

Year 11 and 12 Curriculum Guide

Year 11

Compulsory Subjects

Stage 2 Activating Identities and Futures (AIF) - Semester 1 or Semester 2

Course Description:

In this subject, you will have the opportunity to explore ideas related to an area of personal interest and:

- consider the purpose and value of learning for self, others and/or community
- explore, select and use strategies, perspectives and feedback to progress the learning
- manage time and resources and engage in decision making to progress the learning
- evaluate and reflect upon the impact of strategies, perspectives and feedback upon the learning process and output

Assessment:

School Based Assessment

- AT1 Portfolio 30% - this is a curation of 'natural' evidence to demonstrate student progress towards a chosen learning goal (no word/time limit)
- AT2 Progress Check 40% - this is a minimum of 2 assessments of the progress made in the learning at a particular stage (1,500 word limit or 10 minute multimodal equivalent)

External Assessment

- AT3 Appraisal 30% - this is an appraisal of the learning process and learning output (1,000 word limit or 6 minute multimodal equivalent)

Other Comments: Activating Identities and Futures is a compulsory element of the SACE which students must complete with a C- or higher grade in order to gain their SACE.

Year 11 (Stage 1) English - Full Year

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.

Year 11 (Stage 1) Essential English - Full Year**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 Mathematic - Semester 1**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:

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 skill and application task
- at least one folio task.

Other Comments:

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

Year 11 (Stage 1) General Mathematics - Semester 1 or Full Year**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.

Elective Subjects

Year 11 (Stage 1) Food and Hospitality - Semester 1 or Full Year

Course Description:

Students examine the evolving nature of the food and hospitality industry in response to people's food choices, current food trends as well as the impact of local and global issues. They explore the diverse and multicultural nature of the hospitality industry and how this influences Australian cuisine. Students continue to build upon existing knowledge and skills relevant to the hospitality industry as both consumer and potential industry worker.

Students study topics within on ore more of the following areas of study:

- Food, the individual and the family.
- Local and global issues in the food and hospitality industry
- Trends in food culture
- Food safety
- Food and hospitality industry

Assessment:

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

- Practical Exams – 50%
- Group Activity – 25%
- Investigation – 25%

Assessment topic examples include:

- Planning a children's birthday party
- Food product production and sale
- Multicultural foods
- COVID and the hospitality industry

Year 11 (Stage 1) Integrated Learning: Coding - Semester 1 or Full Year

Course description:

Students will learn about and participate in coding to create their own calculator and simple car racing game before designing their own product to code in the practical inquiry. Students will visit industry to learn about the career pathways in coding and explore the legal and ethical aspects of this work. Finally students will meet with a client and attempt to develop a product based on their design brief to solve an issue they have.

Assessment:

- Assessment Type 1: Practical Inquiry (40%) – Students complete a number of tasks to demonstrate their growth in skills, abilities and capability development linked to the program focus of coding.
- Assessment Type 2: Connections Task (30%) – Students work collaboratively to complete a task where they develop a plan, gather and analyse feedback, refine their plan or skills to complete an activity. Students must demonstrate their summary of feedback and actions taken to respond to feedback.

- **Assessment Type 3: Personal Endeavour (30%)** – Students investigate an issue of their choosing linked to the coding program focus. The investigation can be practical, research driven or a combination of the two. Students create a folio of evidence and present their findings.

Other comments: In various parts of this course students will be able to adjust the focus of the assessment tasks to suit their personal interests and passions.

Year 11 (Stage 1) Integrated Learning: Creative Industries and Entrepreneurship - Semester 1

Course description:

This course provides students with an exciting, hands-on opportunity to develop real-world, transferable skills by organising and running Mad Night—a major school event. Students will engage in areas such as publicity and promotions, catering, and event management, while working alongside arts practitioners to plan, design, and deliver a memorable experience. Along the way, they will strengthen their creativity, problem-solving, and collaboration skills, building confidence and gaining valuable insights into the creative industries and future career pathways.

Assessment:

- **Assessment Type 1: Practical Inquiry (40%)** – Students complete a number of tasks to demonstrate their growth in skills, abilities and capability development linked to the program focus of creative industries and entrepreneurship.
- **Assessment Type 2: Connections Task (30%)** – Students work collaboratively to complete a task where they develop a plan, gather and analyse feedback, refine their plan or skills to complete an activity. Students reflect on their learning as a result of their collaboration, and consider self-assessment, feedback from others, and their development of a relevant capability.
- **Assessment Type 3: Personal Endeavour (30%)** – Students investigate an issue of their choosing linked to the creative industries and entrepreneurship program focus. The investigation can be practical, research driven or a combination of the two. Students create a folio of evidence and present their findings.

