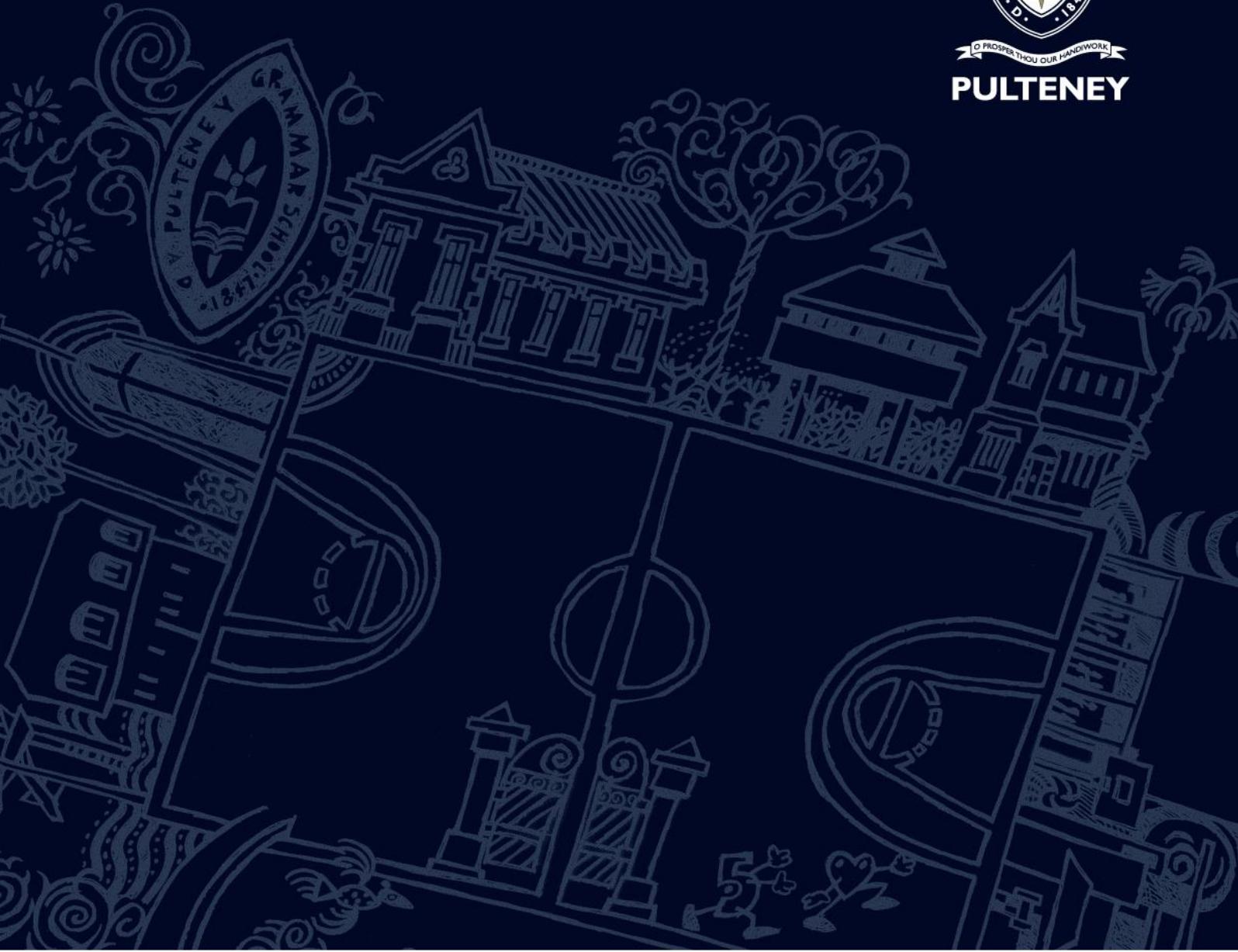




**PULTENEY**



# **CURRICULUM GUIDE – *one ninety* 2022**

## **YEAR 11**

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## SUBJECT GUIDES

### LEARNING AREA: Digital Technologies

Subject	Credit Value	
Digital Technologies	10 Credits (semester) or 20 Credits (full year)	11

### LEARNING AREA: English

**NOTE: It is a compulsory SACE requirement that students undertake and successfully complete a full year (20 credits) of a Stage I English subject**

Subject	Credit Value	
English	20 Credits (full year)	12
English as an Additional Language	20 Credits (full year)	13
Essential English	20 Credits (full year)	14
Media Studies	10 Credits (semester) or 20 Credits (full year)	15

### LEARNING AREA: Health and Physical Education

Subject	Credit Value	
Outdoor Education (Stage I)	10 Credits (semester) or 20 Credits (full year)	16
Outdoor Education (Stage II)	20 Credits (full year)	17
Physical Education	10 Credits (semester) or 20 Credits (full year)	18

### LEARNING AREA: Humanities

Subject	Credit Value	
Accounting	10 Credits (semester) or 20 Credits (full year)	19
Business and Innovation (Stage II)	20 Credits (full year)	20
Economics	10 Credits (semester) or 20 Credits (full year)	21
Geography	10 Credits (semester) or 20 Credits (full year)	22
Modern History	10 Credits (semester) or 20 Credits (full year)	23
Integrated Learning	10 Credits (semester) or 20 Credits (full year)	24
Legal Studies	10 Credits (semester) or 20 Credits (full year)	25

## LEARNING AREA: Languages

Subject	Credit Value	
Chinese (Background)	20 Credits (full year)	26
German (Continuers)	20 Credits (full year)	27
Japanese (Continuers)	20 Credits (full year)	28

## LEARNING AREA: Mathematics

**\*NOTE:** It is a compulsory SACE requirement that students undertake and successfully complete a semester (10 credits) of a Stage I Mathematics subject. It is a Pulteney requirement that students who wish to continue with a Mathematics subject at Stage II must enroll in a full year (20 credits) of a Stage I Mathematics subject. Students who have successfully passed their first semester, gaining their compulsory 10 Numeracy credits, and do not wish to continue with Mathematics at Stage II, may be able to choose an alternate subject in Semester 2 which is more aligned to their pathway.

Subject	Credit Value	
Essential Mathematics	10 Credits (semester*) or 20 Credits (full year)	29
General Mathematics	10 Credits (semester*) or 20 Credits (full year)	30
Mathematical Methods	20 Credits (full year)	31
Specialist Mathematics	20 Credits (full year)	32

## LEARNING AREA: Performing Arts

Subject	Credit Value	
Dance	20 Credits (full year)	33
Drama	10 Credits (semester) or 20 Credits (full year)	34
Music	20 Credits (full year)	35

## LEARNING AREA: Research Project

**NOTE:** It is a compulsory SACE requirement that students undertake and successfully complete the Research Project.

Subject	Credit Value	
Research Project	10 Credits (full year)	36

## LEARNING AREA: Science

Subject	Credit Value	
Biology	10 Credits (semester) or 20 Credits (full year)	37
Chemistry	20 Credits (full year)	38
Physics	20 Credits (full year)	39
Psychology	10 Credits (semester) or 20 Credits (full year)	40

**LEARNING AREA: Visual Arts** 

<b>Subject</b>	<b>Credit Value</b>	
Visual Art (Art)	10 Credits (semester) or 20 Credits (full year)	41
Visual Art (Design)	10 Credits (semester) or 20 Credits (full year)	42
Photography and Multimedia	10 Credits (semester) or 20 Credits (full year)	43

## **Welcome to one ninety**

Our young people are graduating into a world that is rapidly changing. To prosper, young people need more than just knowledge and skills, rather the initiative and innovative thinking to be able to demonstrate *what they can do with what they know*. The learning experience at Pulteney Grammar School is designed so that in all subjects, immersive experiences and co-curricular activities, students are developing the capacity to transfer their learning into skillful and purposeful action while cultivating a sense of belonging and connection to the world around them.

