

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:

Exploring Identities and Futures (10 credits Year 10)  
 English or English as an Additional Language (EAL)  
 (20 credits – Year 11)

Mathematics (10 credits – Year 11)  
 Activating Identities and Futures (AIF)  
 (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 Activating Identities and Futures). For online subject choices in August, each student will select 120 credits. The Activating Identities and Futures is NOT selected online as it is compulsory. For further information, please visit: [www.sace.sa.edu.au/](http://www.sace.sa.edu.au/) (the SACE Board), and [www.satac.edu.au/](http://www.satac.edu.au/) (SATAC information for university).

**Stage 1 subjects:** Stage 1 subjects are offered in the following ways:

**One semester only (10 credits):**

Art  
 Business Innovation  
 Creative Arts - Film Making  
 Design  
 Design Technology & Engineering  
 - Material Solutions - Metal and/  
 or Timber  
 - Textiles  
 Economics  
 Geography  
 Health and Wellbeing  
 Media Studies  
 Nutrition  
 Outdoor Education  
 Philosophy  
 Photography  
 Psychology  
 Sports Science and Technology

**One or two semesters (10 or 20 credits):**

Agriculture  
 Biology  
 Digital Technologies  
 Drama  
 Essential Mathematics  
 Food and Hospitality  
 Modern History  
 Music – Advanced  
 Music – Experience  
 Physical Education

**Two semesters (20 credits):**

Chemistry  
 Chinese (Background Speakers)  
 Chinese (Continuers)  
 Dance  
 English  
 English as an Additional Language (EAL)  
 Essential English  
 French (Continuers)  
 General Mathematics  
 Industry Connections  
 Mathematical Methods  
 Physics

**Two semesters (40 credits):**

Specialist Mathematics –  
 combined with Mathematical  
 Methods

**Two semesters only (various credits):**

Sports Coaching - Certificate III  
 Vocation Education Training



# Activating Identities and Futures (Stage 2)

**Credits:** 10

**Learning Area:** Cross Disciplinary Studies

The AIF replaces the Research Project. It 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 AIF is studied at Year 11. The AIF gives students the opportunity for students to take greater ownership and agency over their learning as they select relevant strategies to explore, conceptualise, create and/or plan to progress an area of personal interest towards a learning output. Students get to choose a project that they are passionate about in negotiation with their teacher, they research and find sources of help to develop skills which enable development of their project. Students provide evidence of the development of the project throughout the course. However, the assessment is based on learning that has occurred during development, strategies, perspectives and feedback documenting successes and failures.

Projects in the AIF can take many forms. The following are examples:

- Designing and building a guitar
- Creating photography portfolio
- Creating a business plan for a sustainable fashion brand
- Making an online comic inspired by Japanese Maganaka

## Content:

The content includes developing agency, demonstrating self, developing and applying metacognitive skills, developing reflective practices and evaluating judgement

## Assessment:

### School-based assessment 70%

- Folio 30%
- Research outcome 40%

### External assessment 30%

- Appraisal 30%

Evidence can be submitted in a variety of multimedia formats (audio, video, text) with a focus on this occurring naturally. There is no word or time limit on the portfolio.

# 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, Oenology and Marketing
- Animal Production
- Agriculture Resource Management

### Semester 2:

- Agribusiness and Enterprise
- Agriculture Technology and Innovation
- Biosecurity in Agriculture

## 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%

# Art

**Credits:** 10

**Learning Area:** The Arts

Students research, analyse, explore, experiment with media and technique, resolve and produce practical work. They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions. Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

## **Content:**

### **Area of Study 1: Visual Thinking**

Visual thinking for artists usually involves applying a creative or problem-solving process in a logical sequence.

### **Area of Study 2: Practical Resolution**

Practical resolution may result in a suite of works or a run of prints. Students evaluate what they have achieved and learn how to produce a practitioner's statement.

### **Area of Study 3: Visual Arts in Context**

Students have opportunities to contextualise art or design by analysing and interpreting works of art or by observing and researching the artistic or design style and use of media, materials, techniques, and technologies.

## **Assessment:**

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

- Folio - 40%
- Practical - 30%
- 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 (50%):**

- SHE investigation
- Design practical investigation

### **Skills and Applications Tasks (50%):**

- Topic tests

There will be semester examinations.