Other comments: In various parts of this course students will be able to adjust the focus of the assessment tasks to suit their personal interests and passions. Students needing an ATAR can only study a maximum of 40 credits from Integrated Learning subjects.

Year 11 (Stage 1) Integrated Learning: Flipping Fashion - Semester 1 or Full Year

Course description:

This course looks at sustainable fashion in a modern 'throw away' society. Students will investigate the history of fashion including trends and designers before visiting an Opportunity Shop to purchase and upcycle their own fashion masterpiece. Students will organise and facilitate a fashion show to display their creations as a fundraiser for a charity and raise awareness of a worthy cause. Students will also research and investigate how thrifting and reusing materials has impacted society from various cultural perspectives.

Assessment:

- **Assessment Type 1: Practical Inquiry (40%)** – Students complete a number of tasks to demonstrate their growth in skills, abilities and capability development linked to the program focus of fashion.
- **Assessment Type 2: Connections Task (30%)** – Students work collaboratively to complete a task where they develop a plan, gather and analyse feedback, refine their plan or skills to complete an activity. Students must demonstrate their summary of feedback and actions taken to respond to feedback.
- **Assessment Type 3: Personal Endeavour (30%)** – Students investigate an issue of their choosing linked to the fashion program focus. The investigation can be practical, research driven or a combination of the two. Students create a folio of evidence and present their findings.

Other comments: In various parts of this course students will be able to adjust the focus of the assessment tasks to suit their personal interests and passions.

Year 11 Integrated Learning: Navigating Adulthood - Semester 1 or Full Year**Course Description:**

Students often say, "How will this help me after school?" or "When will I ever use this?" That's where Navigating Adulthood fits in. This course is designed to equip students with essential life skills that are crucial for career and personal success beyond school. The course is broken up into three parts: practical exploration, community connections and personal venture. During the practical exploration students experience a range of topics such as finances, communication, self-care, household responsibilities and general maintenance to name a few. Community connections, including volunteering opportunities, helps students build an understanding of the world outside of school. Through the personal venture, students choose an area of interest from previous experiences and a capability they would like to develop and explore this further.

Navigating Adulthood allows students to develop independence, confidence, and a deeper understanding of everyday life situations

Assessment:

- **Assessment Type 1: Practical Inquiry (40%)** – Students complete a number of tasks to demonstrate their growth in skills, abilities and capability development linked to the program focus of personal development and citizenship.
- **Assessment Type 2: Connections Task (30%)** – Students work collaboratively to complete a task where they develop a plan, gather and analyse feedback, refine their plan or skills to complete an activity. Students reflect on their learning as a result of their collaboration, and consider self-assessment, feedback from others, and their development of a relevant capability.
- **Assessment Type 3: Personal Endeavour (30%)** – Students investigate an issue of their choosing linked to the personal development and citizenship program focus. The investigation can be practical, research driven or a combination of the two. Students create a folio of evidence and present their findings.

Other comments: In various parts of this course students will be able to adjust the focus of the assessment tasks to suit their personal interests and passions.

Students needing an ATAR can only study a maximum of 40 credits from Integrated Learning subjects.

Year 11 (Stage 1) Integrated Learning: Numeracy for Life - Semester 1 or Full Year

Course description:

Students will learn about essential life skill mathematics to help prepare them for life beyond school. They will investigate topics such as buying a car, sourcing the most affordable mobile phone contracts, should I rent or buy, setting up a bank account, interest rates and the real cost of living. Topics and content will be flexible and some sections negotiated with students to direct learning to what they want to understand.

Assessment:

- Assessment Type 1: Practical Inquiry (40%) – Students complete a number of tasks to demonstrate their growth in skills, abilities and capability development linked to the program focus of numeracy.
- Assessment Type 2: Connections Task (30%) – Students work collaboratively to complete a task where they develop a plan, gather and analyse feedback, refine their plan or skills to complete an activity. Students must demonstrate their summary of feedback and actions taken to respond to feedback.
- Assessment Type 3: Personal Endeavour (30%) – Students investigate an issue of their choosing linked to the numeracy program focus. The investigation can be practical, research driven or a combination of the two. Students create a folio of evidence and present their findings.

