MOUNT COMPASS AREA SCHOOL

SENIOR SCHOOL
COURSE GUIDE 2027

Government of South Australia
Department for Education

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Introduction

Students in Years 10, 11, 12 are offered a comprehensive program of pathways through the South Australian Certificate of Education (SACE). This guide is designed to assist parents and students in the Stage 1 (Year 11) and Stage 2 (Year 12) subject selection process. This handbook will provide many of the key components that will assist in the mapping of curriculum choices.

As a student in the Senior School there are many educational decisions and choices to make that will impact future career directions and pathways. It is important that time is taken to look through the Course Guide and discuss what students are interested in, current skills, talents and experiences and to identify what students are hoping to work towards as a career/future employment.

In the subject selection process the following should be taken into consideration:

- The career pathway planning work the students did in their Personal Learning Plan (PLP) or Exploring Identities and Futures (EIF).
- The student's intended career path and the possible subject requirements of that career path such as pre-requisite subjects or assumed knowledge subjects.
- An honest appraisal of the student's capabilities with intended subject.
- The student's interest and areas of strength.
- Current employment opportunities and the job market trends.

Documents that can assist are:

- The SATAC University guide (online)
- The SATAC TAFE guide (online)
- TAFE and all universities have other documents and information which are available online at the appropriate websites.
- Industry specific websites.

There are a variety of people who you can talk to at the school to assist in this information process; these include:

- Senior School Leader
- Student Wellbeing Leaders
- Subject specific teachers

It is also important to identify that there are many learning opportunities that can lead to student pathways and be accredited as part of the student's individualised program of learning:

- Significant involvement and participation in community activities such as sport, volunteering and as family carers.
- The opportunity to access other schools in the region for learning
- Through involvement in paid part-time work and through work experience
- Through a formal school-based apprenticeship
- Through accessing Vocational and Educational Training (VET) through our Southern Schools Alliance network.

Subject selection is an exceptionally important process and the key to it is communication and preparation, so we encourage you to access all opportunities that are provided to plan for success for your child. If you have questions or concerns, please contact the school and make an appointment with the relevant person/s.

Once the formal counselling process has taken place and the student has made their subject selections any changes the student requests after this point can only be carried out after an appointment with either Senior School Coordinator. Availability in other courses and their SACE credits will need to be checked to see if the change can be accommodated. In addition, the parent/guardian of the student will need to complete a permission slip to confirm the change that has been requested.

It is important to note that availability of subjects offered in this guide is dependent on the number of students selecting the subject, access to resources and specialist equipment and staff availability. If a subject chosen by a student does not proceed then the student will be advised and supported to select an alternative subject.

We look forward to working in partnership with you as parents/caregivers and in supporting your child to work towards their personal goals and to achieve individual learning success and outcomes that enable them to pursue their chosen pathway.

Samantha McEntee
Senior School Leader

Pathway Planning

If students are able to be a part of their pathway planning and can identify and create a plan that is relevant to them, they are much more likely to engage in a positive way. Students have had an introduction to pathway planning through the their Pastoral Care lessons and Home Group

