



Years 11-12

# **CURRICULUM GUIDE 2024**

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# PRINCIPAL'S WELCOME



Dear Students

As you select subjects for 2024 that will prepare you for your future beyond Tatachilla, please remember you are the author of your own destiny. The role of your parents/caregivers and teachers is to assist you to aspire to a destiny which is full of hope. Careful choosing of your subjects will assist you to live life to the fullest now and into the ubiquitous 21st Century. The 21st Century requires you to be well-rounded and multi-skilled individual who is:

- Spiritual and just
- Deeply caring of others and the planet
- Innovative thinkers and problem solvers
- Team players, collaborators and creators
- Resilient and happy
- Good communicators who are solution orientated
- System thinkers
- Confident in the real-world context
- Able to know and record evidence of design engineering thinking
- Confident in trial and error
- Employable

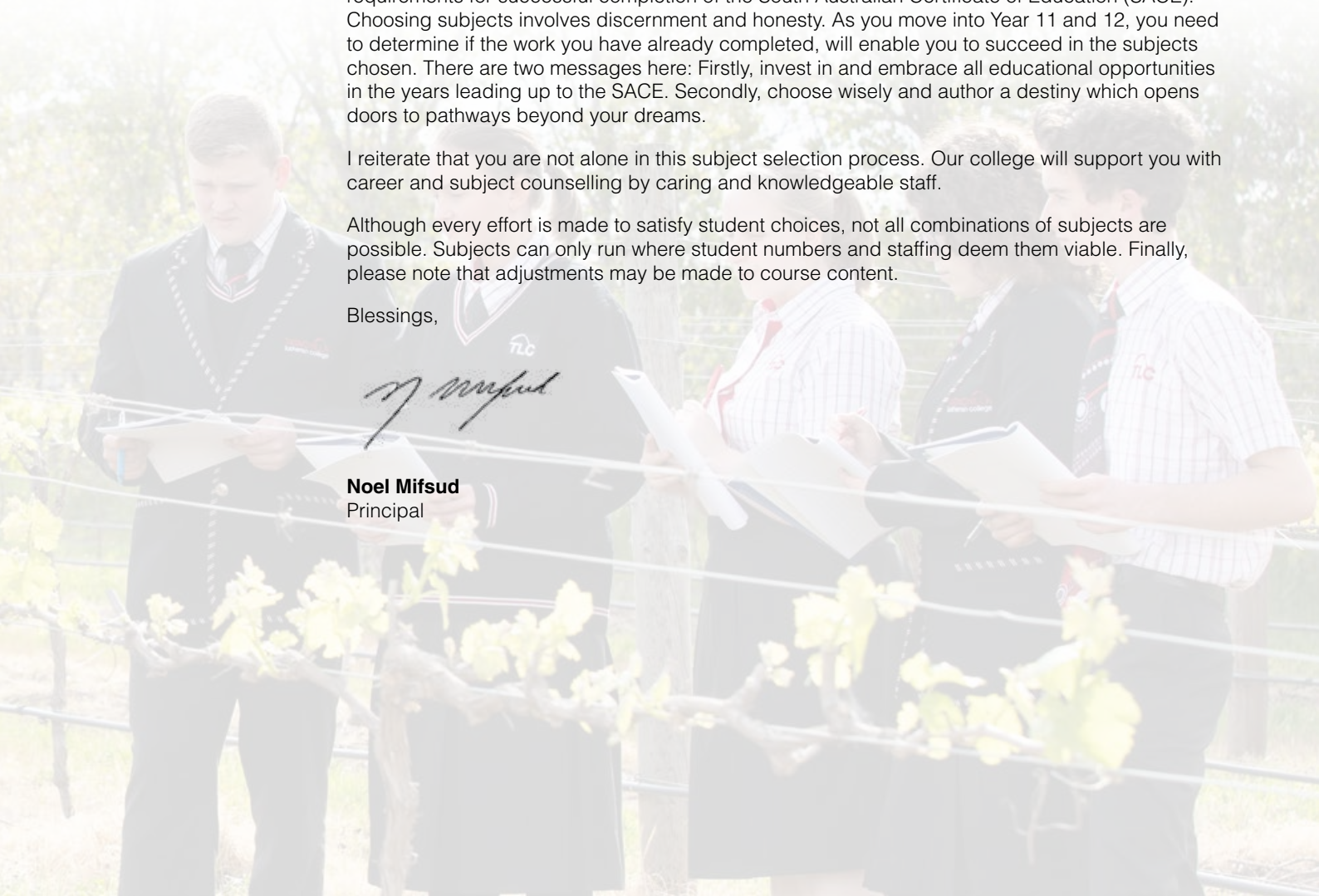
Choosing the right subjects is as important as choosing the right friends and making the right moral decisions that identify you as a child of God. Some of you will have firm ideas about the future and others may have not yet determined your career path. Many of you will change your minds about career pathways as your studies progress. The 2024 Curriculum Handbook is a guide only. It provides a broad range of curriculum offerings to suit the needs of all students. Please read each subject overview carefully prior to selecting the subjects you wish to study. Speak to teachers and parents as well as students who have completed the course, to ensure you have a full understanding of subject content. Once you have made your selection, College staff will meet with you and your parents to ensure the subjects you have chosen, meet the requirements for successful completion of the South Australian Certificate of Education (SACE). Choosing subjects involves discernment and honesty. As you move into Year 11 and 12, you need to determine if the work you have already completed, will enable you to succeed in the subjects chosen. There are two messages here: Firstly, invest in and embrace all educational opportunities in the years leading up to the SACE. Secondly, choose wisely and author a destiny which opens doors to pathways beyond your dreams.

I reiterate that you are not alone in this subject selection process. Our college will support you with career and subject counselling by caring and knowledgeable staff.

Although every effort is made to satisfy student choices, not all combinations of subjects are possible. Subjects can only run where student numbers and staffing deem them viable. Finally, please note that adjustments may be made to course content.

Blessings,

**Noel Mifsud**  
Principal







## LEARNING EXCELLENCE

Tatachilla Lutheran College values excellence and creativity in teaching and learning for all community members. A culture of challenge and support nurtures enthusiastic, independent learners, committed to lifelong learning. Excellence in teaching and learning focuses on improving student outcomes, including spiritual, intellectual, physical, emotional, cultural and social dimensions. All learners access quality learning experiences that develop their God-given abilities so they may enrich the world. Excellence and high expectations are established through reflective practice, collaborative planning, monitoring, providing timely feedback and reporting on learning. Evidence is gathered across the College to develop and implement improvement plans and policies for the continuous development of highly effective teaching and learning, and to grow students as lifelong learners.

Our college has a commitment to a concept-driven curriculum. The development of understanding through concepts and significant ideas results in more meaningful, powerful and connected learning, enabling learners to see patterns, make connections and apply their understandings to new contexts. Content therefore becomes the medium through which these concepts are developed, explored and understood. Spiral revisiting of concepts through a range of varied content and experiences, and by questioning and adding to prior knowledge, assists students to deepen their understanding and make sense of their world. A concept-driven curriculum also helps learners construct meaning through improved critical thinking and the transfer of knowledge.

Our extensive outdoor learning spaces and indoor specialised learning environments promote active engagement, risk taking and motivation for learning which, when coupled with strong learner voices and parent partnerships, enable us to provide excellence in education for all students. The Tatachilla learning community strives to shape effective lifelong learner dispositions to enable students to strive for whatever excellence looks like for them. Our students R-12 need to develop crucial transferable skills that include leadership, flexibility, critical thinking, problem-solving, conflict management, teamwork, work ethic and emotional intelligence.

Working together with students and families, we can assist your child to open as many doors as possible with the tools to navigate a worthwhile life in a rapidly evolving landscape.

**Mrs Ali Thacker**

Director of Teaching and Learning

# CURRICULUM

Subjects at Year 11 and 12 are developed in line with subject outlines provided by the South Australian Certificate of Education (SACE) Board. Specific Learning and Assessment Plans are written by teachers for each subject and approved, with several subjects across Stage 1 and Stage 2, moderated by the SACE Board to ensure consistency of standards across the state. At Tatachilla Lutheran College, the language offered is Japanese and all our students study Christian Studies to Year 12.

## SACE PATTERN INFORMATION

The South Australian Certificate of Education is an internationally recognised qualification awarded to students who complete their senior secondary education (Years 10, 11 and 12). It paves the way for young people to move from school to work or further training and study.

The SACE is designed to help students develop the skills and knowledge they need to succeed – whether they choose to pursue further education, training, or an apprenticeship.

The certificate is based on two stages of achievement: Stage 1 (usually completed in Year 11) and Stage 2 (usually completed in Year 12). Students can study a wide range of subjects and courses as part of the SACE.

Each subject or course completed earns “credits” towards the SACE, with a minimum of 200 credits required for students to gain the certificate.

Students receive a grade from A to E for each subject at Stage 1. Students receive a grade from A+ to E- at Stage 2.

For the Stage 1 compulsory subjects, students need to achieve a final moderated grade of a C or better. For compulsory Stage 2 subjects, students need to achieve a final moderated grade of C- or better.

The compulsory subjects are:

- Literacy – at least 2 units or 20 credits from a range of English subjects at Stage 1.
- Numeracy – at least 1 unit or 10 credits from a range of Mathematics subjects at Stage 1.
- Personal Learning Plan (PLP) – 10 credits (usually studied in Year 10)
- Research Project – 10 credits (usually studied in Year 11)
- Stage 2 subjects – totalling at least 60 credits
- The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board recognised courses or VET courses.

**SACE = 200 Credits (60 credits + Research Project must be Stage 2 or equivalent)**

\*Students intending to study Interstate MUST check Stage 2 English requirements.

**Stage 1 Personal Learning Plan**  
compulsory subject at a C-grade or better

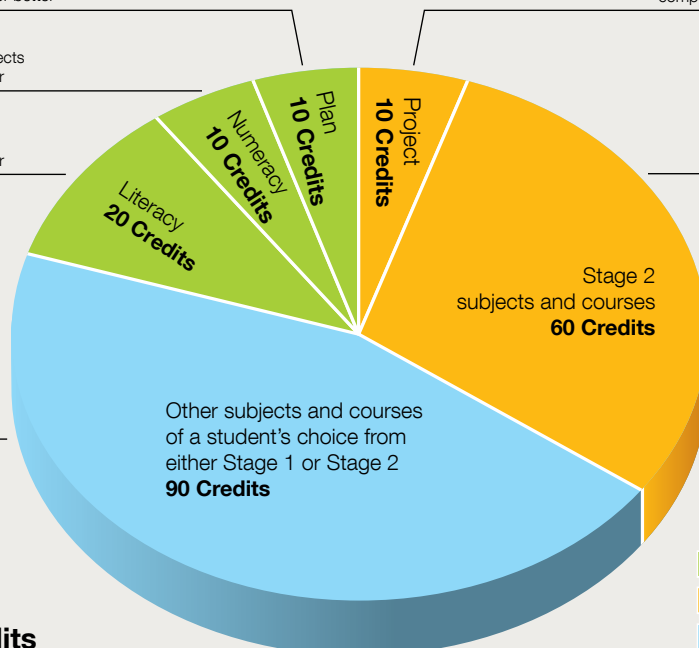
**Numeracy**  
from a range of Mathematics subjects and courses at a C-grade or better

**Literacy**  
from a range of English subjects and courses at a C-grade or better

**Other**  
Stage 1 or Stage 2 subjects and courses

**Stage 2 Research Project**  
compulsory subject at a C-grade or better

**Stage 2**  
from a range of subjects and courses at C-grade or better



**SACE = 200 Credits**

- Stage 1 = 40 Credits
- Stage 2 = 70 Credits
- Stage 1 or 2 = 90 Credits

## VET - VOCATIONAL EDUCATION & TRAINING

VET courses are industry-based courses that are accredited as a certificate/part certificate in further education. It can be considered to include any curriculum, which prepares students in some way for their future working lives. VET courses and materials are developed with industry input and are designed to reflect industry training and skill requirements. Tatachilla students selecting VET courses may study these at Tatachilla, TAFE, a Registered Training Organisation, at a local school or online.

We offer VET courses delivered on and off site. In 2024 we will offer students the following:

### ONSITE COURSE:

- Dual Certificate: Certificate II in Horticulture (AHC20416) and Certificate II Conservation and Ecosystem Management (AHC21020)
- Certificate III in Christian Ministry and Theology (1074NAT)

These options are subject to an interview with the Career Development & VET Coordinator.

An interview can be made when you are ready, prior to subject counselling interviews if you wish, to explore access and enrolment to VET courses.

### EXTERNAL VET COURSES:

These operate with a lower level of direct supervision of students than if they were in a classroom, and therefore relies on students being responsible and managing their time well.

There are a range of courses available to students wishing to pursue external provider VET options, including (but not limited to):

- |                  |                        |
|------------------|------------------------|
| • Aged Care      | • Fitness              |
| • Animal Studies | • Hair & Beauty        |
| • Automotive     | • Hospitality          |
| • Aviation       | • Game Design          |
| • Business       | • Photography          |
| • Childcare      | • Plumbing             |
| • Construction   | • Sport and Recreation |
| • Electrical     |                        |

#### Please note:

- The Career Development & VET Coordinator will also explain to you the VETRO process (numeracy and literacy assessment) facilitating student access to Government subsidised courses. To be eligible for any VETRO funding, enrolments must be completed by the end of Term 3. If approved for subsidised funding, then the formal enrolment can be processed.
- Once approved guardians must complete a College VET Agreement Form in addition to RTO paperwork for enrolment to proceed.
- Whilst the student may be studying off campus for the VET component of their studies, the College will continue to support the student and manage their SACE program.
- **Full time school tuition fees continue to apply for students undertaking a VET program.**
- **VET costs are the responsibility of guardians. Cost of each course may vary, depending on number of students.**
- The College will subsidise 50% (to a maximum of \$500) of the associated course fees of one course per student, per year where it is an integrated part of a student's agreed study program.
- Families will be responsible for additional costs related to non-tuition fees (eg uniform, travel, etc).

#### Further information

Ms Linda Wright  
Career Development and VET Coordinator





# ENTRANCE TO HIGHER EDUCATION

The South Australian Tertiary Admissions Centre (SATAC) processes applications for courses offered by post-secondary institutions including: University of Adelaide, University of South Australia, Flinders University of South Australia, Charles Darwin University, TAFE SA.

## SATAC INFORMATION

SATAC processes applications; assesses the academic and non-academic qualifications of applicants and ranks eligible applicants in merit order for each course according to the rules and guidelines provided by the higher education institutions. This is known as the Australian Tertiary Admission Rank (ATAR).

SATAC generates offers based on the number of applicants required to fill each course, as set by the institutions, and act as a 'one-stop-shop' for enquiries about the outcomes of applications. SATAC also administers the Special Tertiary Admissions Test (STAT) for applicants applying for undergraduate courses under a special entry program, and processes applications for selected equity scholarships at the University of Adelaide and University of South Australia. Students must be 18+ years of age to sit the STAT. The selection rules for courses are the responsibility of the institution offering each course. SATAC doesn't make decisions on how qualifications are assessed or how eligible applicants are ranked, nor decide on the relative merits of different types of qualifications.

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### Further information

Ms Linda Wright  
Career Development and VET Coordinator



## SATAC TERTIARY ENTRANCE BOOKLET:

The Tertiary Entrance Booklet provides information about tertiary entrance requirements for SACE students. It is designed to assist Year 10, 11 and 12 students to make subject choices which will maximise their opportunities for tertiary study. Each edition provides detailed course information for the coming year and highlights changes to entrance requirements planned for the following two years. It contains information on entry requirements to undergraduate courses; how to make an application, and descriptions of all undergraduate courses offered through SATAC.