# Business Innovation

**Credits:** 10

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

In Stage 1 Business Innovation, students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. Students are immersed in the process of finding and solving customer problems or needs through design thinking and using assumption-based planning tools.

Working both individually and collaboratively, students begin to propose and test hypotheses relating to the customer, problem, and solution. Students 'learning through doing' in finding and solving complex, dynamic, real-world problems is by collecting and analysing financial and business information that informs the process of proposing, developing, and testing solutions.

Students apply these skills in the iterative development of business models for start-up and existing businesses, analysing data to inform the decision-making process, and communicating with a range of stakeholders.

## **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 and tasks:

### **Assessment Type 1: Business Skills**

- Analysis of Existing Business
- Validation Presentation
- Minimum Viable Product Folio

### **Assessment Type 2: Business Pitch**

- Business Pitch
- Evaluation

# 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.

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.

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 is school based. Students demonstrate evidence of their learning through the following:

#### Investigations Folio (50%):

- SHE investigation
- Design practical investigation

#### Skills and Applications Tasks (50%):

- 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.

### Content:

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

- Interaction
- Text production and Analysis
- Investigation
- In-depth study

There will be semester examinations.

## Chinese (Continuers)

**Credits:** 20

**Learning Area:** Languages

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.

### Content:

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 - Film Making

**Credits:** 10

**Learning Area:** Technologies

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.

## **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

# Dance

**Credits:** 20

**Learning Area:** The Arts

In Stage 1 Dance students develop aesthetic and kinaesthetic intelligence, using the body as an instrument for the expression and communication of ideas. Through the development of practical movement skills and choreographic and performance skills as an artist and experiencing performance as part of an audience, students explore and celebrate the human condition.

## **Content:**

Dance prepares young people for participation in the 21st century by equipping them with transferable skills, including critical and creative thinking skills, personal and social skills, and intercultural understanding

The study of Stage 1 Dance establishes a basis for continuing to study Stage 2 Dance and for further education and employment across many fields, including the art and culture industries.

## **Course Requirements:**

Each student is to take part in 1 Contemporary Dance class and 1 Ballet Class within the after-school Dance@Scotch

## **Assessment:**

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

- Skills Development
- Creative Explorations
- Dance Contexts



# Design

**Credits:** 10

**Learning Area:** The Arts

In Design, students explore topics such as communication design, environmental design and industrial design using industry standard programs and methods. Students have opportunities to research, understand and reflect upon design in cultural and historical contexts.

## **Content:**

The course will include ongoing teacher-directed exercises to assist students in developing an analytical vocabulary, creative problem-solving skills and innovative thinking practices. Upon completion of these exercises, 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 the complete design process, from defining problems and market research, to 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.

### **Area of Study 1: Visual Thinking**

Visual thinking for designers usually involves applying a creative or problem-solving process in a logical sequence.

### **Area of Study 2: Practical Resolution**

Practical resolution may result in a suite of works or a run of prints. Students evaluate what they have achieved and learn how to produce a practitioner's statement.

### **Area of Study 3: Visual Arts in Context**

Students have opportunities to contextualise art or design by analysing and interpreting works of art or by observing and researching the artistic or design style and use of media, materials, techniques, and technologies.

## **Assessment:**

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

- Folio – 40%
- Practical - 30%
- Visual Study – 30%

# Design, Technology and Engineering – Timber and or Metal

**Credits:** 10 or 20 credits

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

Students use the design 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. 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.

## **Content:**

Design, Technology and Engineering provides opportunities for students to apply engineering processes: including construction techniques, 3D Modelling, Technical Drawing Generation and use new and evolving technologies.

Students 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. Students can study one semester of Timber and one semester of Metal.



### Assessment:

The following assessment types enable students to demonstrate their learning:

#### Specialised Skills Tasks (30%)

- Specialised Skills Task 1 – (Fusion 360)
- Specialised Skills Task 2 – (Construction Techniques)

#### Design Process and Solution (70%)

Part 1 - Design Development Includes:

- Investigation and Analysis
- Design Development and Planning

Part 2 - Solution Realisation

- Solution Realisation
- Solution Realisation - Multimodal Presentation
- Evaluation

# Design, Technology and Engineering – Textiles

**Credits:** 10

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

In Design, Technology and Engineering – Textiles, students use design thinking 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 in their chosen context. 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.

