Year 11

2027 CURRICULUM

This is the second year that students choose subjects for the internationally recognised South Australian Certificate of Education (SACE). When selecting subjects it is important to consider the following:

- the courses at university or TAFE that you are interested in;
- the subjects you like and are good at;
- and your personal interests.

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

- Exploring Identities and Futures (10 credits Year 10)
- English (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 (the SACE Board), and 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
- Design Technology & Engineering - Textiles
- Digital Technologies
- Economics
- Health and Wellbeing
- Media Studies
- Music Technology
- Nutrition
- Outdoor Education
- Philosophy
- Photography
- Psychology
- Sports Science and Technology

One or two semesters (10 or 20 credits):

- Agriculture
- Biology
- Cross Curriculum Studies (CCS)
- 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)
- English Literary Studies
- Essential English
- French (Continuers)
- General Mathematics
- Mathematical Methods
- Physics

Two semesters (40 credits):

- Specialist Mathematics – combined with Mathematical Methods

Two semesters (various credits):

- Sports Coaching - Certificate III (limited spaces, by interview)
- Vocation Education Training*
- Pre-elite sport: Workplace Practices**

**Taught Externally **Taught externally through Marden Senior College - subject to application*

ACTIVATING IDENTITIES AND FUTURES (STAGE 2)

Credits: 10

Learning Area: Cross Disciplinary Studies

The AIF 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 35%
- Progress Checks 35%

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

Are you interested in:

Stage 1 Agriculture offers students a unique opportunity to explore the science, business, and innovation behind one of Australia's most important industries. With a strong emphasis on hands-on learning, this course is ideal for students interested in fields such as Agricultural Science, Agronomy, Farm Management, Agricultural Engineering, Food and Fibre Technology, Animal Science, Oenology Environmental Science, Biotechnology, and Agribusiness.

What we study:

Students actively participate in practical farming operations at the Scotch College Farm, including animal husbandry and crop production. They will investigate how modern farms operate, use data to make informed decisions, and explore sustainable practices that respond to global food and fibre challenges. The course develops skills in scientific inquiry, ethical decision-making, and enterprise planning, while also addressing health, safety, and environmental considerations.

They will engage in sustainable project development and gain an understanding of real-world issues such as climate variability, biosecurity, consumer expectations, and the adoption of new technologies in agriculture.

Content:

The topics in Stage 1 Agriculture are:
Semester 1:

- Viticulture, Oenology and Marketing – Study grape growing and winemaking, and examine how agricultural products are developed and marketed.
- Animal Production – Investigate livestock systems including cattle and sheep with a focus on nutrition, reproduction, welfare, and production outcomes.
- Biosecurity in Agriculture – Understand the importance of preventing and managing pests, diseases, and contaminants to protect our agricultural industries.

Semester 2:

- Agribusiness and Enterprise – Explore the economics of agriculture including business planning, financial literacy, supply chains, and market access.
- Agricultural Technology and Innovation – Investigate cutting-edge innovations such as precision agriculture, remote sensing, drones, automated systems, and genetic technologies.
- Agricultural Resource Management – Learn how to effectively manage essential resources such as soil, water, and pastures to improve productivity and sustainability.

Pathways Beyond Stage 1:

This subject provides an excellent foundation for Stage 2 Agriculture, as well as tertiary studies or vocational pathways in agriculture, science, business, or environmental management. It is also ideal preparation for students considering careers in rural industries or those wishing to contribute to the future of sustainable global food production.

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 – 50%
Practical Report
Science as a Human Endeavour Investigation
Applications – 50%

ART

Credits: 10

Learning Area: The Arts

Are you interested in:

Exploring drawing, painting, and digital art? Expressing ideas through creativity, imagination, and artistic techniques? Understanding how artists shape the way people see and experience the world? Careers in Fine Art, Illustration, Animation, Art Education, Gallery Curation, or Digital Art?

Content:

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.

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

Are you interested in:

Animal and Plant Biology, Healthcare, Biomedical Science, Biotechnology, Environmental Science, Forensic Science, Genetic Counselling, Wildlife, Microbiology.

Content:

In Biology, students learn about the cellular and overall structures and functions of a range of organisms. Students explore various levels of living organisms, from cells to complex ecosystems, studying structures and functions of biological systems, infectious diseases, DNA, and biodiversity, to gain a comprehensive understanding of life and its complexities.

Students can 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 topics are:

- Cells and micro-organisms
- Infectious disease
- Body systems
- 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 Application Tasks (60%):

- Topic tests
- Semester examination (contributing 20%)

BUSINESS INNOVATION

Credits: 10

Learning Area: Business, Enterprise and Technology

Are you interested in:

Developing the skills to think creatively, develop new ideas, and drive growth within organisations. Career paths include Entrepreneurship, Innovation Management, Business Consultancy, Marketing and Sales, Corporate Strategy, Technology and Digital Transformation, Research and Development (R&D), Finance and Investment, Human Resources and Organisational Development, Education and Training, and Sustainability and Social Impact.

What we study:

Students consider the opportunities and challenges associated with start-up and existing businesses in the modern, connected world. They consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impacts of proposed business models on global and local communities.

In this course, you'll dive into the exciting world of business innovation. Here's what you'll learn:

- Finding and Solving Problems: You will identify inefficiencies or unmet needs within a market or organisation and develop innovative, strategic solutions that drive improvement and growth.
- Financial Awareness and Decision-Making: You will learn to understand financial data and market trends to make informed, strategic decisions that optimise resources and drive business success.
- Business Information and Communication: You will gather, analyse, and disseminate information to facilitate clear, strategic communication and informed decision-making within and outside an organisation.
- Global, Local and Digital Connections: You will leverage networks and technologies to understand and navigate the interconnectedness of markets and cultures, ensuring that business strategies are effective and relevant across different contexts and platforms.

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.

Are you interested in:

Chemical Engineering, Pharmacy, Forensic Science, Environmental Science, Toxicology, Mining, Biochemistry, Material Science.

