

Senior School

SACE Booklet



TYNDALE
CHRISTIAN SCHOOL
God's Truth Prevails



INTENTIONALLY
CHRISTIAN | INCLUSIVE | EXCELLENT

Welcome to Years 10, 11 and 12 at Tyndale Christian School Strathalbyn

The next three years can be amongst the most personally fulfilling and academically stimulating of a school student's life. This is because Stage 1 gives a taste of serious research and academic experience and Stage 2 introduces students to greater academic depth, diverse personal enrichment and a new awareness of the function and importance of their personal and collaborative learning skills.

The wide range of flexible subjects offered, including VET options and University courses, provides students with opportunities to identify and focus on their future pathways. Whatever career options students choose to follow, these senior years will help them to build confidence, understanding and self-control within a supportive, Christ-centred learning environment.

The Senior years at Tyndale Strathalbyn are a time of greater student autonomy and global aspiration, as students begin to define their role in their local and global community. Research suggests that while students are growing in independence and defining their identity, they still rely strongly on the support of parents, caregivers and teachers. We look forward to working together to prepare students to serve God and his world.

"Train a child up in the way he should go, and when he is old, he shall not depart from it." Proverbs 22:6

Kindest regards

Narelle Kluge
Director of Learning – Senior School

CHOOSING SUBJECTS

The choice of a career path is a challenging but rewarding process. Given that most students will have more than one career in their life, a strong focus on promoting lifelong learning and developing transferrable skills is at the heart of the SACE and our subject selection guidance. Selection of Year 11 and 12 subjects and subsequent completion of SACE studies is an important step towards reaching future goals. The subject selection process can be made simpler by considering the following guiding questions:

- **What do you enjoy?** It is important for wellbeing and motivation that you choose subjects that you will find interesting and valuable. Enjoying learning can build your lifelong learning skills.
- **What are you good at?** Subjects which grow your gifts and talents while also expanding your knowledge and understanding are often a good signal of future pathways.
- **What career path are you considering?** Are there particular subjects that would support your career path? These may not be directly connected, but build skills and knowledge which will help you in the future. If you're planning to enter the workforce straight after school, what skills or qualifications could improve your employability?
- **What subjects do you need?** Are there any prerequisites for the further study you are considering? To enter university through an ATAR, you need to complete four Stage 2 subjects.
- **What keeps your options open?** Are there subjects you should do in case you decide to do a course with prerequisites?

After considering all these questions, follow these steps:

- Discuss your options with family and trusted adults.
- Discuss your options at a Subject Selection Conference.
- Ask someone to pray with you - for wisdom and guidance. Commit your path to the Lord.
- Complete and submit the Subject Selection form.

Subject Selection Procedure at School:

- All initial choices will be checked for compliance with the SACE outcomes.
- While we cannot guarantee you will receive all your first choices, we can say that most students will receive most of their initial choices.
- Subject choices for 2022 will be confirmed by mid-Term 4, 2021.

Compulsory Subjects		
Subject	Minimum credits required	Year level
Stage 1 Personal Learning Plan	10	Year 10
Stage 2 Research Project	10	Year 11
Biblical Studies (Stage 1 or 2 Religion Studies)	10	Year 11 and Year 12
Literacy – any English subjects	20	Year 11 (can continue in Year 12)
Numeracy – any Maths subjects	10	Year 11 (can continue in Year 12)



Art: Visual

Art: Visual focuses on the more traditional artistic mediums, such as paint, sketch, sculpture etc. The study and practice of art allows the student to experience the richness and diversity of God's creation, evoking a response which is both creative and purposeful. This process reinforces the understanding that, being created in His image, we are creative, purposeful people.

Stage 1: 10 credit courses (maximum of 20 credits)

Stage 2: 10 or 20 credits

Learning Outcomes:

Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work.

They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.



Art: Design

Art: Design develops skills and knowledge in artistic mediums that include design elements and may incorporate digital technologies. The study and practice of art allows the student to experience the richness and diversity of God's creation, evoking a response which is both creative and purposeful. This process reinforces the understanding that, being created in His image, we are creative, purposeful people.

