TYNDALE
CHRISTIAN SCHOOL
God's Truth Prevails

INTENTIONALLY
CHRISTIAN
INCLUSIVE
EXCELLENT

Senior School

2025 SUBJECT COURSE GUIDE

CONTENTS

YEAR 11

Welcome to Senior School

At Tyndale we believe that education is not just about academic achievement but whole of life learning. Learning happens in many places, one of which is school. Senior School students are involved in the world of school, of work, in sporting clubs, in the Arts, in their own businesses, in families, in churches, and in community activities. In all these areas of life they learn and grow capacity.

As your child enters into or continues their Senior School learning, they will have the opportunity to select subjects that align with their future aspirations. The subjects your child will choose are more than just areas of study; they are pathways to developing critical thinking, creativity, collaboration, resilience, and a sense of responsibility. We want our Senior School graduates to leave equipped as learners who can apply their knowledge, skills, dispositions, and faith to every element of their lives. We want them to be ready for the challenges of adult life in our ever-changing society, building a strong foundation not only for higher education or the workforce but for becoming well-rounded young adults who contribute positively to the community, serving God and His world.
We believe that a strong partnership between the school, parents, and students is essential for future success. Your involvement and support are crucial as your child navigates their subject selections and pursues their interests and passions. Our team is always here to answer any questions you may have.

We understand that not all students will have a clear idea of what they want to do post-school, and that's perfectly okay. Deciding on a career path can be daunting, and interests and goals can evolve over time. We offer various supports for our students, including career counselling, Morrisby profiling, workplace learning, and VET study. These resources allow students to explore different fields and industries, helping them gain valuable insights and experiences. We also recognise that our students are likely to have multiple careers throughout their lives, and what they choose to pursue right after school may not be their lifelong path. Senior School is an excellent opportunity to try new things and hone their interests. Each subject offers unique opportunities for growth:

STEM Subjects (Science, Technology, Engineering, Mathematics): These subjects foster problem-solving skills and logical thinking. They prepare students for a rapidly evolving technological world and open doors to diverse career paths.

Humanities and Social Sciences: These subjects encourage students to think critically about the world, understand different perspectives, and develop empathy. They are crucial for careers in law, education, social work, and beyond.

Arts and Physical Education: These subjects promote creativity, emotional expression, and physical well-being. They are vital for personal development and can lead to careers in the arts, sports, and health sectors.

Vocational and Technical Education: These subjects provide practical skills and hands-on experience, preparing students for immediate employment or further specialized training.

Our heart is to help students discover their passions and strengths at their own pace, providing them with the confidence and clarity needed to make informed decisions about their immediate future and prepare for a lifetime of learning in an unpredictable world.
With your partnership, we can support your young person to excel not only in their learning but also in growing into a well-rounded, capable adult ready to take on the world.

Natasha Dahlenburg
Head of Senior School – Salisbury East

Future READY

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...

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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FUTURE PATHWAYS

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.

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 centered 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 Course
- On-site Certificate II in Construction
- School Based Apprenticeships
- Apprenticeship facilitation and support through the Student Futures Team
- 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
- Tradition of excellence:
  - Graduates working in a wide range of fields including Physiotherapy, Personal Training, Exercise Physiology, Fitness Instructing and High-Performance Athletes.

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
  - Apprenticeship and Traineeship support through the Futures Pathways Centre
  - On-site Career Development Practitioner
  - Specialist VET courses
  - Specialised Work-placement programme
- Tradition of excellence:
  - Students gaining apprenticeships, employment and graduates operating their own businesses

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

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

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 in the Human Performance Centre
- 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, Future Pathways, 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

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

SUBJECT CHOICE IN 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

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.

Workplace Learning

Work Placement is a vital component of a student's Career Development, offering hands-on exposure to their industry of interest, workplace culture and in Vocational Education and Training placements, practical application of theoretical knowledge. Engaging in Work Placement allows individuals to explore their career interests, develop problem solving skills, gain insights into their chosen field, and build contacts in Industry. Students in Year 10 will complete a week of work placement in Week 10 of Term 2, and students in Year 11 and 12 are encouraged to book work placement in their holidays, particularly if they are considering a trade pathway, to support them in finding an apprenticeship. Support to book a placement is available via the Student Futures Team located in the Student Hub.

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.

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.

ENGLISH COMPULSORY

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; Second World War 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.

HISTORY COMPULSORY

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 and questioning various perspectives, making links, 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.

Second World War

- 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.

Building Modern Australia

- Students investigate struggles for human rights in depth. This will include how rights and freedoms, including those of women and First Nations Australians have been ignored, demanded, or achieved in Australia.
- 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

- Using Historical Sources
- Questioning and Research
- Historical Perspectives and Interpretations
- Communicating

Exam

- End of semester examination

Prerequisites

History is a compulsory semester subject for Year 10.

MATHEMATICS COMPULSORY

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 COMPULSORY

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.

Prerequisites

Nil

SCIENCE COMPULSORY

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 is 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 at 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

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, resilience, and resourcefulness, and expand their critical analysis skills. They will also engage in reflective practices and learn the importance of reciprocity in collaborative environments. 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%

- Banking Research Task
- Share Market Report
- Real Estate Folio Task

Pre and Corequisites

Nil

DIGITAL TECHNOLOGY

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.
- Introductory Robotics: Students develop coding skills and problem-solving abilities through hands-on robotics projects.

