

Our teaching staff are inspired by the belief that our young men and women will leave us with a vision of an ever-expanding world, be sensitive to its problems and ever alert to its advances. We are confident that they will be able to use what they have learned with us, to be innovative and creative in their thinking, and caring in their dealings with others. Our fervent hope is that one day we shall see them become wise adaptors and initiators in their chosen fields.

In *one ninety*, we are proud to build on the excellent academic foundations and behavioural practices established in the first three phases of life at Pulteney – Kurrajong, Prep School and the Middle School. On entering *one ninety*, each student, with the help of parents and staff, including our Coordinator of Futures, makes some very significant choices about future life directions. Some are very fortunate to know these directions clearly at Year 10, others may not know them even after they complete Year 12.

Whatever the aspirations of the students as they enter *one ninety*, critical, creative and ethical intelligences continue to play an important role in the learning and teaching of each individual subject. The increased variety of subject choice is balanced by the SACE pattern for Years 11 (Stage 1) and 12 (Stage 2) established by South Australian Certificate of Education (SACE) Board of South Australia to ensure that each student selects an educationally sound programme.

Staff members in *one ninety* are enthusiastic and committed to providing quality education while striving for academic excellence. It is the expectation that each student will achieve his or her individual best, not only academically but also in the wide variety of extra-curricular activities available, thus gaining valuable leadership experience and learning the benefits of a balanced lifestyle.

Leadership experience is also fostered in Tutor groups. Each student belongs to one of the four houses: Bleby-Howard, Cawthorne-Nicholls, Kennion-Miller and Moore-Sunter. Each house is divided into Tutor groups according to year level. Parents are encouraged to contact Heads of House, Tutors and Subject Teachers if they are concerned about any aspect of their child's life at school.

We welcome you to our focused community in *one ninety* and assure you that, at all times, the very best interests of each individual student are of the greatest importance to us. We commend this subject information booklet to both parents and students as a valuable resource, as together you make the subject choices to ensure a suitable preparation for the future.

Kind regards

**Nicholas Brice**  
**Head of *one ninety***

## Disclaimer

The following information concerns subject choices and further tertiary studies. Every effort has been made to obtain up-to-date and correct information. However, details for courses, at Pulteney, at tertiary institutions and offered through the SACE Board of South Australia are subject to change. Students are advised to contact the relevant institution to verify any information contained in this booklet.

## The SACE

### **What is the SACE Board of South Australia?**

The SACE Board is an independent body formed by the State Government and it is responsible for the provision of curriculum statements and certification of all studies undertaken at Year 11 and Year 12 level by students in all South Australian Secondary Schools.

Its functions include:

- The development of curriculum statements for a wide range of subjects designed to cater for a diversity of abilities and interests at Stage 1 and 2 (Years 11 and 12).
- The approval of school-based courses designed to meet the specific needs of the school's own students.
- The assessment of subjects for which it provides or approves curriculum statements.
- The issuing of the South Australian Certificate of Education (SACE) to all students in South Australia who satisfactorily complete the requirements of the SACE.

### **What is the SACE?**

The SACE is the South Australian Certificate of Education awarded to students who successfully complete their secondary school education.

The SACE has been designed to enable students to:

- Develop the capabilities to live, learn, work and participate successfully in a changing world.
- Plan and engage in a range of challenging achievable, and manageable learning experiences, taking into account their goals and abilities.
- Build their knowledge skills and understanding in a variety of contexts (e.g. schools, workplaces, and training and community organisations).
- Gain credit for their learning achievements against performance standards.

To complete the SACE, students must achieve 200 credits. Students gain 10 credits for one semester or six months of study in a particular subject. A benefit of the SACE is that students can gain credits for learning both in and out of school, including vocational training, university studies, community service and some employment.

### **Achieving the SACE**

To gain the SACE, students complete two years of full-time study. There are two stages:

- Stage 1: most students study and complete in Year 11, apart from the Stage 1 Personal Learning Plan, which most students complete in Year 10.
- Stage 2: most students study and complete in Year 12.

Each subject or course successfully completed earns 'credits' towards the SACE, with a minimum of 200 credits required for a student to gain the certificate.

Students will receive a grade from A to E for each Stage 1 subject and A+ to E- at Stage 2. For compulsory subjects, a C grade or better must be achieved.

The compulsory subjects are:

- Personal Learning Plan (10 credits at Stage 1).
- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1).
- Numeracy – at least 10 credits from a range of Mathematics subjects or courses (Stage 1).
- Research Project – an in-depth major project (10 credits at Stage 2 level)
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or SACE Board recognised courses (such as VET or community learning) of a student's choice.

Requirements	Credits
<b>Year 10 +++</b> Personal Learning Plan	10
<b>Year 11 (Stage 1) +++</b> Literacy (selected from a range of English subjects and courses) Numeracy (selected from a range of Mathematics subjects and courses)	20 10
<b>Year 11 or 12 (Stages 1 or 2) ++</b> Other subjects and courses of the student's choice	Up to 90
<b>Year 12 (Stage 2) ++++</b> Research Project (undertaken in Year 11) Other Stage 2 subjects and courses*	10 60 or more

++ Other subjects and courses

+++ Stage 1 compulsory subjects and courses

++++ Stage 2 compulsory subjects and courses

\* Many students will complete subject or courses worth more than 70 credits at Stage 2.

**The SACE Pattern for a Pulteney Student could look like this:**

Year Level	Subject	Credits
10	Personal Learning Plan +	12
11	English or Essential English	20
11	Mathematical Methods or General Mathematics	20*
11	Legal Studies	10
11	Physics	20
11	Drama	10
11	Physical Education	10
11	History	10
11	Art	10
11	Research Project +	10
<b>*Under the SACE model students are only required to undertake 10 credits of Mathematics at Stage 1. Pulteney Grammar encourages all students to undertake a full year of Mathematics in order to better develop their numeracy skills.</b>		
12	Geography	20
12	Biology	20
12	English Literary Studies	20
12	Physical Education	20
12	Physics	20

+ Compulsory SACE Subjects

### Community Learning

Students are able to earn SACE credits for learning undertaken in the community. Some opportunities could involve the Duke of Edinburgh, AMEB Music Examinations, Surf Life Saving and other community based activities. Further information on community based courses can be found at [www.saceboard.sa.edu.au](http://www.saceboard.sa.edu.au) (go to 'subjects' and follow the link from 'Recognised Learning'). These details are updated as new course information becomes available.

### VET in SACE

The SACE Board has endorsed key directions for recognising Vocational Education and Training (VET) in the SACE.

VET courses deliver industry-endorsed units of competence from nationally accredited training packages, so students are able to receive dual accreditation – SACE credits and VET qualifications. VET courses provide students with the opportunity to:

- Personalise their learning pathways;
- Develop and practice business and industry specific skills, often including on-the-job structured workplace learning;
- Achieve their SACE through diverse and rigorous learning experiences.

### Who can study a VET program?

At Pulteney, VET courses are available to *one ninety* students (from Semester 2, Year 10 onwards) and may be incorporated into their SACE study for a variety of reasons, including interest, skill development or career exploration. Some courses are only available to Year 11 and 12 students because of the Structured Workplace Learning requirements. It is important that the process for selection is thoroughly considered and that all parties concerned are aware of the implications for gaining the SACE. Our experience is that successful participation in, and completion of, a VET course is more likely if:

- Students have an interest in the particular career/industry area they are studying.
- Students have a level of maturity and independence that would accommodate a more adult style of learning and training. Evidence of managing part time work, or other related responsibilities, would be relevant
- Reasonable literacy and numeracy skills are essential components of the work environment and students will need to be able to demonstrate an appropriate skill level in both.
- The VET program operates with a lower level of direct supervision of students and therefore relies on students to be able to manage their time well, and be responsible and reliable, with particular focus on:
  - **Relating to adults** – given that much of the training is done by Registered Training Organisations who work in the adult training environment, eg TAFE
  - **Independent learning** – students will receive their training once a week and it is therefore necessary that they are able to continue with set work independently in the interim period.
  - **Responsibility of time management** – given that training will be done in large ‘chunks’, students need to attend all sessions and catch up on any missed school work.
  - **Self direction** – students should be able to independently follow directions and demonstrate an ability to problem solve or seek help when unsure.
  - **Ability to meet deadlines** – this relates to administrative paperwork, VET assignments and school-related work.
  - **Flexibility** – ability to cope with a variety of supervisors and work place situations.
  - **Communication** – students must ensure they communicate openly, honestly and in a timely manner, with their VET trainer and the school’s VET coordinator, particularly in relation to negotiating any issues that may arise.

Involvement in a VET course in Semester 2, Year 10 or in Year 11 **will not** affect university entrance selection, as VET studies are counted within the ‘other’ subjects in those years and will form part of the SACE that is separate from the compulsory study units. If students choose to continue a VET pathway into Year 12 this **may** affect university entry directly from Year 12.

If students want their VET subject to contribute towards their ATAR, they **MUST SATISFACTORILY COMPLETE A CERTIFICATE III or higher qualification (Certificate III in Retail Operations does not fall into this category).**

## What courses are available?

There are a myriad of courses available for students to study, including but not limited to, automotive, business, construction, electronics, fashion design, fitness, media, nursing, pharmacy, plumbing, beauty therapy, architectural drafting, child studies and massage. Some course information is available at [training.vetnetwork.org.au](http://training.vetnetwork.org.au) or [www.easc.org.au](http://www.easc.org.au).

## When and where will the training occur?

- VET training can occur during school hours and after school hours, depending on the course and the provider.
- VET courses are held across a range of settings from schools, purpose built skills centres, TAFE sites, on the job or a combination.

## Application Process

Students wishing to study a VET course will be required to submit a school application, after discussion with their parents, the Coordinator of Futures, their Head of House and the Director of *one ninety*. Submitting an application does not automatically mean you have been approved or accepted. Once a student has been approved through the school, they can apply to the VET organisation. You will be required to wait for confirmation from the VET provider BEFORE you can modify your school subject selections.

For further information, contact the Coordinator of Futures or visit the SACE Board website: [www.sace.sa.edu.au](http://www.sace.sa.edu.au).

## Assessment and Moderation

Students are assessed against performance standards. These standards – specifically outlined in each subject outline – describe in detail the level of achievement required to achieve each grade, from A to E. Teachers and assessors will use these standards to decide how well a student has demonstrated his or her learning.

At Stage 1, schools assess student performance. The SACE Board will approve learning and assessment plans for Stage 1 subjects. The SACE Board will moderate the Personal Learning Plan and the English and Mathematical subjects at the C/D borderline.

At Stage 2, assessment will be 70 percent school-based, with the remainder assessed externally. The SACE Board will undertake central moderation which will confirm that school-based assessment levels are consistent with each subject's performance standards.

## Tertiary Entrance

### University Entry

Students applying for University entry must:

- Complete the SACE.
- Complete at least 90 credits of SACE Stage 2 subjects. At least 60 credits must be 20-credit Tertiary Admissions Subjects (TAS).
- Complete any prerequisite subject requirement for their chosen University course.
- Obtain an Australian Tertiary Admissions Rank (ATAR).

Further information is available in the SATAC Tertiary Entrance Booklet.

### TAFE Entry

Completion of the SACE can meet the Course Admission Requirements (CAR) for many TAFE SA courses.

Course Admission Requirements differ according to the level of the TAFE course. Many courses do not have any CAR. For further information, go to [www.tafesa.edu.au](http://www.tafesa.edu.au) and click on courses of interest to determine what, if any, are the Course Admission Requirements.

Parents and students should be aware of the procedures for entry to South Australia’s tertiary institutions before they make final decisions about subjects in Stage 2. Knowledge of entry requirements for courses and institutions is vital. As entry to the majority of faculties is very competitive, parents and students should undertake research into courses in which they may be interested. Students will have completed some of this research as part of the PLP in Year 10. The Coordinator of Futures can provide students with further resources for this research if required. Students and parents may wish to explore online resources. A good place to start is [www.education.gov.au/job-guide](http://www.education.gov.au/job-guide), as it not only has a great deal of information but also has links to several related websites, including myfuture.edu.au and joboutlook.

The school will counsel each student several times between the initial decision regarding SACE entry and final tertiary selection. The **final responsibility for subject selection rests with the student and their family.** It is not Pulteney’s policy to exclude students from subjects they wish to study, but the school may, in some cases, strongly advise against certain selections.

**TAS – Tertiary Admissions Subjects for 2018 – an explanation**

These are SACE Stage 2 subjects which have been approved by TAFE SA and the Universities as providing appropriate preparation for tertiary studies. Both TAFE SA and the Universities require students to study a minimum number of credits of TAS to be eligible to receive a selection score rank.

The methods of assessment used by the School, and the standards accepted, are moderated by officials of the SACE Board of South Australia.

For further details regarding different assessment methods, please refer to the individual faculty information provided in this curriculum guide.