It also includes an explanation of the calculation of the university aggregate score- The Australian Tertiary Admission Rank (ATAR) and TAFE SA Selection Score. This Tertiary Entrance Booklet is available free of charge to all Tatchilla students in Years 10, 11 and 12.

## SATAC GUIDE:

The SATAC Guide is published by SATAC on behalf of participating institutions. It contains information on entry requirements to undergraduate courses; how to make an application, and descriptions of all undergraduate courses offered through SATAC. The SATAC Guide is available free of charge to all Tatchilla students in Years 10, 11 and 12.



## SUBJECT PATHWAY YEARS 10-12

| YEAR 10   | YEAR 11   | YEAR 12  |
|---|---|--|
| <b>Christian Studies</b>  | Spiritualities, Religion and Meaning<br>VET Christian Ministry  | Christian Studies<br>Seminar Program   |
| <b>English</b><br>(English Extended by interview only)  | English Literary Studies<br>English<br>Essential English  | English Literary Studies<br>English<br>Essential English   |
| <b>Humanities</b>   | Modern History<br>Business Innovation<br>Legal Studies<br>Tourism   | Modern History<br>Business Innovation<br>Legal Studies   |
| <b>Mathematics</b><br>(Mathematics Extended & Essential<br>Mathematics by interview only)   | Specialist Mathematics<br>Mathematical Methods<br>General Mathematics<br>Essential Mathematics  | Specialist Mathematics<br>Mathematical Methods<br>General Mathematics<br>Essential Mathematics   |
| <b>Personal Learning Plan</b><br>(Stage 1 SACE)   | Research Project  |  |
| <b>Science</b><br>Electives:<br>- Agricultural Science  | Physics<br>Chemistry<br>Biology<br>Psychology<br>Agricultural Science   | Physics<br>Chemistry<br>Biology<br>Psychology<br>Nutrition   |
| <b>Health &amp; Physical Education</b><br>Electives:<br>- Outdoor Education<br>- Physical Education Pre-SACE<br>- Advanced Athlete Academy  | Outdoor Education<br>Physical Education<br>Advanced Athlete Academy   | Outdoor Education<br>Physical Education  |
| <b>Technologies</b><br>Electives:<br>- Design Technologies Industry &<br>Entrepreneurial Solutions<br>- Design Technologies: Metal<br>- Design Technologies: Wood<br>- Design Technologies: Food<br>- Design Technologies: Textiles | Digital Communication Solutions:<br>Digital Photography<br>Food and Hospitality<br>Industry and Entrepreneurial<br>Solutions<br>Material Solutions: Metal<br>Material Solutions: Wood | Digital Communication Solutions:<br>Digital Photography<br>Food and Hospitality<br>Industry and Entrepreneurial<br>Solutions<br>Material Solutions |
| <b>Arts</b><br>Electives:<br>- Dance<br>- Drama<br>- Media Arts<br>- Music<br>- Visual Arts   | Dance<br>Drama<br>Media Studies<br>Music<br>Visual Art  | Dance<br>Drama<br>Media Studies<br>Music<br>Visual Art   |
| <b>Japanese</b><br>Elective: Full Year  | Japanese Continuers   | Japanese Continuers  |
|   | VET courses   | VET courses<br>Work Place Practices  |



# CURRICULUM LEADERS CONTACT DETAILS

|   |   |
|---|---|
| <b>Principal</b>                                | Noel Mifsud<br><a href="mailto:noel.mifsud@tatachilla.sa.edu.au">noel.mifsud@tatachilla.sa.edu.au</a>             |
| <b>Deputy Principal</b>                         | Ashley Coats<br><a href="mailto:ashley.coats@tatachilla.sa.edu.au">ashley.coats@tatachilla.sa.edu.au</a>          |
| <b>R-12 Director of Teaching &amp; Learning</b> | Alison Thacker<br><a href="mailto:alison.thacker@tatachilla.sa.edu.au">alison.thacker@tatachilla.sa.edu.au</a>    |
| <b>7-12 Teaching &amp; Learning Leader</b>      | Margaret Naylor<br><a href="mailto:margaret.naylor@tatachilla.sa.edu.au">margaret.naylor@tatachilla.sa.edu.au</a> |
| <b>Career Development &amp; VET Coordinator</b> | Linda Wright<br><a href="mailto:linda.wright@tatachilla.sa.edu.au">linda.wright@tatachilla.sa.edu.au</a>          |
| <b>7-12 Christian Studies Learning Leader</b>   | Grant Wildman<br><a href="mailto:grant.wildman@tatachilla.sa.edu.au">grant.wildman@tatachilla.sa.edu.au</a>       |
| <b>7-12 Science Learning Leader</b>             | Kristy Simpson<br><a href="mailto:kristy.simpson@tatachilla.sa.edu.au">kristy.simpson@tatachilla.sa.edu.au</a>    |
| <b>7-12 Mathematics Learning Leader</b>         | Michael Smith<br><a href="mailto:michael.smith@tatachilla.sa.edu.au">michael.smith@tatachilla.sa.edu.au</a>       |
| <b>7-12 Health &amp; PE Learning Leader</b>     | Jimmy Grant<br><a href="mailto:james.grant@tatachilla.sa.edu.au">james.grant@tatachilla.sa.edu.au</a>             |
| <b>7-12 English Learning Leader</b>             | Richard Rowe<br><a href="mailto:richard.rowe@tatachilla.sa.edu.au">richard.rowe@tatachilla.sa.edu.au</a>          |
| <b>7-12 Digital Technology Learning Leader</b>  | Eric Thiel<br><a href="mailto:eric.thiel@tatachilla.sa.edu.au">eric.thiel@tatachilla.sa.edu.au</a>                |
| <b>7-12 Arts Learning Leader</b>                | Eliza Player<br><a href="mailto:eliza.player@tatachilla.sa.edu.au">eliza.player@tatachilla.sa.edu.au</a>          |
| <b>R-12 Humanities Learning Leader</b>          | Minka Hackett<br><a href="mailto:minka.hackett@tatachilla.sa.edu.au">minka.hackett@tatachilla.sa.edu.au</a>       |
| <b>8-12 Learning Enhancement Coordinator</b>    | Robyn Phillips<br><a href="mailto:robyn.phillips@tatachilla.sa.edu.au">robyn.phillips@tatachilla.sa.edu.au</a>    |
| <b>R-12 Director of Music</b>                   | Peter Jewitt<br><a href="mailto:peter.jewitt@tatachilla.sa.edu.au">peter.jewitt@tatachilla.sa.edu.au</a>          |







# SUBJECT SELECTION YEAR 11 OVERVIEW

Tatachilla students at Stage 1 study **12 SACE units = 120 SACE credits**.

Research Project (Stage 2 compulsory SACE subject) usually completed in Year 11

Spiritualities, Religion and Meaning (Stage 1) is also a compulsory requirement at Tatachilla.

Students study a combination of SACE and College Compulsory subjects and also select Elective subjects and/or VET.

Stage 1 students should take into account pathways to Stage 2 subjects as well as their post school options when making their subject selections.

## COMPULSORY SUBJECTS - TOTAL 6 SACE UNITS = 60 SACE CREDITS

|  |            |
|--|------------|
| Spiritualities, Religion and Meaning                   | 10 credits |
| or   |            |
| Spiritualities, Religion and Meaning Stage 2           | 20 credits |
| English Literary Studies, English or Essential English | 20 credits |
| Mathematics (Methods, General or Essential)            | 20 credits |
| Research Project                                       | 10 credits |

## ELECTIVE SUBJECTS – STUDENTS CHOOSE: TOTAL 6 SACE UNITS = 60 CREDITS

|   |            |                                  |            |
|---|------------|----------------------------------|------------|
| Advanced Athlete Academy Year 11 A&B<br>(linked to Stage 2 Workplace Practices) | 20 credits | Japanese Continuers A&B          | 20 credits |
| Agricultural Science (single unit)  | 10 credits | Legal Studies                    | 10 credits |
| Agricultural Science (second unit)  | 10 credits | Material Solutions: Metal        | 10 credits |
| Biology (single unit)   | 10 credits | Material Solutions: Wood         | 10 credits |
| Biology (second unit)   | 10 credits | Media Studies                    | 10 credits |
| Business Innovation   | 10 credits | Modern History (single unit)     | 10 credits |
| Chemistry A&B   | 20 credits | Modern History (second unit)     | 10 credits |
| Dance (single unit)   | 10 credits | Music (Advanced) A&B             | 20 credits |
| Dance (second unit)   | 10 credits | Outdoor Education (single unit)  | 10 credits |
| Digital Communication Solutions:  |            | Outdoor Education (second unit)  | 10 credits |
| Digital Photography   | 10 credits | Physical Education (single unit) | 10 credits |
| Drama (single unit)   | 10 credits | Physical Education (second unit) | 10 credits |
| Drama (second unit)   | 10 credits | Physics A&B                      | 20 credits |
| Food & Hospitality (single unit)  | 10 credits | Psychology (single unit)         | 10 credits |
| Food & Hospitality (second unit)  | 10 credits | Psychology (second unit)         | 10 credits |
| Industry & Entrepreneurial Solutions  | 10 credits | Specialist Mathematics A&B       | 20 credits |
| Integrated Learning Leadership  | 10 credits | Tourism (single unit)            | 10 credits |
|   |            | Tourism (second unit)            | 10 credits |
|   |            | Visual Arts (single unit)        | 10 credits |
|   |            | Visual Arts (second unit)        | 10 credits |

**ALL STUDENTS MUST SELECT, DURING OUR TATACHILLA SUBJECT COUNSELLING PROCESS, THE FOLLOWING TOTAL NUMBER OF UNITS, FROM THE LIST ABOVE:**

**TOTAL SACE UNITS = 12 UNITS, equalling 120 SACE CREDITS**





# YEAR 11 SUBJECTS

|   |    |
|---|----|
| Advanced Athlete Academy  | 11 |
| Agricultural Science  | 12 |
| Biology   | 13 |
| Business Innovation   | 13 |
| Chemistry   | 14 |
| Dance   | 15 |
| Digital Communication Solutions: Digital Photography                    | 15 |
| Drama   | 16 |
| English   | 16 |
| English Literacy Studies  | 17 |
| Essential English   | 17 |
| Food & Hospitality  | 18 |
| Industry & Entrepreneurial Solutions                                    | 18 |
| Integrated Learning - Leadership  | 19 |
| Japanese - Continuers A & B   | 19 |
| Legal Studies   | 20 |
| Material Solutions: Metal   | 20 |
| Material Solutions: Wood  | 21 |
| General Mathematics   | 21 |
| Mathematical Methods  | 22 |
| Essential Mathematics   | 22 |
| Specialist Mathematics  | 23 |
| Media Studies   | 23 |
| Modern History  | 24 |
| Music Advanced  | 24 |
| Outdoor Education   | 25 |
| Physical Education  | 25 |
| Physics   | 26 |
| Psychology  | 26 |
| Research Project  | 27 |
| Spiritualities, Religion and Meaning                                    | 27 |
| Tourism   | 28 |
| Visual Arts   | 28 |
| VET: Certificate III in Christian Ministry and Theology                 | 29 |
| VET: Certificate II in Horticulture & Conservation Ecosystem Management | 30 |

## ADVANCED ATHLETE ACADEMY - STAGE 2 WORKPLACE PRACTICES (2WPC20)

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | Interdisciplinary Studies                                |
| <b>Length</b>        | Full Year  |
| <b>Study Level</b>   | Stage 2  |
| <b>Prerequisites</b> | See website for entry criteria approved on annual basis. |

As a progression from the Year 10 AADP, athletes (eg SASI scholarship holders or Zone/Association Representative Teams, Junior Development Squads), and Coaches/Referees, have the possibility to combine their study or sporting activities whilst gaining academic credit towards SACE.

Workplace Practices incorporates your training and competition commitments into a Year 12 subject. Students develop their capability for learning through examples such as:

- Participating in activities in the workplace and in work-related contexts
- Applying a range of skills to access, process, and organise information that can be used, created, and applied in a work-related context
- Applying and adapting knowledge and skills as situations and circumstances change
- Reflecting on their own learning
- Exploring and understanding their preferred learning style(s), and applying this understanding to learning in and about the workplace
- Using critical thinking skills, such as problem-solving and ethical decision-making
- Asking questions and seeking clarification.

### ASSESSMENT

|   |     |
|---|-----|
| Folio - 3 tasks                               | 25% |
| Performance                                   | 25% |
| Reflection - Personal & workplace reflections | 20% |
| External Component – Investigation            | 30% |

### Folio: 3 tasks 25%

#### 1. Discrimination & Harassment (social media)

Complete a free online course on Discrimination & Harassment

Apply knowledge to prepare a presentation educating new club/school members in advertising appropriate behaviour around social media in the club/dance school

#### 2. Finding Employment

Develop a personal portfolio that showcases your skills, achievements, knowledge and qualities to secure a place in employment related training, sponsorship, an audition/trial, a scholarship or coaching, refereeing or umpiring position

#### 3. Industrial Relations

Create/obtain a WHS (OHS) checklist and then conduct an inspection of your workplace (club/dance/school). Use this information to critically analyse the relationships between work-related issues and practices

### Performance 25%

Individual athlete sport involvement should comprise 50-60 hours in the workplace (made up of training, competition/performance, or refereeing/coaching)

This assessment involves 3 forms of evidence:

- a portfolio of evidence demonstrating how you applied your knowledge and skills in the workplace
- Report by your coach / teacher / supervisor
- Report by your teacher based upon any observations and the above evidence

### Reflection: Personal & workplace reflections 20%

2 written/oral tasks critically reflecting on and evaluating your learning through sport/dance/refereeing/coaching. Through your reflections you need to demonstrate your understanding of the knowledge, skills, competencies and issues related to your workplace and self-evaluation.

*\*Note: Weightings of assessment types may be subject to change.*

**Additional costs:** \$150 per year

### Further information

7-12 Health and PE/Outdoor Ed Learning Leader



## AGRICULTURE (1AGU10 OR 1AGU20)

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | Science  |
| <b>Length</b>        | 1 or 2 Semesters<br>(Students planning to study Stage 2 Agriculture Systems are encouraged to complete 2 Semesters.) |
| <b>Study Level</b>   | Stage 1  |
| <b>Prerequisites</b> | Nil.   |

Students consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks, and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture impacts on their lives, their communities, and the environment.

Students develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavour, and are encouraged to pursue future pathways, including in agriculture, horticulture, land management, agricultural business practice, natural resource management, veterinary science, food and marine sciences, biosecurity, and quarantine.

### ASSESSMENT

School assessment will be comprised of:

- |   |     |
|---|-----|
| Type 1: Agricultural Reports  | 50% |
| <ul style="list-style-type: none"> <li>Design and deconstruct practical report</li> <li>Science and human endeavour task</li> </ul> |     |
| Type 2: Agricultural Applications   | 50% |
| <ul style="list-style-type: none"> <li>Practical supervised assessment</li> <li>Theoretical supervised assessment</li> </ul>        |     |

*\*Note: Weightings of assessment types may be subject to change.*

### Further information

7-12 Science Learning Leader





**BIOLOGY (1BGY20)**

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | Science   |
| <b>Length</b>        | 1 or 2 Semesters<br>(Students who plan to do Stage 2 Biology are encouraged to complete.) |
| <b>Study Level</b>   | Stage 1   |
| <b>Prerequisites</b> | Recommended 'B' grade or above in Year 10 Science.  |

Biology is a course in which students learn about a wide variety of biological processes: from cells and their basic functions to physiology and how species impact the ecosystem. Biology offers students opportunities to explore the ways their lives are impacted by biological concepts. In Semester 1 students study Cellular Biology, Adaptations, Animal Behaviour and Multicellular organisms (Circulatory, Respiratory and Excretory Systems). In Semester 2 students study Micro-organisms, the Immune System and Infectious Disease as well as Ecosystems. Throughout the course students will inquire into aspects of biology through practical discovery and data analysis and by selecting, analysing and interpreting information. Students will investigate a contemporary example of how science interacts with society through a Science as a Human Endeavour Investigation.