Stage 1: 10 credit courses (maximum of 20 credits)

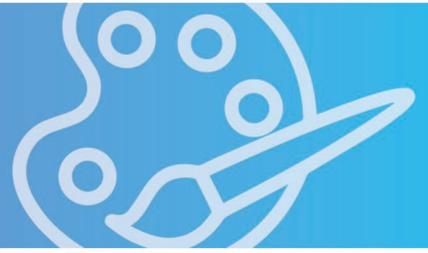
Stage 2: 10 or 20 credits

Learning Outcomes

Students research, analyse, explore and experiment with media and technique, and resolve and produce practical work.

They use visual thinking and investigation to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

Students learn to communicate personal ideas, beliefs, values, thoughts, feelings, concepts and opinions, and provide observations of their lived or imagined experiences in visual form.



Creative Arts: Drama

Creative Arts: Drama, provides students with the opportunities to build knowledge and skills in dramatic disciplines. The nature of Creative Arts: Drama, makes it possible for students to explore issues that are relevant to their world and their futures. Students develop a holistic understanding of God's intention for creation and the role they play in the restoration of creation to God's purpose.

Stage 1: 10 credit courses (maximum of 20 credits)

Stage 2: 20 credits

Learning Outcomes

Students undertake a specialised study within or across one or more arts disciplines. They actively participate in the development and presentation of creative arts products. These may take the form of, for example, musicals, plays, concerts, visual art, craft and design works, digital media, film and video, public arts projects, community performances, presentations and installations, and vocal groups or other ensembles.

Students analyse and evaluate creative arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which creative arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Music

At Year 11 Music Experience is designed for students with emerging musical skills and provides opportunities for them to develop their musical understanding and skills in creating and responding to music.

Stage 1: 10 credit courses (maximum of 20 credits)

Learning Outcomes

Music Experience provides a pathway to Stage 2 music subjects.





Digital Communications Solutions: Photography

In recent years, technology has developed at an ever-increasing rate. Information and the skills involved in managing it are highly valued. This is particularly true within the communication product realm. This subject offers a focus on the use of photography as a means of producing visual communication products.

Stage 1: 10 credit courses (maximum of 20 credits)

Stage 2: 20 credits

Learning Outcomes:

This subject involves using symbols, signs, speech, light, images, sound, or other data to design and make products that communicate information. Students produce outcomes that demonstrate the knowledge and skills associated with manipulation of digital communication media.

Material Solutions: Tech

In recent years, technology has been developed at an ever-increasing rate. New areas such as computer assisted designing and drafting, business graphics, presentation techniques, restructuring of industry, manufacturing approaches, new skills emphases and new materials have all affected the way technology is taught and learned in schools.

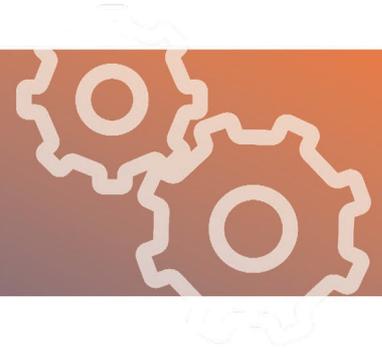
Students develop the ability to initiate, create and develop products or systems in response to a design brief. They learn to use tools, materials and systems safely and competently to complete a product. Students analyse the impacts of technology, including consequences for individuals, society and the environment. They use a range of manufacturing technologies such as tools, machines, equipment and/or systems to design and make products with resistant materials.

Stage 1: 10 credit courses (maximum of 20 credits)

Stage 2: 20 credits

Learning Outcomes:

This subject involves the use of a diverse range of manufacturing technologies such as tools, machines, and/or systems to create a product using appropriate materials. Students produce outcomes that demonstrate the knowledge and skills associated with using systems, processes, and materials such as metals, plastics, wood, composites.



