills, management of resources and teamwork. Knowledge and understanding of topics will be demonstrated through self-reflection of practical tasks, evidence submitted in a variety of formats and feedback.

Other Comments: Nil

Year 10 Mathematics

Information Contact: Mathematics Teacher

Desired Background: N/A

Course Description:

Our Year 10 Mathematics course is developed using the proficiency strands of understanding, fluency, problem solving and reasoning to enable our students to develop their skills and understanding of the Australian Curriculum content. Students investigate and study mathematical concepts in number and algebra

(including simple and compound interest and factorising equations), measurement and geometry (including Pythagoras's Theorem) and statistics and probability (including comparison and interpretation of statistical data).

Assessment:

Students will be given a range of assessment tasks in order to demonstrate their achievement against the Year 10 Mathematics Achievement Standards. These tasks may take the form of Directed Investigations or supervised tests.

Other Comments: Nil

Year 10 Science

Information Contact: Science Teacher

Desired Background: N/A

Course Description:

Year 10 students are able to develop their scientific inquiry skills through experiencing genetics, trends in the Periodic Table, earth and space science and motion as outlined by the Australian Curriculum. Science as a Human Endeavour (SHE) gives meaning and purpose to the various fields of knowledge studied by our students. Students learn to question their own observations, learn from experimentation and become adept at questioning the world around them.

Assessment:

Various types of assessments may be used, including research assignments, student led inquiries, experiments, laboratory reports and supervised tests. Together these assessment tasks will form the evidence of learning against the Year 10 Science Achievement Standard.

Other Comments:

Students will be encouraged to participate in extra-curricular activities such as Science Week.

Year 10 Visual Arts

Information Contact: Visual Arts Teacher

Desired Background: Successful completion of Year 9 Visual Arts

Course Description:

One semester

Students build on and extend their previously acquired skills from Year 8 and 9 Visual Arts. They will be encouraged to express their own ideas and further develop techniques in areas such as painting, drawing, printmaking, sculpture and technologies or graphic, product or environmental design with a written supporting artist's statement.

The Visual Study includes experimentation of style, media and techniques based on research and analysis of artists or designers work.

Assessment:

- Folio of developmental practical work
- Resolved final practical including an artist's statement
- Visual Study

Other Comments: Nil

Personal Learning Plan

Information Contact: PLP Teacher

Desired Background: N/A

Course Description:

The Personal Learning Plan helps students to:

- plan their personal and learning goals for the future
- make informed decisions about their personal development, education and training.

Developing goals for the future will engage students in activities such as:

- selecting subjects, courses and other learning relevant to pathways through and beyond school
- investigating possible career choices
- exploring personal and learning goals.

The Personal Learning Plan is allocated 10 credit points towards the SACE and students must achieve a C- standard or better.

Assessment:

Students are required to present evidence of their learning based with the seven SACE capabilities of:

1. literacy
2. numeracy
3. information and communication technology capability
4. critical and creative thinking
5. personal and social capability
6. ethical understanding
7. intercultural understanding.

Other Comments: The Personal Learning Plan is a compulsory subject of the SACE. Students must achieve a C- or better subject grade.

THE SACE (South Australian Certificate of Education)

What is the SACE?

Students who successfully complete the requirements are awarded the South Australian Certificate of Education (SACE). The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (normally undertaken in Year 12).

How do students get the SACE?

Students can gain their SACE in the equivalent of two years of full-time study:

- Stage 1, mostly undertaken in Year 11, except for the Personal Learning Plan, undertaken in Year 10.
- Stage 2, which most students undertake in Year 12.

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

Students will receive a grade from A to E for each subject (A+ to E- at Stage 2). For compulsory subjects, they will need to achieve a C grade or better.

The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1)
- Literacy – 20 credits from a range of English subjects (Stage 1)
- Numeracy – 10 credits from a range of mathematics subjects (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board recognised courses of a student's choice.

Modified SACE

Springbank Secondary College and the SACE Board make adjustments in curriculum and assessment to enable students with disability to access and participate in SACE programs, and associated assessments, on the same basis as other students.

To meet the learning needs of individual students with significant impairment in intellectual functioning and/or adaptive behaviours associated with their disability, the SACE Board makes available a set of modified subjects. Modified subjects are highly individualised subjects in which curriculum and assessment are designed around development of one or more SACE capabilities and personal learning goals that are appropriate for the student.

What is VET and how can I do it?

VET stands for Vocational Education and Training. These options help students build pathways in the SACE through VET, and encourage students to complete, or make significant progress towards completing, VET qualifications while completing the SACE. More detailed information can be found at: <https://isca.eschoolsolutions.com.au> or on page 34 of this guide.

To complete the SACE, students must achieve 200 SACE credits, 150 of which can be gained through VET. Within these, students must also satisfy the literacy and numeracy requirements of the SACE. The remaining 20 credits are gained from the Personal Learning Plan (10 credits) and the Research Project (10 credits). Under the Work Ready initiative a range of TAFE Certificate 1 and 2 level courses are fee free for students who leave school and are over the age of 16 years. For more information visit: www.skills.sa.gov.au

The recognition arrangements for VET in the SACE will include:

- completed qualifications

- partly completed qualifications

Students can earn 5 SACE credits for successfully completing 35 hours of VET, and 10 SACE credits for 70 hours. The SACE Board will decide whether the SACE credits earned for a particular VET qualification will be recognised at Stage 1 or Stage 2. Students can refer to the VET Recognition Register for more information about Stage 1 and Stage 2.

For more information about VET and to check the VET Recognition Register, visit:

www.sace.sa.edu.au

What is community learning?

Students are able to earn SACE credits for community learning in two ways – Community-developed Programs and Self-directed Community Learning.

Community-developed Programs include, for example, the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service. Program details are updated as new information becomes available.

Self-directed Community Learning is gained through informal community activities such as coaching a sports team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

For more information on community learning, visit:

www.sace.sa.edu.au

University and TAFE entry

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes.

Students who complete the SACE are eligible for university entry, provided they meet certain requirements. For university entry, students need to achieve 80 credits at Stage 2, including three Stage 2 subjects worth 20 credits each. The final Stage 2 credits can be gained in a variety of ways defined by the universities. Universities also specify required subjects for some of their courses.

Full details of university and TAFE entry requirements are included in the Tertiary Entrance Booklet published by the South Australian Tertiary Admissions Centre. Go to the SATAC website for more information.

www.satac.edu.au

Interstate, overseas and adult students

SACE Board will grant status for equivalent learning in recognised areas for interstate, overseas and adult students. For more information about meeting the Stage 1 compulsory requirements, visit:

www.sace.sa.edu.au/the-sace/students-families

Students Online

Students Online is a one-stop-shop for information about an individual student's SACE. It can help students:

- plan their SACE and look at different subject, or
- subject and course, combinations
- check their progress towards completing their SACE
- access their results.

Students can log in to Students Online using their SACE registration number and pin at:

www.sace.sa.edu.au/students-online

SACE Requirements

Stage 1 Personal Learning Plan
compulsory subject at a C grade or better

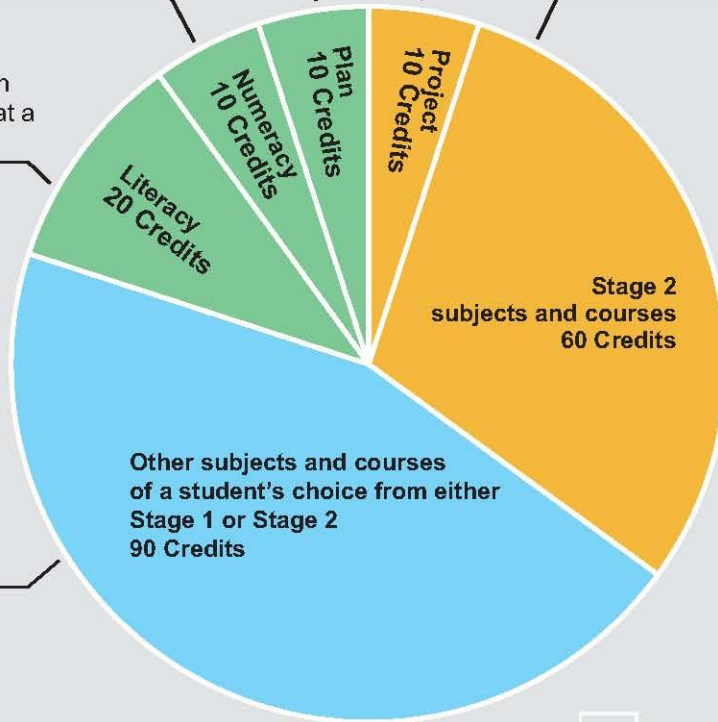
Stage 2 Research Project
compulsory subject at a C grade or better

Numeracy
from a range of mathematics subjects and courses at a C grade or better

Stage 2
from a range of subjects and courses at a C grade or better

Literacy
from a range of English subjects and courses at a C grade or better

Other
Stage 1 or Stage 2 subjects and courses



SACE = 200 Credits

- Stage 1 = 40 Credits
- Stage 2 = 70 Credits
- Stage 1 or 2 = 90 Credits

SCHOOL OF LANGUAGES

The option for students who wish to complete or undertake Languages at a senior school level for their SACE is available through enrolment at the School of Languages.

The School of Languages is a specialist government school providing programs in a broad range of languages, which complement and supplement language programs offered in mainstream schools.

School of Languages courses are available to students unable to study the language of their choice in their school.

Language Courses: SACE Stages 1-2

Languages offered

Afrikaans	German	Persian
Arabic	Hindi	Pitjantjatjara
Auslan	Indonesian	Polish
Bosnian	Italian	Punjabi
Chinese	Japanese	Serbian
Croatian	Khmer	Spanish
Dinka	Korean	Vietnamese
French	Nepali	

All courses are after hours, one lesson per week.

A range of locations are available.

