

Salisbury East 2024

Senior School Course Guide



TYNDALE
CHRISTIAN SCHOOL
God's Truth Prevails



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TYNDALE
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**WELCOME
TO SENIOR
SCHOOL**

WELCOME TO SENIOR SCHOOL

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. Senior School is about preparing you for your future. 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 powerful learners.

In Senior School you will continue to experience the 'Plus' of learning at Tyndale: a flourishing learning community, a strong sense of belonging, a caring Christian ethos and a place for all to belong. It is so much more than subjects and pathways. At Tyndale, school is about thriving as a young adult, ready for the future, confident in who you are under God.

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 are lunch-time clubs, the Student Voice programme, Cabaret, Senior Arts Nights, camps, Rijken Cup and other sporting opportunities. We encourage you to be open to as many new experiences as possible.

There are a range of areas you may choose to focus on as you move through Senior School. Some students focus on two or more. In this Senior School Course Guide you will find further detail on the following pathways:

- Arts
- Employment
- Sports
- Tertiary
- Trades

These represent just some of the many pathways available.

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. Pathways staff are available for careers counselling, subject changes, VET enrolments, apprenticeships and support with work-placement.

We look forward to partnering with you as you grow ready for a successful future. Our prayer is that you will do just that.

Mike Potter
Principal – Senior School

Sports +

Taking students' interest in sport to the next level, with a distinct focus on health and human performance...

Tertiary +

Harnessing academic aspiration to prepare students for success in tertiary study...

Trades +

Empowering students in their trade pathway of choice with a tailored SACE plan and hands-on vocational training...

Future READY

Arts +

Fostering students with a passion for the Arts, to unleash their creativity in multiple dynamic mediums...

Employment +

Enabling students to develop 21st century skills, attributes and competencies to seek employment post-school...



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Equipping students for their future is important and we are proud of our Senior School PLUS areas of focus:

- Tertiary Plus
- Trades Plus
- Sports Plus
- Employment Plus
- Arts Plus

The Tyndale Curriculum is broad and versatile. Subjects can be chosen from **across focus** areas to tailor a course that suits individual learning interest and post-school direction. Possible options for each programme include:

TERTIARY PLUS

This supports aspirational students to achieve academic success for tertiary study. High achieving students are able to apply for accelerated learning opportunities, timetable permitting, and to undertake university Extension Studies in Year 12 (if admitted by the university). Students may combine Certificate IIIs into their study. Students can build a focus in any area including:

STEM

For students looking for 21st century careers in the areas of engineering, defence, space and aeronautics, ship and submarine building, science, biometrics and industry.

- Wide range of specialist subjects both traditional and contemporary
- Specialist, Method, General and Essential Mathematics
- IT, Physics, Chemistry, Biology, Nutrition, Psychology
- Design Products, Scientific Studies, PE,
- Food and Hospitality, Photography, Media and Marketing, Music, Drama
- Design Process centred curricular
- High level equipment
- VET opportunities through:
 - AIE: Game development, 3D animation, Programming
- Tradition of Excellence:
 - Graduates working in a wide range of fields including Space Academy, Defence, Engineering, PHD graduates

Humanities and Social Sciences

For students with a passion for further learning, application of learning to human situations and a desire to work in the world of people.

- Range of Subjects:
 - English Literary Studies, General English, Essential English
 - Modern History, People Power and Politics, Society and Culture, Geography,
 - Business Innovation, Media and Marketing
 - Psychology, Child Studies
- Opportunities for entry into the Spring Poetry Festival, attending Adelaide Writer's Week, State Theatre performances, Business Stalls, 'Shark Tank' presentations, Social Action
- Tradition of excellence:
 - Merits, graduates working in universities, politics, law, high level public service, counselling, psychology, US Congress internship, teaching

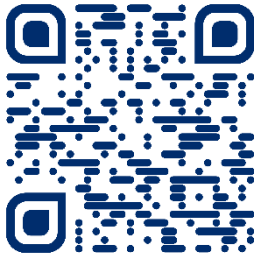


To learn more about what our Tertiary+ has to offer, view our YouTube video via the QR Code or link below: <https://tyndale.info/SE-SS-FutureReady-TertiaryPlus>



TRADES PLUS

- VET Courses through external providers
- Support for School Based Apprenticeships
- Apprenticeship facilitation and support through the Pathways Centre
- Workplace Practices
- Essential or General English, Essential or General Maths, Design and Product
- Tradition of excellence:
 - Students gaining apprenticeships, graduates operating their own businesses



To learn more about what our Trades+ has to offer, view our YouTube video via the QR Code or link below:
<https://tyndale.info/SE-SS-FutureReady-TradesPlus>

SPORTS PLUS

- PE, Active Learning
- Scientific Studies, Nutrition, Biology, Psychology
- On-site Certificate III in Fitness
- Fitness Facilities:
 - Functional Fitness Studio
 - Sports Science laboratory
 - Gymnasium
- Integration with:
 - Tyndale High-Performance Athlete Programme
 - Sports Development Academy and SACSA Sports

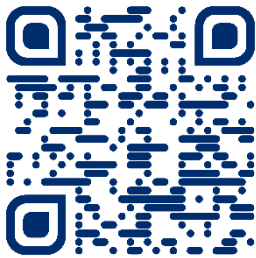


To learn more about what our Sports+ has to offer, view our YouTube video via the QR Code or link below:
<https://tyndale.info/SE-SS-FutureReady-SportsPlus>



EMPLOYMENT PLUS

- Wide range of practical, product-based subjects geared at industry readiness:
 - Child Studies, Food and Hospitality, Photography, Media and Marketing, Art, Graphic Design, Workplace Practices, Design and Product, Digital Technology
 - High level skills readily applicable to employment or study
 - Traineeship support through the Pathways centre
 - On-site Career Development Practitioner
 - Specialist VET courses
 - Specialised Work-placement programme

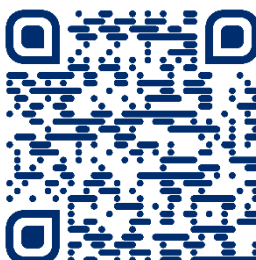


To learn more about what our Arts+ has to offer, view our YouTube video via the QR Code or link below:
<https://tyndale.info/SE-SS-FutureReady-ArtsPlus>

ARTS PLUS

For students with a passion for Arts performance and exhibitions, and a desire to study the individual disciplines building industry-ready skills and understandings.

- Wide range of specialist disciplines:
 - Visual Art, Creative Arts, Design, Photography
 - Music: Solo, Ensemble, Studies and Experience
 - Drama
 - Media and Marketing (new subject in 2022)
 - Design Product (set and props creation)
- Specialised VET in fashion, lighting, sound, makeup, screen and media, design
- Opportunities to perform in Cabaret, Arts nights and Drama productions, Chapel Band, Theatre Sports and Dance Club
- Close relationships with Fifth Business Theatre Company
- Tradition of excellence:
 - SACE Board Art show
 - Graduates from AC Arts, Adelaide Conservatorium, NIDA, Flinders Centre, Adelaide Central School of Art and Uni SA



To learn more about what our Employment+ has to offer, view our YouTube video via the QR Code or link below:
<https://tyndale.info/SE-SS-FutureReady-EmploymentPlus>



HIGH PERFORMANCE ATHLETE PROGRAMME (HPAP)

HPAP is an exciting opportunity to develop high personal athletic performance while positioning for a career in sports or gaining a sports scholarship.

Successful applicants will have access to:

- A wide range of sports and health related SACE Subjects: PE, Active Learning, Scientific Studies – Human Performance, Nutrition, Biology
- Twice weekly high-level coaching clinics with a specialist exercise physiologist
- On-site US College Scholarship Facilitator
- Sports Plus programme
- Certificate III in Fitness
- High Performance Athlete sport uniform

While this programme will be of interest to athletes hoping for a US scholarship, it is open to all high performing athletes.

Mr Howard will work closely with PE staff to identify potential Year 9 candidates and help them with their applications.

Years 10-12 candidates may also apply.

Entrance to this programme is by application. Applications will open late Term 3. Students will be interviewed by a panel comprised of Sports, Pathway and teaching staff. At the interview students will need to present evidence of:

- District or state level representation
- Research into their pathway
- Grades that show their serious intention to prepare for tertiary and career readiness (C grades minimum)
- Embodiment of RISE principles

The panel's decision is final. Unsuccessful applicants may reapply if their evidence later becomes stronger.

The panel will convene each term to determine continued enrolment in the programme, dependent on:

- Sports performance
- Grade maintenance
- RISE embodiment



Christian Living is the Senior School's subject devoted explicitly to the teaching of God's story. It is a course designed to engage students in conversation and practice around key areas of the Christian faith. These key areas are: The Life, Death, and Resurrection of Jesus Christ, The Meta-Narrative of the Bible, New Testament Teachings, and Church History.

Our goal in Christian Living is to see students learn and understand what it means to follow Jesus, how their worldview contrasts with God's, what are key Christian teachings, and where Christianity has come from. This is achieved through class discussion, use of different forms of media such as video and song, activity-based learning, lectures, and student-led research.

We are all, teachers and students, on a journey of faith discovery and our goal is to help each person move along that journey with clarity and understanding, holding to the school's motto: God's Truth Prevails.

Units of Work

The Life, Death and Resurrection of Jesus Christ

- Key teachings – e.g. The Sermon on the Mount
- Meaning and story of his death
- Meaning and story of his resurrection

The Meta-Narrative of the Bible

- Creation Story
- History of Ancient Israel
- Now and Forever

Key New Testament Teachings

- Compassion and Inclusiveness
- Love and Commitment
- Trinitarian God
- What is a Christian

Church History

- Acts: The Church
- The Great Schism
- The Crusades
- Reformation
- Church Today

Assessment

None

Comments

This is a subject with no assessment tasks. Our goal is to develop an understanding of the Christian faith through both an academic and a personal lens.

Prerequisites

Nil

Year 10





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
- PE Lifestyles - one semester

SACE

- EIF (Exploring Identities and Futures) one semester (Previously PLP).

Placement in English, Maths and Science is made on evidence of learning from Middle School and NAPLAN data. Students new to Tyndale in Year 10, in addition to their previous school reports, undergo placement testing.

As students produce consistent A or D level evidence in Year 10, they may be moved into an appropriate class.

Elective Subjects

In Year 10, students may choose four elective subjects. Those students going onto higher level Maths Methods in Year 11, will choose three elective subjects and have an additional semester unit of Maths in Year 10.

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 the Pathways Centre. 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.

English supports all career pathways with its emphasis on communication and literacy. However, students with skills in questioning, analysis, argument, and communication may excel in a variety of professions including law, politics, research, teaching, public service, counselling, business and marketing, writing, performance, media, journalism, management, and human resources.

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*)
- films (e.g. *The Sapphires*)
- short stories (e.g. *Where the Shoreline Used to be*)
- drama texts (e.g. *Romeo and Juliet*)
- poetry (e.g. *Satire*; *World War 11 Poetry*; *Indigenous Poetry*)

Assessment

Assignments: English Literary Studies: 90% Assessment 10% Exam; English and Essential English: 100%. 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.

English Literary Studies: End of Semester Exam (10%)

- To prepare students for SACE, they will undertake an exam based on the concepts and skills studied throughout the semester.

Comments

Students will be placed in different English classes based on their Year 9 results. These classes will aim to prepare students for the English subjects offered by SACE (Essential English, General English, and English Literary Studies). Students will have the opportunity to move between these classes based on their results throughout the year; however, the pathway available to students in Year 11 will be determined by the level of English that students are studying in Year 10.



EIF is the result of work to revitalise the Personal Learning Plan (PLP) to better meet the needs of current and future students in a changing world (SACE Board South Australia 2023). EIF supports students to explore their aspirations and prepares students for their SACE journey. As an introduction to the SACE, students will be empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning. In this subject, students:

- develop **agency** by exploring their identity, interests, strengths, skills, capabilities and or values; and making choices about their learning.
- demonstrate **self-efficacy** through planning and implementing actions to develop their capabilities and connecting with future aspirations.
- apply **self-regulation** skills by contributing to activities to achieve goals, seeking feedback, and making decisions.
- develop their **communication** skills through interaction, collaboration, sharing evidence of their learning progress and developing connections with others (SACE Board South Australia 2023).

Following the completion of EIF, students will build their understanding of learning through the areas of neuroscience, powerful learning dispositions and meta-cognitive skills.

Units of Work

Exploring self
Exploring pathways
Taking action
Reflection on capabilities

Assessment

Type 1 – Exploring me and who I want to be.
Type 2- Taking action and showcasing capabilities.

Comments

EIF is a compulsory SACE subject that Year 10 students at Tyndale complete over the course of the first semester.

C- or higher grade must be obtained for SACE completion purposes.