What we study:

Study chemistry to explore the world of atoms and molecules, their interactions and bonding to form materials, learning about matter its structure and properties, including mixtures, solutions, acids and bases. Students also investigate chemical reactions to predict outcomes, and gain an insight into the principles that govern the physical and chemical properties of substances.

ASSESSMENT:

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

Investigations Folio (40%):

- SHE investigation
- Design practical investigation

Skills and Application Tasks (60%):

- Topic tests
- Semester examination (contributing 20%)

CHINESE (BACKGROUND SPEAKERS)

Credits: 20

Learning Area: Languages

Are you interested in:

A global career, Tourism, Foreign Language Teaching, International Trade, Finance and Commerce, Diplomacy and Defence, Translating Services, International Development, Studying at Chinese University.

What we study:

- China and the World
- Modernisation and Social Change
- The Overseas Chinese-speaking Communities
- Language in Use in Contemporary China

ASSESSMENT:

Assessment is school based. Students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

1. Interact with others to exchange and explain information, opinions, and ideas in Chinese
2. Create texts in Chinese to express ideas, opinions, and perspectives on contemporary issues
3. Analyse, evaluate, and respond to texts that are in Chinese
4. Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication
5. Sitting a semester examination reflecting this skill development

CHINESE (CONTINUERS)

Credits: 20

Learning Area: Languages

Eligibility:

Students must not have completed more than one year of education (from the age of 5) in a country where Chinese is a major language of communication. An eligibility form must be submitted prior to enrolment.

Are you interested in:

A global career, Tourism, Foreign Language Teaching, International Trade, Finance and Commerce, Diplomacy and Defence, Translating Services, International Development.

What we study:

Personal Identity, Education and Aspirations, Recreation and Leisure, Travel Experiences, History and Culture, Schooling, Lifestyles, Geography, Youth Issues, The World of Work, Tourism and Hospitality.

ASSESSMENT:

Assessment at Stage 1 is school based. Students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

1. Interacting with others to exchange information, ideas, opinions, and experiences in Chinese
2. Creating texts in Chinese for specific audiences, purposes, and contexts to express information, feelings, ideas, and opinions
3. Analysing a range of texts in Chinese to interpret meaning
4. Examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication.
5. Sitting a semester examination that reflects the development of these skills

CREATIVE ARTS - FILM AND MEDIA

Credits: 10

Learning Area: The Arts

Are you interested in:

Assistant Directing, Producer, Screenwriter, Cinematographer, Animator, Actor, Director of Photography, Gaffer, Art Director, Sound Technician, Camera Operator, Makeup Artist.

What we study:

In this subject you study the screen and media industry with a focus on local and Australian productions and gain in-depth knowledge of the roles and responsibilities within this industry. Broad areas of study include film production, animation, visual effects, entertainment technologies and screen writing.

The Stage 1 course involves working as a collaborative production group so the program focus will change year to year depending upon the cohorts experience and interests.

Students will develop specific skills and knowledge in a range of film and media-related areas depending on negotiated topics and focus for their major assessment tasks. These could include cinematography, sound design, lighting, screen writing, editing, animation, CGI, documentary, narrative, music video, etc.

ASSESSMENT:

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

- Product
- Inquiry
- Practical Skills

CROSS-CURRICULUM STUDIES (CCS)

Cross Curriculum Studies may be available to students who meet the criteria and have an identified individual education plan (IEP). This may only be chosen after consultation with the Head of Inclusivity and Learning Enhancement.

Course Length: One or two semesters

Content:

The aim of the Cross-Curriculum Studies course is to provide students with identified learning needs time to consolidate their learning from all curriculum areas. Additionally, they will receive support to develop their literacy, numeracy and executive functioning.

Students are expected to consolidate time management and organisational techniques explicitly taught in prior Cross-Curricular Classes.

ASSESSMENT:

There is no formal assessment. However, students do receive an effort rating based on their use of class time and approach to learning.

DANCE

Credits: 20

Learning Area: The Arts

Are you interested in:

Exploring the expressive potential of movement and emphasising collaborative creativity. Developing technical skills as a dancer across various dance genres. Creating and exploring movement for both film and live performances and opportunities to integrate elements such as costuming and lighting to enhance artistic expression. In careers such as Dance, Choreography, Teaching, Dance Therapy, Arts Administration, Production Co-ordination, Journalism, Film Making, Photography, Event Planning and Fitness Instructing.

What we study:

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 participate in 2 hours of any dance 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

Are you interested in:

- Exploring communication, environmental, and industrial design?
- Solving real world problems through creativity, innovation, and industry standard design tools?
- Understanding how designers shape the way people live, interact, and experience the world?
- Careers in Architecture, Interior Design, Product Design, Graphic Design, Landscape Design, Environmental Design, Advertising, or Marketing?

What we study:

Stage 1 Design gives students the opportunity to develop creative thinking, visual communication, and practical design skills through industry inspired projects and contemporary design practices. Students explore how designers respond to real world needs while developing technical and conceptual skills across a range of creative disciplines. Through structured design tasks and a self directed major project, students investigate the role of design within cultural, social, historical, and environmental contexts. They learn to research ideas, analyse target audiences, generate creative solutions, and communicate concepts using professional design processes and digital technologies..

Content:

Students begin with teacher guided projects that build confidence in design thinking, visual communication, problem solving, and the use of industry standard software and techniques. As the course progresses, students develop an individual area of interest for their major practical project, which may include architecture, interior, landscape, graphic, environmental, or product design.

The course encourages innovation, experimentation, and independent thinking while supporting students to build a professional portfolio of creative work. Stage 1 Design provides a strong foundation for further study and future pathways in design, architecture, visual arts, media, and the broader creative industries.

Area of Study 1: Visual Thinking

Students apply creative and logical processes such as brainstorming, sketching and researching to develop design ideas and solutions.

Area of Study 2: Practical Resolution

Students create a resolved body of work that communicates their ideas. They reflect on their outcomes and write a practitioner's statement.