### Content:

Design, Technology and Engineering – Textiles provides opportunities for students to apply engineering processes and use new and evolving technologies. Students use an iterative design process to explore possible solutions to a problem or opportunity. They investigate and analyse the purpose, design features, materials and production techniques used in diverse situations, including industry, community and tertiary organisations. This information is used to create a design brief that provides the basis for the development of potential solutions. The importance of the design process as a preliminary to the realisation process is emphasised, as is ongoing evaluation of the solution and vice versa.

A solution in this subject is an outcome of the design and realisation process in relation to the chosen 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 solution, 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:

### Specialised Skills Tasks (30%)

- Specialised Skills Task 1 - Fibre Identification
- Specialised Skills Task 2 - Fashion Illustration Techniques

### Design Process and Solution (70%)

#### Part 1 - Design Development

- Investigation and Analysis
- Design Development and Planning

#### Part 2 - Solution Realisation

- Solution Realisation
- Solution Realisation - Multimodal Presentation
- Evaluation

# Digital Technologies

**Credits:** 10 or 20

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

In Digital Technologies students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. Digital technologies have changed the ways that people think, work, and live. The application of digital technologies can lead to discoveries, new learning, and innovative approaches to understanding and solving problems.

The subject consists of the following focus areas:

Programming

Advanced programming

Exploring innovations.

## Content:

Students use computational thinking skills and strategies to identify, deconstruct, and solve problems that are of interest to them. They analyse and evaluate data, test hypotheses, make decisions based on evidence, and create solutions. Through the study of Digital Technologies, students are encouraged to take ownership of problems and design, code, validate, and evaluate their solutions. In doing so, they develop and extend their understanding of designing and programming, including the basic constructs involved in coding, array processing, and modularisation.

At Stage 1, students develop and apply their skills in computational thinking and in program design. They follow agile practices and/or iterative engineering design processes. Innovative technologies are further used within the classroom environment to extend these ideas and keep up to date with technologies that are constantly emerging.

## Assessment:

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

- Project Skills - 60%
- Digital Solution - 40%



# 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:**

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. Students who are planning to take Stage 2 Drama as a subject, should choose either a whole year or semester 2 of Stage 1 Drama. This is because we will begin preparations for the performance components of Stage 2 Drama in Semester 2 Stage 1.

# Economics

**Credits:** 10

**Learning Area:** Humanities

Economics is the study of how resources are allocated so that goods and services are produced, distributed, and exchanged to satisfy the unlimited needs and wants of society

## **Content:**

At Stage 1, students study the four economics concepts of scarcity, choice, opportunity cost, and the cause and effect of economic decisions. This is developed through exploration of the fundamental economic problem and the way in which resources are allocated so that goods and services are produced, distributed, and exchanged to satisfy the unlimited needs and wants of society.

Students explore and analyse a variety of authentic economic contexts to develop, extend, and apply their skills, knowledge, understanding, and capabilities. By studying Economics, students develop an understanding of different economic systems and institutions and learn to assess the degree to which these systems and institutions satisfy people's needs and wants.

They apply their learning of these concepts to authentic economic contexts to develop their understanding of the economic principles that underpin decision-making including interactions between individuals, markets, governments, and the global economy.

## **Assessment:**

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

### **Assessment Type 1: Folio**

- Economic Commentary
- Market Failure/ Objectives Report

### **Assessment Type 2: Economic Project**

- Project Analysing a Choice of Topics

# English

**Credits:** 20

**Learning Area:** 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.

## **Content:**

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 (4 tasks) – 50%
- Creating text (2 tasks) – 25%
- Intertextual study (2 tasks) – 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.

### 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

### Content:

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).

### Assessment:

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

- Responding to Texts
- Creating Texts.

# 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
- Geometry
- Tables and graphs

### **Semester 2:**

- Statistics
- Financial Mathematics
- Measurement

## **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 - 70%
- Folio - 30%

There will be semester examinations.

# Exploring Identities and Futures (EIF)

**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.



# 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.

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 - ELC Teddy Bears Picnic
- Local and global issues in food and hospitality Trends in food and culture - AI and our fridge and pantry!
- Food and safety – Dumplings and Chocolate Masterpieces, Indigenous food - supply and demand
- Food and hospitality careers - Food product design and development in a food business, food writing, marketing and food trend identification via social media platform

## **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.

## **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 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:**

- Measurement
- Investing and borrowing
- Statistical investigation

### **Semester 2:**

- Matrices and networks
- Linear functions and their graphs
- Normal Distribution

## **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 - 70%
- Mathematical investigation - 30%

There will be semester examinations.

