

2019 Year 11 Curriculum

This is the second year that students choose subjects for the internationally recognised South Australian Certificate of Education (SACE). When selecting subjects it is important to consider the following - the courses at university or TAFE that you are interested in, the subjects you like and are good at, and your personal interests.

For students to gain their SACE they will need a minimum of 200 credits and complete the following compulsory subjects with a 'C-' grade or better:

- Personal Learning Plan (10 credits – Year 10)
- English or English as an Additional Language EAL (20 credits – Year 11)
- Mathematics (10 credits – Year 11)
- Research Project (10 credits – Year 12 subject completed in Year 11)

A student in Year 11 at Scotch College will have the opportunity to complete 130 credits (this includes the compulsory Research Project).

For online subject choices in August – each student will select 120 credits. The Research Project is not selected online as it is compulsory.

For further information please visit

- <http://www.sace.sa.edu.au/> (the SACE Board) and
- <http://www.satac.edu.au/> (SATAC information for university)

Stage 1 subjects are offered in the following ways

One semester only

10 credits

Art
 Creative Arts Musical
 Design
 Design and Technology

- Material Products
- Textiles

 Film Making
 Health
 Media Studies
 Nutrition
 Outdoor Education
 Philosophy
 Photography Art
 Psychology
 Society and Culture
 Sport Science and Technology
 VET (Vocational Education and Training) subjects have a variety of credits.

One or two semesters

10 or 20 credits

Agriculture
 Biology
 Business Innovation
 Drama
 Essential Mathematics
 Food and Hospitality
 History
 Music - Advanced
 Music – Experience
 Physical Education

Two semesters only

20 credits

Chemistry
 Chinese (Background Speakers)
 Chinese (Beginners)
 Chinese (Continuers)
 Dance
 English
 English as an Additional Language
 French (Continuers)
 General Mathematics
 Mathematical Methods
 Physics
 Specialist Mathematics (includes
 Mathematical Methods)

Stage 2 subjects are available to students in Year 11. All Stage 2 subjects are 20 credits and selecting these subjects is conditional on grades in Year 10, teacher recommendation and timetabling.

Agriculture

Credits: 10 or 20

Learning Area: Science

The students analyse innovative research in farming methods and the role of technology in developing more efficient production processes. They develop their social capability and ethical and intercultural understanding by examining local and global concerns about the sustainability of future supplies of food and other plant and animal materials.

Students extend their literacy skills through use of industry-specific terminology and conventions, and their numeracy skills through the analysis of data in practical activities.

Students investigate ways in which efficient management of agricultural enterprises is vital to communities. They explore key aspects of production, marketing, business strategies, and environmental management issues. Students examine different types of production systems and the associated ethical, health, and safety issues.

Students develop skills in planning, implementing, and analysing outcomes in a small agricultural enterprise. They develop their social capability and ethical understanding by examining different perspectives on the use and sustainability of natural resources, and on the management of agricultural enterprises.

Content:

The topics in Stage 1 Agriculture are:

Semester 1:

- Viticulture
- Agriculture water and resource Management
- Animal Product
- Plant Product

Semester 2:

- Technologies in Agriculture
- Biosecurity
- Rural Business
- Farm Case study

Assessment:

Formative and summative assessment including reports, assignments, tests, orals, investigations, field work and a formative end of semester application task. Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Agricultural Reports (Practical Report and Science as a Human Endeavour Investigation) - 50%
- Applications – 50%

Art

Credits: 10

Learning Area: Arts

In Art students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual artworks in their cultural and historical contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

The focus capabilities for this subject are communication and personal development.

Content:

The following three areas of study are covered:

- Visual thinking
- Practical resolution
- Visual arts in context.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Visual Thinking Folio
- Practical Resolution and Practitioner's Statement
- Visual Study.

Biology

Credits: 10 or 20

Stage 1 Biology is studied as a 10-credit subject or a 20-credit subject. The 10-credit option can be taken in either semester.

Learning Area: Science

In Biology students learn about the cellular and overall structures and functions of a range of organisms. They have the opportunity to engage with the work of biologists and to join and initiate debates about how biology impacts on their lives, society, and the environment. Students design and conduct biological investigations and gather evidence from their investigations.

As they explore a range of biology-related issues, students recognise that the body of biological knowledge is constantly changing and increasing through the applications of new ideas and technologies.

The focus capabilities for this subject are communication and learning.

Content:

The topics for Stage 1 Biology are:

- Cells and Microorganisms
- Infectious Disease
- Multicellular Organisms
- Biodiversity and Ecosystem Dynamics

Assessment:

Assessment at Stage 1 is school-based.

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

Investigations Folio (40%)

- Practical Investigation
- Science as a Human Endeavour Investigation

Skills and Applications Tasks (60%)

There will be semester examinations.

Business Innovation

Credits: 10 or 20

Learning Area: Business, Enterprise and Technology

Students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. In a time in which design-led companies outperform other companies, students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools. The customer is at the centre of the innovation process and the generation of viable business products, services, and processes.