Area of Study 3: Visual Arts in Context

Students analyse artworks and designs in cultural and historical contexts, focusing on media, materials, techniques and influence.

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 & ENGINEERING – MATERIAL SOLUTIONS – METAL AND/OR TIMBER

Credits: 10 or 20 credits

Learning Area: Arts and Pathways

Are you interested in:

Engineering, Product Design, Manufacturing, CNC Machining, 3D Modeling, Carpentry Construction, Metal Fabrication.

What we study:

Students Plan, Design, Create and Review product ideas and solutions. The subject provides an avenue for students to be creative, innovative and enterprising. They apply problem-solving skills and new technologies to create unique projects based on their own values and ideas.

Content:

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

In this course, students will learn how to create their own design brief. This brief serves as the foundation for developing potential solutions to design problems in society. Students will also review design features, processes, materials, and production techniques to assist in realising their own solutions. Projects throughout this course can take various forms: it could be a model, a prototype, a system, a part, or an entire product. Additionally, students will analyse influences on products or systems, including ethical, legal, economic, and sustainability considerations in their design. They will explore the practical implications of these issues on society and 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:

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

- AT1 Skills Task – 20%
- AT2 Part 1 (Design Process) - 50%
- AT2 Part 2 (Practical Solution and Evaluation) - 30%

DESIGN, TECHNOLOGY & ENGINEERING – TEXTILES

Credits: 10

Learning Area: Arts and Pathways

Precluded Combination: None

Are you interested in:

Fashion Design, Fashion Production and Management, Fashion Journalism and Publishing, Fashion and Garment Technology, Textile Design, Fashion Illustration, Fashion Retail, Fashion Buying, Fashion Styling, Trend Forecasting, Fashion Merchandising, Apparel Manufacturing, Costume Designing, Fashion Business Owner, Fashion Publicity, Dressmaking or Tailoring, Patternmaking, Fashion Entrepreneurship, Textile Artistry.

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 in their chosen context. They apply critical thinking and problem-solving skills and incorporate technologies to address design problems and challenges.

Content:

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.

In this subject, a 'solution' 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 product or system including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or on design solutions. Students apply appropriate skills, processes, procedures, and techniques whilst implementing safe work practices when creating the solution. Student learning for this course is reported for the Design, Technology, and Engineering - Industry and Entrepreneurial Solutions (IES) context.

ASSESSMENT:

The following assessment types allow students to demonstrate their learning:

- Specialised Skills Tasks (30%)
- Design Process and Solution (70%)

DIGITAL TECHNOLOGIES

Credits: 10

Learning Area: Business, Enterprise and Technology

Are you interested in:

Problem Solving, Project-Based Learning, Collaboration, Programming.

What we study:

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%

- Exploring Innovations – Research
- Exploring Innovations – Design
- Advanced Programming Skills – Development

Digital Solution – 40%

DRAMA

Credits: 10 or 20

Learning Area: The Arts

Are you interested in:

Exploring the world through performance, film, art, interdisciplinary learning, and collaborative creativity? Do you aspire to develop versatile acting skills and seize diverse design opportunities while gaining confidence in public speaking, interviews, and interpersonal interaction? Drama offers a pathway to exciting careers in areas such as politics, law, journalism, public relations, human resources, and various interview-based courses, including medicine. It also hones your ability to understand and navigate verbal and non-verbal subtext and interactions, ensuring you are well-equipped for any personal or professional challenge.

What we study:

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:

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.

ASSESSMENT:

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

- Performance – weighting 40%
- Responding to drama – weighting 30%
- Creative synthesis – weighting 30%

ECONOMICS

Credits: 10

Learning Area: Humanities

Are you interested in:

Understanding how societies use limited resources to produce valuable commodities and distribute them among different people? Do you want to learn about the factors that influence economic policies and their impact on everyday life? Economics equips you with the analytical skills to explore these questions and more. Career paths include Economic Analysist, Policy Advisor, Financial Planning, Market Researcher, Banking and Financial Services, International Trade and Development, Public Sector Economics, Environmental Economics, Academic Research and Teaching, and Consulting.

What we study:

In Economics we explore and analyse a variety of authentic economic contexts to develop, extend, and apply your skills, knowledge, understanding, and capabilities. By studying Economics, we 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. We will consider how economic theories and models can be applied to real-world situations, evaluating the effectiveness of economic policies and their impact on both local and global communities.

Content:

Students will focus on the four fundamental economic concepts:

- Scarcity: Understanding the limited nature of resources and the need for prioritisation in their use.
- Choice: Exploring the decisions individuals and societies make to allocate resources efficiently.
- Opportunity Cost: Analysing the cost of foregone alternatives when making economic choices.
- Cause and Effect of Economic Decisions: Assessing the impact of economic decisions on various stakeholders and the broader 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

Assessment Type 3: Examination

ENGLISH

Credits: 20

Learning Area: English

Are you interested in:

Creative or technical writing or a language-rich university course, including Bachelor of Arts (Sociology, Politics & International Relations, History, Journalism), Bachelor of Education, Bachelor of Communication.

What we study:

An English course with two creating text tasks, four responding to text tasks and two intertextual study tasks across the year.

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.

ASSESSMENT:

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

Responding to texts (5 tasks) – 50%

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Credits: 20

Learning Area: English

Eligibility:

A student is eligible if English is an additional language or dialect and they have not had more than 5 years of full-time schooling where English was the medium of instruction. An eligibility form must be submitted prior to enrolment.

Are you Interested in:

Creative or technical writing or a language-rich university course, including Bachelor of Arts (Sociology, Politics & International Relations, History, Journalism), Bachelor of Education, Bachelor of Communication.

What we study:

A course designed to support and enrich students for whom English is an additional language.

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.

ENGLISH LITERARY STUDIES

Credits: 20

Learning Area: English

Stage 1 English Literary Studies is an academically rigorous course designed for students who have a strong interest in literature and language. The course develops students' skills in critical reading, textual analysis and evidence-based writing in preparation for the demands of Stage 2 English Literary Studies.