# Geography

**Credits:** 10

**Learning Area:** Humanities and Social Sciences

In a world that is globally interconnected more than ever before, understanding that world is critical to the wellbeing and sustainability of people and society.

Geography empowers students to shape change for a socially just and sustainable future and inspires curiosity and wonder about the diversity of the world's places, peoples, cultures, and environments. Through a structured way of exploring, analysing, and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Geographers look at issues and problems at a local, national, and global scale and then formulate solutions to those problems. Some of the fastest growing careers use Geography. From civil engineers, environmental and urban planners through to security/defence intelligence analysts, politicians, and law makers; to climate change assessment and planning, meteorologists, architecture, and farming.

Students engage in geographical inquiry by using geographical methods and skills. They pose geographical questions, seek answers, and evaluate responses, using a range of fieldwork and spatial technology skills. Fieldwork, in all its various forms, is central to the study of Geography, as it enables students to develop their understanding of the world through direct experience.

Students focus on two units: Environmental change and management and Geographies of Human Wellbeing

## **Content:**

- Environmental change and management
- Geographies of Human Wellbeing

## **Assessment:**

Formative and summative assessment using the Achievement Standards as specified by the Australian Curriculum. Students demonstrate evidence of their learning through the following assessment types:

- Geographical Skills and Applications
- Fieldwork

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. Teachers select from the concepts of Health literacy, Health determinants, Social equity and Health promotion. They may be considered through the lens of individual, community and global contexts.

## **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

# Industry Connections (Stage 2)

**Credits:** 20

**Learning Area:** Cross Disciplinary

Industry Connections provides students who have an interest in a particular industry area to develop and apply their skills, knowledge and understandings about that industry, while developing their capabilities and employability skills through an industry-related project.

A student's identified interest in a specific Industry is the driving force behind this subject. A sustained, focused approach to developing their skills and understanding is vital for success in this subject.

Industry Connections does not replicate VET programs and students do not achieve VET units of competency, however Industry Connections can be flexibly designed to enable opportunities for students to collate a work skills portfolio that may support future career and transitions opportunities, such as a job application and/or future recognition of prior learning (RPL) process for a VET qualification.

## **Assessment:**

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

- Work Skills Portfolio (50%)
- Industry Project (30%)
- Reflection (20%)

This subject will count towards SACE completion, but not towards an ATAR.

# 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:**

- Introduction to differential calculus
- Growth and decay
- 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 - 70%
- Mathematical investigation - 30%

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.

### **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





# 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 explore Genocide and the social political and economic impacts of these events. Students will focus on individual genocides and explore how and why these events happen and investigate the responsibility of world organisations in stopping these mass killings.

### **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.

# Music – Advanced

**Credits:** 10 or 20

**Learning Area:** The Arts

## **Subject Prerequisites:**

Satisfactory completion of Year 10 Music, 3 years instrumental experience or by negotiation with the Co-ordinator of Music.

This course is designed for students with substantial background and experience in music.

Music Advanced programs provide pathways to the Stage 2 Music subjects: Music Studies, Music Explorations, Music Performance - Ensemble and Music Performance - Solo.

## **Content:**

Students explore and apply their musical understanding, skills, and techniques to develop, refine, and present musical works. The Music Advanced course will focus upon developing high level music literacy concepts that the students will apply in the analysis of musical works and the creation of their own notation-based compositions, arrangements and performances. A minimum instrumental/vocal skill level is required to be successful in the performance aspects of the course.

## **Assessment:**

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

- Creative Works
- Musical Literacy

There will be semester examinations

# Music – Experience

**Credits:** 10 or 20

**Learning Area:** The Arts

## **Subject Prerequisites:**

Available for students with limited background in reading music notation and/or limited instrumental/vocal experience.

This course is designed for students with emerging musical skills and provides opportunities for students to develop their musical understanding and skills in creating and responding to music.

Music Experience programs provide pathways to the Stage 2 Music subjects: Music Explorations, Music Performance – Ensemble and Music Performance – Solo.

## **Content:**

Students develop an understanding of the elements of music and apply this understanding to create their own music as performances, arrangements, or compositions. They develop their musical literacy through responding to and reflecting on their own and others' musical works.

Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works (performances, arrangements & compositions) that express their ideas and emotions. Students engage in the following types of activities; composing, arranging, improvising, listening, score analysis, performing (as soloists &/or ensemble members), and sound engineering. Students will focus on building and improving functional music literacy.

## **Assessment:**

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

- Creative Works
- Musical Literacy

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 (50%):**

- SHE investigation
- Design practical investigation

### **Skills and Applications Tasks (50%):**

- 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

# 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

**Credits:** 10

**Learning Area:** The Arts

Students research, analyse, explore and experiment with photographic composition and experience contemporary approaches to artificial and natural light. Through the discovery of the advantages of photography media and techniques students develop and produce practical work. Students develop the skills to think visually and to record this thinking. This means using digital drawings, sketches, diagrams, graphical representations and photographs to document their journey through the design process. As photographic artists students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.

## Content:

### Area of Study 1: Visual Thinking

Visual thinking for artists usually involves applying a creative or problem-solving process in a logical sequence.

### Area of Study 2: Practical Resolution

Practical resolution may result in a suite of works or a run of photographs. Students evaluate what they have achieved and learn how to produce a practitioner's statement.

### Area of Study 3: Visual Arts in Context

Students have opportunities to contextualise art or design by analysing and interpreting works of art or by observing and researching the artistic or design style and use of media, materials, techniques, and technologies.

## Assessment:

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

- Folio – 40%
- Practical – 30%
- Visual Study – 30%

# 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.

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.

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:**

- 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 (50%):**

- SHE investigation
- Design practical investigation

#### **Skills and Applications Tasks (50%):**

- 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 (50%):**

- SHE investigation
- Design practical investigation

#### **Skills and Applications Tasks (50%):**

- Topic tests

There will be semester examinations.

# 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 Coaching - Certificate III

**Credits:** 60

**Learning Area:** Health and Physical Education

Delivered internally by PE staff at Scotch, students will complete a Certificate 3 qualification in Sport Coaching.

## Subject Pre-requisite:

To qualify for this course you will need to demonstrate that you are or want to be involved in coaching at the College. The course is restricted to 15 students and it will be determined by an interview process with Head of Sport and Head of Health and Physical Education.

## Content:

This qualification enables students to acquire and apply skills in the development of themselves and others within a Sport Coaching context. Curriculum is delivered across both theoretical and practical settings. The School has chosen to deliver this as part of our VET Partnership with the Australian College of Sport. Course references are to both community sport, as well as the "developing athlete". Key coaching topics across the individual's technical, tactical, physical and mental components of development are explored, and within the following sequence of learning: Learn to Learn, Learn to Train, Learn to Play, Learn to Compete. For students seeking to progress to Physical Education as a SACE Stage 2 subject, the Certificate III in Sport Coaching offers elective units that introduce some of the key theoretical concepts for that subject choice, in order to better prepare for the student's learning outcomes at the Stage 2 level.

## Qualification and Pathway summary:

The Certificate III in Sport Coaching reflects the role of individuals who apply the skills and knowledge to coach participants up to an intermediate level in a specific sport. This qualification provides a pathway to work in community coaching roles, either working or volunteering at community-based sport clubs and organisations in the Australian sport industry. Individuals with this qualification possess a range of well-developed skills where discretion and judgement are required. They are responsible for their own outputs. Possible job titles depend on the specific sport and may include Community Coach.

## Duration:

2 Semesters for accreditation.



# 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 (70%):***

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

### ***Collaborative Inquiry (30%):***

- Collaborative Inquiry Project

# Vocational Education Training (VET) (External)

**Credits:** vary according to the course

VET stands for Vocational Education & Training and is a way for Scotch students to study vocationally focused training courses and gain SACE credits as part of their curriculum. VET courses develop students' skills and knowledge for specific vocations through a nationally recognised industry-developed training package or accredited course. VET is delivered, assessed, and certified by registered training organisations (RTOs).

## ***Why study VET?***

Follow a passion or explore a specific area of career interest not offered at Scotch. For example, Building and Construction, Plumbing, Electrotechnology, Automotive, Health and Beauty, Media Makeup, Equine Studies, Rural Operations, Early Childhood and Care, Disability Studies, and others available on request.