Levels

Most languages are offered at SACE Stages 1 and 2 levels. Some languages are offered at year 8, 9 and 10 levels.

How to Enrol

Speak to the Student Pathways Leader who will contact the School of Languages.

For more information about the School of Languages, please visit them at

www.schooloflanguages.sa.edu.au

RECOGNISED COMMUNITY-DEVELOPED PROGRAMS



SACE
Board of SA

Organisation	Start date	Award/Program	SACE Stage	SACE Credits	Area of Community Learning
Australian Air Force Cadets	1 January 2004	Home Training – Proficiency course	Stage 1	20	Self-development
		Home Training – Advanced course	Stage 1	20	
		Home Training – Qualified course	Stage 2	20	
Australian and New Zealand Cultural Arts Limited	1 January 2003	Music Practical Grade 5	Stage 1	10	Performance
		Music Practical Grade 6	Stage 2	10	
		Music Practical Grade 7	Stage 2	10	
		Music Practical Grade 8	Stage 2	10	
Australian Army Cadets	1 January 2004	Cadet Training Unit Course + Radio Communication Training Course	Stage 1	20	Self-development
		Junior Leaders Course (Corporal)	Stage 1	10	
Australian Business Week	1 January 2010	Enterprise Education Program	Stage 1	10	Work Skills and Career Development
Australian Guild of Music and Speech	1 January 2001	Practical Music Grade 5	Stage 1	10	Performance
		Practical Music Grade 6	Stage 2	10	
		Practical Music Grade 7	Stage 2	10	
		Practical Music Grade 8	Stage 2	10	
Australian Music Examinations Board	1 January 2003	Practical Music Grade 5	Stage 1	10	Performance
		Practical Music Grade 6	Stage 2	10	
		Practical Music Grade 7	Stage 2	10	
		Practical Music Grade 8	Stage 2	10	
		Practical Music for Leisure Grade 5	Stage 1	10	
		Practical Music for Leisure Grade 6	Stage 2	10	
		Practical Music for Leisure Grade 7	Stage 2	10	
		Practical Music for Leisure Grade 8	Stage 2	10	
	1 January 2008	Drama and Performance Grade 6	Stage 2	10	
		Drama and Performance Grade 7	Stage 2	10	
		Voice and Communication Grade 8	Stage 2	10	
	1 January 2011	Drama and Performance Grade 8	Stage 2	20	
		Drama and Performance Certificate (CDPA)	Stage 2	20	
		Drama and Performance Associate Diploma (Performer) ADPA	Stage 2	20	

Organisation	Start date	Award/Program	SACE Stage	SACE Credits	Area of Community Learning
Australian Music Examinations Board (cont.)	1 January 2011	Drama and Performance Licentiate Diploma (Performer) LDPA	Stage 2	20	Performance
		Certificate in Voice and Communication Australia (CVCA)	Stage 2	20	
		Voice and Communication Associate Diploma in Professional Communication (APCA)	Stage 2	20	
Catholic Education SA	1 January 2001	Choices for Indigenous Secondary Students (CISS)	Stage 1	10	Self-development
Cecchetti Ballet Australia Inc	1 January 2011	Ballet Intermediate 1 and 2	Stage 1	20	Performance
		Ballet Advanced 1 and 2	Stage 2	20	
CISCO Networking Academy	1 January 2010	CNNA Discovery 1	Stage 1	10	Self-development
		CNNA Discovery 2	Stage 1	10	
		CNNA Discovery 3	Stage 2	10	
		CNNA Discovery 4	Stage 2	10	
		CNNA Exploration 1	Stage 2	10	
		CNNA Exploration 2	Stage 2	10	
		CNNA Exploration 3	Stage 2	10	
		CNNA Exploration 4	Stage 2	10	
Commonwealth Society of Teachers of Dancing	1 January 2011	Modern Jazz Grade 6	Stage 1	10	Performance
		Modern Jazz Grade 7	Stage 1	10	
		Modern Jazz Grade 8	Stage 2	20	
		Theatrical Dance Pre-Advanced Level	Stage 1	10	
		Theatrical Dance Advanced Level	Stage 1	10	
		Classical Ballet Sub-Elementary Grade 7	Stage 1	10	
		Classical Ballet Elementary Grade 7	Stage 1	10	
		Classical Ballet Intermediate Grade 7	Stage 1	10	
		Tap Dance Advanced Gold	Stage 1	10	
		Tap Dance Advanced Gold Bar	Stage 1	10	
		Tap Dance Advanced Gold Star	Stage 1	10	

Organisation	Start date	Award/Program	SACE Stage	SACE Credits	Area of Community Learning
Duke of Edinburgh's Award* *An attachment will indicate the award is appropriate for SACE recognition	1 January 2004	Bronze Award	Stage 1	10	Self-development
		Silver Award	Stage 1	20 (if Bronze not done)	
		Silver Award	Stage 1	10 (if Bronze done)	
	1 January 2010	Gold Award	Stage 2	20	
The Equestrian Federation of Australia	1 January 2010	Introductory Horse Management	Stage 1	10	
		Introductory Riding Program	Stage 1	10	
Guides Australia	1 January 2001	Queen's Guide Award	Stage 1 + Stage 2	30 + 20	Self-development
Operation Flinders Foundation	1 January 2004	Certificate of Achievement	Stage 1	20	Self-development
Royal Academy of Dance	1 January 2011	Classical Ballet Advanced Foundation	Stage 1	10	Performance
		Classical Ballet Advanced 1	Stage 1	10	
		Classical Ballet Advanced 2	Stage 1	10	
		Classical Solo Seal Award	Stage 2	20	
Royal Life Saving Society (SA Branch)	1 January 2001	Bronze^ Medallion + Senior First Aid Certificate	Stage 1	10	Volunteering
		Bronze Cross	Stage 1	10	
		Award of Merit	Stage 2	10	
		Distinction	Stage 2	10	
		Pool Lifeguard	Stage 1 + Stage 2	10 + 10	
AUSTSWIM (SA Business Centre)		Austswim Teacher	Stage 2	10	Volunteering
SA Country Fire Service <small>*Statement of Attainment is required</small>	1 January 2004	Basic Firefighting 1	Stage 1 (+ credits for VET units of competency*)	20	Volunteering
SA State Emergency Service	1 January 2004	Induction and Basic Skills Course	Stage 1	20	Volunteering
SA Tall Ships Inc.	1 January 2004	Adventure Sail Training Voyage	Stage 1	20	Self-development
		Leader	Stage 2	20	
Scouts Australia	1 January 2004	Queen's Scout Award	Stage 1 + Stage 2	30 + 20	Self-development
St Cecilia School of Music (does not include drum kit)	1 January 2003	Practical Music Grade 5	Stage 1	10	Performance
		Practical Music Grade 6	Stage 2	10	
		Practical Music Grade 7	Stage 2	10	
		Practical Music Grade 8	Stage 2	10	

Organisation	Start date	Award/Program	SACE Stage	SACE Credits	Area of Community Learning
St John Ambulance Australia Cadets* *An attachment will indicate the award is appropriate for SACE recognition	1 January 2004	Senior First Aid + Family Care	Stage 1	10	Volunteering
		Hygienic Food Handling	Stage 1	10	
		Communication	Stage 1	10	
		Casualty Simulation + Defibrillation	Stage 1	10	
Trinity College London	1 January 2003	Music Performance Grade 5	Stage 1	10	Performance
		Music Performance Grade 6	Stage 2	10	
		Music Performance Grade 7	Stage 2	10	
		Music Performance Grade 8	Stage 2	10	
Young Achievement Australia	1 January 2007	Young Achievement Australia Business Skills Program™ Participation Certificate	Stage 1	10	Work Skills and Career Development
		Young Achievement Australia Business Skills Program™ Participation Certificate (High Achievement)			

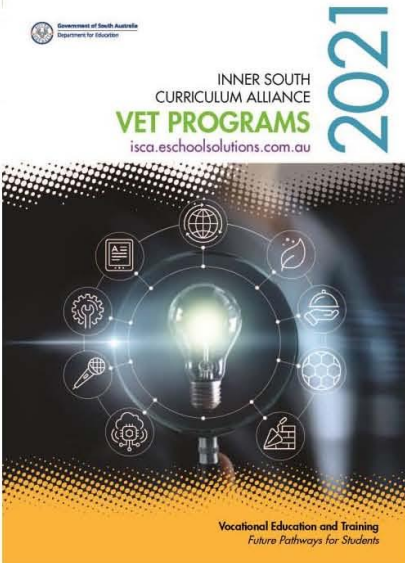
^ Bronze award from Surf Life Saving South Australia Inc may contribute to the SACE as part of the policy for the *Recognition Arrangements for Vocational Education and Training (VET) in SACE*.

INNER SOUTH CURRICULUM ALLIANCE VET PROGRAMS 21



isca.eschoolsolutions.com.au

"Providing opportunities for young people to access quality vocational education and training (VET) programs, vocational literacy and numeracy and career information that create a pathway to their future"

<p>How do I apply for a Regional VET Program?</p> <p>Step 1: Choose a course from this brochure that interests you.</p> <p>Step 2: You must refer to the ISCA website at isca.eschoolsolutions.com.au to see detailed course information prior to applying.</p> <p>Step 3: Obtain an application form from your school's VET Coordinator.</p> <p>Step 4: Ensure that you have generated a Unique Student Identifier (USI) at www.usi.gov.au.</p> <p>Step 5: Carefully read every section of the application form, complete it, making sure all necessary signatures are on it.</p> <p>Step 6: Return the completed form to your VET Coordinator.</p> <p>Step 7: Attend an interview or information session if required.</p> <p>Step 8: You will be advised of the outcome of your application during Term 4.</p>	 <p>Available on the Springbank Secondary College website: www.springbanksc.sa.edu.au</p>
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Please refer to the Inner South Curriculum Alliance VET Programs Booklet which has been distributed to all senior school students for information regarding:

- Regional VET Programs
- School Based Apprenticeships
- Work Ready Funded Training



Stage 1

Year 11 (Stage 1) Biology - 10 credits (1 semester) OR 20 credits (1 year)

Information Contact: Biology Teacher

Desired Background: Sound pass in Year 10 Science

Course description

The 3 strands of science; science inquiry skills (SIS); science as a human endeavour (SHE) and science understanding are integrated throughout the learning.