Pre and Corequisites

Nil



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 20th 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 20th 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 20th century Australia and the world

Historical Skills

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

Exam

- End of semester examination

Pre and Corequisites

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.

As a result of studying Year 10 Mathematics students will become more confident with daily problem-solving activities such as comparing prices when shopping, managing household finances & undertaking measurements for building projects. Studying Mathematics leads to a wide range of careers in industries including construction, finance, teaching, scientific research, computer programming and engineering.

Units of Work

Number & Algebra

- Students will learn a variety of problem-solving techniques to solve real life problems. Techniques include the use of linear & quadratic functions, exponential functions, simultaneous equations, and graphical representations.

Students Measurement & Space

- Students will investigate the area and volumes of various composite objects and apply this in the contexts of construction, proportion & scaling. They will explore Pythagoras' Theorem and trigonometry to solve practical problems and use logical reasoning to prove properties of geometric shapes.

Statistics & Probability

- Students will investigate different types of statistical data, particularly as presented in the media. Students will explore a variety of data graphing representations and discuss the meaning of measures of spread & measures of centre. Students will investigate conditional probability through a variety of simulations.

Assessment

Year 10 Mathematical Methods and General Mathematics will be assessed as follows:

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 (20%)

- Based on the level of mathematics that students undertake, students will investigate a variety of real-world situations such as optimising the size of a box used for packaging using volume formula, determining the best taxi firm to use for a trip to a concert using linear graphs, or determining the time taken to intercept a soccer player using Pythagoras' theorem.

End of Semester Exam (20%)

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

Year 10 Essential Mathematics and Numeracy may vary to meet the needs of the particular cohort.

Comments

Students will be placed in different levels of Maths based on their Year 9 results. These classes will aim to prepare students for the mathematics subjects offered by SACE (Essential Mathematics, General Mathematics, Mathematical Methods & Specialist Mathematics). Students will have the opportunity to move between these classes based on their results throughout the year, however the pathway available to students in Year 11 will be determined by the level of Maths that students are studying at the end of Year 10.

Students undertaking Mathematical Methods in Year 10 will be required to complete an additional mathematics subject (Mathematics Advanced) in Semester 2. Students will need to achieve a passing grade and continue with Year 11 Mathematical Methods in order to study Stage 1 and 2 Physics.



PE Lifestyles endeavours to expose 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, lawn bowls, ultimate frisbee, lacrosse, box fit, circuit training and many more.

PE Lifestyle also incorporates our health unit for Year 10 and explores a range of topics such as mental health, personal health care, sexual health, 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 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 Specialist PE will be required to show competencies across all assessment criteria.

There are no exams for this subject.

Pre and Corequisites

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 explore how the atomic structure and properties of elements are organised in the Periodic Table. The unit examines how different types of chemical reactions are used to produce a range of products and can occur at different rates.

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

- Semester Examination of units covered

Comments

There are two different pathways for Year 10 Science. The student will be placed in the appropriate level based on evidence from Year 9 Science and Maths. If the student is placed in the Scientific Studies Pathway, There will be no semester examinations.



Business Innovation will challenge students' imagination, communication, and reasoning capabilities. Students will participate in activities that develop economic and business reasoning and interpretation skills, acknowledge the complexities of contemporary life, and make connections to related everyday issues and events. Through a wide array of assessment and learning modes, students exercise their curiosity, develop perseverance, and expand their critical analysis skills. Business Innovation will not only challenge student cognitive processes, but also equip them with practical abilities.

The capabilities nurtured in Business Innovation will support students in a large variety of careers. Students may choose to pursue a career in marketing, business advisory, economics, accounting, financial planning and management, human resources, service industries, as well as sales.

Repeatability: Semester long subject and cannot be repeated.

Units of Work

Business Environment:

- Students will develop an understanding of both internal and external facets of businesses. Through analysis of the circular flow model, students will begin to comprehend the complexities of basic economic terminology, as well as supply chain management, taxation, banking interest, and government policy and spending.

Tyndale Market:

- Student groups are given an opportunity to run their own business. This unit will challenge their teamwork and acumen. Their business will start from conceptualization, to sourcing of products, promotion, and a practical market component where students are provided the opportunity to run their store.
- Profits are donated to Novita, our Service Partner.

Investments:

- Students develop analytical abilities and learn to identify trends in the business environment. Through an increased understanding of the share market, bank interest, and real estate, students will learn to consider risk and return, external factors of business, cash flow management and diversity of portfolios.

Assessment

Business Environment Test: 25%

- In-class Test
- Indigenous Business Task

Tyndale Market: 50%

- Business Process Pitch
- Advertising Practical
- Evaluation Report

Investments: 25%

- Bank Interest Research Task
- Share Market Advisory Report
- Real Estate Investment Portfolio

Pre and Corequisites

Nil



The study of Digital Technology provides a platform for deep interdisciplinary learning. Students make connections with innovation in other fields and across other learning areas. They apply digital technologies to make new discoveries, apply new learning, and find innovative approaches to understand and solve problems. Students learn to use logical reasoning and critical thinking skills to conceptualise their solutions.

Digital Technology students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Possible career pathways: computer programming, software development, software engineering, engineering, computer science, computer systems analysis, data analysis and a range of wider careers in Defence, industry, education, business and finance.

Repeatability: Semester long subject and cannot be repeated.

Units of Work

Project Skills

- Computational thinking: Students identify and define problems, questions, or hypotheses.
- Algorithms: Students design algorithms to produce an output. Algorithms take on the format of pseudocode and flow charts.
- Programming: Students learn, develop, and practice with the building blocks of the Python programming language.

Digital Projects

- Game Design: Students design, create and produce mini games using the Pygame Zero platform.
- Iterative Software Development: Students develop a game through repeated cycles of increasing complexity.

Physical Computing

- Students design and implement various Micro-bit projects.
- Robotics: Students employ the Micro-bit Smart Bot to explore and tackle challenges in the realm of robotics.

Assessment

Project Skills: 50%

Digital Projects: 30%

Physical Computing: 20%

Comments

All required software is provided by the school.

This is a non-examinable subject.

Pre and Corequisites

Nil



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.

Repeatability: Semester long subject and cannot be repeated.

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 Australian dramatic innovator Baz Luhrmann. 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 dramatic innovator Baz Luhrmann and use arts specific terminology to craft a critical review.

Comments

Some after-school rehearsals may be required during the performance unit. While students can be assessed on off-stage practical skills, there will be formative studio performance activities during the course.

Pre and Corequisites

Nil



The study of Food and Hospitality integrates active, problem-solving approaches to learning. Students develop their ability to think critically and to solve problems related to the food and hospitality industry both locally and globally.

Year 10 Food and Hospitality is a semester course 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 Food and Hospitality include the hospitality industry and food services such as hospitals, or the Defence Force. Food and Hospitality supports careers in tourism, food media, food science, environmental health, nutrition, social justice and the newer areas of food security and sustainability.

Repeatability: Semester long subject and cannot be repeated.

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 Issues

- Will be explored through a BBC series "Jimmy's Food Factory" including sustainable solutions to reducing the energy to produce green-house tomatoes and produce bags of bug free leafy green without using chemicals.

Event Management Function

- High Tea 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

45% Individual Practical

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

40% Group Practical

- Students collaboratively prepare a High Tea for invited guests.

15 % Investigation

- Students investigate the ethical implications of Australia's high food wastage presenting their findings as a written report.

Comments

Students must wear closed in shoes.

The High Tea is a compulsory attendance event which cannot be rescheduled.

Pre and Corequisites

From Year 9: C+ or higher in Home Economics.

For optimal preparation for Food and Hospitality in Year 11: You should select Food and Hospitality and receive a C+ or higher.



Through Geography, students explore topical local and global issues to investigate, question, explore and develop an informed understanding of the complex interrelationships between people, places, and environments. Students will refine their critical understanding through research, discussion and investigation of evolving environmental, social and economic changes occurring as a result of key geographical concepts and processes. By examining the impact of these changes, students evaluate both the current challenges and opportunities facing Australia and the world. Through collaboration and independent analysis, students pose questions, draw conclusions and make recommendations about the state of the environment and how we can strive towards a more sustainable future.

The key skills and knowledge developed in Geography are transferrable to a wide range of careers and pathways. Possible career pathways connected to Geography include conservation and land management, humanitarian aid work, community development, climatology and meteorology, consulting and project management, engineering, urban and regional planning, archaeology, ecology, agricultural science, farm management and environmental science. Geographical knowledge and understanding is also embedded in a range of pathways related to education, research, social services, social sciences and tourism.

Repeatability: Semester long subject and cannot be repeated.

Units of Work

Mapping

- Students will engage with a range of paper and digital maps to read and interpret information about landscapes and draw conclusions on the interactions between humans and natural landscapes.

Human Wellbeing

- Students will study the human interactions and interdependence with the natural environment. They will be challenged to consider the discrepancies of wealth that exist globally and the process by which societies move from developing to developed status.

Fieldwork

- This project introduces students to the role fieldwork plays in analysing patterns that exist in their local area. We will identify a topic to investigate and conduct practical fieldwork to collect data, in order to analyse patterns and make recommendations. Fieldwork is a key aspect of Geography in Year 11 and Year 12 Geography.

Assessment

Mapping

- "Building a McDonalds": Students use data from Google maps to identify a location for a new McDonalds.
- Mapping Test

Human Wellbeing in India broadsheet

- Students investigate poverty in India and propose solutions to improve third world living conditions.

Fieldwork Report (based on local fieldwork conducted by class)

- Students will go to a variety of locations to gather data on a local issue and then use their data to pose solutions to the observed problem.

Comments

Students undertake an end-of-semester exam in Year 10 Geography, as practice for completing an external examination in the Year 12 course.

Pre and Corequisites

Nil



Language study provides students with a richer worldview, cultural understanding and the ability to reflect on one's own culture. Japanese is about engaging and collaborating with others to communicate, becoming fluent in oral, aural and written Japanese. Students develop in empathy with the way that culture influences interactions. Students question their own language identity in order to notice, evaluate patterns, similarities and differences between Japanese and their own language. Inside the language classroom students are immersed into the Japanese language and culture and provided with the space to imitate, and experiment with the language. Students work individually and collaboratively to practice the skills of analysing and producing texts in Japanese that are real-life as well as from imagined scenarios. Students continue to manage and control their learning by developing their planning and organisation of resources such as vocabulary lists and grammatical structures.

Language study is an asset to many career pathways such as, interpreting, tourism, media, foreign affairs and trade, business, technology and education.

Repeatability: Students may elect to study one unit of Japanese in the first semester but if the class size becomes too small in Semester 2, the viability of the class will be reviewed.

Units of Work

Identity of oneself and others as a language learner

- Students share information about themselves and their experiences as a language learner. Middle School language knowledge and skills (name, age, family, schooling, nationality, hobbies and interests) is revised and extended to include their experience with language learning. Students build cohesion and complexity by using conjunctions and frequency words.

Food Comparisons

- Students explore Japanese fast food options and compare their healthiness, appeal, and culture with Australian fast food choices. They ask and respond to questions, elaborating on their responses by providing explanations using a range of adjectives and comparative language.

Travel

- While discovering tourist destinations around Japan, students extend their language capabilities to include the use of grammatical structures known as the "te form" and "plain form".

Assessment

Text Analysis 30%

- Students extract, analyse and evaluate information from extended spoken, written and multimodal texts

Text Production 30%

- Production of informative and imaginative written texts, appropriate to audience and purpose

Interaction 20%

- Conversation and oral presentations

Investigation 20%

- Research of specific language and culture elements

There is an exam each semester to practice exam conditions for Stage 1 and 2 Japanese.

Comments

The availability of a Semester 2 Japanese class will be subject to student numbers.

Stage 1 and Stage 2 Japanese are not offered on campus at Tyndale. Students continuing onto Stage 1 and 2 Japanese can pursue this through School of Languages. Students will be supported with a line of study in the Pathway's Centre.

Pre and Corequisites

From Year 9 a C+ or higher in Japanese and confident recognition of Hiragana and Katakana.



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 unit of Computer Aided and Orthographic Drawing and an understanding of WHS requirements. Practical skills will be further developed by mastering several joint exercises. Systems thinking will be explored during the design and manufacture of the bedside cabinet. Alongside this, students will critically analyse the purpose, materials, tools and design of the cabinet using a design brief folio.

Material Products will lead to Product Design subjects in Year 11 as well as towards VET pathways.

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

Repeatability: Semester long subject and cannot be repeated.

Units of Work

Technical Drawing (Graphics)

- Orthographic Projection

Assignments

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

Design

- Bedside Cabinet Design Brief Folio; Computer Aided Design Drawing of unit.

Practical

- Joint Exercises; Construction of bedside Cabinet.