**ASSESSMENT**

School assessment will be comprised of:

|   |     |
|---|-----|
| Skills and Applications Tasks   | 50% |
| Investigation Folio Tasks   | 50% |
| <ul style="list-style-type: none"> <li>At least one practical investigation report and one Science as a Human Endeavour Investigation task each Semester.</li> <li>Semester examinations</li> </ul> |     |

*\*Note: Weightings of assessment types may be subject to change.*

**Further information**

7-12 Science Learning Leader

**BUSINESS INNOVATION (1BNV10)**

|                      |                   |
|----------------------|-------------------|
| <b>Learning Area</b> | Humanities - HASS |
| <b>Length</b>        | 1 Semester        |
| <b>Study Level</b>   | Stage 1           |
| <b>Prerequisites</b> | Nil.              |

The Stage 1 Business Innovation program draws on recent industrial issues and a diverse range of materials that are designed to enable entrepreneurial students to understand and demonstrate knowledge of the nature, role, structure and ethical and moral behaviour of business and enterprise. The students consider the opportunities and challenges associated with both start-up and existing businesses, at the same time considering how digital and emerging technologies present opportunities to enhance business models. They are given the chance, using various management strategies such as Business Model, Value Proposition and 'Lean Start up Canvas' to analyse the responsibilities and the impact various business models have on local and global communities.

The students 'learn through doing' using design thinking and assumption-based planning processes to find and solve customer problems while developing and understanding how to use and apply critical and creative thinking skills. The students engage with complex, dynamic real-world problems to identify, design, test, iterate, pivot and communicate viable business solutions culminating in the creation of a Business Plan and a two-minute pitch of their innovation or invention using a Shark Tank environment.

Stage 1 Business Innovation is a course that is invariably used as a springboard to Stage 2 Business Innovation in Year 12. It is a preferred course for students who may be aiming for careers in Accounting, Law or Commerce.

Stage 1 Business Innovation, with a minimum of a 'C' grade, provides an excellent background for those students who intend to take Stage 2 Business Innovation in Year 12, though it is not compulsory.

**ASSESSMENT**

|                 |     |
|-----------------|-----|
| Business Skills | 60% |
| Business Pitch  | 40% |

*\*Note: Weightings of assessment types may be subject to change.*

**Further information**

7-12 HASS Learning Leader

**CHEMISTRY (1CEM20)**

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | Science   |
| <b>Length</b>        | Full Year   |
| <b>Study Level</b>   | Stage 1   |
| <b>Prerequisites</b> | Recommended 'B' grade or above in Year 10 Science and a minimum of 'C' grade in Mathematics |

The study of Chemistry includes an overview of the matter that makes up materials, and the properties, uses and means of production, and reactions of these materials. It also includes a critical study of the social and environmental impacts of materials and chemical processes. Areas of study include; materials and their atoms, combinations of atoms, molecules, mixtures and solutions, acids and bases and redox reactions.

**ASSESSMENT**

|                               |     |
|-------------------------------|-----|
| Skills and Applications Tasks | 40% |
| Investigation Folio Tasks     | 60% |
| • Semester examinations       |     |

*\*Note: Weightings of assessment types may be subject to change.*

**Further information**

7-12 Science Learning Leader



**DANCE (1DCE10 OR 1DCE20)**

|                      |                       |
|----------------------|-----------------------|
| <b>Learning Area</b> | The Arts              |
| <b>Length</b>        | Semester or Full Year |
| <b>Study Level</b>   | Stage 1               |
| <b>Prerequisites</b> | Nil                   |

In Stage 1 Dance, students can engage in a 10 Credit course (1 semester) or a 20 Credit course (full year).

Dance A focusses on building on contemporary technique, choreographic and performance skills with a focus on Dance and Technology. Students engage in study of the integration of various technologies of dance with a focus on film, projection, digital interaction and contemporary innovators who are pushing the boundaries globally. Students work together to create their own choreographic explorations as well as engaging in multi-modal theory tasks and group contemporary technique and performance work.

In Dance B, students engage in an in-depth study of political dance, and how dance can be used to confront audiences on world affairs and injustice. Students engage in additional performance and choreographic work and analyse their artistic and creative skills as artists, setting their own developmental goals. The course is taught through a combination of technique classes, group composition assignments, public performances, spectatorship, research, and written or multi-modal responses.

**ASSESSMENT**

|              |     |
|--------------|-----|
| Performance  | 30% |
| Choreography | 30% |
| Theory       | 40% |

*\*Note: Weightings of assessment types may be subject to change.*

**Additional costs:** \$50 per semester

Students are required to purchase and wear College dance attire which can be purchased at the College Uniform Shop.

**Further Information**

7-12 Arts Learning Leader

**DIGITAL COMMUNICATION SOLUTIONS: DIGITAL PHOTOGRAPHY (1DCS10)**

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | Technologies   |
| <b>Length</b>        | Semester   |
| <b>Study Level</b>   | Stage 1  |
| <b>Prerequisites</b> | Nil - Highly recommended that students have successfully completed Year 10 Industry and Entrepreneurial Solutions and/or have an interest in practical problem-solving and design. |

This course is designed for students to develop fundamental skills and concepts in photography and digital media. They investigate, plan, evaluate and produce communication products to meet clients' needs and communicate to a variety of audiences.

Practical work will focus on image capture and production methods, including:

- DSLR camera techniques
- Lighting (studio and natural)
- Image manipulation using Adobe Photoshop
- Digital publishing using Powerpoint, Keynote or Google Slides

Theoretical work will include:

- Composition
- Aperture and shutter speed
- Photography analysis
- Graphic design
- Evaluation of final product

**ASSESSMENT**

|                        |     |
|------------------------|-----|
| Skills and Application | 30% |
| Solution Realisation   | 30% |
| Design Process         | 40% |

*\*Note: Weightings of assessment types may be subject to change.*

**Further Information**

7-12 Technologies Learning Leader





**DRAMA (1DMA10 OR 1DMA20)**

|                      |                       |
|----------------------|-----------------------|
| <b>Learning Area</b> | The Arts              |
| <b>Length</b>        | Semester or Full Year |
| <b>Study Level</b>   | Stage 1               |
| <b>Prerequisites</b> | Nil                   |

In Stage 1 Drama, we develop a company of storytellers. Students have practical experience developing on and off-stage roles in line with the structure and processes of the Arts industry. Drama is active and participatory, involving the process of imagining, developing, and creating dramatic products, as well as responding to the work of others.

Students undertake a group production (Company and Performance) in which they undertake an on or off-stage role. Following the performance, students make a presentation of the learning they have gained during the page to stage process. In Responding to drama, students view live performance, recorded clips and link what they view to their own work. The product is part review, part analysis of theatre styles and genres. In Creative Synthesis, students explore via research and through practical workshops, the innovative use of technology in theatre, after which they conceive of and articulate how they might mount a hypothetical production using innovative technology.

**ASSESSMENT**

|                         |     |
|-------------------------|-----|
| Company and Performance | 40% |
| Responding to Drama     | 30% |
| Creative Synthesis      | 30% |

*\*Note: Weightings of assessment types may be subject to change.*

**Further Information**

7-12 Arts Learning Leader

**ENGLISH (1ESH20)**

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | English  |
| <b>Length</b>        | Full Year  |
| <b>Study Level</b>   | Stage 1  |
| <b>Prerequisites</b> | Nil - Successful completion of Year 10 English recommended |

Students will learn how to access, analyse and create a variety of text types to foreground their studies in Year 12 English. At this level students will spend considerable time refining the cumulative knowledge gained through their English journeys to develop their essay-writing and broader analytical skills to levels of greater sophistication. They will also seek to demonstrate greater mastery of the English language to create thoughtful, original pieces of work, some of which require independent, self-directed learning, such as in the Inter-textual Study. All students will study a novel, a film, a play through the year, with other elements as directed by individual teachers. Tasks may take on written and oral/multi-modal forms.

**ASSESSMENT**

|   |     |
|---|-----|
| Responding to Texts (analysis)            | 25% |
| Creating Texts (creative writing)         | 50% |
| Inter-textual Study (a comparative piece) | 25% |

*\*Note: Weightings of assessment types may be subject to change.*

**Further Information**

7-12 English Learning Leader



**ENGLISH LITERARY STUDIES (1ESH20)**

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | English  |
| <b>Length</b>        | Full Year  |
| <b>Study Level</b>   | Stage 1  |
| <b>Prerequisites</b> | Nil - Successful completion of Year 10 English recommended |

Students in this class experience a similar learning journey to that featured in English, but with a specific focus that directly connects into English Literary Studies at Year 12 level. The course content features more independent, self-directed tasks, such as wider novel-reading, journalling and some individual poetry study. This course also contains an introduction to Literary Theory (Semester Two), as well as end of semester exams. All the learning that takes place in this course aims to directly foreground the types of tasks and outcomes that appear in the equivalent Year 12 subject. All students will study a novel, a film, a play and poetry, as well as a variety of other elements as directed by individual teachers. Tasks may take on written and oral/multi-modal forms.

**ASSESSMENT**

|  |     |
|--|-----|
| Responding to Texts (analysis)   | 50% |
| Creating Texts (creative writing)  | 25% |
| Inter-textual Study (a comparative piece that pairs an independent novel chosen by students with the class film) | 25% |

*\*Note: Weightings of assessment types may be subject to change.*

**Further Information**

7-12 English Learning Leader

**ESSENTIAL ENGLISH (1ESH20)**

|                      |           |
|----------------------|-----------|
| <b>Learning Area</b> | English   |
| <b>Length</b>        | Full Year |
| <b>Study Level</b>   | Stage 1   |
| <b>Prerequisites</b> | Nil       |

Students will learn how to access, analyse and create a variety of text types to foreground their studies in Year 12 Essential English. This subject is primarily concerned with enabling students to consolidate their knowledge of English and will sometimes look at more practical, real-world contexts in order to help develop comprehension skills and the ability to express perspectives on issues. Overall, Essential English aims to develop the core basics of English so that students feel confident and comfortable with their creative and analytical writing, multi-modal skill development and speaking. This subject has a natural connection with Year 12 Essential English should students want to continue that pathway.

**ASSESSMENT**

|                                   |     |
|-----------------------------------|-----|
| Responding to Texts (analysis)    | 50% |
| Creating Texts (creative writing) | 50% |

*\*Note: Weightings of assessment types may be subject to change.*

**Further Information**

7-12 English Learning Leader



## FOOD & HOSPITALITY (1FOH10 OR 1FOH20)

|                      |                  |
|----------------------|------------------|
| <b>Learning Area</b> | Technologies     |
| <b>Length</b>        | 1 or 2 Semesters |
| <b>Study Level</b>   | Stage 1          |
| <b>Prerequisites</b> | Nil              |

Food and Hospitality students focus on the dynamic nature of the food and hospitality industry in Australian society. Students investigate and debate contemporary food and hospitality issues focusing on current management practices. Students may be required to participate in activities outside school hours, both within the school and the wider community. Topics covered require investigation and problem-solving skills and students will demonstrate their knowledge and skills in preparation and plating techniques in the practical sections of the course. Students work independently, collaboratively, and as directed in a supportive learning environment to achieve common goals. Food and Hospitality Stage 1 provides students with a sound knowledge base and skill development for SACE Stage 2 Food and Hospitality. Skills gained during this course may assist students with gaining employment in the local hospitality industries.

### ASSESSMENT

|                      |     |
|----------------------|-----|
| Practical Activities | 50% |
| Group Activity       | 25% |
| Investigation        | 25% |

*\*Note: Weightings of assessment types may be subject to change.*

**Additional costs:** \$50 per semester

### Further Information

7-12 Technologies Learning Leader

## INDUSTRY AND ENTREPRENEURIAL SOLUTIONS (1ES10)

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | Technologies  |
| <b>Length</b>        | Semester  |
| <b>Study Level</b>   | Stage 1   |
| <b>Prerequisites</b> | Nil - Recommended students have successfully completed Year 10 Industry and Entrepreneurial Solutions |

The Stage 1 Industry and Entrepreneurial Solutions course provides students with the opportunity to define and solve everyday problems that people value. It has been designed to enable students to develop an understanding of a range of industrial and entrepreneurial technologies to help solve these problems including CAD (Computer Aided Design) software, 3D printers, Laser and CNC (Computer Numerical Control) systems and electronics.

The Specialised Skills tasks (context: security system) provide students with foundational skills and extends their knowledge and understanding of materials and processes and the designed world.

The Design Process & Solution task allows students to apply the design process to investigate and plan a major project which caters to their personal interests and various abilities.

### ASSESSMENT

|                             |     |
|-----------------------------|-----|
| Specialised Skills Task     | 40% |
| Design Process and Solution | 60% |

*\*Note: Weightings of assessment types may be subject to change.*

### Further Information

7-12 Technologies Learning Leader





## INTEGRATED LEARNING- LEADERSHIP (1ILN10)

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | Integrated Learning  |
| <b>Length</b>        | Semester   |
| <b>Study Level</b>   | Stage 1  |
| <b>Prerequisites</b> | Nil - Leadership potential, positive role modelling recommended. |

Students in this subject will undertake and facilitate a leadership program that extends students perspectives and world view. We aim to build students capabilities of critical thinking, communication, creativity, collaboration and overcoming adversity.

The leadership focus encompasses the Peer Support program that supports Year 7 students in their transition from the Junior School or other Primary Schools into the Middle School here at Tatachilla Lutheran College. For this reason, this elective is available Semester 1 only. The aim of this program is to support, discuss issues, facilitate friendships and break down barriers to the numerous students who are new to our community and therefore make the transition much less intimidating. As such, the program develops a safe and nurturing environment conducive to learning. The Year 11 leaders facilitate this through small group activities, discussions and games whilst developing skills in communication, teamwork and counselling.

The dedicated program focusses on student leadership and enhances the development of confident young adults. It creates a culture and environment where students are driven to achieve their best in both academic and extracurricular endeavours through positive engagement, pro-activity and self-regulated behaviours.

### ASSESSMENT

|                       |     |
|-----------------------|-----|
| Practical Exploration | 15% |
| Connections           | 40% |
| Personal Venture      | 45% |

*\*Note: Weightings of assessment types may be subject to change.*

### Further Information

7-12 Teaching and Learning and SACE Coordinator

## JAPANESE – CONTINUERS A&B (1JAC20)

|                      |                               |
|----------------------|-------------------------------|
| <b>Learning Area</b> | Languages                     |
| <b>Length</b>        | Full Year                     |
| <b>Study Level</b>   | Stage 1                       |
| <b>Prerequisites</b> | Year 10 ('C' grade or higher) |

Stage 1 Japanese Continuers is a specialized course where students study the modern standard Japanese, including informal and formal language. They develop their ability to convey meaning effectively in a range of contexts, which necessarily involve extending their awareness of complex grammatical structures, as well as their ability to apply and adapt this knowledge. Students creatively explore their language usage, demonstrating depth and breadth in their understanding of the language and its connecting culture. They also learn to present fluently in Japanese, using language examples to support their own ideas and findings, improving the fluency in their usage of Japanese in a wide range of ways.