**Year 12 in 2018**

<b>How your University Aggregate is Calculated</b>		
<b>60</b> Three 20 credit scores	<b>+</b>	<b>30</b> Final 30 credits – flexible option
<p>Your scaled score from three 20 credit Tertiary Admission Subjects (TAS) are used.</p> <p>Normally, 10 credit subjects do not count towards this requirement by some 10 credit subjects in the same subject area, when studies in pairs, can substitute for a 20 credit subject. These are called Valid Pairs.</p>		<p>Your score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from:</p> <ul style="list-style-type: none"> <li>• The scaled score of a 20 credit TAS</li> <li>• Half the scaled score of one or more 20 credit TAS</li> <li>• The scaled score of one or more 10 credit TAS</li> <li>• Scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits.</li> </ul>

**Your university aggregate is the best possible score calculated from the above options, subject to counting restrictions and precluded combinations.**

The university aggregate in 2018 is calculated from your best scaled scores from a maximum of three attempts, and from the following

- Three 20 credit TAS (including valid pairs); plus
- The best outcome from the flexible option, which is the best 30 credits of scaled scores or scaled score equivalents from:
- The scaled score of a 20 credit TAS
- Half the scaled score of one or more 20 credit TAS
- The scaled score of one or more 10 credit TAS

- Scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits

Subject to precluded combination and counting restriction rules. Subjects with scaled scores of 0.0 can be used in the calculation of the university aggregate. The subjects used in the calculation can only come from a maximum of three attempts which need not be in consecutive years.

### General Advice to Students and Parents Regarding Choosing a Subject

Parents and students would be wise to consider the following before making their choice of subjects in *one ninety*.

#### Balance, Ambition and Realism

While it is important to be ambitious and opt for high goals, it is also important that students are realistic. In today's competitive employment market, it is essential that students are successful in the course of their choice. Lack of success can hinder a student's progress both at school and beyond. For these reasons, students ought to opt for courses and subjects which are within their reach. If, for example, a student has struggled with Science at Year 10, it is probably unwise to hope that they will improve to the point where they can be confident of a high mark in an academic Science subject in Year 12 and hence satisfy the prerequisites for tertiary study in that subject. A student must have a secure fundamental grasp of a subject at one level, before proceeding to the next. Remember it is extremely rare for a student to show remarkable improvement in a subject which has been problematic for some time.

#### How to decide on the Best Course for You

##### 1. Future Needs of Work/Study

Ensure that you include subjects which you know you need (eg prerequisites), or are likely to need in the future.

##### 2. Interests

A good course should allow you to study some subjects for enjoyment as well as those which you need in order to gain entry to tertiary study. The courses offered should be flexible enough to allow you the opportunity to follow some interest areas and keep your options open for future subject choices.

##### 3. Suitability

Each student is different and has their own individual strengths and weaknesses. The course you choose should be the one that best suits YOU. **Remember: you and your best friend do not necessarily have the same needs. Choose what YOU need.**

### Preparing to Select Subjects at all Year Levels

A number of very important matters need to be considered before selection of subjects is made.

#### 1. **Research** the requirements of your proposed future occupation or course of study.

The following are possible sources of help:

- SATAC guides – University and TAFE
- Tertiary Institution Handbooks and websites
- 'Job Guide' [www.education.gov.au/job-guide](http://www.education.gov.au/job-guide)
- Career Information available in the Coordinator of Futures' Office
- Friends / Relatives / Employers who work in areas that interest you

Note: The most up to date information will be found on the University and TAFE websites.

#### 2. **Read through this document thoroughly:** Read each course offered for your year level. Make sure that you get clarification about any aspect you do not understand. Heads of Learning and Teaching are a wealth of information. You also could check the SACE Board of South Australia website: [www.sace.sa.edu.au](http://www.sace.sa.edu.au).

**Talk to others.**

- Your teachers are in the best position to advise you about your capabilities.
- If you need further information about what a subject involves, talk to the teacher who takes that subject.
- Talk to older / past students about their experiences
- Discuss these matters with your parents.

**Be informed.**

Subject choices may be difficult but must be based on as much information as possible.

In this Senior Curriculum Handbook – Year 10 you will find descriptions of all courses offered to Year 10 Students. Courses have been presented in Faculties (or Groups of Faculties) and a flow chart has been shown for each.

Each student should:

- Examine each flow chart to see where subjects lead and what prerequisites apply at each level.
- Read all courses appropriate to their level.
- Carefully note the prerequisite and/or recommendations contained within each course description.

<b>Helpful Resources</b>
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The resources of the Coordinator of Future's office may help students and their parents.

In addition, the following websites may be useful to students when checking prerequisites for courses and general tertiary information.

Helpful links concerning various areas are available:

- Adelaide University – [www.adelaide.edu.au](http://www.adelaide.edu.au)
- Flinders University – [www.flinders.edu.au](http://www.flinders.edu.au)
- University of South Australia's six campuses – [www.unisa.edu.au](http://www.unisa.edu.au)
- TAFE SA – [www.tafesa.edu.au](http://www.tafesa.edu.au)
- Australian Defence Force entry information – [www.defencejobs.gov.au](http://www.defencejobs.gov.au)
- Job Guide – [www.education.gov.au/job-guide](http://www.education.gov.au/job-guide)
- Vocational Education and Training (VET) information – [www.training.vetnetwork.org.au](http://www.training.vetnetwork.org.au) and [www.easc.org.au](http://www.easc.org.au)
- My future – [www.myfuture.edu.au](http://www.myfuture.edu.au)
- Job Outlook – [www.joboutlook.gov.au](http://www.joboutlook.gov.au)
- What degree, which university – [www.whatdegreewhichuniversity.com](http://www.whatdegreewhichuniversity.com)

It is highly recommended that you contact the Coordinator of Futures' office if you require further information.



## Curriculum Offerings – Year 11

Students entering **Year 11 SACE Stage 1** will be asked to choose subject total 110 credits.

SACE – Stage 1 subject that **may** be offered at Pulteney Grammar School.

<b>Subject</b>	<b>Credit Value</b>
Art	10 or 20 credits (semester or full year)
Accounting	10 or 20 credits (semester or full year)
Biology	10 or 20 credits (semester or full year)
Chemistry	20 credits (full year)
Community Studies	10 or 20 credits (semester or full year)
Design	10 or 20 credits (semester or full year)
Digital Technologies	10 or 20 credits (semester or full year)
Drama	10 or 20 credits (semester or full year)
Economics	10 or 20 credits (semester or full year)
English	20 credits (full year)
Essential English	20 credits (full year)
English as an Additional Language	20 credits (full year)
Geography	10 or 20 credits (semester or full year)
German	20 credits (full year)
History	10 or 20 credits (semester or full year)
Japanese	20 credits (full year)
Legal Studies	10 or 20 credits (semester or full year)
Specialist Mathematics	20 credits (full year)
Mathematical Methods	20 credits (full year)
General Mathematics	20 credits (full year)
Essential Mathematics	20 credits (full year)
Media Studies	10 or 20 credits (semester or full year)
Music Advanced	20 credits (full year)
Music Experience	10 credits (semester)
Outdoor Education	10 or 20 credits (semester or full year)
Photography and Multimedia	10 or 20 credits (semester or full year)
Physical Education	10 or 20 credits (semester or full year)
Physics	20 credits (full year)
Psychology	10 or 20 credits (semester or full year)
Research Project	10 credits (full year)

(Subject offerings will be dependent on student numbers)

A number of VET (Vocational Education and Training) subjects/pathways are available. Please contact the Coordinator of Futures for more information regarding courses or view some possible courses at [training.vetnetwork.org.au](http://training.vetnetwork.org.au) and [www.easc.org.au](http://www.easc.org.au)

Students at Pulteney will undertake Research Project (10 credits) during the course of Year 11.

<b>Subject Name:</b>	Research Project
<b>Level of Study:</b>	Year 11
<b>Length of Course:</b>	Full Year
<b>Prerequisite:</b>	None (Compulsory Subject)

### **Course Description**

Students choose a research question that is based on an area of interest, and capabilities (literacy, numeracy, information and communication technology, critical and creative thinking, personal and social, ethical understanding, intercultural understanding) that are relevant to their research. They use the research framework (described below) as a guide to developing their research and their chosen capabilities, and to applying knowledge and skills specific to their research question.

The 4 parts of the research framework are:

- Initiating, developing, and managing the research
- Carrying out the research
- Communicating the research outcome
- Evaluating the research

Students evaluate the research processes they use, through which they demonstrate their capability for learning. Students also demonstrate and evaluate their chosen capabilities.

### **Learning Requirements**

Students are expected to:

- Work independently and with others to initiate an idea, and to plan and manage a research project
- Demonstrate the learning capability and other relevant capabilities
- Analyse information and explore ideas to develop their research
- Develop and apply specific knowledge and skills
- Communicate and evaluate their research outcome
- Evaluate the research processes used and their chosen capability.

### **Assessment**

All Stage 2 subjects have a **school based** assessment component (70%) and an **external** assessment component (30%).

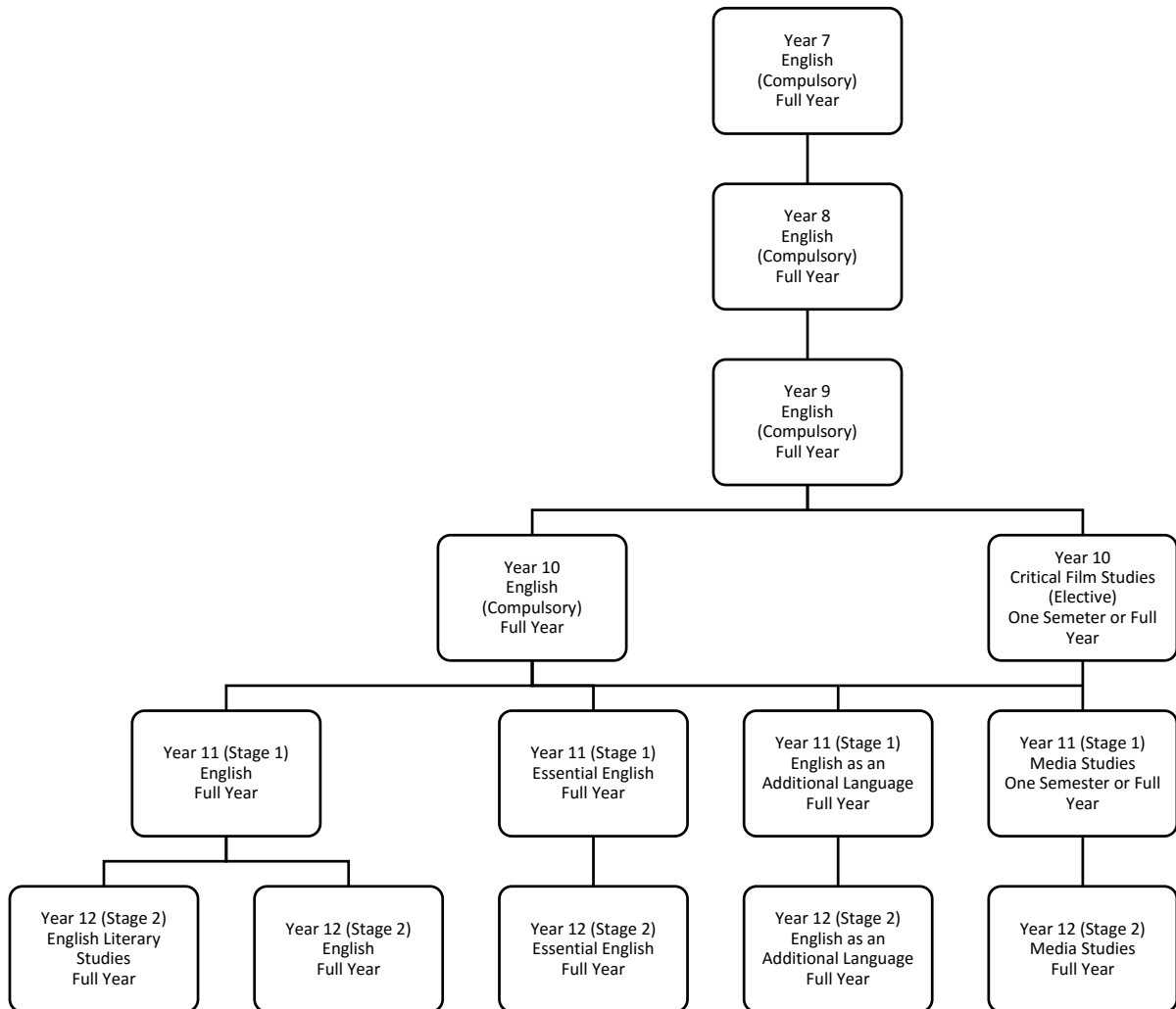
#### **School-based Assessment**

Folio (preliminary ideas and research proposal, research development and discussion (30%)  
Research Outcome (40%)

#### **External Assessment**

Evaluation (including written summary) (30%)

# ENGLISH



## Notes:

- Year 11s must choose at least one strand of English at Stage 1.
- Students may move to a lower level of English (right to left) midyear or end of year in either Year 10 or Year 11.
- Students selecting a Year 12 subject are expected to complete the full year.
- Please note that in 2017 Stage 1 English will be taught in line with the new SACE Australian Curriculum compliant courses that were accredited in mid-2015. Stage 2 English courses, however, will be taught in accordance with current SACE guidelines in 2017, but will be replaced by the new SACE courses in 2017.