Students engage in the close study of a range of literary texts, including novels, plays, poetry, films, and short stories. Through shared and independent reading, students explore how authors use language, form and stylistic features to shape meaning. They are encouraged to consider diverse perspectives and develop their own interpretations of texts.

Content:

Throughout the course, students learn to:

- Analyse and interpret complex texts with insight and precision
- Construct logical, well-supported arguments
- Consider and respond to a range of critical viewpoints
- Develop academic writing skills using appropriate conventions
- Engage in collaborative discussions to refine ideas and deepen understanding

Stage 1 English Literary Studies provides a strong foundation for students intending to pursue Stage 2 English Literary Studies and supports broader academic achievement through its emphasis on analytical thinking, textual literacy and communication.

ASSESSMENT:

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

- Responding to texts (5 tasks) – 50%

ESSENTIAL ENGLISH

Credits: 20

Learning Area: English

Are you Interested in:

Understanding and developing core communication skills.

What we study:

A course designed to make English accessible and develop core communication skills.

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

Are you interested in:

Pursuing a career in a range of trades or vocational pathways such as Automotive, Building and Construction, Electrical, Hairdressing, Hospitality, Nursing and Community Services, Plumbing, and Retail.

What we study:

Essential Mathematics has an emphasis on extending mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts.

This includes everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts.

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.

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 Humanities

Are you interested in:

The Food & Hospitality Industry, Nutrition, Dietetics, Distilling, Social Media Influencer/ Blogger, Food Writer/Journalist/Recipe Developer/Tester, Chef, Food Product Development and Testing, Gastronomy, Culinology, Event Management and Planning, Teaching, Business, Food Marketing and Sales, Food Stylist or Photographer.

Course description:

In the Food and Hospitality course, students explore the ever-changing world of food and hospitality in Australian society. They learn about modern approaches and tackle important issues related to food and hospitality. Students work both independently and collaboratively to achieve shared goals through the completion of both practical and theory tasks.

The course emphasizes developing practical skills and following safe practices in food preparation, storage, and handling, all while adhering to health and safety regulations. Additionally, students delve into current food trends, discuss hospitality challenges, and study management practices. They also consider the factors that influence people's food choices and the broader impact of these decisions on society.

Understanding the diverse roles of the hospitality industry in meeting the needs of local residents and visitors is a crucial part of this course. Students can select it as a semester-long subject or study it across the entire year.

Content:

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

1. Food, the Individual, and the Family:
   - ELC Teddy Bears Picnic
2. Local and Global Issues in Food and Hospitality:
   - AI and our fridge and pantry!
3. Trends in food and culture
   - Sourdough and the multitude of food items made from 'discard' minimising food waste
4. Food and Safety:
   - Dumplings in all their glorious forms and Chocolate Masterpieces with tempered, coloured and flavoured Belgium chocolate
5. Food and Hospitality Careers:
   - 'So you want to be a Barista' – industry recognised qualification achieved
   - Food product design and development in a food business
   - Food writing, blogging, marketing and trend identification via social media platforms

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.

Are you interested in:

A global career, Tourism, Foreign Language Teaching, International Trade, Finance and Commerce, Diplomacy and Defence, Translating Services, International Development.

What we study:

Personal Identity, Relationships, School Life and Aspirations, Leisure and Interests, Daily life or Lifestyles of the French-speaking communities, Historical Influences on Modern-day Life, the Arts and Entertainment, the World of Work, Current Issues, A Young Person's World.

ASSESSMENT:

Assessment at Stage 1 is school based. Students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

1. Interacting with others to exchange information, ideas, opinions, and experiences in French
2. Creating texts in French for specific audiences, purposes, and contexts to express information, feelings, ideas, and opinions
3. Analysing a range of texts in French to interpret meaning
4. Examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication
5. Sitting a semester examination that reflects the development of these skills

GENERAL MATHEMATICS

Credits: 20

Learning Area: Mathematics

Are you interested in:

Tertiary courses requiring a non-specialised background in mathematics.

What we study:

General Mathematics applies mathematical skills to practical problem-solving in a diverse range of applications including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

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.

Content:

Semester 1:

- Investing and borrowing
- Measurement
- Statistical investigation

Semester 2:

- Matrices and networks
- Normal distribution
- Linear and exponential functions

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.

HEALTH AND WELLBEING

Credits: 10

Learning Area: Health and Physical Education

Are you interested in:

Counselling, Environmental Health Officer, Health Promotion Officer, Politics Medical Careers – Physiotherapy, Dietician, Nursing, Occupational Therapy.

What we study:

Analysis of current health issues and trends to understand and improve health outcomes.

- Knowledge, skills and understanding required to explore and understand influences and make decisions regarding health and wellbeing.
- The role of health and wellbeing in different contexts and
- ways of promoting positive health outcomes for individuals, communities and global society.
- Evaluating current trends and issues that impact health and wellbeing.
- Reflecting on personal and community actions to promote and improve sustainable outcomes for individuals, communities and global society.
- Advocating for change and considering moral and ethical perspectives.

Content:

- Preventing Alcohol Related Trauma in Youth
- Health Promotion: These may include National Reconciliation Week, Harmony Week, International Women's Day, R U OK? Day
- Mental Health

ASSESSMENT:

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

- AT1 – Issue inquiry
- AT2 – Practical action

MATHEMATICAL METHODS

Credits: 20

Learning Area: Mathematics

Are you interested in:

Mathematical Methods can lead to tertiary studies including economics, computer sciences, and the sciences. It prepares for courses and careers that may involve the use of statistics, such as health or social sciences.

When Mathematical Methods is studied with Specialist Mathematics, this subject can be a pathway to engineering, physical science and laser physics.

What we study:

At Stage 1, Mathematical provides the opportunity to deepen mathematical knowledge, skills and understanding that leads to studies of functions, calculus and statistics.

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.