Assessment

Design – 30%

- Orthographic and Cad Drawing

Research Assignments – 30%

- Forestry in SA
- WHS
- Product Analysis

Practical work - 40%

- Joint exercises
- Production of bedside cabinet

Comments

There is a class limit of 15 per semester.

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

Pre and Corequisites

From Year 9 a C or higher in Design and Technology.



In Media and Marketing Products, we explore the design process to creatively discover how media products communicate with people. Media and Marketing Products focuses on the message to be communicated and the strategies and techniques used to engage the viewer. It takes into account the common associations that audiences have, and the psychology behind how design elements affect someone's mood to create a clear and compelling experience.

Although the design process can be applied to the creation of any product, students creatively craft stunning original vector graphics in Adobe Illustrator and capture and edit videos in Adobe Premiere Pro. Collaboratively and individually, they use imaginative thinking and creative and technical skills to create visually arresting graphics while learning to time-manage complex projects. An integral part of their learning journey includes reflective evaluation of the product and the ethical issues associated with their communicated message.

The skills acquired support careers in a wide variety of fields including graphic design, web design, entrepreneurship, corporate branding and marketing, cinematography, advertising campaigns, photojournalism, interior and landscape design.

Repeatability: Semester long subject and cannot be repeated.

Units of Work

Skills and Application Tasks

- **Illustrator Skills Task:** Students apply basic and more advanced skills to create a vector cartoon character.
- **Materials Application:** Students investigate and analyse the functional characteristics and properties of different materials used in video editing.

Product Creation

- Students create a graphic and video, supported by a product record, documenting the production process and evaluating the product.

Design Processes

- Students identify an opportunity followed by an investigation and research analysis. Design development and planning involves innovation, invention, iteration, and creativity in order to develop a solution for the problem or opportunity. Evaluation involves judging the quality of the product against the criteria specified in the design brief and identifying improvements.

Assessment

Skills and Application Tasks: 20%

Product creation: 50%

Design Processes: 30%

Comments

All required software is provided by the school.

This is a non-examinable subject.

Pre and Corequisites

Nil



Music is an engaging, immersive course that enables students to appreciate the world in unique ways, experiencing and analysing music from different cultures, times, places, and contexts. Students explore the musical elements of melody, harmony, rhythm, tempo, dynamics, instrumentation, structure, texture, tone colour and expression to learn the art of arranging, composing and performing music using traditional and modern technologies. They learn to work collaboratively in a band developing skills of responsibility, responsiveness to feedback and working to a group goal. Students also work individually, refining their individual performance and composition pieces. In the development of their musical works, students will go through a process of conception, building, refinement, presenting and critiquing. As artists, students will develop skills in practicing, persevering, and utilising feedback to improve their work. Possible career pathways connected to Music include: specialist Music teacher, primary teacher, instrumental tutor, production crew member, event manager, music therapist, performer, composer, film scoring, musicologist, music support industries, media, radio, DJ, announcer, advertising.

Repeatability: Must be undertaken for two semesters for optimal preparation for Year 11.

Units of Work

How music works: Theory and the Elements of Music

- Students learn about the 7 elements of music (Pitch, Rhythm, Instrumentation, Form, Expression and Texture) how to write about music using appropriate terminology and how to apply their knowledge to their performing and composing.

Exploration of Film Music

- Students deeply explore the different types of film music and their purpose in the context of the different film genres, eras and composers.

Film Score Composition

- Students demonstrate their understanding of film music through the creation of their own film score for specially designed short films.

Performance: Band

- Students work collaboratively with classmates to manage their own band from creation to final performance. Students are allocated different jobs depending on their strengths in order to best support each other in their endeavour.

Music in Society

- Students explore the origins of Music production and notation and how the history of Music has shaped what we know Music to be today. Students also look at how Music is used in different contexts in history and in today's society.

Assessment

Semester 1: Film Score Folio 30%

Semester 1: Band Management Project 30%

Semester 1: Elements of Music Listening Analysis 20%

Semester 1: Theory and Elements of Music Exam 20%

Semester 2: Music in Society Analysis and Composition 30%

Semester 2: Band 30%

Semester 2: Theory and Music in Society Exam 20%

Comments

Students who wish to only complete one semester of Music will not meet the requirements for Music in Year 11.

Students who are wishing to pursue Music as a post-school pathway are strongly encouraged to undertake private Music lessons throughout their senior school studies.

Pre and Corequisites

C or higher in Year 9 Music.



Through studying PE Specialist, students will learn a range of techniques in a variety of sports that will help them improve their performance. Students will develop vital collaborative skills through engaging in sports that require teamwork. These skills can be applied in a variety of different environments. Students will develop in their ability to show leadership and fair play when participating in both team sports and individual sports. Students will develop their ability to accurately collect data and evidence to help them identify improvement in their own performance. Through this process, students will develop their analytical skills to breakdown the data/evidence collected. Students will learn valuable application skills to understand different theoretical concepts in a variety of contexts.

The skills that the students will develop in this subject can be applied to a variety of careers. These skills may apply in becoming a physiotherapist, sports trainer, exercise physiologist, sports coaching, biomechanist, physical education teacher, strength and conditioning coach, sports psychologist, fitness coach, sports doctor, occupational therapist, swimming instructor, sports journalism, statistical analyst, umpire/referee.

Repeatability: Semester long subject and cannot be repeated.

Units of Work

Biomechanics

- Students will learn about the 'Biomechanical Principals' applied by athletes as they learn the fundamental badminton technical skills: Balance, Summation of Forces and Leverage.

Energy systems

- Students will learn about the biological, chemical and nutritional factors that drive the systems of energy allowing their body to function during exercise.

Fitness Components/Data Analysis

- There are many tests available to monitor and measure the physical capacity or ability of an athlete. The fitness components that will be explored in this unit include: Muscular Power, Speed, Agility, Muscular Strength, Muscular Endurance, Flexibility and Cardio-vascular endurance.

Assessment

Badminton Profile Assessment (40%)

- Students will explore three fundamental shots; the 'overhead clear', the 'smash' and the 'serve'. Students will show evidence of performing these skills and analysing and unpacking the techniques and their purpose in the game of badminton.

Energy Systems Resource Assessment (20%)

- Students develop a resource to ready themselves for Stage 1 and 2 about the three different energy systems and the interplay between (ATP-PC/Anaerobic Glycolysis/Aerobic Glycolysis/Aerobic Lipolysis).

Fantasy League Fitness Components Assessment (40%)

- Students participate in a fantasy game that helps them analyse data to identify important fitness components for a variety of sports. Students act as players, data collectors and coaches/managers of their team.

Comments

Students need to wear a specific physical education uniform for the days that they are assigned to do practical activities.

There is no examination.

Pre and Corequisites

Nil



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.

Repeatability: Semester long subject and cannot be repeated.

Units of Work

Rendering Shapes: Front cover

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

Self-Portraiture

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

Landscape Impressionism

- Soft Pastels - You will create your own landscape in the style of French Impressionism.

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.

Assessment

Rendering Shapes - Practical

Self-Portrait – Practical and Artists Statement Written Task

Landscape – Practical

Minor Practical – Practical and Evaluation of Artist

Landscape Painting – Practical

Comments

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

Pre and Corequisites

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

For optimal preparation for Visual Art, Art or Design in Year 11: Students should select Year 10 Art or Design and receive a C+ or higher.



Visual Art Design emphasizes practical work and provides opportunities for students to study a range of techniques and styles. Using their imagination, students creatively explore different possibilities, reflect, think, work through design challenges to problem solve and design a product. As part of the design process, students learn to look critically at their own work. They learn to incorporate the feedback of others and to be self-reflective in the refinement of their work. Students develop determination to create the best possible product and learn time management by working independently to meet deadlines.

The skills in Visual Art Design support careers in a wide variety of fields from the immediate areas of graphic design, product or industrial designers, architecture, landscape or interior designers, multimedia designer/consultant and animator, game designers, illustrators, branding, photographer, exhibit designer, art director, advertising and promotions manager, fashion designer, film and video editor to the wider areas of media, journalism and teaching.

Repeatability: Semester long subject and cannot be repeated.

Units of Work

Front cover lines/patterns

- Students look at the design element of pattern/lines and create a design for the front cover of their visual diary.

Design Elements and Principles worksheets

- Elements and principles of design will be studied looking at line, shape, colour, composition, cropping, balance, focal point, negative and positive space, symmetry, Contrast, Balance, Pattern, Rhythm.

Logo design

- Students research designers, looking at form and function, problem solving, brainstorming techniques, cropping to create their own school logo.

Single letter logos

- Graphic communication and logo design is researched and, using a chosen theme students experience what it is to create a logo for a company with the restraints of a design brief.

Computer exercises illustrator

- Exercises in illustrator design, scanning their logo design and manipulating.

Major Practical – Skateboard or Interior Design

- Students complete one major practical design project. They learn how to create a 3 D image using 1 pt perspective then applying that to either their skateboard or elevated room. The skateboard product requires students to design using design elements and principles and scripture within a design brief.

Assessment

Practical

- Front cover lines/patterns

Practical worksheets

- Design elements

Folio, Practical, Theory

- Logo design

Practical Computer Software

- Computer exercises illustrator

Folio, Practical + theory

Pre and Corequisites

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

For optimal preparation for Visual Art, Art or Design in Year 11: Students should select Year 10 Art or Design and receive a C+ or higher.

Year 11 and 12

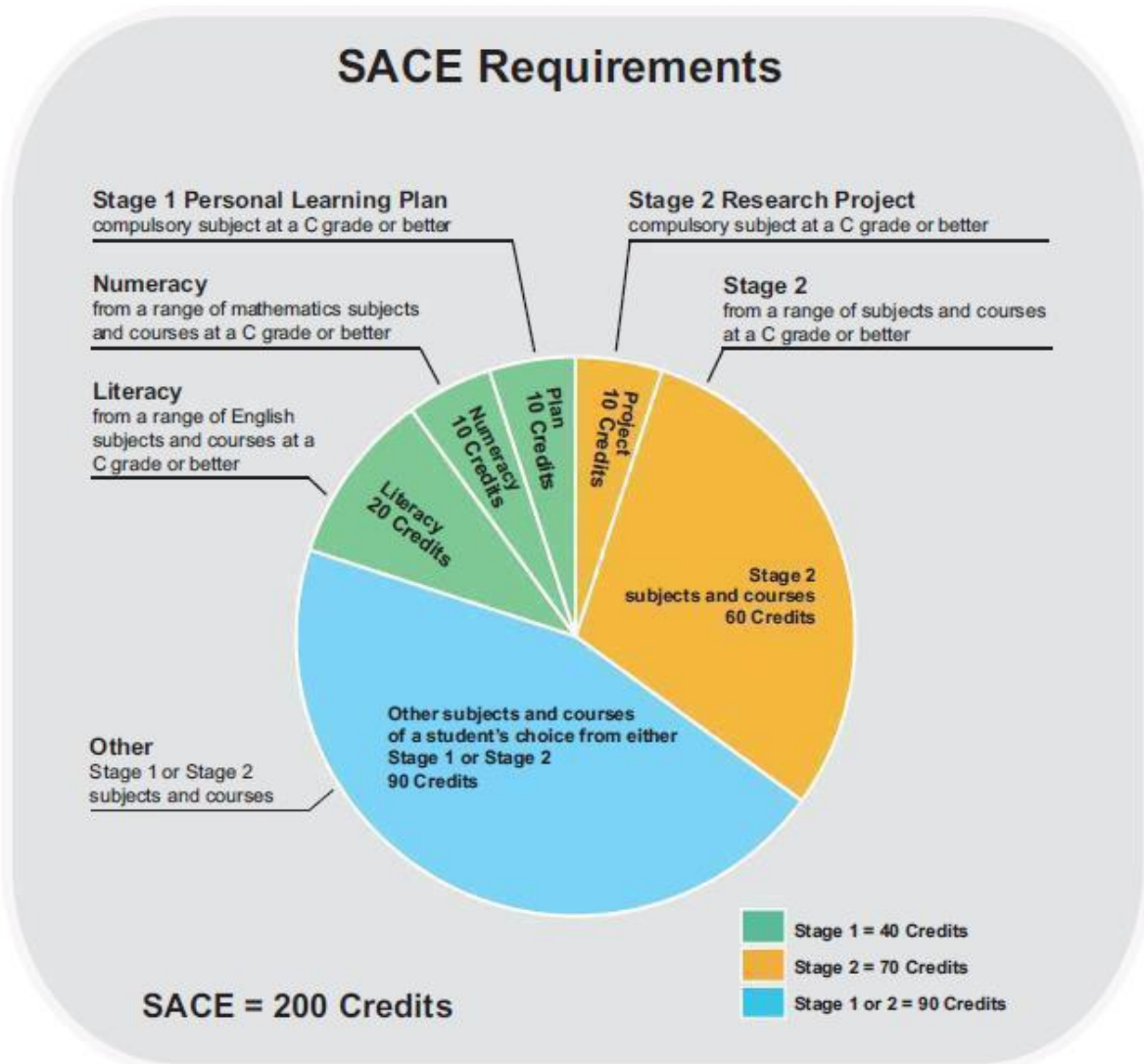




The **S**outh **A**ustralian **C**ertificate of **E**ducation (SACE) is administered by the SACE Board of SA (www.saceboard.sa.edu.au), which approves curriculum for Senior Secondary students. The SACE is broken into Stage 1, which is generally undertaken by students in Year 11, and Stage 2 which is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

- EIF – **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)

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

In Year 12, your last compulsory subject will be:

- Research Project – an in-depth major project (**10** credits at Stage 2)

Students who do not meet the C- grade or higher at the end of the first semester, will continue Research Project 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 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 and English 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 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 plus Research Project. These credits can come from:

- SACE Subjects
- Non-ATAR subjects Community Connections and Community Studies A
- 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 Connections and Community Studies (Stage 2)
- Application for Modified Subjects

Trying to place all of the Year 11 and Year 12 students into their first-choice subjects is challenging.