There are 4 possible topics at stage 1:

- Topic 1: Cells and Microorganisms
- Topic 2: Infectious disease
- Topic 3: Multicellular organisms
- Topic 4: Biodiversity and ecosystem Dynamics.

For a 10 credit unit, students study a selection of concepts from at least 2 of these topics.

For a 20-credit unit, students study a selection of concepts from all four topics.

Assessment

There are 2 assessment types:

- Assessment type 1 – Investigations Folio,
- Assessment type 2 – Skills and Applications tasks

For a 10 credit subject students must complete:

- one practical investigation (type 1)
- a Science as a Human Endeavour (SHE) investigation (type 1)
- at least one skills and applications task (SAT) (type 2)

The fourth, essential assessment task will depend of the student cohort and the learning and assessment plan (LAP) developed.

For a 20 credit unit, each of the minimum requirements above doubles.

Other comments

Field science is an important aspect of many experiences. The cost of excursions may be incurred.

Year 11 (Stage 1) Chemistry - 10 credits (1 semester) OR 20 credits (1 year)

Information Contact: Chemistry Teacher

Desired Background: Sound pass in Year 10 Science

Course description

The 3 strands of science; science inquiry skills (SIS); science as a human endeavour (SHE) and science understanding are integrated throughout the learning.

There are 6 possible topics at stage 1:

- Topic 1: Materials and their atoms
- Topic 2: Combinations of atoms
- Topic 3: Molecules
- Topic 4: Mixtures and solutions
- Topic 5: Acids and Bases
- Topic 6: Redox reactions

For a 10 credit unit, students study a selection of concepts from at least 3 of these topics.

For a 20-credit unit, students study a selection of concepts from all six topics.

Assessment

There are 2 assessment types:

- Assessment type 1 – Investigations Folio
- Assessment type 2 – Skills and Applications tasks

For a 10 credit subject students must complete:

- one practical investigation (type 1)
- a Science as a Human Endeavour (SHE) investigation (type 1)
- at least one skills and applications task (SAT) (type 2)

The fourth, essential assessment task will depend of the student cohort and the learning and assessment plan (LAP) developed.

For a 20 credit unit, each of the minimum requirements above doubles.

Other comments

Field science is an important aspect of many experiences. The cost of excursions may be incurred.

Year 11 (Stage 1) Design, Technology and Engineering: Digital Communication Solutions: Photography A and/or B

Information Contact: Digital Communication Solutions: Photography Teacher

Desired Background: Successful completion of Year 10 Digital Communication Solutions: Photography

Course Description:

In Design, Technology and Engineering students use the design and realisation process to engineer solutions for the development of products or systems. Students may:

- Learn to create a design brief that provides the basis for the development of potential solutions to design problems.
- Review design features, processes, materials and production techniques to assist with the realisation of the solution. A solution in this subject is an outcome of the design and realisation process in relation to the chosen context.
- Apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.
- Learn in-camera techniques with not only professional D-SLR cameras, but are guided in getting the most from their own personal smartphone camera.
- Are introduced to current post-production enhancement techniques. They use Adobe CC Suite with related software to enhance and improve photos.
- Edit photos to demonstrate accepted photographic composition rules by applying filters and photographic conventions with the aim to produce high quality photographic images for reproduction and exhibition.

Assessment:

Skills and materials tasks (theory and practical), folio and major product task.

Other Comments:

Success in Digital Communication Solutions: Photography A or B Stage 1 can lead to Digital Communication Solutions: Photography Stage 2.

Year 11 (Stage 1) Design and Technology - Material Products - Furniture Construction

Information Contact: Technology Teacher

Desired Background:

There are no pre entry requirements for this subject; however successful completion of Year 10 level Design and Technology course would be advantageous.

Course Description:

This course is based upon an individually designed assignment using framing joints and/or solid carcass construction. The emphasis for this subject is traditional Joinery and all work is completed using traditional and counterpart commercial woodworking methods. A furniture project will be a significant part of the semester's assessment. Technical writing, designing and graphics (including Autodesk Inventor) will be related to the student design brief.

Students design and complete:

- Working drawing
- Cost and construct procedure for the project
- Stain and apply clear finish if desired
- Evaluation of final product and processes.

Orthographic drawing is covered and wood turning may be available.

Students will make at least one project using the processes and equipment available.

Design skills, issues and evaluation are key areas of the course which has a heavy practical focus and would provide a suitable foundation for future students of D2C.

Students are prepared for the further study of Woodwork at Stage 2.

Assessment:

Assessment will be judged against the SACE performance standards in the following areas:

- Several skills tasks
- Materials investigation
- Folio (As an element of the design task, students will develop and display a design folio, as evidence of the design processes.)
- Major product

Other Comments:

Each student will be allocated \$20 for consumables and materials at the commencement of the course.

Costs in excess of \$20 are to be met by the student.

Year 11 (Stage 1) Drama A and/or B

Information Contact: Drama Teacher

Desired Background: Year 10 Drama

Course Description:

Students plan, rehearse and perform a major production. They engage in a critical analysis of their own works and the works of others and develop their understanding of specific aspects of theatre.

Assessment:

Performance: Group production - 30%

Folio: Live theatre review, evaluation of own role and performance in the group production - 40%

Investigation: Oral/Visual presentation of an aspect of the dramatic arts (theatre) - 30%

Other Comments:

Students may choose to study Drama for a semester or for a full year.

The ensemble may also be involved with presenting or supporting performances for the whole school showcase (e.g. Beyond MAD).

Year 11 (Stage 1) English A + B

Information Contact: English Teacher

Desired Background: Successful completion of Year 10 English

Course Description:

- Exploration of ideas, perspectives and aspects of culture in texts.
- Creation of imaginative, interpretive, analytical and persuasive written, oral and multimodal texts.
- Emphasis on intertextuality.
- English is a compulsory part of the SACE and students must achieve a C or better standard.
- Studied in semester 1 and 2.

Assessment:**Knowledge and Understanding; Analysis and Application.**

- Responding to Texts (50%)
 - Written, oral and/or multimodal responses to a text or texts.
- Creating Texts (25%)
 - Written, oral and/or multimodal texts.
- Intertextual Study (25%)
 - Independent study: written response.

Other Comments: Successful completion of Stage 1 English leads to the study of Stage 2 English Literary Studies and Stage 2 English.

Year 11 (Stage 1) Essential English A + B

Information Contact: Essential English Teacher

Desired Background: Year 10 English

Course Description:

- Using language in personal, social, every day and workplace settings.
- Using language to explore and analyse ideas and perspectives in texts.
- Using language to create a range of written, oral and multimodal texts.
- Studied in semester 1 and 2.
- Essential English is a compulsory part of the SACE and students must achieve a C or better standard.

Assessment:**Communication; Comprehension; Analysis; Application**

- Responding to Texts (50%)
 - Written, oral and/or multimodal responses to a text or texts.
- Creating Texts (50%)
 - Written, oral and/or multimodal texts.

Other Comments:

Successful completion of Stage 1 Essential English leads to the study of Stage 2 Essential English.

Year 11 (Stage 1) Essential Mathematics A or B

Information Contact: Mathematics Teacher

Desired Background:**Course Description:**

- Extension of mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts.
- Application of mathematics in diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.
- Emphasis on developing computational skills and expanding an application of mathematical skills in flexible and resourceful ways.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 1 Essential Mathematics:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Folio

For a 10-credit subject, students provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

- at least two skills and applications tasks
- at least one folio task.

For a 20-credit subject, students provide evidence of their learning through eight assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

- at least four skills and applications tasks
- at least two folio tasks.

Other Comments:

This subject is intended for students planning to pursue a career in a range of trades or vocations.

Year 11 (Stage 1) Food and Hospitality Studies A or B

Information Contact: Food and Hospitality Teacher

Desired Background: N/A

Course Description:

Students examine the factors that influence people's food choices and the health implications of these choices. They examine the diverse nature of the hospitality industry in meeting the needs of their clients and pathways to employment in this sector.

Students study topics within one or more of the following areas of study:

- Food, the Individual and the Family
- Local and Global Issues in Food and Hospitality - including Paddock to Plate

- Trends in Food and Culture
- Food and Safety
- Food and Hospitality Industry - including operations of the Springbank Cafe

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

Practical Activity - 50%

Group Activity - 25%

Investigation - 25%

Other Comments: Nil

Year 11 (Stage 1) General Mathematics A or B

Information Contact: Mathematics Teacher

Desired Background: N/A

Course Description:

- Extension of students' mathematical skills in ways that apply to practical problem solving.
- Topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 1 General Mathematics.

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Mathematical Investigation

For a 10-credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

- at least two skills and applications tasks
- one mathematical investigation.

For a 20-credit subject, students should provide evidence of their learning through eight assessments. Each assessment type should have a weighting of at least 20%.

Students undertake:

- at least four skills and applications tasks
- two mathematical investigations.

Other Comments:

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

Year 11 (Stage 1) Business and Enterprise - 1 semester

Information Contact: HASS Teacher

Desired Background: A pass or better in Year 10 HASS.

Course Description:

Students develop the knowledge, skills, and understandings to engage in today's business world. Students are immersed, as entrepreneurs, in the process of finding and solving customer problems through innovation and planning tools. Students develop financial awareness and decision-making skills. Students consider the opportunities and challenges associated with start-up and existing businesses in the modern, connected world. They consider how digital and emerging technologies present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on communities.

Assessment:

Students are assessed using the SACE Performance Standards.

Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Business Skills
- Assessment Type 2: Business Pitch

Year 11 (Stage 1) Mathematics A or B

Information Contact: Mathematics Teacher

Desired Background: Completion of year 10 Mathematics

Course Description:

- Development of an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments and proofs, and using mathematical models.
- Development of a deep understanding of the physical world through a sound knowledge of relationships involving rates of change.
- Use of statistics to describe and analyse phenomena that involve uncertainty and variation.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage1 Mathematics:

Assessment Type 1: Skills and Applications Tasks

Assessment Type 2: Mathematical Investigation.

For a 10-credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%.

Students complete:

- at least two skills and applications tasks
- one mathematical investigation.

For a 20-credit subject, students should provide evidence of their learning through eight assessments. Each assessment type should have a weighting of at least 20%.

Students complete:

- at least four skills and applications tasks
- two mathematical investigations.

Other Comments:

Stage 1 Mathematics provides the foundation for further study in mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Stage 2 Mathematical Methods can lead to tertiary studies of 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.

Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science and laser physics. Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Year 11 (Stage 1) Physical Education A or B

Information Contact: Health and Physical Education Teacher

Desired Background:

Course Description:

Stage 1 Physical Education may be undertaken as a 10-credit or a 20-credit subject.

Through Physical Education, students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

Focus Areas:

Stage 1 Physical Education has three focus areas:

- Focus Area 1: In movement
- Focus Area 2: Through movement
- Focus Area 3: About movement

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 1 Physical Education:

- Assessment Type 1: Performance Improvement
- Assessment Type 2: Physical Activity Investigation

Other Comments: Nil

Year 11 (Stage 1) Physics - 10 credits (1 semester) OR 20 credits (1 year)

Information Contact: Physics Teacher

Desired Background: A pass or better in Year 10 Science.

Course description

The 3 strands of science; science inquiry skills (SIS); science as a human endeavour (SHE) and science understanding are integrated throughout the learning.

There are 6 possible topics at stage 1:

- Topic 1: Linear motion and forces
- Topic 2: Electric circuits
- Topic 3: Heat
- Topic 4: Energy and momentum
- Topic 5: Waves
- Topic 6: Nuclear models and radioactivity

For a 10 credit unit, students study a selection of concepts from at least 3 of these topics.

For a 20-credit unit, students study a selection of concepts from all six topics.

Assessment

There are 2 assessment types-

- Assessment type 1 – Investigations Folio
- Assessment type 2 – Skills and Applications tasks

For a 10 credit subject students must complete:

- one practical investigation (type 1)
- a Science as a Human Endeavour (SHE) investigation (type 1)
- at least one skills and applications task (SAT) (type 2)

The fourth, essential assessment task will depend of the student cohort and the learning and assessment plan (LAP) developed.

For a 20 credit unit, each of the minimum requirements above doubles.

Other comments

Field science is an important aspect of many experiences. The cost of excursions may be incurred.

Year 11 (Stage 1) Psychology - 1 semester

Information Contact: Psychology Teacher

Desired Background: A pass or better in Year 10 Science.

Course Description:

This 10 Unit SACE course covers two of the topics from:

- Cognitive Psychology
- Neuropsychology
- Lifespan Psychology
- Emotion
- Psychological Wellbeing
- Psychology in Context

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed.

Assessment:

Evidence of learning:

Assessment type 1: Investigations Folio

One psychological investigation, which includes a deconstructed problem and design of a psychological investigation.

One investigation with a focus on science and a human endeavour.

Assessment type 2: Skills and Application Tasks

At least one skills and application task that allows the student to apply their science inquiry skills, demonstrate knowledge and understanding of key psychological concepts and learning.

Dependant on the student cohort, this may take the form of:

- An oral presentation
- An extended response
- A structured interview
- Representation of concepts

Year 11 (Stage 1) Scientific Studies - 10 credits (1 semester) OR 20 credits (1 year) subject

Information Contact: Scientific Studies Teacher

Desired Background: A pass or better in Year 10 Science.

Course description

Stage 1 Scientific studies provide a framework for developing integrated learning programs through which students extend their skills, knowledge and understanding of the three strands of science - science inquiry skills (SIS); science as a human endeavour (SHE) and science understanding are integrated throughout the learning.

Science inquiry skills are the focus of learning in this subject. The contexts that students use to explore and inquire into aspects of science are chosen to suit their particular interests. The contexts selected will enable students to actively engage in inquiry-based learning and further develop their understanding of scientific concepts.

Assessment:

There are 2 assessment types:

- Assessment type 1 – Inquiry Folio,
- Assessment type 2 – Collaborative Inquiry

For a 10 credit subject students must undertake four assessments, with each having a weighting of at least 20%.

- ✓ One Inquiry folio with –
- Two tasks with a focus on SIS
- One investigation with a focus on SHE
- ✓ One collaborative inquiry

For a 20 credit unit students will undertake six to eight assessments, with each having a weighting of at least 20%.

- ✓ One Inquiry folio with –
- Four tasks with a focus on SIS
- One longer or two shorter investigations with a focus on SHE
- ✓ One longer or two shorter collaborative inquiries.

Other comments:

Field science is an important aspect of many experiences. The cost of excursions may be incurred.

Year 11 (Stage 1) Visual Arts - Art

Information Contact: Visual Arts Teacher

Desired Background: Successful completion of Year 10 Visual Arts

Course Description:

One semester - 10 Credits

This SACE Stage 1 course has been divided into 3 sections.

- The folio is a body of work consisting of 15 A3 sheets of visual ideas. Drawings, paintings and sketches working towards a final piece of art work - 40%.
- The major art work - Using the folio ideas, drawings and paintings students create a final resolved piece of art work. A written practitioner's statement accompanies the art work - 30%.
- The visual study is an in-depth illustrated investigation of several techniques including analysis of artists and their work - 30%.

Assessment:

- The folio

- The major art work
- The visual study

Other Comments:

- Students are expected to pay for materials used in excess of the standard course allowance.
- Students may choose Visual Arts A or B or both A and B.
- Students who have an interest in pursuing the Visual Arts at Year 12 are encouraged to study both Year 11 A and B courses.
- Visual Arts A has a focus on realism in drawing, painting and mixed and multimedia, but can be negotiable
- Visual Arts B has a focus on abstraction in drawing, mixed and multimedia, printmaking and sculpture, but can be negotiable

Year 11 (Stage 1) Visual Arts - Design

Information Contact: Visual Arts Teacher

Desired Background: Successful completion of Stage 1 Visual Arts or Year 10 Visual Arts.

Course Description:

One semester-10 Credits

This SACE Stage 1 course has been divided into 3 sections.

- The folio is a body of work consisting of 15 A3 sheets of visual ideas and take any of the following forms graphic, product, environmental, industrial and fashion design working towards two practicals, one of which is a resolved final work - 40%.
- The major design work - Using the folio ideas, drawings and colour roughs in an art or technology media, students create a final resolved piece of design work. A written practitioner's statement accompanies the art work - 30%.
- The visual study is an in-depth illustrated investigation of several techniques including analysis of designers and their work of between 8-12 A3 sheets and 750 words - 30%.

The course will provide opportunities for students to develop:

- critical and creative thinking using design language
- various problem solving strategies and idea development processes
- knowledge and analysis of design and designers from a historical and or contemporary view
- confidence, imagination and enjoyment when making design works
- an understanding of the design industry

Assessment:

- The folio
- The major art work
- The visual study

Other Comments:

- Students are expected to pay for materials used in excess of the standard course allowance
- Students may choose Visual Arts A or B or both A and B
- Students who have an interest in pursuing the Stage 2 Visual Arts are encouraged to study both Year 11 A and B courses.
- Visual Arts – Design A has a focus graphic and product design, but can be negotiable
- Visual Arts – Design B has a focus on graphic and environmental design, but can be negotiable

Research Project

Information Contact: Research Project Teacher

Desired Background: N/A

Course Description:

The Research Project is a compulsory subject of the SACE and students must achieve a C- standard or better. The subject provides the opportunity for students to study a particular area of interest in depth. It allows students to use their creativity and initiative while developing their research and presentation skills. Students present their key findings by producing a research outcome and provide selected evidence of their research. They evaluate the research processes used, and the quality of their research outcome.

Assessment

School Based Assessment:

- Folio - 30%
- Research Outcome - 40%

External Assessment:

- Evaluation - 30%

Other Comments: Nil

Year 11 (Stage 1) Workplace Practices A or B

Information Contact: Workplace Practices Teacher

Desired Background: N/A

Course Description:

Students participate in the following areas of study:

- Industry and work knowledge
- Vocational learning, VET or vocational learning and VET
- Reflection based on industry knowledge and learning

Students study topics within one or more areas of study:

- Future trends in the workforce
- The value of unpaid work to society
- Career planning
- Workers' rights and responsibilities

Students may participate in work experience, vocational or worksite visits.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

Assessment Type 1: Folio - 50%

Assessment Type 2: Performance - 25%

Assessment Type 3: Reflection - 25%

Other Comments: Nil

Certificate I in Construction (Doorways 2 Construction - D2C) A and B

Information Contact: D2C Teacher

Desired Background: Students must have completed or in the process of completing year 10 or year 11 Design and Technology.

Course Description:

A general construction course providing students with the ability to develop knowledge and skills in all areas of the building industry.

This course is held one day a week for students who are completing Stage 1 or Stage 2 SACE. The Trade Training Centre at Pasadena provides a modern, well equipped work place that allows training to be delivered in an industrial context.

Assessment:

12 Units of competencies booklets and practical
3 weeks of work placement

Other Comments:

Students must attend an interview with the Trainer in order to demonstrate interest and suitability.

Training in:

- White Card
- JSA and SWMS (Job Safety Analyses)
- Asbestos awareness in the workplace

Up to 40 units at Stage 1.

Stage 2 – Full year subjects

Year 12 (Stage 2) Biology - 20 credits

Information Contact: Biology Teacher

Desired Background: N/A

Course description:

The topics in Stage 2 Biology provide a framework for developing integrated learning programs through which students extend their skills, knowledge and understanding of the three strands of science - science inquiry skills (SIS); science as a human endeavour (SHE) and science understanding are integrated throughout the learning.