Assessment

Project Skills: 50%
Digital Projects: 30%
Physical Computing: 20%

Comments

All required software and hardware 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

FOOD AND HOSPITALITY

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.

GEOGRAPHY

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 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, to analyse patterns and make recommendations. Fieldwork is a key aspect of Geography in Year 11 and Year 12 Geography.

Environmental Change and Management

- This unit of work allows students to investigate a range of human-induced environmental changes that challenge sustainability. Students will examine a specific type of environment and environmental changes occurring in Australia and one other country.

Assessment

Geographical Knowledge and Understanding

- Students complete a range of written and multi-modal responses examining and evaluating key issues regarding environmental change and management, and human wellbeing.

Geographical Skills

- Fieldwork Report- Students will plan, conduct, and present their findings in response to local fieldwork completed as a class. Students will visit a variety of locations and gather data which they will then analyse and evaluate to pose solutions and recommendations in response to a local issue.
- Mapping Test- End of unit test completed by students to showcase their geographical skills developed throughout the term.

Exam

- End of semester examination

Pre and Corequisites

Nil

MATERIAL PRODUCTS: WOOD

Material Products: Wood is a design-based subject which enables students to engage with the design process from the briefing through to the creation stage of product development. Students will undertake a comprehensive unit of Computer Aided and Orthographic Drawing and an understanding of WH&S 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 they 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.

MEDIA AND MARKETING PRODUCTS

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 one semester

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

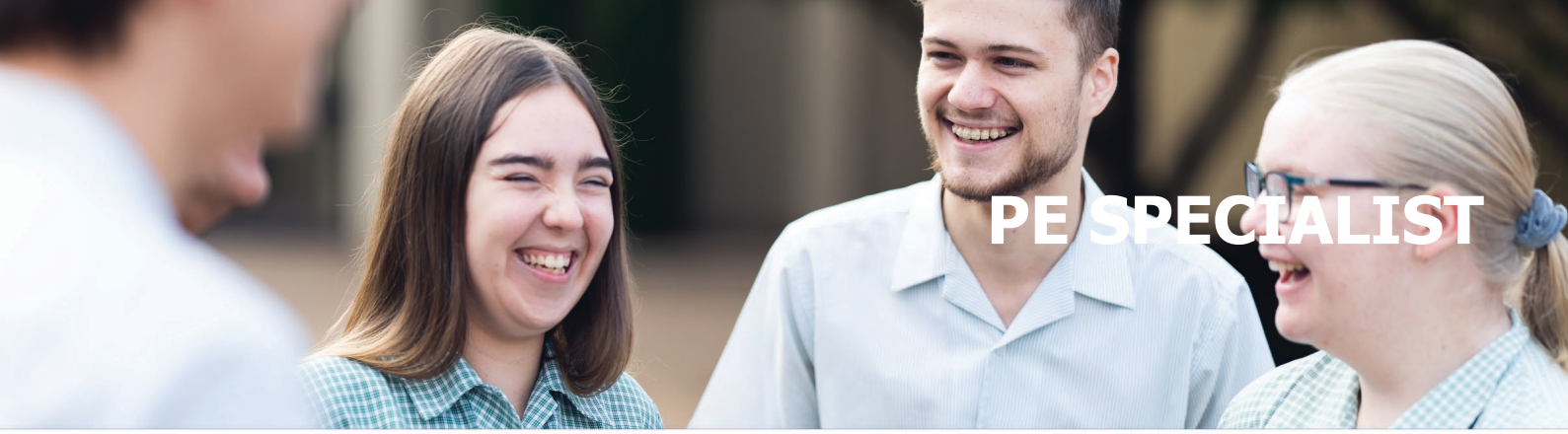
Semester 1: Film Score Folio 30%
Semester 1: Band Management Project 30%
Semester 1: Elements of Music Listening Analysis 20%
Semester 1: Theory and Elements of Music Exam 20%
Semester 2: Music in Society Analysis and Composition 30%
Semester 2: Band 30%
Semester 2: Theory and Music in Society Exam 20%

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.For optimal preparation for Music in Year 11, students need to successfully complete one semester of Music in Year 10.



PE SPECIALIST

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.

VISUAL ART: ART

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 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

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 by 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.