<b>Subject Name:</b>	English
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Full Year
<b>Prerequisite:</b>	Satisfactory completion of Year 10 English

### **Course Description**

English may be studied as a 10-credit subject or a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2. In English, students analyse the interrelationship between author, text, and audience with an emphasis on how language and stylistic features shape ideas and perspectives in a range of contexts. They consider social, cultural, economic, historical, and/or political perspectives in texts and their representation of human experience and the world. Students explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, context, and audience is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal. Students have opportunities to reflect on their personal values and those of other people by responding to aesthetic and cultural aspects of texts from the contemporary world, from the past, and from Australian and other cultures. Stage 1 English caters for students with a range of learning styles and articulates with the Stage 2 English subjects. Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20-credits of this subject meet this literacy requirement. The focus capabilities for this subject are: literacy, numeracy, ICT capability, critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding.

### **Content**

Students are required to read and respond to texts as well as produce texts.

#### *Responding to Texts*

Students explore a range of texts composed for different purposes and in a range of forms. They develop an understanding of how authors communicate and use examples of these texts to compose their own texts.

#### *Creating Texts*

Students provide evidence of the extent and quality of their learning in producing text in written, oral or multimodal form.

#### *Intertextual Study*

Each semester, students complete an *intertextual study*.

Analysing connections between texts enables students to explore and evaluate similarities and differences and how the texts are constructed to influence responses. Students develop increased awareness of the connections between texts and ways in which language and/or stylistic features and text conventions can be manipulated to present similar ideas in diverse ways. Students may negotiate the choice of texts for analysis and task design. Developing a question or questions of their own provides a focus for the investigation of texts.

### **Assessment**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning in Stage 1 English through the following assessment types:

#### *Responding to Texts*

#### *Creating Texts*

#### *Intertextual Study*

#### *Examination*

There will be examinations at the end of Semester 1 and Semester 2. The examination will consist of a critical reading exercise based upon a reading of one or more short texts which may be in a variety of forms. The examination will be of 90 minutes duration.

<b>Subject Name:</b>	Essential English
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Full Year
<b>Prerequisites:</b>	Satisfactory completion of Year 10 English

**Course Description**

Essential English may be undertaken as a 10-credit subject or a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2. In this subject students respond to, and create texts in, and for, a range of personal, social, cultural, and/or workplace contexts. Students understand and interpret information, ideas and perspectives in texts and consider ways in which language choices are used to influence opinions and decisions.

The focus capabilities for this subject are: literacy, numeracy, ICT capability, critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding.

**Content**

Students focus on the development of skills in communication, comprehension, language and text analysis, and creating texts.

*Responding to Texts*

Students consider a variety of ways in which texts communicate information, ideas, and perspectives. The reading of a wide range of texts enables students to comprehend and interpret information, ideas, and perspectives in texts. They locate and extract information and ideas by, for example, skim reading to support comprehension of key information. They also develop strategies for collecting and processing information by, for example, the use of graphic organisers. Students examine and respond to how language is used in social, cultural, community, workplace, and/or imagined contexts. They identify and develop an understanding of ways in which:

- Language is used and composed for different purposes, audiences, and contexts.
- Structural and language features are used to establish the main ideas, communicate meaning, and/or influence opinion.

*Creating Texts*

Students provide evidence of the extent and quality of their learning in producing texts in written, oral, visual, digital or multimodal form.

**Assessment**

Assessment of performance in Stage 1 Essential English is school based. Students demonstrate evidence of their learning in Stage 1 Essential English through the following assessment types:

*Responding to Texts**Creating Texts**Examination*

There will be an examination at the end of Semester 2 only.

For a ten credit subject, four assessment tasks will be set, including at least one from each assessment type. At least one assessment will be delivered as an oral, or multimodal, presentation, and at least one will be in written form.

For a twenty credit subject, eight assessment tasks will be set, including at least two from each assessment type. At least two assessments will be delivered as an oral, or multimodal, presentation, and at least two will be in written form.

<b>Subject Name:</b>	Media Studies
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisites:</b>	Satisfactory completion of Year 10 English and preferably at least one semester of Year 10 Critical Film Studies.

### **Course Description**

Stage 1 Media Studies provides students with the opportunity to explore the dynamic role of film media in Australian and in global contexts. Students develop an understanding of the ways in which film media provide views of world events, interpretations of the world, and entertainment. Students consider how film media can exert a significant influence on the ways in which people receive and interpret information about the world, explore their own culture and that of others, construct their identity, make economic choices, develop political ideas, and spend their leisure time. Film medium contributes to the formation of cultural identity because it is central to everyday life.

Students develop media literacy and production skills by critically observing film media practice, critically analysing film media texts, and creating film media products. By developing sensitivity to trends in media content, students learn about their own culture and that of others, and the effect of film media on individual and group identity.

Students are involved in discussing and analysing film media issues, interacting with film media, and creating film media products. Students actively engage and interact with film media, while learning to make informed choices. The analytical elements of Media Studies support students to develop critical research and analysis skills that may lead to future study or employment pathways.

Stage 1 Media Studies may be taken as a 10-credit subject or a 20-credit subject. This course caters for students with a range of learning styles.

The focus capabilities for this subject are communication, citizenship, personal development, work and learning.

### **Content**

Stage 1 Media Studies involves reading, viewing, writing, listening, discussing, debating and interacting. It also involves creating film media products and analysing film media. Students create and examine a range of film media texts, thus developing their skills and knowledge, and their understanding of film media as symbolic systems.

Students will be given opportunities to undertake research, debate issues, produce a range of texts, and present their views in a variety of ways. Students will reflect on their own experiences of film media when studying their chosen topics.

Learning in Media Studies is achieved through a close study of topics selected from the following list taken from the SACE Stage 1 and Stage 2 courses:

- Images of Youth in the Media
- Careers in Media
- Media Audiences
- Photojournalism
- Music and Media
- Community Media
- Media Ethics and Regulation
- Making the News
- Creating Multimedia Texts
- Media and Leisure
- Documentaries
- The Internet
- Youth and Media
- Cultural Diversity in Media
- Advertising
- Representations in Media
- Media and the Global Community
- Cult Television/Film
- Television Genres
- Children and Media

### **Assessment**

The following assessment types enable students to demonstrate their learning in Stage 1 Media Studies:

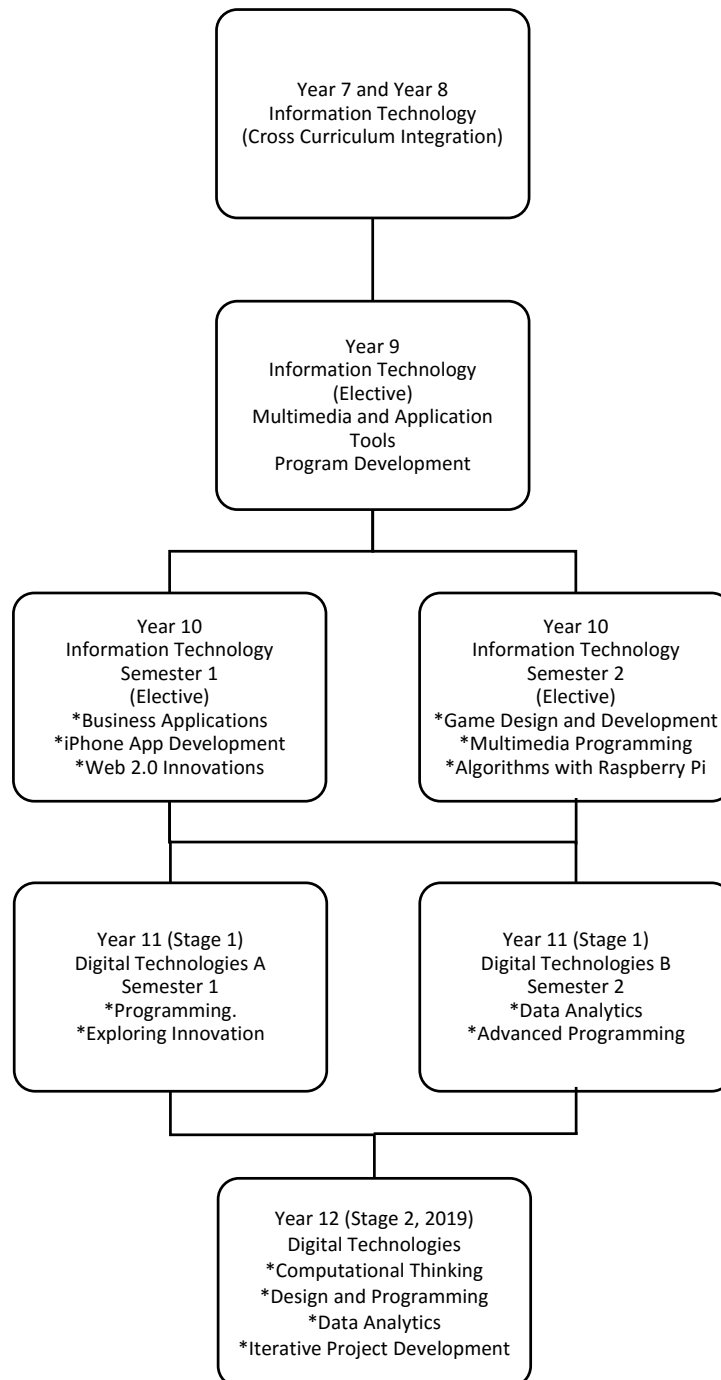
Assessment Type 1: *Folio*

Assessment Type 2: *Interaction Study*

Assessment Type 3: *Product*

There is no examination in Media Studies at the end of either semester unit.

# Digital Technologies



## Notes:

- This flow chart is indicative of the pathway taken by current Year 10 students.
- Year 10 students can participate in practical Robotics as an option of the Science curriculum.
- Year 10 students can choose Digital Technologies as an elective for either one or both semesters.
- Year 11 Digital Technologies can be chosen by students who have successfully completed Year 10 Robotics, but it is highly recommended that they also complete one or two semesters of Year 10 Information Technology.
- Year 11 Digital Technologies is highly recommended for Year 12 Digital Technologies.

<b>Subject Name:</b>	Digital Technologies
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	None

### **Course Description**

A new course pattern will be introduced for Digital Technologies in 2018. The subject formerly known as Information Technology will be replaced by Stage One Digital Technologies. This subject will cover four focus areas; Programming, Advanced Programming, Data Analytics and Exploring Innovations. Students can complete a 10 credit (single semester) or 20 credit (full year) course load.

Students will develop their understanding of programming, computational thinking and computer systems throughout this subject. However, broader skill sets involving communication, teamwork, project management, innovation and critical and creative thinking will also be fostered. Student learning competencies will be demonstrated through a range of individual and collaborative tasks.

In Semester One, course work covers Programming and Creative Innovation. Students are given design briefs to construct algorithmic solutions for everyday problems using pseudocode or drag and drop software. Programming skills are further developed and extended through game and application creation. Students test and evaluate solutions and consider ethical issues relating to computer applications.

In Semester Two, students study Data Analytics and Advanced Programming. They explore and collect different data sets taking into account requisites for collecting and storing sensitive data. Data sets are analysed and students propose and offer solutions for a range of socially relevant issues such as traffic congestion. Students share their findings and solutions with the wider school community via a webpage designed to capture feedback.

### **Learning Outcomes**

In this subject, students are expected to:

1. apply computational thinking skills to explore problems and possible solutions
2. develop and apply programming skills in creating digital solutions
3. analyse patterns and relationships in data sets and/or algorithms, and draw conclusions
4. develop and apply program design skills to create and evaluate digital solutions
5. research and discuss ethical considerations in digital technologies
6. work individually and collaboratively.

### **Content Summary**

Stage 1 Digital Technologies may be undertaken as a 10-credit subject or a 20-credit subject.

Stage 1 Digital Technologies consists of the following focus areas.

- Focus Area 1: Programming
- Focus Area 2: Advanced Programming
- Focus Area 3: Data Analytics
- Focus Area 4: Exploring Innovations

### **Assessment Procedures**

The following assessment types enable students to demonstrate their learning in Stage 1 Digital Technologies:



- Assessment Type 1: Project Skills
- Assessment Type 2: Digital Solution

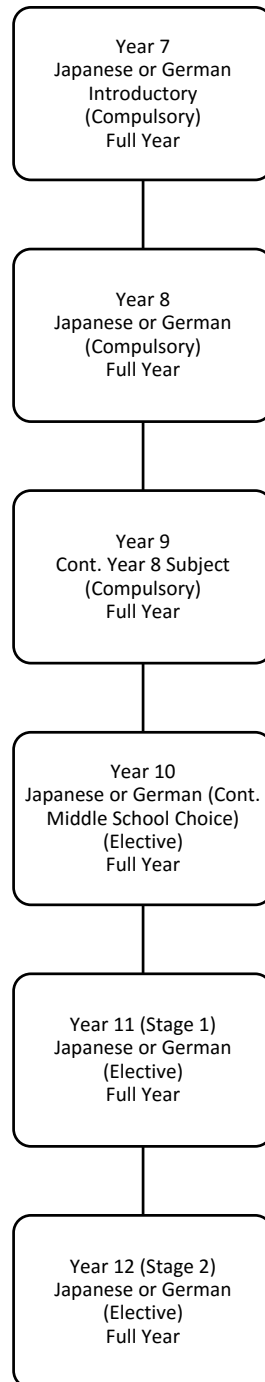
Each semester, students provide evidence of their learning through four assessments. Each assessment type has a weighting of at least 20%.

Students complete:

- at least two project skills tasks.
- at least one digital solution.

Students must work collaboratively in at least one assessment each semester.