Experience suggests that around 70% of students will be allocated all of the subjects they select. For this reason, it is important to indicate three reserve choices for Years 10 and 11 and two for Year 12, when submitting subject selection forms.



Additional Important Year 11 and 12 Information

Low class numbers

Individual year level classes cannot be assured where enrolments fall below 5.

In this eventuality, Year 11 and 12 classes will be combined where possible. Hybrid classes have been running successfully in some subjects for several years. This helps Year 11s to gain a strong understanding of the Year 12 requirements and standards. Where this is not possible, the school will assist individual students to select another subject or a related Certificate 3, if one is available. The school will also assist with enrolments through an alternative provider such as Marden or Thebarton Senior Colleges.

Other Institutions

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

- Adelaide School of Languages
- Marden Senior College
- Thebarton Senior College

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.

Using University subjects as part of Year 12

Each of the major universities allow Year 12 students into select First Year subjects. These subjects have SACE and ATAR status as well as being able to be used to fast track a degree.

These programmes are:

<https://www.adelaide.edu.au/headstart/>

<https://www.flinders.edu.au/study/schools-teachers/extension-studies>

<https://study.unisa.edu.au/accelerate/>

Students need to apply, individually, to the university in the year before their Year 12 commences. The universities will require evidence of high academic potential. Upon successful admission, a meeting with Tyndale's SACE coordinator is needed to finalise the students' SACE programme.

After School lessons

It is sometimes necessary to schedule before or after-school lessons in Year 12. Students will have a compensatory timetabled Study Period in the Pathways Centre.



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 provider.

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 the Pathways Centre
- 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

Students will reduce their elective subjects by one line and, instead, receive a line of supervised VET study in the Pathways Centre.

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 from the Pathways Centre and the Pathways Centre Canvas page.

Onsite VET

Depending on student interest:

- Cert III in Christian Ministry and Theology
- Cert III in Fitness



The ATAR

The Australian Tertiary Admission Rank (ATAR) is one means by which a student can gain entry to a university. 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).

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 ATAR for every course changes 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

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)
- QLD: Queensland Tertiary Admissions Centre (QTAC) (www.qtac.edu.au)
- TAS: University of Tasmania (www.utas.edu.au)
- WA: Tertiary Institutions Service Centre (TISC) (www.tisc.edu.au)

VET

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



Active Learning is a course which focusses on creativity, collaboration, critical thinking and communication skills. The course primarily focusses on the development of physical fitness and interpersonal skills through the design and facilitation of fitness, goal setting, rehabilitation and collaborative activities. In Stage 1 and 2 Active Learning the course is based around the field of Personal Training and Exercise Physiology. The skills developed in the Active Learning course support careers in a wide variety of fields such as Personal Training, Sports and Fitness Coaching, exercise physiology, sports science and sports medicine.

Repeatability: Stage 1 can be undertaken as a Semester 1 and/or Semester 2 subject.

Stage 1 Active Learning

Units of Work

- Exercise techniques and prescription
- Training methodologies
- Exercise program design
- Leadership and group dynamics
- Communication skills

Assessment

Practical 1: Functional Assessments (20%):

- Students will assess the fundamental movement patterns of a partner and run sessions to correct errors in form and technique.

Practical 2: Training Methods (20%):

- Students will design and run their own 30minute training session based on a method of their choice through research.

Connections Group Task (30%):

- Students work in small groups in order to design a gym, and then run training sessions based on an allocated coaching role within that gym.

Personal Venture research assignment (30%):

- Students choose 2 training methods to research thoroughly before running a fitness session based on these methods.

Pre and Corequisites

Nil

Stage 1 Active Learning

Units of Work

- Exercise techniques
- Training methodologies
- Fitness Components
- Exercise program design
- Leadership and group dynamics
- Communication skills

Assessment

Practical 1: Fitness (20%):

- Students will design and run their own 30minute training session for a peer focussing on specific training method.

Practical 2: Strength and Conditioning (20%):

- Students will design and run their own 30minute Strength and Conditioning assessment and training for a peer.

Connections Group Task (30%):
Sports Specific Training

- Students work in small groups to design and implement a training program which meets the needs of a specific high-level athlete from multiple perspectives.

Personal Venture Research Assignment (30%):

- Students choose an aspect of Personal Training and Fitness to research.

Pre and Corequisites

Nil

Stage 2 Active Learning

Units of Work

- Exercise techniques and prescription
- Training methodologies
- Exercise program design
- Leadership and group dynamics
- Fundamental movement patterns
- Exercise pre-screening

Assessment

Personal Training Communication Practical (10%):

- Students look at the different ways that PT's can use communication to strengthen relationships with clients and help them succeed their goals.

Training Practical (20%):

- Students create and run a training program for a specific client based on their needs.

Pre-Screening Practical (10%):

- Students complete a pre-screening interview on a client and design a 4-week training program to meet their goals.

Group Injury Rehab Program Creation (30%):

- Students work in groups creating a training program for a sportsperson, focusing on rehabilitating a serious injury.

Personal Venture research assignment (30%):

- Students address a focused question

Pre and Corequisites

Nil



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.

Repeatability: Stage 1 can be undertaken as a Semester 1 and/or Semester 2 subject. Students continuing in Year 12 are highly recommended to undertake both units of Biology.

Stage 1 Biology 1

Units of Work

- Investigation of the two key topics of 'Cells and Microorganisms' and 'Infectious Diseases', developing connections between existing and new theories with opportunities to collaborate with peers to design a practical and present data supporting or rejecting an experimental hypothesis.

Assessment

All assessments are worth 17.5% each

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

Comments

The exam is worth 30% of the school-assessed grade

Pre and Corequisites

C+ or higher in Year 10 Biology or A- or higher in Year 10 Scientific Studies: Biology

Stage 1 Biology 2

Units of Work

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

Assessment

All assessments are worth 17.5% each

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

Comments

The exam is worth 30% of the school-assessed grade.

Pre and Corequisites

C+ or higher in Year 10 Biology or A- or higher in Year 10 Scientific Studies: Biology

Stage 2 Biology

Units of Work

- Investigation of the four 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 fellow students 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%)

Pre and Corequisites

C+ or higher in Stage 1 Biology



The study of Business Innovation enables students to develop an understanding of entrepreneurial capabilities and skills. Through analyzing current issues, students develop a customer-focused value proposition which acts as a foundation for their business model. Students develop their business model through exploring creative solutions and by problem-solving barriers. Business Innovation is focused on improving student decision making and enabling them to monetize their ideas.

The capabilities nurtured in Business Innovation will support students in a large variety of careers. Students may choose to pursue a career in marketing, banking, taxation, business advisory, economics, accounting, financial planning, project management, human resources, service industries, as well as sales.

Repeatability: Stage 1 is one semester only.

Stage 1 Business Innovation

Units of Work

- Innovation
- Decision-making and Project Management
- Financials

Assessment

Business Skills Tasks: 70%

- Value Proposition Canvas:
Identify customer problems and generating possible solutions
- Business Plan:
Develop business strategies documenting feasible actions to form a business solution
- Business Model Summary:
Prepare business model summaries to the identified customer problem or need

Business Pitch: 30%

- Utilising business skills knowledge students present a pitch to potential investors or stakeholders
- Evaluate using customer feedback and suggest improvements to their business model

Pre and Corequisites

C or higher in Year 10 Business Innovation

Stage 2 Business Innovation

Units of Work

- Designing Business
- Transforming Business

Assessment

Business Skills Tasks: 40%

- Standup Brief:
Identification of customer needs and wants
- Value Proposition:
Developing customer segmentation and refining the proposed solution
- Consultancy Report:
Review of an existing business model with recommendations for improvement

Business Model: 30%

- Research, analyse and create a profitable business model in response to the customer issue previously identified

Business Plan and Pitch: 30%

- Written report and an oral presentation summarising their business plan

Pre and Corequisites

C+ or higher in Year 11 Business Innovation

or C+ or higher across other subjects



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.

Repeatability: Stage 1 must be undertaken for two semesters.

Stage 1 Chemistry

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 – 35%

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

Skills and Applications Task – 35%

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

Examination – 30%

Comments

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

Tyndale offers weekly Science & Maths after-school tutoring in the Senior School.

Pre and Corequisites

C+ or higher in Year 10 Chemistry.

Mathematical Methods A, B and C must be undertaken in conjunction with Chemistry.

Stage 2 Chemistry

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.

Tyndale offers weekly Science & Maths after-school tutoring in the Senior School.

Pre and Corequisites

C+ or higher in both semesters of Stage 1 Chemistry.



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.

Repeatability: Stage 1 is one semester only.

Stage 1 Child Studies

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 story book, students develop understanding and skills essential in caring for children's health and wellbeing

Investigation:

- A formal report of 600 words 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, must be undertaken on the day set by the teacher.

Pre and Corequisites

C+ or higher in Year 10 English

Stage 2 Child Studies

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

- Students design and create action plans, research, develop a related product and then evaluate the outcome. (50%)

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 a reception class that focuses on healthier school snacks for receptions.

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

Practical assessments, involving visits from children by prior arrangement with the Junior School, must be undertaken on the day set by the teacher.

Pre and Corequisites

C+ or higher in Stage 1 Child Studies



Photographers are artists with the camera, using a blend of technical skills and an artistic eye to take pictures of people, places, landscapes, and food. Students need to be able to compose a shot, understand framing, colour and, light to create a visually pleasing photograph and will need to demonstrate a flair for photography. Students will reflect critically on their work and the work of other artists. Students will learn skills in all aspects of the design process.

Possible careers pathways: Commercial Photographer, Advertising, Television/Film, Corporate, Art Director, Digital Marketer, Film Director, Film/Video Editor, Media Planner, Multimedia Specialist, Stylist, Visual Merchandiser.

Repeatability: Stage 1 is one semester only.

Stage 1

Digital Communication Solutions: Photography

Units of Work

Specialised Skills Task:

Task 1:

- Folio of skills displaying camera techniques.

Task 2:

- Folio of Photoshop editing skills

Design Process and Solution:

Task 1:

- Design development 1250 words or 7 ½-minute oral or equivalent in multimodal form

Task 2:

- Major practical and 500-word evaluation

Assessment

- Two Specialist skills tasks 30%
- Design Process and Solution one task with two parts
- Final Product and 500-word evaluation 30%
- Design development 1250 words or 7 ½-minute oral 40%

Comments

Students need access to a camera or phone to take photos outside of class time.

Pre and Corequisites

C+ in Year 10 Art, Art Design or Media and Marketing.

Stage 2

Digital Communication Solutions: Photography

Units of Work

Specialized Skills task:

- Task 1: 20 photos from supplied list plus computer editing
- Task 2: Photoshop editing skills

Design Process and Solution:

Task 1:

- Design folio 3,000 words

Task 2:

- Solution: 4-6 exhibition photos plus a poster or a flyer

External:

- Part A: Resource Investigation - 1,000 words
- Part B: Issues Investigation – 1,000 words

Assessment

Specialized Skill 20%

Design Process and Solution – Resolution and Solution 50%

External folio 30%

- 2,000 words of written or 12 minutes of recorded oral documentation

Comments:

If students are undertaking Communication Products and Product Design in conjunction with Communication Products: Photography, check subject preclusions with the SACE Coordinator.

Pre and Corequisites

C+ or higher in Stage 1 Art, Design, Media and Marketing. Students will need formal permission to borrow the school's digital SLR camera.

Students choosing this subject cannot also choose Media and Marketing if requiring an ATAR. Use of an alternative subject outline may resolve this issue.