Initially students may be guided through structured processes to develop their understanding of underlying problems or needs and begin to propose and test hypotheses relating to the customer, problem, and solution. It is anticipated that as students develop these skills they will anticipate, find, and solve their own problems. These structured processes create a learning environment where risk is encouraged and provides an opportunity to pivot during the iterative process of proposing, developing, testing, and refining solutions. 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 may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on global and local communities.

Content:

Business Innovation is a 10-credit subject or a 20-credit subject and is studied through the following two key contexts:

- Start-up business
- Existing business

Through these contexts, students develop and apply their understanding of the following learning strands:

- Finding and solving problems
- Financial awareness and decision-making
- Business information and communication
- Global, local, and digital connections.

Assessment:

Assessment at Stage 1 is school based and detailed content may be negotiated with students. Students demonstrate evidence of their learning through the following assessment types

- Business Skills including a Business Model Summary
- Business Pitch

Chemistry

Credits: 20

Learning Area: Science

Prerequisites:

A pass in Year 10 Science and Mathematics. A pass in Semester 1 Chemistry is a prerequisite for Semester 2.

In Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies. Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of Chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production). Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges, and pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

Content:

The topics for Stage 1 Chemistry are:

Materials and Their Atoms	Combinations of Atoms
Molecules	Mixtures and Solutions
Acid and Bases	Redox Reactions

Assessment:

Assessment at Stage 1 is school-based.

Students demonstrate evidence of their learning through the following:

Investigations Folio (40%)

- Practical Investigation
- Science as a Human Endeavour Investigation

Skills and Applications Tasks (60%)

There will be semester examinations.

Chinese (Background Speakers)

Credits: 20

Learning Area: Languages

Stage 1 Chinese at background speakers level is organised around four prescribed themes and a number of prescribed contemporary issues. These themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity. The themes and contemporary issues are intended to be covered across Stage 1.

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

Content:

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

- interact with others to exchange and explain information, opinions, and ideas in Chinese
- create texts in Chinese to express ideas, opinions, and perspectives on contemporary issues
- analyse, evaluate, and respond to texts that are in Chinese
- examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Assessment:

The following assessment types enable students to demonstrate their learning in Stage 1 locally assessed languages at background speakers level:

- Folio
- In-Depth Study

There will be semester examinations.

Chinese (Beginners)

Credits: 20

Learning Area: Languages

Content:

Chinese at beginners level is designed as a 2-year course of study for students who wish to begin their study of Chinese at senior secondary level. Students will have studied Chinese at beginners level for 200 to 240 hours by the time they have completed Stage 2. Therefore students develop their language skills and intercultural understanding at an intensive rate.

In Stage 1 Chinese at beginners level students develop their skills to communicate meaningfully with people across cultures. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Students explore the three interconnected themes of Relationships, Lifestyles, and Experiences from the perspectives of 'The Personal World' and 'The Chinese-speaking Communities'.

At Stage 1 Chinese beginners level, students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

- interacting with others in Chinese in interpersonal situations
- creating texts in Chinese for specific audiences, purposes, and contexts
- analysing texts that are in Chinese to interpret meaning
- comparing languages and how they work as a system and reflecting on the ways in which culture is created, expressed, and communicated through language.

Assessment:

Assessment for Stage 1 Chinese at beginners level is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Interaction
- Text Production
- Text Analysis

There will be semester examinations.

Chinese (Continuers)

Credits: 20

Learning Area: Languages

Content:

In Stage 1 Chinese at Continuers level, students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of Chinese language and culture in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

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

- interacting with others to exchange information, ideas, opinions, and experiences in Chinese
- creating texts in Chinese for specific audiences, purposes, and contexts to express information, feelings, ideas, and opinions
- analysing a range of texts in Chinese to interpret meaning
- examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication.

Students develop an understanding of how Chinese is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts. Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the Chinese-speaking communities and in their own community.

Assessment:

Assessment at Stage 1 is school based. The following assessment types enable students to demonstrate their learning in Stage 1 Chinese at continuers level:

- Interaction
- Text Production
- Text Analysis
- Investigation.

There will be semester examinations.

Creative Arts - Musical

Credits: 10

Learning Area: Arts

Content:

In Creative Arts - Musical, students have opportunities for specialised study within and across the following areas of the musical - acting (performer), music (orchestra) and technical theatre.

Focused study of the work of creative arts practitioners provides students with in-depth knowledge of the nature of the musical and their roles and responsibilities within the creative arts.

By analysing and evaluating creative arts products in different contexts and from various perspectives, students gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities. All students will be involved in the school musical and will have to attend an additional theory class.

This course will be offered to students as part of their program on Thursday nights.

Assessment:

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Folio
- Interaction Study
- Product.

Dance

Credits: 20

Learning Area: Arts

Content:

Through the study of Dance students develop a creative, technical, and physical understanding and appreciation of dance as an art form.