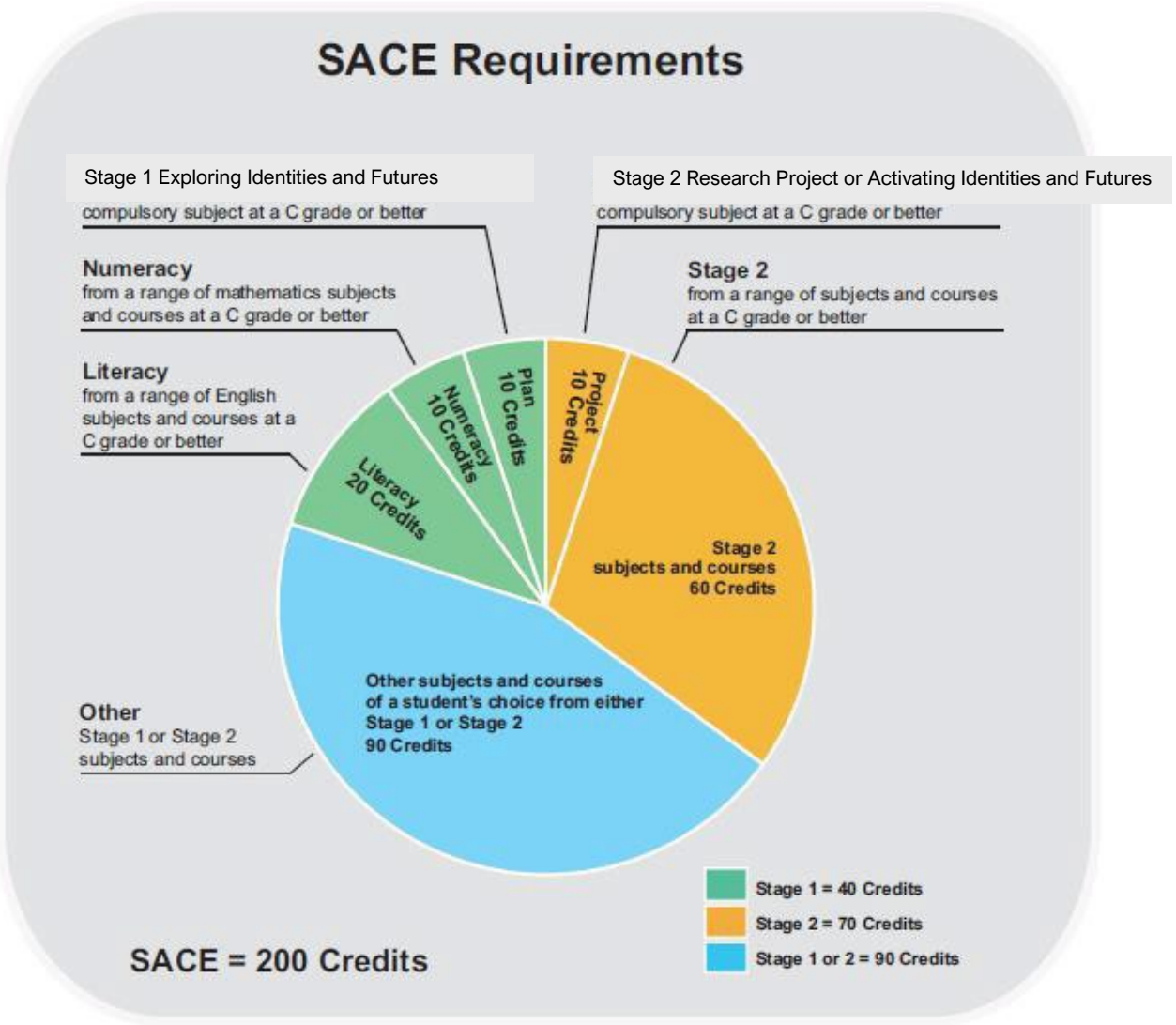
YEAR 11 and 12

YOUR SACE JOURNEY

The South Australian Certificate of Education (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 does 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.

- 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)
- Exploring Identities and Futures (EIF) – **10** Credits (Stage 1)
- Research Project or Activating Identities and Futures – an in-depth major project (**10** credits at Stage 2)

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

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

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.

Social and Emotional Learning

Social and Emotional Learning is a two-Year programme for Year 11 and 12 students designed to equip students with the perspectives, knowledge and tools to navigate life, including their faith, relationships and choices, in a healthy and sustainable manner. The course may contain potentially confronting material around mental health, sexuality, addiction and life choices. These will be handled from a Christian perspective, while acknowledging respectfully that some of our students may not share this perspective and may even challenge it.

We will delve into 4 key areas:

- Mental Health
- Relationships
- Healthy Lifestyle
- The neuroscience of learning

This subject sits alongside Christian Living as a core compulsory subject. It is not assessed.

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 Studies A and B
- VET

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

- Community Studies (Stage 1)
- Community Learning (Stage 1)
- Alternative Subject Outline (Stage 2)
- Community Connections (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 in selecting 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 to select First Year University 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 student's 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 and Tyndale uses both types of provider for students to enrol in a VET course.
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 Here 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.

A Certificate II will generally align with Stage 1 and a Certificate III will generally align with Stage 2. A completed Certificate III, when placed with three additional 20 credit School 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 Student Futures Leader
- Meet minimum literacy and numeracy requirements
- Show evidence of industry experience via Work Placement of SACE assignments
- 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 Hub.

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 Student Futures Team and the Student Futures Canvas page.

Onsite VET

Depending on student interest:

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

The ATAR

The most common entry into university studies is to have an Australian Tertiary Admission Rank (ATAR). This is achieved by successfully completing Stage 1 and then passing four SACE Stage 2 subjects, or three 20 credit subjects and a completed Certificate III, in addition to the Research Project at Stage 2. Applications for an ATAR are made though 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.
- 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 entry into many interstate Universities. 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

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.