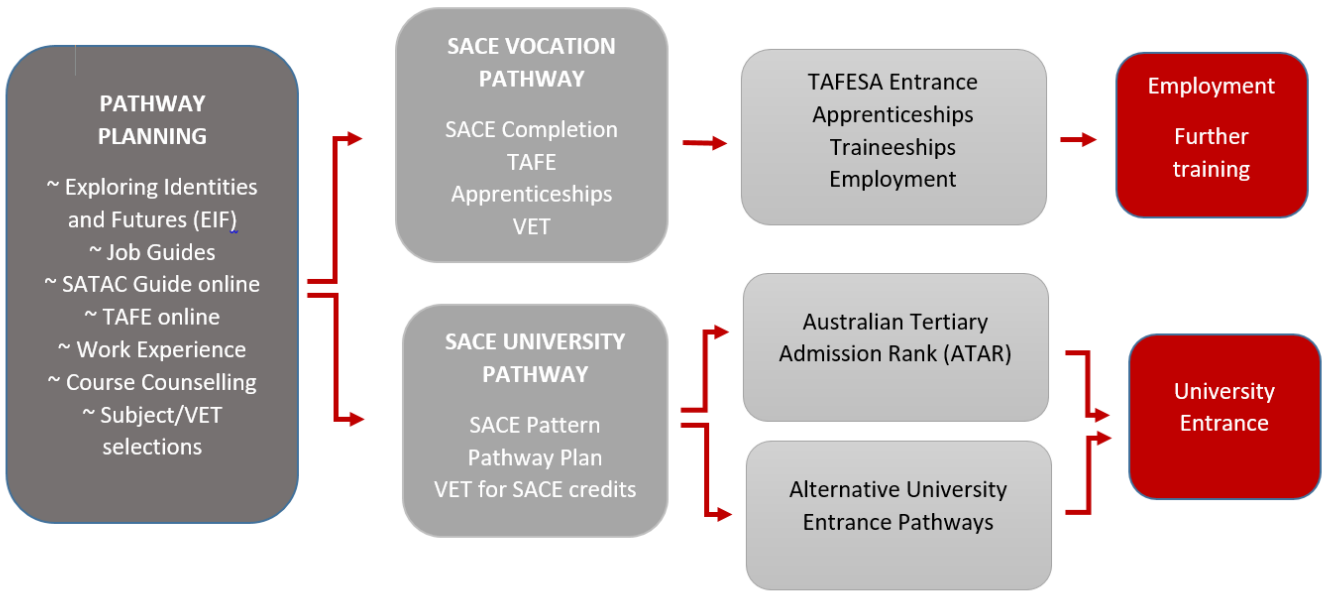
The purpose of the pathway planning is to encourage students to identify what their interests and skills sets are, develop the skills and understandings required to succeed in senior school and beyond and to explore areas or interest and to commence the process of setting goals to get there. Students explore the connection between their interests, abilities, learning styles and employment pathways.

It is important that parents and students consider all options that are available. If a student is uncertain or cannot decide on a direction or pathway, assistance will be provided to create an interim pathway which is designed with flexibility for the student but can be altered over time if required.

The key options are:

- Preparing for a University degree
- Preparing for entry to Registered Organisational Training such as TAFE.
- Preparing for a School Based Apprenticeship (SBA) or Apprenticeship.
- Preparation for entry into employment

Pathway Planning Flowchart



The SACE

The South Australian Certificate of Education (SACE) is a modern, internationally recognised secondary school qualification designed to equip students with the skills, knowledge, and personal capabilities to successfully participate in our fast-paced global society.

There are compulsory elements to the SACE and these are:

Exploring Identities and Futures (EIF) (previously PLP)

EIF is a compulsory Stage 1 subject that supports students to learn more about themselves and provides opportunities to explore future aspirations. EIF prepares students for a different way of thinking and learning in senior school. As students begin their SACE journey, they build the knowledge, skills, and capabilities required to be thriving learners and are empowered to take ownership of where their pathway leads, exploring interests, work, travel and/or further learning.

Literacy Stage 1

Students must complete 20 credits of literacy at a C level or better to be awarded the SACE and to be eligible for an ATAR. This is achieved by studying 2 semesters of an English course. When selecting a literacy course for the SACE at Stage One students need to balance their future pathways with the need to complete this requirement at a minimum C level. Please consult the Requirements for Success carefully before selecting the most appropriate course for your pathway.

Numeracy Stage 1

Students must complete 10 credits of numeracy at a C level or better to be awarded the SACE and to be eligible for an ATAR. This is achieved by studying at least one semester of Maths. When selecting a numeracy course for the SACE at Stage One, students need to balance their future pathways with the need to complete this requirement at a minimum C level. Please consult the Requirements for Success carefully before selecting the most appropriate course for your pathway.

Activating Identities and Futures (Previously Research Project)

Activating Identities and Futures (AIF) at Stage 2 is worth 10 credits. Students must complete this subject with at least a C minus grade or they will not be awarded the SACE or be eligible for an ATAR. AIF can be counted as part of the student's ATAR for university entrance.

Additional Requirements to complete the SACE

To gain the certificate, students must earn 200 credits. The compulsory requirements are together worth 50 credits, which means students have to choose other subjects or courses that are worth at least 150 credits as they study for their SACE. VET subjects can be counted at both Stage One and Stage Two (see VET section). VET students must negotiate their SACE pathways and patterns personally with the Senior Years Coordinator.