They develop self-discipline, self-esteem, and confidence. Through dance training, students improve their technical and physical skills, and develop a diverse range of movement. Students study technique, composition, choreography, performance, and critical analysis. Through the analysis of dance theatre performance students learn about the choreography of local and international dance artists. They have the opportunity to explore a range of global dance traditions, influences, and perspectives.

The focus capabilities for this subject are communication, citizenship, and learning. The dance timetable occurs during set times throughout the week which means that the students will miss other subjects. It is advisable to make an appointment with the Director of Teaching and Learning to discuss arrangements.

Stage 1 Dance consists of four areas of study:

- Technique,
- Composition,
- Performance or presentation,
- Analytical response.

Assessment:

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Technique
- Composition
- Performance
- Written Response.

Design

Credits: 10

Learning Area: Arts

In Design students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual artworks in their cultural and historical contexts.

The course will include a minor teacher-directed unit to introduce the problem solving process and skills. On completing this unit students select from a range of design topics for their major practical project. This includes but is not limited to architectural design, interior design, landscape design, graphic design and product design. This course has an emphasis on defining problems, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

The focus capabilities for this subject are communication and personal development.

Content

The following three areas of study are covered:

- Visual thinking
- Practical resolution
- Visual arts in context.

Assessment:

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Visual Thinking Folio - 35%
- Practical Resolution and Practitioner's Statement - 35%
- Visual Study - 30%

Design and Technology - Material

Products

Credits: 10

Learning Area: Business, Enterprise and Technology

This is the same course as Year 10 Design and Technology.

The focus area at Scotch consists of:

- Material Products or
- Systems and Control Products.

These areas are practically-based and emphasise the development of skills and understanding in critiquing, designing, and making of technological products, processes, and systems, relating to the focus area chosen. Within each area a context for the unit or units is chosen.

Systems and control products can include:

- mechanical systems
- energy
- robotics
- computer/CNC/CADCAM.

Material Products can include, for example, the following contexts:

- building and construction
- design product.

Assessment:

Formative and summative for both practical and theory components and end of semester examinations.

The weighting of each component is between 10% and 50%. Weighting given to assessment components will reflect the emphasis given in the teaching and learning program.

Components are:

- Product Analysis
- Design and Communication Task
- Product Realisation and Evaluation
- Specialised Skills Task

Design & Technology - Textiles

Credits: 10

Learning Area: Business, Enterprise and Technology

This Design & Technology course focuses on Fashion Design.

Students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities.

Content:

In Design and Technology, students apply their knowledge and understanding of technological concepts to the investigation, analysis, development, and communication of ideas for product or systems design, production, and evaluation. This involves a model of learning that incorporates knowledge, skills, design principles, and production techniques in problem-solving contexts. Design in technology involves working within parameters or according to requirements to satisfy human needs and wants. It is an interactive decision-making process that involves investigating, planning, creating, and producing, together with continuous evaluation and modification. Students learn about the products, processes, and systems of the natural and designed world. They develop an understanding of how the use of technology has created new and rapidly changing opportunities in local, national, and global contexts. Students develop the skills and knowledge to use tools, materials, and systems appropriately, safely, and competently to create a product or system. (A product may also be a model, prototype, part, or process.)

Students develop the ability to use, manage, assess, and understand the implications, applications, and consequences of current and emerging technologies. They consider their social responsibilities towards the use of resources, materials, and systems, including recycling and waste disposal, and analyse the impact of technological practices, products, or systems on individuals, society, and/or the environment. Students have opportunities to develop insights into the uses of technology in future contexts.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

Assessment Task 1 - Skills and Application

- Processes & Techniques
- Materials Application

Assessment Task 2 - Folio

Assessment Task 3 - Product

Drama

Credits: 10 or 20

Learning Area: The Arts

In Drama students participate in the planning, rehearsal, and performance of dramatic work. Students participate in creative problem solving; they generate, analyse, and evaluate ideas. Students develop personal interpretations of texts. They develop their curiosity and imagination, creativity, individuality, self-identity, self-esteem and confidence.

The focus capabilities for this subject are communication, citizenship, personal development and learning.

Content:

Drama consists of the following four areas of study

- Presentation of dramatic works
- Dramatic theory and practice
- Individual investigation and presentation
- Individual and group process: backstage roles in a live theatre experience, rehearsals and performance.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessments:

- Performance
- Folio
- Personal project through off-stage roles
- Presentational and representational theatre is explored in more detail and scene breakdowns are analysed and taken from 'page to stage'.

English

Credits: 20

Learning area: English

In SACE Stage 1 English students analyse the interrelationship of author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world.

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

Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures. Responding to Texts: students explore the human experience and the world through reading and examining a range of texts, including Australian texts, and making intertextual connections. In doing so, students come to understand connections between purpose, audience, and context, and how these are achieved through language and stylistic choices.