Stage 2 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 practical's. Students have opportunities for specialised study within and across those arts disciplines. Practical's may take a variety of forms; musicals, plays, concerts, visual practical's, 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 2 Creative Arts

Units of Work

Product:

- In consultation, the student and teacher identify an area of Arts practice. Students then explore and investigate materials, techniques, processes, technologies, and products to create their own original product. 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.

Inquiry:

- Students conduct an inquiry into an area of creative arts practice that is of interest to them, or that is closely connected to their creative arts products.

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 practicals 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: 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.

Comments

Creative Arts works well for student who:

- might struggle with some of the analytical components of Visual Arts: Arts or Design, Music or Drama.
- wish to complete both Visual Art and Visual Design, a precluded ATAR combination.
- students who are passionate about an art area and their interest does not fit into a standard Arts subject mentioned above.

Pre and Corequisites

C+ or higher in Stage 1 Communication Products: Photography, Visual Art: Arts, Visual Design: Graphic, Drama or Music.

Fifth Business Theatre Company Productions or Cabaret by negotiation.



The study of Digital Technology provides a platform for deep interdisciplinary learning. Students make connections with innovation in other fields and across other learning areas. They apply digital technologies, make new discoveries, apply new learning, and find innovative approaches to understanding and solving problems. Students develop and apply their critical and creative thinking in Digital Technologies through visualising possibilities, exploring innovations, and creating digital solutions. Digital Technology students create practical, innovative solutions to problems of interest. By extracting, interpreting, and modelling real-world data sets, students identify trends and examine sustainable solutions to problems in, for example, business, industry, the environment, and the community. They investigate how potential solutions are influenced by current and projected social, economic, environmental, scientific, and ethical considerations, including relevance, originality, appropriateness, and sustainability.

Possible career pathways: computer programming, software development, software engineering, invention design, computer engineering, computer science, teaching, computer systems analyst, data scientist and IT systems management.

Repeatability: Stage 1 can be undertaken as a Semester 1 and/or Semester 2 subject.

Stage 1 **Digital Technology**

Units of Work

Project Skills 1: Programming

- In a folio of tasks, students use computational thinking skills and strategies to understand problems and design possible algorithms and solutions.

Project Skills 2: Investigation (Collaborative)

- Students collaboratively investigate, plan and design a solution to a problem of interest.

Project Skills 3: Product Design Plan

- Students extend their computational thinking skills and strategies to understand a range of problems and explore and code possible solutions.

Digital Solutions Project: Advanced Programming

- Students investigate problems that are of interest to them and develop their solutions iteratively.

Assessment

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

Pre and Corequisites

C+ or higher in Year 10

Stage 2 **Digital Technology**

Units of Work

Project Skills

- Research and discussion of the ethical considerations in digital technologies.
- Students analyse data sets to identify social, economic, environmental, scientific, and/or other trends.
- Students review, develop, and extend the building blocks of a general programming language.
- Students engage in an iterative project development.

Collaborative Project

- Students collaboratively investigate, plan, and design a solution to a problem of interest.

External Assessment

- Students scope, create, test, and evaluate a proposed digital solution to a problem of interest.

Assessment

- Project Skills (50%)
- Collaborative Project (20%)
- Individual Digital Solution (30%)

Pre and Corequisites

C+ or higher in one semester of Stage 1



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 are able to 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 and, to organise, to meet deadlines. We learn what 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.

Repeatability: Stage 1 can be undertaken as a Semester 1 and/or Semester 2 subject.

Stage 1 Drama

Units of Work:

Company and Performance:

- Students experience what is to belong to a company, to adopt a role as a designer or performer and work through the dramatic process to bring a piece to performance.

Understanding and responding to Drama:

- Students engage with the dramatic product of other artists.

Drama and technology

- Students explore the use of technology in drama and how technology can be used in their own original or hypothetical work.

Assessment

Production 40%:

- A whole class or small group production including post-production presentation of their learning.

Responding to Drama 30%

- Students respond to the product of professional dramatists.

Creative Synthesis 30%

- Students apply the dramatic process to a role and text creating an actual or hypothetical product. Learning is assessed in a presentation or written response.

Comments

During production, there will be a series of after-school rehearsals. Some live theatre excursions may take place outside of school hours.

Pre and Corequisites

C+ or higher in Year 10 Drama or equivalent humanities subject

Stage 2 Drama Units of Work

Company and Production:

- Students collaborate to form a dramatic company. They work through the dramatic process.

Exploration and Vision:

- Students develop their critical and creative thinking skills by exploring, critically viewing, and responding to dramatic ideas, theories, and works.

Assessment

- Group Production 40% (school assessed): Students work collaboratively through the dramatic process to bring a piece to live performance.

Creative Presentation 30% (externally assessed):

- Students generate a shared dramatic intention and create a presentation as an ensemble. The presentation is supported by a learning portfolio.

Evaluation and Creativity 30% (school assessed):

- Students engage in the analysis and evaluation of dramatic works, theories, events, and source material, in order to respond to, and evaluate the dramatic works of others and to create their own.

Comments

Group Production involves additional rehearsals after school and possibly during the holidays and weekends. Some live theatre excursions may take place outside of school hours.

Prerequisites

C+ or higher in Year 11 Drama or equivalent humanities subject.



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 to 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.

Repeatability: Stage 1 is a compulsory two semester subject.

Stage 1 English Literary Studies

Units of Work

Responding to Texts:

- Students engage with a film text learning how directors use a variety of techniques to create meaning.
- Students apply their analytical/critical reading skills to short texts by writing about the ideas found in these pieces and how authors use a variety of techniques to support those ideas.

Creating Texts:

- Students engage in reading short stories or poems and learn how authors use a range of literary/poetic techniques to create meaning. Students create a multi-modal production based on their own creation.

Intertextual Study:

- In Semester 1 students explore a range of Picture Books and learn how techniques employed in images are used to create meaning. In Semester 2 students choose a text taught in class and pair this with a text of their own choosing. In both Semesters students learn how to write a comparative essay

Assessment (SACE)

- Responding to Texts 50%
- Creating Texts – Multi-modal. 20%
- Intertextual Study – Multi-modal/essay 30%

Comments:

In preparation for Year 12 there is an exam at Stage 1 which is worth 15% of the school-assessed grade.

Pre and Corequisites

B- or higher in Year 10 English

Stage 2 English Literary Studies

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 aforementioned 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%)

Pre and Corequisites

B- or higher in Stage 1 English Literary Studies



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.

Repeatability: Stage 1 is a compulsory two semester subject.

Stage 1 English

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

Prerequisites

C or higher in Year 10 English

Stage 2 English

Units of Work

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.

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.

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 the two types, 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 Stage 1 General English or a C in English Literary Studies



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.

Repeatability: Stage 1 is a compulsory two semester subject.

Stage 1 Essential English

Units of Work

Responding to Texts

- Students notice and concentrate on the ways specific language and stylistic features are used to explore ideas and influence audiences for a particular purpose.

Creating Texts

- Students visualize and connect ideas to create a variety of texts, focusing on curating features for a particular purpose or audience.

Assessment

Responding to Texts 50%

- Students will respond to a wide range of texts, both written and multimodal, and critique the creator's use of specific features to communicate ideas and make meaning. Examples of possible assessments include film responses, documentary responses, and language studies.

Creating Texts 50%:

- Students will create a wide range of texts, both written and multimodal, to articulate ideas. They will develop their own style by experimenting with language features, stylistic devices, text structure and images. Examples of possible assessments include creative recounts, persuasive texts, newspaper articles, and multimodal products.

Pre and Corequisites

NIL

Stage 2 Essential English

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

Documentary Response

- students prepare an oral presentation of no more than 5 in which they analyze structure and language features of a documentary

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

Pre and Corequisites

C+ or higher in Stage 1 Essential English



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.

Repeatability: Stage 1 can be undertaken as a Semester 1 and/or Semester 2 subject, but highly recommend undertaking two full semesters.

Stage 1

Essential Mathematics

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 (50%)

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

Mathematical Investigation (20%)

- 1 Investigation per semester subject covering one topic of study

End of Semester Exam (30%)

Comments

Stage 1 Essential Mathematics will be streamed to meet the needs of the cohort and through this provide appropriate preparation for those students looking to continue with Stage 2 Essential Mathematics.

Stage 2

Essential Mathematics

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%)

- 5 topic tests allow demonstration of knowledge, critical thinking and problem-solving skills. The equivalent of one topic test will be completed without the aid of a calculator or notes sheet.

Mathematical Investigation (40%)

- 2 Mathematical Investigations throughout the year (Break-Even Analysis 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.

Pre and Corequisites

Two Semesters of Essential Mathematics at a B level, or any two semesters completed of General Mathematics.



In Food and Hospitality, students develop their ability to think critically and to solve problems related to the food and hospitality industry in individual, family, and community contexts, both locally and globally. Students develop an understanding of contemporary approaches, issues and management practices. Students develop skills in planning, multi-tasking and time management as they work under the pressure demands of a kitchen. Students develop collaborative skills as they work in groups but also individual problem-solving skills. Food and Hospitality is a STEM rich subject as students apply the latest technologies in food chemistry to their products and as they look at food through the lenses of nutrition and sustainability. Students are exposed to a range of cultural approaches to food, including indigenous foods, and develop creativity as they learn to fuse ingredients to create new products. Possible career pathways include: food preparation, café and restaurant work, food creation, tourism, food media, food scientist, environmental health, nutritionist, dietetics, food critic, social justice, sustainability and food security and sustainability advisor.

Repeatability: Stage 1 is one semester only.

Stage 1 Food and Hospitality

Units of Work:

- Social media's global obsession with food photography, food presentation trends and consumer expectations
- Socio-cultural influences of food trends for celebrations
- Eating habits that are killing us
- Global food ethics and sustainability

Assessment

2 individual practicals (50%)

- Instagrammable Foods: preparation of recipes and skills to present food creatively, photograph for a social media posting and evaluate
 - Celebration Cakes: planning, design, preparation, creation and decoration, then evaluation of a contemporary celebration cake
- 1 Group Practical task (25%)
- Guess Who's Coming to Dinner. Students identify different dietary requirements and the impact this would have on a restaurant's menu choices, then plan and prepare an appropriate 2 course meal for an invited guest

Investigation (25%)

- Assignment 4: a contemporary ethical issue investigation

Comments

Due to the nature of the Group Task, students must attend the scheduled session and complete the task under the supervision of the teacher.

Pre and Corequisites

C+ or higher in Year 10 Hospitality

Stage 2 Food and Hospitality

Units of Work

- Native Australian ingredients and produce
- Healthy and safety of food
- Food Bioregions in Australia
- Healthy eating trends
- Trending food issues
- Technology and molecular gastronomy

Assessment

5 individual practicals (50%) based around research, planning, preparation, presentation and evaluation of a restaurant standard product

- Australian Cuisine: fusion entrée of Australian native ingredients with a migrant culture
 - Dessert with a twist. Identification of wellness food trends applied to healthier desserts
 - Local and seasonal gourmet cheese basket: production of a food basket
 - Refrigerated desserts: demonstration of relevant personal and kitchen hygiene in the presentation of a dessert
 - Master Chef: showcasing the latest technological food developments to a Master Chef panel of invited guests
- Group (20%)

- Contemporary Restaurant. Students undertake all aspects of a dining experience for invited guests.

External moderation Investigation (30%)

- A formal report on a current contemporary trend in Food and Hospitality

Comments

Due to the nature of the Group Task, students must attend the scheduled session and complete the task under the supervision of the teacher.

Pre and Corequisites

C+ or higher in Year 11 Hospitality



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: Accountancy, Statistics, Economics, Computer Programming, Banking and Business Management.

Repeatability: Stage 1 can be undertaken as a Semester 1 and/or Semester 2 subject, but highly recommend undertaking two full semesters.

Stage 1 General Mathematics

Units of Work

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 (40%)

- Topic tests for each unit. Mathematical Investigation (30%)
- Students will investigate the use of mathematics in real life contexts within the Measurement (Sem 1) and Networks (Sem 2) Units.

End of Semester Exam (30%)

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

Pre and Corequisites

C+ or higher in Year 10 General Mathematics A or B, if not, then students will be enrolled in Essential Maths

Stage 2 General Mathematics

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.

Pre and Corequisites

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



Throughout the study of Geography, students explore local and global geographical issues to develop an informed understanding of the complex interrelationships between people, places, and environments. Research becomes an immersive experience as students develop a critical understanding of evolving environmental, social and economic changes occurring as a result of key geographical concepts and processes. By examining the impact of these changes, students evaluate the current challenges and associated opportunities facing Australia and the world. Through collaboration and independent deduction, students pose questions, draw conclusions and make recommendations about the state of the environment and how we can strive towards a more sustainable future. The key skills and knowledge developed in Geography are transferrable to a wide range of careers and pathways. Possible career pathways include conservation and land management, community development, climatology and meteorology, consulting and project management, engineering, urban and regional planning, archaeology, ecology, agricultural science, farm management and environmental science. Geographical knowledge and understanding are also embedded in a range of pathways related to education, research, social services and tourism.