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 external 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

Are you interested in:

The influence of media on society and interested in creating your own media content? Studying Media Studies develops your media literacy and production skills, allowing you to critically observe media practices, analyse media texts, and produce media products. You will explore the dynamic role of media in both Australian and global contexts, understanding how media shape views of world events, cultural identities, and social norms. Career paths include Media Production, Journalism, Public Relations, Advertising, Film and Television Production, Digital Content Creation, Media Research and Analysis, Cultural Criticism, and Communication Strategy.

What we do:

In Media Studies you will explore and analyse the dynamic role of media in both Australian and global contexts to develop, extend, and apply your skills, knowledge, understanding, and capabilities. By studying Media Studies, you will develop an understanding of the ways in which media provide views of world events, interpretations of the world, and entertainment. We will consider how media can exert a significant influence on how 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. We will explore how media contributes to the formation of cultural identity because they are central to everyday life.

Content:

Making of the News:

The `news' is shaped by decisions on relevance and priority by individuals and organizations. This topic explores how students' opinions are influenced by news sources and media formats. Through the examination of news story selections, the balance of local and global news, and the impact of editing.

Advertising:

Advertising influences daily choices in spending, living, leisure, and opinions. This topic examines how commercial media sell audiences to advertisers and the methods used to target these audiences. Students will create an advertising example.

Representing Reality:

By studying photos and how they are portrayed in print media sources, students find that the narrative or viewer interpretation is altered depending upon how the image itself is presented. Students also investigate the role of media in sport, entertainment, computer gaming and research and analyse the ways groups and individuals are represented in the media.

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

Are you interested in:

The events and movements that have shaped our world since 1750? Studying Modern History allows you to explore significant changes and developments, examining the ideas that inspired them and their short-term and long-term impacts on societies, systems, and individuals. You will investigate how people, groups, and institutions have challenged political structures, social organization, and economic models to transform societies. By understanding the dynamic processes of imperialism, revolution, and decolonization, you will see how political, economic, social, and cultural systems have been reconfigured. Additionally, you will explore how the recognition of individual and societal rights has created challenges and responses. Career paths include Historical Research, Education, Politics, Journalism, Law, Public Policy, Cultural Heritage Management, International Relations, Archiving and Librarianship, Museum Curation, Non-Profit and Advocacy Work, and Writing and Publishing.

What we study:

In Modern History, you will explore and analyse significant developments and movements in the modern world to develop, extend, and apply your skills, knowledge, understanding, and capabilities. By studying Modern History, you learn to understand and explore historical concepts and the role of ideas, people, and events in shaping history. We analyse how societies in the modern world have been influenced by both internal and external forces and challenges and examine their short-term and long-term impacts. You will learn to apply the skills of historical inquiry to evaluate sources and interpretations, support arguments, draw conclusions, and communicate reasoned historical arguments.

Content:

Semester 1:

Revolution: Since 1750, social and economic conditions have generated revolutionary ideas, leaders, and movements that have effected significant social change. These changes continue to influence contemporary life and are likely to have ramifications for the future. Students will study the Cuban Revolution.

They will investigate how people, groups, and institutions challenged and adapted to existing political structures, social organisation, and economic models before, during, and after the revolution.

Genocide: Genocide represents one of the darkest aspects of modern history. Students will examine the causes, execution, and aftermath of genocides, including the Holocaust. They will study the role of political regimes, societal factors, and international responses in these tragic events.

Semester 2:

Apartheid: Students will study the significant movement for social change the struggle against Apartheid. They will explore how people, groups, and institutions challenged and adapted civil and political structures, social and cultural organization, and economic models.

Terrorism: Terrorism has been a significant issue in the modern world, affecting global society. Students will study the origins, motivations, and impacts of terrorism, as well as the responses by governments and international organisations. They will explore specific instances of terrorism and analyse their causes and consequences.

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.

- Assessment Type 1: Examination

MUSIC – ADVANCED

Credits: 10 or 20

Learning Area: The Arts

Subject requirement:

Satisfactory completion of Year 10 Music, 2-3 years instrumental experience or by negotiation with the Head of Music. Students must be having one-on-one vocal or instrumental lessons on their chosen instrument.

Are you interested in:

Playing/performing music on an instrument or the voice, workshopping music in small groups, composing, songwriting, understanding music concepts and analysing music at an in-depth level.

What we study:

This course is designed for students with substantial background and experience in music. We teach music performance skills, giving students the opportunity to perform repertoire to an audience for assessment, in both solo and ensemble capacities. We teach songwriting and composition, allowing students the chance to demonstrate their own creativity and flair. We teach music literacy, allowing students to extend their theoretical knowledge and develop their analysis skills.

Music Advanced programs provide pathways to the Stage 2 Music subjects: Music Studies, Music Explorations, Music Performance - Ensemble and Music Performance - Solo. Students interested in studying Stage 2 Music are recommended to pick 20 credits of Stage 1 Music Advanced (Semester 1 and Semester 2).

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

MUSIC – EXPERIENCE

Credits: 10 or 20

Learning Area: The Arts

Subject requirement:

No previous subject experience required. However, students must be having vocal or instrumental lessons on their chosen instrument and have been learning for a minimum of 1 year.

Are you interested in:

Playing/performing music on an instrument or the voice, workshopping music in small groups, songwriting, recording and creating music with specialist software, understanding music concepts and analysing music at an emerging level.

What we study:

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. Students interested in studying Stage 2 Music are recommended to pick 20 credits of Stage 1 Music Experience (Semester 1 and Semester 2).

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

MUSIC TECHNOLOGY

Credits: 10

Learning Area: The Arts

Subject requirement:

No previous subject experience required. An interest in music production, digital technologies, and contemporary music is recommended.

Are you interested in:

Creating beats, songs and original tracks using industry-standard software? Producing hip hop, trap, EDM, pop and other contemporary music genres? Using cutting-edge technology such as Ableton Live, MIDI controllers, Push controllers and Launchpads? Sampling, remixing and shaping sound to create your own tracks and musical style?