Content:

Students demonstrate their understanding of these links by producing, for example, an analytical essay, article, blog, website or documentary. Students consider the impact and influence of language features (e.g. sentence structure, punctuation, figurative language) and stylistic features (e.g. tone, imagery, layout, nominalisation, analogies, juxtaposition). Students analyse the ideas, perspectives, and influences expressed in texts and how these shape their own and others' ideas and perspectives. Students analyse ways in which language and stylistic features shape perspectives and influence readers in a variety of modes.

Creating Texts: students create imaginative, interpretive, and/or persuasive texts for different purposes, audiences, and contexts, in written, oral, and/or multimodal forms. The text type and mode chosen for creating a text should be appropriate for the intended purpose, context, and audience, either real or implied. Students create original oral texts or base their oral response on an existing text(s). Examples include a monologue as a character from a text, or a presentation of poetry, or a scene from a play. Students are supported in presenting their oral texts through speaking to an audience such as the whole class or a small group, or in a one-on-one conversation. Oral responses are delivered to an audience or recorded in an appropriate digital form. Contexts may be real or implied. The use of digital technology and multimedia in oral presentations is encouraged. Students may create texts following the reading, listening, or viewing of another text. For example, students may develop a theme or style of a text to create an entirely new text with its own distinctive features. Students are expected to use accurate spelling, punctuation, syntax, and conventions. This is achieved, in part, through considered planning, drafting, editing, and proofreading. **Intertextual Study:** When analysing texts to show their understanding of intertextuality, students consider intertextual references within texts (texts that make explicit or implied references to other texts) and/or ways in which

they, as readers, make intertextual connections based on their previous experiences of texts or their own experiences and beliefs.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning in Stage 1 English through the following assessment types:

- Responding to text (3 tasks) – 37.5%
- Creating Texts (3 tasks) – 37.5%
- Intertextual Study (2 tasks) - 25%

There will be semester examinations.

English as an Additional Language

Credits: 20

Learning Area: English

Subject Prerequisites: English as an Additional Language is designed for students for whom English is an additional language or dialect. Students who achieve a 'C' grade or better in 20 credits of this subject meet the literacy requirement in the SACE. The focus capabilities for these subjects are communication, citizenship, personal development, work and learning.

Content:

The subject is based on responding to, and composing, oral and written texts in a range of genres and situations. Areas of study include:

Text study:

Students explore a range of written, oral, and visual texts, constructed for different purposes and in a range of genres. Texts studied could include feature films, web pages, poetry, newspaper or magazine articles, documentaries, talks by guest speakers, or news broadcasts.

Investigative study:

Students investigate a topic of personal interest by moving beyond the classroom to interview one or more people of their choice.

Communication study:

The focus of this study is on written and oral texts as they are used in contexts beyond the classroom and, in particular, the use of texts to persuade, influence, and instruct other people.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Text Production
- Language Application

There will be semester examinations.

Essential Mathematics

Credits: 10 or 20

Learning Area: Mathematics

Completion of 10 credits of Stage 1 Essential Mathematics with a C grade or better will meet the numeracy requirement of the SACE.

Students achieving a C grade or better in 20 credits of Essential Mathematics, with teacher recommendation, have the necessary background to proceed to Stage 2 Essential Mathematics.

Essential Mathematics offers students the opportunity to extend their skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their knowledge to everyday calculations, business applications, measurement and statistics in social contexts.

Content:

Semester 1 topics:

Calculations, time and ratio; Earning and spending; Geometry.

Semester 2 topics:

Data in context; Measurement; Investing.

Assessment:

Assessment is school based and subject to moderation by the SACE Board.

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

- Skills and application tasks
- Folio

There will be semester examinations.

Film Making

Credits: 10

Learning Area: Arts

This is the same course as Year 10 Film Making

The course aims to develop skills relating to the creation and use of a range of digital media and technologies. Particular areas of focus are in advanced camera operation, sound recording, lighting, managing digital media, advanced video and sound editing.

Content:

Students investigate and analyse the work of other film makers, learning to recognise and respond to the various techniques and devices used before putting these into practice in a series of hands on skill developing activities. They then complete two major film projects, one being a group task and the other an individual project.

While much of their work can be completed on their own laptops, they will also have access to computer systems with professional video and audio production software. The focus capabilities for this subject are communication and learning.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Folio – Investigation and skills extension
- Product – Film projects

Food and Hospitality

Credits: 10 or 20

Learning Area: Health and Physical Education

In Food and Hospitality, students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality.

Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food trends, hospitality issues and current management practices.

The focus capabilities for this subject are communication, work and learning.

Students examine the factors that influence people's food choices and the societal implications of these choices. They understand the diverse purposes of the hospitality industry in meeting the needs of local people and visitors.

Content:

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

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

Assessment:

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Practical Activities 50%
- Group Activity 20%
- Investigation. 30%

French (Continuers)

Credits: 20

Learning Area: Languages

Subject Prerequisites: Achievement of at least a sound 'C' grade overall in Year 10 French.

The continuers level French is designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

In French students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

The focus capabilities for this subject are communication and citizenship.