Stage 1
Active Learning

Credits 10 (semester 1)

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.

Prerequisites

Nil

Stage 1
Active Learning

Credits 10 (semester 2)

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.

Prerequisites

Nil

Stage 2
Active Learning

Credits 20 (full year)

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

Prerequisites

Nil

BIOLOGY

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

Stage 1
Biology 1

Credits 10 (semester)

Units of Work

- Investigation of the two key topics of 'Cells and Microorganisms' and 'Infectious Diseases', developing connections between society and new technologies to treat disease while also providing opportunities to design and deconstruct problems to test theories.

Assessment

All assessments are worth 25% each

- Design and 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 is dependent on the other for change and improvement
- Two opportunities to show their understanding of theories are 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
A- or higher in Year 10 Scientific Studies: Biology

Stage 1
Biology 2

Credits 10 (semester)

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
A- or higher in Year 10 Scientific Studies: Biology

Stage 2
Biology

Credits 20 (full year)

Units of Work

- Investigation of the 4 key topics of 'DNA & Proteins', 'Cells as the Basis of Life', 'Homeostasis' and 'Evolution', developing connections between existing and new theories while evaluating and adapting underlying understanding.

Assessment

All assessments are worth 10% each unless stated otherwise

- Develop a method to test a problem then produce, analyse data and present their findings
- Complete a pre-designed practical to produce and analyse date 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

BUSINESS INNOVATION

Business Innovation enables students to develop an understanding of entrepreneurial capabilities and skills. Through analysing current issues, students develop a customer-focused value proposition that acts as a foundation for their business model. Students develop their business model by exploring creative solutions, solving barriers, and demonstrating resilience and resourcefulness. Business Innovation focuses on improving student decision-making, fostering reflective practices, and emphasizing reciprocity in collaborative environments. This enables students to monetize their ideas effectively.

Stage 1
Business Innovation

Credits 10 (semester)

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

Prerequisites

C or higher in Year 10 Business Innovation

Stage 2
Business Innovation

Credits 20 (full year)

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

Prerequisites

C+ or higher in Year 11 Business Innovation

CHEMISTRY

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

Stage 1
Chemistry

Credits 10 (per semester)

Units of Work:

Semester 1
- Materials and their atoms
- Combinations of Atoms
- Molecules

Semester 2
- Mixtures and solutions
- Acids and bases
- Redox and metal reactivity

Assessment

Investigation Folio – 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 teacher throughout the course.

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

Prerequisites

C+ or higher in Year 10 Chemistry.

Stage 2
Chemistry

Credits 20 (full year)

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

Assessment

Investigation Folio – 30%:
- Practical Investigation
- Investigation Design Task
- Science as a Human Endeavour Task

Skills and Applications Task – 40%
- Written tests for each unit to showcase their skills and understanding of content learned.

External Examination – 30%

Comments

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

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

Prerequisites

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

CHILD STUDIES

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

Stage 1
Child Studies

Credits 10 (semester)

Units of Work

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

Assessment

Practical 1:

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

Practical 2:

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

Group Practical task:

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

Investigation:

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

Comments

Sound skills in food preparation and textile construction are assumed.
Practical assessments, involving visits from children by prior arrangement with the Junior School, must be undertaken on the day set by the teacher.

Prerequisites

NIL

Stage 2
Child Studies

Credits 20 (full year)

Units of Work

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

Assessment

5 Individual Practicals

- 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.

Prerequisites

C+ or higher in Year 11 Child Studies

COMMUNICATION PRODUCTS: PHOTOGRAPHY

Communication Products-Photography are artists with the camera, blending technical skills and an artistic eye to capture images. As resilient learners, take responsibility for their learning, by being proactive in working on images outside of the classroom, managing distractions and embracing mistakes as opportunities to grow. In photography, students will apply these principles by composing shots, understanding framing, colour, and light, creating visually pleasing photographs, and critically reflecting on their work and the work of other artists. They will develop skills in all aspects of the design process, demonstrating a flair for photography.

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.

Stage 1

Digital Communication Solutions: Photography

Credits 10 (semester)

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

Student need access to a camera or Phone to take photos outside of class time.

Prerequisites

C+ in Design or Art in Year 10.

Stage 2

Digital Communication Solutions: Photography

Credits 20 (full year)

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 2,000 to 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.

Prerequisites

Students will need to have signed a form to borrow the school's digital SLR camera to successfully complete this course or have access to their own camera.

Stage 2 Creative Arts offers a unique opportunity for students to collaborate with teachers in planning, evaluating, and adapt their creative strategies, by tailoring a program that aligns with their individual interests. Students actively engage in the development and presentation of their own creative arts practicals, with opportunities for specialized study within and across various arts disciplines. They will understand the lifelong nature of learning, prioritize their projects, and remain focused while exploring innovative ideas and concepts.

In Stage 2 Creative Arts, students can choose from a variety of practical forms, including musicals, plays, concerts, visual arts, digital media, film and video, public arts projects, community performances, presentations and installations, songwriting, or participation in music ensembles. This program encourages students to develop their creative skills, reflect on their artistic journey, and contribute positively to their communities.

