

Murray Bridge 2022

# Senior School Course Guide



**TYNDALE**  
CHRISTIAN SCHOOL  
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## Welcome to Senior School

Senior School is about preparing you for your future. Being 'future ready' means being equipped to face the challenges in front of you: skilled for employment or study, ready to play your part as a citizen of both your community and the wider national and global world, and open to the calling God has placed on your life.

Learning is a joint journey where students are actively involved in developing key learning attitudes and habits. As you engage with Senior School, our hope is that you will drive your learning journey in whatever area you choose to focus. We are keen to work with you as you develop as receptive, responsible, resilient, and resourceful learners.

### **Receptive:**

In Senior School you will begin actively preparing for your pathway beyond school with work-experience, careers counselling and possibly Vocational Education and Training (VET). SACE includes the possibility of new subject areas. As well as study, there is RISE Leadership, choir and chapel band, assisting with whole school events (e.g. Book Week activities, cultural day), supporting House events (Tyndale Winter Games, Dragon Boat Racing, Sports day, Swimming carnival), and many sporting opportunities throughout the year. We encourage you to be open to as many new experiences as possible.

### **Responsible:**

It is critical that you take responsibility for your attendance and attentive and respectful behaviour in class. You can maximise your learning by actively engaging in lessons through listening, noting, asking questions, and participating in discussions and activities.

As Senior School is a young adult learning environment, you will need to be responsible for the day-to-day management of your learning. Canvas is the key tool to manage resources. Regular hours of study time at home, each night, are important to reinforce learning, create quality work, and to maximise your future pathway opportunities.

### **Resilient:**

We all need to be resilient to learn. When young children learn to walk, they fall a thousand times and just get back up again. Falling or failing is part of the normal pattern of learning. Risk is normal. Failing is normal. We learn by getting up, reflecting on what went wrong, and trying again.

A new area to adjust to in senior school is SACE. SACE have strict guidelines around learning, due dates, plagiarism, drafting, evidence, and exams. Your work will be benchmarked against state standards of excellence; you will need to set realistic goals and work resiliently over three years to reach them.

### **Resourceful:**

No-one does this journey alone. One of the many pluses of being at Tyndale is the team of committed staff to support your learning and growth. Teachers, curriculum leaders, learning support staff and the wellbeing team are here to support you. Staff are available for careers counselling, subject changes, VET enrolments, apprenticeships, and support with work-placement. Your challenge is to take these resources available and seek out the help you need as you ready yourself for a life post-school.

Receptive, responsible, resilient, and resourceful: these are the attributes of a successful learner. We are here to work with you to find the best way to be ready for a successful future. Our prayer is that you will do just that.





## Compulsory Subjects

In Year 10, students will be placed into the following required subjects.

### Australian Curriculum

- Maths - both semesters
- English - both semesters
- Science - both semesters
- History - one semester
- Physical Education - one semester

### SACE

- Personal Learning Plan and Workplace Practices – both semesters are built into the Pathways year-long program

### Other

- Bible – both semesters
- Pastoral Care/Chapel – both semesters

## Elective Subjects

*In Year 10, students may choose four elective subjects over the year (2 per semester).*

*In Year 11, students will choose an additional eight semester subjects (80 credits). Some courses are continuous and may be selected in both semesters.*

*There are pre-requisite grades of a C+ on many Year 11 courses.*

*Students may apply for a VET course in Year 11. This is by interview and application to Mr Howard. Students must demonstrate:*

- C level literacy standards in Year 10
- The link between their pathway and the VET course
- Work-placement hours

*If a student undertakes a VET course, they may be eligible to reduce their subject load by one line by appointment with the SACE Coordinator.*

The Year 10 English curriculum is built around the three interrelated strands of language, literature, and literacy. Together, the strands focus on developing students' knowledge, understanding, and skills in listening, reading, viewing, speaking, writing, and creating. In English, students are exposed to a variety of texts and text types. Students are encouraged to seek understanding of the issues they encounter from a variety of perspectives and so increase their empathy of others and their understanding of the world.

Students analyse the connections between author, text, and audience, becoming attentive to the techniques and mechanisms used by authors to position the audience to respond to ideas and attitudes. They will also learn how to transfer this skill set to become purposed creators of their own texts. Students will work collaboratively in class discussions, respectfully listening to and sharing their ideas, but will also work individually, creating and refining a variety of response modes through assessment tasks.

### Units of Work

In Year 10, students engage with texts that explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Texts studied often include:

- novels (e.g., *The Giver*, *Jasper Jones*, *Tomorrow When the War Began*, *The Happiest Refugee*)
- films (e.g., *The Sapphires*)
- short stories (e.g., *Where the Shoreline Used to be*, *The Lottery*)
- drama texts (e.g., *Romeo and Juliet*)
- poetry (e.g., *Satire*; *World War II Poetry*; *Indigenous Poetry*)

### Assessment

Students demonstrate their learning by creating a variety of assessment tasks such as creative writing pieces, newspaper articles, analytical essays, multimodal products, and oral presentations. Students are assessed via:

Receptive modes (listening, reading, viewing)

- Students will develop and justify their own interpretations of texts. They will evaluate other interpretations and analyse the evidence used to support them.

Productive modes (speaking, writing, creating)

- Students will create a wide range of texts, both written and multimodal, to articulate complex ideas. They will develop their own style by experimenting with language features, stylistic devices, text structures and images.





History allows students to explore how the world has been shaped by social, cultural, economic, and political events of the past. Through a focus on Australia and other nations over the course of the 20<sup>th</sup> century, we question causes and effects of actions and experiences, playing with and critiquing ideas surrounding power, control, oppression, freedom, and growth. Students develop empathy as they immerse themselves in stories of significant figures and people groups throughout history, contemplating various perspectives and evaluating their impact on a movement, a country, or the world in both the immediate aftermath and long term. We learn how to draw conclusions as we notice details within written, visual, and multimodal sources, refining our analytical and creative thinking through collaboration and independent deduction.

The skills in History support a wide range of possible career pathways from teacher, historian, museum curator, and archeologist to the broader disciplines of law, media, politics, economics, anthropology, and art administration.

## Units of Work

Overview of the modern world and Australia

- The overview is designed to present significant features of the period (1918-present), focusing on the interwar years, major movements for rights and freedoms, and significant social, political, and technological developments over the 20<sup>th</sup> century, both within Australia and globally.

World War II

- Students investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome, and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.

Rights and Freedoms

- Students investigate struggles for human rights in depth. This will include how rights and freedoms have been ignored, demanded, or achieved in Australia and in the broader world context.

Migration Experiences

- Students explore waves of post-World War II migration to Australia, the impact of changing government policies and world events on Australia's migration patterns, and the contribution of migration to Australia's changing identity as a nation and to its international relationships.

## Assessment

Historical Knowledge and Understanding:

- A range of written and multimodal responses reflecting on varying historical movements, events, and figures throughout 20<sup>th</sup> century Australia and the world

Historical Skills

- Analysis and use of sources
- Historical questioning and research
- Explanation and communication of varying perspectives and interpretations

## Prerequisites

History is a compulsory, semester subject for Year 10.

The Year 10 Mathematics course aims to build students understanding, fluency, reasoning, and problem-solving skills. Students will make connections between mathematical equations & graphs, recognise the relationships between lines and geometric shapes and evaluate the findings of statistical reports by analysing different sets of data. Students will be encouraged to evaluate their own mathematical thinking & reflect on how the concepts learnt in class could be applied to solve practical problems. Students build skills in perseverance and accuracy through solving mathematical problems.

## Mathematics (leading to General Maths and Essential Maths)

### Units of Work

#### Number and Algebra

- Students will learn methods of using algebra, quadratic equations, index laws, factorisation, and graphing.

#### Measurement and Geometry

- Students will investigate the area and volumes of various shapes and objects. They will explore trigonometry and logical reasoning to prove properties of geometric shapes.

#### Statistics and Probability

- Students will investigate different types of statistical data, particularly as presented in the media. They will explore a variety of data graphing representations. Students will look at probability through a variety of games.

### Assessment

#### Skills and Assessment Tasks (60%)

- For each unit of work, a topic test will be conducted to allow students to demonstrate knowledge, critical thinking & problem-solving skills.

#### Mathematical Investigation (40%)

- Based on the level of mathematics that students undertake, students will investigate a variety of real-world situations.

#### End of Year Exam (Graded Separately)

To prepare students for SACE students will undertake an exam based on the concepts & skills studied throughout the Year.

## Extension Mathematics (leading to Math Methods and Specialist Maths)

### Units of Work

#### Additionally, to Year 10 Mathematics Number and Algebra

- Investigate the concept of polynomials, define rational and irrational numbers, and describe, interpret, and sketch parabolas, hyperbolas, circles and exponential functions and their transformations.

#### Measurement and Geometry

- Establish Sine, Cosine and areas for any triangle and solve related problems. Use the unit circle to define trigonometric functions.

#### Statistics and Probability

- Investigate reports of studies in digital media and elsewhere. Calculate and interpret the mean and standard deviation of data and use these to compare data sets.

### Assessment

#### Skills and Assessment Tasks (60%)

- For each unit of work, a topic test will be conducted to allow students to demonstrate knowledge, critical thinking & problem-solving skills.

#### Mathematical Investigation (40%)

- Based on the level of mathematics that students undertake, students will investigate a variety of real-world situations.

#### End of Year Exam (Graded Separately)

To prepare students for SACE students will undertake an exam based on the concepts & skills studied throughout the Year.