# LANGUAGES



<b>Subject Name:</b>	German
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Full Year
<b>Prerequisite:</b>	This course is intended for students who have successfully studied German for a minimum of 3 years

**Course Description**

This course aims to prepare students thoroughly for the requirements of the Stage 2 Continuers German course.

**Learning Requirements**

- Interacting with others to exchange information, ideas, opinions, and experiences in German
- Creating texts in German for specific audiences, purposes, and contexts to express information, feelings, ideas and opinions
- Analysing a range of texts in German to interpret meaning
- Examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication

**Content Summary**

There are 3 prescribed themes of study

- The Individual
- The German Speaking Communities
- The Changing World

Topics covered will vary from year to year. Topics to be covered across Stage 1 and Stage 2 include

- Personal Identity
- School and Aspirations
- Leisure and Lifestyles
- People and Places
- Past and Present
- Arts and Entertainment
- The World of Work
- Youth Issues
- Tourism and Hospitality

**Assessment Procedures**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types

- Interaction
- Text Production
- Text Analysis
- Investigation

<b>Subject Name:</b>	Japanese
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Full Year
<b>Prerequisite:</b>	Successful completion of Year 10 Japanese

**Course Descriptions**

There are three prescribed themes of study

- The Individual
- The Japanese-speaking Communities
- The Changing World

**Learning Requirements**

The learning requirements summarise the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding and skills to

- Interact with others to exchange information, ideas, opinions, and experiences in Japanese
- Create texts in Japanese to express information, feelings, ideas and opinions
- Analyse texts that are in Japanese to interpret meaning
- Examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication

**Content Summary**

Using the prescribed themes, specific topics will be undertaken each semester.

Semester One covers living in Japan, travel, school and events. Processing information, oral and written tasks will be undertaken as well as an Investigative Task. Students will complete a travel blog on school excursions in Japan.

Semester Two topics are homestay, current issues and working life/future. The Investigative Task is in Japanese. A research assignment in English completes this semester.

Specific grammar and characters are studied within each topic. All themes and topics covered lead to Stage 2 Japanese.

**Assessment Procedures**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types

Interaction

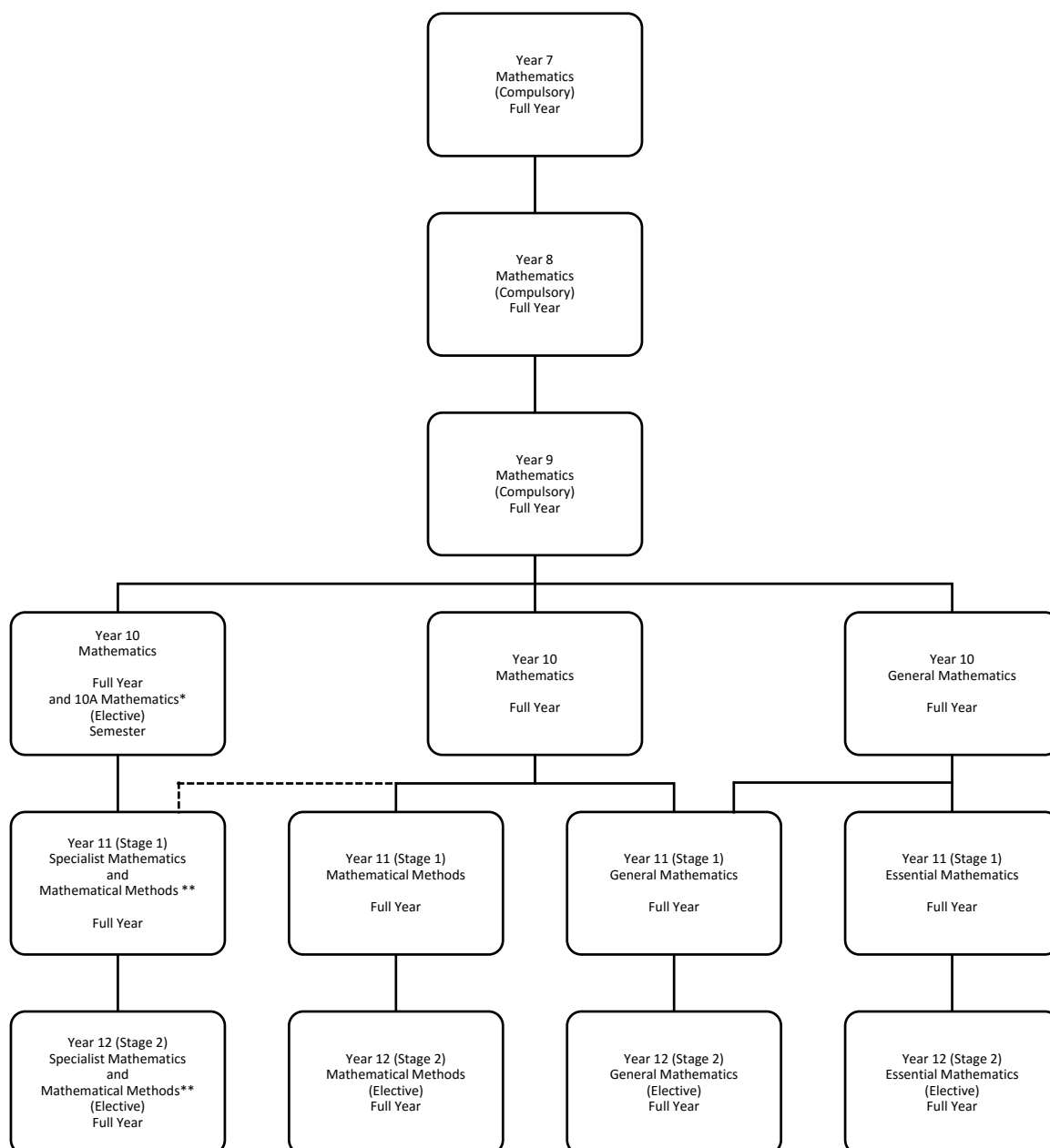
Text Production

Text Analysis

Investigation

Interaction

# MATHEMATICS



**Notes:**

\* 10A Mathematics is not compulsory for the study of Specialist Mathematics but is strongly recommended.

\*\* Mathematical Methods can be studied as a single subject; however, Specialist Mathematics is designed to be studied together with Mathematical Methods.

- Year 11s must choose at least one strand of Mathematics at Stage 1.
- Students may move to a lower level of Mathematics (left to right) midyear or end of year in either Year 10 or Year 11.
- Students selecting a Year 12 subject are expected to complete the full year.

The Senior Secondary Australian Curriculum: Mathematics consists of four subjects in mathematics, with each subject organised into four units. The subjects are differentiated, each focusing on a pathway that will meet the learning needs of a particular group of senior secondary students.

**Essential Mathematics** focuses on using mathematics effectively, efficiently and critically to make informed decisions. It provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings. It also provides the opportunity for students to prepare for post-school options of employment or further training.

**General Mathematics** focuses on the use of mathematics to solve problems in contexts that involve financial modelling, geometric and trigonometric analysis, graphical and network analysis, and growth and decay in sequences. It also provides opportunities for students to develop systematic strategies based on the statistical investigation process for answering statistical questions that involve analysing univariate and bivariate data, including time series data.

**Mathematical Methods** focuses on the use of calculus and statistical analysis. The study of calculus provides a basis for understanding rates of change in the physical world, and includes the use of functions, their derivatives and integrals, in modelling physical processes. The study of statistics develops students' ability to describe and analyse phenomena that involve uncertainty and variation.

**Specialist Mathematics** provides opportunities, beyond those in Mathematical Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively. Specialist Mathematics contains topics in functions and calculus that build on and deepen the ideas presented in Mathematical Methods as well as demonstrate their application in many areas. Specialist Mathematics also extends students' understanding and knowledge of probability and statistics and introduces the topics of vectors, complex numbers and matrices. It is the only mathematics subject that cannot be taken as a stand-alone subject.

<b>Subject Name:</b>	Specialist Mathematics
<b>Level of Study</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Full Year
<b>Prerequisite:</b>	Successful completion of Year 10 Mathematics

**Subject Summary**

This is an Australian Curriculum course and has been designed as a 2 year, 4 unit course for study at both Year 11 and 12. It is possible to exit the course at the end of the first unit (middle of Year 11), or the second unit (end of Year 11). Students studying Specialist Mathematics must also study Mathematical Methods.

Because both mathematics and statistics are widely applicable as models of the world around us, there is ample opportunity for problem solving throughout Specialist Mathematics. There is also a sound logical basis to this subject, and in mastering the subject students will develop logical reasoning skills to a high level.

Specialist Mathematics provides opportunities, beyond those presented in Mathematical Methods, to develop rigorous mathematical arguments and proofs, and to use mathematical and statistical models more extensively. Topics are developed systematically and lay the foundations for future studies in quantitative subjects in a coherent and structured fashion. Students of Specialist Mathematics will be able to appreciate the true nature of mathematics, its beauty and its functionality.

Specialist Mathematics has been designed to be taken in conjunction with Mathematical Methods. The subject contains topics in functions, calculus, probability and statistics that build on and deepen the ideas presented in Mathematical Methods and demonstrate their application in many areas. Vectors, complex numbers and matrices are introduced. Specialist Mathematics is designed for students with a strong interest in mathematics, including those intending to study mathematics, statistics, all sciences and associated fields, economics or engineering at university.

Specialist Mathematics is structured over four units. The topics in Unit 1 broaden students' mathematical experience and provide different scenarios for incorporating mathematical arguments and problem solving. The unit blends algebraic and geometric thinking. In this subject there is a progression of content, applications, level of sophistication and abstraction. For example, in Unit 1 vectors for two-dimensional space are introduced and then in Unit 3 vectors are studied for three-dimensional space. The Unit 3 vector topic leads to the establishment of the equations of lines and planes and this in turn prepares students for an introduction to solving simultaneous equations in three variables. The study of calculus, which is developed in Mathematical Methods, is applied in Vectors in Unit 3 and applications of calculus and statistics in Unit 4.

**Aims**

Specialist Mathematics aims to develop students

- Understanding of concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- Ability to solve applied problems using concepts and techniques drawn from combinatorics, geometry, trigonometry, complex numbers, vectors, matrices, calculus and statistics
- Capacity to choose and use technology appropriately
- Reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information, including ascertaining the reasonableness of solutions to problems
- Capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- Ability to construct proofs

**Assessment Procedures**

Skills and Application tasks (tests etc.)	60%
Folio Tasks (Investigations)	20%
End of semester examination	20%



<b>Subject Name:</b>	Mathematical Methods
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	Successful completion of Year 10 Mathematics

**Subject Summary**

This is an Australian Curriculum course and has been designed as a 2 year, 4 unit course for study at both Year 11 and 12. It is possible to exit the course at the end of the first unit (middle of Year 11), or the second unit (end of Year 11)

The major themes of Mathematical Methods are calculus and statistics. They include as necessary prerequisites studies of algebra, functions and their graphs, and probability. They are developed systematically, with increasing levels of sophistication and complexity. Calculus is essential for developing an understanding of the physical world because many of the laws of science are relationships involving rates of change. Statistics is used to describe and analyse phenomena involving uncertainty and variation. For these reasons this subject provides a foundation for further studies in disciplines in which mathematics and statistics have important roles. It is also advantageous for further studies in the health and social sciences. In summary, the subject Mathematical Methods is designed for students whose future pathways may involve mathematics and statistics and their applications in a range of disciplines at the tertiary level.

Mathematical Methods is structured over four units. The topics in Unit 1 build on students' mathematical experience. The topics 'Functions and graphs', 'Trigonometric functions' and 'Counting and probability' all follow on from topics in the F-10 curriculum from the strands, Number and Algebra, Measurement and Geometry and Statistics and Probability. In Mathematical Methods there is a progression of content and applications in all areas. For example, in Unit 2 differential calculus is introduced, and then further developed in Unit 3 where integral calculus is introduced. Discrete probability distributions are introduced in Unit 3, and then continuous probability distributions and an introduction to statistical inference conclude Unit 4.

**Aims**

Mathematical Methods aims to develop students':

- Understanding of concepts and techniques drawn from algebra, the study of functions, calculus, probability and statistics
- Ability to solve applied problems using concepts and techniques drawn from algebra, functions, calculus, probability and statistics
- Reasoning in mathematical and statistical contexts and interpretation of mathematical and statistical information including ascertaining the reasonableness of solutions to problems
- Capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- Capacity to choose and use technology appropriately and efficiently.

**Assessment Procedures**

Skills and Application tasks (tests etc.)	60%
Folio Tasks	20%
End of semester examination	20%

\*The new Australian Curriculum for Senior Years will begin at Stage 1 in 2018 and progress to Stage 2 in 2018

**Subject Name:**                      General Mathematics  
**Level of Study:**                      Year 11 (Stage 1)  
**Length of Course:**                      Full Year  
**Prerequisite:**                      Completion of Year 10 Mathematics or Year 10 General Mathematics

**Subject Summary**

This is an Australian Curriculum course and has been designed as a 2 year, 4 unit course for study at both Year 11 and 12. It is possible to exit the course at the end of the first unit (middle of Year 11), or the second unit (end of Year 11)

General Mathematics is designed for those students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. The subject is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Throughout the subject there is also an emphasis on the use and application of digital technologies.