Stage 2
Creative Arts

Credits 20 (full year)

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

Assessment Type 2: Inquiry (20%)

- 1 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 to12 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 ATAT combination.
- students who are passionate about an art area and their interest does not fit into a standard Arts subject mentioned above.

Prerequisites

C+ or higher in previous year equivalent

DIGITAL TECHNOLOGY

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 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.

Stage 1

Digital Technology

Credits 10 (semester)

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%)

Prerequisites

C+ or higher in Year 10 Information Technology

Stage 2

Digital Technology

Credits 20 (full year)

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%)

Prerequisites

C+ or higher in Year 11 Information Technology

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. This is a combined 11/12 class. Year 11s may undertake Drama as a 1 or 2 semester subject.

Stage 1 Drama

Credits 10 (per semester)

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 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.
This can be a one or two semester subject.

Prerequisites

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

Stage 2 Drama

Credits 20 (full year)

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):

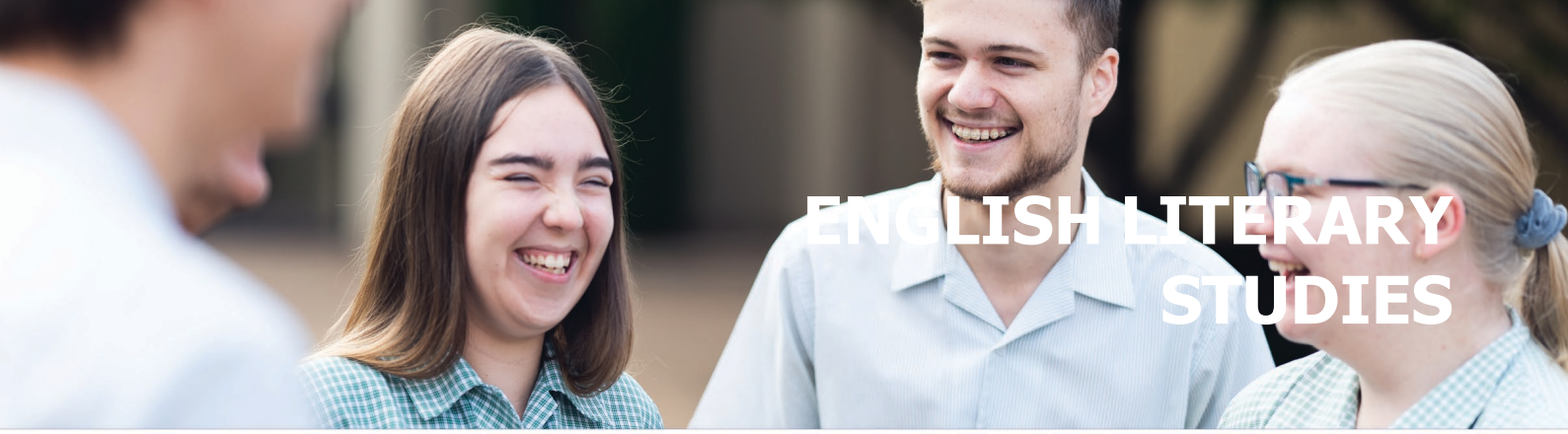
- Students engage in the analysis and evaluation of dramatic works, theories, events, and source material, in order to respond to and evaluate the dramatic works of others and to create their own.

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

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.

Stage 1
English Literary Studies

Credits 10 (per semester)

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:

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

Prerequisites

C+ or higher in previous year equivalent

Stage 2
English Literary Studies

Credits 20 (full year)

Units of Work

Responding to Texts:

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

Creating Texts:

- Students apply their knowledge and understanding of how authors use a variety of techniques to create meaning to their own creations. The first creation, a transformative piece where students use their knowledge of the 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%)

Prerequisites

C+ or higher in previous year equivalent

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

Stage 1 English

Credits 10 (per semester)

Units of Work

Responding to Texts:

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

Creating Texts:

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

Intertextual Study:

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

Assessment

Responding to Texts 30%:

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

Creating Texts 40%:

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

Intertextual Study 30%:

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

Comments

Two semesters are required for Stage 1.

Prerequisites

C+ or higher in previous year equivalent

Stage 2 English

Credits 20 (full year)

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 previous year equivalent

ESSENTIAL ENGLISH

In Essential English, students employ creativity and curiosity to interpret, respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts. Students investigate texts independently and collaboratively to interpret information, ideas, and perspectives. They connect ideas from past experiences and experiment with language, making choices to create meaning for diverse audiences and purposes. English supports all career pathways with its emphasis on communication and literacy. Possible specific career pathways connected to English include: communications, administration, educational support, public relations, human resources, social work, media related pathways, sales and marketing.

Stage 1

Essential English

Credits 10 (per semester)

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.

Prerequisites

NIL

Stage 2

Essential English

Credits 20 (full year)

Units of Work

Responding to Texts

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

Creating Texts

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

Language Study

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

Assessment

70% School assessed

Film Analysis

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

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

Prerequisites

NIL

ESSENTIAL MATHEMATICS

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

Stage 1
Essential Mathematics

Credits 10 (semester) or 20 (full year)

Units of Work

Calculations, Time, and Ratio
- calculations, time, and ratio for everyday living. Earning and Spending
- Financial calculations such as finding different ways of being paid for work, taxation, and budgeting.