The Pathways programme combines both Personal Learning Plan and Workplace Practices (Stage 1) over the year. Through this programme, students build work-skills and consider post-school pathways. As part of their studies, students complete a work experience placement.

The Personal Learning Plan aims to increase students' understanding of their role as citizens as well as their future career direction and pathway. The students explore information about themselves and reflect on and refine their personal and learning goals. In setting up goals, students will learn more about their personalities, strengths, weaknesses, learning styles and study habits. Students investigate career options in terms of required skills, qualifications and attributes and select Year 11 subjects which will help with their career choices. The students will learn to use reflective language and evaluate their action plan for their goals and capability development.

Through Workplace Practices, students develop knowledge, skills, and understanding of the nature, type, and structure of the workplace. They learn about the value of unpaid work to society, future trends in the world of work, workers' rights and responsibilities and career planning. Students can undertake learning in the workplace and develop and reflect on their capabilities, interests, and aspirations. The subject may include the undertaking of vocational education and training (VET) as provided under the Australian Qualifications Framework (AQF).

## Personal Learning Plan

**Credits** 10

### Units of Work

- **Work Experience** - Students undertake work experience over 2 terms and complete a work journal, corresponding with future career interests.
- **Resume, Cover Letter, Mock Interview**
- **Futures Planning** - students reflect and develop their learning goals and career pathways.
- **Work Experience Reflection** - Students evaluate their development of one or more capabilities (probably personal and social capability) through work experience.
- **Reviewing Goals**

### Assessment

Folio (60%)

Review (40%)

### Comments

PLP is a compulsory SACE subject that Year 10 students at Tyndale complete over the course of the year. Students not completing their PLP to a C standard in Year 10, will continue PLP in Year 11.

## Workplace Practices

**Credits** 10

### Units of Work

- **Industry and Work Knowledge** - Students develop knowledge and understanding of the nature, type, and structure of the workplace.
- **Vocational Learning** - Students undertake learning in the workplace to develop and reflect on their capabilities, interests, and aspirations and to reflect on the knowledge, skills, and attributes valued in the workplace.
- **VET** - VET includes any 'training and assessment delivered by a registered training organisation which meets the requirements specified in national industry/enterprise Training Packages or in accredited courses' (training.gov.au).

### Assessment

Performance (30%)

Folio (40%)

Reflection (30%)



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# PHYSICAL EDUCATION COMPULSORY

Physical Education exposes young people to a range of sports and fitness activities to help ignite passion for lifelong fitness. This includes, but is not limited to, sports such as archery, AFL, soccer, European handball, touch football, and netball.

PE also incorporates our health unit for Year 10 and explores a range of topics such as mental health, personal health care, and drugs and alcohol. Students are challenged to explore and consider their own physical and mental wellbeing and how decisions they make in their lives can have positive and negative impacts on their current and future wellbeing. Students will work independently and collaboratively, to listen, to challenge, to refine, to build ideas and develop knowledge about themselves and the world around them.

## Units of Work

Students complete a folio of work, encouraging development of personal lifestyle patterns aimed at empowering confidence and knowledge in the reaching of their health and fitness and sporting goals, whilst mitigating against adverse lifestyle influences, diseases, and trends. The focus and experiences include developing knowledge, skills, experiences and, good decision making, to evaluate and develop optimum wellbeing sustainable style of life, relationship, fitness, and physical activity.

## Assessment

Students are assessed against the Australian Curriculum Achievement Standards and Capabilities at the Year 10 level across 4-6 holistic experiential tasks that include, but not limited to:

- Developing skill in synthesising, critical reflection, and the application of credibly sourced health information in decision making.
- developing, implementing, and evaluating movement concepts, strategies, and outcomes.
- demonstrating leadership and collaboration skills.
- evaluating and analysing factors that shape identities.
- developing discernment confidence and understanding of influences that impact well-being, relationships, lifestyles, and diverse communities.

## Comments

Completion of this subject is a required unit in the Australian Curriculum. As the course is experiential in its focus, active participation is an expectation, and the PE uniform is required.

Students anticipating continuing to Stage 1 PE will be required to show competencies across all assessment criteria.

## Prerequisites

Nil



In the Year 10 course, students explore the biological, chemical, geological, and physical evidence for different scientific theories. The course seeks to explore contemporary scientific theory in a Christian classroom by the examination of theories, evidence, and discussion of faith-based questions.

Through the study of Science, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations. Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of science concepts and the impact that Science has on many aspects of contemporary life.

Students integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire them to contribute their own solutions to current and future problems and challenges. Students also pursue scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

## Units of Work

### Biological Sciences

- Students examine the transmission of heritable characteristics from one generation to another in a study of DNA and genes. The theory of evolution by natural selection is explored both as a secular scientific construct and through a Christian worldview lens. Students explore and analyse a range of scientific evidence.

### Chemical Sciences

- Students examine the difference between elements, compounds and mixtures, as well as the basic differences between solids, liquids and gases at the atomic level.

### Earth and Space Sciences

- The universe contains features including galaxies, stars and solar systems, and how the contemporary Big Bang theory can be used to explain the origin of the universe. Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.

### Physical Sciences

- This unit explores how energy conservation in a system can be explained by describing energy transfers and transformations. The motion of objects can be described and predicted using the laws of physics.

## Assessment

### Skills and Application Tasks

- Unit Test - Opportunities to show their understanding of theories covered.

### Investigation Folio

- Practical Investigation - Students work with a group to develop a method to test a problem then produce, analyse data, and present their findings.
- Science as a Human Endeavour - Students investigate the relationship between Science and society to identify how each are dependent on the other for change and improvement.

### Examination

- End of year formative exam in preparation for SACE sciences.



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.

Through the study of Agriculture, 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.

### Units of Work

Agriculture in Year 10 is divided into two topics: plant production and animal production.

**Plant Production** – in this topic, students study various aspects of vegetable production including plant seasonality, ideal growing conditions, garden design and plant care. Students also explore the 'paddock to plate' process and harvest their own vegetables for use in Home Economics classes.

**Animal Production** – in this topic, students study both cattle and sheep livestock. Through their study of cattle, students participate in 'Cows Create Careers' and explore the variety of products and jobs connected to cattle. Through the sheep study, students also have the opportunity to lead sheep at the Adelaide show, competing in both the wool and meat competitions.

### Assessment

- Vegetable garden design (15%)
- Science as a Human Endeavour task (15%)
- 'Cows Create Careers' task (20%)
- Textbook theory (20%)
- Excursion report (15%)
- Practical skills assessment (15%)



Art involves students in different ways of “seeing” the world and develops a curiosity and imagination that can then be translated into Art practice. Students will study a range of styles, techniques, and mediums. They will explore the work of artists and apply their observations and skills to create works of their own. Art inspires ways of thinking and problem solving through increased perception and awareness of the students’ environment. Art promotes students’ capability in the creative, intuitive, inventive, and imaginative thinking and in visual expression and communication. Students also learn to think critically and reflectively on their work as artists and to incorporate feedback into the refinement of their work. Students learn time management and responsibility as they work to set exhibition dates.

The skills in Visual Art support careers in a wide variety of fields from the immediate areas of a practising artist, architect, art gallery director, cartoonist, art editor, cinematographer, courtroom sketch artist, marketing, picture framing, curator, engraver, exhibit designer, window display, fashion designer, furniture designer, gallery director, graphic designer, historian, illustrator, interior decorator, jewellery designer, landscape designer, medical illustrator, multimedia consultant, museum director, non-profit administrator, painter, photographer, product designer, sculptor, set designer, special effects consultant, tattoo artist and arts administration to the broader areas of media, presenting, teaching, training, business, sales, and marketing.

### Units of Work

Rendering Shapes: Front cover

- Drawing - Line, tone, observation, texture, shading, still life.

Portraiture and the human body

- Coloured pencil /graphite - You will learn how to observe and draw a self-portrait and study the proportions of the human body, perspective and self-evaluation using visual arts language.

Minor Practical

- Watercolour - Painting OR Acrylic: using a monochromatic colour scheme and Photoshop.

Landscape Painting

- Acrylic mixed media—landscape

Major Practical Assignment and Folio

- Painting, major work - develop own ideas and one technique explored incorporating a given theme.

Illustration

- Cartoons and comic book illustration exploration, use of photoshop and traditional methods

### Assessment

Rendering Shapes - Practical

Portraiture and the human body – Practical and Artists Statement Written task

Minor Practical – Practical and Evaluation of Artist

Landscape Painting – Practical

Illustration

### Comments

Students may need to purchase some materials for their major practical piece.

### Prerequisites

From Year 9: C or higher in Year 9 Art.



Drama is about engaging our creativity, collaboration, critical thinking, and communication skills. We tackle some of the most powerful questions in human society and existence and explore how we can share these with an audience. Through the study of a variety of theatrical movements, texts, and mediums we can experiment with ways of dramatic expression. We learn to use the dramatic process to work independently and collaboratively, to listen, to challenge, to refine, and to build ideas into a cohesive product. Dramatists learn to problem solve, to time-manage, to organise, and to meet deadlines. We learn what it is to be an artist – to be creative, persistent, ethical, and what it takes to create and commit to excellence.

The skills in Drama support careers in a wide variety of fields from the immediate areas of acting, directing, stage management, makeup/hair/fashion design, sound engineering, public relations, event management and arts administration to the broader areas of media, presenting, teaching, training, human resource management, business, sales, and service industries.

## Units of Work

### Responding

- Students explore a range of historically and stylistically significant theatre styles developing an understanding of key practitioners and conventions from global performance traditions. Students develop their ability to perform, speak, and write about drama in an engaged and informed manner.