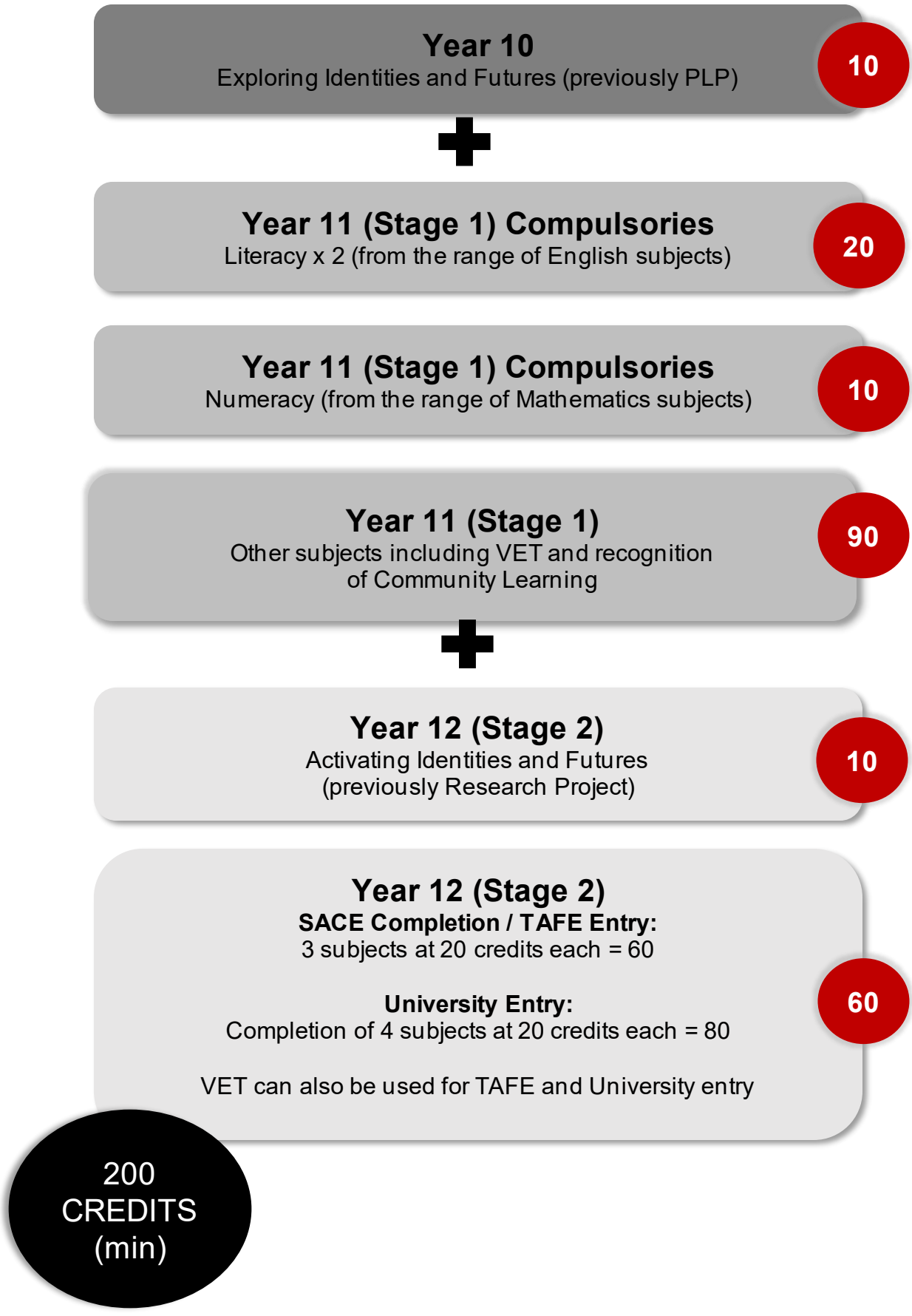
To achieve the SACE and be eligible for an ATAR, students must successfully complete 4 full year (20 credit) subjects at Stage 2, plus AIF. All SACE Stage 2 subjects offered at MCAS allow students to achieve an ATAR.

Community Learning

Students are able to earn SACE credits for community learning in two ways – Community-developed Programs and Self-directed Community Learning. Community-developed Programs include, the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service. Self-directed Community Learning is gained through informal community activities such as coaching a sports team, being the primary carer of a family member, or leading an environmental project in the community. Students will need to provide evidence of their learning for assessment so that the SACE Board can recognise these other kinds of community learning.

Community Learning credits contribute to SACE completion, but not an ATAR.

