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:

- www.sace.sa.edu.au/ (the SACE Board), and

Stage 1 subjects:

Stage 1 subjects are offered in the following ways:

**One semester only (10 credits):**
- Art
- Design
- Design, Technology and Engineering
  - Material Solutions
  - Textiles
- Film Making
- Health and Wellbeing
- Media Studies
- Nutrition
- Outdoor Education
- Philosophy
- Photography Art
- Psychology
- Society and Culture
- Sports 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
- Modern History
- Music – Advanced
- Music – Experience
- Physical Education

**Two semesters only (20 credits):**
- Chemistry
- Chinese (Background Speakers)
- Chinese (Continuers)
- Dance
- English
- English as an Additional Language (EAL)
- Essential English
- French (Continuers)
- General Mathematics
- Mathematical Methods
- Physics

**Two semesters only (40 credits):**
- Specialist Mathematics – combined with Mathematical Methods
**Agriculture**

**Credits:** 10 or 20

**Learning Area:** Science

Students extend their literacy skills through the 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 and oenology
- Winemaking and marketing
- Animal anatomy and physiology
- Agriculture resource management

**Semester 2:**
- Technologies in agriculture
- Agribusiness and enterprise
- Sustainable beef feedlot industry
- Biosecurity processes

**Assessment:**
Formative and summative assessment, including reports, assignments, tests, orals, investigations, fieldwork 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%

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**Art**

**Credits:** 10

**Learning Area:** The Arts

In Art, students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audiovisual 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 folio
- Practical resolution and practitioner’s statement
- Visual study

**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%
**Biology**

**Credits:** 10 or 20

**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
- Applications of DNA technologies
- Biodiversity and ecosystem dynamics

**Assessment:**
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following:
- Investigations Folio (40%):
  - SHE investigation
  - Design practical investigation
- Skills and Applications Tasks (60%):
  - Topic tests

There will be semester examinations.

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**Business Innovation**

**Credits:** 10 or 20

**Learning Area:** Business, Enterprise and Technology

Shark Tank eSchool (STeS) is an educational program designed to immerse young people into the “doing” of entrepreneurship and innovation. Innovation and entrepreneurship are increasingly considered key drivers to solve real-world problems, and the knowledge, skill and application activities will help them do this, and in the process become the entrepreneurial leaders of tomorrow.

STeS is an action-learning, project-based program. Students start by forming teams, identifying a real-world problem and developing a business idea that solves the problem over the course of the semester. The role of the teacher is to guide and facilitate the learning process, rather than having all the answers and by the end of the program students will be amazed by what they have achieved. There are multiple excursions over the course of the program.

**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

Subject 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 sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

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. 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:
- Matter
- Aqueous solutions
- Redox reactions
- Molecules
- Analytical chemistry

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following:
Investigations Folio (40%):
- SHE investigation
- Design practical investigation
Skills and Applications Tasks (60%):
- Topic tests

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 (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.

Dance

Credits: 20

Learning Area: The 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: The Arts

In Design, students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and/or audiovisual 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, Technology and Engineering – Material Solutions
Credits: 10

Learning Area: Business, Enterprise and Technology

In Design, Technology and Engineering, students use the design and realisation process to engineer solutions for the development of products or systems. The subject provides a flexible framework that encourages students to be creative, innovative and enterprising with a Material Solutions focus. They apply critical problem-solving skills and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Design, Technology and Engineering – Material Solutions provides opportunities for students to apply engineering processes and use new and evolving technologies.

In Stage 1, students use the design and realisation process. They learn to create a design brief that provides the basis for the development of potential solutions to design problems and 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 Material Solutions context.