### Performance

- As an ensemble the class work through the dramatic process of bringing a script to performance before an audience. Students can adopt an off or on-stage role. Students investigate, experiment, build skills, refine then present their work. They analyse and evaluate their performance piece.

### Exploring

- During class workshops, students investigate a variety of off-stage roles and experiment with the processes and technologies involved in designing their own creative product. Students will critique several professional performances for analysis of ideas and for creative inspiration.

### Analysing

- Students engage with, and evaluate, the work of a dramatic innovator. Students develop their knowledge and understanding of drama, refining their skills of observation, analysis, criticism, and arts specific terminology.

## Assessment

### Artist Response Journal 20%

- Students respond to a range of significant theatre styles and practitioners. Learning is assessed via a negotiated combination of written, multimodal, and practical formats.

### Production 40%

- Students participate in a whole class or small group production and give post-production presentation of their learning.

### Creative Design 25%

- Students adopt an offstage role and apply the dramatic process to create a product. Learning is assessed via an oral presentation.

### Film Analysis 15%

- Students analyse the work of a dramatic innovator and use arts specific terminology to craft a critical review.

## Comments

Some after-school rehearsals may be required during the performance unit.





The study of Home Economics (Food) integrates active, problem-solving approaches to learning. Students develop their ability to think critically and to solve problems related to food, its production and preparation both locally and globally.

Year 10 Home Economics (Food) is made up of two semester courses where students develop skills in using technology and safe work practices in the preparation, storage, and handling of food, and complying with current health and safety legislation. They investigate and explore concepts such as the legal and environmental aspects of food production, and the nutritional impact of healthy eating. Students will develop essential skills in collaboration and time-management. They establish and develop cooperative working relationships and learn the value of working independently, while also being able to respond to instructions or directions.

Possible career pathways connected to Home Economics include the hospitality industry and food services such as hospitals, or the Defence Force. Home Economics supports careers in tourism, food media, food science, environmental health, nutrition, social justice and the newer areas of food security and sustainability.

### Units of Work

#### Food Reflection Journal

- Aims to develop recipe reading and comprehension skills. Time management, food handling and hygiene, kitchen safety and presentation are strong focuses.

#### Food Ethics & Sustainability Issues

- Will be explored through sustainable solutions. This section can be guided by relevant current issues and events.

#### Event Management Function

- Group task aims to build upon the skills developed in the first term but with the introduction of a collaborative task. Collaboration, the ability to work in a team, is an essential skill in the food and hospitality industry. Students establish and develop cooperative working relationships and learn the value of working independently, while also being able to respond to instructions or directions.

### Assessment

#### 60% Individual Practical

- Students undertake a series of practical tasks and accompanying food journals showcasing their skills and understanding of healthy main meal preparation.

#### 20% Group Practical

- Students collaboratively prepare an event for invited guests, to showcase food skills, time management, collaboration, and kitchen safety.

#### 20% Investigation

- Students investigate the ethical implications of a current Australian food issue presenting their findings as a formal written report.

### Comments

Students must wear closed in shoes.

The Group Activity is a compulsory attendance event.



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# MATERIAL PRODUCTS (WOOD)

Material Products (Wood) is a design-based subject which enables students to engage with the design process from the briefing through to creation stage of product development. Students will undertake a comprehensive process of design and drawing and develop an understanding of WHS requirements for workshops. Practical skills will be further developed by mastering several joint exercises. Students will be able to select from a variety of woodwork projects, requiring systems thinking to be explored in the design and manufacturing process. Alongside of this they will critically analyse the purpose, materials, tools, and design of their project using a design brief folio.

Material products will lead to Wood technology in Year 11 as well as towards VET pathways.

The course would be beneficial to those who are seeking to work in a trade.

## Units of Work

### Assignments

- WHS; Fixed Machines Operation; Power Tool Analysis & Materials Research; Forestry in South Australia.

### Design

- Selected Wood Project Design Brief Folio, Design Drawing of unit.

### Practical

- Joint Exercises; Construction of selected project.

## Assessment

### Design – 30%

- Project design and drawing

### Research Assignments – 30%

- Forestry in SA
- WHS
- Product Analysis

### Practical work - 40%

- Joint exercises
- Production of selected project

## Comments

There is a class limit of 15 per semester.

Students are required to have black leather school shoes for all practical lessons.

## Prerequisites

Nil





In Media, students will explore different media and communication technologies, including film, newspaper, video, radio, the internet, and mobile media. Students will analyse and evaluate these different forms of media to gain understanding of how communication happens effectively through them. This includes a consideration of the audiences of each media type, how old media and new media work to achieve similar goals, and the elements of design that are used to compel someone to want to engage in the media.

Students will engage in the design process of various media forms through utilising video and sound recording programs provided on their devices as well as web-based platforms such as website builders. Students will be planning and recording their own films, podcasts/talk shows, designing their own print and web-based newspapers. Students will also be exploring the ethical issues associated with media products and how this affects them in their creation as well as when part of an audience.

### Units of Work

#### Analysis and Evaluation:

- Students will analyse the different features of each of the media art and communication art forms.
- Students will analyse and evaluate and provide feedback on their own work and the work that others in the class do.
- Planning and Design:
- Students will plan for filming and design tasks through brainstorming plot, characters, scripts, sets, props, camera angles and shot types, soundtracks, needs and wants of the audiences they are aiming to reach, the design elements they need to take into consideration to effectively communicate their ideas
- Students also need to demonstrate planning in relation to the ethical considerations of creation.
- Product Creation:
- Students will be filming and recording both still and live footage.
- Students will be creating both web and print-based news media.
- Students will be creating audio recordings to enhance production of radio or podcast-based media products.

### Assessment

Analysis and Evaluation: 20%

Planning and Design: 30%

Product Creation: 50%

### Comments

All required software is provided by the school.

### Prerequisites

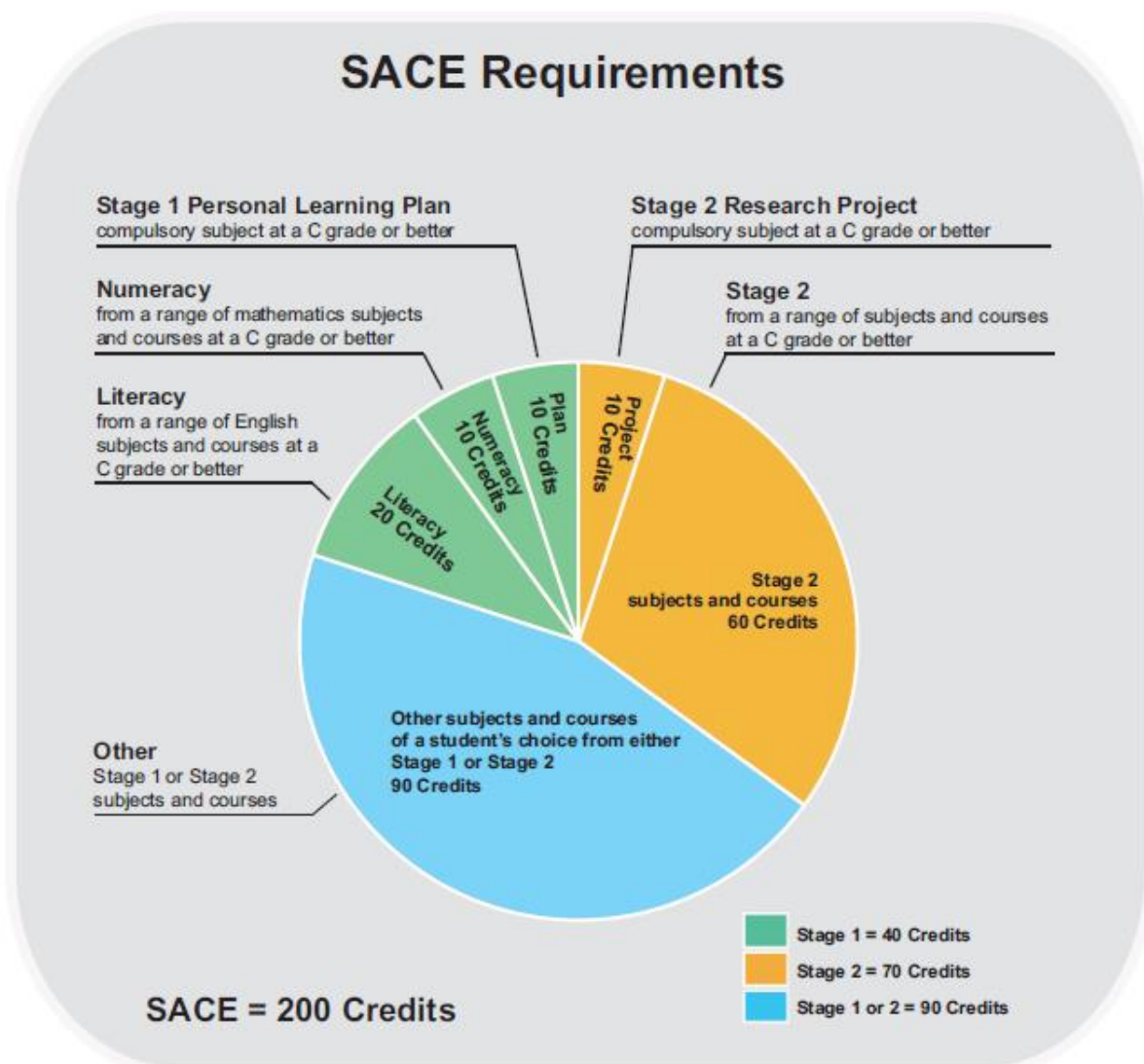
Nil



The **S**outh **A**ustralian **C**ertificate of **E**ducation (SACE) is administered by the SACE Board of SA ([www.saceboard.sa.edu.au](http://www.saceboard.sa.edu.au)), which approves curriculum for Senior Secondary students. The SACE is broken into Stage 1, which is generally undertaken by students in Year 11, and Stage 2, which is generally undertaken by students in Year 12.