Repeatability: Stage 1 is one semester only.

Stage 1 Geography

Units of Work

Geographical Skills and Applications:

- Students examine environmental, social and economic change in the context of geographical concepts and global issues. They apply their developed knowledge and skills to analyse the interdependence of people and places in a variety of case studies.
- Topics studied may include, but are not limited to, natural hazards, urban places, mapping and spatial technologies, sustainable places and contemporary global issues.

Fieldwork:

- Students undertake fieldwork in relation to a topic studied throughout the course. They apply their geographical skills to collect information, draw conclusions and make recommendations in relation to their inquiry. Their findings are presented in a report format.

Assessment

- Geographical Skills and Applications 70%
- Fieldwork 30%

Comments

Data gathering for the field study is the student's responsibility to organise and conduct. The exam is worth 30% of the school-assessed grade. This is in preparation for the external exam at Stage 2.

Pre and Corequisites

C or higher in Year 10 Geography or equivalent humanities subject

Stage 2 Geography

Units of Work

Geographical Skills and Applications

- Students examine the complexities of local and global issues by evaluating the social, economic and environmental impact of key geographical processes and concepts. They apply their geographical skills to analyse, draw informed conclusions and make recommendations in response to geographical changes over time.
- Topics studied may include, but are not limited to, climate change, globalisation, transforming global inequality, ecosystems and people and population change.

Fieldwork

- Students formulate an inquiry topic or question and conduct independent fieldwork to draw conclusions and make recommendations in relation to their topic. Their findings are presented in a written, oral or multimodal report format.

Exam

- Externally assessed by the SACE board, the exam includes three sections in which students apply their geographical skills, knowledge and understanding developed throughout units studied.

Assessment

- AT1 Geographical Skills and Applications 40%
- AT2 Fieldwork Report 30%
- AT3 External Assessment 30%

Comments

Data gathering for the field is the student's responsibility to organise and conduct.

Pre and Corequisites

C+ or higher in Year 11 Geography



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 particular 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

Sexual Health

- sex and the law
- consent
- porn and its effects on individuals and society
- sexual health - STIs

Healthy Relationships

- romantic and platonic relationships
- domestic violence
- social media

Mental Health

- mental health disorders and wellbeing
- management of mental health including mindfulness
- protective and risk actors

Drugs and Alcohol

- stimulant, depressant, and hallucinogenic drugs
- binge-drinking
- consideration of preventative measures
- impacts on physical and mental health of individuals
- drugs and the law

Assessment

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

Comments

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

Pre and Corequisites

Nil



This subject will replace traditional PE in 2023 for all year 11's. The new program will use a more flexible framework and marking criteria using the Integrated Learning SACE course outline. This will allow for a much broader scope for practical variety and student engagement.

This subject is for those students wanting to explore traditional physical activities with a targeted practical and strategic approach. The program focus is on the development and application of knowledge, skills and concepts related to sports participation and reflection on performance. The strategies, coaching styles, collaborative and communication skills involved in participating in them will also be explored. The skills developed through this course support a wide range of career options such as Sports Science, Sport Medicine, Human Movement and a variety of sports coaching roles.

Repeatability: Stage 1 can be undertaken as a Semester 1 and/or Semester 2 subject.

Stage 1 **Sports Studies**

Units of Work

Practical participation in a variety of sports
Data collection and analysis skills development
Practical skills development and assessment
Practice and training types
Communication and collaboration concepts and skills development
Sports psychology and skill acquisition concepts

Assessment

AT1 – Practical Assessment (x2)

- 2 practically based tasks focused on delving deeper into the practical strategies and tactics involved in certain traditional sports.
- Developing coaching and training practices.

AT2 – Connections Group Task:

- Group task looking at the way participants in team sports collaborate and communicate with one another to achieve specific goals.

AT3 – Personal Venture – Research/practical task

- An individually developed and personally focused research task with a sports focus which includes a practical component for analysis.

Comments

The Course is offered in Semester 1 and 2, with different course outline and assessment tasks for each semester. Students can complete a single semester, or whole year of Integrated PE at stage 1 in 2024.

Pre and Corequisites

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, trying new strategies and accuracy 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.

Repeatability: Stage 1 can be undertaken as a Semester 1 and/or Semester 2 subject, but all Year 11 Mathematical Methods units are required in order to undertake Stage 2 Mathematical Methods.

Stage 1 Mathematical Methods 1,2,3

Units of Work

Mathematical Methods 1

- Functions & Graphs, Polynomials and Geometry

Mathematical Methods 2

- Trigonometry & Sequences and Series and Matrices

Mathematical Methods 3

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

Assessment

Skills and Applications Task 50%:

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

Mathematical Investigations 20%:

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

End of Semester Exam 30%:

- 1 End of Semester Exam per semester subject covering the context 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.

Pre and Corequisites

C+ or higher in Year 10 Mathematical Methods A or B, if not then students will be enrolled in General Mathematics.

Stage 2 Mathematical Methods

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 in order to model real world phenomena.

End of Year Exam 30%:

- Exam covering all of the content covered throughout the year.

Comments

This subject must be studied in order to select Stage 2 Physics

Pre and Corequisites

An average of C+ across all units of Stage 1 Mathematical Methods



Media and Marketing Products, provides a framework that enables students to make links between aspects of their school lives and their learning. We explore film and animation to creatively discover how media products communicate with people. Collaboratively and individually, students use imaginative thinking and how media products communicate with people. Collaboratively and individually, students use imaginative thinking and creative and technical skills to create visually arresting marketing products while learning to time-manage complex projects. Students examine emerging topics in digital marketing while creating products such as press releases, social media videos and posts, short films, and personal stories. Students evaluate the impact of digital marketing and social media on organisations as well as the ethical implications of media and communication transformation.

The skills acquired support careers in a wide variety of fields including social media marketing, marketing copywriter, graphic design, entrepreneurship, corporate branding and marketing, cinematography, advertising campaigns, photojournalism.

Repeatability: Stage 1 is one semester only.

Stage 1 Media and Marketing Products

Units of Work

Video editing (Adobe Premiere Pro)

- Working in the Video Industry - Analysis of purpose, audience, and requirements
- Design Thinking Process
- Editing workflow
- Skill building - frame rate, aspect ratio, image and video resolution, audio mixing, colour correction, visual effects and keyframes.
- Cinematography and camera shot lists.
- Animations (Adobe After effects)
- Benefits of animation
- Types and principles of animation
- Skill building – Composition and layers, text animations and rotoscoping
- Creating a product record
- Planning and executing a collaborative media production based on a major school event

Assessment

Assessment Type 1: Practical Exploration (40%)

- Creation of practical products

Assessment Type 2: Connections (30%)

- Collaborative Project

Assessment Type 3: Personal Venture (30%)

- Students investigate their area of interest by identifying, exploring, and communicating relevant information, concepts and ideas.

Comments

All requires software and equipment are provided by the school. This is a non-examinable subject.

Pre and Corequisites

Nil

Stage 2 Media and Marketing Products

Units of Work

Video editing (Adobe Premiere Pro)

- Working in the Video Industry - Engaging audiences, character profiling and tailoring messages to an audience
- Skill building - Production, colour space, masking, mattes, cinematic composition, audio gain and channel remapping.

Animations (Adobe After effects)

- Style guides, and animatics
- Audio levels and waveforms
- Lighting, colour, scale, and perspective
- Design principles: Focal point, harmony, variety, and balance

Broadcast News Producing

- Headlines and teasers
- Readers (RDR)
- Voiceover-to-sound (VO/SOT)
- Reporter packages (PKG)

Assessment

Assessment Type 1: Practical Inquiry (40%)

- Creation of practical products

Assessment Type 2: Connections (30%)

- Collaborative Project

Assessment Type 3: Personal Endeavor (30%)

- Individual Design Project

Pre and Corequisites

C+ or higher in Stage 1 Media and Marketing



Modern History allows students to explore how the world has been shaped by social, cultural, economic, and political events of the past. Through in-depth studies of specific modern nations and time periods from 1750 onwards, 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 Modern 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.

Repeatability: Stage 1 can be undertaken as a Semester 1 and/or Semester 2 subject.

Stage 1 Modern History 1

Units of Work

Historical Skills:

- Two, class-driven in-depth studies of specific modern nations or movements from around the globe, considering significant people and events and how these have shaped the country and the world.

Historical Study:

- Students choose a topic of interest from 1750 onwards. They formulate a historical question and independently research this to produce a response to their question.

Assessment

Historical Skills: 70%

- Students draw conclusions and form arguments about the social and political movements studied to form a variety of written and multimodal responses.

Historical Study: 30%

- Students devise a question to research independently and form a historical argument that answers and examines their proposition in depth.

Comments

The exam is worth 30% of the school-assessed grade. This is in preparation for the external exam at Stage 2.

Pre and Corequisites

C+ or higher in Year 10 History

Stage 2 Modern History

Units of Work

The World Since 1945 - The Changing World Order:

- an in-depth study of the Cold War considering the origin, nature, and end of the Cold War

Modern Nations - Germany 1918-1948:

- an in-depth study of Germany from 1918-1948. Students explore the Weimar government and its failure, the rise to power of the Nazi Party, the nature of Hitler's dictatorship, and WWII, including its aftermath

Historical Study:

- Students choose, and research, an independent topic from 1750 onwards.

Assessment

Historical Skills: 50%

- Students draw conclusions and form arguments about the social and political movements studied to form a variety of written and multimodal responses to these.

Historical Study: 20%

- Students devise a question to research independently and form a historical argument that answers and examines their proposition in depth.

External Exam: 30%

- Externally assessed by the SACE board and includes a sources analysis response and an essay.

Pre and Corequisites

C+ or higher in Stage 1 History or an A in Stage 1 Politics, Power and People – by negotiation with Year 12 Modern History teacher.



Music is an engaging, immersive course that enables students to appreciate the world in unique ways, seven musical elements of melody, harmony, rhythm, tempo, dynamics, instrumentation, structure, texture, tone colour and expression to learn the art of arranging, composing and performing music using traditional and modern technologies. They learn to work collaboratively in a band developing skills of responsibility, responsiveness to feedback and working to a group goal. Students also work individually, refining their individual performance and composition pieces. In the development of their musical works, students will go through a process of conception, building, refinement, presenting and critiquing. As artists, students will develop skills in practicing, persevering, and utilising feedback to improve their work.

Possible career pathways connected to Music include: Specialist Music Teacher, Classroom Primary Teacher, Instrumental Tutor, Production Crew Member, Event Manager, Music Therapist, Performer, Composer, Film Soundtrack Composer, Musicologist, Music Support Industries, Media, Radio, DJ, Announcer, Advertising.

Repeatability: Stage 1 can be undertaken as a Semester 1 and/or Semester 2 subject.

Stage 1 Music

Units of Work

Composing – 12-bar blues/Music for a Purpose

- 12-bar blues, developing improvisational skills and compose using the blues scale. Study and create music in different contexts: film, commercial or entertainment

Musical Analysis and Interpretation of Works

- Analysing written score and listening to music. Looking deeply into music as part of the Australian Indigenous Culture.

Music History

- Music and composers from the 1400s to 1950s and the effect of historical context on their music. Students draw parallels between the music of the past and the music of today.

Performance - Band

- Collaborative and individual refinement of performance skills for a live performance before an audience as part of Senior Band.

The Fundamentals of Music

Assessment

Creative Works (60%)

- Composition
- Ensemble performance Musical Literacy (40%)
- Elements of Music Analysis - Podcast
- Comparative Analysis – Australian Indigenous Music

Comments

Students will perform in live concerts throughout the year. Students who are wishing to audition for the Conservatorium are strongly encouraged to undertake private Music lessons.

Pre and Corequisites

C+ or higher in both semesters of Year 10 Music

Stage 2 Music Explorations

Units of Work

Performance (Music Exploration)

- Collaborative and individual refinement of performance skills for a live performance before an audience.

Composition

- Exploration and analysis of different chord progressions and the creation of an original melody/song.

Analysis

- Exploration of original songs vs. covers, assisting their own composition later in the semester.
- Developing critical thinking skills through analysing live performances, exploring critical analysis of their own performances.

Drawing it Together (Creative Connections)

- Develop a creative work (a composition, an arrangement, a performance) to demonstrate deep exploration and development of knowledge of their chosen topic.

Assessment

Musical Literacy (30%)

- Live performance critique
- Comparative Analysis
- Composition

Music Explorations (40%)

- Ensemble Performance (Band)
- Performers statement of processes. Creative Connections (30%)

Comments

Students will perform in live concerts throughout the year. Students who are wishing to audition for the Conservatorium are strongly encouraged to undertake private Music lessons.