SACE completion diagram



VOCATIONAL EDUCATION & TRAINING (VET)

VET refers to national vocational qualifications that are endorsed by industry. VET courses deliver industry-endorsed units of competency from nationally endorsed training packages. VET qualifications are recognised across Australia. Studying a VET program while still at school can:

- Provide you with a head start in your chosen career
- Make senior school studies more relevant
- Enable students to work towards completing SACE as well as gaining a qualification
- Enable the combination of school studies with part-time or casual employment
- Provide opportunities to learn "on the job" while undertaking work placement
- Contribute to a student's ATAR (Full cert. III counts for 1 subject at Stage 2)

It is important to note that students will miss classes when they attend VET and it is their responsibility to catch up on missed work.

VET Recognition in the SACE
As part of their SACE, students can complete vocational education and training (VET). The SACE Board's recognition arrangements enable students to build meaningful pathways in the SACE through VET.

The recognition arrangements for VET in the SACE include recognition of:

- completed qualifications
- partly completed qualifications (for which a student has completed one or more units of competency)
- skill sets

Number of VET Qualifications
Students can use a maximum of two qualifications at Certificate I level to gain credits towards the completion of the SACE. There is no limit to the number of qualifications at Certificate II level or higher that students can use to gain credits towards the completion of the SACE.

Costs
There are fees charged to families for enrolment in VET courses. There is a variation of costs between courses due to differences in agreements with Registered Training Organisations and host schools. This is due to training, assessment or the competencies selected. **These fees are payable even if there is withdrawal from the course**.

Travel Arrangements
Students will be required to arrange their own transport to training and work placements. In certain circumstances, where students are able to demonstrate special needs, support for transport arrangements may be available.

Selection Guidelines
Selection for entry to courses will be based on the following guidelines:

- Identified relevant interest and/or previous work experience
- Meeting literacy and numeracy requirements
- Demonstrated capacity for independent learning
- Identified career pathway

SACE Recognition of VET
The SACE Board determines the SACE stage at which qualifications will be granted recognition in the SACE. In most cases a VET qualification (i.e. all the units of competency that make up the qualification) will be recognised at either Stage 1 or Stage 2. However, specific units of competency from some Certificate II or Certificate III qualifications will be recognised at Stage 1, whereas other units of competency from the same qualifications will be recognised at Stage 2.

Southern Adelaide & Fleurieu Secondary School Alliance (SAFSSA)
SAFSSA is a consortium of schools in the Southern Adelaide, Fleurieu Peninsula and Kangaroo Island regions of the Department for Education who provide VET courses for students. (see SAFSSA brochure for participating schools and course offerings.

School Based Apprenticeships

School Based Apprenticeships or traineeships (SBAT's) allow senior secondary students to combine training and work in an industry area to achieve a nationally recognised vocational qualification and complete their SACE.

Features of SBAT's are:

- Attendance at school and work (8 hours per week minimum at work)
- A training agreement which links to an industrial award
- Attainment of a senior secondary qualification (e.g. SACE and a vocational education and training qualification
- Access to a wide variety of vocations provided applicable awards have been varied to accommodate part-time hours

Who is involved in an SBAT?

Student:

- Must be committed to work and study in order to obtain qualification
- Must fulfil all obligations as defined on the Contract of Training
- Must meet with the regional Apprenticeship Broker and complete an Australian School Based Apprenticeship enrolment form with the school.

Employer:

- Needs to be flexible with working hours, provide adequate training and supervision, fulfil obligations as defined on the Contract and negotiate Training Plan with RTO upfront.

Registered Training Organisation (RTO):

- Delivers competency-based training in accordance with the Negotiated Training Plan

School Principals, Careers Advisors & Teachers:

- Must endorse the Australian School Based Apprenticeship and make the student aware of all the implications of signing the contract of training.

Parents/Guardians:

- Must agree to terms and conditions and co-sign the Contract of Training if the student is less than 18 years old.

University and TAFE entrance with SACE

Once students have met the requirements for the SACE, and providing they have selected four 20 Credit Stage 2 subjects approved for tertiary entrance, students are eligible for an Australian Tertiary Admission Rank (ATAR). The scores that students achieve in their four 20 Credit Stage 2 subjects and the Research Project determine the ATAR and therefore consideration for university courses.

Some universities may have specific entrance requirements for courses. Students should check the relevant websites or contact the admissions departments directly.