Every subject, recognised by the SACE board, earns 'credits' towards a student's SACE. One semester, or six months study (60 hours) in a subject is worth 10 credits. Credits can be earned in traditional subjects but also through VET competencies and recognised community learning. The Pathways Centre do outstanding work in administering alternative learning.

Students must complete a minimum of 200 credits, to obtain their SACE. The graphic below shows the pattern students must fulfil to complete their SACE.







## Compulsory Subjects

50 of your 200 credits will come from the four compulsory subjects in the SACE.

Your SACE journey began in Year 10 with the first of the compulsory subjects:

- PLP – **10** credits.

In Year 11, you will go onto:

- Literacy – at least **20** credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least **10** credits from a range of mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (**10** credits at Stage 2)

Students who have not yet obtained 20 points of Stage 1 English at a C- level or higher will either need to:

- Finish Stage 1 English as an overload
- Undertake Stage 2 English

Students who do not meet the C- grade or higher at the end of the first semester for Research Project, will continue the subject in Term 3. For SACE completion all students must complete the Research Project at a C- grade or higher.

To complete their SACE pattern students must also gain:

- 60 credits of Stage 2:
  - subjects (at a C-or higher)
  - or
  - recognised course or VET equivalence
- 90 credits of either Stage 1 or Stage 2 from:
  - subjects
  - or
  - Board-recognised courses of a student's choice.

Compulsory subjects must be achieved at a 'C' level or higher. If a student does not gain a 'C' in these subjects their SACE will be at risk.

Where a student is at risk in Stage 1, adjustments may be made to the English or Maths enrolment level.

## Elective Subjects

As well as compulsory Maths, English and Research Project in Year 11, students will choose an additional eight semester subjects (80 credits). This may be reduced if students are also completing a VET course see below). Some courses are continuous and may be selected in both semesters.

There are pre-requisite grades of a C+ on many Year 11 courses.

Students may apply for a VET course in Year 11. This is by interview and application to the Pathways Centre. Students must demonstrate:

- A minimum C level literacy standard in Year 10
- The link between their pathway and the VET course
- Work-placement hours

VET may incur an additional financial cost.

If a student undertakes a VET course, they may be eligible to reduce their subject load by one line by appointment with the SACE Coordinator.

In Year 12, students need to carefully consider whether they wish to create an ATAR or choose a SACE completion package (by application to the school).

Those wishing to form an ATAR must select:

- Four 20 credit, ATAR eligible subjects
- or
- Three subjects and a Certificate III (which must be completed)

Those wishing for SACE completion need 60 Stage 2 credits. These credits can come from:

- SACE Subjects
- Non-ATAR subjects Community Studies A and B
- VET

There are a range of enrolment adjustments that can be made to help students at risk. These include:

- Community Studies (Stage 1)
- Community Learning (Stage 1)
- Alternative Subject Outline (Stage 2)
- Community Studies A or B (Stage 2)
- Application for Modified Subjects





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# ELECTIVE SUBJECTS

## Other Institutions

### Senior Schools

In Years 11/12, there may be a subject clash or a subject offering that interests you from another school such as:

- Open Access
- Tyndale Christian School Salisbury East
- Tyndale Christian School Strathalbyn

Where the class is due to the Tyndale timetable, the school will cover the enrolment cost.

Once enrolled, provide proof of enrolment to the Tyndale SACE Coordinator. A line of study support will be organised in the Pathways Centre.

### Universities

Students wishing to undertake University Extension Studies courses at:

- The University of Adelaide
- Flinders University
- CQU

need to meet the individual university's entry requirements and enrol privately. Once enrolled, inform Tyndale. The SACE Board will add the results to your record.

Once enrolled, provide proof of enrolment needs to be provided to Lyndsae Lewis (Director of Teaching & Learning). A line of study support will be organised by Mr Howard. The external school is responsible for your enrolment and resulting. They communicate with Tyndale, including notification of absences and results.

## Vocation Education and Training (VET) Providers

VET providers, like schools, are both private and public. The public provider is TAFE SA. Tyndale uses both types of providers.

There are many ways VET can be used in the SACE.

A student will earn 10 SACE credits for the successful completion of 70 nominal hours of VET, up to the maximum number of credits allocated to each qualification.

The VET Recognition Register is published by the SACE Board and is derived from the VET qualifications listed on the National Training Information Service website. This can be found on the SACE website, and shows for each qualification, the maximum and minimum number of SACE credits that students can earn and SACE stage(s) at which SACE credits earned for the qualification will be recognised for SACE purposes.

Certificates I and II level generally align with Stage 1, Certificate III level generally aligns with Stage 2. A completed Certificate III, when placed with three additional 20 credit subjects and a completed Research project, has ATAR value, calculated from the average grade of three 20 credit subjects.

Completion of a certificate is not necessary for the awarding of SACE points.

Students undertaking VET must:

- Apply to Mr. Howard
- Meet minimum literacy and numeracy requirements
- Meet additional financial costs
- Meet the attendance and assessment requirements of the VET provider
- Demonstrate Tyndale's RISE values

If studying a VET course, students may reduce their elective subjects by one line and, instead, receive a line of supervised VET study.

Additional specific information on:

- School Based Apprenticeships
- Traineeships
- Trade Training Guarantees
- Individual course information
- Specific course availability, location and cost
- Unique student identifier number

Can be obtained in consultation with Mr. Howard.



## The ATAR

The most common entry into university studies is to have an Australian Tertiary Admission Rank (ATAR). This is achieved by successfully completing Stage 1 and then passing four SACE Stage 2 subjects, or three 20 credit subjects and a completed Certificate III, in addition to the Research Project at Stage 2. Applications for an ATAR are made through SATAC – South Australian Tertiary Admissions centre. ([www.satac.edu.au](http://www.satac.edu.au)).

The ATAR is a ranking that indicates a student's position in relation to their cohort, including students who did not complete Year 12. It is not a mark out of 100. An ATAR of 80.00, for example, indicates that the students with that ATAR have performed in the SACE better than 80 per cent of their cohort, had all these students completed Year 12 and been eligible for an ATAR. The ATAR is reported as a number between 0.00 and 99.95 with increments of 0.05.

The ATAR allows the comparison of students who have completed different combinations of Senior Secondary courses across all Australian States and Territories. Universities offer places to their courses based on students' ATAR results, and in some cases such as Medicine, with additional criteria such as the UCAT and an interview. The minimum ATARs for every course change from year to year based upon the number of places available and the number of students applying for courses.

## Alternative Entry Methods for University

Universities have a range of alternative methods for entry. They also have an internal transfer system based on GPA for students gaining entry into a course as a stepping-stone to the course of their preference.

- STAT test for students aged 18 by the start of the admissions period. Each university administers their own STAT test (not open for every course)
- A completed Certificate IV or higher VET award, depending on the course for which the student is seeking entry
- Direct TAFE to University arrangements
- Flinders University, Research Project Entry Scheme (combination of RP result and ATAR)
- Flinders University Test (combination of test result and ATAR)
- University of SA Diplomas and Foundation Studies programme
- University of Adelaide Preferred Subjects scheme
- Year 11 entry schemes

## Interstate University

English at Stage 2 is compulsory for Queensland, NSW, and Victorian University entrance. Those without Year 12 English, will be required to sit a language entrance test. Entrance to Charles Darwin University (NT) is managed through SATAC. Applications for most interstate undergraduate courses are processed by the tertiary admissions centre in the same state as the institution.

Check websites for dates and fees:

- ACT/NSW: Universities Admissions Centre (UAC) ([www.uac.edu.au](http://www.uac.edu.au))
- QLD: Queensland Tertiary Admissions Centre (QTAC) ([www.qtac.edu.au](http://www.qtac.edu.au))
- TAS: University of Tasmania ([www.utas.edu.au](http://www.utas.edu.au))
- WA: Tertiary Institutions Service Centre (TISC) ([www.tisc.edu.au](http://www.tisc.edu.au))

## VET

- Literacy and Numeracy entry test
- SACE Completion – for higher level certificates
- Completion of a VET qualification

Improved agricultural productivity will be vital in the coming decades to help meet the global challenge of feeding the world's increasing population. Farmers need the knowledge and skills to manage agricultural production, businesses, and marketing at the local level, while scientists seek to develop new strategies and technologies to help farmers manage our resources for sustainable food and fibre production.

Agriculture encompasses the primary industries and includes enterprises such as livestock (for fibre, meat, milk, and egg production), broadacre cropping, horticulture, viticulture, forestry, and aquaculture. Through the study of agriculture, students develop and apply their knowledge and understanding of concepts from science, technology, economics, and marketing. Work health, safety, and ethical principles underpin all aspects of this subject.

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.

## Stage 1 Agriculture

**Credits** 10 (semester)

### Units of Work

- Principles of agriculture – scientific principles of plant and animal production
- Enterprise management – investigation of ways in which efficient management of agricultural enterprises is vital to communities.

### Assessment

Students will complete 4 assessment tasks comprising of:

- At least 1 practical report
- One report with a focus on science as a human endeavour (SHE task)
- At least 1 applications task.