### ASSESSMENT

Students will complete 4 summative assessment tasks each semester including:

|                 |     |
|-----------------|-----|
| Interaction     | 20% |
| Text Production | 20% |
| Text Analysis   | 20% |
| Investigation   | 40% |

*\*Note: Weightings of assessment types may be subject to change.*

**Additional costs:** \$76.50 textbook

### Further Information

7-12 Teaching & Learning Leader



## LEGAL STUDIES (1LES10)

|                      |                                  |
|----------------------|----------------------------------|
| <b>Learning Area</b> | Humanities - HASS                |
| <b>Length</b>        | Semester                         |
| <b>Study Level</b>   | Stage 1                          |
| <b>Prerequisites</b> | Nil - Recommended 'C' in English |

Stage 1 Legal Studies focuses on the use of laws and legal systems to create harmony within dynamic and evolving communities. Through an inquiry-based process, students will explore and develop their understanding of the concepts of fairness, rights, justice, power and change. These concepts are examined in the context of law making, law enforcement and dispute resolution as applied to a range of Australian issues. There will be opportunities to consider alternative perspectives such as international law and First Nation customary laws and systems.

At Stage 1, legal students explore using 'Big Questions;' useful mechanisms to stimulate deep thinking and engagement, and for the consideration of a range of perspectives. In providing a response to questions, students must evaluate, analyse and apply contextually appropriate legal principles, processes, evidence and cases to demonstrate their learning. They will also engage in a mock Parliament to debate the introduction of a new law and a Moot Court to achieve justice for the plaintiff or defendant in a criminal case. Through Legal Studies students develop an appreciation and awareness of their role as a citizen in the Australian Legal System, the skills to communicate their ideas and the confidence to make informed and effective decisions regarding legal issues.

Stage 1 Legal Studies is a course that is invariably used as a springboard to Stage 2 Legal Studies in Year 12. It is the preferred course for students who may be aiming for careers in Entrepreneurship, Accounting, Law or Commerce or Real Estate. Studying Stage 1 Legal Studies with a minimum of a 'C' grade provides an excellent background and use of legal terminology for students who intend to take Stage 2 Legal Studies in Year 12.

### ASSESSMENT

|                             |     |
|-----------------------------|-----|
| Analytical Response         | 30% |
| Inquiry                     | 30% |
| Presentation and Evaluation | 40% |

*\*Note: Weightings of assessment types may be subject to change.*

### Further Information

7-12 HASS / Japanese Learning Leader

## MATERIAL SOLUTIONS: METAL (1MRS10)

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | Technologies   |
| <b>Length</b>        | Semester   |
| <b>Study Level</b>   | Stage 1  |
| <b>Prerequisites</b> | Nil - Recommended students that successfully completed Year 10 Design and Technologies (Metal) |

Stage 1 Materials Solutions (Metal) course offers students the opportunity to explore the design and manufacture of a framing product such as a free standing or wall mounted shelf, garden seat or workbench/coffee table. During the course, students will learn about metal fabrication and MIG welding techniques. Students will have the opportunity to design aspects of their project with other materials such as solid timber or manufactured board.

Students will complete two skills tasks that showcase their knowledge and skills associated with using specific materials and construction processes. Students produce a Design Folio investigating and analysing similar products, which informs them of their design intentions for their metal project.

The Design Folio will also contain a range of sketches which direct their CAD rendering. A cutting list and manufacturing sequence will demonstrate the student's intended design. Students will produce their Design Solution and document their progress through photographic evidence. They will complete the project by evaluating the design process and the effectiveness of the project.

### ASSESSMENT

|                             |     |
|-----------------------------|-----|
| Specialised Skills Task     | 40% |
| Design Process and Solution | 60% |

*\*Note: Weightings of assessment types may be subject to change.*

### Further Information

7-12 Technologies Learning Leader



**MATERIAL SOLUTIONS: WOOD (1MRS10)**

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | Technologies   |
| <b>Length</b>        | Semester   |
| <b>Study Level</b>   | Stage 1  |
| <b>Prerequisites</b> | Nil - Recommended students that successfully completed Year 10 Design and Technologies (Metal) |

Stage 1 Materials Solutions (Wood) course offers students the opportunity to explore the design and manufacture of contemporary panel product in the construction of a bedside cabinet (or equivalent). Students will have the opportunity to design aspects of the bedside cabinet with other materials such as solid timber, manufactured board and contrasting products.

Students will complete two skills tasks that showcase their knowledge and skills associated with using specific materials and construction processes. Students produce a Design Folio investigating and analysing similar products, which informs them of their design intentions for the bedside cabinet (or equivalent). The Design Folio will also contain a range of sketches which direct their CAD rendering. A cutting list and manufacturing sequence will demonstrate the student's intended design. Students will produce their Design Solution and document their progress through photographic evidence. They will complete the project by evaluating the design process and the effectiveness of the project.

The Design Folio will also contain a range of sketches which direct their CAD rendering. A cutting list and manufacturing sequence will demonstrate the student's intended design. Students will produce their Design Solution and document their progress through photographic evidence. They will complete the project by evaluating the design process and the effectiveness of the project.

**ASSESSMENT**

|                             |     |
|-----------------------------|-----|
| Specialised Skills Task     | 30% |
| Design Process and Solution | 70% |

*\*Note: Weightings of assessment types may be subject to change.*

**Further Information**

7-12 Technologies Learning Leader

**GENERAL MATHEMATICS (1MGM20)**

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | Mathematics                                       |
| <b>Length</b>        | Full Year   |
| <b>Study Level</b>   | Stage 1   |
| <b>Prerequisites</b> | Nil - Mathematics C grade or above is recommended |

This course is designed for students who are planning to pursue a career in a range of trades or vocational pathways. General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, networks and matrices, and discrete models. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics. Students who complete this subject with a C grade or better will meet the numeracy requirement of the SACE.

**ASSESSMENT**

|                         |     |
|-------------------------|-----|
| Topic tests             | 75% |
| Investigation folio     | 25% |
| • Semester examinations |     |

*\*Note: Weightings of assessment types may be subject to change.*

**Additional costs:** All Year 11 students require a *Casio Graphics Calculator* (Model fx-CG50 AU). This will need to be purchased if not already purchased in Year 10. (It is highly recommended that alternative brands are not purchased.)

**Further Information**

7-12 Mathematics Learning Leader





## MATHEMATICAL METHODS (1MAM20)

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | Mathematics  |
| <b>Length</b>        | Full Year  |
| <b>Study Level</b>   | Stage 1  |
| <b>Prerequisites</b> | Nil - 10A Mathematics C grade or above and/or Mathematics B grade or above recommended |

Mathematical Methods is an academic course designed for more able mathematics students, possibly considering a tertiary pathway with a mathematical focus. Mathematical methods develop an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments, and proofs, and use of mathematical models. By using functions, their derivatives, and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

### ASSESSMENT

|                               |     |
|-------------------------------|-----|
| Skills and Applications Tasks | 75% |
| Mathematical Investigation    | 25% |
| • Semester examinations       |     |

*\*Note: Weightings of assessment types may be subject to change.*

**Additional costs:** All Year 11 students require a Casio Graphics Calculator (Model fx-CG50 AU). This will need to be purchased if not already purchased in Year 10. (It is highly recommended that alternative brands are not purchased.)

### Further Information

7-12 Mathematics Learning Leader

## ESSENTIAL MATHEMATICS (1MEM20)

|                      |                                       |
|----------------------|---------------------------------------|
| <b>Learning Area</b> | Mathematics                           |
| <b>Length</b>        | Full Year                             |
| <b>Study Level</b>   | Stage 1                               |
| <b>Prerequisites</b> | Nil - Year 10 Mathematics recommended |

Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement, and students who are planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on extending students' mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways. Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

### ASSESSMENT

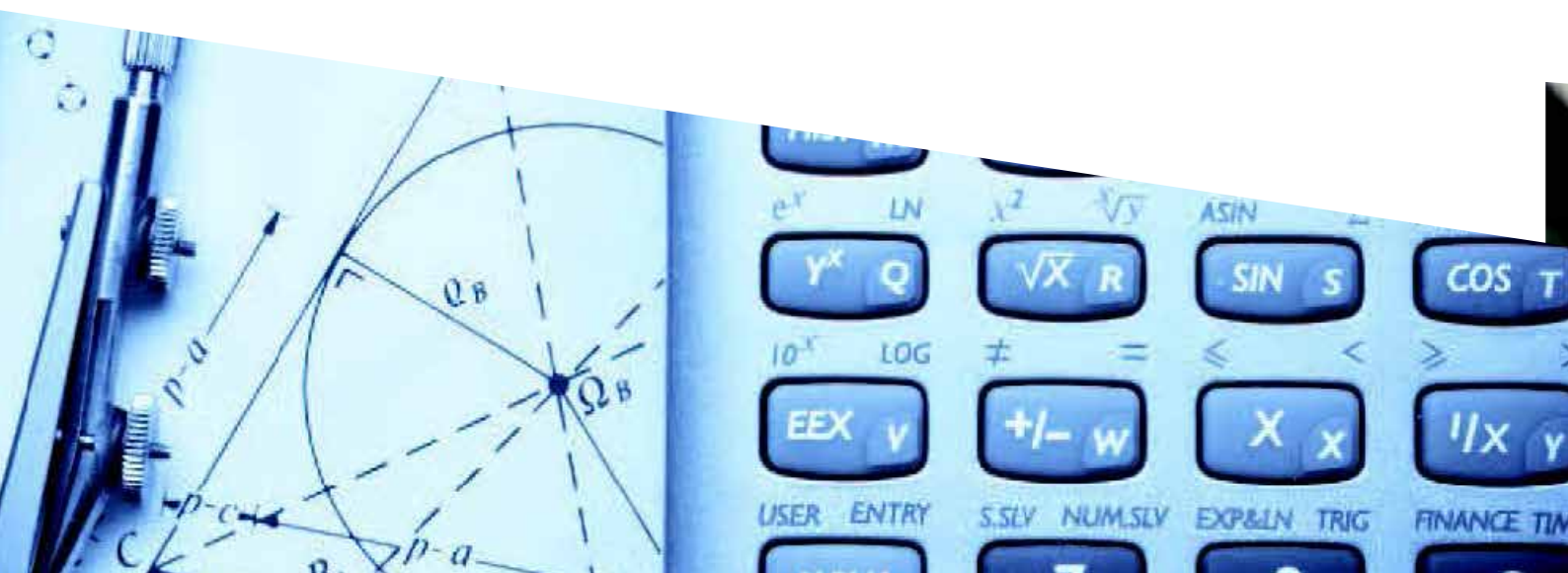
|                               |     |
|-------------------------------|-----|
| Skills and Applications Tasks | 60% |
| Mathematical Investigation    | 40% |
| • Semester examinations       |     |

*\*Note: Weightings of assessment types may be subject to change.*

**Additional costs:** All Year 11 students require a Casio Graphics Calculator (Model fx-CG50 AU). This will need to be purchased if not already purchased in Year 10. (It is highly recommended that alternative brands are not purchased.)

### Further Information

7-12 Mathematics Learning Leader



SPECIALIST MATHEMATICS (1MAM20)

|               |   |
|---------------|---|
| Learning Area | Mathematics   |
| Length        | Full Year   |
| Study Level   | Stage 1   |
| Prerequisites | 10A Mathematics Grade B or above and/ or Mathematics 10 Grade B or above is recommended |

**Specialist Mathematics must be studied in conjunction with Mathematical Methods.**

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs and using mathematical methods. It includes the study of functions and calculus. This subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Specialist mathematics develops an increasingly complex and sophisticated understanding of calculus, trigonometry, vectors, series and sequences and complex numbers.

ASSESSMENT

|                               |     |
|-------------------------------|-----|
| Skills and Applications Tasks | 75% |
| Mathematical Investigation    | 25% |
| • Semester examinations       |     |

*\*Note: Weightings of assessment types may be subject to change.*

**Additional costs:** All Year 11 students require a Casio Graphics Calculator (Model fx-CG50 AU). This will need to be purchased if not already purchased in Year 10. (It is highly recommended that alternative brands are not purchased.)

Further Information

7-12 Mathematics Learning Leader

MEDIA STUDIES (1MES10)

|               |  |
|---------------|--|
| Learning Area | The Arts   |
| Length        | Semester   |
| Study Level   | Stage 1  |
| Prerequisites | Nil - C Grade or better in Year 10<br>Media Studies is recommended |

Stage 1 Media Studies is designed to introduce students to a range of media processes and applications as well as observing and analysing intent, bias and presentation of media examples.

This subject explores key media concepts through the study of topics such as advertising documentaries and global media.

Students are encouraged to work both individually and collaboratively to achieve practical outcomes.

Students are also provided opportunities to learn media industry standard software packages included in the Adobe Creative Cloud collection.

ASSESSMENT

|                   |     |
|-------------------|-----|
| Folio             | 40% |
| Interaction Study | 20% |
| Production        | 40% |

*\*Note: Weightings of assessment types may be subject to change.*

Further Information

7-12 Arts Learning Leader



**MODERN HISTORY (1MOD10 OR 1MOD20)**

|                      |                   |
|----------------------|-------------------|
| <b>Learning Area</b> | Humanities - HASS |
| <b>Length</b>        | 1 or Semesters    |
| <b>Study Level</b>   | Stage 1           |
| <b>Prerequisites</b> | Nil               |

Stage 1 Modern History is designed for students who have an interest in exploring some of the important ideas, individuals and developments that have defined the modern world.

The course looks at major global, political and social events since the year 1750, with an emphasis on how they shape the present day.

Past courses have included the study of the French and Russian Revolutions, the Cold War, peaceful protest movements around the world and much more.

Furthermore, students are required to produce an individual study on an event or period in history of their choice. They will be engaged through a range of activities which provide opportunities for all students to demonstrate evidence of their learning.

**ASSESSMENT**

|                       |     |
|-----------------------|-----|
| Historical Study      | 20% |
| Historical Skills     | 60% |
| Semester Examinations | 20% |

*\*Note: Weightings of assessment types may be subject to change.*

**Further Information**

7-12 HASS Learning Leader

**MUSIC ADVANCED (1MVD10)**

|                      |                           |
|----------------------|---------------------------|
| <b>Learning Area</b> | The Arts                  |
| <b>Length</b>        | Semester or Full Year     |
| <b>Study Level</b>   | Stage 1                   |
| <b>Prerequisites</b> | Yr 10 Music or equivalent |

Music is a creative and expressive response to experiences and feelings, using sound as a medium. Music is the systematic organisation of sound patterns that have the potential to transform perceptions, emotions, and thoughts. The study of music enables students to appreciate the world in unique ways, through aesthetic treatments of sound across cultures, times, places, and contexts. It forms a vital part of the transmission of histories, knowledge, and stories among generations.

Through synthesising and applying their understanding of musical elements, students learn to manipulate sound and create musical works that express their ideas and emotions. Students develop their critical and creative thinking, and their aesthetic appreciation of music, through exploring and responding to the music of others, and refining and presenting performances and/or compositions. These performances and/or compositions may include original works and/or presentations or arrangements of existing compositions. Students experiment with, explore, and manipulate musical elements to learn the art of constructing and de-constructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music. Through their learning, students engage with, gain insights into, and are inspired by the transformative powers of music.