Other comments: In various parts of this course students will be able to adjust the focus of the assessment tasks to suit their personal interests and passions.

Year 11 (Stage 1) Material Solutions (Wood Technology) - Semester 1 or Full Year

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) Performing Arts - Semester 1 or Full Year**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:

- Assessment Type 1 - Performance: Students undertake a collaborative group production task in which they conceive, design or create a dramatic work or product.
- Assessment Type 2 - Responding to drama: Students demonstrate their understanding, analysis and evaluation of professionally created works or events.
- Assessment Type 3 - Creative Synthesis: In the creative synthesis task, students apply the dramatic process to a published dramatic text or self-devised piece to create a concept for a hypothetical dramatic product.

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) Photography - Semester 1 or Full Year**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) Physical Education - Semester 1 or Full Year**Course Description:**

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

Year 11 (Stage 1) Scientific Studies - Semester 1 or Full Year**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: Inquiry Folio (Assessment Type 1) and Collaborative Inquiry (Assessment Type 2).

Each semester students must undertake four assessments, with each having a weighting of at least 25%. The Inquiry folio consists of two tasks with a focus on SIS and one investigation with a focus on SHE.

The Collaborative investigation will focus on students' interest and involves developing their ability to plan, implement and collect data through following the scientific method.

Other comments:

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

Year 11 (Stage 1) Visual Art - Semester 1 or Full Year**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 artwork - 30%.
- The major artwork - Using the folio ideas, drawings and paintings students create a final resolved piece of artwork. A written practitioner's statement accompanies the artwork - 30% (250 words).
- 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 artwork
- The visual study

Other Comments:

- Students are expected to pay for materials used more than the standard course allowance.
- Students who have an interest in pursuing the Visual Arts at Year 12 are encouraged to study both Year 11 A and B courses.

Year 11 (Stage 1) Workplace Practices - Semester 1**Course Description:**

Students participate in the following areas of study:

- Industry and Work Knowledge
- Performance

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
- Negotiated topics

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 - 40%

Assessment Type 2: Performance - 30%

Assessment Type 3: Reflection - 30%

Year 12

All subjects are a full year in length and there are no compulsories.

Year 12 (Stage 2) 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 written form.

Year 12 (Stage 2) Food and Hospitality**Course Description:**

Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine contemporary and future issues within the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national, and global levels. Students continue to build upon existing knowledge and skills relevant to the hospitality industry as both a consumer and potential industry worker.

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

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

Assessment:

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

School based assessment:

Practical Exams – 50%

Group Activity – 25%

External Assessment:

Investigation – 30%

Assessment examples include:

- Celebration cakes and trends in cake decorating
- Signature dish and contemporary presentation techniques
- Political and legal implications on foods for sale to the public
- Catering Enterprise group activity

Year 12 (Stage 2) Integrated Learning: Coding**Course description:**

Students will learn about and participate in coding to create their own calculator and simple car racing game before designing their own product to code in the practical inquiry. Students will visit industry to learn about the career pathways in coding and explore the legal and ethical aspects of this work. Finally students will meet with a client and attempt to develop a product based on their design brief to solve an issue they have.

Assessment:

- Assessment Type 1: Practical Inquiry (40%) – Students complete a number of tasks to demonstrate their growth in skills, abilities and capability development linked to the program focus of coding.
- Assessment Type 2: Connections Task (30%) – Students work collaboratively to complete a task where they develop a plan, gather and analyse feedback, refine their plan or skills to complete an activity. Students must demonstrate their summary of feedback and actions taken to respond to feedback.
- Assessment Type 3: Personal Endeavour (30%) – Students investigate an issue of their choosing linked to the coding program focus. The investigation can be practical, research driven or a combination of the two. Students create a folio of evidence and present their findings.

Other comments: In various parts of this course students will be able to adjust the focus of the assessment tasks to suit their personal interests and passions. Students needing an ATAR can only study a maximum of 40 credits from Integrated Learning subjects.

Year 12 (Stage 2) Integrated Learning: Flipping Fashion

Course description:

This course looks at sustainable fashion in a modern 'throw away' society. Students will investigate the history of fashion including trends and designers before visiting an Opportunity Shop to purchase and upcycle their own fashion masterpiece. Students will organise and facilitate a fashion show to display their creations as a fundraiser for a charity and raise awareness of a worthy cause. Students will also research and investigate how thrifting and reusing materials has impacted society from various cultural perspectives.