## Stage 2 Agricultural Production

**Credits** 20 (full year)

### Units of Work

- Animal production – nutrition, reproduction, breeding systems, animal welfare, and disease and pest management.
- Plant production – plant nutrition, reproduction, production practices, and disease, pest, and weed management.
- Resource management – sustainable agricultural production, demands on natural resources, and effects of climate change.
- Agribusiness – factors impacting the profitability of farming business.

### Assessment

School assessment (70%)

- 3 Agricultural Reports – 2 with a practical focus, 1 with individual student design
- 3 Applications tasks

External assessment (30%)

- Production Investigation

### Prerequisites

C+ or higher in Stage 1 Agriculture



The study of Biology supports students to explore and analyse the diversity of life, the structure and function of living things and how they interact with their own and other species and their environments. Students design and conduct experiments to test biological systems and their interactions, practicing collaboration and self-evaluation skills while critiquing existing beliefs to find, explore and explain solutions to biological problems, while making connections to how biological science impacts on their lives, society, and the environment. Students learn collaboratively discussing issues and sharing responsibility in practicals. Students learn personal responsibility as they experience aspects of a flipped classroom, work to deadlines, draft and utilize feedback. Possible careers pathways connected to Biology include research science, general science, medicine, nursing, midwifery, allied health careers, fitness, teaching, and bioethics.

## Stage 1 Biology 1

**Credits** 10 (semester)  
**Units of Work**

- Investigation of the two key topics of 'Cells and Microorganisms' and 'Biodiversity and Ecosystems', developing connections between existing and new theories with opportunities to collaborate with industry-leading research institutes.

### Assessment

Folio (50%):

- Design and deconstruct a question, develop a method to test a problem then produce, analyse data, and present their findings
- Investigate the relationship between science and society to identify how each are dependent on the other for change and improvement

Skills & Applications Tasks (50%)

- Two opportunities to show their understanding of theories covered as a test

### Prerequisites

C+ or higher in Year 10 Science

## Stage 1 Biology 2

**Credits** 10 (semester)  
**Units of Work**

- Investigation of the two key topics of 'Multi-cellular Organisms' and 'Infectious Diseases', developing connections between existing and new theories while evaluating and adapting underlying understanding.

### Assessment

Folio (60%):

- Design and deconstruct a question, develop a method to test a problem then produce, analyse data, and present their findings
- Investigate the relationship between science and society to identify how each are dependent on the other for change and improvement

Skills & Application Task (40%)

- An opportunity to show their understanding of theories covered as a test

### Prerequisites

C+ or higher in Stage 1 Semester 1 Biology

## Stage 2 Biology

**Credits** 20 (full year)  
**Units of Work**

- Investigation of the two key topics of 'Introduction to Life', 'Microbiology', 'Biochemistry & Biotechnology' and 'Evolution & Change', developing connections between existing and new theories while evaluating and adapting underlying understanding and opportunities to collaborate with industry-leading research institutes.

### Assessment

All assessments are worth 10% each unless stated otherwise

- Work with a scientist to develop a method to test a problem then produce, analyse data, and present their findings
- Complete a pre-designed practical to produce and analyse data to answer a problem
- Investigate the relationship between science and society to identify how each are dependent on the other for change and improvement
- Four opportunities to show their understanding of theories covered as a test
- External Examination (30%)

### Prerequisites

An average of B or higher across Stage 1 Biology



# TYNDALE BUSINESS INNOVATION (SHARK TANK)

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The study of Business Innovation is completed through the Shark Tank eSchool Program in Semester 1 and a separate Business Innovation subject in Semester 2. Shark Tank eSchool (STeS) is an action-learning, project-based program. Students start by forming teams, and these teams are required to identify or generate a business idea. Students are given the opportunity to develop a solution, which addresses the identified problem or need, and this opportunity is presented via a sales pitch at the end of the program. Business Innovation (Semester 2) builds on Shark Tank eSchool where students develop and apply their understanding of the learning strands through the context of an existing business, product, or service. Students engage in the process of identifying new opportunities while exploring and communicating the costs and benefits in terms of the overall business model. Stage 2 Business Innovation aligns with the Shark Tank Stage 1 course but requires students to analyze key components through detailed reviews and evaluations.

## Stage 1 Business Innovation (Shark Tank)

**Credits** 10 (semester)

### Units of Work

- Define It!
- Confirm It!
- Ideate It!
- Create It!
- Validate It!
- Master It!
- Market It!
- Pitch It!

### Assessment

#### Business Skills (75%)

Students will work collaboratively and individually to apply creative and critical thinking in identifying current problems and confirming customer segments. Develop a prototype and obtain feedback from stakeholders. Students work collaboratively and individually on developing their prototype and validating their assumptions about their product/service prototype. Students individually prepare a business model summary of a solution to a customer need or problem identified for their own venture.

#### Business Pitch (25%)

Students prepare a pitch for investors on their entrepreneurial idea. Students present an evaluation of the success of their business proposal in meeting customer needs or addressing problems.

## Stage 1 Business Innovation (Semester 2)

**Credits** 10 (semester)

### Units of Work

- Business Case Study
- Value Proposition Canvas and Digital Marketing Report
- Business Model Summary Report
- Business Pitch
- Business Evaluation

### Assessment

#### Business Skills (70%)

In the existing business context, students develop and apply their skills in finding and solving problems that matter to customers and stakeholders by proposing and testing solutions. As students gain confidence in the process, they extend their skills to work collaboratively to find and solve problems themselves.

#### Business Pitch (30%)

Students identify and explore existing and potential local and global connections within the context of an existing business, product, or service. Students consider digital and emerging technologies, sustainability, and ethics as they identify new connections and propose strategies for harnessing these within the existing business model.

## Stage 2 Business Innovation

**Credits** 20 (aligns with Shark Tank)

### Units of Work

- Define It!
- Confirm It!
- Ideate It!
- Create It!
- Validate It!
- Master It!
- Market It!
- Pitch It!

### Assessment

#### Business Skills (40%)

Students will work in a leadership role within the Stage 1 Shark Tank course. They will create a portfolio of work for this unit.

#### Business model (40%)

Students individually prepare a business model summary of a solution to a customer need or problem identified for their own venture. Students will carry out a detailed evaluation of the model produced.

#### Business Pitch (30%)

Students prepare a detailed plan for their business in report format. Using this plan, students prepare a pitch for investors on their entrepreneurial idea.



Chemistry is about developing and extending our understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. Through Practical Investigation and Investigation Design Tasks, we learn the skills that enable them to be questioning, reflective and critical thinkers, and investigate and explain phenomena around them. We integrate and apply a range of understanding, inquiry, and scientific thinking skills that encourage and inspire students to contribute our own solutions and conclusions to current and future problems and challenges. Through Science as a Human Endeavour task, we explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies, strategies, and possible solutions to address major challenges now and in the future. The skills in Chemistry support careers in a wide variety of fields including in medical or pharmaceutical research, pharmacy, chemical engineering, environmental science, innovative product design, teaching, and work & health safety.

## Stage 1 Chemistry

**Credits** 10 (per semester)

### Units of Work:

#### Semester 1

- Materials and their atoms
- Combinations of Atoms
- Molecules

#### Semester 2

- Mixtures and solutions
- Acids and bases
- Redox and metal reactivity

### Assessment

Investigation Folio – 50%

- Practical Investigation
- Investigation Design Task
- Science as a Human Endeavour Task

Skills and Applications Task – 50%

- Written tests for each unit to showcase their skills and understanding of content learned.

End of Semester Exam (separate grade in report):

- 1 end of semester exam per semester, covering the content of each unit studied.

### Comments

Risk Assessments are completed by students and teacher throughout the course.

### Prerequisites

C+ or higher in Semester 2 of Year 10 Science.

## Stage 2 Chemistry

**Credits** 20 (full year)

### Units of Work

- Monitoring the Environment
- Managing Chemical Processes
- Organic and Biological Chemistry
- Managing Resources

### Assessment

Investigation Folio – 30%:

- Practical Investigation
- Investigation Design Task
- Science as a Human Endeavour Task

Skills and Applications Task – 40%

- Written tests for each unit to showcase their skills and understanding of content learned.

External Examination – 30%

### Comments

Risk Assessments are completed by students and teacher throughout the course.

### Prerequisites

Undertaken both semesters of Stage 1 Chemistry and achieved a C+ or higher in both semesters.

This subject enables students to develop a variety of research, management, and practical skills by having the opportunity to develop knowledge and understanding of children aged 0 to 8 years old through practical individual and group learning tasks. Students use their creativity, designing products suitable for children at different stages of development. Students explore concepts such as the development, needs, and rights of children, the value of play, concepts of childhood and families, and the roles of parents and caregivers. They consider the importance of behaviour management, child nutrition, and the health and well-being of children. Students consider broad themes related to children who are migrants or refugees. Students analyse current trends in relation to children, and critique government and global initiatives and strategies for the well-being and protection of children.

Possible career pathways include childcare, early childhood teaching, pediatric nursing, disability or special needs teaching or support, play therapy, children services, community services, social work, and psychology.

## Stage 1 Child Studies

**Credits** 10 (semester)

### Units of Work

- Health issues in prenatal development
- Developmental milestones of children
- Gender stereotyping in play, clothing, merchandising, and media
- Community inequity and the effects on literacy and numeracy upon children
- Child nutrition

### Assessment

#### Practical 1:

- Investigation into the roles and responsibilities of teenage parents by responding to the demands of a baby simulator.

#### Practical 2:

- Students gain knowledge and understanding of children's stages of development by completing weekly tasks with a reception buddy.