**Aims**

General Mathematics aims to develop students’:

- Understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- Ability to solve applied problems using concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics
- Reasoning and interpretive skills in mathematical and statistical contexts
- Capacity to communicate the results of a mathematical or statistical problem-solving activity in a concise and systematic manner using appropriate mathematical and statistical language
- Capacity to choose and use technology appropriately and efficiently.

**Assessment Procedures**

Skills and Application tasks (tests etc.)	60%
Folio Tasks (Investigations)	20%
End of semester examination	20%

<b>Subject Name:</b>	Essential Mathematics
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Full Year
<b>Prerequisite:</b>	Completion of Year 10 Mathematics or Year 10 General Mathematics

**Subject Summary**

This is an Australian Curriculum course and has been designed as a 2 year, 4 unit course for study at both Year 11 and 12. It is possible to exit the course at the end of the first unit (middle of Year 11), or the second unit (end of Year 11)

The content of the Essential Mathematics subject is designed to be taught within contexts that are relevant to the needs of the particular student cohort. The skills and understandings developed throughout the subject will be further enhanced and reinforced through presentation in an area of interest to the students.

Essential Mathematics focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives. Essential Mathematics provides students with the mathematical knowledge, skills and understanding to solve problems in real contexts, in a range of workplace, personal, further learning and community settings. This subject offers students the opportunity to prepare for post-school options of employment and further training.

**Aims**

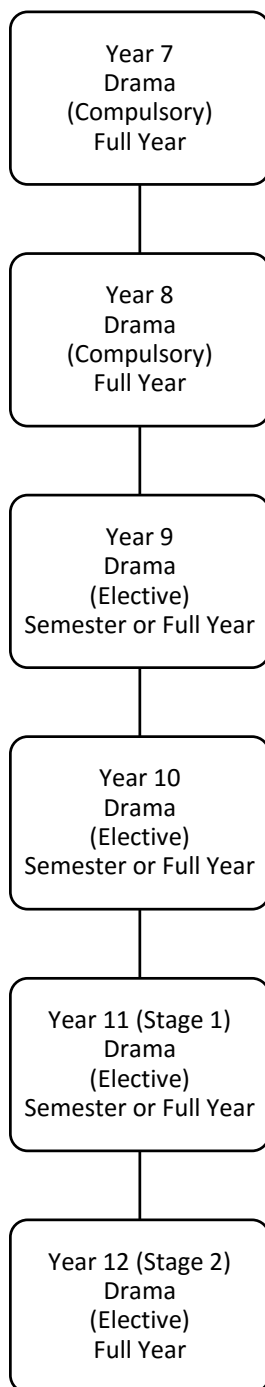
Essential Mathematics aims to develop students’:

- Understanding of concepts and techniques drawn from mathematics and statistics
- Ability to solve applied problems using concepts and techniques drawn from mathematics and statistics
- Reasoning and interpretive skills in mathematical and statistical contexts
- Capacity to communicate in a concise and systematic manner using appropriate mathematical and statistical language
- Capacity to choose and use technology appropriately.

**Assessment Procedures**

Skills and Application tasks (tests etc.)	60%
Folio Tasks (Investigations)	25%
End of semester examination	15%

# PERFORMING ARTS - DRAMA



## Notes:

- At this stage there is no prerequisite for Year 10, Year 11 or Year 12 Drama, but studying Senior Drama prior to Year 12 provides a strong advantage and is highly recommended.

## Rationale of Drama at Pulteney

Drama is not simply for those who wish to pursue a career in theatre, media or film industries. The life skills we aim to explore in Drama at Pulteney include communication, collaboration, event management, creativity and independence. Students with an English focus will find Drama complements the English curriculum, reinforcing a range of literacies through enjoyable performance experiences and practical activities.

**Subject Name:** Drama  
**Level of Study:** Year 11 (Stage 1)  
**Length of Course:** Semester or Full Year  
**Prerequisite:** None

**Course Description**

Students acquire the skills and understanding to generate creative and imaginative solutions to the challenges of staging dramatic works. The focus capabilities for this subject are communications, citizenship, personal development and learning.

**Content Summary**

Stage 1 Drama consists of the following three areas of study

- Presentation of Dramatic Works
- Dramatic Theory and Practice
- Individual Investigation and Presentation

**Assessment Components**

Assessment as Stage 1 is school based. Students demonstrate evidence of their skills through the following assessments

- Performance
- Folio
- Investigation and Presentation

Weightings between the three study areas are flexible and determined by the nature of the student group ie to optimise their chances of success.

In the performance each student must have at least 10 minutes stage time; or if an off-stage role such as Stage Manager or Designer is chosen, the student must have a 10 minute presentation of their learning.

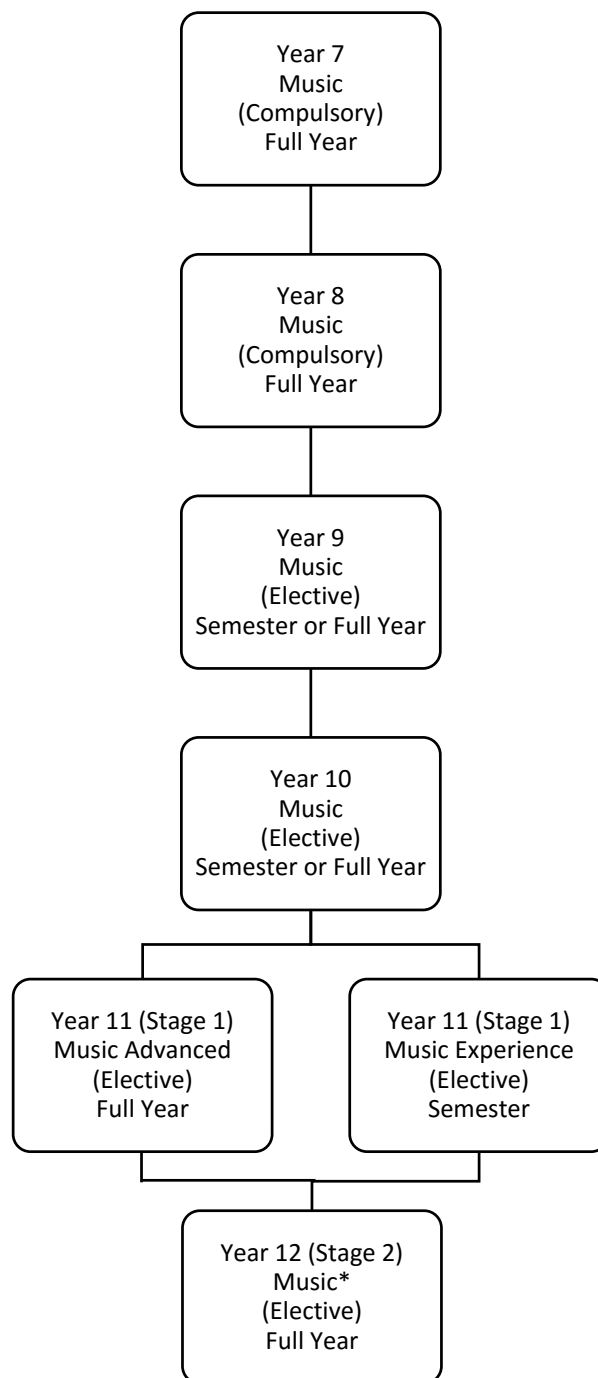
For Dramatic Theory and Practice the student will complete a Folio of two – three different assessment tasks.

The Individual Study requires a presentation of 6 – 10 minutes demonstrating research, synthesis, and dramatic skills.

**Assessment Procedures**

Performance	40%
Folio	30%
Investigation and Presentation	30%

# PERFORMING ARTS - MUSIC



**Notes:**

\* Music at Year 12 (Stage 2) has 7 elective units (10 credits per unit). Discussion and consultation with the Head of Music is essential when choosing units. Not all units may be offered in any given year and this is dependent on student interests and staff expertise.

**Units include:**

- Musicianship
- Music Technology
- Individual Study
- Ensemble Performance
- Solo Performance
- Performance Special Study
- Composing and Arranging

<b>Subject Name:</b>	Music Advanced
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Full Year
<b>Prerequisite:</b>	Some music background in theory is required and students must be undertaking instrumental/vocal lessons.

**Course Description**

Through the study of Music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching and developing and applying musical technologies. Students benefit from the opportunity to develop their practical and creative potential, oral and written skills and their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students' cognitive, affective and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

The Stage 1 – Music advanced course assumes substantial background in music and provides pathways to all of the current Stage 2 units. The focus capabilities for this subject are Personal development, Citizenship, Communication and Learning.

Students must be learning an instrument or voice and students will engage in the following activities

- Composing, arranging, transcribing, improvising
- Performing
- Music technology
- Music in Context
- Developing Aural and Written Musicianship Skills

**Assessment Procedures**

Assessment at Stage 1 is school based

Students demonstrate learning through the following assessment types

**Skills Presentation:** including practical performances and oral presentations for music in context

**Skills Development:** includes oral and written musicianship and music technology skills

**Folio:** includes analysis of works, composing and arranging

<b>Subject Name:</b>	Music Experience
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Semester
<b>Prerequisite:</b>	Some music background in theory is required and students must be undertaking instrumental/vocal lessons.

**Course Description**

Through the study of Music students have the opportunity to engage in musical activities such as performing, composing, arranging, researching and developing and applying musical technologies. Students benefit from the opportunity to develop their practical and creative potential, their capacity to make informed interpretative and aesthetic judgments. Study and participation in music draws together students' cognitive, affective and psychomotor skills, strengthening their ability to manage work and learning, and to communicate effectively and sensitively.

The Stage 1 – Music advanced course assumes a background in music and provides pathways to a limited number of the current Stage 2 units. The focus capabilities for this subject are Personal development, Citizenship, Communication and Learning.

Students must be learning an instrument or voice and students will engage in the following activities

- Composing, arranging, transcribing, improvising (as required)
- Performing
- Music technology

**Assessment Procedures**

Assessment at Stage 1 is school based

Students demonstrate learning through the following assessment types

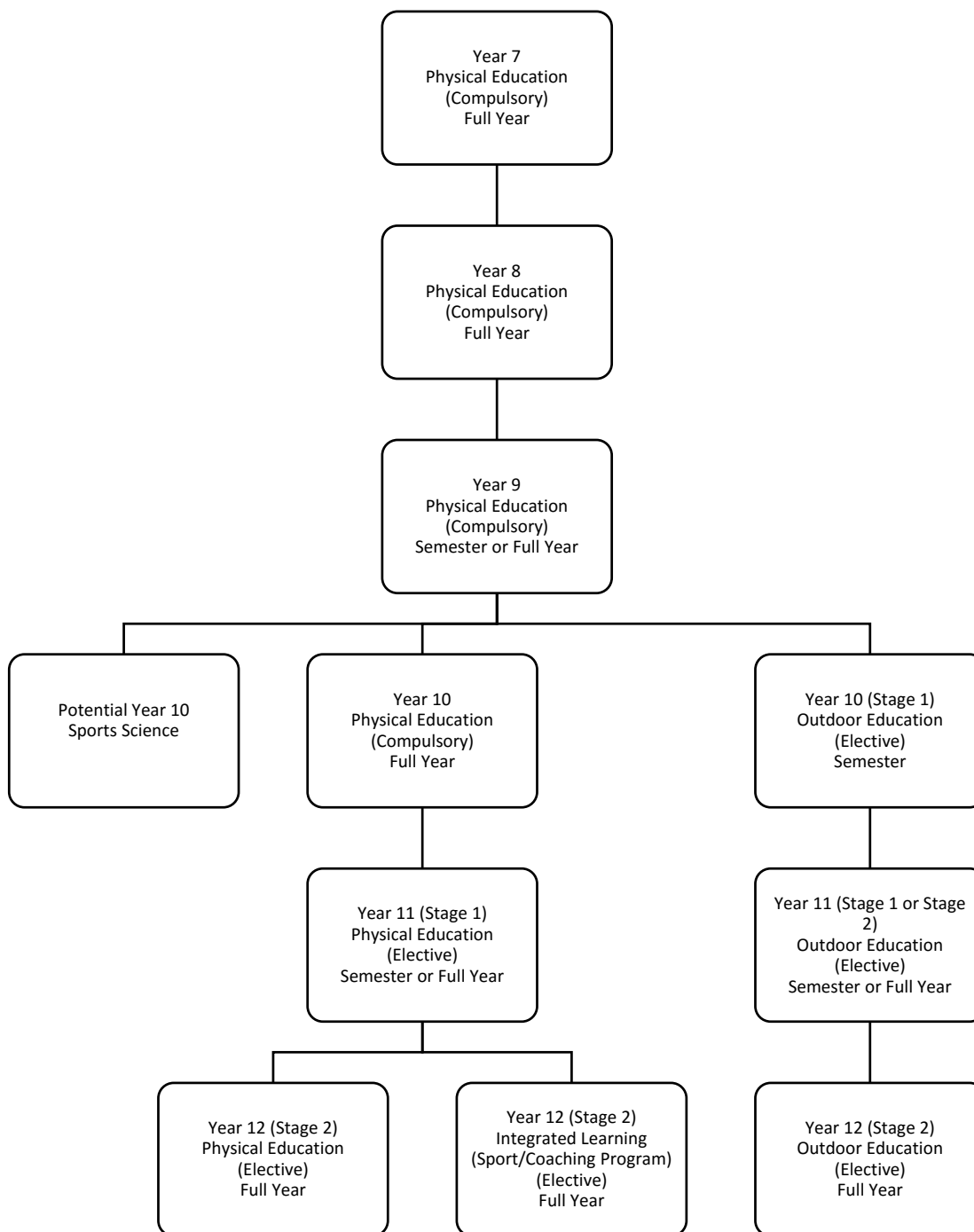
**Skills Presentation:** includes practical performances

**Skills Development:** music technology skills

**Folio:** includes analysis of works, composing and arranging



# HEALTH AND PHYSICAL EDUCATION



**Notes:**

- Year 12 students are able to study Stage 2 Physical Education or Stage 2 Integrated Learning having preferably studied Stage 1 Physical Education
- Stage 1 Outdoor Education can be chosen at either Year 10 or Year 11 and Stage 2 Outdoor Education can be selected at either Year 11 or Year 12, preferably with Stage 1 Outdoor Education studied the year prior.”