**ASSESSMENT**

|                  |     |
|------------------|-----|
| Creative Works   | 65% |
| Musical Literacy | 35% |

*\*Note: Weightings of assessment types may be subject to change.*

**Further Information**

R -12 Director of Music





**OUTDOOR EDUCATION (1OUT10 OR 1OUT20)**

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | Health & Physical Education   |
| <b>Length</b>        | Semester or Full Year   |
| <b>Study Level</b>   | Stage 1   |
| <b>Prerequisites</b> | Nil - Previous Outdoor Education experience in Year 10 will be an advantage |

Through the study of three focus areas listed below, students develop skills and understanding in preparation and planning for outdoor experiences, risk management, and conservation practices, and develop their teamwork and practical outdoor skills. Students develop an understanding of ecosystems and the impacts of human actions and decisions through the study of natural environments and wilderness areas. They develop knowledge and understanding of environmental systems and their conservation. The study of Stage 1 Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, and teamwork skills. They evaluate and reflect on their own learning progression and skills development, and working with others in groups, as well as their relationship with and connection to nature.

Stage 1 Outdoor Education consists of three interrelated focus areas:

Focus Area 1: Environment and conservation

Focus Area 2: Planning and management

Focus Area 3: Personal and social growth and development

For a 10-credit subject, students provide evidence of their learning through three or four assessments. Students complete:

- 1-2 natural environments tasks
- 2 experiences in natural environments tasks.

For a 20-credit subject, students provide evidence of their learning through six assessments. Students complete:

- 3 natural environments tasks
- 3 experiences in natural environments tasks.

**ASSESSMENT**

|                                     |     |
|-------------------------------------|-----|
| About Natural Environments          | 40% |
| Experiences in Natural Environments | 60% |

*\*Note: Weightings of assessment types may be subject to change.*

**Additional costs:** \$300

**Further Information**

7-12 Health and PE/Outdoor Ed Learning Leader

**PHYSICAL EDUCATION (1PHD10 OR 1PHD20)**

|                      |                             |
|----------------------|-----------------------------|
| <b>Learning Area</b> | Health & Physical Education |
| <b>Length</b>        | Semester or Full Year       |
| <b>Study Level</b>   | Stage 1                     |
| <b>Prerequisites</b> | Nil                         |

Students will learn about the performance of the human body and explore a variety of factors influencing performance through various practical activities. The impact of individuals in sporting contexts and influence of external factors in sport and fitness is also addressed.

Through Stage 1 Physical Education students will apply and reflect on performance as it relates to the 3 Focus Areas of: In movement, Through movement and About movement. This course is designed to engage those who are interested in pursuing a health or sports industry pathway, as well as extend those students who enjoy being physically active as part of their lifestyle.

The course explores theoretical concepts through a variety of practical experiences building on skills required at Stage 2 Physical Education.

In this subject, students are expected to:

1. Apply knowledge and understanding to movement concepts and strategies in physical activity
2. Reflect on movement concepts and strategies in physical activity
3. Apply communication and collaborative skills in physical activity contexts
4. Explore and analyse evidence related to physical activity
5. Reflect on ways to improve participation and/or performance in physical activity
6. Communicate using subject-specific terminology in a variety of modes.

The use of technology is integral to the collection of data such as video footage, heart rates monitors, and game statistics. Students apply their understanding of movement concepts to evaluate the data and reflect on ways in which performance can be achieved.

**ASSESSMENT**

|                                  |     |
|----------------------------------|-----|
| Improvement Analysis Task        | 50% |
| Practical Activity Investigation | 50% |

*\*Note: Weightings of assessment types may be subject to change.*

**Additional costs:** It is recommended that students have a wearable device to collect and analyse data. This can be negotiated with the school if a group order can be put in.

**Further Information**

7-12 Health and PE/Outdoor Ed Learning Leader

## PHYSICS (1PHY20)

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | Science  |
| <b>Length</b>        | Full Year  |
| <b>Study Level</b>   | Stage 1  |
| <b>Prerequisites</b> | Nil - 'B' grade or above in Year 10 Science and a C pass in Mathematics is recommended. It is also recommended that students take Mathematical Methods along with Physics. |

Science inquiry skills and science as a human endeavour are integral to students' learning in this subject and are interwoven through their study of science understanding, which is organised into six topics. Through the study of these topics, students develop and extend their understanding of the interaction between matter, energy, and forces in linear motion, and electric circuits and the transfer and transformation of energy. They study the wave model to better understand how energy can be transferred between matter and space. Students examine the structure of matter, spontaneous nuclear reactions, and the ionising radiation that results from these processes.

### ASSESSMENT

|                               |     |
|-------------------------------|-----|
| Skills and Applications Tasks | 50% |
| Investigation Folio Tasks     | 50% |
| • Semester examinations       |     |

*\*Note: Weightings of assessment types may be subject to change.*

### Further Information

7-12 Science Learning Leader

## PSYCHOLOGY (1PSG10)

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | Science   |
| <b>Length</b>        | Semester or Full Year                             |
| <b>Study Level</b>   | Stage 1   |
| <b>Prerequisites</b> | Recommended 'C' grade or above in year 10 Science |

The skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator. Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the well-being of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

The topics studied in Stage 1 Psychology include Lifespan Psychology and Emotion (Semester 1) and Cognitive Psychology and Psychology in Context (Semester 2).

They study the wave model to better understand how energy can be transferred between matter and space. Students examine the structure of matter, spontaneous nuclear reactions, and the ionising radiation that results from these processes.

### ASSESSMENT

|                               |     |
|-------------------------------|-----|
| Skills and Applications Tasks | 50% |
| Investigation Folio           | 50% |
| • Semester examinations       |     |

*\*Note: Weightings of assessment types may be subject to change.*

### Further Information

7-12 Science Learning Leader



## SPIRITUALITY, RELIGION AND MEANING (1SRM10) OR (2SRM20)

|                      |                                 |
|----------------------|---------------------------------|
| <b>Learning Area</b> | Christian Studies               |
| <b>Length</b>        | Semester                        |
| <b>Study Level</b>   | Stage 1 (full year for Stage 2) |
| <b>Prerequisites</b> | Nil                             |

Spirituality, Religion and Meaning course is offered at either Stage 1 (10 credits, Semester 2 only) or Stage 2 (20 credits, year-long course.) Please note, priority for students attending the Cambodia Service trip will be given to Stage 2 SRM students. Topics covered include:

1. Integral Ecology, Life the Universe and Everything: this explores how different religions have played a part in resisting changes to integral ecological approaches to support sustainability, or alternately explores what ways they promote positive change. Students explore how spiritual perspectives from indigenous cultures can impact traditional religious perspectives. Students will engage in a community Service action task partnering with an existing environmentally oriented group.
2. Evil and Suffering: We explore colonisation experiences of indigenous peoples around the world and the forms that evil has taken to cause suffering. Students explore how religion has helped or resisted this. Additionally, students explore the links from racism with groups such as white supremacists as a fact of life in Australia and around the world.

### ASSESSMENT

Multiple assessment processes are used in this course including, written responses, scripts, performance, video, oral presentations and a variety of computer programs.

Summative Tasks:

|                      |     |
|----------------------|-----|
| Representation Tasks | 45% |
| Service Action Tasks | 30% |
| Issues Investigation | 25% |

*\*Note: Weightings of assessment types may be subject to change.*

### Further information

7-12 Christian Studies Learning Leader

## RESEARCH PROJECT (2RPB10 OR 2RPA10)

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | Interdisciplinary Studies   |
| <b>Length</b>        | Semester  |
| <b>Study Level</b>   | Stage 2 (studied in Year 11 at Tatachilla)  |
| <b>Prerequisites</b> | Nil, but in order to pass the SACE, students must achieve a C- as an overall grade. |

In the Research Project, you will have the opportunity to study an area of interest in depth.

It will require you to use your creativity and initiative, while developing the research and presentation skills you will need in further study or work.

### ASSESSMENT

|                          |     |
|--------------------------|-----|
| Folio                    | 30% |
| Outcome                  | 40% |
| Reflection or Evaluation | 30% |

*\*Note: Weightings of assessment types may be subject to change.*

### Further Information

7-12 Teaching and Learning and SACE Coordinator





## VISUAL ARTS (1VAA10 OR 1VAA20)

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | The Arts                                       |
| <b>Length</b>        | Semester or Full Year                          |
| <b>Study Level</b>   | Stage 1  |
| <b>Prerequisites</b> | Nil - Year 9 and 10 Visual Art is an advantage |

Through studying Stage 1 Visual Art, students will learn and apply practical skills and develop the ability to analyse and synthesise ideas.

Students will learn about other artists, artworks, institutions, and communities to enrich their experiences and understandings of their own and others' art practices.

In responding to artworks, students will learn how to employ essential literacy skills to investigate artistic intention and expression, as well as critically analyse artworks in diverse contexts.

During the course students produce a folio of annotated practical work that explores a range of art media and techniques and documents their visual learning.

The final Practical will be a culmination of the ideas explored in the Folio and will include a Practitioner's Statement.

Students are also required to complete a Visual Study that explores and/or experiments with styles, ideas, methods, materials, and techniques, and includes analysis and interpretation of art works by other practitioners from different cultural and historical contexts.

### ASSESSMENT

|   |     |
|---|-----|
| Folio   | 40% |
| Practical (Final Works) & Practitioner Statements | 30% |
| Visual Study                                      | 30% |
| • Semester examinations                           |     |

*\*Note: Weightings of assessment types may be subject to change.*

### Further Information

7-12 Arts Learning Leader

## TOURISM (1TOS10 OR 1TOS20)

|                      |                       |
|----------------------|-----------------------|
| <b>Learning Area</b> | Humanities - HASS     |
| <b>Length</b>        | Semester or Full Year |
| <b>Study Level</b>   | Stage 1               |
| <b>Prerequisites</b> | Nil                   |

In Stage 1 Tourism at Tatachilla, students consider the ever-changing nature of tourism and how it responds to challenges, opportunities, and realities such as globalisation, economic crises, environmental needs, world events, and technological developments. They investigate tourism locally, nationally, and globally and learn that tourism, as the world's largest industry, is more than an economic phenomenon. Tourism has an impact, directly and indirectly, on many aspects of people's lives and on the environment.

Students identify and investigate tourism trends, developments, or contemporary issues. They will examine the range and nature of impacts of tourism from a local perspective, engaging with our vibrant local tourism industry. Students will develop an understanding of tourism concepts, including sustainable tourism, and apply practical and investigative tourism skills to recognise different perspectives.

Tourism offers a variety of opportunities in career pathways including, but not limited to Media, Journalism, Marketing, Ecological roles and International Relations.

In a Semester Course, students will explore three of the following topics:

- Tourism in the Local Area
- Examining Local Impacts of Tourism
- Preparing for International Travel
- Appreciating Tourism in Australia
- Understanding Tourism and Natural Environments
- Negotiated Topic

### ASSESSMENT

|                    |     |
|--------------------|-----|
| Case Study         | 20% |
| Sources Analysis   | 20% |
| Practical Activity | 30% |
| Investigation      | 30% |

*\*Note: Weightings of assessment types may be subject to change.*

### Further Information

7-12 HASS Learning Leader

## CHRISTIAN MINISTRY VET COURSE (‘VETAMORPHUS’ CERTIFICATE III IN CHRISTIAN MINISTRY) (10741 NAT)

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | Christian Studies & Interdisciplinary Studies |
| <b>Length</b>        | Full Year                                     |
| <b>Study Level</b>   | Stage 2                                       |
| <b>Prerequisites</b> | Application and interview                     |

This Certificate III Vet course earns students 20 credits towards their SACE Stage 2. It has been designed to recognise those students who are already serving in Christian ministry settings and seeks to support and extend those developing skills. The focus includes community interaction projects, class time looking at Theology, Biblical Studies and Ethics, mentoring, Bible reading and analysis, and 3 retreats across the year with students from other schools. Vetamorphus has been approved by Lutheran Education to replace Christian Studies at Year 11. Students attend the face to face class time in Vetamorphus at the same time as other students attend Christian Studies.

If there are only small numbers for enrolments there maybe been online and off-site options to complete these studies. They can be arranged through the Christian Studies Learning Leader and Vet Coordinator.

## ASSESSMENT

Assessment for all aspects of this course is completed by Vetamorphus as the Registered Training Organisation, however the school ‘supervisors’ work face to face with students at the College. Both the College Pastor and the Youth Worker or a member of the Christian Studies staff are involved in delivering the on-site, in-class elements of the program. The Learning Leader in Christian Studies oversees pedagogy and content, whilst our VET Coordinator manages the administration.

Ongoing continuous assessment and feedback occur across the year using the online Vetamorphus website that is administered by Vetamorphus staff off-site. Students have their own login to the Vetamorphus site for resources and assessment. All staff responsible for the course have access to the site to track student progress whilst parents are connected to the site and receive progress information when submissions are made and marks have been uploaded.

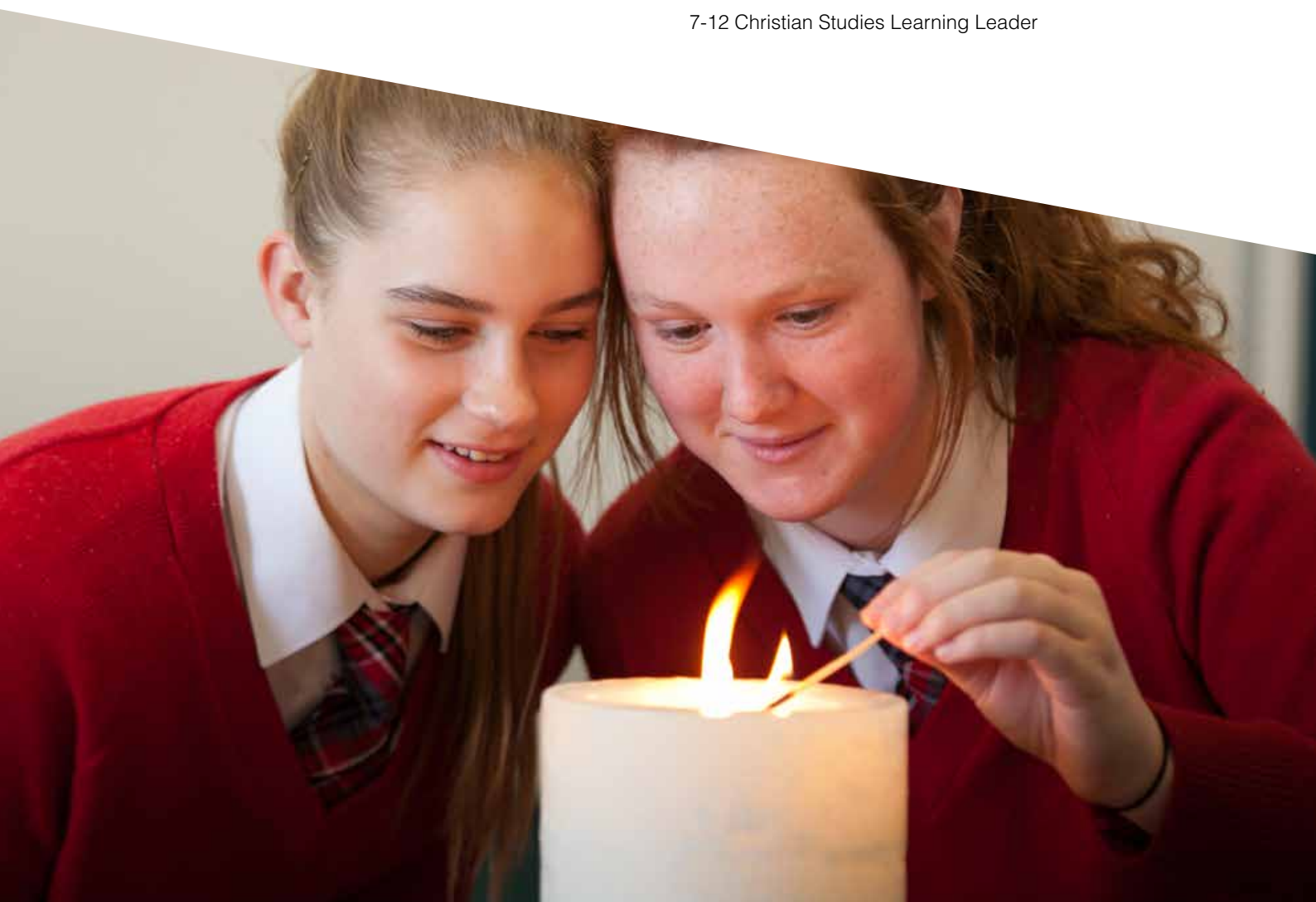
- 3 compulsory retreats to attend and then reflect on.
- Personal mentoring with a selected member of the community
- Tutorials
- Journaling as the Bible is engaged with weekly

*\*Note: Weightings of assessment types may be subject to change.*

**Additional costs:** To Be Advised through Ms Linda Wright and the College VET Agreement process.

## Further Information

7-12 Christian Studies Learning Leader



## CERTIFICATE II HORTICULTURE (AHC20416) AND CONSERVATION ECOSYSTEMS MANAGEMENT (AH21020)

|                      |                           |
|----------------------|---------------------------|
| <b>Learning Area</b> | Interdisciplinary Studies |
| <b>RTO</b>           | GrowSmart Training        |
| <b>Length</b>        | Full Year                 |
| <b>Year Level</b>    | Year 11                   |
| <b>Study Level</b>   | Stage 1                   |
| <b>SACE Credits</b>  | 70 credits                |

The Dual Certificate II in Horticulture (HORT) and Conservation Ecosystem Management (CEM) is a nationally recognised qualification designed to build students' knowledge of natural ecosystems, plant cultivation and management.