Content:

Stage 1 French at continuers level consists of three themes and a number of prescribed topics and suggested subtopics.

Themes:

- The individual
- The French-speaking communities
- The changing world.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Interaction
- Text Production
- Text Analysis
- Investigation.

There will be semester examinations.

General Mathematics

Credits: 20

Learning Area: Mathematics

Completion of 10 credits of Stage 1 General Mathematics with a 'C' grade or better will meet the numeracy requirement of the SACE.

Students achieving a 'C' grade or better in 20 credits of Stage 1 General Mathematics, with teacher recommendation, have the necessary background to proceed to Stage 2 General Mathematics or Stage 2 Essential Mathematics.

General Mathematics extend students' mathematical skills in ways that apply to practical problem solving. A problem based approach is integral to the development of mathematical models and associated key concepts. This type of course prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Content:

Semester 1 topics:

Investing and borrowing; Measurement; Statistical

Investigation.

Semester 2 topics:

Mathematical modeling, Linear functions and their graphs, Matrices and networks.

Assessment:

Assessment is school based and subject to moderation by the SACE Board.

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

- Skills and application tasks
- Mathematical investigation

There will be semester examinations.

Health

Credits: 10

Learning Area: Health and Physical Education

In Health, students focus on the health and wellbeing of individuals, communities, and societies in the environments they share. Students take a holistic approach, recognising various factors that shape the behaviour and attitudes of individuals and groups in relation to healthy living and caring for themselves and the environment. They gain an understanding of how health incorporates the underpinning principles of respect for diversity, social justice, and supportive environments. They consider the physical, emotional, social, cognitive, and spiritual dimensions of well-being.

Students develop skills in health literacy by considering how changing social structures, technologies, and community values, and complex economic, political, environmental, and social issues, affect the health and well-being of individuals and communities.

Content:

Two Elective topics will be chosen from the following:

- Health and participation in an active lifestyle
- The effects of alcohol tobacco and other drugs on health
- Health and the environment.
- Contemporary health priorities in Australia
- Health in relationships.
- Mental and emotional health
- Growing up healthy
- Careers and vocational studies in health.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Issues Response
- Group Activity
- Investigation.

History

Credits: 10 or 20

Learning Area: Humanities and Social Sciences

The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions, and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

The focus capabilities for these subjects are communication, citizenship, personal development, learning and work.

Content:

Semester 1

The course commences with a study of Revolutions as “engines of history” and looks at modern case studies. Revolutions illustrate interplays of nationalism and imperialism, social progression with social conservatism as well as the roles of internal and external forces. Our second study will either selected by students from Imperialism (with either the Ottoman or British Empires) or Indigenous Peoples (to explore contemporary and historical case studies from around the world to address issues of displacement and reconciliation).

Semester 2

Students are given a chance to shape the course content picking from themes of Social Movements (using a film study of apartheid in South Africa) and an Elective. The latter allows us to study topics such as Terrorism (from the 19th century through to today), Slavery (in the Middle East and the Americas) or Globalization (from the Victorian Age to today).

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through a major historical study on a topic of individual choice, as well as three historical skills tasks.

Mathematical Methods

Credits: 20

Learning Area: Mathematics

Completion of 10 credits of Stage 1 Mathematical Methods with a ‘C’ grade or better will meet the numeracy requirement of the SACE.

Students achieving a ‘B’ grade or better in 20 credits of Stage 1 Mathematical Methods, with teacher recommendation, have the necessary background to proceed to Stage 2 Mathematical Methods.

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. Using modelling processes students develop a deep understating of the physical world through a sound knowledge of relationships involving rates of change.

This course provides the foundation for further study in mathematics, economics, computer science and the sciences; as well as health or social sciences.

Content:

Semester 1 topics:

Functions and graphs; Polynomials; Trigonometry.

Semester 2 topics:

Growth and decay; Introduction to differential calculus; Counting and statistics.

Assessment:

Assessment is school based and subject to moderation by the SACE Board.

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

- Skills and application tasks
- Mathematical investigation.

There will be semester examinations.

Media Studies

Credits: 10

Learning Area: Humanities and Social Sciences

Media Studies explores the dynamic role of media in Australian and global contexts. Students develop an understanding of the ways in which media provide views of world events, interpretations of the world, and entertainment. Students consider how media can exert a significant influence on the ways in which people receive and interpret information about the world, explore their own culture and that of others, construct their identity, make economic choices, develop political ideas, and spend their leisure time. Media contribute to the formation of cultural identity because they are central to everyday life.

Content:

Students are involved in discussing and analysing media issues, interacting with media, and creating media products. Students actively engage and interact with media, while learning to make informed choices. The analytical elements of Media Studies support students to develop critical research and analysis skills that may lead to future study or employment pathways.

The three topics are selected from Making of the News, Representations in Media, Portrayal of War through Media and Media and the Global Community.

Assessment:

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

- Interaction Study
- Folio
- Production.