TAFE SA recognises the SACE as meeting the entry requirements for most of its courses. It also considers a variety of other qualifications and experiences in its entry and selection processes. Therefore, students need to research these requirements before confirming their subject selections.

One of the most significant challenges for students at Stage 1 is that once they have satisfied the Literacy and Numeracy requirements they choose their remaining subjects based on the pathway they intend to pursue through Senior School to employment, training or further study. At MCAS all Year 11 students are required to study six subjects (or VET) in each semester giving them a possible 120 credits from this year. This increases students' choices and options for Stage 2 and beyond. All subjects offered at Stage 2 are Tertiary Admission subjects (TAS) except for Community Studies.

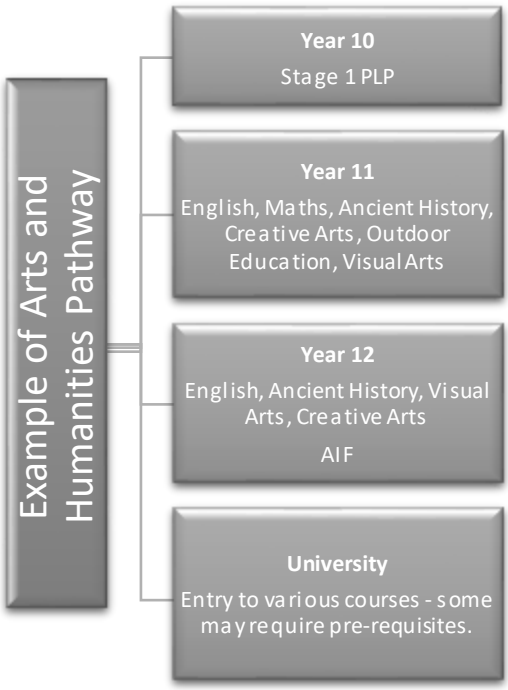
Requirements for Success

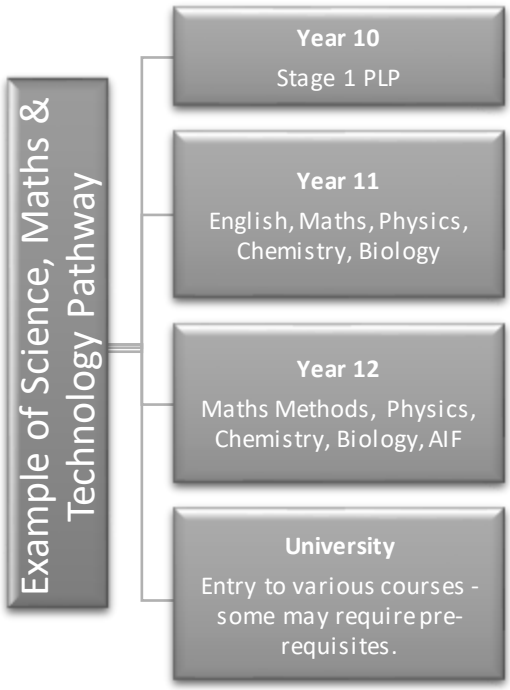
Requirements for Success are the standards that students need to demonstrate in Year 11 to predict success in subjects that follow into Year 12 and onto university.

Students entering Year 12 subjects should demonstrate previous success within that subject.

Students who do not meet the Requirements for Success will need a discussion in Course Counselling to be able to select this subject or look at alternatives to enable success. Student progress will then be monitored, and student enrolment in follow on subjects will be confirmed if and when the student demonstrates the Requirements for Success.

Examples of a traditional program in the SACE for a university pathway





University Entry

Scaling

All results for SACE subjects contributing to a student's ATAR will continue to be scaled. Scaling is a process which converts students' subject scores into tertiary admission points in each of their SACE Stage 2 (Year 12) subjects. This means that when different subjects are used to calculate an ATAR, the ATAR produced is comparable from student to student, regardless of the subjects they have studied. SATAC has more information on scaling.

Are all subject combinations allowed?

Some combinations of subjects are not allowed to count towards the SACE and university entrance, generally because the subjects are similar. These are called 'precluded combinations'. Also there are limits on how many subjects in the same discipline can count towards university entrance, even if the subjects aren't precluded combinations. These are called 'counting restrictions'. Precluded combinations and counting restrictions are listed each year in SATAC's Tertiary Entrance booklet.