What we study:

This course is designed for students interested in creating and producing music using digital technology. Students develop practical skills in music production through hands-on learning using industry-standard Digital Audio Workstations (DAWs), including Ableton Live.

Students learn to create, record and manipulate sound through beat making, MIDI sequencing and audio editing. They develop skills in MIDI-based composition and input, using controllers and digital instruments to construct melodies, harmonies and rhythms. Students also develop recording techniques using microphones and audio interfaces to capture and refine live audio within their productions.

Students explore industry-standard sound libraries and plugins, including tools such as Kontakt and Massive, to design and shape sounds for their compositions. They investigate how contemporary music is constructed through analysis of genres such as hip hop, trap, EDM and pop, and apply these techniques in their own creative work.

The course focuses on developing skills in music production, sound design, sampling, and mixing, allowing students to create original works and develop their own creative voice. Music Technology provides pathways to Stage 2 Music subjects, particularly Stage 2 Music Technology and Stage 2 Music Explorations.

Content:

This course is taught using the Stage 1 Music Experience subject framework. Students develop an understanding of music through digital creation, production and analysis. They apply their knowledge of musical elements to produce original compositions using software and digital tools. Through synthesising and applying their understanding, students learn to:

- Create original music using MIDI sequencing, loops and sampling
- Analyse contemporary songs and genres to understand production techniques
- Record, manipulate and refine live audio using microphones and digital recording processes
- Use software instruments, sound libraries and plugins to design and shape sound
- Use controllers and production tools to perform and refine their work

Students engage in activities such as composing, producing, analysing, editing and refining their own and others' musical works, with a focus on developing practical production skills and creative outcomes.

ASSESSMENT:

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

- Creative Works
- Musical Literacy

NUTRITION

Credits: 10

Learning Area: Science

Are you interested in:

Nutrition, Dietetics, Health Nutrition, Food Science, Sports Science, Wellness, Health Coaching.

What we study:

Study nutrition to understand the role of nutrients in the body, explore connections between food, health, and diet-related diseases, consider factors influencing food choices, reflect on local, national, Indigenous, and global concerns, study food production and distribution methods and their impact on food quality and health, and learn to optimise diets and lifestyle habits for better health outcomes.

Content:

The topics for Stage 1 Nutrition are:

1. Macronutrients and diet-related disorders

- Australian Dietary Guidelines
- Macronutrients: proteins, lipids, carbohydrates
- Diet-related disorders: obesity, cardiovascular disease, type 2 diabetes, diverticulitis
- Sports nutrition

2. Micronutrients and nutrition through the lifespan

- Water-soluble and fat-soluble vitamins
- Vitamins
- Nutritional requirements of infants, children, adolescents, pregnancy, lactation, elderly

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 Application Tasks (60%):

- Topic tests
- Semester examination (contributing 20%)

OUTDOOR EDUCATION

Credits: 10

Learning Area: Health and Physical Education

Are you interested in:

Airforce or Army, Firefighter, Police Officer, Park Ranger, Recreational Management, Environmental Science, Exploration Geology, Urban and Regional Planning, Topographic Surveyor.

What we study:

Outdoor skills with consideration for safety, skill development and the environment.

- Skills and understanding in preparation and planning for outdoor journeys
- Journey planning and risk management considerations
- Teamwork and practical outdoor skills
- Experience a variety of geographical locations to develop an appreciation of natural environments
- Application of planning and risk- management skills
- Conservation practices and environmental sustainability
- A lifelong connection with nature and a commitment to responsible activity in natural environments

Content:

Experiential learning in the context of activities and journeys in natural environments in 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:

- AT1 - Natural environmental management
- AT2 - Experiences in natural environment

PHILOSOPHY

Credits: 10

Learning Area: Humanities and Social Sciences

Are you interested in:

The fundamental questions about existence, knowledge, and ethics? Studying Philosophy allows you to explore the rational investigation of these questions, examining the diverse views and theories that have shaped human thought and values. Philosophy promotes respect for intellectual integrity and helps you become a creative and independent critical thinker who can articulate and justify philosophical positions. Career paths include Academia, Education, Law, Politics, Journalism, Public Policy, Ethics Consultancy, Writing and Publishing, Counselling, and Research

What we do:

You will engage with philosophical texts and discussions to recognise and articulate key philosophical problems and the diverse perspectives that address them. You will learn to pinpoint significant issues in the realms of ethics, metaphysics, epistemology, and political philosophy.

You will learn to discern the components of philosophical arguments, including premises, conclusions, and logical connections and practice reconstructing arguments to understand their validity. You will also learn to critically assess arguments, identifying logical fallacies, strengths, and weaknesses using precise philosophical terminology to describe and evaluate arguments.

You will also learn to uncover and question underlying assumptions by analysing the implications and coherence of various positions and arguments, fostering a deeper understanding of complex philosophical concepts.

Content:

The subject consists of:

Philosophical Issues

- Ethics – a study of moral values, reasoning about what is right and wrong
- Epistemology – a study of theories of knowledge and knowing
- Metaphysics – a study of the nature of existence and reality (what there is in the world)

Philosophical Inquiry Skills

- Philosophical inquiry skills are the cognitive skills of reasoning, critical analysis, problem-solving, and evaluation of arguments.

Community of Inquiry

- A community of inquiry is a collaborative model based on dialogue, whereby students reflect deeply on philosophical problems by understanding how philosophers have thought about those problems.

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

Are you interested in:

Exploring film and digital photography? Developing creative and technical skills in camera operation, lighting, composition, and image editing? Investigating how photography communicates ideas and shapes visual culture? Careers such as Journalism, Wildlife Photography, Advertising, Marketing, Social Media, Graphic Design, or Commercial Photography?

What we study:

Stage 1 Creative Arts Photography gives students the opportunity to develop creative thinking, visual communication, and practical photography skills through contemporary photographic practices and industry inspired projects. Students explore how photographers communicate ideas, capture stories, and create visual meaning across a range of photographic styles and contexts.