This includes developing skills in identifying flora and fauna and landscape management practices.

Students will gain a comprehensive understanding of up-to-date environmental practices and will experience procedures that form the basis of Conservation Ecosystem Management and Horticulture.

Classes are delivered from the EcoClassroom EcoSkills Centre of Excellence - a 3.37ha site with established and new revegetation, as well as endangered native animals including, Brush-tailed Bettongs, Long-nosed Potoroos, and Tammar Wallabies.

### ASSESSMENT

In line with the Australian Qualifications Training Framework (AQTF) assessment will be competency based, in which students will need to demonstrate they are competent in, and have the underpinning knowledge of, the skills they are taught.

### Certificate II

|           |   |
|-----------|---|
| AHCWHS201 | Participate in work health and safety processes           |
| AHCWRK209 | Participate in environmentally sustainable work practices |
| AHCPMG202 | Treat plant pests, diseases and disorders                 |
| AHCPMG201 | Treat weeds   |
| AHCLSC206 | Assist with landscape construction work                   |
| AHCLSC210 | Install tree protection devices                           |
| AHCMOM213 | Operate and maintain chainsaws                            |
| AHCPGD207 | Plant trees and shrubs                                    |
| AHCILM202 | Observe and report plants or animals                      |
| AHCFAU202 | Recognise fauna   |
| AHCPMG307 | Apply animal trapping techniques                          |
| AHCILM201 | Maintain cultural places                                  |
| AHCSOL203 | Assist with soil or growing media sampling and testing    |
| AHCPCM204 | Recognise plants  |
| AHCNSY206 | Care for nursery plants                                   |
| AHCNSY205 | Pot up plants   |
| AHCNSY207 | Undertake propagation activities                          |

### Further information

Ms Linda Wright  
Career Development and VET Coordinator









## SUBJECT SELECTION YEAR 12 OVERVIEW

Students at Stage 2 study FOUR full year subjects worth 20 credits each. When making their subject selections, Stage 2 students should consider their post school pathways carefully, including any pre-requisites for further study. Students new to Tatachilla as Year 12s, need to study their compulsory Research Project course in Year 12 if they have not completed this earlier in their previous school. Christian Studies is compulsory, delivered as a Year 12 Seminar and Retreat program throughout the year.

### STUDY LESSONS

All Year 12 students have supervised study lessons each week which are timetabled at the College. The purpose of these lessons is to develop and support independent or collaborative study practice. Students complete work under supervision, in their designated study area.

### COMPULSORY SUBJECTS

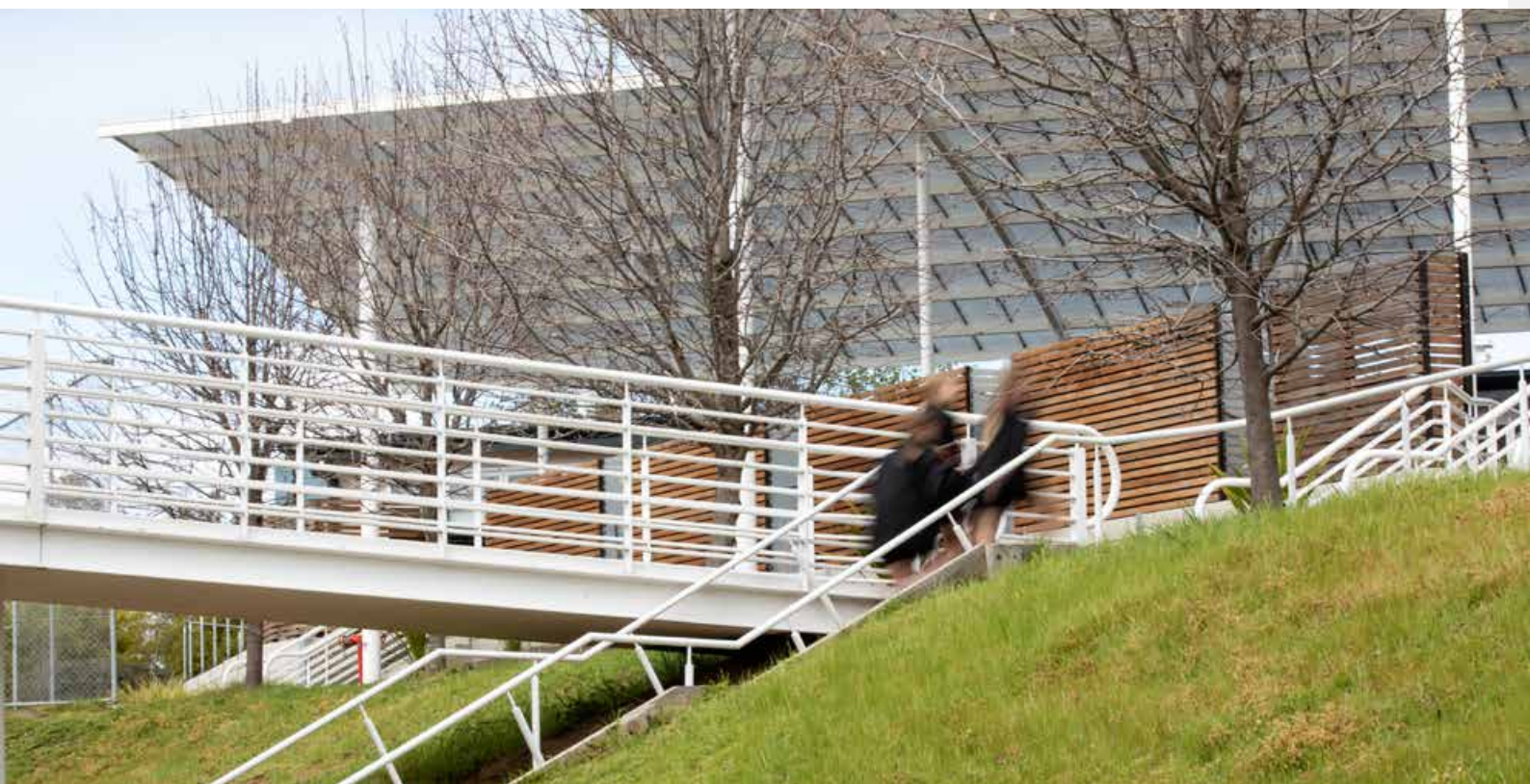
Research Project (if not achieved in Year 11) 10 credits

Study Lessons

CRAVE Seminar Days and Year 12 Retreat

### ELECTIVE SUBJECTS – CHOOSE 4 FULL YEAR: TOTAL 80 CREDITS

|                                      |            |                        |            |
|--------------------------------------|------------|------------------------|------------|
| Biology                              | 20 credits | Legal Studies          | 20 credits |
| Business Innovation                  | 20 credits | Material Solutions     | 20 credits |
| Chemistry                            | 20 credits | Mathematical Methods   | 20 credits |
| Dance                                | 20 credits | Media Studies          | 20 credits |
| Digital Communication Solutions      | 20 credits | Modern History         | 20 credits |
| Drama                                | 20 credits | Music                  | 20 credits |
| English                              | 20 credits | Nutrition              | 20 credits |
| English Literary Studies             | 20 credits | Outdoor Education      | 20 credits |
| Essential English                    | 20 credits | Physical Education     | 20 credits |
| Essential Mathematics                | 20 credits | Physics                | 20 credits |
| Food and Hospitality                 | 20 credits | Psychology             | 20 credits |
| General Mathematics                  | 20 credits | Specialist Mathematics | 20 credits |
| Industry & Entrepreneurial Solutions | 20 credits | Visual Arts – Art      | 20 credits |
| Japanese – Continuers                | 20 credits | Workplace Practices    | 20 credits |



# YEAR 12 SUBJECTS

|  |    |
|--|----|
| Christian Studies  | 34 |
| Biology  | 34 |
| Business Innovation  | 35 |
| Chemistry  | 35 |
| Dance  | 36 |
| Design, Technology and Engineering: Industry and Entrepreneurial Solutions | 36 |
| Digital Communication Solutions: Digital Photography                       | 37 |
| Drama  | 37 |
| English  | 38 |
| English Literary Studies   | 38 |
| Essential English  | 39 |
| Food & Hospitality   | 39 |
| Japanese - Continuers A & B  | 40 |
| Legal Studies  | 40 |
| Material Solutions   | 41 |
| General Mathematics  | 41 |
| Mathematical Methods   | 42 |
| Essential Mathematics  | 42 |
| Specialist Mathematics   | 43 |
| Media Studies  | 43 |
| Modern History   | 44 |
| Music Explorations   | 44 |
| Music Performance  | 45 |
| Music Solo   | 45 |
| Nutrition  | 46 |
| Outdoor Education  | 46 |
| Physical Education   | 47 |
| Physics  | 47 |
| Psychology   | 48 |
| Research Project   | 48 |
| Visual Arts  | 49 |
| Workplace Practices  | 49 |



## CHRISTIAN STUDIES (NON-SACE)

|                      |                              |
|----------------------|------------------------------|
| <b>Learning Area</b> | Christian Studies            |
| <b>Length</b>        | 4 Day Seminars and a Retreat |
| <b>Study Level</b>   | NON SACE                     |
| <b>Prerequisites</b> | Nil.                         |

The Year 12 Christian Studies Seminar program is the way Tatachilla Lutheran College meets the mandated expectation for all Lutheran Colleges to provide Christian, religious and values education through to Year 12. The seminars aim to provide students with the opportunity to engage in summative experiences that call on their learning from previous years to apply and test thinking with specifically challenging cases. These are delivered in an adult learning styled seminar that is typically off site, allows for students to take the responsibility to arrange their own transport with the correct permissions, and most importantly uses experts from a number of different fields. By bringing all students together, they gain genuine extension and experience in the presence of experts in their field and so have the same learning opportunity across the year level. Topics include: our attitudes to refugees, approaches to commitment in long term relationships and in the workplace, the relationship between science and religion, resiliency and forgiveness, and religious extremism. Each seminar is an expression or direct exploration of specific Christian perspectives as outlined in the Christian Studies Curriculum Framework document.

### ASSESSMENT

In keeping with the format of an adult learning model, students are not assessed formally nor graded on their progress. As with any adult attending professional development, students define what they will take away and what meaning is constructed around the learning episode. Students' own reflections both through group discussions and personal reflection on each seminar constitute their own personal assessment of what is important for them. Assessment of the actual seminar is provided by students in the form of written feedback after each seminar given to the staff and Learning Leader.

#### Further information

7-12 Christian Studies Learning Leader

## BIOLOGY (2BGY20)

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | Science   |
| <b>Length</b>        | Full Year   |
| <b>Study Level</b>   | Stage 2   |
| <b>Prerequisites</b> | Nil. Recommended completion of a Stage 1 Science Course to a 'B' grade or above . |

The Stage 2 Biology course is constructed around inquiry into, and application of, understanding of the diversity of life as it has evolved, the structure of living things, and the way they interact with other living organisms and the environment. The four topics of study include: DNA and Proteins, Cells as the Basis of Life, Homeostasis and Evolution. Exploration of each topic involves a discussion of different aspects from basic organisation to complex processes, social and human impacts of biological processes and the origin of organisms. Practical activities will be undertaken to explore core concepts.

### ASSESSMENT

#### School assessment:

|                               |     |
|-------------------------------|-----|
| Skills and Applications Tasks | 40% |
| Investigation Folio Tasks     | 30% |

#### External assessment:

|             |     |
|-------------|-----|
| Examination | 30% |
|-------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

#### Further information

7-12 Science Learning Leader



**BUSINESS INNOVATION (2BNV20)**

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | Humanities  |
| <b>Length</b>        | Full Year   |
| <b>Study Level</b>   | Stage 2   |
| <b>Prerequisites</b> | Nil - Recommendation of completion of Stage 1 Business Innovation |

In the Stage 2 Business Innovation program enterprising students are equipped with the knowledge, skills and understanding to engage in designing, sustaining and transforming businesses in the modern world.

Business Innovation uses design thinking and assumption-based planning tools to promote a human centred approach to innovation and transformation of business products, services and processes.

Students 'learn through doing' using design thinking and assumption-based planning processes such as Business Model and Value Proposition Canvases and Minimum Viable Product to anticipate, find and solve problems. Students also engage with complex, dynamic real world problems to identify and design, test, iterate, pivot and communicate real world solutions. Through design thinking and direct involvement in innovation, enterprising students develop, understand and apply their critical and creative thinking skills to their innovations or inventions.

This course can be as a springboard for students who may be aiming for careers in Accounting, Law or Commerce.

**ASSESSMENT****School assessment:**

|                 |     |
|-----------------|-----|
| Business Skills | 40% |
| Business Model  | 30% |

**External assessment:**

|                       |     |
|-----------------------|-----|
| Business Plan & Pitch | 30% |
|-----------------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

**Further information**

R-12 HASS Learning Leader

**CHEMISTRY (2CEM20)**

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | Science   |
| <b>Length</b>        | Full Year   |
| <b>Study Level</b>   | Stage 2   |
| <b>Prerequisites</b> | It is intended that Stage 2 Chemistry is a continuation of Stage 1 completion |

The Chemistry course is designed for students who wish to continue with Chemistry at university level.

This subject is organised so that student learning is related to a key chemical idea or concept found within five main topics.

Through practical experiments students develop their chemistry investigations skills, and develop understanding of the physical world that will enable them to be questioning, reflective and critical thinkers.

Areas of study include: Monitoring the Environment, Managing Chemical Processes, Organic and Biological Chemistry and Managing Resources.

**ASSESSMENT****School assessment:**

|                               |     |
|-------------------------------|-----|
| Skills and Applications Tasks | 40% |
| Investigation Folio Tasks     | 30% |

**External assessment:**

|             |     |
|-------------|-----|
| Examination | 30% |
|-------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

**Further information**

7-12 Science Learning Leader



## DANCE (2DCE20)

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | The Arts                                       |
| <b>Length</b>        | Full Year                                      |
| <b>Study Level</b>   | Stage 2  |
| <b>Prerequisites</b> | Nil - Recommended completion of Stage 1 Dance. |

Dance students undertake in depth studies into composition, analysis, technique, performance and the investigation and evaluation of key innovators that impact on their development as dance artists.