Geometry
- Properties of plane shapes and their use in construction.

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

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

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

Assessment

Skills and Assessment Tasks (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

Credits 20 (full year)

Units of Work

Scales, Plans and Models
- Properties of plane shapes and solids and construct the nets of a range of three- dimensional shapes.

Business Applications
- Physical and financial planning aspects of a small business

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

Statistics
- Collection of data through various methods of sampling.

Investment and Loans
- Investigating a range of ways of investing and borrowing money

Assessment

Skills and Assessment Tasks (30%)
- 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.

Prerequisites

B in Stage 1 Essential Mathematics

Comments

Two semesters of Stage 1 Mathematics complete in Year 11 at a B standard in Stage 1 Essential Mathematics or equivalent.

FOOD AND HOSPITALITY

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.

Stage 1

Food and Hospitality

Credits 10 (semester)

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.

Prerequisites

C+ or higher in Year 10 Hospitality

Stage 2

Food and Hospitality

Credits 20 (full year)

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.

Prerequisites

C+ or higher in Year 10 Hospitality

GENERAL MATHEMATICS

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

In Mathematics, students develop an understanding of the importance of critical and creative thinking, perseverance, trying new strategies and accuracy as they problem solve.
Possible careers pathways connected to General Mathematics include: Accountancy, Statistics, Economics, Computer Programming, Banking and Business Management.

Stage 1
General Mathematics

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

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

Statistics
- Analysis of data, studying measures of centre and spread.

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.

Prerequisites

C+ in Year 10 General Mathematics or 10 Mathematical Methods

Stage 2
General Mathematics

Credits 20 (full year)

Units of Work

Modelling with Linear Relationships
- linear graphing skills to solve optimisation problems.

Modelling with Matrices
- connectivity, dominance, and transition matrices.

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

Financial Models
- superannuation and home loans.

Discrete Models
- the Hungarian Algorithm and the Longest Path Algorithm

Assessment

Skills and Assessment Tasks (40%)
- topic tests for each unit
  Mathematical Investigation (30%)
- students investigate how Dominance Matrices can be used to analyse and predict sporting outcomes in the Modelling with Matrices Unit, as well as planning for retirement in the Financial Models Unit.

End of Semester Exam (30%)
- an externally assessed exam which will be based on the skills and concepts studied throughout the whole year.

Prerequisites

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

GEOGRAPHY

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.

Stage 1
Geography

Credits 10 (semester)

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.

Prerequisites

C or higher in Year 10 Geography or equivalent humanities subject

Stage 2
Geography

Credits 20 (Full Year)

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 a 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.

Prerequisites

C+ or higher in Year 11 Geography

HEALTH COMPULSORY

Health forms an important part of the Wellbeing Programme. Students are challenged to explore and consider their own physical and mental wellbeing and how decisions they make in their lives can have positive and/or negative impacts on their current and future wellbeing. Students will work independently and collaboratively, to listen, to challenge, to refine, to build ideas and develop knowledge about themselves and the world around them. Students spend time discussing relevant topics to their stage of life.

The aim of these classes is to prepare these young people to make wise and informed decisions which pertain to their own, and others', mental, physical, sexual, spiritual health, and wellbeing. Through Health, students will gain skills and knowledge that will aid in every pathway but would lend themselves specifically to fields such as counselling, ministry, social work, community services, health services, health and fitness, dietary sciences and naturopathy.

Year 11 and 12

Units of Work

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

Prerequisites

Nil

MATHEMATICAL METHODS

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.

Stage 1
Mathematical Methods 1,2,3

Credits 30 (full year)

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 contest of each unit studied.

Comments

Mathematical Methods 3 is completed in Semester 2 (5 lessons per week).
Mathematical Methods must be selected if studying Physics.

Prerequisites

C+ in Year 10 Mathematical Methods Advanced

Stage 2
Mathematical Methods

Credits 20 (full year)

Units of Work

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

Statistics
- Statistical theory
- Discrete Random Variables and Continuous Random Variables

Assessment

Skills and Applications Task 50%:
- 6 Tests covering each unit of work (including 1 non-calculator/no notes test)

Mathematical Investigations 20%:
- 1 Investigation on Surge and Logistic Functions 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

Prerequisites

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

MEDIA AND MARKETING PRODUCTS

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.

Stage 1

Media and Marketing Products

Credits **10**

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.

Prerequisites

Nil

Stage 2

Media and Marketing Products

Credits **20**

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 teases
- 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

Prerequisites

C+ in Stage 1 Media and marketing

Comments

Students also undertaking Active Learning and or/Scientific Studies please check with the SACE Coordinator for possible ATAR preclusions. A change of assessment outlines may be needed.

MODERN HISTORY

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.

Stage 1

Modern History 1

Credits 10 (per semester)

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

Modern History can be studied in both semesters. The exam is worth 30% of the school-assessed grade. This is in preparation for the external exam at Stage 2.

Prerequisites

C+ or higher in Year 10 History

Stage 2

Modern History

Credits 20 (full year)

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.