Our teaching staff are inspired by the belief that our students will leave us with a vision of a boundless future. 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 empathetic, thoughtful and ethical in deed. With a strength of character, our hope is that our students step into their chosen fields, as leaders who will make an impact on their world. And by this, prosper by their handiwork.

In *one ninety*, we are proud to build on the excellent academic foundations and values established in the first three phases of life at Pulteney – Kurrajong, Prep School and the Middle School.

Staff members in *one ninety* are enthusiastic and committed to providing quality education while striving for academic excellence. We proudly deliver the South Australian Certificate of Education (SACE). A certificate which through a wide range of subjects, has at its core, the knowledge, skills and capabilities to thrive in an ever-changing world.

It is the expectation that each student will achieve his or her individual best, not only academically but also in the wide variety of co-curricular activities available, thus gaining valuable leadership experience, learning the benefits of a balanced lifestyle and valuing the pursuit of passion.

Authentic relationships are at the heart of the Pulteney Experience. 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. Tutors and Heads of House are the conduit between school and home for the wellbeing and academic needs of students.

We welcome you to our senior 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 Year 11 Curriculum Guide to both parents and students as a valuable resource, as together you make the subject choices to ensure a robust foundation for a prosperous future.

**Rebecca Baker**  
**Head of one ninety**

# 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 development of subject outlines for a wide range of subjects designed to cater for a diversity of abilities and interests at Stage I and II (Years 11 and 12).
- 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.

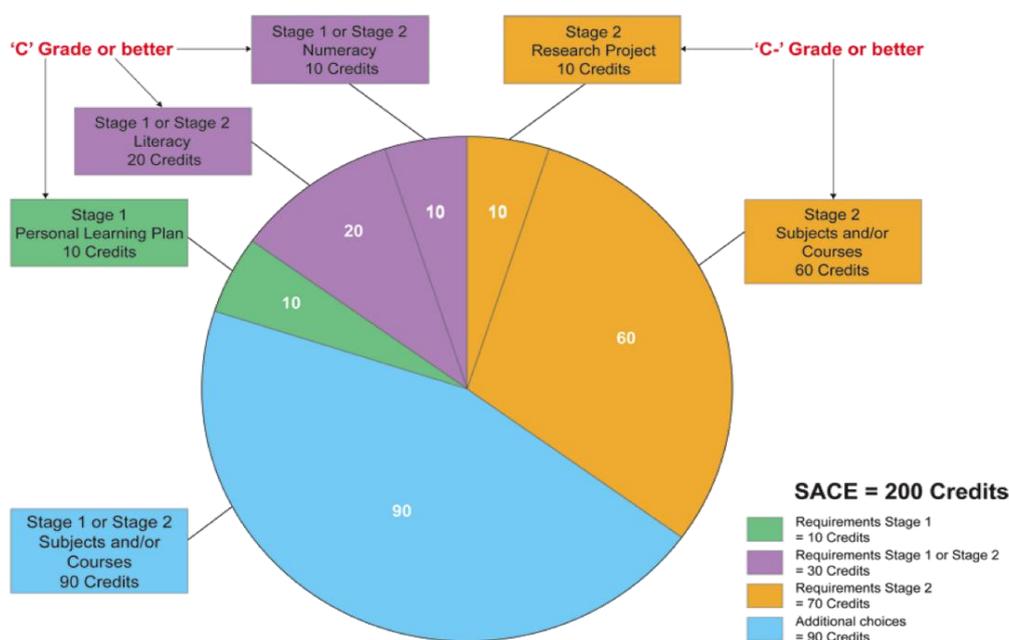
## What is the SACE?

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.

For more information regarding studying in the SACE and **detailed discussion regarding assessment** please visit the SACE Board [website](#).



## VET Information: Year 11 and Year 12

Vocational Education and Training (VET) courses allow students to achieve a nationally-accredited qualification, whilst also studying subjects within SACE. Most Pulteney students who are looking to undertake a VET program, will do so in Year 11 or Year 12.

VET courses can be a valuable part of a student's secondary education, but **they are not the best option for all students**. It is important for both students and parents to carefully consider the reasons for undertaking a VET course whilst at school, and research the requirements, so that informed decisions can be made. Please be aware that many VET programs have a **compulsory Structured Workplace Learning component** that often needs to be completed in school holidays.

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
- Competent 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 to undertake a VET program.

The Pulteney VET program operates with a **lower level of direct supervision of students** than if they were in a classroom, and therefore relies on students to be responsible and to manage their time well.

### **A VET course might be a good choice if:**

- A student has a clear idea about their career pathway and the VET course is going to give them skills and a qualification towards their goal **OR** they are keen to pursue a VET course to explore an identified industry area as a possible career option  
**AND**
- The student has a real talent and/or interest in that particular practical area  
**AND**
- The student is good at managing their time, staying organised and focussed, and learning independently

### **A student should think twice about doing a VET course if:**

- They need to keep their options open by doing a range of school subjects. In this case, more traditional school subjects might better suit the student's needs  
**OR**
- They are considering a VET course because they think it will be easier than a subject at school

There are a range of courses available to students wishing to pursue VET options, including (but not limited to):

- Animal Studies
- Business/Business Administration
- Childcare
- Construction
- Fitness
- Hospitality
- Information Technology
- Photography
- Plumbing
- Screen Media (Game Art/Animation)

Involvement in a VET course in Year 11 is not likely to affect university entrance selection, however, if students choose to continue a VET pathway into Year 12, this may affect university entry directly from Year 12. If a student wants 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).

For further information about **VET at Pulteney**, please go to the Pulteney Futures [website](#) and click on the **red** button.

For further information about **VET in SACE**, please click [here](#).

If you or your child are considering a VET course, please contact the Coordinator of Futures to discuss further.



## **Headstart (Adelaide University Extension Program)**

*Headstart* provides gifted and highly motivated Year 12 students with a challenge beyond the Year 12 curriculum as they combine secondary school and university studies. Students accepted into *Headstart* can choose to replace or supplement their Year 12 subjects with university courses (subjects). University grades are recorded, and students are able to credit these grades towards their SACE Stage 2 level studies and ATAR.