Through structured practical tasks and self directed projects, students develop technical and conceptual skills using both film and digital photography processes. Students build confidence in camera operation, composition, lighting, image editing, and visual storytelling using industry standard equipment and software.

Content:

Students begin with teacher guided practical tasks that develop confidence in photographic techniques, creative thinking, and professional workflows. As the course progresses, students create increasingly independent photographic projects that reflect their interests, creative direction, and technical growth. Students explore photographic genres including portraiture, documentary, studio, landscape, and experimental photography while investigating influential photographers and contemporary practice. The course encourages experimentation, reflection, and independent thinking while supporting students in building a portfolio of creative photographic work.

Stage 1 Creative Arts Photography provides a strong foundation for future pathways in photography, media, visual arts, design, and the broader creative industries.

ASSESSMENT:

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

- Product – 50%. Students create and present photographic products supported by evidence of their creative process, experimentation, technical development, and reflection.
- Folio – 50%. Students investigate photographers and contemporary practice alongside a skills assessment documenting technical development and reflective practice.

PHYSICAL EDUCATION

Credits: 10 or 20

Learning Area: Health and Physical Education

Are you Interested in:

Army Officer, Sports Coach, Sportsperson, Fitness Instructor, Physical Education Teacher, Applied Sports Scientist, Police Officer, Dancer, Ambulance Officer, Sports and Recreation Management.

What we study: How to improve participation and performance of physical activity.

- Personal, intellectual, and social skill development through engagement in physical activity.
- Collecting evidence of physical activity such as movement maps, GPS, HR monitors, slow motion capture.
- Reflecting on physical activity to enhance participation and performance outcomes.
- Applying exercise physiology and biomechanical concepts to inform the application of strategies for improvement.
- Understanding and application of skill acquisition and learning theory concepts.
- Improving movement concepts and strategies within physical activity contexts.
- Understanding energy sources affecting performance, effect of training on physical performance.
- Exploring barriers to participation, social strategies for inclusive participation, personal influences on participation.

Content: Physical Education consists of experiential learning and analysis through the following three areas:

- In movement
- Through movement
- About movement

ASSESSMENT:

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

- AT1 - Improvement analysis - Skill acquisition (Lawn Bowls) or Biomechanics (Volleyball)
- AT2 - Physical activity investigation – Constraints based coaching (Netball) or Barriers and enablers (AFL 9's and Tennis)

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.

Are you interested in:

Physics, Engineering, Medical Physics, Astrophysics, Geophysics, Quantum Mechanics, Biomechanics, Nuclear Physics.

What we study:

Study physics to use models, laws, and theories to unravel the mysteries of matter, forces, energy and explore natural phenomena from subatomic particles to the cosmos. Students learn about cutting-edge research and emerging technologies, employ mathematical models and experimental data in mechanics, electromagnetism, quantum mechanics, and relativity, and discover practical applications in telecommunication, space exploration, engineering, and medicine.

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 (40%):

- SHE investigation
- Design practical investigation

Skills and Application Tasks (60%):

- Topic tests
- Semester examination (contributing 20%)

PSYCHOLOGY

Credits: 10

Learning Area: Science

Are you interested in:

Human Behaviour, Clinical Psychology, Forensic Psychology, Sports Psychology, Counselling, Education.

What we study:

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, 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, the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences.

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 Application Tasks (60%):

- Topic tests
- Semester examination (contributing 20%)

SPECIALIST MATHEMATICS

Credits: 40

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.

Are you interested in:

Pursuing studies in a range of tertiary courses such as mathematical sciences, engineering, computer science, physical sciences, and related fields.

What we study:

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods. At Stage 1, Specialist Mathematics provides the opportunity to deepen mathematical knowledge, skills and understanding that leads to studies of functions, calculus, modelling, as well as mathematical arguments and proofs.

Content:

Semester 1:

- Arithmetic and geometric sequences and series
- Circle geometry
- Mathematical induction
- Vectors in the plane

Semester 2:

- Further trigonometry
- Matrices
- Real and complex numbers

ASSESSMENT:

Assessment is school based and subject to external 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.

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 Prerequisite:

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 18 students. Selection process involves an interview and students need to be available 2-3 hours after school hours to meet minimum requirements. If a student has a busy co-curricula schedule this course is not recommended..

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.

Contribution:

A $750 contribution is required from the family for a student accepted in the Certificate 3 of Sport Coaching. 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.

SPORTS SCIENCE AND TECHNOLOGY (SCIENTIFIC STUDIES)

Credits: 10

Learning Area: Science

Are you interested in:

Sports Science, Coaching and Training Sport, Sports Nutrition, Sport Psychology, Exercise Physiology, Biomechanics, Physical Therapy, Sports Medicine.

What we study:

Students study sports science to understand human body mechanics, explore applications in various sports, utilise information technology, and integrate STEM principles to develop strategies for enhancing athletic performance, physical activity, health and wellness. Each semester has one of the focus topics in Sports Science. Students will develop an understanding of key scientific concepts in different contexts 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

VET GUIDELINES

Introduction:

VET stands for Vocational Education & Training. VET allows senior secondary school students to study vocationally focused training courses and gain SACE credits as part of their Scotch curriculum. Scotch College supports VET courses that 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).

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 students is applying for.

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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.

PRE-ELITE SPORT: WORKPLACE PRACTICES

Credits: 20

This subject is taught through Marden Senior College (online) and can contribute towards an ATAR. It enables elite athletes/ dancers to gain academic credit for their endeavours. Suitability and qualification for this subject is ultimately decided by Marden but as a guide the student should be performing their sport at a pre-elite level. Eg: SASI athlete, Australian pathway athlete, athlete competing at nationals, athlete involved in a state sporting body pathway eg: Netball SA 17s State team.

Content:

In Workplace Practices, students develop knowledge, skills and understanding of the nature, type and structure of the workplace. Students learn about the different kinds of work, industrial relations, legislation, safe and sustainable workplace practices and local, national and global issues in an industry and workplace context.