\* **Please Note:** SACE Stage 1 for 2018 is currently under review with proposed changes to be released later in 2017. As soon as the changes are confirmed modifications to the Pulteney Course outline will be made accordingly. What follows is an outline of the 2017 program.

<b>Subject Name:</b>	Physical Education
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	A good level of physical fitness. At least a B level from Year 10 Physical Education course, with a strong willingness and dedication towards the theory content

### **Course Description**

In Physical Education students gain an understanding of human functioning and physical activity, and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capabilities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation, and the ability to apply knowledge to practical situations. The focus capabilities for this subject are communication, learning, and personal development.

Stage 1 Physical Education consists of the following two areas

- Practical Skills and Application
- Principles and Issues

*Practical Skills and Applications:* for a semester course, two practicals are completed Principles and Issues (consists of the following two areas of study)

The Nature of Physical Activity

Issues Analysis

A course may look like this:

#### **Semester 1**

*Practical Skills and Applications*

- Aquatics (Surfing)
- Volleyball
- Touch

*Principles and Issues*

- Exercise Physiology and Human Movement and Issues Analysis

#### **Semester 2**

*Practical Skills and Applications*

- Badminton/Touch Football/Lawn Bowls/Netball/Basketball/Soccer

*Principles and Issues*

- Sports Injuries, First Aid, Skill Learning and Coaching, Biomechanics

Please note: Activities offered will vary according to class size, class interest, strengths and resource availability.

### **Content Summary**

1. *Practical Skills and Applications:* Students complete three practical modules. The practical modules offered will be varied across a range of individual, fitness, team, group, adventure, racquet, aquatic, outdoor and recreational activities. Activities may include Touch Football, Badminton, Volleyball, Netball, Surfing, Windsurfing and/or Sailing.

2. *The Nature of Physical Activity:* This area of study requires an experimental, analytical approach to physical activity and wellbeing. Topics include

- Body Systems
- Participation in Physical Activity
- Biomechanics
- Fitness
- Sports Injuries
- Human Physical Performance
- Training Principles and Methods

3. *Issues Analysis:* Students will be required to critically analyse issues that are relevant to their local, regional, national or global communities. Topics focus on physical activity and could include

- Alcohol, tobacco and other drugs
- Children
- Corruption
- Play Education
- Sport in Society
- Cultural Diversity
- Fitness
- Disability
- Professionalism in Sport
- Sports Injury
- Equal Opportunity
- Gender
- Health Risk Factors
- Safety, Risk Management

### **Assessment Procedures**

Assessment at Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types:

Topics need to have a focus on *Physical Activity*, and could include drugs, professionalism, health risk factors, sport in society, safety, risk management disability, equal opportunities, children, sports injuries, play education, gender, declining fitness levels, local, national and global.

*Assessment Component 1: Practical Skills and Applications – 60%*

Practical units completed and assessed via assignments and observation checklists matched to the assessment design criteria

*Assessment Component 2: Folio – 40%*

Tests

Assignments

Issues Study

Examination (2 hours)

<b>Subject Name:</b>	Outdoor Education
<b>Level of Study:</b>	Year 11 (Stage 1 or Stage 2)
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	A good level of physical fitness is required. Camp components are compulsory as are all other components of the course

**Course Description**

Stage 1 Outdoor Education can be studied as a 10-credit subject or a 20-credit subject. In Outdoor Education students gain an understanding of ecology, environment sustainability, cultural perspectives, and physical and emotional health through participating in outdoor activities. Students reflect on environmental practices and are introduced to employment options in outdoor and environmental fields. The focus capabilities for this subject are communication, citizenship, and personal development.

**Content Summary (example program)**

Both the 10-credit subject and the 20-credit subject consist of the following four topics

- Environment and Conservation
- Planning and Management
- Outdoor Activities
- Outdoor Journey (Compulsory element of the course).

**Assessment Types**

Assessment as Stage 1 is school based. Students demonstrate evidence of their learning through the following assessment types

Assignments, Tests, Exams

Risk Management, Weather, Environmental Education

Camp Write-Up

**Assessment Procedures**

Stage 1 Outdoor and Environmental Education consists of the following components, weighted as shown

*Assessment Component 1:* Outdoor Activities and Journey 50%

*Assessment Component 2:* Course Work 40%

*Assessment Component 3:* Expedition Journal 10%

Examinations will be held at the end of Semester 1 and Semester 2.

Practical Units – 60%

Major Journey Outdoor Recreation (15 – 18 hours): eg Light-weight Bush Walking, Kayaking Expedition

Minor (8 – 10 hours): eg Surf Life Saving

Theory Units – 40%

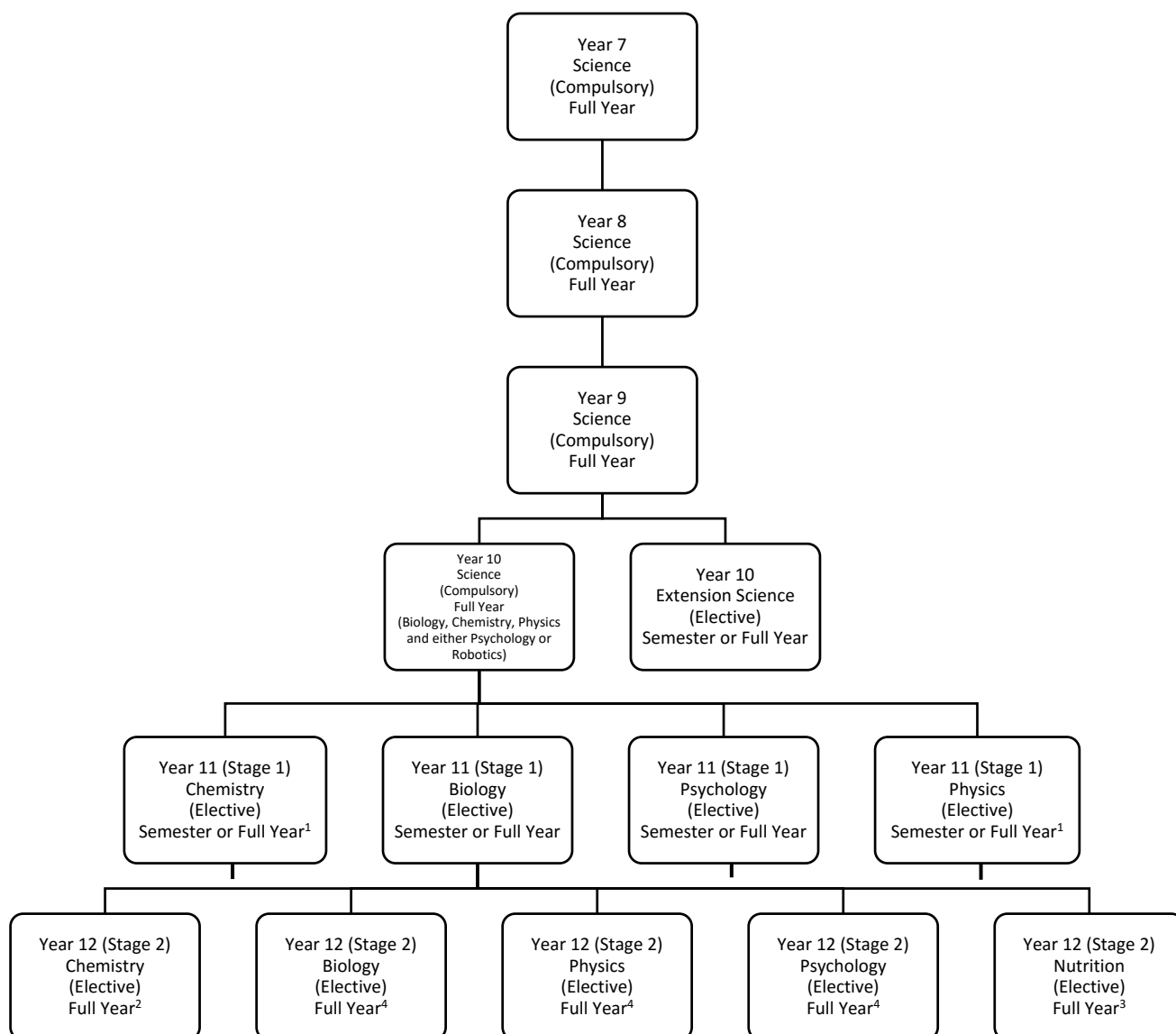
Risk Management (complete a RAMS proforma). Environmental education (eg Water Cycle, Biodiversity, Sustainability). Please note: Activities offered vary according to class size and class interest or strengths.

*Practical Units* are assessed using an observation checklist related to a set criteria based on the amount of content covered within structured lessons. This form of assessment is ongoing, based on the performance of students throughout the unit and not on one performance, this allows for injury and illness. Students will, however, be advised when they will be assessed on certain basic skills (eg Kayaking – the capsizing routine). A written assignment will be included to assess the students' knowledge of the rules/tactics involved in the sport, the history of the sport/activity, and the fitness requirements of the sport/activity.

**Theory Units**

- Written assignments that require students to explore aspects of the topics that will extend their knowledge.
- Written tests based on the information discussed within lessons
- Laboratories that extend the students' thinking about the topics presented and challenge fundamental theories
- Written examination based on both the theory and practical units presented

# SCIENCE



## Notes:

- <sup>1</sup>Year 11 (Stage 1) students may change subjects after 1 semester but in Physics and Chemistry a satisfactory pass of Semester 1 in the subject is a prerequisite for Semester 2 in those subjects.
- <sup>2</sup>Year 11 (Stage 1) Chemistry is a prerequisite for Year 12 (Stage 2) Chemistry
- <sup>3</sup>Year 11 (Stage 1) Physics is a prerequisite for Year 12 (Stage 2) Physics
- <sup>4</sup>Any Year 11 (Stage 1) science subject can be a prerequisite for Biology, Nutrition and Psychology.

<b>Subject Name:</b>	Biology
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	None – but it is assumed that students have successfully completed Year 10 Science

### **Course Description**

In this subject, students are expected to:

1. apply science inquiry skills to design and conduct biological investigations, using appropriate procedures and safe, ethical working practices
2. obtain, record, represent, analyse, and interpret the results of biological investigations
3. evaluate procedures and results, and analyse evidence to formulate and justify conclusions
4. develop and apply knowledge and understanding of biological concepts in new and familiar contexts
5. explore and understand science as a human endeavour
6. communicate knowledge and understanding of biological concepts, using appropriate terms, conventions, and representations.

### **Content Summary**

#### *Semester 1*

- The Building Blocks of Life
- Multicellular Organisms: The Plants

#### *Semester 2*

- Multicellular Organisms: Human Biology
- Microorganisms and Immunity

### **Assessment Procedures**

For each topic there will be assignments, topic tests, a research assignment and practical work. There will be an examination at the end of the semester with questions on the topics covered.

Investigation Tasks	50%
<ul style="list-style-type: none"><li>• Practical Investigations</li><li>• Science as a Human Endeavour Investigation</li></ul>	
Skills and Application Tasks	50%
<ul style="list-style-type: none"><li>• Written Tests</li><li>• Examination</li></ul>	

<b>Subject Name:</b>	Chemistry
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	Please see below

Semester 1: Students must have successfully completed Year 10 Science to an A/B grade level. A student with a C grade level may find the course difficult and will need to discuss their subject choice with the Learning Area Leader - Science.

Semester 2: Students must have satisfactorily completed the Semester 1 course.

### **Course Description**

In this subject, students are expected to:

1. apply science inquiry skills to design and conduct chemistry investigations, using appropriate procedures and safe, ethical working practices
2. obtain, record, represent, analyse, and interpret the results of chemistry investigations
3. evaluate procedures and results, and analyse evidence to formulate and justify conclusions
4. develop and apply knowledge and understanding of chemical concepts in new and familiar contexts
5. explore and understand science as a human endeavour
6. communicate knowledge and understanding of chemical concepts, using appropriate terms, conventions and representations.

### **Content Summary**

#### *Semester 1*

- Practical Techniques
- Atomic Theory
- Balancing Chemical Equations
- Bonding
- Acids and Bases
- Quantitative Analysis

#### *Semester 2*

- Quantitative Analysis
- Redox Chemistry
- Organic Chemistry
- Polymers and Cleaning Agents

### **Assessment Procedures**

For each topic there will be assignments, topic tests, a research assignment and practical work. There will be an examination at the end of the semester with questions on the topics covered.