There are four topics at stage 2 are:

- Topic 1: DNA and proteins
- Topic 2: Cells as the basis of life
- Topic 3: Homeostasis
- Topic 4: Evolution

Assessment:

There are 3 assessment types:

- Assessment type 1 – Investigations Folio
Student must undertake at least 2 practical investigations and one Science as a Human Endeavour (SHE) investigation
- Assessment type 2 – Skills and Applications tasks
Students must undertake at least 3 skills and applications tasks (SAT's)
- Assessment type 3 – Examination – 130 minute, externally assessed e-exam. The time and date of the exam is set by the SACE board of South Australia.

External moderation is an integral part of regulating the standards in all school assessed work and as such assessment type 1 and 2 tasks may be submitted as part of this process.

Other comments:

Field science is an important aspect of many experiences. The cost of excursions may be incurred.

Year 12 (Stage 2) Chemistry - 20 credits

Information Contact: Chemistry Teacher

Course description:

The topics in Stage 2 Chemistry provide a framework for developing integrated learning programs through which students extend their skills, knowledge and understanding of the three strands of science - science inquiry skills (SIS); science as a human endeavour (SHE) and science understanding are integrated throughout the learning.

There are four topics at stage 2 are:

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical processes
- Topic 3: Organic and biological chemistry
- Topic 4: Managing resources

Assessment:

There are 3 assessment types-

- Assessment type 1 – Investigations Folio 30%

Student must undertake at least 2 practical investigations and one Science as a Human Endeavour (SHE) investigation

- Assessment type 2 – Skills and Applications tasks 40%
Students must undertake at least 3 skills and applications tasks (SAT's)
- Assessment type 3 – Examination 30%
130 minute, externally assessed e-exam. The time and date of the exam is set by the SACE board of South Australia.

External moderation is an integral part of regulating the standards in all school assessed work and as such assessment type 1 and 2 tasks may be submitted as part of this process.

Other comments:

Field science is an important aspect of many experiences. The cost of excursions may be incurred.

Year 12 (Stage 2) Design, Technology and Engineering: Digital Communication Solutions: Photography 20 Credits

Information Contact: Digital Communication Solutions: Photography Teacher

Desired Background: Successful completion of Stage 1 Digital Communication Solutions: Photography

Course Description:

A full year course designed for students with a strong interest in photography and digital imaging. Students use the design and realisation process to engineer solutions for the development of products or systems.

Students may:

- Investigate and analyse design features, processes, materials, and production techniques and apply creative thinking to the design of a solution.
- Apply knowledge and understanding of skills, processes, engineering procedures, and techniques using technology to realise the solution.
- Evaluate the solution with reference to the design brief and reflect on processes used in design development and realisation.
- Apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.
- Learn in-camera techniques with not only professional D-SLR cameras but are guided in getting the most from their own personal smartphone camera.
- Are introduced to current post-production enhancement techniques. They use Adobe CC Suite with related software to enhance and improve photos.
- Edit photos to demonstrate accepted photographic composition rules by applying filters and photographic conventions with the aim to produce high quality photographic images for reproduction and exhibition.
- Students publish their photos using online applications and services.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

School assessment (70%)

- Assessment Type 1:
Specialised Skills Task
- Assessment Type 2:
Design Process and Solution External assessment (30%)
- Assessment Type 3:
Resource Study

Other Comments:

As part of their course, students develop their understanding of photographic processes, historical concepts, social and environmental impacts, the impact of technology and sustainability.

Year 12 (Stage 2) Design and Technology - Material Products - Furniture Construction – 20 credits

Information Contact: Technology Teacher

Desired Background: Students wishing to study this course will find it an advantage to have successfully completed a Woodwork course at Stage 1.

Course Description:

This subject focuses on designing and making products using wood as the primary material. Students design and manufacture products or prototypes according to a design brief and develop skills associated with using materials, systems and processes.

Graphic presentation will be required, using the design process, practices and principles relevant to the construction of framed or solid wood projects.

It is anticipated that each student will construct two major items of furniture which reflect some of the typical construction methods used in the furniture industry. Safe use of machines and power tools will be delivered. The application of jigs and “knock down” cabinet fittings are also possible. Quality control and accurate manufacture are emphasised throughout the course.

Assessment:

Assessment will be judged against the SACE performance standards in the following areas.

- 2 specialised skills and application tasks
- A materials investigation task
- The creation of a design folio and furniture product
- A product evaluation.

Other Comments:

Each student will be allocated \$20 for consumables and materials at the commencement of the course. Costs in excess of \$20 are to be met by the student.

Year 12 (Stage 2) Drama - 20 Credits

Information Contact: Drama Teacher

Desired Background: Successful completion of Stage 1 Drama A and/or B

Course Description:

Students plan, rehearse and perform a major production. Students consolidate their ability to analyse theatre and develop their personal interpretations of texts.

Assessment:**School Assessment (70%)**

Assessment Type 1: Group Presentation (20%) - Group analysis and creative interpretation of a dramatic work or innovator.

Assessment Type 2: Folio (30%) - Review and reflection of own performance and at least 2 reviews of live performances.

Assessment Type 3: Interpretative study (20%) - Students investigate and respond to a dramatic innovator by creating a question they answer through their study.

External Assessment (30%)

Assessment Type 4: Performance (30%). – Presentation of dramatic works: Group performance or related off-stage presentation.

Other Comments:

The ensemble may also be involved with presenting or supporting performances for the whole school showcase (e.g. Beyond MAD).

Year 12 (Stage 2) Earth and Environmental Science - 20 credits

Information Contact: Science Teacher

Desired Background:

Course description:

The topics in Stage 2 Earth and Environmental Science provide a framework for developing integrated learning programs through which students extend their skills, knowledge and understanding of the three strands of science - science inquiry skills (SIS); science as a human endeavour (SHE) and science understanding are integrated throughout the learning.

- There are four topics at stage 2 are:
- Topic 1: Earth Systems
- Topic 2: Earth's resources
- Topic 3: Earth's sustainable future
- Topic 4: Climate change

Assessment:

There are 3 assessment types:

- Assessment type 1 – Investigations Folio 30%
Student must undertake at least 2 practical investigations, one of which involves field work and one Science as a Human Endeavour (SHE) investigation
- Assessment type 2 – Skills and Applications tasks 40%
Students must undertake at least 3 skills and applications tasks (SAT's)
- Assessment type 3 – Earth System Study 30%
Students undertake one fieldwork investigation into a local environmental issue, concern, initiative or successful undertaking.

The Earth System Study is externally moderated.

Other comments:

Field science is an important aspect of many experiences. The cost of excursions may be incurred.

Year 12 (Stage 2) English - 20 credits

Information Contact: English Teacher

Desired Background: Year 11 English

Course Description:

Whole year subject.

Exploration of ideas, perspectives and aspects of culture in texts.

Creation of imaginative, interpretive, analytical and persuasive written, oral and multimodal texts.
Emphasis on intertextuality.

Assessment:

Knowledge and Understanding; Analysis and Application.

- Responding to Texts (30%)
 - Three responses to texts. Two must be written and one must be oral; however, one of these may be multimodal.
- Creating Texts (40%)
 - Three texts and one writer's statement. At least one text should be written.
- Comparative Analysis (30%)
 - A written comparative analysis of two texts.

Other Comments: Nil

Year 12 (Stage 2) English Literacy Studies – 20 credits

Information Contact: English Literacy Studies Teacher

Desired Background: Year 11 English

Course Description:

Whole year subject.

Critical interpretation of texts; sustaining a reasoned critical argument.

Power of language to represent ideas, perspectives and values.

Creativity and craft of authors as basis for their own use of English.

Assessment:

Knowledge and Understanding; Analysis; and Application

- Responding to Texts (50%)
 - Up to five responses to texts: oral, written or multimodal.
- Creating Texts (20%)
 - Two written, oral and/or multimodal texts including one transformative text.
- Comparative Text Study (30%)
 - Part A: Comparative essay in written form (15%)
 - Part B: Examination (90 minutes): Critical reading of one or more short texts (15%)

Other Comments: Nil

Year 12 (Stage 2) Essential English - 20 credits

Information Contact: Essential English Teacher

Desired Background: Year 11 Essential English

Course Description:

Whole year subject.

Using English in personal, social, every day and workplace settings.

Assessment:

Communication; Comprehension; Analysis; Application

- Responding to Texts (30%)

- Three responses to texts. At least one response must be written and at least one response in oral or multimodal form.
- Creating Texts (40%)
 - One advocacy text and two additional texts. At least one response must be written and at least one response in oral or multimodal form.
- Language Study (30%)
 - An independent study presented in multimodal form.

Other Comments: Nil

Year 12 (Stage 2) Essential Mathematics - 20 credits

Information Contact: Mathematics Teacher

Desired Background:

Course Description:

- Extension of mathematical skills in ways that apply to practical problem solving in everyday and workplace contexts.
- Application of mathematics in diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.
- Emphasis on developing computational skills and expanding an application of mathematical skills in flexible and resourceful ways.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 Essential Mathematics.

School Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (30%)
- Assessment Type 2: Folio (40%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

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

- four skills and applications tasks
- three folio tasks
- one examination.

Other Comments: Nil

Year 12 (Stage 2) Food and Hospitality Studies - 20 credits

Information Contact: Food and Hospitality Teacher

Desired Background: Stage 1 Food and Hospitality desirable but not essential

Course Description:

Students focus on the impact of the food and hospitality industry on Australian society and examine the contemporary and changing nature of the industry. Students develop relevant knowledge and skills as consumers and/or industry workers.