Food and Hospitality

Offering our lives in service to God and others is one of the core values at Tyndale Christian School Strathalbyn. In the gospel of Mark, Jesus is clearly seen as One who came to serve rather than be served. As Christ's disciples, we follow His example to serve others using our God given abilities and creative gifts (Matthew 20:28; Romans 12).

Food and Hospitality examines the range of factors which influence food choices, relationships and lifestyle. This subject aims to foster the growth of self-esteem and self-reliance in individuals through participation in learning activities that emphasise practical skills. By developing these skills, students will increase their ability to make reasoned and informed choices necessary for maintaining personal well-being.

Stage 1: 10 credit courses (maximum 20 credits)

Stage 2: 20 credits

Learning Outcomes:

Students focus on the dynamic nature of the food and hospitality industry in Australian society. They develop an understanding of contemporary approaches and issues related to food and hospitality. Students work independently and collaboratively to achieve common goals. They develop skills and safe work practices in the preparation, storage and handling of food, complying with current health and safety legislation. Students investigate and debate contemporary food and hospitality issues and current management practices





English

The Bible makes plain the fact that communication is essential to creating and relating. The English curriculum at Tyndale Strathalbyn strives to empower students with the skills and techniques of the English language so they can function effectively in their future calling.

In English students read and view a range of texts, including texts created by Australian authors. In comparing texts students analyse the relationships between language and stylistic features, text types, and contexts. Recognising and analysing the language and stylistic features and conventions of text types in literary and everyday texts influences interpretation. Through close study of texts, students explore relationships between content and perspectives and the text and its context.

In the study of English, students extend their experience of language and explore their ideas through creating their own texts, and reading and viewing the texts of others. Students consider the powerful role that language plays in communication between individuals, groups, organisations, and societies. There is a focus on ways in which language defines, shapes, and reflects relationships between people.

Students appreciate how clear and effective writing and speaking displays a depth of understanding, engagement, and imagination for a range of purposes, audiences, and contexts.

Stage 1: 10 credit courses (maximum of 20 credits)

Stage 2: 20 credits

Learning Outcomes:

Stage 1 English has an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and drama texts.

In Stage 2 English students analyse the interrelationships of author, text, and audience, with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts.

Essential English

The Bible makes plain the fact that communication is essential to creating and relating. The English curriculum at Tyndale Strathalbyn strives to empower students with the skills and techniques of the English language so they can function effectively in their future calling. Essential English is designed to prepare students with functional English skills. It is focused on highly relevant and contextual language.

Stage 1: 10 credit courses (maximum of 20 credits)

Stage 2: 20 credits

Learning Outcomes

Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways, and those intending to continue their study of English at Stage 2. There is an emphasis on communication, comprehension, analysis, and text creation. This subject leads to Stage 2 Essential English. In Stage 2 Essential English students respond to and create texts in and for a range of personal, social, cultural, community, and/or workplace contexts.

Please note: Stage 1 Essential English is not sufficient preparation for Stage 2 English, it leads into Stage 2 Essential English only.



Child Studies

Throughout the Bible we are reminded that children are precious from conception. Psalms says – “He made you in your mother’s womb”. Ps 139:149 He also instructs us to “raise and train a child in the ways he should go and when he is old he will not turn from the instruction”. Proverbs 22:6.

Students have the opportunity to develop knowledge and understanding of young children through individual, collaborative and practical learning. Students investigate contemporary issues that are relevant to children and their development. Students analyse current trends in relation to children, and critique government and global initiatives and strategies for the wellbeing and protection of children.

Stage 1: 10 credit courses (maximum of 20 credits)

Stage 2: 20 credits

Learning Outcomes:

Students explore the period of childhood from conception to eight years, and issues related to the growth, health and well-being of children.

They examine the diverse range of values and beliefs about childhood and the care of children, the nature of contemporary families and the changing roles of children in a contemporary consumer society.

Modern History

What if Hitler had never been born?

What was it like to live through the South African Apartheid movement?