The course is taught through a combination of technique classes, composition assignments, spectator-ship, research and written or multi-modal response.

**Attendance at out of hours rehearsals and performances is compulsory.**

### ASSESSMENT

#### School assessment:

|                       |     |
|-----------------------|-----|
| Performance Portfolio | 40% |
| Dance Context         | 30% |

#### External assessment:

|                              |     |
|------------------------------|-----|
| Skills Development Portfolio | 30% |
|------------------------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

**Additional costs:** \$50 per semester

Students are required to purchase and wear College dance attire which can be purchased at the College Uniform Shop.

### Further Information

7-12 Arts Learning Leader

## DESIGN, TECHNOLOGY AND ENGINEERING: INDUSTRY AND ENTREPRENEURIAL SOLUTIONS (2IES20)

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | Technologies   |
| <b>Length</b>        | Full Year  |
| <b>Study Level</b>   | Stage 2  |
| <b>Prerequisites</b> | Nil. Recommended completion of Stage 1 Industry and Entrepreneurial Solutions or Stage 1 Materials (Wood or Metal) |

This Industry and Entrepreneurial Solutions course is fundamentally about identifying and solving everyday problems that people value. It has been designed for students to explore and incorporate a range of industrial and entrepreneurial technologies including CAD (Computer Aided Design) software, 3D printers, Laser and CNC (Computer Numerical Control) systems, electronics and/or traditional materials to solve these problems. The Specialised Skills tasks provide students with foundational skills and extends their knowledge and understanding of materials and processes and the designed world. The Design Process & Solution task allows students to apply the design process to identify a problem that people value then endeavour to solve that problem. The problem may cater to their personal interests and various abilities or be a much broader idea. The Resource Study will be different for each student and dependent upon the problem being solved.

### ASSESSMENT

#### School assessment:

|                             |     |
|-----------------------------|-----|
| Specialised Skills Task     | 20% |
| Design Process and Solution | 50% |

#### External assessment:

|                   |     |
|-------------------|-----|
| Comparative Essay | 30% |
|-------------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

### Further Information

7-12 Technologies Learning Leader





## DIGITAL COMMUNICATION SOLUTIONS: DIGITAL PHOTOGRAPHY (2DCS20)

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | Technologies  |
| <b>Length</b>        | Full Year   |
| <b>Study Level</b>   | Stage 2   |
| <b>Prerequisites</b> | Nil - Recommended completion of Stage 1 Digital Photography |

Students work through the design process of investigating, planning, producing and evaluating their work. They will search for innovative ways to put their ideas into practice. Students will create a themed exhibition within the constraints of a design brief. Practical work will focus on image capture and production methods, including:

- DSLR camera techniques
- Lens selection
- Lighting (studio and natural)
- Image manipulation using Adobe Photoshop
- Design Process Record
- Digital publishing using Powerpoint, Keynote or Google Slides

Theoretical may include:

- Composition
- Aperture and Shutter speed
- Lenses
- Lighting (studio and natural)
- White balance and ISO
- File types and compression
- Printing technologies
- Photography analysis
- Evaluation of final product

### ASSESSMENT

#### School assessment:

|                             |     |
|-----------------------------|-----|
| Specialised Skills Tasks    | 20% |
| Design process and Solution | 50% |

#### External assessment:

|                |     |
|----------------|-----|
| Resource Study | 30% |
|----------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

#### Further Information

7-12 Technologies Learning Leader

## DRAMA (2DMA20)

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | The Arts                                      |
| <b>Length</b>        | Full Year                                     |
| <b>Study Level</b>   | Stage 2                                       |
| <b>Prerequisites</b> | Nil - Recommended completion of Stage 1 Drama |

In Drama, we deepen our understanding of what it is to be part of a company of student artists. Students draw links between theory and practice through exploration, taking informed artistic risks, and practical experimentation. The two areas of dynamic study are: Company and Production,

Exploration and Vision. In Company and Production, students collaborate to develop two pieces of live or recorded performance. Firstly, they undertake a dramatic process to develop a group production, led by the teacher. An important part of that group production is the presentation of evidence, where students select from recorded evidence of their process and performance to represent the range of their learning and application. Secondly, in the Creative Presentation Task, students form small groups to independently devise a dramatic work or product. The creative presentation is the external assessment component of the course. In the Exploration and Vision area of study, students focus on the development of their critical and creative thinking skills. They explore dramatic ideas, theories and works by critically viewing live works, by engaging in workshops with professionals (where possible) and investigating and researching dramatic styles and innovations. Students will study at least one dramatic text, and two or more styles, innovators or movements.

**Attendance at out of hours rehearsals and performances is compulsory in this course.**

### ASSESSMENT

#### School assessment:

|                         |     |
|-------------------------|-----|
| Group Production        | 40% |
| Evaluation & Creativity | 30% |

#### External assessment:

|                       |     |
|-----------------------|-----|
| Creative Presentation | 30% |
|-----------------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

#### Further Information

7-12 Arts Learning Leader

**ENGLISH (2ESH20)**

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | English   |
| <b>Length</b>        | Full Year   |
| <b>Study Level</b>   | Stage 2   |
| <b>Prerequisites</b> | Nil - Completion of Stage 1 English or English Literary Studies recommended |

Students will build on their Year 11 studies and develop a more precise understanding of a variety of English concepts. During the year, students will study a range of text types, as directed by their teacher such as a novel, a film, a play, poetry and assorted media texts.

Students are expected to produce several analytical tasks, primarily in the form of academic essays as well as several creative pieces. Some of these tasks will have an oral/multi-modal focus.

Students should be prepared to complete independent work as a mandatory component of this course and will be required to read the class novel and keep a comprehensive journal over the summer holidays.

In addition, students will complete a Comparative Essay as their external component over the course of the year and will be expected to dedicate significant independent study time to it.

**ASSESSMENT****School assessment:**

|                                   |     |
|-----------------------------------|-----|
| Responding to Texts (analysis)    | 30% |
| Creating Texts (creative writing) | 40% |

**External assessment:**

|                   |     |
|-------------------|-----|
| Comparative Essay | 30% |
|-------------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

**Further Information**

7-12 English Learning Leader

**ENGLISH LITERARY STUDIES (2ELS20)**

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | English  |
| <b>Length</b>        | Full Year  |
| <b>Study Level</b>   | Stage 2  |
| <b>Prerequisites</b> | Nil - Completion of Stage 1 English Literary Studies recommended |

This course has a rigorous academic focus and aims to develop analytical skills at a high level. Students will study a novel, a play, a film and a selection of poetry, Literary Theory, as well as several shorter text types in eventual preparation for the exam, which is an exercise in comprehension and analytical perception.

In addition, this course has a key focus on essay writing and many of the tasks focus on fine-tuning and developing existing skills.

Students are also required to complete a range of independent tasks, including reading the class novel and making notes over the summer holidays, studying an independent text of their choice as part of their external comparative essay, as well as further contextual study relating to elements discussed in class.

**ASSESSMENT****School assessment:**

|                                   |     |
|-----------------------------------|-----|
| Responding to Texts (analysis)    | 50% |
| Creating Texts (creative writing) | 20% |

**External assessment:**

|                        |     |
|------------------------|-----|
| Comparative Text Study | 15% |
| Examination            | 15% |

*\*Note: Weightings of assessment types may be subject to change.*

**Further Information**

7-12 English Learning Leader



**ESSENTIAL ENGLISH (2ETE20)**

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | English   |
| <b>Length</b>        | Full Year                                       |
| <b>Study Level</b>   | Stage 2   |
| <b>Prerequisites</b> | Nil - Completion of Stage 1 English recommended |

Students develop the skills gained in Year 11 English and work towards building up competency in a wide range of English contexts.

This course is primarily concerned with analysing the impact of language in our everyday lives and requires students to demonstrate their understanding of this through creative and analytical pieces that often connect to real-life contexts. These tasks are assessed in a variety of ways including essays and oral/multi-modal approaches.

There is an external, analytical component to this course which requires a significant amount of independent and self-directed work, taking the form of a language study, focusing on how different contexts use language.

**ASSESSMENT****School assessment:**

|                                   |     |
|-----------------------------------|-----|
| Responding to Texts (analysis)    | 30% |
| Creating Texts (creative writing) | 40% |

**External assessment:**

|                |     |
|----------------|-----|
| Language Study | 30% |
|----------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

**Further Information**

7-12 English Learning Leader

**FOOD & HOSPITALITY (1FOH10 OR 1FOH20)**

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | Technologies   |
| <b>Length</b>        | Semester or Full Year  |
| <b>Study Level</b>   | Stage 2  |
| <b>Prerequisites</b> | Nil – Recommended completion of Stage 1 Food and Hospitality |

Food and Hospitality examines the contemporary and changing nature of the food and hospitality industry and its impact on Australian society. The food and hospitality industry is influenced by economic, environmental, legal, political, sociocultural and technological factors at local, national, and international levels.

Students develop relevant knowledge and skills as consumers and/or industry workers. Food and Hospitality can lead to various TAFE courses such as Certificate II in Kitchen Operations. It can also assist students seeking employment in various hospitality enterprises where food is prepared and served, including restaurants, hotels, catering operations, clubs, and cafes.

**Students may be required to participate in activities outside school hours, both within the school and the wider community.**

**ASSESSMENT****School assessment:**

|                      |     |
|----------------------|-----|
| Practical Activities | 50% |
| Group Activity       | 20% |

**External assessment:**

|               |     |
|---------------|-----|
| Investigation | 30% |
|---------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

**Additional costs:** \$100 per semester

**Further Information**

7-12 Technologies Learning Leader





## JAPANESE (CONTINUERS) (2JAC20)

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | Languages  |
| <b>Length</b>        | Full Year  |
| <b>Study Level</b>   | Stage 2  |
| <b>Prerequisites</b> | It is intended that Stage 2 Japanese is a successful continuation of Stage 1 Japanese completion |

Japanese Continuers is a highly specialized course for those students wishing to deepen their understanding of language and different language systems. Students will learn to express and convey their own thoughts and opinions through a variety of individual tasks, learning about the world and developing their skills to converse in daily life. They will respond to a variety of written texts and apply learnt knowledge to strengthen their language writing skills in a variety of multi-modal assessments.

### ASSESSMENT

#### School assessment:

|                |     |
|----------------|-----|
| Folio          | 50% |
| In-depth Study | 20% |

#### External assessment:

|                              |     |
|------------------------------|-----|
| Written and oral Examination | 30% |
|------------------------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

**Additional costs:** \$76.50 textbook

### Further Information

7-12 Teaching and Learning Coordinator

## LEGAL STUDIES (2LES20)

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | Humanities   |
| <b>Length</b>        | Full Year  |
| <b>Study Level</b>   | Stage 2  |
| <b>Prerequisites</b> | Nil - Recommended completion of full year of Stage 1 English |

Legal Studies prepares students for an understanding of the operation of the Australian Legal System, its principles and processes. It also prepares students to be informed and articulate in matters of the law and society. Central to this course is an exploration of the competing tensions that arise between rights and responsibilities, fairness and efficiency, the empowered and disempowered, and certainty and flexibility. The subject focus areas are explored using 'big questions'. Students examine how people, government and institutions shape the law and controls, and shape and regulate interactions between people, institutions and Government.

Laws must constantly evolve in order to resolve these tensions whilst responding to community values and circumstances. Students are empowered to evaluate evidence in order to make decisions and develop an understanding of the ways in which they can influence Australia's democratic process. Conceptual understanding and analysis provide transferable skills within and across disciplines, allowing students to approach new situations and contexts with an analytical and problem-solving skill mindset. This course can be used as a springboard for students who may be aiming for careers in Entrepreneurship, Accounting, Law, Commerce, or Real Estate.

### ASSESSMENT

#### School assessment:

|                  |     |
|------------------|-----|
| Four Folio Tasks | 40% |
| Inquiry          | 30% |

#### External assessment:

|             |     |
|-------------|-----|
| Examination | 30% |
|-------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

### Further Information

7-12 HASS Learning Leader



## MATERIAL SOLUTIONS: METAL (2MRS20)

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | Technologies   |
| <b>Length</b>        | Full Year  |
| <b>Study Level</b>   | Stage 2  |
| <b>Prerequisites</b> | Nil - Recommended completion of Stage 1 Material Solutions: Wood or Stage 1 Material Solutions: Metal. |

The SACE Material Products course is designed for students that have an interest in manufacturing technologies or for those who are interested in pursuing a trade pathway. Students can choose either wood or metal to work with to design, construct and evaluate their design plans and product. They undertake two skills tasks to develop and demonstrate skills and understandings of materials and processes for a major project. Students create a Design Folio within the constraints of a design brief before constructing the Design Solution. During the design and construction process, students will conduct a Resource Study relating to two or materials they will use and explore issues relating to their Design Solution. Students will gain skills in the use of a variety of tools and equipment dependent on their choice of material.

### ASSESSMENT

#### School assessment:

|                                   |     |
|-----------------------------------|-----|
| Specialised Skills                | 20% |
| Design Folio and Product solution | 50% |

#### External assessment:

|                |     |
|----------------|-----|
| Resource Study | 30% |
|----------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

#### Further Information

7-12 Technologies Learning Leader

## GENERAL MATHEMATICS (2MGM20)

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | Mathematics  |
| <b>Length</b>        | Full Year  |
| <b>Study Level</b>   | Stage 2  |
| <b>Prerequisites</b> | Nil - Recommended completion of a full year of Stage 1 General Mathematics or Mathematical Methods |

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. A problem-based approach is integral to the development of mathematical models and their associated key concepts. These topics cover a diverse range of applications of mathematics, including personal financial management, a statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices. Successful completion of this subject prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

### ASSESSMENT

#### School assessment:

|                               |     |
|-------------------------------|-----|
| Skills and Applications Tasks | 40% |
| Investigation Folio Tasks     | 30% |

#### External assessment:

|             |     |
|-------------|-----|
| Examination | 30% |
|-------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

**Additional costs:** All Year 12 students require a Casio Graphics Calculator (Model fx-CG50 AU). This will need to be purchased if not already purchased in Year 11. (It is highly recommended that alternative brands are not purchased.)

#### Further Information

7-12 Mathematics Learning Leader





## MATHEMATICAL METHODS (2MHS20)

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | Mathematics  |
| <b>Length</b>        | Full Year  |
| <b>Study Level</b>   | Stage 2  |
| <b>Prerequisites</b> | It is intended that Stage 2 Mathematical Methods is a successful continuation of Stage 1 Mathematical Methods completion |

Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change.

Students use statics to describe and analyse phenomena that involve uncertainty and variation. Mathematical Methods provides the foundation for further study in mathematics, economics, sciences, computer sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences. When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical sciences, and laser physics.

### ASSESSMENT

#### School assessment:

|                               |     |
|-------------------------------|-----|
| Skills and Applications Tasks | 50% |
| Investigation Folio Tasks     | 20% |

#### External assessment:

|             |     |
|-------------|-----|
| Examination | 30% |
|-------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

**Additional costs:** All Year 12 students require a Casio Graphics Calculator (Model fx-CG50 AU). This will need to be purchased if not already purchased in Year 11. (It is highly recommended that alternative brands are not purchased.)