Students study topics within one or more of the following areas of study:

- Contemporary and future issues
- Economic and environmental issues
- Political and legal influences
- Sociocultural issues
- Technological issues

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

School based assessment

- Practical activity - 50%
- Group activity - 20%

External Assessment

- Investigation - 30%

Other Comments: Nil

Year 12 (Stage 2) General Mathematics – 20 credits

Information Contact: Mathematics Teacher

Desired Background:

Course Description:

- Extension of students' mathematical skills in ways that apply to practical problem solving.
- Topics cover a diverse range of applications of mathematics, including personal financial management, discrete modelling, the statistical investigation process, modelling with linear relationships and application of matrices.

Assessment:

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

School Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (40%)
- Assessment Type 2: Mathematical Investigations (30%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

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

- five skills and applications tasks
- two mathematical investigations
- one examination.

Other Comments: Nil

Year 12 (Stage 2) Mathematical Methods - 20 credits

Information Contact: Mathematics Teacher

Desired Background:

Course Description:

- Development of an increasingly complex and sophisticated understanding of calculus and statistics.
- The use of functions, their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change.
- The use of statistics to describe and analyse phenomena that involve uncertainty and variation.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 Mathematical Methods.

School Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Mathematical Investigation (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

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

- six skills and applications tasks
- one mathematical investigation
- one examination.

Other Comments:

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

Year 12 (Stage 2) Physical Education - 20 credits

Information Contact: Health and Physical Education Teacher

Desired Background:

Course Description:

Physical Education is a 20-credit subject at Stage 2.

In Physical Education, students study human physical activity and its place in the lives of individuals and groups of people. Students examine the practical application of human physical skills and analyse the personal, community, and global issues that surround the role of human physical activity in society.

Students learn mainly through physical activity in a way that promotes immediate as well as long-term benefits to themselves and society. Physical Education is an experiential subject in which students explore their physical capacities and investigate the factors that influence performance. They explore and analyse associated performance, health, and lifestyle issues.

Students acquire an understanding of human functioning and physical activity and an awareness of the community structures and practices that influence participation in physical activity. They develop skills in

communication and investigation and the ability to apply knowledge to practical situations. Students gain enjoyment from skilled performance in individual and group activities.

Assessment:

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

School based assessment (70%)

Assessment Type 1: Practical (50%)

Assessment Type 2: Folio (20%)

External assessment (30%)

Assessment Type 3: Examination (30%).

Other Comments: Nil

Year 12 (Stage 2) Physics - 20 credits

Information Contact: Physics Teacher

Desired Background:

Course description:

The topics in Stage 2 Physics provide a framework for developing integrated learning programs through which students extend their skills, knowledge and understanding of the three strands of science - science inquiry skills (SIS); science as a human endeavour (SHE) and science understanding are integrated throughout the learning.

There are three topics at stage 2 are:

- Topic 1: Motion and relativity
- Topic 2: Electricity and magnetism
- Topic 3: Light and atoms

Assessment:

There are 3 assessment types:

- Assessment type 1 – Investigations Folio 30%
Student must undertake at least 2 practical investigations and one Science as a Human Endeavour (SHE) investigation
- Assessment type 2 – Skills and Applications tasks 40%
Students must undertake at least 3 skills and applications tasks (SAT's)
- Assessment type 3 – Examination 30%
130 minute, externally assessed exam. The time and date of the exam is set by the SACE board of South Australia.

External moderation is an integral part of regulating the standards in all school assessed work and as such assessment type 1 and 2 tasks may be submitted as part of this process.

Other comments:

Field science is an important aspect of many experiences. The cost of excursions may be incurred.

Year 12 (Stage 2) Psychology - 20 credits

Information Contact: Psychology Teacher

Desired Background: A pass in a science subject at Stage 1

Course Description:

This 20 Unit SACE Course covers the following topics:

- Social Cognition
- Learning
- Personality
- Psychobiology of Altered States of Awareness
- Healthy Minds

This subject aims to describe and explain both the universality of human experience and individual and cultural diversity. Students engage in the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Students come to better understand themselves and their social worlds. Psychology also addresses the ways in which behaviour can be changed.

Assessment:

Students are assessed using the SACE Performance Standards. Students demonstrate evidence of their learning through the following assessment types:

- Assessment Type 1: Investigations Folio (30%)
- Assessment Type 2: Skills and Application Tasks (40%)
- Assessment Type 3: External Assessment - Exam (30%)

Year 12 (Stage 2) Scientific Studies - 20 credits

Information Contact: Science Teacher

Desired Background: Stage 1 Sciences

Course description:

The topics in Stage 2 Scientific studies provide a framework for developing integrated learning programs through which students extend their skills, knowledge and understanding of the three strands of science - science inquiry skills (SIS); science as a human endeavour (SHE) and science understanding are integrated throughout the learning.

Science inquiry skills are the focus of learning in this subject. The contexts that students use to explore and inquire into aspects of science are chosen to suit their particular interests. The contexts selected will enable students to actively engage in inquiry-based learning and further develop their understanding of scientific concepts.

Assessment:

There are 3 assessment types:

- Assessment type 1 – Inquiry Folio 50% -school assessed
Student must undertake at least 3 tasks with a focus on SIS, one task with a SHE focus and one individual inquiry design proposal.
- Assessment type 2 – Collaborative Inquiry 20% - school assessed
Students must undertake at least 3 skills and applications tasks (SAT's)
- Assessment type 3 – Individual Inquiry 30% externally assessed
Students undertake one individual inquiry using the proposal developed and assessed in assessment type 1 to conduct a practical investigation for the outcome is uncertain. Students present an individual report.

School assessed materials (assessment type 1 and 2) will be submitted for online moderation.

External assessment materials (individual inquiry) will be submitted for online marking.

Other comments:

Field science is an important aspect of many experiences. The cost of excursions may be incurred.

Year 12 (Stage 2) Specialist Mathematics - 20 credits

Information Contact: Mathematics Teacher

Desired Background:**Course Description:**

- Development of a deeper understanding of mathematical knowledge, skills, and understanding providing opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models.
- The study of functions and calculus.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 2 Specialist Mathematics.

School Assessment (70%)

- Assessment Type 1: Skills and Applications Tasks (50%)
- Assessment Type 2: Mathematical Investigation (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%)

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

- six skills and applications tasks
- one mathematical investigation
- one examination.

Other Comments:

The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students envisaging careers in related fields will benefit from studying this subject.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Year 12 (Stage 2) Visual Arts - Art - 20 Credits

Information Contact: Visual Arts Teacher

Desired Background: Successful completion of Year 11 Visual Arts A and B or teacher recommendation

Course Description:

Students express ideas through practical work using drawings, photographs, models and visual media and techniques 2D or 3D, leading to resolved pieces. They have opportunities to research, understand and reflect upon visual art works in their cultural and historical settings.

This SACE Stage 2 course has been divided into 3 sections, dictated by the SACE Board syllabus.

- The folio is a body of work consisting of 60 A3 sheets of visual ideas, drawings, paintings and sketches working towards two final pieces of art work - 40%.

- Two major art works - Using the folio ideas, drawings and paintings students create two final resolved piece of art work. Two written practitioner's statement accompanies the Art works - 30%.
- The visual study is an in-depth illustrated investigation of an aspect of Art. 20 A3 pages and 2000 words, 30% of the year's work and is externally moderated and collected at the end of Term 2.

Assessment:

Ongoing throughout the year with a 30% external moderation for Visual Study. All parts of the course are subject to moderation by the SACE Board.

Other Comments:

Students are expected to pay for materials used in excess of the standard course allowance.

Year 12 (Stage 2) Visual Arts - Design - 20 Credits

Information Contact: Visual Arts Teacher

Desired Background: Successful completion of Year 11 Visual Arts A and B or Design A and B or teacher recommendation.

Course Description:

Students express ideas through following the Design process and developing resolved practical pieces. They have opportunities to research, understand and reflect upon graphic or product or environmental works in their cultural and historical settings.

This SACE Stage 2 course has been divided into 3 sections, dictated by the SACE Board syllabus.

- The folio is a body of work consisting of 60 A3 sheets of research, idea generation and concept development towards two final design pieces - 40%.
- Two major design works - Using the folio concepts students create two final resolved piece of design work. Two written Practitioner's statement accompanies the Design works - 30%.
- The Visual Study is an in-depth illustrated investigation of an aspect of Design. 20 A3 pages and 2000 words, 30% of the year's work and is externally moderated and collected at the end of Term 2.

Assessment:

Ongoing throughout the year with a 30% external moderation for visual study. All parts of the course are subject to moderation by the SACE Board.

Other Comments:

Students are expected to pay for materials used in excess of the standard course allowance.

Year 12 (Stage 2) Workplace Practices - 20 credits

Information Contact: Workplace Practices Teacher

Desired Background: N/A

Course Description:

Stage 2 Workplace Practices incorporates three major areas of study

- Industry and Work knowledge
- Vocational learning and/or vocational training
- Reflection based on industry knowledge and learning

For the industry and work knowledge area of study, students study three topics;

- Topic 1: Work in Australian society

- Topic 2: Green Workplaces
- Topic 3: Workplace Ethics

Students may participate in work experience, vocational training or worksite visits.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

School based assessment

Assessment Type 1: Folio - 25%

Assessment Type 2: Performance - 25%

Assessment Type 3: Reflection - 20%

External Assessment

Investigation - 30%

Other Comments: Nil

Certificate III in Construction – Partial (Doorways 2 Construction Plus - D2C+)

Information Contact: D2C+ Teacher

Desired Background: Successful completion of Certificate I in Construction - Doorways 2 Construction.

Course Description:

Doorways 2 Construction Plus is a general construction course which will assist students in gaining skills and knowledge in most areas of the building industry. This course is held one day a week for students who have successfully completed Certificate I in Construction - Doorways 2 Construction. Students who have completed Doorways 2 Construction can apply for this course under the Training Guarantee for SACE Students and be eligible for the majority of the training costs.