*Headstart* students may also receive credit towards their university degree if they enrol in a University of Adelaide program after attending Pulteney Grammar (*one ninety*), enabling them to complete their university study early or study a wider range of courses than usual. Successful *Headstart* applicants will also receive a scholarship from the University of Adelaide exempting them from both tuition fees and the student services and amenities fee for one course per semester.

### **Who can apply for Headstart:**

There are strict guidelines that Year 11 students will need to adhere to, and meet should they wish to apply. In the first instance, the students need to fill in a proforma outlining their study and career path. Students also need to submit a personal statement outlining why they should be considered for the *Headstart* program. The following evidence will also need to be provided:

- Any evidence, such as letters of reference from experts in the subject specific field, competitions, etc. placing the student in the top tenth percentile.

- A portfolio of practical evidence, i.e. Art portfolio.
- A- grade in accelerated Stage 2 subject/s and/or A- grades from semester 1 and current grades at the time of application.

### **Process for selection:**

The school's standard for the selection process for *Headstart* is purposely set high to ensure that students can successfully combine their studies. While students undertake the course independently, schools are required to provide a recommendation which is why it is crucial that we have a rigorous selection process; exemplary behaviour is also an expectation.

Once applications have been received, the Head of *one ninety* and the Gifted and Talented Coordinator and Teacher, will meet and decide if further evidence or tests are required. Results will be collated with the student's formal application and a vetting process will take place to shortlist those who will be invited to apply for *Headstart*.

For successful applicants, the school will arrange a meeting with the Coordinator of *Headstart*, from the University of Adelaide. Students will then be advised how and when to submit their application online which occurs the following year.

Further information about *Headstart* can be found at <https://www.adelaide.edu.au/headstart/> or you can contact Sue Mavropoulos, Gifted and Talented Coordinator and Teacher and Coordinator of *Headstart* at Pulteney: [sue.mavropoulos@pulteney.sa.edu.au](mailto:sue.mavropoulos@pulteney.sa.edu.au)

## **Frequently Asked Questions**

### **How many subjects do I study in Year 11?**

At Pulteney Grammar, students traditionally undertake 7 subjects per semester within Year 11.

### **Are there any subjects which I must study in Year 11?**

**English:** SACE stipulates that all South Australian Stage I students must complete two semesters (20 credits) worth of a Stage I English subject. Students must achieve a C grade or above to complete the subject successfully and gain their SACE.

**Mathematics:** SACE stipulates that all South Australian Stage I students must complete one semester (10 credits) worth of a Stage I Mathematics subject. Students must achieve a C grade or above to complete the subject successfully and gain their SACE. It is a Pulteney requirement that students who wish to continue with a Mathematics subject at Stage II must enroll in a full year (20 credits) of a Stage I Mathematics subject. Students who have successfully passed their first semester, gaining their compulsory 10 Numeracy credits, and do not wish to continue with Mathematics at Stage II, may be able to choose an alternate subject in Semester 2 which is more aligned to their pathway.

**Research Project:** SACE stipulates that Research Project is a compulsory 10-credit subject for all South Australian students. Students must achieve a C– grade or above to complete the subject successfully and gain their SACE. Although Research Project is a Stage II subject, Pulteney delivers the subject in Year 11 so that students have the best opportunity to choose from a wider array of subjects in Year 12 in preparation for their tertiary studies. The skills developed from the Research Project will support all students in their Stage II studies.

### **Can I withdraw from a subject and, if so, by when?**

It is an expectation that students will undertake 7 subjects for the duration of both semesters. This will ensure that students have the best opportunity to meet SACE expectations and obtain all the necessary credits to be a viable candidate for tertiary education entrance.

Should a student, due to exceptional circumstances, wish for subject withdrawal to be considered, they are to approach their subject teacher and Head of House to have detailed discussion regarding the potential consequences. Following this discussion, students must obtain written parent approval for withdrawal to be considered and potentially approved.

Alleviations to subject loads are more readily considered should a student be undertaking (or have undertaken) a VET course or other external course(s) which will award (or have awarded) SACE credits.

### **Can I change subjects after beginning a course?**

Students have the opportunity to change from one subject to another at the beginning of the individual semesters. However, this change must take place before the end of the second week of Term 1 and Term 3. Following this, changes will not be considered.

Should a student wish to make the decision to change subjects, they are to approach their subject teacher and Head of House to have detailed discussion regarding the potential consequences. Following this discussion, students must obtain written parent approval for the final decision to be considered and potentially approved.

Students are, however, encouraged to plan their subjects carefully the year before and avoid disruptions to the start of studies by requesting changes at the start of the year.

### **How do I know what subjects to choose so as to qualify for a potential tertiary degree or course?**

Subjects studied at Stage I will not impact on a student's eligibility for tertiary entrance. However, students are advised to choose carefully in Year 11 to set up a pathway for their Stage II studies which will ensure they qualify for tertiary entrance in the field of their choosing.

Tertiary course prerequisites are different for each individual institution. Further differences exist from state to state. Students are therefore highly encouraged to visit or contact the individual institutions they are considering.

However, to assist, you may wish to visit the following sites:

- [South Australian Tertiary Admissions Centre \(SATAC\): Undergraduate Courses](#)
- [Australian Tertiary Institutions](#)

### **Disclaimer**

The information found within this guide 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, are subject to change. Students are advised to contact the relevant Pulteney Learning Area Leader, SACE or tertiary institution to verify any information contained in this curriculum guide.



## LEARNING AREA: DIGITAL TECHNOLOGIES

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<b>Subject Name:</b>	Digital Technologies
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

Students will develop their understanding of programming, computational thinking and computer systems throughout this subject. Broader skill sets involving communication, teamwork, project management, innovation and critical and creative thinking will also be fostered.

In Semester One, students participate in the National Computer Science School competition to build on their understanding of the Python programming language. They apply these skills to develop their own interactive website, such as a Facebook or Twitter clone. Students also create games using Unity, which is a professional-grade game engine. Finally, they analyse a raw dataset using Excel or Power BI, so that they can provide useful visualisations and recommendations. This skillset is increasingly valuable in our modern data-driven society.

In Semester Two, students explore object-oriented programming by making games with the Python Arcade library. They develop their own idea for an innovative and useful computer program and create designs for how it would work. Finally, students collaborate on a major project, where they are given the flexibility to explore programming in an area of interest. For example, this could be Unity game, mobile application, or a hardware project with lights and sensors.

### What specific topics will be covered?

#### *Semester 1*

- Python programming
- Web app development
- Data analysis with Excel or Power BI

#### *Semester 2*

- Python Arcade game development
- Software design and entrepreneurship

### How will I be assessed?

#### *Semester 1*

##### *Project Skills (50 %)*

- NCSS Python Challenge
- Data Crunch

##### *Digital Solutions (50 %)*

- Web App Development
- Unity Game

#### *Semester 2*

##### *Project Skills (50 %)*

- Python Arcade tutorials and challenges
- Software Design Investigation

##### *Digital Solutions (50 %)*

- Python Arcade game development project
- Collaborative Major Project



## LEARNING AREA: ENGLISH

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

### What will be in the course?

This subject has an emphasis on responding to texts, creating texts, and intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, poetry, and drama texts. Stage I English articulates with the Stage II English subjects.