Assessment:

- Assessment Type 1: Practical Inquiry (40%) – Students complete a number of tasks to demonstrate their growth in skills, abilities and capability development linked to the program focus of fashion.
- Assessment Type 2: Connections Task (30%) – Students work collaboratively to complete a task where they develop a plan, gather and analyse feedback, refine their plan or skills to complete an activity. Students must demonstrate their summary of feedback and actions taken to respond to feedback.
- Assessment Type 3: Personal Endeavour (30%) – Students investigate an issue of their choosing linked to the fashion program focus. The investigation can be practical, research driven or a combination of the two. Students create a folio of evidence and present their findings.

Other comments: In various parts of this course students will be able to adjust the focus of the assessment tasks to suit their personal interests and passions. Students needing an ATAR can only study a maximum of 40 credits from Integrated Learning subjects.

Year 12 Integrated Learning: Navigating Adulthood

Course Description:

Students often say, "How will this help me after school?" or "When will I ever use this?"

That's where Navigating Adulthood fits in. This course is designed to equip students with essential life skills that are crucial for career and personal success beyond school. The course is broken up into three parts: practical exploration, community connections and personal venture. During the practical exploration students experience a range of topics such as finances, communication, self-care, household responsibilities and general maintenance to name a few. Community connections, including volunteering opportunities, helps students build an understanding of the world outside of school. Through the personal venture, students choose an area of interest from previous experiences and a capability they would like to develop and explore this further.

Navigating Adulthood allows students to develop independence, confidence, and a deeper understanding of everyday life situations

Assessment:

- **Assessment Type 1:** Practical Inquiry (40%) – Students complete a number of tasks to demonstrate their growth in skills, abilities and capability development linked to the program focus of personal development and citizenship.
- **Assessment Type 2:** Connections Task (30%) – Students work collaboratively to complete a task where they develop a plan, gather and analyse feedback, refine their plan or skills to complete an activity. Students reflect on their learning as a result of their collaboration, and consider self-assessment, feedback from others, and their development of a relevant capability.
- **Assessment Type 3:** Personal Endeavour (30%) – Students investigate an issue of their choosing linked to the personal development and citizenship program focus. The investigation can be practical, research driven or a combination of the two. Students create a folio of evidence and present their findings.

Other comments: In various parts of this course students will be able to adjust the focus of the assessment tasks to suit their personal interests and passions. Students needing an ATAR can only study a maximum of 40 credits from Integrated Learning subjects.

Year 12 (Stage 2) Integrated Learning: Numeracy for Life**Course description:**

Students will learn about essential life skill mathematics to help prepare them for life beyond school. They will investigate topics such as buying a car, sourcing the most affordable mobile phone contracts, should I rent or buy, setting up a bank account, interest rates and the real cost of living. Topics and content will be flexible and some sections negotiated with students to direct learning to what they want to understand.

Assessment:

- Assessment Type 1: Practical Inquiry (40%) – Students complete a number of tasks to demonstrate their growth in skills, abilities and capability development linked to the program focus of numeracy.
- Assessment Type 2: Connections Task (30%) – Students work collaboratively to complete a task where they develop a plan, gather and analyse feedback, refine their plan or skills to complete an activity. Students must demonstrate their summary of feedback and actions taken to respond to feedback.
- Assessment Type 3: Personal Endeavour (30%) – Students investigate an issue of their choosing linked to the numeracy program focus. The investigation can be practical, research driven or a combination of the two. Students create a folio of evidence and present their findings.

Other comments: In various parts of this course students will be able to adjust the focus of the assessment tasks to suit their personal interests and passions. Students needing an ATAR can only study a maximum of 40 credits from Integrated Learning subjects.

Year 12 (Stage 2) Material Solutions (Woodwork)

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) Performing Arts

Course Description:

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

Assessment:

School Assessment

- Assessment Type 1 - Group Production: Students complete a group production then they present evidence of their learning throughout the process and performance in the form of a recorded presentation.
- Assessment Type 2 - Evaluation and Creativity: Students complete two tasks or produce an integrated single piece as either an oral or written assignment.
- Assessment Type 3 - Creative Presentation: Students collaborate in small groups to produce a creative dramatic presentation. The presentation may include a live performance, a film or screen production, designs within an ensemble dramatic concept, a workshop or a masterclass.