Investigation Tasks	50%
<ul style="list-style-type: none"><li>• Practical Investigations</li><li>• Science as a Human Endeavour Investigation</li></ul>	

Skills and Application Tasks	50%
<ul style="list-style-type: none"><li>• Skills Assessment</li></ul>	

Written Tests



<b>Subject Name:</b>	Physics
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	Please see below

Semester 1: Students must have successfully completed Year 10 Science to an A/B grade level. A student with a C grade level may find the course difficult and will need to discuss their subject choice with the Learning Area Leader - Science.

Semester 2: Students must have satisfactorily completed the Semester 1 course.

### **Course Description**

In this subject, students are expected to:

1. apply science inquiry skills to design and conduct physics investigations, using appropriate procedures and safe, ethical working practices
2. obtain, record, represent, analyse, and interpret the results of physics investigations
3. evaluate procedures and results, and analyse evidence to formulate and justify conclusions
4. develop and apply knowledge and understanding of physics concepts in new and familiar contexts
5. explore and understand science as a human endeavour
6. communicate knowledge and understanding of physics concepts, using appropriate terms, conventions, and representations.

### **Content Summary**

#### *Semester 1*

- Waves
- Nuclear Models and Radioactivity
- Electric Circuits

#### *Semester 2*

- Linear Motion and Forces
- Energy and Momentum
- Motion in Two Dimensions

### **Assessment Procedures**

Assessment will include undertaking practical investigations and writing practical reports, completing a science as a human endeavour investigation, topic tests and an end of semester examination.

Investigation Tasks	50%
• Practical Investigations	
• Science as a Human Endeavour Investigation	

Skills and Application Tasks	50%
• Written Tests	
Practical Tests	

<b>Subject Name:</b>	Psychology
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	It is assumed that students have successfully completed Year 10 Science

### **Course Description**

In this subject, students are expected to:

1. demonstrate knowledge and understanding of the factors that cause psychological differences and similarities between people and give examples of how these factors affect the behaviour of themselves, others, and groups
2. analyse the behaviour of themselves, others, and groups of people in different contexts in a way that recognises the values of independence and interdependence
3. demonstrate an understanding of ethical research by designing, undertaking, and evaluating guided investigations
4. make informed decisions about issues, events, and situations in society by applying relevant psychological principles and ethics
5. demonstrate organisation and reflection in the application of psychological principles, taking into account ethical considerations
6. search for, record, evaluate, and organise psychological information and use appropriate terms effectively to communicate key ideas, understanding, processes, and values in different contexts
7. undertake a variety of roles while working as a member of a team to achieve individual and shared goals.

### **Content Summary**

*Semester 1:* Topics include the following

In *An Introduction to Psychology*, students learn about the different ways in which psychologists obtain data about human behaviour via investigations

*Social Interactions* considers how the behaviour of individuals and groups influences, and is influenced by, others. This topic focuses on conformity and obedience, aggression and altruism.

*Intelligence* explores why we appear to differ from each other in the way we perceive and deal with information, and what shapes and maintains these differences.

*Semester 2:* Topics include the following

*Brain and Behaviour* examines the structure and function of the brain, brain imaging techniques, gender differences in brain structure and function and the ethical considerations involved in research.

*Emotion* looks at the different ways in which people react to similar situations. The biological, personal and social-cultural dimensions of emotions are investigated

*Human Development* looks at psychological development during childhood and adolescence

### **Assessment Procedures**

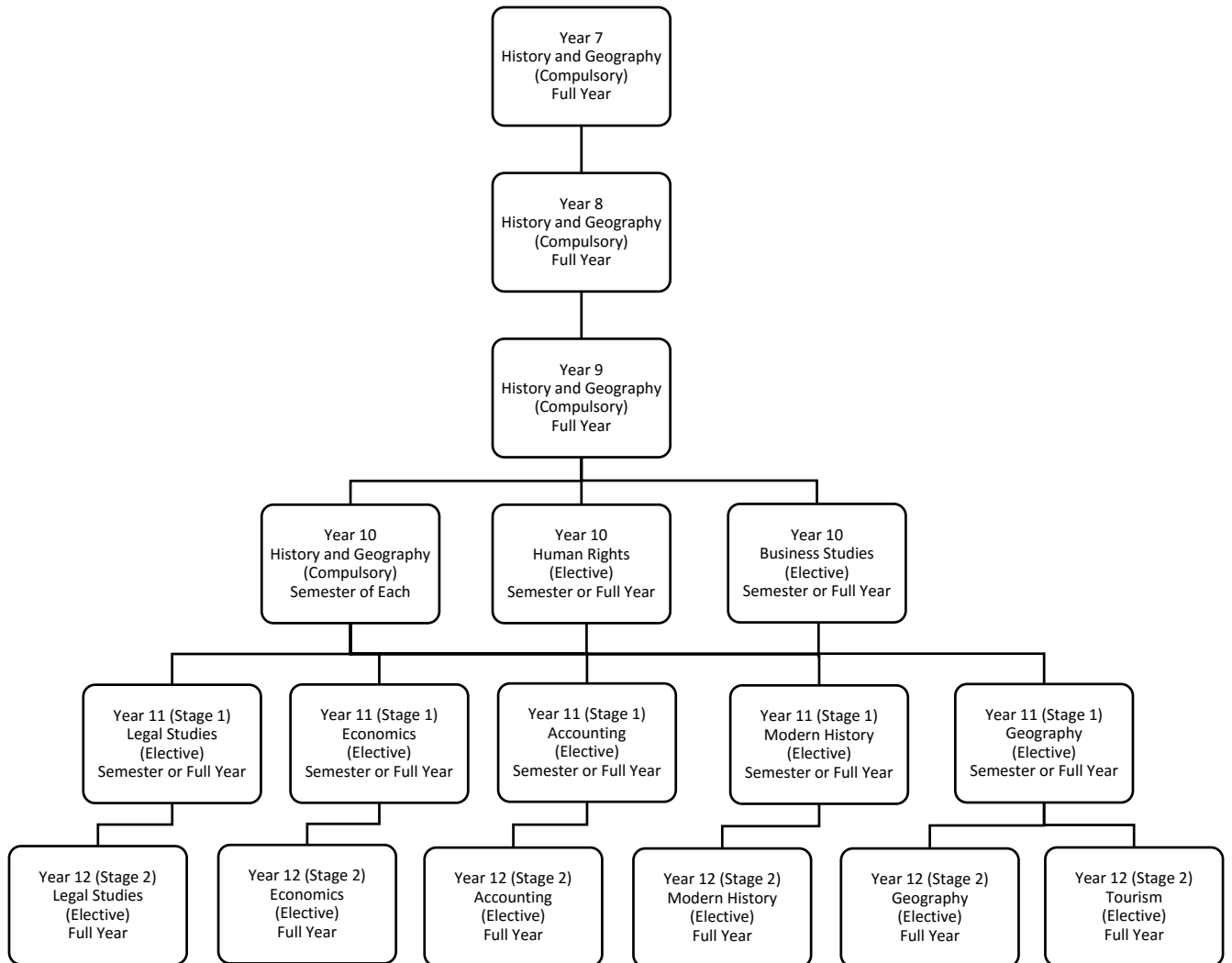
Formative assessment includes development of skills through comprehension exercises, written questions, computer investigations and oral discussions

Summative assessment includes two assessment components

The *Investigations Folio* – 40%: contains two investigation tasks

The *Skills and Application Tasks* component – 60%: contains three assessment items including an examination.

# HUMANITIES



<b>Subject Name:</b>	Accounting
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	None – a good pass in Year 10 Mathematics is an advantage

### **Course Description**

The study of Accounting gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making. Students develop an understanding of the successful management of financial affairs in business, and gain knowledge and skills related to accounting processes for organisational and business applications.

Accounting enables students to participate effectively and responsibly in a changing social, legal, and economic environment. Students develop skills in critical thinking, problem-solving, and the use of information and communication technologies. These skills enable them to apply accounting information in financial decision-making. An understanding of accounting concepts in financial management and decision-making helps students to develop skills in, and an appreciation of, active and responsible citizenship.

Students acquire knowledge and skills related to the accounting process for organisation and business applications. They understand the processes involved in generating, recording, classifying, analysing, interpreting, and reporting accounting information as a basis for planning, control, and effective decision-making. They learn how to interpret the financial information of an accounting entity and how to convey this information to interested users.

### **Course Content**

#### **Learning Requirements**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning.

In this subject, students are expected to

- Understand the role of accounting in society
- Record and report financial information using manual methods as well as information and communication technologies
- Apply the principles and practices of recording and reporting financial information
- Recognise and understand financial information for decision-making
- Analyse, interpret, and communicate financial information using accounting terminology
- Apply effective decision-making skills using financial and non-financial information
- Recognise social, legal, regulatory, and/or ethical influences on financial recording and decision-making

Stage 1 Accounting may be undertaken as a 10-credit subject or a 20-credit subject

A 10-credit subject consists of

- The Environment of Accounting
- At least two option topics

A 20-credit subject consists of

- The Environment of Accounting
- At least four option topics

The option topics include

- |                                 |  |
|---------------------------------|--|
| • Personal Financial Management | • Financial Reports                                |
| • Business Documents            | • Analysis and Interpretation of Financial Reports |
| • Keeping Cash Records          | • Teacher-developed Topic(s)                       |
| • Double-entry Recording        |  |

**Evidence of Learning (Assessment)**

The following assessment types enable students to demonstrate their learning in Stage 1 Accounting

*Assessment Type 1: Skills and Application Tasks*

*Assessment Type 2: Investigation*

For a 10-credit subject, students should provide evidence of their learning through four or five assessments.

Each assessment type should have a weighting of at least 20%

Students undertake

- At least two skills and applications tasks
- At least one investigation

For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments. Each assessment type should have a weighting of at least 20%

Students undertake

- At least four skills and applications tasks
- At least two investigations

<b>Subject Name:</b>	Economics
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	None

### **Course Description**

Studying Economics enables students to understand how an economy operates, the structure of economic systems, and the way in which they function. Students develop an understanding of different economic systems and institutions, and can assess the degree to which these systems and institutions help satisfy people's needs and wants.

Students research, analyse, evaluate, and apply economic models that are expressed in graphical and/or diagrammatic form. They evaluate issues for individuals and groups in local, national, and global settings. They learn how some of these issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

#### **Learning Requirements**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to

- Know and understand, apply, and communicate economic concepts, principles, models, and skills using economic technology
- Understand the effects of economic interdependence on individuals, communities, business, and governments locally, nationally, and globally
- Understand that economic decisions involve costs and benefits
- Analyse and evaluate economic issues and events (local, national, or global) using economic models and the skills of economic inquiry

### **Course Content**

Stage 1 Economics may be undertaken as a 10-credit subject or a 20-credit subject. The content may be derived from, but is not limited to, the topics described below. Students should undertake a minimum of three topics for a 10-credit subject and six topics for a 20-credit subject.

Topics include

- The Economic Problem
- Economic Systems
- The Market Economy
- Government Involvement in the Market Economy
- The Circular Flow of Income
- Trade in a Global Economy
- Price Stability
- Economic Development
- Poverty and Inequality
- Employment and Unemployment
- Teacher-developed Topic

### **Evidence of Learning (Assessment)**

The following assessment types enable students to demonstrate their learning in Stage 1 Economics

*Assessment Type 1: Folio*

*Assessment Type 2: Skills and Applications Task*

*Assessment Type 3: Issues Study*

For a 10-credit subject, students should provide evidence of their learning through four or five assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

<b>Subject Name:</b>	Geography
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	It is assumed that students have successfully completed a semester of Year 10 Geography

### **Course Description**

Geography may be undertaken as a 10-credit or 20-credit subject in Year 11 (SACE Stage 1). Through the study of Geography, students develop an understanding of the spatial interrelationships between people, places and environments. They appreciate the complexity of our world, the diversity of its environments and the challenges and associated opportunities facing Australia and the world. Geographers develop an appreciation that place matters when explaining economic, social and environmental phenomena and processes. Geography provides a systematic, integrative way of exploring, analysing and applying the concepts of place, space, environment, interconnection, sustainability, scale and change. Students will need to identify patterns and trends, and explore and analyse geographical relationships and interdependencies. They will engage in geographical inquiry by using geographical methods and skills using a range of field and spatial technology-base skills with a focus on fieldwork activities to gain direct experience along with the development of Geographical Information Systems (GIS).

### **Course Content**

Stage 1 Geography may be undertaken as a 10-credit or a 20-credit subject.

For a 10-credit subject (1 Semester), students study at least 2 topics from one or two of the themes. For a 20-credit subject (Full Year), students study at least 4 topics, with at least one topic from each theme.

#### *Semester One*

Students will undertake studies related to the themes of Sustainable and Contemporary Places. The topics studied specifically in Semester 1 will be 'Urban Places' and 'Local Issues'.

In the study of 'Urban Places' students will examine the growth and development of towns and cities over time. For metropolitan and regional cities, aspects for study may include liveability, urban sprawl, car dependency, walkability, public transport, environmental degradation, green spaces, urban planning, and service provision. Students examine how governments, planners, communities, interest groups, and individuals try to create sustainable places.

When studying 'Local Issues' students will develop their skills in fieldwork and spatial technologies, and use, interpret and present geographical data and information. For this topic students might investigate a diverse range of issues including: catchment management of a local river, environmental management, traffic management issues in urban places, the impact of urban sprawl on city suburbs and the sustainable development of the Central Business District (CBD), including the Adelaide Parklands.