A solution could be fully realised or a model, prototype, system, part, process (i.e., procedures to output a product) or product. Students analyse influences on a product or system, including ethical, legal, economic and/or sustainability issues. They consider the practical implication of these issues on society or design solutions. Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 1 Design, Technology and Engineering – Material Solutions:

Assessment Type 1: Specialised skills tasks (20%)
- Specialised skills task A
- Specialised skills task B

Assessment Type 2: Design process and solution (80%)
Design process (30%)
- Part 1 – Design development
- Part 2 – Solution realisation
Solution (50%)
Design, Technology and Engineering – Textiles

Credits: 10

Learning Area: Business, Enterprise and Technology

This course focuses on Textiles. In Design, Technology and Engineering – Textiles, students use the design and realisation process to engineer solutions for the development of products or systems. The subject provides a flexible framework that encourages students to be creative, innovative and enterprising with a Textiles focus. They apply critical problem-solving skills and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Design, Technology and Engineering – Textiles provides opportunities for students to apply engineering processes and use new and evolving technologies.

In Stage 1, students use the design and realisation process. They learn to create a design brief that provides the basis for the development of potential solutions to design problems and 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 Industry and Entrepreneurial Solutions context. A solution could be fully realised or a model, prototype, system, part, process (i.e., procedures to output a product) or product. Students analyse influences on a product or system, including ethical, legal, economic and/or sustainability issues. They consider the practical implication of these issues on society or design solutions. Students apply appropriate skills, processes, procedures and techniques whilst implementing safe work practices in the creation of the solution.

Student learning for this course is reported for the following context: Design, Technology and Engineering – Industry and Entrepreneurial Solutions.

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 1 Design, Technology and Engineering – Textiles:

Assessment Type 1: Specialised skills tasks (20%)
- Specialised skills task A
- Specialised skills task B

Assessment Type 2: Design process and solution (80%)
- Design process (30%)
  - Part 1 – Design development
  - Part 2 – Solution realisation
- Solution (50%)

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 three areas of study:
- Performance – weighting 40%
- Responding to drama – weighting 30%
- Creative synthesis – weighting 30%

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

Performance:
Task: Students apply the dramatic process to develop their individual and collaborative contributions to a performance. Students develop their learning and skills throughout the process and during the final performances in one or more roles; e.g., actor, designer, director. Students perform their whole-class play in Term 2. Their time on stage should be between 5 to 10 minutes.

Responding to drama:
Task: Students create a written response, which links their dramatic learning from one or more drama events they have experienced, with their own learning in a role or roles, (e.g., actor, director, designer, filmmaker, scriptwriter). This can be one of several live productions we will view as a class at State Theatre Company SA and at the Adelaide Fringe, or the Adelaide Festival Centre’s ‘Take the Stage’ Workshop with professional actors. (Students may choose to include other professional drama events by negotiation.)

Students analyse and reflect on the ideas, techniques, skills, choices and artistic impact of the event on its audience, and the students on own individual development as either an actor, designer or director. Each student explicitly draws links and makes connections between aspects and key moments of the events, and their own specific development as a dramatic artist.
Creative synthesis:
Students choose to be either off-stage or an actor in a group performance. Students develop their learning and skills throughout their process and during the final performances in one or more roles; e.g., actor, designer, director. They keep records of development through video, photographs and verbal reflection through the process and performance. Their presentation should be between 5 and 10 minutes. After the final performance, each student assembles and presents evidence of their learning and skills development in one of two choices during Week 5, Term 2:
• An oral presentation – video recorded by the student
• A video essay

Each student demonstrates their analysis and reflection of their process, choices and outcomes through their presentation of evidence.

English
Credits: 20
Learning Area: English

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

Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience and context is applied in students’ own creation of imaginative, interpretive, analytical and persuasive texts, which 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 read and examine a range of texts. In doing so, students come to understand connections between purpose, audience and context, and how these are achieved through language and choice of stylistic features.

Creating texts:
Students create imaginative, interpretive and/or persuasive texts for different purposes, audiences and contexts, in written, oral and/or multimodal forms. Students create original oral texts or base their oral response on an existing text(s). Oral responses are delivered to an audience or recorded in an appropriate digital form.