### What specific topics will be covered?

#### *Semester 1*

- Persuasive Text Study (Speeches)
- Speech Writing
- Poetry Study
- Poetic Letter
- Intertextual Study

#### *Semester 2*

- Film Study
- Drama Study
- Transforming Texts
- Novel Study
- Intertextual Study

### How will I be assessed?

#### *School Assessment (100%)*

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

Students undertake:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts
- Assessment Type 3: Intertextual Study

*Note: A school issued examination exists for this subject*





## LEARNING AREA: ENGLISH

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<b>Subject Name:</b>	English as an Additional Language (EAL)
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

This subject is designed to improve students' general proficiency in the English language. There is an emphasis on communication, comprehension, analysis, and text creation. This subject leads to Stage II English as an Additional Language, which has a focus on developing students' academic literacy skills, and may also lead to other Stage II English subjects.

### What specific topics will be covered?

#### *Semester 1*

- Film Studying
- Advertising Study
- Persuasive Techniques
- Oral Interactions

#### *Semester 2*

- Argumentative Writing
- Reflective Writing
- Biographical Study
- Stereotype Study

### How will I be assessed?

#### *School Assessment (100%)*

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

Students undertake:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Interactive Study
- Assessment Type 3: Language Study

*Note: A school issued examination exists for this subject*



## LEARNING AREA: ENGLISH

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<b>Subject Name:</b>	Essential English
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

This subject is designed to improve students' general proficiency in the English language. There is an emphasis on communication, comprehension, analysis, and text creation. This subject leads to Stage 2 Essential English, which has a focus on developing students' academic literacy skills, and may also lead to other Stage II English subjects.

### What specific topics will be covered?

#### *Semester 1*

- Creative Writing
- Novel Study
- Advertising Study
- Advertising Creation

#### *Semester 2*

- Persuasive Writing
- Comparative Study
- Film Study
- Short Film Creation

### How will I be assessed?

#### *School Assessment (100%)*

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

Students undertake:

- Assessment Type 1: Responding to Texts
- Assessment Type 2: Creating Texts



## LEARNING AREA: ENGLISH

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<b>Subject Name:</b>	Media Studies
<b>Level of Study:</b>	Stage 1
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

Students discuss and analyse media issues, and interact with and create media products. The analytical elements of Media Studies support students to develop research and analytical skills that may lead to future study or employment pathways. The subject focuses on exploring the role of media in Australian and global contexts. Students consider how media can exert a significant influence on the way people receive and interpret information about the world, explore their own and other cultures, make economic choices, develop political ideas, and spend their leisure time.

### What specific topics will be covered?

#### *Semester 1*

- Advertising Campaign Study
- Advertising Campaign Creation
- Making of the News Media Study
- Careers in the Media Interaction Study

#### *Semester 2*

- Portrayal in the Media
- Fake News
- Short Films, Documentaries and Music Video Study
- Short Films, Documentaries and Music Video Creation

### How will I be assessed?

#### *School Assessment (100%)*

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

Students undertake:

- Assessment Type 1: Folio
- Assessment Type 2: Interaction Study
- Assessment Type 3: Product



## LEARNING AREA: HEALTH AND PHYSICAL EDUCATION

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<b>Subject Name:</b>	Outdoor Education
<b>Level of Study:</b>	Stage 1
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

Outdoor Education is the study of the human connection to natural environments through outdoor activities. Students focus on the development of awareness of environmental issues through observation and evaluation. Assessment for this is through a research folio piece. Practical components include bushwalking, kayaking, sailing and rock climbing as day programs and an extended overnight journey.

Through outdoor activities students develop specific activity skills and reflect on their personal, group, and social development. They develop skills and increase their effectiveness in leadership, self-reliance, group management, planning, reflection, managing risks and minimising environmental impacts for sustainable futures. Students are assessed on their planning, practical skill development and reflections.

These outcomes are achieved through three key focus areas that link to the assessments. Focus Area 1: Environment and conservation. Focus Area 2: Planning and management and Focus Area 3: Personal and social growth and development.

### What specific topics will be covered?

Skills, knowledge, and understanding for learning in natural environments including:

#### *Semester 1*

- Preparation and planning
- Managing risk
- Teamwork and decision-making

#### *Semester 2*

- Preparation and planning
- Managing risk
- Teamwork and decision-making

Semester 2 is a progression from Semester 1, developing analysis in folio tasks self-reliant and skills in journeys. This can be completed as a stand-alone semester or as a sequence subject for Stage 2 Outdoor Education.

### How will I be assessed?

#### *School Assessment (100%)*

- Two About Natural Environment Tasks (50%)
- Two Experience in Natural Environments Tasks (50%)

#### Students undertake:

- 4 activity days per semester
- 1 Journey preparation day
- 1 three-day outdoor journey in natural environments



## LEARNING AREA: HEALTH AND PHYSICAL EDUCATION

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<b>Subject Name:</b>	Outdoor Education
<b>Level of Study:</b>	Stage II (can be undertaken by Year 11 students)
<b>Length of Course:</b>	Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

Students develop their sense of self-reliance and build relationships with people and natural environments and enhance their awareness of environmental issues through observation and evaluation. Students gain an understanding of ecology, environmental sustainability, cultural perspectives (including Indigenous Australians' perspectives about land), and physical, emotional, and spiritual health.

Through outdoor journeys, students increase their effectiveness as members of a group and develop skills in leadership, self-management, group management, planning and evaluating, personal reflection, assessing and managing risks, managing safety, and minimising environmental impacts for sustainable futures.

These outcomes are achieved through three key focus areas that link to the assessments. Focus Area 1: Conservation and sustainability. Focus Area 2: Human connections with nature and Focus Area 3: Personal and social growth and development.

### What specific topics will be covered?

Skills, knowledge, and understanding for learning in natural environments including:

- Preparation and planning
- Managing risk
- Leadership and decision-making
- Self-reliance skills

### How will I be assessed?

#### *School Assessment (70%)*

- About Natural Environments (20%)
- Two Experiences in Natural Environments Tasks (50%)

#### *External Assessment (30%)*

- Connections with Natural Environments

Students undertake:

- Journey preparation activity days
- 3 four-day outdoor journeys in natural environments (one each in Term 1, 2 and 3)



## LEARNING AREA: HEALTH AND PHYSICAL EDUCATION

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<b>Subject Name:</b>	Physical Education
<b>Level of Study:</b>	Stage 1
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

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 capacities and analyse performance, health, and lifestyle issues related to exercise physiology, fitness, training, skill acquisition and biomechanics. Students learn in, through and about movement to develop skills in communication, investigation, and the ability to apply knowledge to practical situations that include but are not limited to, volleyball, netball, touch, badminton, surfing and ultimate frisbee.