## ***Benefits of studying a VET Course:***

They are often practically based and can lead specifically to entry pathways into apprenticeships. VET courses can give the 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 and cocurricular commitments.

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 25–120 hours, making additional time demands. Certificate 3 courses are 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?***

- Construction, Automotive Servicing, Electrotechnology and Retail Cosmetics
- Others include IT, Agriculture, Hospitality, Plumbing, Aviation

## ***What other courses are available?***

- [Inner South Curriculum Alliance](#)
- [Western Suburbs Alliance](#)
- [East Adelaide Schools Cluster](#)
- [Adelaide Hills Schools Cluster](#)



- [AIE](#)
- [TAFE](#)
- [Queensford College](#)

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

### Costs

Scotch covers the cost of approved VET courses as long as the course is completed within the required time frame. Failure to complete the course will result in the cost of the course being passed on to the student's family.

Scotch do not fund VET courses that are similar to subjects already offered at the College. For example, Scotch offers Physical Education and Business at Stage 1 and Stage 2 level, so we do not fund the Certificate III in Fitness or the Certificate III in Business courses as these pathways are possible within the school.

### Applying to study VET:

Students need to be 16 years old to commence a VET course as well as in Year 11 (minimum). Generally, applications need to be commenced 2 terms in advance to course commencement. The process to apply is:

- Indicate on your 2023 course choice selection form that you wish to study a VET course.
- Complete the "Application for VET" form then return it to the Senior School office.

You will be invited to attend a meeting with your VET Coordinator (Ms Sorensen, Ms Smith or Ms Rainey) to discuss what options might suit you.

Final approval is also required from the Director of Teaching & Learning and the student's Head of House.

Please read VET Guidelines at the end of the curriculum guide and for further information contact:

Belinda Sorensen (Cameron & Douglas)

[bsorensen@scotch.sa.edu.au](mailto:bsorensen@scotch.sa.edu.au)

Sam Smith (Campbell & Gordon)

[ssmith@scotch.sa.edu.au](mailto:ssmith@scotch.sa.edu.au)

Janet Rainey (McGregor & Stewart)

[jrainey@scotch.sa.edu.au](mailto:jrainey@scotch.sa.edu.au)

### Guiding Principles

Scotch recognises the following benefits for students undertaking a VET course:

- Students develop practical skills and understanding in a specific area of vocational interest.
- Demonstrated pursuit of vocational expertise is favoured by future employers.
- Some courses can lead specifically to entry pathways into apprenticeships or traineeships and help build industry contacts.

Scotch recognises the following challenges for students undertaking a VET course:

- Some VET courses require students to miss one or more school days per week. Catching up on missed school work can present additional challenges.
- The location of courses can cause transport and logistical difficulties compared with attending school.
- Cocurricular commitments (eg sport, oratory, performing arts) may be impacted by VET course attendance requirements.
- Some VET courses require the completion of compulsory work experience placements (in addition to completing course curriculum) in order to finalise the qualification and then be recognised by the SACE board. The number of required work placement hours could vary from 30 – 120 hours, depending on the course.
- Certificate III VET courses in particular require a sustained and significant investment in time and effort to complete within the required timeframe.
- Different Registered Training Organisations (RTOs) can be inconsistent in the level of support and personalised education provided to students. VET students must be organised, focused and motivated to succeed in their chosen VET course, demonstrating a consistently high level of independence in their learning.
- Online VET courses require exceptional time-management and motivation to complete within the required time frame, often with minimal support from the RTO. The challenges of completing an entire course with no allocated teacher, no classroom peers to communicate with and no variety of instructional delivery are significant and is not successful for many students. For these reasons, Scotch does not support online VET courses.

### Suitability of students for VET courses

VET courses do not suit the interests, learning style, study habits and commitment level of all students. There may be other subject options that provide extra flexibility, extension or learning support that would be more suitable than a VET course for Scotch students.



The Director of Teaching and Learning and the College Careers Counsellors provide guidance to students and families about which subject choice options could be most suited to each student's individual situation.

Scotch recognises that students who meet the following criteria are suited to VET courses:

- Have a demonstrated commitment to developing particular vocational skills
- Are aiming to enter a trade or skill-based industry after school
- Are able to manage the demands of a more flexible timetable in Year 11 or Year 12 without compromising performance in other subjects

### **Funding of VET courses**

Most VET courses are subsidised by government funding through the VETRO scheme. Government-subsidised courses have strict entry requirements. These include:

- being enrolled in Year 11 or Year 12 at school AND
- documented evidence of completed work experience, completion of industry immersion or a 'taster' course in a related field to the VET course the student is applying for.