Music -Advanced

Credits: 10 or 20

Learning Area: Arts

This program is designed for students with a substantial background in music. This program provides a pathway to selected Stage 2 music subjects, such as musicianship, composing and arranging, solo performance as well as ensemble performance, music individual study, and music technology.

Through the study of music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgements.

The focus capabilities for this subject are personal development, citizenship, communication and learning.

Content:

Students have the opportunity to engage in some of the following activities:

- Composing, arranging, transcribing, improvising
- Performing
- Music technology
- Music in contexts
- Developing theory and aural skills.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills Presentation
- Skills Development
- Folio.

There will be semester examinations.

Music - Experience

Credits: 10 or 20

Learning Area: Arts

This program is designed for students with an interest in making and understanding music who may also have limited background in music notation or instrumental/vocal experience. This program provides a pathway to selected Stage 2 music subjects, such as music individual study, ensemble performance and music technology.

Through the study of music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching, and developing and applying music technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills, and their capacity to make informed interpretative and aesthetic judgements.

The focus capabilities for this subject are personal development, citizenship, communication and learning.

Content:

Students have the opportunity to engage in some of the following activities:

- Composing, arranging and improvising
- Performing
- Music technology
- Music industry skills
- Developing aural recognition skills.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Skills Presentation
- Skills Development
- Folio.

There will be semester examinations.

Nutrition

Credits: 10

Learning Area: Science

Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.

Students investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

Content:

Good nutrition is integral to a healthy and active life, and it is important that accurate information on nutrition is made available to individuals and communities. Students of Nutrition are presented with up-to-date scientific information on the role of nutrients in the body as well as on social and environmental issues related to nutrition.

Students investigate methods of food production and distribution that affect the quantity and quality of food, and consider the ways in which these methods and associated technologies influence the health of individuals and communities.

Students work individually and collaboratively to reflect on the nature of work in research sciences and, in particular, the field of nutrition. The study of Nutrition encourages students to think about the role of nutrition in their own futures and, more broadly, about its importance in social, economic, and cultural development in Australia and the rest of the world.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio
- Skills and Applications Tasks.

There will be semester examinations.

Outdoor Education

Credits: 10

Learning Area: Health and Physical Education

In Outdoor Education students gain an understanding of ecology, environmental sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities.

Students reflect on best environmental practice while completing at least two different outdoor activities. One five night, six day expedition is required for this semester subject.

The focus capabilities for this subject are communication, citizenship, and personal development.

Content:

The subject consists of the following four topics:

- Environment and conservation
- Planning and management
- Outdoor activities
- Outdoor journey.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Practical activity checklists
- Folio assessment
- Journal or trip reports.

Personal Learning Plan (PLP)

Credits: 10

Learning Area: Cross Disciplinary Studies

The Personal Learning Plan is a compulsory 10-credit Stage 1 subject that students need to complete with a 'C-' grade or better to achieve the South Australian Certificate of Education (SACE). At Scotch College, the Personal Learning Plan is studied at Year 10. This course is offered to all new students starting at Scotch in Year 11.

Content:

Students provide evidence of their learning through a set of four to five assessments.

The Personal Learning Plan (PLP) is a compulsory

10-credit SACE subject. The PLP helps students plan for their future by:

- helping them to make informed decisions about the subjects they will study in Years 11 and 12, and any course outside of school, with an awareness of tertiary prerequisite requirements
- possible career choices and ideas for pathways after secondary school (including Career Education)
- analyzing the effectiveness of their study habits and organisational strategies
- developing their skills in setting goals and optimising plans to achieve them
- Workplace Learning, Service Learning and the Goose Island expedition are also included in the PLP for Year 10 students

Students must achieve a 'C-' grade or better to successfully complete the PLP, and they have opportunities to add further evidence of learning at any stage during their SACE studies.

Assessment:

Assessment at Stage 1 is school based.

Teachers design a set of assessments that enable students to demonstrate the knowledge, skills, and understanding they have developed to meet the learning requirements of the PLP. Teachers use performance standards to decide how well each student has demonstrated his or her learning, based on the evidence provided through the set of assessments.

Philosophy

Credits: 10

Learning Area: Humanities and Social Sciences

Philosophy involves the rational investigation of questions about reality, knowledge, truth and ethics, to which there are no simple answers. Consequently, philosophical problems tend to provoke a wide range of discussions and foster a variety of views and theories. Investigation of these problems through the study of Philosophy requires skills of critical reasoning. This is developed through an understanding of reasoning and the foundations of argument analysis.

Philosophy promotes respect for intellectual integrity as a human value and develops students' skills to engage in philosophical argument. Students build their capacity to be creative and independent critical thinkers who can articulate and justify philosophical positions and argue reasoned action.

The focus capabilities for this subject are citizenship, learning and work.

Content:

The subject consists of:

- A compulsory section with three key areas – Metaphysics (human freewill, determinism, the nature of reality), epistemology (truth, belief and knowledge) and ethics (questioning what we should do versus what we could do)
- one guided Ethical Issues Study
- one student-negotiated Issues Study

Assessment:

Assessment at Stage 1 is school-based. Students demonstrate evidence of their learning through the following assessment types:

- Interaction
- Issues Analysis
- Issues Study.