Pre and Corequisites

C+ in at least one semester of Stage 1 Music



Good nutrition is integral to a healthy and active life, and it is important that accurate information on nutrition is made available to individuals and communities. Students critically examine factors that influence food choices and reflect on local, national, Indigenous, and/or global issues related to the study of nutrition. Students use their experience and curiosity around nutrition to help them make strong connections to their learning. Students develop collaborative skills through discussion with their peers to challenge and refine their thinking. Students develop critical and creative thinking skills in designing experiments to test their hypothesis and practical skills through conducting experiments. Self-management and responsibility is developed through assessment work, implementation of feedback and developing accuracy in work. Students experience hands-on-learning in the new Tyndale Community Garden.

Nutrition supports career pathways in food sciences, dietetics, health sciences, nursing, fitness, and public health.

Repeatability: Stage 1 is one semester only.

Stage 1 Nutrition

Units of Work

- Macronutrients and micronutrients
- Diet-related disease
- Food safety
- Sustainable food futures

Assessment

Investigations Folio (40%)

- Energy Density Experiment
- SHE Task
- Issues investigation

Skills and Applications Tasks (30%)

- Fundamentals of nutrition test
Exam (30%)

Comments

The exam is worth 30% of the school-assessed grade. This is in preparation for the external exam in Year 12. Tyndale offers weekly Science & Maths after-school tutoring in the Senior School.

Pre and Corequisites

C+ or higher in Year 10 Chemistry

Stage 2 Nutrition

Units of Work

Topic 1

- Principles of nutrition, physiology and health
Topic 2
- Health promotion and emerging trends
Topic 3
- Sustainable food systems

Assessment

Type 1: Investigations Folio (30%)

- Design Practical Investigation – sensory evaluation of food
- One investigation with focus on science as a human endeavour

Type 2: Skills and Applications Tasks (40%)

- Fundamentals of Nutrition Tests
- Personal Diet Analysis
- Vegetarian Diet Case Study

Type 3: Examination (30%)

Comments

Tyndale offers weekly Science & Maths afterschool tutoring in the Senior School.

Pre and Corequisites

C+ or higher in Year 11 Nutrition, Biology, Chemistry, Physics or Psychology



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. PE 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 2 PE supports 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.

Traditional PE will continue for Stage 2 in 2024, but will be replaced with Stage 2 Integrated PE in 2025.

Stage 2 Physical Education

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 badminton unit.

Group Dynamics (30%):

- Students work collaboratively in order to run coaching sessions with the aim of improving team performance in volleyball.

Comments

Students must wear PE practical uniform on allocated practical days.

Pre and Corequisites

C+ or higher in Year 11 PE



The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos. Students use their knowledge and understanding, along with observational skills, to think critically and creatively to make and test scientific predictions through experiments. Physics is a STEM rich subject aiming to equip students to be at the forefront of innovative thinking and technological development.

Through the study of Physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies and innovations. Possible career pathways related to Physics include: Engineering, geophysics, forensic science, aviation, surveying, defence technology, construction and space research.

Repeatability: Stage 1 must be undertaken for two semesters.

Stage 1 Physics

Units of Work:

Semester 1

- Linear motion and forces
- Energy and momentum
- Heat

Semester 2

- Waves
- Electric Circuits
- Models and radioactivity

Assessment

Investigation Folio – 35%

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

Skills and Applications Task – 35%

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

Examination – 30%

Comments

Physics must be undertaken in conjunction with Mathematical Methods A, B and C.

Tyndale offers weekly Science & Maths after school tutoring in the Senior School.

Pre and Corequisites

C+ or better in Year 10 Physics.

C+ or better in Year 10 Mathematical Methods

Stage 2 Physics

Units of Work

- Motion and relativity
- Electricity and Magnetism
- Light and Atoms

Assessment

- Investigation Folio – 30%
- Practical Investigation
- Investigation Design Task: Students collaborate to develop a method to test a problem, then produce, analyse data and present their findings.
- Science as a Human Endeavour Task: Students investigate the relationship between science and society to identify how each are dependent on the other for change and improvement.

Skills and Applications Task – 40%

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

External Exam – 30%

Comments

Tyndale offers weekly Science & Maths after school tutoring in the Senior School.

Pre and Corequisites

C+ or higher in in both semesters of Stage 1

Physics and both semesters of Stage 1

Mathematical Methods



The study of Politics, Power, and People provides students with the opportunity to understand, critique, and challenge power dynamics within our society and our lives. By exploring ideas related to cooperation, conflict, and crises, we learn how to navigate an increasingly complex and divided political sphere and consider the impacts this has on a personal, state, national, and international level. We draw conclusions through inquiry and reflection, examining our existing political understanding to move from a 'right or wrong' thinking towards appreciating nuances that are 'grey', investigating a wide range of perspectives. Working both independently and collaboratively, students explore the diversity of approaches to solving problems and put this learning into action through case studies related to human rights, equality, welfare, poverty, and the distribution of resources.

Students develop skills in written and oral communication, critical and creative thinking, analysis, and conducting ethical, reliable, and valid research. These skills empower students to become active citizens, voters, and participants in local, national, and international communities: supporting pathways from lawyer, politician, journalist, and teacher, to the broader disciplines of media, business, international relations, and economics.

Repeatability: Stage 1 is one semester only.

Stage 1 **Politics, Power and People**

Units of Work

Understanding How Politics Works:

- Students explore the nature of power and the implications that this might have for the study of politics.
- They compare the meaning of participation in different political systems and explore how political ideas are represented through political parties.

Australian Media: Entertainer or Informer:

- Students gain an appreciation of the power of information and of the media's role in disseminating, shaping, and presenting information in the sphere of contemporary politics.
- Students learn to become critical consumers of information and are challenged to analyse media content for bias, purpose, and political manipulation.

Investigation:

- Students undertake an independent investigation into an issue that is connected to one of the following themes:
 - sport and politics; religion and politics; the Australian media and politics; breaking barriers for women in politics; migration and politics; reimagining our future

Assessment

Assessment Type 1: Folio

- Students undertake two tasks, one of which is collaborative

Assessment Type 2: Sources Analysis

- Students analyse a maximum of five different sources relating to a current political issue or debate.

Assessment Type 3: Investigation

Students devise a question to research independently.

Comments

Politics, Power, and People can be studied in Semester Two.

Pre and Corequisites

C+ or higher in Modern History at Year 10 or 11

C+ or higher in Geography at Year 10 or 11

C+ or higher in Society and Culture at Year 11



Product Design provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. It provides opportunities for students to develop skills and apply engineering processes and use both traditional and new technologies. For example, 3D modelling software, 3D printing, laser cutting and microcomputer coding, as well as utilising tools for woodworking, textile or electronics. Through applications of the different processes, it provides opportunity to analyse different materials and their use, how a solution influence ethical, legal economic, and/or sustainability issues. Possible careers pathways connected to Product Design include industrial design, engineering, architecture, furniture design and CNC operations.

Repeatability: Stage 1 is one semester only.

Stage 1 Product Design

Units of Work:

Investigation and Analysis

- Students choose a real-world problem from a "job request list" and create a "solution" through the following assessment tasks.

Design Process

- Students develop a design brief through interviewing and researching existing products.
- With a 3D modelling software, students develop different design options and plan processes and timeline to produce a solution, following the constraints of the product identified.

Solution Realisation

- Students create small scale draft prototype with laser cutter. Students create a solution (product) by applying skills and by overcoming technical issues that they encounter throughout the solution realisation process.

Evaluation

- Students evaluate their solution against the initial design brief

Assessment

Specialised Skills Task – 40%

- Autodesk Fusion 360 Product/Parts Modelling
- Adobe Illustrator for Laser Cutting Design Process and Solution – 60%
- Investigation, Analysis and Planning
- Solution Realisation
- Solution Evaluation

Comments

This is a STEM rich subject and students will need to be comfortable with the use of technology and problem solving.

Pre and Corequisites

C+ or higher in Year 10 Maths Methods, General Maths, Art: Design, or Media and Marketing Products

Stage 2 Product Design

Units of Work

Students choose a real-world problem they would like to create a solution for, aiming to find a conclusion for the question; "Buy vs DIY"?

Students go through the following Design and Realisation Process introduced in Year 11.

- Investigation and Analysis
- Design Development and Planning
- Solution Realisation
- Evaluation

Any stage can be revisited throughout the process.

Assessment

Specialised Skills Task – 20%

- Autodesk Fusion 360 Product/Parts Modelling
- Adobe Illustrator for Laser Cutting Design Process and Solution – 50%
- Investigation, Analysis and Planning
- Solution Realisation
- Solution Evaluation Investigation Folio – 30%:
- Resource Investigation
- Issue Exploration

Comments

This is a STEM rich subject and students will need to be comfortable with the use of technology

Pre and Corequisites

C+ or higher in one of the following subjects:

- Stage 1 Product Design
- Stage 1 Digital Technology
- Stage 1 Communication Products: Photography
- Stage 1 Physics
- Stage 1 Mathematical Methods



Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds. Students merge their own curiosity with scientific approaches, by identifying investigable questions, designing investigations using ethical research practices, collecting data, and analysing and evaluating their findings. Students will work collaboratively in class discussions and activities, respectfully listening to and sharing their ideas, but will also work individually, creating and refining a variety of assessment tasks. By emphasising evidence-based procedures this subject allows students to develop useful skills in analytical and critical thinking and in making inferences. The skills developed in Psychology support careers in a variety of fields from psychology, counselling, youth work, social worker or psychiatric nursing, to the broader areas of human resources, management, marketing, teaching, and sales.

Repeatability: Stage 1 can be undertaken as a Semester 1 and/or Semester 2 subject.

Stage 1 Psychology

Units of Work

Students will study 3 of the following topics in a semester:

Science Inquiry Skills

- Psychological research designs, methods, data analysis and ethics.

Cyberpsychology

- The study of thoughts, feelings, and behaviours within the context of human-computer interaction.

Neuropsychology

- The relationship between behaviour and brain structure.

Psychological Wellbeing

- The scientific study of optimal human functioning.

Forensic Psychology

- The application of psychological knowledge and methods to understand criminal behaviour.

Assessment

For this 10-credit subject, students undertake:

- one psychological investigation which must include deconstruction of a problem and design of a psychological investigation.
- one investigation with a focus on science as a human endeavour.
- two skills and application tasks which enable students to apply their science inquiry skills.

Comments

Stage 1 Psychology can be studied in both semesters. To prepare students for SACE, students will undertake an exam.

Pre and Corequisites

C+ or higher in General English & Mathematics.

Stage 2 Psychology

Units of Work

Psychology of the individual

- Concepts of personality, personality assessment, and cultural and individual differences in personality.

Psychological Health and Wellbeing

- Positive and negative factors that affect psychological health, coping with mental health issues and stress, emotional and social wellbeing.

Organisational Psychology

- Factors that affect work performance and job satisfaction.

Social Influence

- The impact of the presence or absence of other people on behaviour.

The Psychology of Learning

- Various processes of learning, including classical conditioning, operant conditioning, and observational learning

Assessment Investigations Folio (30%) Students undertake:

- At least one psychological investigation, including a deconstruction of a problem and design of a psychological investigation.
- one investigation with a focus on science as a human endeavour.

Skills and Application Tasks (40%)

Students undertake at least three SATs via the following formats:

Assignments

- Students demonstrate knowledge and understanding of key psychological concepts and science inquiry skills.

Pre and Corequisites

C in 11 Psychology

C+ or higher in General English or English Literary Studies

C+ or higher in Mathematics



In Research Practices, students will cover research methodologies that will assist them in creatively exploring opportunities to initiate change within the school community. These can include community gardens, recycling projects, designing spaces that cater to multiple groups, creating packs to orientate new students, and developing guides on how to make the most of different ICT features. Students will work collaboratively and autonomously to investigate and apply knowledge gained in relation to their project and evaluate the strengths and relevance of the research methodology.

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.

Repeatability: Stage 1 and Stage 2 are both one semester only.

Stage 1 **Research Practices**

Units of Work

Proposal and Timeline

- Students write a Proposal outlining the refinement of the research question, research processes, possible ethical implications, and the capability development. Students demonstrate their project and time management skills by developing a visual Timeline.

Topic Based Source Analysis

- Students annotate 7 sources in order to answer their research area including both quantitative and qualitative resources.

Key Finding Summary

- Students synthesise the interpretation and analysis of the data to answer their area of research.

Outcome

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

Evaluation

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

Assessment

- Folio (70%)
- Source Analysis (30%)

Stage 2 **Research Project**

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.