#### Group Practical task:

- based on a children's activity day, students develop understanding and skills essential in caring for children's health and wellbeing

#### Investigation:

- A formal report of 600 based on one current issue related to children.

### Comments

Sound skills in food preparation and textile construction are assumed.

Practical assessments, involving visits from children by prior arrangement with the Junior School and/or new parents and infants will be subject to current health regulations.

### Prerequisites

NIL

## Stage 2 Child Studies

**Credits** 20 (full year)

### Units of Work

- What children learn before they are born
- Child protection and safety
- Nutritional health issues for children in Australia
- Technology's impact upon children
- Disability and equity and the impact on literacy and numeracy skills access
- Government and global initiatives and strategies for the well-being and protection of children

### Assessment

#### 5 Individual Practicals (50%)

- Students design and create action plans, research, develop a related product and then evaluate the outcome.

#### 1 Group Task (20%)

- Students collaborate as a team to identify issues related to childhood health, nutrition, and obesity. The group creates an event for young children that focuses on healthier eating patterns and snacks.

#### External Investigation (30%)

- A formal report of 1000 words in which students research and investigate one contemporary issue related to children aged 0 to 8.

### Comments

Sound skills in food preparations are assumed.

Practical assessments, involving visits from children by prior arrangement with the Junior School and/or new parents and infants will be subject to current health regulations.

### Prerequisites

C+ or higher in Year 11 Child Studies



Creative Arts is an opportunity for students, in negotiation with teachers, to tailor a program to meet student's interests in a way that cannot be met solely through any other subject in the Arts Learning Area. Students actively participate in the development and presentation of their own creative arts practicals. Students have opportunities for specialised study within and across those arts disciplines. Practical may take a variety of forms; musicals, plays, concerts, visual practicals, digital media, film and video, public arts projects, community performances, presentations and installations, and song writing or participation music ensembles.

Possible career pathways include creative industries such as Art, Drama, Dance, Music and Creative writing. Creative Arts students could seek careers in business, marketing, film, videographer, animation, media, architecture, web design, writing, interior designer, song writing and photography.

## Stage 1 Creative Arts

**Credits** 10 (semester)

### Units of Work

The units of work are adapted to fit the cohort, but have previously included media studies, animation, photography, illustration, as well as the more traditional visual arts (painting, drawing)

### Assessment

Assessment Type 1: - Product (50%)

- One practical or products will be created and presented as a folio

Assessment Type 2: Investigation (20%)

- 1 x 750 word investigation

Assessment Type 3: Skills Record (30%)

- Skills chosen in consultation with teacher up to 6 pieces of evidence of the studied skill and 750 words.

### Prerequisites

Nil

## Stage 2 Creative Arts

**Credits** 20 (full year)

### Units of Work

Product:

- Students explore and investigate materials, techniques, processes, technologies, and products to create their own original product in a selected area of Arts practice. Annotated reflective comments of the development of students' creative arts skills and thinking and feature in the folio of evidence.

Inquiry:

Practical Skills:

- Students conduct a focused exploration, application, and evaluation of a skill or skills appropriate to their preferred area of the creative arts. They provide documentation of the key phases of the skills exploration and application and present an evaluative response.

### Assessment

Assessment Type 1: - Product (50%)

- Two practical or products will be created and presented as a folio

Assessment Type 2: Inquiry (20%)

- 2 x 1000-word investigation or 1 x 2000-word investigation.

Assessment Type 3: Practical Skills (30% external task)

- Skills chosen in consultation with teacher up to 12 pieces of evidence of the studied skill and 2000 words.

### Prerequisites

C+ in Stage 1 Creative Arts

Stage 1 Creative Arts - Musical is an opportunity for students to explore what goes on behind the scenes of a large-scale musical production. Students actively participate in the development and presentation of their own creative arts practicals. Students have opportunities for specialised study within and across those arts disciplines. Students will study practitioners in their chosen field of arts study and will expand their understanding of the many different creative industries involved in musical theatre through excursions and meeting with people working in these industries.

Possible career pathways include creative industries such as Art, Drama, Dance, Music and Creative writing. Creative Arts students could seek careers in business, marketing, film, videographer, animation, media, architecture, web design, writing, interior designer, song writing and photography.

## **Stage 1** **Creative Arts - Musical**

**Credits** 10 or 20 (full year)

### **Units of Work**

Product:

- In consultation, the student and teacher identify an area of Arts practice. Students then exploration and investigate materials, techniques, processes, technologies, and products to create their own original product related to the school musical production (e.g., costume design and production). Annotated reflective comments about all stages of the creative process demonstrate evidence of the development of students' creative arts skills and thinking and feature in the folio of evidence.

Folio:

- Students conduct an inquiry into an area of creative arts practice that is of interest to them and is closely connected to their creative arts products.
- Students select a focus that further develops their learning in a creative arts discipline. The skills record may consist of notes, sketches, photographs, etc. The skills assessment should not repeat skills already developed in the product. The reflection should focus on aspects of the skills developed through discussion, response, or oral presentation with the skills record to illustrate points.

### **Assessment**

Assessment Type 1: Product (50%)

- Two practical or products will be created and a folio of 20 A3 pages which should have a maximum of 2000 words if written or a maximum of 12 minutes for an oral presentation, or the equivalent in multimodal form.

Assessment Type 2: Folio of student work (50%)





English Literary Studies focuses on the skills and strategies of critical thinking needed to interpret texts in ways that are reasoned and reflective. Students are encouraged to seek understanding of the issues they encounter from a variety of perspectives and so increase their empathy of others and their understanding of the world. Students are exposed a variety of renown literary texts and will learn to deconstruct texts by becoming attentive to the techniques and mechanisms used by authors to communicate with their audience. They will also learn how to transfer this skill set to become purposed creators of their own texts. Texts will also be studied in relation to how they relate to other texts and students will learn to critically select their own texts for study.

Students will work collaboratively in class discussions, respectfully listening to and sharing their ideas but will also work individually, creating and refining a variety of response modes through assessment tasks. Students with skills in questioning, analysis, argument, and communication might consider a variety of professions including law, politics, research, teaching, public service, communication, counselling, business and marketing, writing, performance, media, management, and human resources.

## **Stage 2** **English Literary Studies**

**Credits** 20 (full year)

### **Units of Work**

Responding to Texts:

- Students learn how to deconstruct a play; film; novel and poetry written/directed by authors of renown. They learn how different text types use both similar and different techniques to create meaning. In their novel study they will look through an external lens by applying critical perspectives such as: Post-Colonial Theory; Feminist Theory; Psychoanalytical Theory; Marxist Theory.

Creating Texts:

- Students apply their knowledge and understanding of how authors use a variety of techniques to create meaning to their own creations. The first creation, a transformative piece where students use their knowledge of the play and transform ideas found there into two Sonnets. They then justify their choices in a Writer's Statement that, essentially, deconstructs their own work. Their second creation is to use critical and creative skills to write either an Editorial or Monologue.

Text Study

- A comparative task that compares one of the texts studied in class with a text individually chosen by the student.

Exam Preparation:

- Critical Reading exercises

### **Assessment**

- Responding to Texts (50%)
- Creating Texts (20%)
- Text Study (External - 15%)
- Critical Reading Exam (External - 15%)

### **Prerequisites**

A in Year 11 English

In English students are exposed to a variety of texts and text types. Students are encouraged to seek understanding of the issues they encounter from a variety of viewpoints asking critical questions as they consider social, cultural, economic, historical, and/or political perspectives and how these influence the representation of human experience and the world. Students analyse the connections between author, text, and audience, becoming attentive to the techniques and mechanisms used by authors to position the audience to respond to ideas and perspective. They will also learn how to transfer this skill set to become purposed creators of their own texts. Texts will also be studied in relation to how they relate to other texts and students will learn to critically select their own texts for study. Students will work collaboratively in class discussions, respectfully listening to and sharing their ideas but will also work individually, creating and refining a variety of response modes through assessment tasks. English supports all career pathways with its emphasis on communication and literacy.

Possible careers pathways connected to English include communications, public relations, human resources, education, administration, psychology, counselling, social work, media related pathways, sales and marketing.

## Stage 1 English (Compulsory)

**Credits** 10 (per semester)

### Units of Work

Responding to Texts:

- Students analyse and respond to a variety of text types which include, but is not limited to film, picture book, novel, play, poetry, short story, documentary, video clips and advertising.

Creating Texts:

- Students study specific text types and produce their own for a range of purposes and audiences, which include, but is not limited to article, editorial, narrative, and persuasive speech.

Intertextual Study:

- Students reflect on their understanding of intertextuality by analysing the relationships between texts or demonstrating how their knowledge of other texts has influenced the creation of their own texts.

### Assessment

Responding to Texts 30%:

- Students consider ways in which the authors, readers, and viewers of texts use language and stylistic features to make meaning and influence opinions.

Creating Texts 40%:

- In creating texts, students aim to achieve a level of precision, fluency, and coherence appropriate for audience and context.

Intertextual Study 30%:

- Students may either produce responses or create texts to demonstrate their understanding of intertextuality.

### Comments

Two semesters are required for Stage 1.

## Stage 2 English

**Credits** 20 (full year)

### Units of Work

Assessment Type 1: Responding to Texts

- Students study a variety of text types which could include, but is not limited to film, picture book, novel, play, poetry, documentary, short story, video clips and advertising.

Assessment Type 2: Creating Texts

- Students apply their knowledge and understanding of how authors use a variety of techniques to create texts of their own, covering a range of mediums which might include, a speech for a formal occasion, an awareness campaign involving print, digital and mass media material, a short story, a poem and/or an opinion piece.