Photography Art

Credits: 10

Learning Area: Arts

In Photography Art students express ideas through practical work using drawings, sketches, photographs and/or audio visual techniques leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual artworks in their cultural and historical contexts.

The broad area of Art includes both artistic and crafting methods and outcomes, including the development of ideas, research, analysis and experimentation with media and techniques, resolution and production.

The focus capabilities for this subject are communication and personal development.

Topics covered may include:

- Digital photography
- Photoshop
- Traditional black and white photography
- Printing and presentation techniques
- The study of historical and contemporary photography including practitioners and their work, the methods, media and technologies connected with photography.

Content:

The following three areas of study are covered:

- Visual thinking - 35%
- Practical resolution - 35%
- Visual arts in context - 30%.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Visual Thinking Folio
- Practical Resolution and Practitioner's Statement
- Visual Study.

Physical Education

Credits: 10 or 20

Learning Area: Health and Physical Education

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

Content:

Physical Education consists of the following three areas:

- In Movement –

Topics include: Skill Acquisition, Movement Concepts and Strategies, Energy Sources Effecting Human performance, Effector of training on physical performance.

- Through Movement

Topics include: Physiological barriers to participation, Social strategies for inclusive participation, Personal influences on participation.

- About Movement

Topics include: The body's response to physical activity, the effect of training on the body, Learning and refining skill.

Students analyse and interpret their findings from investigating a choice issue, for example gender/equity, salary capping, technology in sport.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Improvement Analysis
- Physical Activity Integration

There will be semester examinations.

Physics

Credits: 20

Learning Area: Science

Subject Prerequisites: A pass in Year 10 Science and Mathematics. Completion of Semester 1 Physics is required for Semester 2.

In Physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations. Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life. By exploring science as a human endeavour, students develop and apply their understanding of the complex ways in which science interacts with society, and investigate the dynamic nature of physics. They explore how physicists develop new understanding and insights, and produce innovative solutions to everyday and complex problems and challenges in local, national, and global contexts. In Physics, students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also pursue scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

Content:

The topics for Stage 1 Physics are:

- Linear Motion and Forces
- Electric Circuits
- Heat
- Energy and Momentum
- Waves
- Nuclear Models and Radioactivity.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

Investigations Folio (40%)

- Practical Investigation
- Science as a Human Endeavour Investigation

Skills and Applications Tasks (60%).

There will be semester examinations.

Psychology

Credits: 10

Learning Area: Science

The study of Psychology enables students to understand their own behaviours and the behaviours of others. It has direct relevance to their personal lives. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data. By emphasising evidence-based procedures (i.e. observation, experimentation and experience) the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

The focus capabilities for this subject are communication and learning.

Content:

Introduction to Psychology and two other topics from the following:

- Social behaviour
- Intelligence
- Cognition
- Brain and behaviour
- Human psychological development
- Emotion
- Negotiated topic.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

- Investigations Folio (40%)
- Skills and Applications Tasks (60%).

There will be semester examinations.

Research Project (Stage 2)

Credits: 10

Learning Area: Cross Disciplinary Studies

The Research Project is a compulsory 10-credit Stage 2 subject that students need to complete with a 'C-' grade or better to achieve the SACE. At Scotch College, the Research Project is studied at Year 11.

The Research Project gives students the opportunity to study an area of interest in depth. It allows students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work. The Research Project can take many forms, for example:

- Community-based projects
- Technical or practical activities
- Work-related research
- Subject-related research.

Content:

The content in the Stage 2 Research Project includes:

- the seven capabilities (literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding, intercultural understanding)
- research skills.

Assessment:

- School based assessment 70% (Folio and Research Outcome)
- External Assessment 30% (Evaluation).

Students select one or more of the above seven capabilities that they consider to be particularly relevant to their research project for development and demonstration. The demonstration, development, and evaluation of the selected capabilities will be incorporated in the school-based assessment of this subject.

The portfolio submitted includes selected evidence of their research, their findings and a written context statement with the evaluation for assessment. The written context statement (150 words) is an opportunity for students to summarise succinctly the focus of their research project, research processes used, and their findings.

Society and Culture

Credits: 10

Learning Area: Humanities and Social Sciences

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

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

Society and Culture gives students critical insight into the significance of factors such as gender, ethnicity, racism, class, and power structures that affect the lives and identities of individuals and groups. They develop the skills to critically analyse a range of viewpoints about peoples, societies, and issues; understand diversity within and across societies; and extend their awareness of the connections between, and the interdependence of, societies and cultures.

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

Content:

Students will undertake a study of one topic with a focus on an Australian context and one with a global context. There is a wide range of potential topics and the ones selected will reflect the experiences, backgrounds, and interests that students bring to their studies. There will be sufficient flexibility to allow topics that apply to the whole class and, when practicable, to groups of students and individual students.