Tasks cover:

- Work in Australian society
- Industrial relations – WHS
- Keeping a journal
- Reflections and self-evaluation
- Either a practical or an issue investigation

ASSESSMENT:

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

School-based assessment	
Folio	25%
Performance	25%
Reflection	20%
External assessment	
Investigation - Practical or Issues	30%

Student Eligibility and Approval for Accelerated Learning

OVERVIEW

Purpose

Some students at Scotch College have a level of a subject knowledge that is more advanced than their peers and opportunities are provided for them to access accelerated learning

Application

Students are extended to engage with curriculum content at an advanced level, incorporating increased complexity, abstraction, and independence.

Responsibilities

Students have a responsibility to demonstrate readiness for, and success with, more advanced content They will need to manage the academic and practical demands associated with accelerated senior study with responsibility and maturity. Eligibility to study at a higher level is dependent on meeting the criteria for the subject, as outlined within each subject area below. Final approval is granted by the Head of Faculty in consultation with the Head of Teaching and Learning.

Review

This procedure must be reviewed at least every two years or when associated policy or regulations change (if relevant).

PROCEDURE

Students who meet the specific subject eligibility requirements will have visibility of higher-level subjects during the subject selection process.

As studying a subject at a higher level requires a greater level of commitment, we strongly recommend that students discuss their choices with their Careers Counsellor, Head of House, or Head of Faculty before making their selections.

Once subject selections have been submitted, the Head of Faculty and the Head of Teaching and Learning will review class sizes and all applications for higher-level study.

In some instances, it may not be possible for students to undertake a particular combination of subjects, as it is not feasible to offer every combination. Timetabling, subject groupings, and class sizes are determined by student demand, and students may be required to modify their subject selections accordingly.

Students may study a maximum of 20 credits at Stage 2 level (1 full year subject) at accelerated level, whilst in Year 11.

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1 Dance

Students who demonstrate dance technique, performance ability and theoretical understanding beyond that of their peers due to prior training, sustained co-curricular involvement or a strong aptitude for dance. For selected students, acceleration into Stage 1 Dance in Year 10 can provide an appropriate academic and creative challenge. This opportunity is intended for students with the practical skill and academic readiness required to successfully meet the demands of the SACE Dance course.

Criteria: Multiple factors are taken into consideration when selecting students for acceleration into Stage 1 Dance.

These include but are not limited to:

- Excellent Effort rating for Year 9 Dance
- Achieving in the A band in Year 9 Dance
- Consistent attendance in both curriculum and co-curricular dance
- Must maintain an A-band grade in Stage 1 to progress to Stage 2
- Intention to continue Dance into Stage 2 the following year

2 Digital Technologies

Students who demonstrate a greater capability in Digital Technologies (e.g. coding courses or robotics programs), strong problem-solving skills or engagement with emerging technology outside of the classroom space and those who show exceptional interest and talent in areas such as programming, data analysis or cybersecurity.

Providing these students with the opportunity to begin Stage 1 Digital Technologies in Year 10 allows them to extend their skills earlier, engage with more complex concepts and provide a more direct pathway from year 9 in the digital technologies space. The Technologies and Visual Arts faculty believes that this will increase student engagement and retention within digital technologies.

Criteria: Multiple factors are considered when selecting students for acceleration in Digital Technologies. These include, but are not limited to:

- Excellent Effort rating for Game Design in Year 9
- A– grade or higher for Game Design in Year 9
- Must maintain an A-band grade in Stage 1 to progress to Stage 2
- Intention to continue Digital Technologies into Stage 2 the following year

3 Languages

Students with background in French or Chinese language have the option to accelerate their study of language as a Year 11 student. Completion of Stage 2 as a Year 11 will potentially enable them to pursue a tertiary university course in the same language as a Year 12.

Criteria: Multiple factors are taken into consideration when selecting students for acceleration, these include but are not limited to:

- Must maintain an A band grade in Stage 1 to progress to Stage 2
- Excellent Effort rating of Stage 1 language in Semester 1

4 Music

Students possessing an advanced musical proficiency as a result of sustained instrumental study, ensemble participation, formal examination pathways, or extensive musical engagement beyond the classroom. The Music faculty also identify students with strong musical aptitude and commitment for whom accelerating by one year provides an appropriate and beneficial level of challenge.

Offering selected students the opportunity to commence Stage 1 Music as Year 10 students supports continued musical development and positive retention into Stage 2 Music.

Criteria: Multiple factors are taken into consideration when selecting students for acceleration in Music. These include but are not limited to:

- Excellent Effort rating for the Year 9 Music course in Semester 1
- A grade or higher for the Year 9 Music course in Semester 1
- Demonstrated strength across performance, aural and theoretical components
- Consistent commitment to music learning within and beyond the classroom
- Intention to continue Music into Stage 2 in the following year
- Maintain a Stage 1 A-band grade to be eligible for progression
- Demonstrate consistent practice habits and engagement in performance and ensemble opportunities

Students entering Accelerated Stage 1 Music are expected to be performing at a minimum of Grade 5 AMEB standard (or equivalent) on their principal instrument at the commencement of the course.

It is strongly recommended that students undertake a full year of Music (two semesters) in the year immediately prior to the acceleration year. This prior study provides essential grounding in key musical concepts and skills required for success in an accelerated senior curriculum.

5 Sciences (Biology, Nutrition, Psychology & Sport Science)

For students who have an aptitude for science learning we recognise that accelerating their studies by one year would broaden their subject choice when in Stage 2. The science faculty believes that offering selected students the opportunity to study a semester of selected Stage 1 Science subjects (Biology, Nutrition, Psychology or Sports Science) as Year 10s, will potentially enable them to pursue the same Stage 2 subject when in Year 11.

Criteria: Multiple factors are taken into consideration when selecting students for acceleration of Science subjects. These include but are not limited to:

- Excellent Effort rating for science in Year 9 Semester 1
- A- grade or higher for science in Year 9 Semester 1
- Must maintain an A band grade in Stage 1 to progress to Stage 2