Year 12 (Stage 2) Photography

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) Physical Education

Course Description:

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. Physical activities can include sports, theme-based games, fitness and recreational activities.

Focus Areas:

Stage 2 Physical Education has three focus areas:

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

The focus areas provide the narrative for the knowledge, skills, and capabilities that students develop. Learning is delivered through an integrated approach where opportunities are provided for students to undertake, and learn through, a wide range of authentic physical activities (e.g., sports, theme-based games, laboratories, and fitness and recreational activities). Students explore movement concepts and strategies through these physical activities to promote and improve participation and performance outcomes. These movement concepts and strategies include:

- body awareness
- movement quality
- spatial awareness
- relationships
- executing movement
- creating space
- interactions
- making decisions

The focus areas can be studied in any order, independently or concurrently. Teachers select key ideas from each of the three focus areas that reflect the interests and skills of the student cohort and integrate these across the learning program and the three assessment types.

Assessment:

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

School Assessment (70%)

- Assessment Type 1: Diagnostics (30%)
- Assessment Type 2: Self - Improvement Portfolio (40%)

External Assessment (30%)

- Assessment Type 3: Group Dynamics (30%).

Students should provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake:

- two or three diagnostics tasks
- one improvement analysis task
- one group dynamics task

The assessment design criteria consist of specific features that:

- students should demonstrate in their learning
- teachers and assessors look for as evidence that students have met the learning requirements.

For this subject the assessment design criteria are:

- application
- analysis and evaluation.

Year 12 (Stage 2) Scientific Studies

Desired Background: Successful completion of Stage 1 Science

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) Visual Arts - Art

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 artworks 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 40 A3 sheets of visual work including paintings and sketches working towards two final pieces of artwork

- Two major artworks - Using the folio ideas, drawings and paintings students create two final resolved piece of artwork. Two written practitioner's statement accompanies the artworks - 30% (1,000 words max.)
- The visual study is an in-depth illustrated investigation of an aspect of Art. 20 A3 pages and 2,000 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.

Vocational Education and Training Courses

Contact: Jarrod Jones - jarrod.jones729@schools.sa.edu.au

Certificate II in Construction

Course Description:

The **Certificate II in Construction** is a full-year program at Springbank Secondary College designed for students eager to explore a career in the building and construction industry. This program emphasises a combination of practical skills and theoretical knowledge, providing a foundation for various trades.

Program Focus:

- **Hands-On Practical Experience:** Engage in real-world tasks across multiple trade areas, including: carpentry, concreting, joinery, plastering, plasterboard Fixing/Flushing, bricklaying and demolition.
- **Theory Integration:** The practical training is supported by theoretical instruction, ensuring students understand the underlying principles and techniques of construction.
- **Real-World Experience:** As part of the program, all students must organize and participate in Structured Workplace Learning (SWL) within industry settings. This component provides valuable on-the-job experience, allowing students to apply their skills in real construction environments.

RTO: ATEC – Adelaide Training and Employment Centre (National Code 0022)

Units of Competency	
Unit Code	Unit Title
Core	
CPCCOM1012	Work effectively and sustainably in the construction industry (20 hours)
CPCCOM1013	Plan and organise work (20 hours)

CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry (20 hours)
CPCCOM1015	Carry out measurements and calculations (20 hours)
CPCCVE1011	Undertake a basic construction project (40 hours)
Electives	
CPCCCA2002	Use carpentry tools and equipment (96 hours)
HLTAID011	Provide First Aid (8 hours)
CPCCCM2006	Apply basic levelling procedures (8 hours)
CPCCCO2013	Carry out concreting to simple forms (20 hours)
CPCCCM2009	Carry out basic demolition (32 hours)

DELIVERY LOCATION: Springbank Secondary College.

DATES AND TIMES: 40 weekly sessions from 08:45 until 15:10, excluding school and public holidays. Day and commencement date to be confirmed with RTO at the end of 2026.

SACE DETAILS: Year 11 (Stage 1), 40 SACE credits

APPROXIMATE COST: \$595

NUMBER OF STUDENTS: Minimum 12 - Maximum 15

SELECTION PROCESS: Students undertake the VET Readiness Orientation (VETRO) process during the subject period, which will be followed by a Language, Literacy and Numeracy (LLN) assessment to demonstrate sufficient literacy and numeracy ability.