### What specific topics will be covered?

#### *Semester 1*

- Skill acquisition
- Fitness and training
- Exercise physiology

#### *Semester 2*

- Coaching
- Biomechanics
- Skill acquisition

### How will I be assessed?

In each semester, students provide evidence of their learning through 2 assessments. Each assessment type will have a weighting of 50%.

#### *School Assessment (100%)*

- Performance improvement (70%)
- Physical activity investigation (30%)



## LEARNING AREA: HUMANITIES

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<b>Subject Name:</b>	Accounting
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

The study of Accounting can lead to a diverse range of career paths for students because of the skills it helps to develop. It is useful if you want to become an accountant. However, it is also useful if you want to work in management of any type of business, government or non-government organisation, or become an entrepreneur. It is a subject that helps students to develop the skills for effective management of their own personal finances as they develop an understanding of the financial world around them.

An understanding of accounting helps organisations and individuals to make informed decisions when faced with challenges and opportunities that may arise from events such as the Global Financial Crisis and Covid-19 pandemic. The course requires students to apply their knowledge to real-world scenarios.

### What specific topics will be covered?

- Profit and loss statements
- Balance sheets
- Cashflow statements
- Budgets
- Stock control
- Break-even
- Ratio analyses to identify suitable investments, improve profitability, cashflow and assist problem solving.

### How will I be assessed?

#### *School Assessment (100%)*

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

*Note: A school issued examination exists for this subject*

Students undertake:

- three accounting skills tasks
- one accounting inquiry



## LEARNING AREA: HUMANITIES

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<b>Subject Name:</b>	Business and Innovation
<b>Level of Study:</b>	Stage 2 (can be undertaken by Year 11 students)
<b>Length of Course:</b>	Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

In Stage 2 Business Innovation students are equipped with the knowledge, skills, and understandings to engage in designing, sustaining, and transforming business in the modern world. In a time when design-driven companies consistently outperform other stock market companies, Business Innovation foregrounds design thinking and assumption-based business planning tools to promote an iterative, human-centred approach to innovation and the transformation of business products, services, and processes. Students 'learn through doing' in Business Innovation, using design thinking and assumption-based planning processes to anticipate, find, and solve problems.

In this subject, students are expected to explore problems and generate possible solutions to meet customer problems or needs using a customer-focused approach and apply decision-making and project management tools and strategies in business contexts. Students will create and apply business intelligence to iteratively develop and evaluate business models and plans, and analyse and evaluate the opportunities and challenges for business posed by digital and emerging technologies. Analysis and evaluation of the social, economic, environmental, and/or ethical impacts of global and local business will be applied.

### How will I be assessed?

#### *School Assessment (70%)*

- Assessment Type 1: Business Skills (40%)
- Assessment Type 2: Business Model (30%)

#### *External Assessment (30%)*

- Business Plan and Pitch (30%)



## LEARNING AREA: HUMANITIES

<b>Subject Name:</b>	Economics
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

The study of Economics can lead to a diverse range of career paths for students because of the skills it helps to develop. It is a subject that helps you understand the world around you and how governments, consumers and businesses deal with issues such as the Global Financial Crisis and Covid-19. Central to the study of Economics is the study of human behaviour and how best to use our scarce resources. Economics looks at costs and benefits, trade-offs such as efficiency versus fairness, and what provides the best outcomes for society.

Students explore and develop their understanding of micro and macro-economics through an inquiry-based approach, in which they apply critical thinking skills.

Stage I Economics is an excellent choice for students who wish to complement their study of Geography, Business Innovation, or Accounting.

### What specific topics will be covered?

#### *Semester 1*

- Micro Economics
- Economic decision-making
- Markets in action (including black markets)
- Behaviour of firms (including game theory)

#### *Semester 2*

- Macro Economics
- Government involvement in the economy and its effects on the standard of living
- Trade/globalisation
- Poverty/inequality or the environment

### How will I be assessed?

#### *School Assessment (100%)*

In each semester, students provide evidence of their learning through three assessments. Each assessment type should have a weighting of at least 20%.

*Note: A school issued examination exists for this subject*



## LEARNING AREA: HUMANITIES

<b>Subject Name:</b>	Geography
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

Geography helps students shape their thinking about local and global issues which affect their future. In our increasingly globalised world, a deep understanding of current affairs — global pandemics, urban sprawl, gentrification, cyclones and floods, engagement with our neighbours in Asia and the Pacific – is critical. The contemporary course studied at Pulteney Grammar will prepare students for an uncertain future and equip them with the skills and knowledge to help solve the ‘wicked problems’ facing not only Australia, but the world.

Stage I Geography is an excellent choice for students who wish to complement their study of Biology, Legal Studies, Tourism, History, or Economics.

### What specific topics will be covered?

#### Semester 1

- Human and Biological Hazards (nuclear contamination and pandemics)
- Rural and Regional Issues
- Urban Change – London Case Study
- Fieldwork – Urban Sprawl in Adelaide
- Geographic Skills

#### Semester 2

- Natural Hazards (bushfires and meteorological hazards)
- Fieldwork – Bushfire Risk, Belair National Park
- Megacities – Jakarta Depth Study
- Geographic Skills.

### How will I be assessed?

#### School Assessment (100%)

- Three geographical skills and applications tasks (70%)
- One fieldwork task (30%)

*Note: A school issued examination exists for this subject*



## LEARNING AREA: HUMANITIES

<b>Subject Name:</b>	Modern History
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

Students explore changes within the world since 1750, examining developments and movements of significance, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals. They 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 organisation, and economic models to transform societies. Students build their skills in historical method through inquiry, by examining and evaluating the nature of sources, including who wrote or recorded them, whose history they tell, whose stories are not included and why, and how technology is creating new spaces in which histories can be conveyed. Students explore different interpretations, draw conclusions, and develop reasoned historical arguments.

### What specific topics will be covered?

#### *Semester 1*

- Social Movements of the 20<sup>th</sup> Century (American Civil Rights and Slavery)
- Recognition and Rights of Indigenous Peoples

#### *Semester 2*

- Revolutions
- Popular Culture and the Representation of Cultural Minorities.

### How will I be assessed?

Students are expected to apply the skills of historical inquiry throughout the course. These include Understanding and Exploration, Application and Evaluation and Analysis. Each of these skills can be expected to be assessed against the Performance Standards for Modern History in a range of assessment tasks.

#### *School Assessment (100%)*

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

*Note: A school issued examination exists for this subject*

Students undertake:

- Three historical skills assessments
- One historical study



## LEARNING AREA: HUMANITIES

<b>Subject Name:</b>	Integrated Learning
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

Integrated Learning is a subject framework that enables students to make links between aspects of their lives and their learning. Schools design Integrated Learning programs for a specific purpose, product, or outcome according to the interests and needs of students in their local context.

Through the lens of the program focus students develop their learning about a real-world situation, task, event, or other learning opportunity, while also growing their knowledge about themselves as learners, and their capabilities. In Integrated Learning, students develop, extend, and apply critical thinking skills through inquiry about aspects of the program focus that are of interest to them.