Do you wonder how our lives might be different if events at critical moments in history had resulted in different outcomes?

Stage 1: 10 credit courses (maximum of 20 credits)

Stage 2: 20 credits

Learning Outcomes:

In the study of Modern History at Stage 1, students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short-term and long-term consequences for societies, systems, and individuals.

Students explore the impacts of these developments and movements on people’s ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

The developments and movements have been subject to political debate. Students consider the dynamic processes of imperialism, revolution, and decolonisation, and how these have reconfigured political, economic, social, and cultural systems. Students also look at how recognition of the rights of individuals and societies has created challenges and responses.

In the study of Modern History at Stage 2, students investigate the growth of modern nations at a time of rapid global change. They engage in a study of one nation, and of interactions between or among nations. At Stage 2, students explore relationships among nations and groups, examine some significant and distinctive features of the world since 1945, and consider their impact on the contemporary world.



Outdoor Education

Outdoor Education provides students with an opportunity to appreciate the God-given gifts of physical activity and the natural world. Through the study of three focus areas — environment and conservation; planning and management; and personal and social growth and development — students develop skills and understanding in preparation and planning for outdoor experiences, risk management, and conservation practices, and develop their teamwork and practical outdoor skills.

Students develop an understanding of ecosystems and the impacts of human actions and decisions through the study of natural environments and wilderness areas. They develop knowledge and understanding of environmental systems and their conservation

Stage 1: 10 credit courses (maximum of 20 credits)

Stage 2: 20 credits

Learning Outcomes:

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

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





Spiritualities, Religion & Meaning (previously Religion Studies)

As an optional subject within our Biblical Studies classes, teachers and students use one or more 'big ideas' to frame inquiry questions; to explore issues, concepts, and ideas; and to reflect on personal and shared meaning within one or more spiritualities and/or religions. Through a Biblical lens, students explore a range of Big Ideas.

Stage 1: 10 credits (in Biblical Studies)

Stage 2: 10 or 20 credits

Learning Outcomes:

At Stage 1, students develop and demonstrate their understanding of the influence of spiritual and/or religious perspectives on a local, national, or global community, by engaging with one or more images, artefacts, texts, documentaries, or feature films. They collaborate with others to develop, apply, and reflect on their understanding of some spiritual and/or religious principles that underpin social-justice actions within the school or broader community; and they investigate a contemporary issue linked to one of the big ideas.

At Stage 2, students engage in reflective analysis in response to stimuli such as guest speakers, documentaries, and excursions, contextualised by one of the six big ideas. They explore a concept or issue from a spiritual and/or religious perspective, and collaborate with others to apply their learning. They engage in reflective practice to evaluate their personal and shared actions.



General Mathematics

Within our society a certain level of mathematical competency is needed in order to cope with the demands of everyday life. Such demands include being mathematically literate, gaining the tools for future employment, and developing the pre-requisites for further education. The study of mathematics can assist students to be good stewards of God's creation, and skilled and creative members of our complex technological society.

Stage 1: 10 credit courses (maximum of 20 credits)

Stage 2: 20 credits

Learning Outcomes:

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, networks and matrices, and discrete models. Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Please note: Stage 1 General Mathematics is not appropriate preparation for Stage 2 Specialist Mathematics or Mathematical Methods. It does prepare students for Stage 2 General Mathematics.

Pre-Specialist Mathematics

The study of mathematics can assist students to be good stewards of God's creation, and skilled and creative members of society. Pre-Specialist Mathematics is designed to prepare students for Stage 2 Specialist Mathematics.

Stage 1: 10 credit courses (20 credits is required for Stage 2 Specialist Mathematics)

Specialist Mathematics

The study of mathematics can assist students to be good stewards of God's creation, and skilled and creative members of society. Specialist Mathematics encourages students to observe the patterns and laws of the universe and to see God's hand at work in them.

Stage 2: 20 credits

Learning Outcomes:

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs and using mathematical models. It includes the study of functions and calculus. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences.