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 a second text.

Students are expected to use accurate spelling, punctuation, syntax and conventions. This is achieved, in part, through considered planning, drafting, editing and proofreading.

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 texts (2 tasks) – 50%
• Creating text (1 task) – 25%
• Intertextual study (1 task) – 25%

English as an Additional Language (EAL)
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 this subject 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.

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 English**

**Credits:** 20

**Learning Area:** English

This course is intended for students who do not intend to complete Stage 2 English. It is a 20 credit subject and has two assessment types:
- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts.

Students provide evidence of their learning through eight assessments, with at least two assessments from each assessment type. At least two assessments will be oral or multimodal presentations, and at least two will be in written form.

Examples of a ‘Responding to Texts’ task include a blog in response to a news item or sports report, a set of annotations on a community information text or a director’s commentary on a section of a visual or dramatic text.

Examples of a ‘Creating Texts’ task include a role play in a community or workplace context, instructions describing a process in either a written, oral, or multimodal form or a workplace report (e.g. on an accident or recommendation to change a process).

**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 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:**
- Calculations, time and ratio
- Earning and spending
- Geometry

**Semester 2:**
- 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: The 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 a short film production, either in a small group or independently. This will usually be in conjunction with a film festival competition.

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 – Inquiry and practical skills
- Product – Short film production

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 – recipe modification with a focus on food technology use
- Local and global issues in food and hospitality – pizza and dumpling menu design, trialling and review
- Trends in food and culture – insect protein
- Food and safety – refrigerated desserts – macaroon ice cream sandwiches, FreakShakes
- Food and hospitality careers – chocolate tempering for enrobing of jubes, bars, blocks, frogs, bark, spheres and truffles

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 approximately 300 hours by the time they have completed Year 10, 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, 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.

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

**Content:**

**Semester 1:**
- Investing and borrowing
- Measurement
- Statistical investigation

**Semester 2:**
- Mathematical modelling
- 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 and Wellbeing

Credits: 10

**Learning Area:** Health and Physical Education

Students develop the knowledge, skills and understanding required to explore and understand influences and make decisions regarding health and wellbeing. They consider the role of health and wellbeing in different contexts and explore ways of promoting positive outcomes for individuals, communities and global society.

Health and wellbeing is influenced by diverse social and cultural attitudes, beliefs and practices. An understanding of the health and wellbeing status of individuals, communities and global societies incorporates, for example, health determinants and strategies to improve lifestyle decisions. Students may explore principles and frameworks relating to health and wellbeing.

In Health and Wellbeing, student agency is promoted through providing opportunities to make responsible choices and decisions in a rapidly changing world. Students explore and develop skills as agents and advocates for change and consider moral and ethical perspectives.

Students evaluate current trends and issues that impact health and wellbeing. They reflect on personal and community actions to promote and improve sustainable outcomes for individuals, communities and global society.

**Content:**
Stage 1 consists of the following concepts:
- Health literacy
- Health determinants
- Social equity
- Health promotion

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

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Modern 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 this subject 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 be 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 to today), Slavery (in the Middle East and the Americas) or Globalisation (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 understanding 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:*
- Functions and graphs
- Polynomials
- Trigonometry

*Semester 2:*
- 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.

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**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.

Three topics are selected from:
- Making of the news
- Representations in media
- Portrayal of war through media
- 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: The 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: The 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:
The topics for Stage 1 Nutrition are:
- Nutrients
- Lipids
- Carbohydrates
- Proteins
- Vitamins
- Minerals
- Micronutrients

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following:
Investigations Folio (40%):
- SHE investigation
- Design practical investigation
Skills and Applications Tasks (60%):
- Topic tests

There will be semester examinations.

Outdoor Education

Credits: 10

Learning Area: Health and Physical Education

Through the study of three focus areas: environment and conservation; planning and management; and personal growth and development, students develop skills and understanding in preparation and planning for outdoor journeys, consideration of risk management and conservation practices, and develop teamwork and practical outdoor skills.