Students extend their self-awareness, personal identity, and values through collaborative processes that build from peer and self-assessment. They make meaning from experiences in order to recognise themselves as confident and creative individuals, and critical and evaluative thinkers with the necessary life skills to contribute to society as active and informed citizens.

### What specific topics will be covered?

#### Potential Projects

The program focus should have relevance for students and give context to their learning. It is the lens through which students make links with their knowledge of themselves as learners, and develop, extend, and apply their capabilities.

Some potential starting points for designing a program focus may include:

- Environmental management and sustainability
- Child development and nutrition
- Marine and maritime studies
- Career-related study
- Innovation, invention and enterprise Initiatives
- Technology and Production
- Small business enterprise
- Arts and performance
- Information and processing and publishing
- Hospitality and catering

This list is neither prescriptive nor exhaustive and further information can be accessed via the SACE website (Stage I Integrated Learning [Subject Outline](#)).

### How will I be assessed?

#### School Assessment (100%)

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

- Assessment Type 1: Practical Exploration
- Assessment Type 2: Connections
- Assessment Type 3: Personal Venture



## LEARNING AREA: HUMANITIES

<b>Subject Name:</b>	Legal Studies
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

Legal Studies focuses on the use of laws and legal systems to create harmony within dynamic and evolving communities. Through an inquiry-based process, students explore and develop their understanding of the concepts of rights, fairness and justice, power, and change. These concepts are examined in the context of law making, law enforcement and dispute resolution, and should be applied to a range of contemporary Australian issues. Opportunities exist to consider alternative perspectives such as international law, customary law and systems used in other jurisdictions.

Stage I Legal Studies is an excellent choice for students who wish to complement their study of Geography, History, or Economics.

### What specific topics will be covered?

Students complete a study of Focus Area 1: Law and Communities, and then complete:

- at least two additional focus areas for a 10-credit subject (eg Semester 1 or 2)
- at least four additional focus areas for a 20-credit subject (full year)

Some suggested focus areas include:

- Government
- Law-making
- Young people and the Law
- Relationships and the Law
- Entertainment and the Law
- Minority groups and the Law
- Media and the law
- Justice and Society
- Victims and the Law
- Sport and the Law
- Technology and the Law

### How will I be assessed?

#### *School Assessment (100%)*

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

Students undertake:

- Assessment Type 1: Analytical Response
- Assessment Type 2: Inquiry
- Assessment Type 3: Presentation



## LEARNING AREA: LANGUAGES

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<b>Subject Name:</b>	Chinese (Background)
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Year
<b>Prerequisite:</b>	Chinese (Year 10)

### What will be in the course?

The subject outline for Stage I background speakers' course is designed for students with a cultural and linguistic background in Chinese. Students, typically, will have been born in a country where Chinese is a major language of communication and a medium of instruction, and will have had more than 1 year's education in that country or in a wholly Chinese-speaking environment.

Students develop and apply linguistic and intercultural knowledge, understanding, and skills. They interact with others to exchange and explain information, opinions, and ideas; create texts to express ideas, opinions, and perspectives on contemporary issues; and analyse, evaluate, and respond to a range of texts. Students examine relationships between language, culture, and identity and reflect on the ways in which culture influences communication.

### How will I be assessed?

#### *School Assessment (100%)*

Per semester

- Text Production
- Text Analysis
- Oral Interaction
- Investigation
  - Chinese Component
  - English Reflection

*Note: A school issued examination exists for this subject*



## LEARNING AREA: LANGUAGES

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<b>Subject Name:</b>	German (Continuers)
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Year
<b>Prerequisite:</b>	German (Year 10)

### What will be in the course?

Students strengthen their language and cultural understanding through the lens of various themes such as; personal identity, social media, the world of work, schooling, travel and health and fitness. Students use language in and beyond the classroom to interact with others in person and via digital communication tools. They respond to a variety of multimodal, spoken and written texts, and apply what they learn about how language works to experiment with language structures and create their own texts.

### How will I be assessed?

#### *School Assessment (100%)*

Per semester

- Text Production
- Text Analysis
- Oral Interaction
- Investigation
  - German Component
  - English Reflection

*Note: A school issued examination exists for this subject*



## LEARNING AREA: LANGUAGES

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<b>Subject Name:</b>	Japanese (Continuers)
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Year
<b>Prerequisite:</b>	Japanese (Year 10)

### What will be in the course?

Students strengthen their language and cultural understanding through the lenses of various themes such as; life in Japan, seasonal events, schooling, travel and technology. Students use language in and beyond the classroom to interact with others in person and via digital communication tools. They respond to a variety of multimodal, spoken and written texts, and apply what they learn about how language works to experiment with language structures and create their own texts.

### How will I be assessed?

*School Assessment (100%)*

Per semester

- Text Production
- Text Analysis
- Oral Interaction
- Investigation
  - Japanese Component
  - English Reflection

*Note: A school issued examination exists for this subject*



## LEARNING AREA: MATHEMATICS

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<b>Subject Name:</b>	Essential Mathematics
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Semester or Full Year*
<b>Prerequisite:</b>	Essential Mathematics (Year 10)

### What will be in the course?

Essential Mathematics offers senior secondary students the opportunity to extend their mathematical skills in ways that apply to practical problem-solving in everyday and workplace contexts. Students apply their mathematics to diverse settings, including everyday calculations, financial management, business applications, measurement and geometry, and statistics in social contexts. In Essential Mathematics there is an emphasis on students developing their computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways. This subject is valuable for students planning to pursue a career in a range of trades or vocations.

\*Students wishing to continue studying Essential Mathematics at Stage II level in Year 12, must complete a full year at Stage I

### What specific topics will be covered?

#### *Semester 1*

- Whole numbers
- Fractions, Decimals and Percentage
- Time and Rates
- Ratio and Scale
- Geometry
- Employment

#### *Semester 2*

- Tables and Graphs
- Statistics
- Measurement
- Energy
- Investing

### How will I be assessed?

#### *School Assessment (100%)*

- Skills and applications tasks (60%)
- Mathematical investigations (25%)
- Examination (15%)

*Note: A school issued examination exists for this subject*



## LEARNING AREA: MATHEMATICS

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<b>Subject Name:</b>	General Mathematics
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Semester or Full Year*
<b>Prerequisite:</b>	Year 10 Mathematics

### What will be in the course?

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

\*Students wishing to continue studying General Mathematics at Stage II level in Year 12, must complete a full year at Stage I

### What specific topics will be covered?

#### *Semester 1*

- Investing and Borrowing
- Share Investments
- Measurements
- Statistics

#### *Semester 2*

- Trigonometry
- Linear Functions
- Exponential Functions
- Matrices and Networks

### How will I be assessed?

#### *School Assessment (100%)*

- Skills and applications tasks (50%)
- Mathematical Investigations (30%)
- Examination (20%)

*Note: A school issued examination exists for this subject*



## LEARNING AREA: MATHEMATICS

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<b>Subject Name:</b>	Mathematical Methods
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Full Year
<b>Prerequisite:</b>	Year 10 Mathematics

### What will be in the course?

Stage I Mathematical Methods provides the foundation for further study in mathematics in Stage II Mathematical Methods and Stage II Specialist Mathematics. Mathematical Methods further develops students' mathematical knowledge and understanding through the study of functions and their applications. This course can lead to tertiary studies of, for example, economics, computer sciences, and the sciences. It prepares students for courses and careers that may involve the use of statistics, such as health or social sciences.