Pre-Mathematical Methods

The study of mathematics can assist students to be good stewards of God's creation, and skilled and creative members of society. Pre-Mathematical Methods is designed to prepare students for Stage 2 Mathematical Methods.

Stage 1: 10 credit courses (20 credits is required for Stage 2 Mathematical Methods)

Please note: Students who wish to take both Mathematical Methods and Specialist Mathematics in Year 12, can choose 4 units of Mathematics at Stage 1. Additional topics would include Trigonometry, Polynomials and Complex Numbers, Vectors and Geometry, Calculus and Differential Equations.

Mathematical Methods

The study of mathematics can assist students to be good stewards of God's creation, and skilled and creative members of society. Mathematical Methods encourages students to observe the patterns and laws of the universe and to see God's hand at work in them.

Stage 2: 20 credits

Learning Outcomes:

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.



Biology

Biology is the study of living organisms: of life processes, of the different levels of organisation from cell to the biosphere and of interactions between organisms and their environment. It is the study of the Creator's handiwork. As Adam exercised his God-given dominion over the animals by naming them so biologists seek to classify and understand the living world. Thus the study of biology is part of the task of teaching young people to rule the living creation wisely.

Stage 1: 10 credit courses (maximum of 20 credits)

Stage 2: 20 credits (satisfactory completion of at least 10 credits of Stage 1 is a prerequisite)

Learning Outcomes:

The study of Biology is constructed around inquiry into and application of understanding the diversity of life as it was created, the structure and function of living things, and how they interact with their own and other species and their environments.

Chemistry

God is the Creator of all things. Chemistry is the study of the nature of matter – the properties of substances and how they interact with each other. This course serves as an introduction to the basic principles and knowledge of chemistry as a specific scientific discipline. The aims of this course are for students to develop curiosity, interest and enjoyment in chemistry, and to question and explore the world from a chemical perspective. The course includes practical work, involving the study of familiar substances and phenomena, with a focus on relevant topics, such as chemicals in the home, materials, environmental problems and industrial chemistry.

Stage 1: 10 credit courses (maximum of 20 credits)

Stage 2: 20 credits (satisfactory completion of at least 10 credits of Stage 1 is a prerequisite)

Learning Outcomes:

In their study of Chemistry, students develop and extend their 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. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.





Nutrition

God's creation is a wonder to explore, and Nutrition provides students with the opportunity to discover the science behind food, health, and diet-related diseases.

Stage 1: 10 credit courses (maximum of 20 credits)

Stage 2: 20 credits

Learning Outcomes:

Students investigate up-to-date scientific information on the role of nutrients in the body as well as social and environmental issues in nutrition. They explore the links between food, health, and diet-related diseases, and have the opportunity to examine factors that influence food choices and reflect on local, national, Indigenous, and global concerns and associated issues.

Students investigate methods of food production and distribution that affect the quantity and quality of food and consider the ways in which these methods and associated technologies influence the health of individuals and communities. The study of nutrition assists students to reinforce or modify their own diets and lifestyle habits to maximise their health outcomes.

Physics

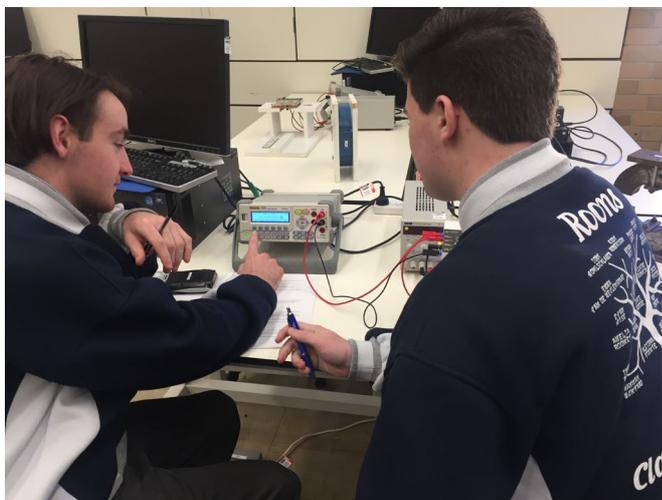
Physics involves the study of energy and motion in the physical world, and their associated laws and patterns. The aims of this course are for students to develop curiosity, interest and enjoyment in physics, and to question and explore the world from a physics perspective.