The learning experiences that take place in a variety of geographical locations enable students to develop an appreciation of their place in natural environments. As they spend time learning in natural environments, students develop knowledge and apply planning and risk-management skills for outdoor living that enable them to travel in a safe and environmentally sustainable way through natural environments.

The development of their relationship with natural environments impacts positively on students' health and wellbeing, and fosters a lifelong connection with nature and a commitment to responsible activity in natural environments.

Content:
Stage 1 Outdoor Education is a 10-credit subject that consists of three interrelated focus areas. Together, the learning through these three focus areas enables students to develop and extend the core skills, knowledge and understanding required to be safe, active and informed participants in the natural environment. The core skills, knowledge and understanding are integrated in each of the focus areas and developed through experiential learning in the context of activities and journeys in natural environments.

Students study all three focus areas:
- Environment and conservation
- Planning and management
- Personal growth and development

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:
- Two about natural environment tasks
- Two experiences in natural environment tasks
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 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
• looking at possible career choices and ideas for pathways after secondary school (including Career Education)
• analysing 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, which are 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: The Arts

In Photography Art, students express ideas through practical work using drawings, sketches, photographs and/or audiovisual 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 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.

Content:
Physical Education consists of the following three areas:
- In movement: Topics include skill acquisition; movement concepts and strategies; energy sources affecting 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
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.

Content:
The topics for Stage 1 Physics are:
- Linear motion and forces
- Heat
- Energy and momentum
- Waves
- Nuclear models and radioactivity
- Electric circuits

Assessment:
Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following:
Investigations Folio (40%):
- SHE investigation
- Design practical investigation
Skills and Applications Tasks (60%):
- Topic tests

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:
Investigations Folio (40%):
- SHE investigation
- Design practical investigation
Skills and Applications Tasks (60%):
- Topic tests

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 and deepens students’ mathematical knowledge, skills and understanding. It provides 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:
- Arithmetic and geometric sequences and series
- Geometry
- Vectors in the plane

Semester 2:
- 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, applications in different sports, and how information technology can be used in different aspects of science.

Each semester has one of the focus topics in Sports 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 Sports Science and Technology are:
- Health and injuries
- Running technology
- Pollution and exercise
- Biomechanical analysis of movement
- Artificial intelligence and globalisation
- 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
Vocational Education Training (VET) Options (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?
• Follow 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 difficult for most students as it affects their other subjects.
• The location of courses can often cause transport and logistical difficulties compared with attending school.
• Some courses require placements on top of course work, ranging from 30 to 120 hours. This can be a challenge for already busy students.
• 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 are Scotch students generally enrolled in?
• Certificate 3 in Fitness – online or contact classes
• Certificate 2 in Hospitality
• Certificate 2 in Kitchen Operations
• Certificate 3 in Early Childhood Education and Care (one evening a week plus coursework) 120 hours or placement required; this is a work-ready course
• Certificate 2 & 3 in Retail Operations (work placements and coursework)
• Certificate 2 in Automotive Servicing – full day plus placements
• Certificate 2 in Construction (Doorways program) plus 3 weeks’ placement
• Certificate 3 in Business
• Certificate 2 in Electrotechnology (Apprenticeship pathway)
• School-based apprenticeships – Carpentry (Certificate 3)

What other courses are available?
Please explore the 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 $1700 but range from $1000 to $2800.
• Scotch will go into partnership with families on the cost: 50/50 on enrolment to a maximum of $1700 per course. When the course is completed the family will be refunded their contribution in full. This is structured to ensure students are fully committed to the course. This policy is common across independent schools.
• Scotch do not fund VET courses that are 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.

For any further questions about possibilities in VET, please contact:
Mark Kelly – VET Coordinator
mkelly@scotch.sa.edu.au