#### Further Information

7-12 Mathematics Learning Leader

## ESSENTIAL MATHEMATICS (2MEM20)

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | Mathematics  |
| <b>Length</b>        | Full Year  |
| <b>Study Level</b>   | Stage 2  |
| <b>Prerequisites</b> | Nil - Recommended completion of a full year of Stage 1 Mathematics |

Essential Mathematics offers students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematical knowledge to everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. There is an emphasis on developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is intended for students planning to pursue a career in a range of trades or vocations.

### ASSESSMENT

#### School assessment:

|                               |     |
|-------------------------------|-----|
| Skills and Applications Tasks | 40% |
| Investigation Folio Tasks     | 30% |

#### External assessment:

|             |     |
|-------------|-----|
| Examination | 30% |
|-------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

**Additional costs:** All Year 12 students require a Casio Graphics Calculator (Model fx-CG50 AU). This will need to be purchased if not already purchased in Year 10. (It is highly recommended that alternative brands are not purchased.)

#### Further Information

7-12 Mathematics Learning Leader





SPECIALIST MATHEMATICS (2MSC20)

|               |  |
|---------------|--|
| Learning Area | Mathematics  |
| Length        | Full Year  |
| Study Level   | Stage 2  |
| Prerequisites | It is intended that Stage 2 Specialist Mathematics is a successful continuation of Stage 1 Specialist Mathematics completion |

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, using mathematical models. It includes study of functions and calculus and is designed to be studied in conjunction with Mathematical Methods.

ASSESSMENT

School assessment:

|                               |     |
|-------------------------------|-----|
| Skills and Applications Tasks | 50% |
| Investigation Folio Tasks     | 20% |

External assessment:

|             |     |
|-------------|-----|
| Examination | 30% |
|-------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

**Additional costs:** All Year 12 students require a *Casio* Graphics Calculator (Model fx-CG50 AU). This will need to be purchased if not already purchased in Year 10. (It is highly recommended that alternative brands are not purchased.)

Further Information

7-12 Mathematics Learning Leader

MEDIA STUDIES (2MES20)

|               |   |
|---------------|---|
| Learning Area | The Arts  |
| Length        | Full Year   |
| Study Level   | Stage 2   |
| Prerequisites | Nil - Recommended completion of Year 11 Media Studies |

The focus of Media Studies is exploring the dynamic role of media in both Australian and global contexts. Students develop an understanding of the ways in which the media provides views of world events, interpretations of the world and entertainment. Students consider how media can exert a significant influence on the ways people receive and interpret information about the world and the role of audiences in impacting various media productions. Students learn to actively engage and interact with media while learning to make informed choices in their own media productions.

ASSESSMENT

School assessment:

|         |     |
|---------|-----|
| Folio   | 30% |
| Product | 40% |

External assessment:

|               |     |
|---------------|-----|
| Investigation | 30% |
|---------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

Further Information

7-12 Arts Learning Leader



## MODERN HISTORY (2MOD20)

|                      |            |
|----------------------|------------|
| <b>Learning Area</b> | Humanities |
| <b>Length</b>        | Full Year  |
| <b>Study Level</b>   | Stage 2    |
| <b>Prerequisites</b> | Nil        |

Modern History is designed for students who have an interest in exploring some of the important ideas, individuals and developments that have defined the modern world. This course looks at major global, political and social events since the year 1750, with an emphasis on how they shape the present day. Past courses have included the study of Nazi Germany, the challenges to find peace and security within the Middle East, the establishment of Israel and much more. Furthermore, students are required to produce an individual study on an event or period in history of their choice. They will be engaged through a range of activities which provide opportunities for all students to demonstrate evidence of their learning.

### ASSESSMENT

#### School assessment:

|                   |     |
|-------------------|-----|
| Historical Study  | 20% |
| Historical Skills | 50% |

#### External assessment:

|             |     |
|-------------|-----|
| Examination | 30% |
|-------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

### Further Information

7-12 HASS Learning Leader

## MUSIC EXPLORATION (2MEX20)

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | The Arts  |
| <b>Length</b>        | Full Year   |
| <b>Study Level</b>   | Stage 2   |
| <b>Prerequisites</b> | Nil - Recommended completion of a full year of Stage 1 Music Explorations or equivalent |

Music Explorations emphasises learning through exploring and experimenting with music. Through exploration of musical styles and influences, the elements of music, and how music is made, students process and synthesise the key learning that has taken place. Students develop musical literacy and engage critically and creatively with music through responding to their own and others' works. This subject is flexible in its design, allowing individual and collaborative exploration options in performing, composing, arranging and exploring music technology. Through practical application of their understanding of musical elements, students learn to analyse and deconstruct music, manipulate sound and create musical works that express their ideas and emotions.

### ASSESSMENT

#### School assessment:

|                  |     |
|------------------|-----|
| Musical Literacy | 30% |
| Explorations     | 40% |

#### External assessment:

|                      |     |
|----------------------|-----|
| Creative Connections | 30% |
|----------------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

### Further Information

R -12 Director of Music





**MUSIC PERFORMANCE (2MEB10)**

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | The Arts  |
| <b>Length</b>        | Semester  |
| <b>Study Level</b>   | Stage 2   |
| <b>Prerequisites</b> | Nil - Recommended completion of Stage 1 Music or equivalent |

Students develop and extend their practical music-making skills through performing works for instrument(s) and/or voice. They apply their musical understanding, skills, technique, and accuracy in refining and performing music, and in developing stage presence and skills in engaging an audience. Students analyse their chosen repertoire, and critique strategies to develop their performances, and reflect on and evaluate their performances as a soloist. They apply their knowledge and understanding of the style, structure, and conventions appropriate to their chosen repertoire, in crafting their musical performances, developing their musical imagination, and in communicating their own ideas about and appreciation of music.

**ASSESSMENT****School assessment:**

|                            |     |
|----------------------------|-----|
| Performance                | 30% |
| Performance and Discussion | 40% |

**External assessment:**

|                       |     |
|-----------------------|-----|
| Performance Portfolio | 30% |
|-----------------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

**Further Information**

R -12 Director of Music

**MUSIC SOLO (2MSO10)**

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | The Arts  |
| <b>Length</b>        | Semester  |
| <b>Study Level</b>   | Stage 2   |
| <b>Prerequisites</b> | Nil - Recommended completion of Stage 1 Music or equivalent |

Students experiment with, explore, and manipulate musical elements to learn the art of constructing and deconstructing music. They develop and extend their musical literacy and skills through understanding the structural and stylistic features and conventions of music, expressing their musical ideas, and reflecting on and critiquing their learning in music. Through their learning, students engage with, gain insights into, and are inspired by the transformative powers of music.

**ASSESSMENT****School assessment:**

|                            |     |
|----------------------------|-----|
| Performance                | 30% |
| Performance and Discussion | 40% |

**External assessment:**

|                       |     |
|-----------------------|-----|
| Performance Portfolio | 30% |
|-----------------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

**Further Information**

R -12 Director of Music





## NUTRITION (2NTN20)

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | Science   |
| <b>Length</b>        | Full Year                                       |
| <b>Study Level</b>   | Stage 2   |
| <b>Prerequisites</b> | Nil - Recommended completion of Stage 1 Biology |

Nutrition is a science which immerses students in the fundamentals of human nutrition, physiology and health, promoting investigation of current and emerging trends. It is the study of dietary, lifestyle, and healthy eating patterns with specific focus on nutrients in food, how the body uses nutrients, and the relationship between diet, health, and disease. Students apply knowledge and understanding of nutrition to conduct investigations and examine scenarios. Making use of technologies, scientific evidence, and research to critically analyse information and make informed decisions or recommendations. Students have opportunities to investigate contemporary issues of global and local food trends, advances in technology, and the development of new foods and food packaging. These issues will affect the future health and nutrition of populations. Nutrition presents an opportunity for students that want to pursue health sciences at tertiary level education. It provides an achievable and interesting course that complements Food Technology, Physical Education and Biology.

### ASSESSMENT

#### School assessment:

|                               |     |
|-------------------------------|-----|
| Skills and Applications Tasks | 40% |
| Investigation Folio Tasks     | 30% |

#### External assessment:

|             |     |
|-------------|-----|
| Examination | 30% |
|-------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

#### Further Information

7-12 Science Learning Leader

## OUTDOOR EDUCATION (2OUT20)

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | Health & Physical Education                               |
| <b>Length</b>        | Full Year   |
| <b>Study Level</b>   | Stage 2   |
| <b>Prerequisites</b> | Nil - Recommended completion of Stage 1 Outdoor Education |

Students will learn to explore and make connections with natural environments, considering a range of perspectives. They will be responsible for planning and risk-management and participate in and lead safe and sustainable outdoor activities and journeys. Students will evaluate and demonstrate reflective practice of leadership and collaborative skills, as well as personal development, experiences, and connections with natural environments. Students will also evaluate and demonstrate reflective practice of the development and application of practical skills relevant to outdoor activities and journeys, while understanding and analysing environmental systems and issues. These will apply to decisions and strategies for sustainability of natural environments.

### ASSESSMENT

#### School assessment:

|                                     |     |
|-------------------------------------|-----|
| About Natural Environments          | 20% |
| Experiences in Natural Environments | 50% |

#### External assessment:

|                                       |     |
|---------------------------------------|-----|
| Connections with Natural Environments | 30% |
|---------------------------------------|-----|

### ASSESSMENT

|                                     |     |
|-------------------------------------|-----|
| About Natural Environments          | 40% |
| Experiences in Natural Environments | 60% |

*\*Note: Weightings of assessment types may be subject to change.*

**Additional costs:** \$500 includes camp costs

#### Further Information

7-12 Health and PE/Outdoor Ed Learning Leader



## PHYSICAL EDUCATION (2PHD20)

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | Health & Physical Education  |
| <b>Length</b>        | Full Year  |
| <b>Study Level</b>   | Stage 2  |
| <b>Prerequisites</b> | Nil - Recommended completion of Stage 1 Physical Education or Advanced Athlete Academy |

Students will apply knowledge and understanding to movement concepts and strategies in physical activity using subject-specific terminology. Students will apply feedback and implement strategies to improve participation and/or performance in physical activity as well as reflect on and evaluate their participation and/or performance to improve improvement. Students will also learn the importance of applying communication and collaborative skills in physical activity contexts. The role of analysis and evaluation of evidence related to physical activity is explored and students learn to evaluate implemented strategies and make recommendations for future directions. The use of technology is integral to the collection of data such as video footage, heart rates, monitors, and game statistics. Students apply their understanding of movement concepts to evaluate the data and reflect on ways in which performance can be achieved.

### ASSESSMENT

#### School assessment:

|                      |     |
|----------------------|-----|
| Diagnostics          | 30% |
| Improvement Analysis | 40% |

#### External assessment:

|                |     |
|----------------|-----|
| Group Dynamics | 30% |
|----------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

**Additional costs:** Includes but not limited to:

- Physical Education Workbook (\$60)
- Senior PE Training Top (\$40)
- Data collecting excursion (\$20)
- Wearable Device / Smartwatch - Data collecting abilities.

*\*It is recommended that students have a wearable device to collect and analyse data. This can be negotiated with the school if a group order can be made.*

### Further Information

7-12 Health and PE/Outdoor Ed Learning Leader

## PHYSICS (2PYI20)

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | Physics   |
| <b>Length</b>        | Full Year   |
| <b>Study Level</b>   | Stage 2   |
| <b>Prerequisites</b> | It is intended that Stage 2 Physics is a successful continuation of Stage 1 Physics completion. |

The study of Physics is constructed around using qualitative and quantitative models, laws and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosms, and to make predictions about them. The models, laws and theories in Physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years. The areas of study include; motion and relativity, electricity and magnetism, light and atoms.

### ASSESSMENT

#### School assessment:

|                               |     |
|-------------------------------|-----|
| Skills and Applications Tasks | 40% |
| Investigation Folio Tasks     | 30% |

#### External assessment:

|             |     |
|-------------|-----|
| Examination | 30% |
|-------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

### Further Information

7-12 Science Learning Leader



**PSYCHOLOGY (2PSC20)**

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | Science   |
| <b>Length</b>        | Full Year   |
| <b>Study Level</b>   | Stage 2   |
| <b>Prerequisites</b> | Nil - Recommended completion of Stage 1 Psychology or English |

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds.

**ASSESSMENT****School assessment:**

|                               |     |
|-------------------------------|-----|
| Skills and Applications Tasks | 40% |
| Investigation Folio Tasks     | 30% |

**External assessment:**

|             |     |
|-------------|-----|
| Examination | 30% |
|-------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

**Further Information**

7-12 Science Learning Leader

**RESEARCH PROJECT (2RPB10 OR 2RPA10)**

|                      |  |
|----------------------|--|
| <b>Learning Area</b> | Interdisciplinary Studies                  |
| <b>Length</b>        | Semester                                   |
| <b>Study Level</b>   | Stage 2 (studied in Year 11 at Tatachilla) |
| <b>Prerequisites</b> | Nil  |

In the Research Project, students will have the opportunity to study an area of interest in depth.

It will require students to use their creativity and initiative, while developing the research and presentation skills they will need in further study or work.

**ASSESSMENT**

|                          |     |
|--------------------------|-----|
| Folio                    | 30% |
| Outcome                  | 40% |
| Reflection or Evaluation | 30% |

*\*Note: Weightings of assessment types may be subject to change.*

**Further Information**

7-12 Teaching and Learning and SACE Coordinator





## VISUAL ARTS (2VAA20)

|                      |   |
|----------------------|---|
| <b>Learning Area</b> | The Arts  |
| <b>Length</b>        | Full Year   |
| <b>Study Level</b>   | Stage 2   |
| <b>Prerequisites</b> | Nil - Recommended completion of Stage 1 Visual Art. |

Students will develop their skills in both practical and theoretical aspects of Visual Art. The course is designed to deepen students' knowledge, understanding and engagement with contemporary and historical artists.

Through the course they will learn to analyse, synthesise, and articulate their and others' artistic intent. Student's research and analyse the work of artists from different historical and cultural contexts to produce a Visual Study. They then explore a variety of media and techniques in the production of their own self-directed folio and body of work. The final practical will be a culmination of the ideas explored in the Folio and will include a Practitioner's Statement and final presentation.

### ASSESSMENT

#### School assessment:

|           |     |
|-----------|-----|
| Folio     | 40% |
| Practical | 30% |

#### External assessment:

|              |     |
|--------------|-----|
| Visual Study | 30% |
|--------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

### Further Information

7-12 Arts Learning Leader

## WORKPLACE PRACTICES (2WPC20)

|                      |                           |
|----------------------|---------------------------|
| <b>Learning Area</b> | Interdisciplinary Studies |
| <b>Length</b>        | Full Year                 |
| <b>Study Level</b>   | Stage 2                   |
| <b>Prerequisites</b> | Nil                       |

In Workplace Practices, students develop knowledge, skills, and understanding of the nature, type and structure of the workplace. They learn about the relationships between work related issues and practices, the changing nature of work, industrial relations influences, and workplace issues that may be local, national or global, or industry specific. Students undertake learning in the workplace and reflect on and evaluate their experiences in relation to their capabilities, interests, and aspirations.

The subject is recommended for students undertaking vocational education and training (VET), School Based Apprenticeships or part time employment as it builds upon their experience of training and the workplace.

**An essential requirement of the course is to complete 50-60 hours of Work Placement over each semester.**

### ASSESSMENT

#### School assessment:

|             |     |
|-------------|-----|
| Folio       | 25% |
| Reflection  | 20% |
| Performance | 25% |

#### External assessment:

|               |     |
|---------------|-----|
| Investigation | 30% |
|---------------|-----|

*\*Note: Weightings of assessment types may be subject to change.*

### Further Information

7-12 Teaching and Learning and SACE Coordinator





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