Stage 1: 10 credit courses (20 credits preferred)

Stage 2: 20 credits (satisfactory completion of 20 credits of Stage 1 is a prerequisite)

Learning Outcomes:

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 macro-cosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.





Psychology

Psychology is offered through Zoom lessons with the Salisbury East class and teacher. The course is taught through the lense of God's Big Story of creation, fall, redemption and restoration.

Stage 1: 10 credits

Stage 2: 20 credits (Satisfactory completion of Stage 1 is a prerequisite)

Learning Outcomes:

This subject sits between the life sciences and the humanities, with two consequences. First, psychology can, as a discipline, emphasise connections to either the sciences or the humanities. Second, it draws students whose backgrounds and interests lie both in the humanities and in the sciences.

Personal Learning Plan

'For I know the plans I have for you,'" declares the Lord.' (Jeremiah 29:11) In the Personal learning Plan, students are supported to identify their strengths, areas for growth and areas of interest, all in the light of God's purpose for them. A variety of experiences support students' learning about their interests and God-given talents.

Stage 1: 10 credits (compulsory)

Learning Outcomes:

The Personal Learning Plan provides a structure for students to plan their future, set goals, develop strategies and reflect on their progress. Students learn how to set achievable goals, develop effective strategies and identify areas for growth. Critical reflection on their progress and achievement, develops the skills for life-long learning.



Workplace Practices

Workplace practices develops students' explicit understanding of their responsibilities and rights within the workplace. The opportunity for work experience within fields of interest can help support students who wish to participate in VET programs.

Stage 1: 10 credits (compulsory)

Learning Outcomes

Students develop knowledge and understanding of the nature, type, and structure of the workplace. Specific areas include, for example, the changing nature of work; industrial relations and legislation; safe and sustainable workplace practices; technical and industry-related skills; and issues in industry and workplace contexts.





Vocational Education and Training (Vet)

Veta Morphus
(10741NAT- Certificate III in Christian
Ministry and Theology)

For further options please see the
SACE's VET register: [https://www.sace.
sa.edu.au/web/vet/vet-coordinators/
vet-recognition-register](https://www.sace.sa.edu.au/web/vet/vet-coordinators/vet-recognition-register)

Extension Studies

Flinders University offers a number of
undergraduate subjects that students can
take to contribute to their Stage 2 cred-
its. A 1 semester subject is counted as
10 credits, requiring that students select
a Semester 1 subject and a Semester 2
subject. It is recommended that students
complete at least 1 Stage 2 subject prior
to Extension Studies.

For the full list of offered subjects please
visit: [https://www.flinders.edu.au/study/
schools-teachers/extension-studies](https://www.flinders.edu.au/study/schools-teachers/extension-studies)

Community Learning

Community learning includes community-
directed programs or self-directed programs
approved by the SACE Board. Students can
count up to 90 credits of community learning
at Stage 1 and/or Stage 2.

Recognised Community-developed programs
include some: Australian Cadets courses,
Australian Music Examinations, SANFL
umpiring, Dance courses, CFS courses,
Austswim and a number of other community
programs.

For the full list of recognised community
developed programs visit:
[https://www.sace.sa.edu.au/studying/rec-
ognised-learning/community-learning](https://www.sace.sa.edu.au/studying/recognised-learning/community-learning)

Open Access

The South Australian Open Access
College provides students with added
choice in their curriculum, allowing them
to undertake a specific subject or
subjects not available at their school due
to staffing or student number restrictions.

Tyndale SACE students may enrol, if
necessary, in Open Access subjects after
consultation with teachers and parents.
There will be added cost for parents since
funding is not provided to non-
government schools to cover Open
Access study.

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