#### *Semester Two*

Students will undertake studies related to the themes of Sustainable Places and Hazards. The topics studied specifically in Semester 1 will be 'Megacities' and 'Natural Hazards'.

When studying 'Megacities' students will examine the development and growth of major metropolitan areas in both developing and developed countries. Students will learn to appreciate that on a global scale, the growth of megacities is influenced by world population growth and has an impact on human well-being. Students will also learn how the growth of megacities has created a range of environmental, social, and economic challenges for people and for governments.

In the study of 'Natural Hazards', students will study extreme natural events that have the

potential to negatively impact on human systems and result in disaster. These events may arise from atmospheric, hydrological, or geomorphic events. Such events include cyclones, tornadoes, drought, bushfires, flooding, earthquakes, volcanoes, tsunamis, landslides, and avalanches. Students develop their knowledge and understanding of the types, classification and global distribution of natural hazards, along with a detailed contemporary case study of a natural hazard type e.g. flooding, bushfires etc.

**Evidence of Learning (Assessment)**

The following assessment types enable students to demonstrate their learning in Stage 1 Geography

*Assessment Type 1: Geographical Skills and Applications*

*Assessment Type 2: Fieldwork*

There will be 4-6 assessments per semester with a minimum of one assessment based upon a class fieldwork activity and one skills based examination



<b>Subject Name:</b>	Modern History
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	It is assumed that students have successfully completed a semester of Year 10 History

### Course Description

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

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

The developments and movements studies are closely connected with democratic political systems, and have been subject to political debate. Students consider the dynamic processes of imperialism, revolution, and decolonisation, how these have reconfigured political, economic, social, and cultural systems, and how recognition of the rights of individuals and societies has created challenges and responsibilities.

### Learning Requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrated through their learning of Stage 1 Modern History.

In this subject students are expected to

- Understand the historical concepts of continuity and change, cause and effect, perspective and interpretation and contestability
- Understand the role of ideas, people, and events in history
- Explore and analyse developments and/or movements in the modern world, and their short- and long-term impacts
- Explore and analyse ways in which societies in the modern world have been shaped by both internal and external forces and challenges
- Apply the skills of historical inquiry to analyse and evaluate sources and interpretations, explore ideas and perspectives, and support arguments
- Draw conclusions and develop reasoned historical arguments

### Course Content

Stage 1 History may be undertaken as a 10-credit or a 20-credit subject

For each 10-credit semester students will be expected to study two topics.

#### *Semester One*

Students will look at the experiences of disadvantaged groups in the Americas, including the political, social and economic impacts. This will include an in depth study of the topics:

- Recognition and Rights of Indigenous Peoples

The response of Indigenous peoples to invasions and migration from outside has varied according to historical and cultural contexts. However, dispossession, alienation, recognition, and reconciliation are some of the experiences of Indigenous societies. Students undertake a study of the recognition and rights of Indigenous peoples. This study will focus on the recognition and rights of Indigenous peoples on the American continent.

- Movements for Liberation in the 20<sup>th</sup> Century

Behind the significant changes of the 20<sup>th</sup> Century were ideas and movements that led towards liberation. From the impact of industrialisation, democratisation, increased access to education, the emergence of international human rights standards, urbanisation, and globalisation, grew conflict and resistance. The extent of the social, economic, and political changes had benefits and advantages depending on circumstances and perspectives. Students will investigate the US Civil Rights Movement as a way to investigate ways in which people, groups, and institutions challenge and adapt political structures, social organisation, and economic models.

*Semester Two*

Students will undertake a thematic study of Revolutions since 1750. They will look at key aspects of the revolutions, including pre-revolutionary society, causes of the revolution, consolidation of power, the impact of the revolutions and ongoing impacts of the revolutions. They will also study an elective topic investigating historical depictions of disadvantaged groups within popular culture. This will entail an in depth study of film, photography, news, music, art, propaganda, news and television and how women, ethnic groups and indigenous peoples from around the globe are represented in a range of cultural devises.

**Assessment**

A 10-credit subject consists of

- Assessment Type 1: Historical Skills – 3 assessments to a maximum of 2400 words, 15 minute of oral, or the equivalent in multimodal form.
- Assessment Type 2: Historical Study – 1 assessment to a maximum of 1000 words, 6 minute oral, or the equivalent in multimodal form.

A 20-credit subject consists of

- Assessment Type 1: Historical Skills – 6 assessments to a maximum of 4800 words, 30 minute of oral, or the equivalent in multimodal form.
- Assessment Type 2: Historical Study – 2 assessment to a maximum of 2000 words, 12 minute oral, or the equivalent in multimodal form.

<b>Subject Name:</b>	Legal Studies
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	None – a good pass in Year 10 English is an advantage

**Course Description**

Legal Studies explores Australia's legal heritage and the dynamic nature of the Australian legal system within a global context. Students are provided with an understanding of the structures of the Australian legal system and how that system responds and contributes to social change while acknowledging tradition.

The study of Legal Studies provides insight into law-making and the processes of dispute resolution and the administration of justice. Students investigate legal perspectives on contemporary issues in society. They reflect on, and make informed judgments about, strengths and weaknesses of the Australian legal system. Students consider how, and to what degree, these weaknesses may be remedied.

**Learning Requirements**

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. In this subject, students are expected to

- Display knowledge and understanding of the legal rights and responsibilities of individuals and groups in Australian society
- Know and understand the values inherent in the Australian legal system
- Display knowledge and understanding of different sources of law in the Australian Legal system
- Recognise how the Australian legal system responds to cultural diversity
- Evaluate the nature and operation of aspects of the Australian legal system
- Develop inquiry skills through accessing and using information on aspects of the legal system
- Communicate informed observations and opinions on contemporary legal issues and debates, using legal terminology and appropriate acknowledgment of sources.

**Course Content**

Stage 1 Legal Studies may be undertaken as a 10-credit or a 20-credit subject. It consists of the following topics

- |                          |                                     |                              |
|--------------------------|-------------------------------------|------------------------------|
| 1. Law and Society       | 2. People, Structures and Processes | 3. Law-Making                |
| 4. Justice and Society   | 5. Young People and the Law         | 6. Victims and the Law       |
| 7. Motorists and the Law | 8. Young Workers and the Law        | 9. Relationships and the Law |

**Evidence of Learning (Assessment)**

The following assessment types enable students to demonstrate their learning in Stage 1 Legal Studies

*Assessment Type 1: Folio*

*Assessment Type 2: Issues Study*

*Assessment Type 3: Presentation*

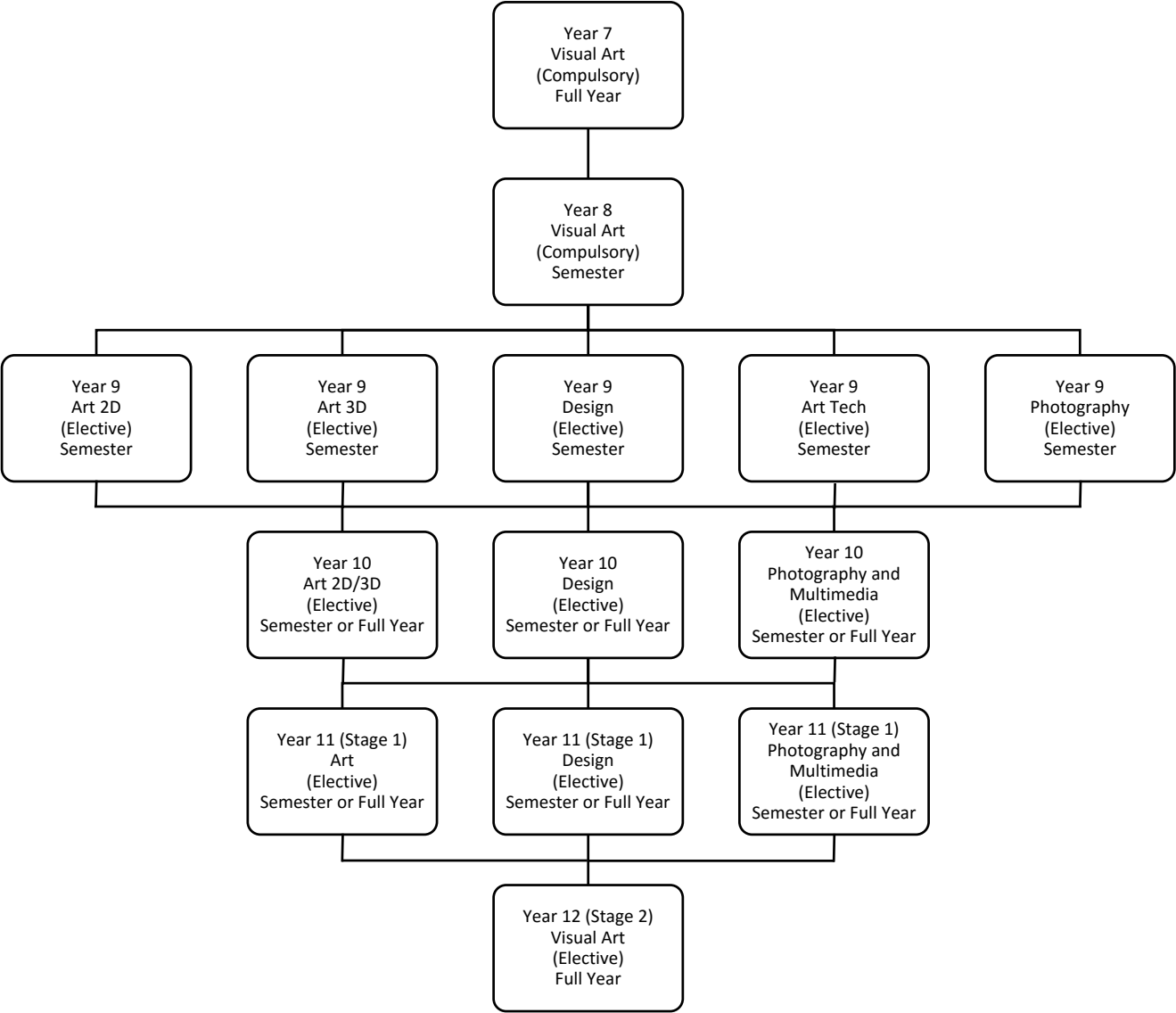
For a 10-credit subject, students should provide evidence of their learning through four or five assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

Students in both 10-credit and 20-credit subjects undertake:

- At least two assessments for the folio
- At least one issues study
- At least one presentation

# VISUAL ART



<b>Subject Name:</b>	Visual Art – Art or Photography and Multimedia or Design
<b>Level of Study:</b>	Year 11 (Stage 1)
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	None

### Course Description

NOTE: Photography and Multimedia can include elements of and references to historical and contemporary photographic techniques and practices (such as black/white photography, slide manipulation, digital manipulation). Multimedia encompasses film-based practices (such as visual projections, film and sound manipulation) and is inspired by current trends in contemporary practice.

#### Learning Outcomes

In these subjects, students

- Conceive, develop and make work(s) of art, photography and multimedia or design that reflect the development of a personal visual aesthetic
- Demonstrate visual thinking through the development and evaluation of ideas and explorations in technical skills with media, materials and technologies
- Apply technical skills in using media, materials and technologies to solve problems and resolve work(s) of art, photography and multimedia or design
- Communicate knowledge and understanding of their own and other practitioners' works of art, photography and multimedia or design
- Analyse, interpret and respond to Visual Arts in cultural, social and/or historical contexts.

### Content Summary

#### Areas of Study

##### Assessment Type 1: Folio: Visual thinking

- For art, photography and multimedia and design, visual thinking is about developing the skills to think visually and to record this thinking
- Visual thinking for artists usually involves applying a creative or problem-solving process in a logical sequence
- Visual thinking for designers is usually based around the development and formulation of a design brief that specifies parameters for the designer and working through the Design Cycle to produce a design outcome
- The Folio should include visual, practical, written and/or oral forms of research. Written evidence may include, for example, notes, annotations, analysis of artists' / designers' works, and/or a structured essay

##### Assessment Type 2: Practical Resolution

- A work of art, photography and multimedia or design may be a single resolved practical or a body of resolved work
- Works can be resolved using the various practical genres of art, photography and multimedia and design, which may include for example:
  - Art: video, installation, assemblage, digital imaging, painting, drawing, mixed media, printmaking, photography, wood, plastic or metal fabrication, sculpture, ceramics and textiles
  - Photography and multimedia: video, video installation, photography (film), digital imaging/manipulation, sound. image/music synchronisation, image projection
  - Design: architectural concept design
- Practitioner's Statement (art, photography and multimedia or design): Students evaluate what they have achieved and provide insights into how processes have affected the outcome. Students learn how to produce a practitioner's statement

**Assessment Type 3: Visual Studies: Visual Arts in Context**

- Students contextualise art, photography and multimedia or design; that is, they place works of art or design culturally, socially and/or historically through guided research study practices
- Students base their exploration and/or experimentation on analysis of the work of other practitioners, individual research and the development of visual thinking and/or technical skills. They present the findings of their visual study as well as their conclusions and insights.

**Assessment Scope and Requirements**

One Folio– 40%

One Practical Work (or body of works) including a practitioner's statement – 30%

One Visual Study – 30%

**Assessment Design Criteria**

Practical Application

Knowledge and Understanding

Analysis and Response