Prerequisites

C+ or higher in Stage 1 History 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.

Stage 1

Music

Credits 10 (per semester)

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.

Prerequisites

C+ in Year 10 Music

Stage 2

Music Explorations

Credits 20 credits

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.

Prerequisites

C+ in at least one semester of Stage 1 Music

NUTRITION

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.

Stage 1
Nutrition

Credits 10 (semester)

Units of Work

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

Assessment

Investigations Folio (40%)

- Energy Density Experiment
- SHE Task

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.

Prerequisites

C+ or above in Year 10 Science

Stage 2
Nutrition

Credits 20 (full year)

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 after-school tutoring in the Senior School.

Prerequisites

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

PHYSICAL EDUCATION

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 1 and 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.

Stage 1
Physical Education 1

Credits 10 (semester)

Units of Work

Biomechanics:
- The mechanics and principles sporting actions

Fitness components:
- The components of fitness applied to movements

Sports Psychology
- Motivation to participate in regular physical activity.

Assessment

Physical Activity Investigation (50%):
- Students explore the impact of factors that influence their motivation to participate in physical activity.

Performance Improvement Task (50%):
- Students will document their improvement in key biomechanical principles in the game of badminton.

Comments

Students must wear PE practical uniform on allocated practical days.

Prerequisites

C+ or higher in Year 10 PE

Stage 1
Physical Education 2

Credits 10 (semester)

Units of Work

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

Skill Acquisition - Stages of skill learning:
- Focus on volleyball skills

Assessment

Physical Activity Investigation (50%):
- Students explore the impact of factors that influence their motivation to participate in physical activity.

Performance Improvement Task (50%):
- Documentation of progress through the stages of learning in volleyball through data collection and peer/self-assessment.

Comments

Students must wear PE practical uniform on allocated practical days.

Prerequisites

C+ or higher in Year 10 PE

Stage 2
Physical Education

Credits 20 (full year)

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

Assessment

Diagnostic Task 1 (15%):
- Exploration of the biomechanical movements

Diagnostic Task 2 (15%):
- Talent identification task
- Students conduct a range of fitness tests for a partner to analyse their suitability for certain spots.

Improvement Analysis (40%):
- Students develop strategies to improve their skillset and performance in a 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.

Prerequisites

C+ or higher in Year 11 PE

PHYSICS

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.

Stage 1
Physics

Credits 10 (per semester)

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

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

Prerequisites

C+ or better in Year 10 Physics.

C+ or better in Year 10 Mathematical Methods

Stage 2
Physics

Credits 20 (full year)

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

Physics must be undertaken in conjunction with Mathematical Methods.

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

Prerequisites

Undertaken both semesters of Stage 1 Physics and Mathematical Methods and achieved both at a C+ or higher.

POLITICS POWER AND PEOPLE

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.

Stage 1
Politics, Power and People

Credits 10 (semester)

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.

Prerequisites

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

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 influences ethical, legal economic, and/or sustainability issues. Possible careers pathways connected to Product Design include industrial design, engineering, architecture, furniture design and CNC operations.

Stage 1 Product Design

Credits 10 (1 semester only)

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, 3D printer and/or various woodworking tools.
- 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%

- Design Development
- Solution Realisation: Final Product
- Solution Realisation: Work Evidence

Comments

Highly enriched in STEM, for students to be adept with diverse technologies and tools, engage in tinkering, and solve problems, spending extended periods on the computer.

Prerequisites Nil

Stage 2 Product Design

Credits 20 (full year)

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

Prerequisites

C+ or higher in either one of the following subjects:

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

PSYCHOLOGY

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.

Stage 1
Psychology

Credits 10 (per semester)

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.

Prerequisites

C+ or higher in General English & Mathematics.

Stage 2
Psychology

Credits 20 (full year)

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 take at least 3 SATs via the following formats:

Assignments
- Students demonstrate knowledge and understanding of key psychological concepts

and science inquiry skills.

Prerequisites

C in 11 Psychology. C+ or higher in General English and Mathematics

ACTIVATING IDENTITIES AND FUTURES & RESEARCH PROJECT COMPULSORY

The 2024 Year 12 cohort will be the last cohort to undertake the Research Project.

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, time-manage, and appraise the quality of their work.

Future cohorts will undertake the new Stage 2 Activating Identities and Futures, the Stage 2 companion subject, the new Stage 1 subject Exploring Identities and Futures EIF (PLP). This will be undertaken in Semester 2 of Year 11.

In Activating Identities and Futures students take agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) through to a process of self-directed inquiry. They draw on knowledge, skills and capabilities developed throughout their education applied to an area of personal interest. The focus of the exploration aims to develop capabilities and support students in their chosen pathways.

Stage 2
Activating Identities and Futures
Credits 10 (semester)
Units of Work
Portfolio
- Students create a learning goal of interest, select and apply strategies of learning, build their understanding through multiple perspectives and demonstrate their agency over their learning.

Progress Checks
- Students discuss and evidence the progress of their learning, explain and appraise their decisions, and reflect on their learning progress.

Appraisal
- Students create and appraise an Output of Learning artefact which showcases their learning goal. They evaluate the success of their learning strategies.