Assessment:

- 6 Units of competencies booklets and practical
- 3 weeks of work placement

Other Comments:

Training in:

- Scaffolding
- Successful completion is 40% total training package – Certificate III - Carpentry
- Up to 40 credits at Stage 2

PATHWAYS TO SUCCESS

Course Description:

The Pathways to Success program is compulsory at each year level and is offered as part of the pastoral care program.

The aim of the program is to promote skills around the schools five values of:

- Respect
- Excellence
- Integrity

The program includes a comprehensive education program based on the Australian Curriculum, including content from the Health and PE strand, Personal and Community Health.

Elements from the Humanities and Social Sciences Curriculum, Civics and Citizenship will also be included. Students will explore ways in which they participate in Australia's civic life and make positive contributions as local and global citizens.

The Keeping Safe: Child Protection Curriculum and SHine programs are also explored. These programs allow students to build on their knowledge of positive relationships and safe behaviours. Students will develop a sense of their own self-worth and their rights and responsibilities as well as learning about sexual and reproductive health.

Other Comments: Nil

BASKETBALL ACADEMY

Course Description:

Springbank Secondary College offers a basketball program as part of the school curriculum. The program is available to students in Years 8 to 12.

Middle School (Years 8 and 9)

The basketball program is embedded in the Health and Physical Education curricula of the Australian Curriculum. The program provides quality experienced coaching and teaching and aims to:

- cater for individual student abilities to set and achieve goals
- develop fundamental skills and knowledge of the game – including team strategies and tactics
- develop student abilities to work effectively in teams
- promote leadership qualities and skills in students
- provide knowledge and understanding of the nutritional requirements for successful performance and healthy living
- develop awareness of the concept of fitness and the specific demands of a basketball player

In partnership with Flinders University and Basketball SA, Springbank Secondary College has developed a High Performance Basketball program which aims to include:

- Sports Science
- Strength & conditioning
- The use of technology to assist skill acquisition
- Nutrition
- Coaching & Accreditation
- Officiating
- Sports Administration

Senior School (Year 10 – 12)

Students may have the opportunity to continue a focus on a basketball program. In addition to a rigorous study program, students develop their coaching skills through programmed visits to local primary schools and organised events for the basketball community throughout the year.

Student Commitment:

Students will be required to attend the nominated try outs as per the school website. In addition, a coach's reference will be submitted. Successful applicants will be required to meet all subject requirements, by demonstrating consistent academic effort and achievement. Students are expected to complete for school competitions throughout the year.

Competitions:

Students are expected to be available for competitions throughout the year. Competitions from Year 8 – 12 include:

- State-wide knockout (SASSSA) championships
- Zone basketball
- Additional basketball carnivals

Assessment:

Practical performance checklist, task work as required.

Other Comments: Students can register for selection in the squad by contacting the basketball teacher.

DISABILITY UNIT - SPRINGBANK SECONDARY COLLEGE

Year 10

Year 10 Design and Technology - Modified

Information Contact: Senior Leader - Inclusion

Desired Background: N/A

Course Description:

This course will have students work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make designed solutions.

Students design and complete:

- Production projects using various mediums, equipment and tools
- Class presentations and media production

Students will make at least one project using the processes and equipment available.

Assessment:

Assessment will be through practical projects and theory exercises.

A modified design brief will be attempted, including sketches, drawings and an evaluation.

Other Comments:

Class sizes are small and there is SSO support during lessons to enable students more one on one instruction time.

Year 10 English – Modified

Information Contact: Senior Leader - Inclusion

Desired Background: N/A

Course Description: Learning is built around the 3 interrelated Australian English Curriculum strands of language, literature and literacy. Students develop skills in reading, viewing, speaking, listening, writing and creating.

Students will:

- Study multi-modal texts
- Develop an understanding of the way texts are produced and the role of the audience in constructing their meaning
- Develop their skills in writing appropriately, correctly, expressively and in greater detail
- Develop greater confidence in speaking to a variety of audiences
- Critically review texts

Assessment:

A range of written, oral and practical tasks each term.

Other Comments: Nil

Year 10 Home Economics - Modified

Information Contact: Senior Leader - Inclusion

Desired Background: N/A

Course Description:

A practical study of technology and its impact on food preparation, nutrition and health. Students will prepare healthy meals using fresh, seasonal produce using a range of techniques and equipment to develop skills. Issues that impact on lifestyles will be covered.

Assessment:

Practical tasks; a variety of tasks incorporating the use of IT, multi-media and research skills.

Other Comments: Nil

Year 10 Mathematics - Modified

Information Contact: Senior Leader - Inclusion

Desired Background: N/A

Course Description:

Students will study a course selected from Year 10 Australian Mathematics Curriculum topics.

Topics to be studied include:

- Measurement
- Coordinate geometry
- Patterns and algebra
- Linear and non-linear relationships
- Probability
- Number
- Money and financial maths
- Chance
- Data representation and interpretation

Assessment:

A range of written, oral and practical tasks each term.

Other Comments: Nil

Year 10 Science - Modified

Information Contact: Senior Leader - Inclusion

Desired Background: Year 8 and 9 Science

Course Description:

This program of study covers the scope and sequence of the Australian Science Curriculum including inquiry skills, human endeavour and understanding.

The 4 areas of Understanding include:

Biological Sciences

- Genetics and inheritance
- Darwin's theory of natural selection

Chemical Sciences

- Atomic properties and structure of the elements
- Chemical reactions produce new products

Physical Sciences

- Energy conservation
- Motion of objects

Earth and Space Science

- The origins of the universe and our solar system
- Carbon cycle

Assessment:

Assessment is continuous and focuses on oral, practical and written work.

Other Comments:

Science Modified will take place in the classroom, school laboratories and learning in the community. Off-site excursions will be included in this program.

Year 10 Visual Arts - Modified

Information Contact: Visual Arts Teacher

Desired Background: Successful completion of Year 9 Visual Arts

Course Description:

One semester

Students build on and extend their previously acquired skills from Year 8 and 9 Visual Arts. They will be encouraged to express their own ideas and further develop techniques in areas such as painting, drawing, printmaking, sculpture and technologies with written supporting artist's statement.

Assessment:

- Folio of developmental practical work
- Resolved final practical including an artist's statement
- Art exhibition

Other Comments:

- Support staff is provided to assist students during their lessons
- From this course students can choose to do Year 10 Visual Arts
- Students who have an interest in pursuing the Visual Arts at Year, 11 and 12 are encouraged to study Year 10 Visual Art.

Stage 1

Stage 1 Creative Arts A - Modified

Information Contact: Visual Arts Teacher

Desired Background: Successful completion of Year 10 Visual Arts modified

Course Description:

One semester

Students build on and extend their previously acquired skills from Year 10 Visual Arts. They will be encouraged to express their own ideas and further develop techniques in areas such as painting, drawing and technologies with written supporting artist's statement.

Assessment:

- Folio of developmental practical work
- Resolved final practical including an artist's statement
- Art exhibition

Other Comments:

- Support staff is provided to assist students during their lessons.
- From this course students can choose to do year 11 Visual Arts B
- Students who have an interest in pursuing the Visual Arts at Year 12 are encouraged to study Year 11 Visual Art A or B or A and B.

Stage 1 Creative Arts B - Modified

Information Contact: Visual Arts Teacher

Desired Background: Successful completion of Year 10 Visual Arts modified

Course Description:

One semester

Students build on and extend their previously acquired skills from Year 10 Visual Arts. They will be encouraged to express their own ideas and further develop techniques in areas such as painting, drawing, sculpture, printmaking and technologies with written supporting artist's statement.

Assessment:

- Folio of developmental practical work
- Resolved final practical including an artist's statement
- Art exhibition

Other Comments:

- Support staff is provided to assist students during their lessons.
- Students who have an interest in pursuing the Visual Arts at Year 12 are encouraged to study Year 11 Visual Art A or B or A and B.

Stage 1 English Pathways - Modified credits 20

Information Contact: Senior Leader - Inclusion

Desired Background: Year 10 English Modified

Course Description:

Students will continue to develop their literacy skills through reading, writing, viewing, speaking and listening.

Assessment:

- Responding to a selection of short stories, print media, film, poetry
- Group work and oral presentation

Other Comments:

Students can develop skills in expressing ideas and interacting with other people.

Stage 1 Home Economics - Modified

Information Contact: Senior Leader - Inclusion

Desired Background: Middle school Home Economics

Course Description:

This course expands on student's skills and knowledge of food preparation. Students will investigate making healthy food choices through basic meal planning, shopping and budgeting tasks. The course will examine the multi-cultural factors that affect food choices in Australia.

Assessment:

Gaining mastery of basic practical skills will be a focus, including group and independent work. Research tasks will be based on topics covered, with self-evaluation and evidence of learning to be demonstrated.

Other Comments:

Safety in the kitchen will be a focus of learning activities.

There may be a small cost associated with special ingredients for food preparation.

Stage 1 Maths Pathways - Modified**20 Credits**

Information Contact: Senior Leader - Inclusion

Desired Background: Year 10 Maths Pathways modified

Course Description:

Students engage in a program that provides opportunities to strengthen skills and abilities required in the workplace and everyday life. Focus skills include investigating, modelling, reasoning, visualizing and problem solving.

Assessment:

Skill tasks and folio tasks

Other Comments: Nil

Stage 1 Personal Learning Plan - Modified**10 Credits**

Information Contact: Senior Leader - Inclusion

Desired Background: N/A

Course Description:

This compulsory subject enables students to start thinking and planning the final years of their schooling with a view of transition to life post school. Students learn how to identify, develop, and achieve their personal learning goals and to make choices to help to prepare for their education and future career and life pathways.

Assessment:

Assessment is continuous and focusing on oral, practical and written work. Students will complete 4 assessment tasks in order to gain this SACE subject.

Other Comments:

Personal Learning Plan Modified is adapted to suit student interest, needs and understanding. Students will have opportunities to research future work and education pathways and will have an opportunity to visit a Careers Expo.