Pre and Corequisites

Nil



Students seek a deeper understanding and investigate the interactions of people, societies, cultures, and environments. Using an interdisciplinary approach, they analyse the structures and systems of contemporary societies and cultures, actively considering the complex world in which we live. Students explore the ways in which societies constantly change and are affected by social, political, historical, environmental, economic, and cultural factors, reflecting on and critiquing their own society as they do so. They work both independently and collaboratively to investigate social or cultural issues in a local and/or global context, exploring strategies and possible solutions to address major challenges now and in the future. Students increase their capacity as global and local citizens, developing their ability to influence the future, by developing skills, values and understandings that enable effective participation in contemporary society.

Repeatability: Stage 1 is one semester only.

Stage 1 Society and Culture

Units of Work

Asylum Seekers and Refugees

- Students explore areas of global responsibility and national impact.

World Changing Phenomenon

- Students work in a group to define and investigate a human rights issue in the world.

Religious Sub-Cultures in South Australia

- Students examine diversity and how religious subcultures function in a mainstream Christian society.

Investigation

- Students consider how and why social change has affected, or could affect, a self-directed topic by taking into account historical, cultural, economic, environmental or other perspectives.

Assessment

Source Analysis:

- Students identify, investigate, and analyse different sources to gain insight into social or cultural issues or aspects of societies.

Group Work:

- Students work collaboratively in a group to define and investigate different perspectives on a contemporary social or cultural issue that is relevant to one or more of the topics studied.

Investigation:

- Students choose a contemporary social or cultural issue to investigate.

Pre and Corequisites

NIL

Stage 2 Society and Culture

Units of Work

Sexualisation of Women in Advertising

- The connection between the way in which women are portrayed in the media and their underrepresentation in positions of power

Social Status and Status Symbols

- The extent to which materialism and material objects define or determine status within our culture

Marginalisation of the Elderly

- The degree of marginalization experienced by the elderly
 - People and power: role of politics in shaping public perception on major social issues.

Group Task

- Our ecological footprint and its impact on the society

Australia and Global Human Rights Issues

- A major human rights violation issue with an Australian interest

Assessment

Folio (50%)

- Includes 3-4 assessments
- Interaction (20%)
- Includes a group activity and an oral Investigation (30%)
- Independent and individually negotiated investigation of a social or cultural issue

Comments

The Investigation is externally assessed.

Pre and Corequisites

Completion of Year 11 Society and Culture and, or People Power and Politics is highly recommended



Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding. Throughout the year students are provided opportunities for 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 will 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 Mathematics, students develop and understand 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.

Repeatability: Stage 1 is one semester only which is undertaken in Semester 2.

Stage 1

Specialist Mathematics

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.

- **Pre and Corequisites**

C+ in Year 10 Mathematical Methods Advanced.

Specialist Mathematics can only be undertaken in conjunction with Mathematical Methods A, B and C.

Stage 2

Specialist Mathematics

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 (50%)

- 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.

Pre and Corequisites

B- or higher in Stage 1 Specialist Mathematics.

Specialist Mathematics can only be undertaken

in conjunction with Stage 2 Mathematical Methods.



Through the study of both practical and issues based, Biomedical, Human and Sports Performance factors, students explore, experience, and develop knowledge and understanding, through holistic, experiential, collaborative scientific investigations, and engineering processes. Overarching sporting contexts will include Sports and Nutrition, Biomechanics, Psychology, Anatomy and Physiology. Data, information, designs, prototypes and observations from the investigations and engineering processes, provide the evidence for making and rethinking decisions, conclusions, recommendations, and opinions. Students are encouraged to explore tasks where outcomes are uncertain or unknown. The processes are intentionally designed to develop capabilities and qualities in resilience, creativity, and innovation. Scientific investigations and design briefs are carried out by students through individual and collaborative activities. Previous students' tertiary course and career pathways have included: Health and Medical Sciences, Research Sciences, Sport and Recreation, Coaching and Education.

Repeatability: Stage 1 can be undertaken as a Semester 1 and/or Semester 2 subject.

Stage 1 **Sports Science and Human Performance**

Units of Work:

Semester 1:

The Learning Journey unit

- A holistic experiential scientific study designed to take students through experiential process of learning. What in the Indigenous culture is known as "Nyuntu Ninti"
- Students explore the science, emotion and psychology of the stages of learning and proximal development.

Semester 2:

Biomimicry and Human performance

- Investigations into the amazing design features found in nature e.g. What enables geckos to walk up glass?
- Through biomimicry students investigate, create and innovate towards improving an aspect of biomedical design, the human environment, human and sporting performance.

Assessment

In each semester, completion of a:

- Multimedia Folio of Evidence and Works inclusive of 2 SIS (40%) and SHE (20%) tasks
- Collaborative Investigation Report (40%).

Comments

This is a STEM rich subject. Students develop skills and competence, in observing, recording, presenting and analysing data. They develop their confidence with ECG's, EMG, HR Monitors, Pulse Oximeters computer programs and ICT, such as Excel and video analysis.

Pre and Corequisites

NIL

Stage 2 **Sports Science and Human Performance**

Units of Work

Statistical Analysis of Elite and Beginner Performers

- The science and statistics of Human Performance. Students observe, collect, report and analyse data to make conclusions about what performance characteristics make an elite performer.

Peak Performance

- Students design and conduct an academic quality scientific investigation on the science and effect of yelling on peak performance.
- The Power of Hydration on Aerobic Performance.
- Students collaboratively design an academically rigorous investigation, then observe, collect, report and analyse data to make conclusions.

Investigation:

- Through a series of experiences, and investigations, critical reflection and learning from case studies, students research their own scientific investigations and STEM tasks.

Assessment

School Based Externally Moderated Assessment

- A Multimedia Folio of School Based Evidence of SIS, SHE and Scientific Investigation tasks (50%)
- A Collaboratively developed Investigation (20%)

Externally Moderated Assessment

- Individual Design Practical 30%

Comments

This is a STEM, design and innovation rich subject.

Pre and Corequisites

C+ in Stage 1 Sports Science and Human Performance



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 student’s environment. Art promotes student’s 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, to architecture, advertising, arts administration, media, the film industry, teaching and photography.

Repeatability: Stage 1 can be undertaken as a Semester 1 and/or Semester 2 subject.

**Stage 1
Visual Art 1**

Units of Work

Practical:

- Art techniques, media, styles, skills, and ideas to create an original work

Practitioners statement:

- Reflection on practical

Art folio:

- Documentation of practical

Visual Study:

- Analysis of an Art movement in detail

Assessment

Themes and techniques change each semester

Folio (40%)

- 15 A3 pages

Practical (30%)

- One major work
- 1x 250-word practitioner’s statement

Visual Study (30%)

- 8 A3 pages
- 750 words looking at an art movement

Comments

Some additional cost to supply canvas for larger projects may be required.

Students exhibit their work at Summer Sessions.

Pre and Corequisites

C+ Year 10 Art

**Stage 1
Visual Art 2**

Units of Work

Practical:

- Art techniques, media, styles, skills, and ideas to create an original work

Practitioners statement:

- Reflection on practical

Art folio:

- documentation of practical

Visual Study:

- analysis of an Art concept, technique, or artist

Assessment

Themes and techniques change each semester.

Folio (40%)

- 15 A3 pages

Practical (30%)

- One major work
- 250-word practitioner’s statement

Visual Study (30%)

- 8 A3 pages
- 750 words looking at an art movement

Comments

Some additional cost to supply canvas for larger projects may be required.

Students exhibit their work at Summer Sessions.

Pre and Corequisites

C+ Year 10 Art

**Stage 2
Visual Art – Art**

Units of Work

Practical:

- Art techniques, media, styles, skills, and ideas to create an original work

Practitioners statement: Art folio:

- documentation of practical

Visual Study:

- Analysis and self-directed study around a design question, practical and written evidence

Assessment

Themes and techniques are determined by the student.

Folio (40%)

- 40 A3 pages of practical work and annotations

Practical (30%)

- 2 Practical or a body of work plus 2x 500-word practitioner’s statement or 1 if it is a body of work.

Visual Study 30%

- 20 A3 pages of Practical with 2000 words

Comments

Visual Art: Art and Visual Arts: Design are a precluded subject combination for ATAR creation. One will be converted to Creative Arts.

Students exhibit their work in an end of year event.

Pre and Corequisites

C+ or higher in Year 11 Visual Art: Art or Visual Design: Graphic



Design involves students in different ways of “seeing” the world and develops a curiosity and imagination that can then be translated into Design practice. Design students study a range of styles, techniques and mediums. In Design, students develop the skills to think visually and to record their thinking through drawings, sketches, diagrams, graphic representations, media or materials studies and experiments, concept representations, modeling, prototypes, photographs, digital graphics, and/or audiovisual digital recording techniques. They learn to experiment, to refine and to reflect on their work through accompanied written or recorded annotations. Students 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. Possible career pathways related to Visual Design: Graphic include: Crafts (ceramics, fibres and materials), glass, metals/jewelry, industrial design, game design, CAD-CAM, graphic design, product design, illustration and architecture.

Repeatability: Stage 1 is one semester only

Stage 1

Visual Design - Graphic

Units of Work

Practical

- Students engage in different design techniques, design elements and principles, computer skills, and ideas to create an original graphic design work using mock-ups.

Practitioners statement:

- Students reflect on their created practical.
- Design Folio
- Students document their visual learning. In creating their practical the first 5 folio sheets, we look at the design elements and principles.

Visual Study

- Students analyse a Design movement in detail.

Assessment

Graphic design
Folio (40%)

- 15 A3 pages of practical work and annotations looking at creating a new brand- logo and Mock-up.

Practical (30%)

- One major design work
- 1x 250-word practitioner’s statement

Visual Study (30%)

- 8 A3 pages and 750 words looking at an art movement

Comments

Some additional cost for larger projects may be required. Students exhibit work at Senior Arts Night.

Pre and Corequisites

C+ in Year 10 Art Design or Media and Marketing

Stage 2

Visual Design - Graphic

Units of Work

Practical

- Students engage in different design techniques, design elements and principles, computer skills, and ideas to create an original practical.

Practitioners statement:

- Students reflect on their created practical.

Design Folio

- Students document their visual learning, in creating their original two practical’s or body of work.

Visual Study

- Students undertake a self-directed, analytical study of a design question in a practical and written study.

Assessment

The themes and area of Design are determined by the student.

Folio (40%)

- 40 A3 pages of practical work and annotations

Practical (30%)

- 2 practical’s or a body of work
- 2x 500-word practitioner’s statement

Visual Study (30%)

- 20 A3 pages of Practical with 2000 words

Comments

Visual Art - Art, and Visual Design: Graphic, are a precluded subject combination for ATAR creation. One will be converted to Creative Arts.

Students exhibit their work in an end of year event. Some additional cost to supply canvas or print final designs for larger projects may be required.

Pre and Corequisites

C+ or higher in either Year 11 Visual Art: Art, Visual Design: Graphic, Photography or Media and Marketing Products



Workplace Practices is a practical subject, incorporating student learning in a range of outside of school experiences such as VET, school-based apprenticeship, employment or volunteering. Classroom topics are aimed at preparing students for the workforce. Students develop an inquisitive attitude toward their post-school journey as they explore the intricacies of the modern workplace in the context of their chosen industry. By investigating the current requirements, issues, and elements of culture in the workplace, students learn to analyse and understand their place in Australian Working Society. As students undertake work placement, they appraise the quality of their work and evaluate their developing skills in preparation for the workforce.

Stage 2 Workplace Practices

Units of Work

Working in Australian Society

- Students investigate current issues, requirements and skills related to their chosen industry in the Australian Workplace context.

Industrial Relations and Me

- Students engage in action research to explore and analyse the rights and obligations of employers and employees in their industry surrounding relevant industrial relations issues.

Finding Employment

- Students undertake self-evaluation to develop professional applications for the workforce based on deductions from real-world job advertisements.

Vocational Learning or VET

- Students make connections with industry to develop and apply specialist and generic work skills either through a work placement or VET course.

Assessment

Folio 25%

- Students participate in contemplating and investigating issues and current understandings necessary for success in their chosen industry.

Performance Portfolio 25%

- Students self-evaluate and appraise their work skills on their work placement in collaboration with their supervisors through journaling and self-assessment tools.

Reflection 20%

- Students reflect on their achievements over the year, focussing on growth in key industry knowledge and skills.

External Investigation 30%

- Students consider current industry requirements and issues. They develop skills to independently conduct a practical or issues investigation, deepening their level of understanding and to critique their past experiences and ideas.

Comments

The Performance Portfolio is an assessment task that assesses students' application of generic and specific workplace capabilities in their chosen industry through the completion of 60 hours of vocational or volunteering learning, or undertaking a VET course through an RTO.

Pre and Corequisites

Enrolled in a VET course or willing to undertake 56-60 hours of Work Experience placement during holidays.

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