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through:

- Assessment Type 1: Sources Analysis
- Assessment Type 2: Group Activity
- Assessment Type 3: Investigation

Specialist Mathematics

Credits: 40

Stage 1 Specialist Mathematics is studied in conjunction with Stage 1 Mathematical Methods.

Learning Area: Mathematics

Completion of 10 credits of Stage 1 Specialist Mathematics with a 'C' grade or better will meet the numeracy requirement of the SACE.

Students achieving a 'B' grade or better in 20 credits of Stage 1 Specialist Mathematics, with teacher recommendation, have the necessary background to proceed to Stage 2 Specialist Mathematics.

Specialist Mathematics draws on deepens students' mathematical knowledge, skills and understanding. Providing opportunities for students to develop their skills using rigorous mathematical arguments and proofs, using mathematical models.

This subject leads to a range of tertiary courses – mathematical science, engineering, computer science and physical science.

Content:

Semester 1 topics:

Arithmetic and geometric sequences and series; Geometry; Vectors in the plane

Semester 2 topics:

Trigonometry; Matrices; Real and complex numbers.

Assessment:

Assessment is school based and subject to moderation by the SACE Board.

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

- Skills and application tasks
- Mathematical investigation.

There will be semester examinations.

Sports Science and Technology

Credits: 10

Learning Area: Science

In Sports Science and Technology students will study how the human body works and applications in different sports, and how information technology can be used in different aspects of science.

Each semester has one of the focus of topics in Sport Science or Technology. Students will develop an understanding of key scientific concepts in different contexts. Students will investigate and apply their understanding of these concepts through the science inquiry skills and connections to science as a human endeavour. There will be a focus on science and engineering, supported through the application of technology, design, and mathematical (STEM) thinking.

Content:

The topics for Stage 1 Sport Science and Technology are:

- Health and injuries
- Running technology
- Pollution and exercise
- Biomechanical analysis of movement
- Artificial intelligence and globalization
- Bioinformatics
- Digital learning and virtual reality

Assessment:

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

Inquiry Folio (75%)

- Practical Investigations x 2
- Science as a Human Endeavour Investigation

Collaborative Inquiry (25%)

- Collaborative inquiry project

There will be semester examinations.

Vocational Education Training (VET External)

Credits: Vary according to the course

VET stands for Vocational Education Training and is offered to secondary school students to expand their opportunities and pathways post school.

Why study VET?

- Following a passion or explore a specific area of interest not offered at Scotch.
- Potential for VET to count towards SACE completion. Students receive points at Stage 1 or 2 depending on the training units covered in the course.
- Often practically based and focused on vocational outcomes
- Some courses can lead specifically to entry pathways into apprenticeships
- Broader experience within the community through work placements.
- Work experience placements add to learning and valuable practical experience employers seek

Challenges when studying a VET Course

- Some VET courses are offered after school and others are run during the school day. Missing full days of school for a whole year is very difficult for most students as it effects their other subjects.
- The location of courses can often cause transport and logistic difficulties compared with attending school.
- Some courses require placements on top of course work ranging from 25 – 120 hours making additional time demands.
- Certificate 3 courses are the equal in commitment to a Year 12 subject and require significant investment in time and effort to complete.

What courses Scotch students are enrolled in?

- Certificate 3 in Fitness (after school - two courses one through Foundation Education at Mitcham and the other Sport SA at Next Generation both Wednesday 4 – 7pm)
- We also have 3 students completing this course online.
- Certificate 2 in Retail Cosmetics (full day or 2 afternoons after school)
- Certificate 3 in Make Up (full day or 2 afternoons after school)
- Certificate 3 in Rural Operations (course work and full day workshops – own transport required)

- Certificate 3 in Early Childhood Education and Care (one evening a week plus coursework)
- Certificate 2 & 3 in Retail Operations (work placements and course work)
- Certificate 2 in Automotive Servicing Technology (full day x 6 semesters)
- Certificate 2 in Agriculture (full day)
- Certificate 2 in Scientific Studies – Aviation (Thursday afternoons)
- Certificate 2 in IT (Thursday afternoon)

What are other courses available?

Please explore the links below for the most common courses.

Inner South Curriculum Alliance

Media Make Up

Foundation Education (please note: Only the Certificate 3 in Fitness is offered in SA)

East Adelaide Cluster

There are other VET courses available all over Adelaide and these can be considered on application.

Costs

- The average cost of VET courses is about \$1500.
- From 2019 onwards, Scotch will go into partnership with families on the cost, 50/50 on enrolment to a maximum of \$1500 per course. When the course is completed the family will be refunded their contribution in full.
- Scotch do not fund VET courses that similar to subjects already offered at the College. For example, Scotch offers Fashion from Year 10 to Stage 2, so do not fund fashion courses as this pathway is possible within the school.

Stage 2 subjects are offered to students in Year 11, these are all 20 credits and selection in these subjects is subject to grades in Year 10, teacher recommendation and also timetabling