Occasionally there are opportunities for students to attend 'fee-for-service' courses, including Stackable VET courses. While Scotch will contribute to the cost of approved courses (including courses that do not have VETRO funding) there may be a contribution required from the family towards the course delivery fee as well. This is discussed with the students and their family prior to the student enrolling in the VET course.

Most VET courses also require items to be purchased by students/families to facilitate their coursework (eg protective footwear, uniform items, consumables, etc). These items are retained by the student after completing the course. The cost of these items is therefore paid by the student's family. Failure to complete a VET course will most likely result in the cost of the course being passed on to the student's family.

Scotch do not support VET courses that have common content with SACE subjects already offered at the College. For example, Scotch offers Physical Education, Business and Digital Technologies at Stage 1 and Stage 2 level, so Scotch does not support the Certificate 3 in Fitness, the Certificate 3 in Business or the Certificate 3 in Information Technology courses as these pathways are possible within the school. Additionally, and in line with government funding limitations, Scotch will only contribute financially to one approved Certificate 2 and one approved Certificate 3 course per student.

### **Applying to study a VET course**

The Scotch VET Expression of Interest form must be completed by interested students, including the sections requiring the support of their parent(s)/guardian(s). This form can be obtained on the Scotch Life VET@Scotch page (<https://app.scotch.sa.edu.au/homepage/3152>). The completed form must be submitted to the student's VET Coordinator when all sections have been filled in (including required signatures). Dates for submission of forms is found on the VET@Scotch page on Scotch Life and are also communicated to eligible year levels.

The Expression of Interest is reviewed and a discussion is organised between the VET Coordinator, student and a parent/guardian to determine the course of action most suitable for the student. In applying for a VET course, the student and parent/guardian are responsible for meeting all deadlines for form submission as directed by the Scotch VET Coordinators.

### **Reporting**

Upon completion of a VET course (or their period of enrolment for the course) students are given a written summary of their completed units of competency by the VET course RTO. A copy of these results is also sent to Scotch. The record of completed units of competency is then entered into the SACE Online portal by the VET Coordinators and verified by the SACE Coordinator so that students are awarded SACE credits (at the level determined by the SACE board for the specific units completed). Verified completed Certificate 3 qualifications will also (if approved by the SACE board) then be considered for use in the student's ATAR calculation. A partially completed VET course will still gain SACE credits, to the formula of 35 hours (nominated by the RTO in the industry training package) equalling 5 SACE credits. The level of SACE credits (Stage 1 or Stage 2) is determined by the SACE board according to the Industry Training package for that course.

Certificate 3 courses (and any VET course that is awarded SACE Stage 2 level credits) need to be completed by the student by the beginning of Term 4 of their Year 12 to allow enough time for final marking and resulting by the RTO. There is often a lag between student submission of final work and the official academic transcript and acknowledgement of completion by the RTO. The SACE board has a strict deadline for completed units of competency and verified certificates to be entered in order to be considered for inclusion in the student's ATAR (if relevant). This date is communicated to relevant students by their VET Coordinator each year.

Completion of Stackable VET courses will also see SACE credits awarded to the student, but there is no formal qualification (such as a Certificate 2 or a Certificate 3) that is gained upon completion. Again, the level of SACE credits from a Stackable VET course is determined by the SACE board. Upon notification from the RTO that a student has completed a Stackable VET course, the VET Coordinator will enter the completed units of competency in SACE Online to see that the student is awarded SACE credits.

## University Courses

These are offered to students in Year 12, but students in Year 11 can be considered to study at Flinders University or Central Queensland University.

Flinders University offers a variety of courses through the Extension Studies program. The list of topics for 2024 are listed on their website, please follow the link below: <https://www.flinders.edu.au/study/schools-teachers/extension-studies>

Central Queensland University also offer a variety of online courses for students to study. For more information about the SUN program go to: <https://www.cqu.edu.au/courses/study-areas/work-and-study-preparation/sun>

For calculating an ATAR, the SACE Board has determined that university grades will be converted in the following way:

- High Distinction = 10
- Distinction = 9.9
- Credit = 9
- Pass = 7.9