### What specific topics will be covered?

#### *Semester 1*

- Functions and Relations
- Quadratics and Polynomials
- Applications of Trigonometry

#### *Semester 2*

- Counting
- Statistics
- Exponentials and Logarithms
- Calculus

### How will I be assessed?

#### *School Assessment (100%)*

- Skills and applications tasks (75%)
- Mathematical Investigations (15%)
- Examination (10%)

*Note: A school issued examination exists for this subject*



## LEARNING AREA: MATHEMATICS

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<b>Subject Name:</b>	Specialist Mathematics
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Full Year
<b>Prerequisite:</b>	Mathematical Methods (Year 10)

### What will be in the course

Specialist Mathematics draws on and deepens students' mathematical knowledge, skills, and understanding, and provides opportunities for students to develop their skills in using rigorous mathematical arguments and proofs, and using mathematical models. Specialist Mathematics must be studied in conjunction with Mathematical Methods.

### What specific topics will be covered?

#### *Semester 1*

- Number Sequences
- Circle Properties
- Vectors in Space

#### *Semester 2*

- Trigonometric Functions
- Matrices
- Mathematical Induction
- Real and Complex Numbers

### How will I be assessed?

#### *School Assessment (100%)*

- Skills and applications tasks (60%)
- Mathematical investigation (20%)
- Examination (20%)

*Note: A school issued examination exists for this subject*



## LEARNING AREA: PERFORMING ARTS

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<b>Subject Name:</b>	Dance
<b>Level of Study:</b>	Stage II
<b>Length of Course:</b>	Year
<b>Prerequisite:</b>	Dance (Stage I)

### What will be in the course?

Students work on four major assessment tasks to build skills and knowledge surrounding three key areas of study: Understanding Dance, Creating Dance, and Responding to Dance. Students progress their technique and performance skills through learning various dance combinations and choreography across a range of genres and dance styles that are performed to a live audience. In addition, students engage in research and analysis of dance in diverse contexts, evaluate and refine their own creative works as an artist, and develop their knowledge and understanding of dance skills, dance elements, structural devices, and production elements. They learn how to communicate choreographic intent through composition and performance, and work towards improving their personal development as a dancer.

### How will I be assessed?

#### *School Assessment (70%)*

**Assessment Type 1: Performance Portfolio (40%)** A 10 minute dance portfolio (including 1 minute of solo performance) that has been compiled from the recording of a live performance (Pulteney Dance Concert). The portfolio should highlight students' ability to apply dance skills using safe dance practices, as well as show techniques in presenting.

#### **Assessment Type 2: Dance Contexts (30%)**

##### Task 1: Choreography Recording (15%)

The creation of a self devised dance work demonstrating choreographic intent for stage or screen. Students research and explore a chosen context as a catalyst for their work. The final piece is recorded (maximum 3 minutes).

##### Task 2: Choreographic Analysis (15%)

A choreographic analysis based on the recording created in Task 1.

Written - Maximum 1000 words

Multimodal - Maximum 6 mins

#### *External Assessment (30%)*

#### **Assessment Type 3: Skills Development**

**Portfolio.** A skills development portfolio that explores students' personal development as a dance artist through a specific area of interest involving research and reflection.

Written - Maximum 2000 words

Multimodal - Maximum 12 mins



## LEARNING AREA: PERFORMING ARTS

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<b>Subject Name:</b>	Drama
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Semester or Year
<b>Prerequisite:</b>	NA

### What will be in the course?

Students acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works. Drama values the exploration of all forms of learning, integrating the creative with the physical and the intellectual. Students analyse texts and other materials, performances, and their own learning. As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in their own ideas.

### How will I be assessed?

#### *School Assessment (100%)*

- Assessment Type 1: Responding to Drama (30%)
- Assessment Type 2: Performance (40%)
- Assessment Type 3: Creative Synthesis (30%)



## LEARNING AREA: PERFORMING ARTS

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<b>Subject Name:</b>	Music
<b>Level of Study:</b>	Stage 1
<b>Length of Course:</b>	Year
<b>Prerequisite:</b>	Music (Year 10)

### What will be in the course?

In this course there are four distinct elements which are solo performance, arranging/composing, theory/aural/harmony and analysis.

In solo performance the students will perform twice in a public concert context two programs of 5 – 6 minutes each. In arranging/composition students will learn techniques of arranging a composition and apply them to an arrangement or their own creation using a specific instrumentation and other inclusions.

In theory/harmony/aural study students will further develop their understanding of these literacy aspects of music and develop increased skills, knowledge and understanding of them including all intervals, triads, 7<sup>th</sup> chords, diatonic 7<sup>th</sup> chords, the jazz vehicle and harmonising a melody, cadences, rhythmic and melodic dictation, all common time signatures, all key signatures, modes and scales.

Finally, the course will look at two periods of musical history in the context of analysing two seminal 20<sup>th</sup> Century musical works created by iconic musicians. In Semester 1 we look at the development of Jazz and Duke Ellington in particular, while analysing his work, *Koko*. In Semester 2 we look at the life and music of Leonard Bernstein and his work, *West Side Story*.

### How will I be assessed?

#### *School Assessment (100%)*

- Solo Performance. 1 x public solo performance of 5-6 minutes per semester (40%)
- Arranging/Composing. 1 x arrangement or composition per semester (20%)
- Theory/aural/harmony. 1 x test per semester (20%)
- Analysis of two significant music works requiring two written analysis of a maximum of 750 words (20%)



## LEARNING AREA: RESEARCH PROJECT

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<b>Subject Name:</b>	Research Project
<b>Level of Study:</b>	Stage II (undertaken as a compulsory Year II subject)
<b>Length of Course:</b>	Full Year
<b>Note:</b>	The Research Project is a compulsory SACE 10-credit subject. Students must achieve a C– grade or better to complete the subject successfully and gain their SACE.

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### What will be in the course?

The Research Project (RP) is a subject designed for students to create a research question that is based on an area of their personal interest.

Students use the research framework as a guide for developing their research and applying knowledge, skills, and ideas specific to their research question. They choose one or more of the SACE capabilities, explore the concept of the capability or capabilities, and how it or they can be developed in the context of their research.

Through the planning and development of research, students will synthesise their key findings to produce a Research Outcome, which is substantiated by evidence and examples from the research. They evaluate or review the research processes used, and the quality of their Research Outcome.

There are two streams of Research Project, RPB and RPA, both of which satisfy the SACE requirements in order to achieve an ATAR. The two courses are run concurrently and only differ slightly in the latter stages of the program. Ongoing feedback and counselling with both the subject teacher and coordinator will assist in ensuring the best pathway for each student.