Evidence may be written, oral or multi-modal.
Assessment
- Folio (35%)
- Progress Checks (35%)
- Appraisal (30%)

Stage 2
Research Project
Credits 10 (semester)
Units of Work
Folio
- Students plan and develop their research by annotating and analysing sources, making decisions, seeking help, responding to, and creating opportunities, and solving problems.

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

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

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

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

SPORTS SCIENCE AND HUMAN PERFORMANCE

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.

Stage 1
Sports Science and Human Performance

Credits 10 (per semester)
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.

Prerequisites
NIL

Stage 2
Sports Science and Human Performance

Credits 20 (full year)
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, 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.

Prerequisites
C+ in Stage 1 Scientific Studies

SOCIETY AND CULTURE

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.

Stage 1
Society and Culture

Credits 10 (semester)

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.

Prerequisites

NIL

Stage 2
Society and Culture

Credits 20 (full year)

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.

Prerequisites

Completion of Year 11 Society and Culture is highly recommended

SPECIALIST MATHEMATICS

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding. Throughout the year students are provided opportunities to develop their skills in using rigorous mathematical arguments and proofs. Students also develop mathematical models by connecting relevant information about specific real-world situations. Students 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.

Stage 1
Specialist Mathematics

Credits 10 (semester)

Units of Work

Further Trigonometry

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

Vectors in the Plane

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

Real and Complex Numbers

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

Assessment

Skills and Assessment Tasks (50%)

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

Mathematical Investigation (20%)

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

End of Semester Exam (30%)

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

Prerequisites

C+ in Year 10 Mathematical Methods Advanced

Stage 2
Specialist Mathematics

Credits 20 (full year)

Units of Work

Proof by Mathematical Induction

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

Real Polynomials and Functions

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

Complex Numbers

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

Vectors and Vector Applications

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

Integration

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

Differential Equations and Vector Calculus

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

Assessment

Skills and Assessment Tasks (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 which will be based on the skills and concepts studied throughout the whole year.

Prerequisites

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

VISUAL ART: ART

Art involves different ways of "seeing" the world, fostering curiosity and imagination that can be translated into artistic practice. Through studying a range of styles, techniques, and mediums, students explore the work of artists and apply their observations and skills to create their own works. As resilient learners, students take responsibility for their artistic growth embracing mistakes as part of their learning journey. Art inspires new ways of thinking and problem-solving by enhancing students' perception and awareness of their environment. It promotes their capability in creative, intuitive, inventive, and imaginative thinking, as well as in visual expression and communication. Resourceful learners generate creative ideas, experiment with new methods, respect their materials and tools, and critically evaluate evidence. In art, students learn to think critically and reflectively on their work, using feedback to refine their creations. They develop time management as they work towards set exhibition dates. The skills acquired in visual art support careers in various fields, from being a practicing artist to architecture, advertising, arts administration, media, the film industry, teaching, and photography.

Stage 1
Visual Art 1

Credits 10 (per semester)

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.

Prerequisites

C+ Year 10 Art or Design

Stage 1
Visual Art 2

Credits 10 (semester)

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%)
- 20 A3 pages min to max 40 A3 pages of practical work and annotations
- 5 A3 pages

Practical (30%)
- One major work
- 250-word practitioner's statement

Visual Study (30%)
- 8 A3 pages
- 750 words-art movement

Comments

Additional cost to supply canvas for larger projects may be required.

Students exhibit their work at Summer Sessions.

Prerequisites

C+ Year 10 Art or Design

Stage 2
Visual Art - Art

Credits 20 (full year)

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 is a precluded subject combination for ATAR creation. One will be converted to Creative Arts.

Students exhibit their work in an end of year event.

Prerequisites

C+ in Year 11 Art

VISUAL DESIGN: – GRAPHIC

Design involves different ways of "seeing" the world, fostering curiosity and imagination that can be translated into design practice. Design students study a range of styles, techniques, and mediums, developing the skills to think visually and record their thinking through various methods. Resourceful learners in design ask questions to deepen their understanding and find solutions. They generate creative ideas, experiment with new methods, respect their materials and tools, and critically evaluate evidence and arguments to develop innovative design solutions. Reflective learners are open to different perspectives, set personal goals, learn from mistakes, and continuously revise their work to improve.
In design, students learn to think critically and reflectively on their work, incorporating feedback to refine their creations. They develop time management and responsibility as they work towards set exhibition dates. Possible career pathways related to visual art and design include crafts (ceramics, fibres and materials), glass, metals/jewellery, industrial design, game design, CAD-CAM, graphic design, product design, illustration, and architecture.

Stage 1

Visual Design - Graphic

Credits 10 (semester)

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.

Prerequisites

C+ in Year 10 Art or Design

Stage 2

Visual Design – Graphic

Credits 20 (full year)

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 practicals 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%)

- 20 A3 pages min to max 40 A3 pages of practical work and annotations Practical (30%)
- 2 practicals 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 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.
Some additional cost to supply canvas or print final designs for larger projects may be required.

Prerequisites

C+ Year 11 Art or Design

WORKPLACE PRACTICES

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
Credits 20 (full year)
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.
Prerequisites
Nil

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