Assessment Type 3: Comparative Analysis

- This compares two texts individually chosen by the student focussing on analysis of themes, language features, and the conventions authors use to communicate with their intended audience to achieve their purpose.

### Assessment

Across Assessment Types 1 and 2, there are 8 assessment pieces including written, visual, digital, a compulsory oral and a Writer's statement where a student analyses their own work.

- 70% School Assessment:  
Responding to texts 30%  
Creating texts 40%
- 30 %External assessment:  
Comparative analysis

### Prerequisites

C+ or higher in previous year equivalent





In Essential English, students employ creativity and curiosity to interpret, respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students investigate texts independently and collaboratively to interpret information, ideas, and perspectives. They connect ideas from past experiences and experiment with language, making choices to create meaning for diverse audiences and purposes.

English supports all career pathways with its emphasis on communication and literacy. Possible specific career pathways connected to English include communications, administration, educational support, public relations, human resources, social work, media related pathways, sales and marketing.

## **Stage 2** **Essential English**

**Credits** 20 (full year)

### **Units of Work**

Responding to Texts

- Students respond to a range of texts that instruct, engage, challenge, inform, and connect readers.

Creating Texts

- Students study then create procedural, imaginative, analytical, interpretive, or persuasive texts appropriate to a context.

Language Study

- Focus on the use of language by people in a context outside of the classroom.

### **Assessment**

70% School assessed

Film Analysis

- Students write a response in which they consider the effectiveness of the text

Novel Study

- students read a set novel, complete study guide questions, then complete a response to the

Feature Article Analysis

- Students choose a Feature Article then discuss its purpose and effectiveness

Advocacy Text

- an oral presentation of no more than 5 minutes which advocates for an issue, cause, or process

Recount Writing

- a Recount of no more than 800 words using appropriate conventions and features

Independent Text creation

- an independently created text of no more than 800 words.

30% External Assessment

- Language Study

### **Prerequisites**

NIL

Essential Mathematics is designed for a range of students, including those who are seeking to meet the SACE numeracy requirement. There is an emphasis on extending students' mathematical and computational skills in ways that apply to practical problem-solving in everyday and workplace contexts, in flexible and resourceful ways. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. Students who complete this subject with a C grade or better will meet the Stage 1 numeracy requirement of the SACE. In Mathematics, students develop an understanding of the importance of critical and creative thinking, perseverance, trying new strategies and accuracy as they problem solve. Mathematics supports every career pathway and is also an important skill for everyday post-school life. Possible specific career pathways connected to Essential Mathematics include trades and vocational pathways.

## Stage 1 Essential Mathematics

**Credits** 10 (semester) or 20 (full year)

### Units of Work

Calculations, Time, and Ratio

- calculations, time, and ratio for everyday living.

Earning and Spending

- Financial calculations such as finding different ways of being paid for work, taxation, and budgeting.

Geometry

- Properties of plane shapes and their use in construction.

Data in Context

- Collect, organise, analyse, and interpret data to make decisions and predictions, or to support logical argument.

Measurement

- Estimating, measuring, and calculating length, area, mass, volume, and capacity.

Investment

- Exploring simple and compound interest and investigate interest, term deposits, and the costs of credits.

### Assessment

Skills and Assessment Tasks (60%)

- topic tests allow students to demonstrate knowledge, critical thinking & problem-solving skills.

Mathematical Investigation (40%)

- 1 Investigation per semester subject covering one topic of study

End of Semester Exam (separate grade in report)

### Comments

A full year is needed to undertake Stage 2

## Stage 2 Essential Mathematics

**Credits** 20 (full year)

### Units of Work

Scales, Plans and Models

- Properties of plane shapes and solids and construct the nets of a range of three-dimensional shapes.

Business Applications

- Physical and financial planning aspects of a small business

Measurement

- Practical problems involving two and three-dimensional shapes, Pythagoras's Theorem and Trigonometry.

Statistics

- Collection of data through various methods of sampling.

Investment and Loans

- Investigating a range of ways of investing and borrowing money

### Assessment

Skills and Assessment Tasks (30%)

- topic tests allow demonstration of knowledge, critical thinking & problem-solving skills.

Mathematical Investigation (40%)

- 3 Mathematical Investigations throughout the year (Break-Even Analysis, Correlation and Buying a Car).

End of Semester Exam (30%)

- Students will undertake an externally assessed exam which will be based on the skills and concepts studied throughout the whole year.

### Prerequisites

B in Stage 1 Essential Mathematics



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

In Mathematics, students develop an understanding of the importance of critical and creative thinking, perseverance, trying new strategies and accuracy as they problem solve.

Possible careers pathways connected to General Mathematics include Accountant, Statistician, Economist, Programmer, Banker, Insurance Officer

## Stage 1 General Mathematics

**Credits** 10 (Semester 1) or 20 (full year)

**Units of Work** (4 in Semester 1, 3 in Semester 2)

Applications of Trigonometry

- trigonometry - right and non-right-angled triangles

Measurement

- perimeter, area, and volume of standard plane and solid shapes.

Matrices

- sorting, manipulation, and analysis of data.

Statistics

- analysis of data, studying measures of centre and spread.

Investing and Borrowing

- simple and compound interest investments

Networks

- algorithms to optimise the use of networks in solving pathway problems.

Linear and Exponential Functions

- graphing of linear and exponential functions

### Assessment – Semester Based

Skills and Assessment Tasks (65%)

- Topic tests for each unit.

Mathematical Investigation (35%)

- Students will investigate the use of mathematics in real life contexts within the Investigating & Borrowing (Semester 1) and Networks (Semester 2) Units.

End of Semester Exam (separate grade in report)

- Based on the concepts & skills studied in preparation for Stage 2 examinations.

### Prerequisites

C+ in Year 10 General Mathematics or 10 Mathematical Methods

## Stage 2 General Mathematics

**Credits** 20 (full year)

**Units of Work**

Modelling with Linear Relationships

- linear graphing skills to solve optimisation problems.

Modelling with Matrices

- connectivity, dominance, and transition matrices.

Statistical Models

- bivariate statistical modelling and the Normal Distribution to predict future outcomes and likelihoods

Financial Models

- superannuation and home loans.

Discrete Models

- the Hungarian Algorithm and the Longest Path Algorithm

### Assessment

Skills and Assessment Tasks (40%)

- topic tests for each unit

Mathematical Investigation (30%)

- students investigate how Dominance Matrices can be used to analyse and predict sporting outcomes in the Modelling with Matrices Unit, as well as planning for retirement in the Financial Models Unit.

End of Semester Exam (30%)

- an externally assessed exam which will be based on the skills and concepts studied throughout the whole year.

### Prerequisites

C+ in Stage 1 General Mathematics or Stage 1 Mathematical Methods



Health forms an important part of the Wellbeing Programme. Students are challenged to explore and consider their own physical and mental wellbeing and how decisions they make in their lives can have positive and/or negative impacts on their current and future wellbeing. Students will work independently and collaboratively, to listen, to challenge, to refine, to build ideas and develop knowledge about themselves and the world around them. Students spend time discussing relevant topics to their stage of life. The aim of these classes is to prepare these young people to make wise and informed decisions which pertain to their own, and others, mental, physical, sexual, spiritual health and wellbeing.

Through Health, students will gain skills and knowledge that will aid in every pathway but would lend themselves specifically to fields such as counselling, ministry, social work, community services, health services, health and fitness, dietary sciences, and naturopathy.

## **Year 11 and 12**

### **Units of Work**

Each year we are privileged to provide a range of professional external providers who offer intensives as shown below. These topics are then reinforced in weekly pastoral care lessons.

- Encounter Youth Education: Who's calling your shot? (Year 10); Alert not alarmed (Year 11); #Adulting (Year 12)
- Digital Thumbprint. This program is designed for secondary students and covers:
  - Cyber security
  - Digital identity
  - Cyber bullying and respectful relationships online
  - Digital discernment
  - Digital balance
- Legal Services Commission. A program designed for Year 10-12's that covers:
  - Sex and Consent
  - Porn and Sexual Photos and Film
  - Young people and the Law
  - Alcohol and the Law
  - Bullying at school
  - Drugs and the law
- Carly Ryan Foundation. A program run for high school students that covers:
  - Cyber safety
  - Online protective practices
- Pelvic Pain Foundation. A program designed for girls from Years 9 -12

### **Assessment**

There is no formal assessment. Health does not form part of the Tyndale SACE programme.

### **Comments**

Student wellbeing is a primary focus in supporting our student body. Therefore, this is a compulsory subject. There is one lesson per week.

### **Prerequisites**

NIL



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 statistics to describe and analyse phenomena that involve uncertainty and variation. Students who complete this subject with a C grade or better will meet the Stage 1 numeracy requirement of the SACE.

In Mathematics, students develop an understanding of the importance of critical and creative thinking, perseverance, and trying new strategies as they problem solve.

Possible career pathways connected to Mathematical Methods include engineering, mathematics, data and statistics, computer programming, industry, science, medicine, finance, accounting, and urban planning and design.

## Stage 1 Mathematical Methods

**Credits** 20 (full year)

### Units of Work

Mathematical Methods 1

- Functions & Graphs, Polynomials, and Trigonometry

Mathematical Methods 2

- Counting and Statistics, Growth and Decay, and Introduction to Differential Calculus

### Assessment

Skills and Applications Task 60%:

- 3 tests per semester, covering each unit of work (including the equivalent of 1 non-calculator/no notes test)

Mathematical Investigations 40%:

- 1 investigation per semester, covering a particular field of study with the subject outline

End of Semester Exam (separate grade in report):

- 1 end of semester exam per semester, covering the content of each unit studied.