### How will I be assessed?

#### *School Assessment (70%)*

AT1: Folio (30%) RPB/RPA

AT2: Research Outcome (40%) RPB/RPA

#### *External Assessment (30%)*

Assessment Type 3: Evaluation (30%) RPB

Assessment Type 3: Review (30%) RPA



## LEARNING AREA: SCIENCE

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<b>Subject Name:</b>	Biology
<b>Level of Study:</b>	Stage 1
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

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

Students investigate biological systems and their interactions, from the perspectives of energy, control, structure and function, change, and exchange in microscopic cellular structures and processes, through to macroscopic ecosystem dynamics. These investigations allow students to extend the skills, knowledge, and understanding that enable them to explore and explain everyday observations, find solutions to biological issues and problems, and understand how biological science impacts on their lives, society, and the environment. They apply their understanding of the interconnectedness of biological systems to evaluate the impact of human activity on the natural world.

Students pursue scientific pathways, for example, in medical research, veterinary science, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation, and ecotourism.

### What specific topics will be covered?

#### *Semester 1*

- Ecosystems
- Multicellular Organisms: Plants

#### *Semester 2*

- Multicellular Organisms: Human Biology
- Microorganisms and Immunology

### How will I be assessed?

#### *School Assessment (100%)*

Assessment Type 1: Investigations Folio (50%)  
Assessment Type 2: Skills and Applications  
Tasks (50%)

*Note: A school issued examination exists for this subject*



## LEARNING AREA: SCIENCE

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<b>Subject Name:</b>	Chemistry
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

In their study of Chemistry, students develop and extend their understanding of how the physical world is chemically constructed, the interaction between human activities and the environment, and the use that human beings make of the planet's resources. They explore examples of how scientific understanding is dynamic and develops with new evidence, which may involve the application of new technologies.

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues.

Through the study of Chemistry, students develop the skills that enable them to be questioning, reflective, and critical thinkers; investigate and explain phenomena around them; and explore strategies and possible solutions to address major challenges now and in the future (for example, in energy use, global food supply, and sustainable food production).

Students pursue future pathways, including in medical or pharmaceutical research, pharmacy, chemical engineering, and innovative product design.

### What specific topics will be covered?

#### *Semester 1*

- Foundations of Chemistry
- Balancing Chemical Equations
- Bonding Theory
- The Mole Concept and Energy in Reactions

#### *Semester 2*

- Acids and Bases
- Stoichiometry
- Redox and Electrochemistry
- Organic Chemistry

### How will I be assessed?

#### *School Assessment (100%)*

Assessment Type 1: Investigations Folio (50%)

Assessment Type 2: Skills and Applications Tasks (50%)

*Note: A school issued examination exists for this subject*



## LEARNING AREA: SCIENCE

<b>Subject Name:</b>	Physics
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

The study of Physics is constructed around using qualitative and quantitative models, laws, and theories to better understand matter, forces, energy, and the interaction among them. Physics seeks to explain natural phenomena, from the subatomic world to the macrocosmos, and to make predictions about them. The models, laws, and theories in physics are based on evidence obtained from observations, measurements, and active experimentation over thousands of years.

By studying physics, students understand how new evidence can lead to the refinement of existing models and theories and to the development of different, more complex ideas, technologies, and innovations.

Through further developing skills in gathering, analysing, and interpreting primary and secondary data to investigate a range of phenomena and technologies, students increase their understanding of physics concepts and the impact that physics has on many aspects of contemporary life.

Students pursue scientific pathways, for example, in engineering, renewable energy generation, communications, materials innovation, transport and vehicle safety, medical science, scientific research, and the exploration of the universe.

### What specific topics will be covered?

#### *Semester 1*

- Waves
- Nuclear Models
- Electricity and Magnetism

#### *Semester 2*

- Linear Motion and Forces
- Energy and Momentum
- Motion in 2D

### How will I be assessed?

#### *School Assessment (100%)*

Assessment Type 1: Investigations Folio (50%)  
Assessment Type 2: Skills and Applications Tasks (50%)

*Note: A school issued examination exists for this subject*



## LEARNING AREA: SCIENCE

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<b>Subject Name:</b>	Psychology
<b>Level of Study:</b>	Stage 1
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It does this through the systematic study of behaviour, the processes that underlie it, and the factors that influence it. Through such study, students come to better understand themselves and their social worlds.

Psychology also addresses the ways in which behaviour can be changed. It offers a means of liberation for both individuals and societies. It can help not only individuals who are in distress but also those who seek a more satisfying and fulfilling life. It offers a means for making society more cohesive, creative, and equitable; that is, psychology offers ways of intervening to advance the well-being of individuals, groups, and societies.

### What specific topics will be covered?

#### *Semester 1*

- Introduction to Psychology
- Social Behaviour
- Positive Psychology

#### *Semester 2*

- Emotions
- Brain and Behaviour
- Intelligence

### How will I be assessed?

#### *School Assessment (100%)*

Assessment Type 1: Investigations Folio (40%)  
Assessment Type 2: Skills and Applications Tasks (60%)

*Note: A school issued examination exists for this subject*



## LEARNING AREA: VISUAL ARTS

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<b>Subject Name:</b>	Visual Art (Art)
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

The broad area of Art encompasses both artistic and crafting methods and outcomes. The processes of creation in both art and craft include the initiation and development of ideas, research, analysis, exploration, experimentation with media and technique, through to the resolution and production of practical work. Art engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking, investigation, the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

### How will I be assessed?

#### *School Assessment (100%)*

- Visual Study 30%
- Folio 40%
- Practical 30%



## LEARNING AREA: VISUAL ARTS

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<b>Subject Name:</b>	Visual Art (Design)
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

The broad area of Design encompasses communication and graphic design, environmental design, and product design. It emphasises a problem-solving approach to the generation of ideas or concepts, and the development of visual representation skills to communicate resolutions. Design engages students in conceptual, practical, analytical, and contextual aspects of creative human endeavour. It emphasises visual thinking, investigation, the ability to develop ideas and concepts, refine technical skills, and produce imaginative solutions.

### How will I be assessed?

#### *School Assessment (100%)*

- Visual Study 30%
- Folio 40%
- Practical 30%



## LEARNING AREA: VISUAL ARTS

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<b>Subject Name:</b>	Photography and Multimedia
<b>Level of Study:</b>	Stage I
<b>Length of Course:</b>	Semester or Full Year
<b>Prerequisite:</b>	NA

### What will be in the course?

Photography and Multimedia is a diverse subject that encompasses both digital and analogue photographic techniques, as well as studio lighting, editing and alternative photographic processes. Through research, idea generation, concept development, and consistent refinement of technical skills and approaches, students develop photographic and digital media works that are driven by their own personally-relevant concepts and visual aesthetic. As it is aligned with the Visual Arts curriculum, this subject can be used as a foundation course for Stage II Visual Arts.

### How will I be assessed?

#### *School Assessment (100%)*

- Visual Study (30%)
- Folio (40%)
- Practical (30%)



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