Stage 1 Scientific Studies - Modified	20 Credits
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Information Contact: Senior Leader - Inclusion

Desired Background: Successful completion of Year 10 Science (or similar) and an interest in Science.

Course Description:

This program of study is adapted to meet student needs and interests. 2 key areas include:

- Science in the garden
- Recycling

Assessment:

Assessment is continuous and focuses on oral, practical and written work

Other Comments:

Scientific Studies Modified will take place in the classroom, school laboratories and learning in the community. Off-site excursions will be included in this program.

Stage 1 Society and Culture – Modified	20 Credits
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Information Contact: Senior Leader - Inclusion

Desired Background: An interest in the social, cultural and environmental features of Australian society and the rights, responsibilities and functions of individuals and groups of people who fulfil community roles.

Course Description:

This program of study is adapted to meet student needs and interests. 4 key areas are included:

- Australian, society and culture
- Rules and laws of Australian society
- Australian history, including significant Australians
- Individuals and their local community

Assessment:

Assessment is continuous and focuses on oral, practical and written work.

Other Comments:

Society and Culture Modified will take place in the classroom, Resource Centre and learning in the community. Off-site excursions will be included in this program.

Stage 2

Stage 2 Creative Arts - Modified

Information Contact: Visual Arts Teacher

Desired Background: Successful completion of Year 11 Visual Arts modified

Course Description:

Two semesters

Students build on and extend their previously acquired skills from Year 10 Visual Arts. They will be encouraged to express their own ideas and further develop techniques in areas such as painting, drawing, sculpture, printmaking and technologies with written supporting artist's statement.

Assessment:

- Folio of developmental practical work
- Resolved final practical including an artist's statement
- Art exhibition

Other Comments:

- Support staff is provided to assist students during their lessons.

Stage 2 Design and Technology - Material Products - Business Enterprise - Modified

Information Contact: Senior Leader - Inclusion

Desired Background: Students wishing to study this course will find it an advantage to have successfully completed a Woodwork course at Stage 1.

Course Description:

This subject focuses on designing and making products using wood as the primary material. Students design and manufacture products or prototypes according to a design brief and develop skills associated with using materials, systems and processes.

Graphic presentation is encouraged, using the design process, practices and principles relevant to the construction of framed or solid wood projects.

It is anticipated that each student will construct a timber based construction project which can reflect some of the typical construction methods used in the timber craft and furniture industry. Safe use of hand tools, machines and power tools will be delivered as appropriate. Quality control and accurate manufacture are emphasised throughout the course.

Assessment:

Assessment will be judged against the SACE performance standards in the following areas:

- Specialised skills and application tasks
- A materials investigation task
- The creation of a design folio and furniture product
- A product evaluation.

Other Comments:

Class sizes are smaller and there is SSO support during lessons to enable students more one on one instruction time.

Each student will be allocated \$20 for consumables and materials at the commencement of the course. Costs in excess of \$20 are to be met by the student

Stage 2 English Pathways - Modified Credits 20

Information Contact: Senior Leader - Inclusion

Desired Background: Stage 1 English Modified

Course Description:

Students will continue to develop their literacy skills through reading, writing, viewing, speaking and listening.

Assessment:

- Responding to a selection of short stories, print media, film, poetry
- Group work and oral presentation

Other Comments:

Students can develop skills in expressing ideas and interacting with other people.

Stage 2 Home Economics/Health - Modified

Information Contact: Senior Leader - Inclusion

Desired Background: Stage 1 Home Economics modified

Course Description:

This course is designed to extend student skills and abilities in food preparation and presentation. Topics include multi-cultural foods in Australia, Impact of fast foods on society and health, food safety and hygiene and basic food presentation trends.

Assessment:

Assessment will focus on practical skills, including evidence of an understanding of food safety and hygiene, use of a range of tools/equipment and food preparation/presentation skills. Research tasks related to the topics covered, including an individual investigation based on student interest of a contemporary topic.

Other Comments: Nil

Stage 2 Mathematical Pathways - Modified**20 Credits**

Information Contact: Senior Leader - Inclusion

Desired Background: Successful completion of Stage 1 Mathematical Pathways Modified.

Course Description:

This program of study is adapted to meet student needs and interests. Four main areas of study are included:

- Numeration
- Space
- Measurement
- Money

Assessment:

Assessment is continuous and focusing on oral, practical and written work. Students will complete 6 assessment tasks in order to gain this SACE subject.

Other Comments:

Mathematical Pathways Modified is adapted to suit student interest, needs and understanding. Students will have opportunities to learn through the use of hands-on activities, games and modified worksheets.

Research Project - Modified**10 Credits**

Information Contact: Senior Leader - Inclusion

Desired Background: Year 10 PLP

Course Description:

In the Research Project the student chooses an area of personal interest to research in depth and demonstrate their learning in a folio of work.

Assessment:

Folio of work for moderation.

Other Comments: Nil

Stage 2 Scientific Studies - Modified	20 Credits
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Information Contact: Senior Leader - Inclusion

Desired Background: Successful completion of Stage 1 Scientific Studies Modified and/or an interest in Science.

Course Description:

This program of study is adapted to meet student needs and interests and is an extension of scientific learning from Stage 1 Scientific Studies Modified.

2 key areas include:

- Science in the garden
- Recycling

Assessment:

Assessment is continuous and focuses on oral, practical and written work.

Other Comments:

Scientific Studies Modified will take place in the classroom, school laboratories and learning in the community. Off-site excursions will be included in this program.

Stage 2 Society and Culture - Modified	20 Credits
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Information Contact: Senior Leader - Inclusion

Desired Background: Successful completion of Stage 1 Society and Culture Modified and/or an interest in Australian Society and Culture.

Course Description:

This program of study is adapted to meet student needs and interests and is an extension of Society and Culture Modified from Stage 1.

4 key areas are included:

- Australian society, culture and the environment – why do people from overseas want to live in Australia?
- Rules and laws of Australian society
- Australian history, including significant Australians
- Individuals and their local community – roles of specific businesses, organisations and government agencies

Assessment:

Assessment is continuous and focuses on oral, practical and written work

Other Comments:

Society and Culture Modified will take place in the classroom, Resource Centre and learning in the community. Off-site excursions will be included in this program.

GLOSSARY OF TERMS

AC Australian Curriculum

Assumed Knowledge

The knowledge that students are assumed to have from previous study, but which is not a pre-requisite for admission to a course of study

ATAR Australian Tertiary Admission Rank

CAR Course Admission Requirements to be eligible for a place in a TAFE course

Completion and Successful Completion of Subjects

In the terminology of the SACE, subject completion means achieving a grade of E or better, while Successful Completion of a subject means achieving a grade of C or better.

Counting Restrictions

Counting Restrictions are used where it is deemed desirable to limit the number of credits that can be counted towards a university aggregate and the ATAR in a specific subject area. This is to ensure students study a broad range of subjects. For example, a subject area might have eight 10 credit subjects available but the universities might set a Counting Restriction of 40 credits meaning only four can ever count towards the calculation of an Australian Tertiary Admission Rank

Course A set of studies or group of subjects taken together

Credit Points

The number of points allotted to a subject. 10 credit points for a semester, 20 credit points for a full year.

Curriculum Pattern

A set of studies required to qualify for the SACE

Enrol For To enrol with the SACE Board and not withdraw

Curriculum Statement

A framework provided by the SACE Board for a SACE Stage 1 and 2 subject (eg. Chemistry). Used by teachers to develop teaching programs.

ICT Information and Communication Technology

ILP Individual Learning Plan

Lines All SACE subjects offered at Stage 1 and Stage 2 are placed in one or more of the timetable lines.

Moderation

Procedures designed and carried out by the SACE Board to ensure that assessments within a subject area are comparable across all schools

NEP Negotiated Education Plan

P2S Pathways to Success (Springbank Secondary College Personal Development Course.)

PLP Personal Learning Plan

Precluded Combinations

SACE website provides information on subject preclusions

Pre-requisite

A formal requirement needed before proceeding to further study. A few SACE courses have pre-requisites, as do some higher education courses

Recognised Subjects

Recognised Subjects are those International Baccalaureate, interstate year 12, higher education studies or VET awards deemed by the SACE Board and the universities and TAFE SA as being eligible to be included in the calculation of the ATAR and TAFE SA Selection Score.

Recommended Prior Learning

Recommended background to the course

SACE The South Australian Certificate of Education; the formal award recognising the completion of stated requirements.

SACE Board

The SACE Board of South Australia – prescribes subjects at Stages 1 and 2 and determines the assessment of these subjects

SATAC

The South Australian Tertiary Admissions Centre is the organisation which processes applications for admission to University and TAFE Courses

Scaled Score

A Stage 2 Subject Achievement Score adjusted for university entrance purposes

Semester

A half-year; SACE curriculum units are designed to occupy 50 to 60 hours of programmed school time, which equates to the length of one semester

Stage 1

The first stage of the two stages of the SACE; studies at this level are usually but not necessarily, taken by students in their eleventh year of schooling

Stage 2

The second of two levels of the SACE. This will usually be the student's twelfth year of schooling

Successful Achievement

To be awarded the SACE students completing Stage 2 in 2013 must:

- Complete 200 credits of subjects
- Achieve a grade of C or better in the Personal Learning Plan, 20 credits of literacy, 10 credits of numeracy and the Research Project at Stage 2
- Achieve a grade of C or better in an additional 60 credits at Stage 2

Tertiary Admissions Subjects (TAS)

These are SACE Stage 2 subjects which have been approved by TAFE SA and the universities as providing appropriate preparation for tertiary studies. Both TAFE SA and the universities require students to study a minimum number of credits of TAS to be eligible to receive a selection score or rank.

Unit

A SACE unit is 50 to 60 hours of programmed time

VET

Vocational Education and Training certificate courses that provide nationally accredited training

The SACE Board produces a number of information booklets, which describe the SACE and its operation more fully. These booklets are available from the SACE Board or via their website www.sace.sa.edu.au