### Comments

Mathematical Methods 3 is completed in Semester 2 (5 lessons per week).

Mathematical Methods must be selected if studying Physics.

### Prerequisites

B+ in Year 10 Extension Mathematics

## Stage 2 Mathematical Methods

**Credits** 20 (full year)

### Units of Work

Calculus

- Differential and Integral Calculus
- Exponential, Logarithmic and Trigonometric functions.

Statistics

- Statistical theory
- Discrete Random Variables and Continuous Random Variables

### Assessment

Skills and Applications Task 50%:

- 6 Tests covering each unit of work (including 1 non-calculator/no notes test)

Mathematical Investigations 20%:

- 1 Investigation on Surge and Logistic Functions to model real world phenomena.

End of Year Exam 30%:

- Exam covering all the content covered throughout the year.

### Prerequisites

An average of B across all units of Stage 1 Mathematical Methods

The study of Outdoor Education provides students with opportunities to experience personal growth and to develop social skills, self-confidence, initiative, self-reliance, leadership, and collaborative skills.

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

## Units of Work (Stage 1 and 2)

### About Natural Environments:

Each year students learn about natural environments while in the field on camps as well as during day trips. Topics explored range from issues faced by the Murray River, Murray Mouth, Revegetation, Coastal and Cliff Care.

### Experience in Natural Environments:

Students undertake two tasks that include documented evidence collected and annotated when planning for safe and sustainable, outdoor activities or journeys in natural environments. These tasks focus on both the development and application of outdoor skills. These experiences provide the opportunity to plan, lead, and facilitate an activity or journey. Students use peer-assessment and self-assessment, together with reflective practice to evaluate development of their planning, practical skills, risk management, self-reliance, leadership, and facilitation skills.

### Connections with Natural Environments:

Connections with Natural Environments task requires the student to discuss personal experiences and personal connections. This new focus provides scope for students to explore their personal interests over a wide range of topics and connect with natural environments in a variety of ways.

## Stage 1

**Credits** 20 (full year)

### Assessment

- **About Natural Environments** – current issues facing the Murray River, Coastal Care or Revegetation (50%)
- **Experiences in Natural Environments** – Kayaking, Snorkelling, Rock Climbing or Camping (50%)

### Comments

Students are required to attend 2 Outdoor Education camps and several excursions throughout the year as part of the course requirements.

### Prerequisites

Nil

## Stage 2

**Credits** 20 (full year)

### Assessment

- About Natural Environments** – Murray Mouth Investigation and Revegetation (20%)
- Experiences in Natural Environments** – Kayaking and Camping (50%)
- Connections with Natural Environments** – Students choose topic. Externally assessed (30%)

### Comments

Students are required to attend 2 Outdoor Education camps and several excursions throughout the year as part of the course requirements.

### Prerequisites

Nil



Through Physical Education, students explore and participate in the performance of human physical activities. Students engage their creativity, collaboration, critical thinking, and communication skills as they seek to collectively, and individually, improve their skills both physically and theoretically. Physical Education is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence.

The skills developed through Stage 1 and 2 Physical Education support possible career pathways in the immediate areas of sports science, coaching, sports nutrition, sports journalism, physical education, fitness instruction and management, parks and recreation management to the broader areas of law enforcement, medicine, marine biology, teaching and many more.

## Stage 1 Physical Education 1

**Credits** 10 (semester)

### Units of Work

Biomechanics:

- The mechanics and principles sporting actions

Fitness components:

- The components of fitness applied to movements

Sports Psychology

- Motivation to participate in regular physical activity.

### Assessment

Physical Activity Investigation (50%):

- Students explore the impact of factors that influence their motivation to participate in physical activity.

Performance Improvement Task (50%):

- Students will document their improvement in key biomechanical principles in the students' chosen sport.

### Comments

Students must wear PE practical uniform on allocated practical days.

### Prerequisites

C+ or higher in Year 10 PE

## Stage 1 Physical Education 2

**Credits** 10 (semester)

### Units of Work

Energy systems:

- The different energy pathways that provide energy to our body
- Participating in and collection of data whilst playing various sports.

Skill Acquisition - Stages of skill learning:

- Focus on skill skills development in a sport of their own choosing

### Assessment

Physical Activity Investigation (50%):

- Students explore the impact of factors that influence their motivation to participate in physical activity.

Performance Improvement Task (50%):

- Documentation of progress through the stages of learning in chosen sport through data collection and peer/self-assessment.

### Comments

Students must wear PE practical uniform on allocated practical days.

### Prerequisites

C+ or higher in Stage 1 Semester 1 PE

## Stage 2 Physical Education

**Credits** 20 (full year)

### Units of Work

- Sources of Energy
- Effects of Training
- Physiological Factors Affecting Performance
- Skills Acquisition
- Factors Affecting Learning
- Effects on Psychology on Learning
- Understanding Biomechanics Improves Skill

### Assessment

Diagnostic Task 1 (15%):

- Exploration of the biomechanical movements

Diagnostic Task 2 (15%):

- Talent identification task
- Students conduct a range of fitness tests for a partner to analyse their suitability for certain spots.

Improvement Analysis (40%):

- Students develop strategies to improve their skillset and performance in a sporting unit.

Group Dynamics (30%):

- Students work collaboratively to run coaching sessions with the aim of improving team performance in their sporting unit.

### Comments

Students must wear PE practical uniform on allocated practical days.

### Prerequisites

C+ or higher in Year 11 PE



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God's Truth Prevails

# RESEARCH PROJECT COMPULSORY

In Research Project, students will have the opportunity to study an area of interest in-depth – approved by the school's ethics committee. Their research usually seeks to develop an awareness of an existing problem through new products or processes, or it may lead to a greater understanding on various issues. Students will question the validity of knowledge claims, learn to problem solve and time-manage, and appraise the quality of their work.

Research Project is completed by students in Year 11.

## **Stage 2** **Research Project**

**Credits** 10 (semester)

### **Units of Work**

Folio

- Students plan and develop their research by annotating and analysing sources, making decisions, seeking help, responding to, and creating opportunities, and solving problems.

Outcome

- Students synthesise their key findings to produce a Research Outcome, which is substantiated by evidence and examples from the research.

Evaluation/Review

- Students evaluate the research processes used, and the quality of their Research Outcome.

### **Assessment**

- Folio (30%)
- Outcome (40%)
- Evaluation/Review (30%)

### **Comments**

This is compulsory SACE subject.

C- or higher must be obtained to complete the requirements of SACE completion. Students who do not reach the C- grade by the end of Semester 1 will continue in Semester 2.





Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding. Throughout the year students are provided opportunities to develop their skills in using rigorous mathematical arguments and proofs. Students also develop mathematical models by connecting relevant information about specific real-world situations. Students think about how 3D vectors can be used to represent motion in the world and will evaluate how complex numbers and polynomials can be used to simplify problems that would otherwise be difficult to solve. In Specialist Mathematics, students develop and understanding of the importance of critical and creative thinking, perseverance, trying new strategies and accuracy as they problem solve.

Possible careers pathways connected to Specialist Mathematics include Computer Systems Engineering, Mechanical engineering, Geophysics, and Astrophysics.

## Stage 1 Specialist Mathematics

**Credits** 10 (semester)

### Units of Work

Further Trigonometry

- Trigonometric functions can be used to model circular motion in contexts such as Ferris wheels, merry-go-rounds, and bicycle wheels.

Vectors in the Plane

- Vector quantities include velocity, force, acceleration, displacement, and are used in fields such as physics and engineering.

Real and Complex Numbers

- Complex numbers extend the concept of the number line to the two-dimensional complex plane. Complex numbers can be used to understand problems that cannot be solved with real numbers alone.

### Assessment

Skills and Assessment Tasks (50%)

- For each unit of work covered, a topic test will be conducted to allow students to demonstrate knowledge, critical thinking & problem-solving skills.

Mathematical Investigation (20%)

- Students will investigate a mathematical model for rainfall & temperature in various regions of Australia.

End of Semester Exam (30%)

- To prepare students for stage 2 students will undertake an exam based on the concepts & skills studied throughout the semester.

### Prerequisites

B in Semester 1 of Stage 1 Mathematical Methods

## Stage 2 Specialist Mathematics

**Credits** 20 (full year)

### Units of Work

Proof by Mathematical Induction

- This method of proof is applied in many contexts including trigonometry, summation & products.

Real Polynomials and Functions

- Functions are extended to the exploration of inverse functions and the graphing of composite functions.

Complex Numbers

- The arithmetic of complex numbers is developed and expansion of the number line into a number plane is emphasised.

Vectors and Vector Applications

- 3D vectors are now introduced, enabling the study of lines and planes in three dimensions, their intersections, and the angles they form.

Integration

- Integration techniques are applied to finding the areas between curves and the volumes of solids of revolution.

Differential Equations and Vector Calculus

- Equations involving rates of change are investigated to represent how physical quantities, such as distance & volume, change with time.

### Assessment

Skills and Assessment Tasks (75%)

- For each unit of work a topic test will be conducted to allow students to demonstrate knowledge, critical thinking & problem-solving skills.

Mathematical Investigation (20%)

- Students will investigate a mathematical model for angles of view in ice-hockey and another sport.

End of Semester Exam (30%)

- Students will undertake an externally assessed exam which will be based on the skills and concepts studied throughout the whole year.

### Prerequisites

C+ in Stage 1 Specialist Mathematics & Stage 1 Mathematical Methods



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