TAFE Entry

Certificate I, II and III (unless competitive) generally have no entry requirements, however, if students wish to access funding, they will be required to demonstrate satisfactory reading, writing and numeracy skills (LLN testing) as part of course counselling before enrolling and there may be other eligibility requirements that need to be met.

Most Certificate IV and above courses generally do not have entry requirements, however, if students wish to access funding (or VET FEE-HELP for Diploma and above courses) they will be required to demonstrate satisfactory reading, writing and numeracy skills as part of course counselling before enrolling and any other requirements set by TAFE.

Entry requirements for competitive courses are either

- Satisfactory demonstration of reading, writing and numeracy skills by undertaking the CSPA, or
- Satisfactory demonstration of reading, writing and numeracy skills by undertaking the CSPA and satisfactory performance in an audition/written assessment/portfolio
- There can be other criteria set by TAFE, it is essential to confirm this before enrolment.

Offers made for courses based on course admission requirements

- CSPA only – based on CSPA score
- CSPA and an internal assessment – based on internal assessment score

Some Certificate IV and above courses require a lower-level Certificate

Achieving your SACE is important if you want to study at TAFE. Completing the SACE meets the Course Admissions Requirements for most of TAFE SA's courses, but there are some details you may need to know.

For full details and for the most up to date information on course admissions requirements go to www.tafesa.edu.au

Applications for TAFE SA course are processed by the South Australian Tertiary Admissions Centre (SATAC). Students need to complete a SATAC application. See the SATAC tertiary entrance booklet for further details.

Proposed Subject List

Stage 1 (Year 11)

Agriculture
Activating Identities & Futures
Biology
Chemistry
Community Studies
Design, Technology & Engineering (metalwork / woodwork)
English
Essential English
Exploring Identities and Futures
Food and Hospitality
Essential Maths
General Maths
Maths Methods
Specialist Maths
Health & Wellbeing
Modern History
Physical Education
Physics
Psychology
Community Studies (Target Works)
Workplace Practices
Visual Art

Stage 2 (Year 12)

Agricultural Production
Activating Identities & Futures
Biology
Chemistry
Community Studies
Design, Technology & Engineering (metalwork / woodwork)
English
Food and Hospitality
General Maths
Maths Methods
Specialist Maths
Health & Wellbeing
Modern History
Physical Education
Physics
Psychology
Workplace Practices
Visual Art

Additional subject fees for Stage 1 & Stage 2 subjects

Compulsory Subject Charge

A number of subjects at Stage 1 and 2 have a set fee which is part of the Materials & Services Charge. This fee is to pay for the raw materials and additional requirements (eg camps) needed to study this subject.

For example in 2025:

Stage 1 Subjects*

Physical Education	$50
Design & Technology Material Solutions	$100

Stage 2 Subjects*

Design & Technology Material Solutions	$100

Other Additional Charges

The following subjects have additional expenses (not part of the M&S Charge) that can be anticipated during the year.

Chemistry - Revision guide	approx. $35
Digital Communication Solutions extra materials for large individual projects.	$ according to materials
Biology - Revision guide	approx. $35
Chemistry- Revision guide	approx. $35
Mathematics - Revision guide	approx. $35

*These levies will be finalised in the Materials & Services Charge

Stage 1 (Year 11) Visual Arts & Visual Art design

SACE Code: 1VAA10 / 1VAA20
1VAD10/ 1VAD20

Course overview:

In Stage 1 Visual Art and Design, students explore the work of traditional and contemporary artists or designers to inspire their own creativity, experimenting with a range of techniques and materials. They document their learning in a visual folio with annotations explaining their ideas and creative decision-making, showing how their concepts and skills evolve.

Students create a resolved work based upon analysis, experimentation and evaluation of visual art. They write a practitioner's statement discussing their
processes and influences.

Content:
For both 10-credit and 20-credit programs the following three areas of study are covered:

Visual Thinking
Practical Resolution
Art or Design in context

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

Assessment Type 1: Folio 40%
Assessment Type 2: Practical and Practitioner's Statement 30%
Assessment Type 3: Visual Study 30%

Stage 2 (Year 12) Visual Arts

SACE Code: 2VAA20 (Full Year)

Course overview:
In Stage 2 Visual Art, students refine their
personal artistic style across a range of media. They research and understand and reflect upon visual artworks in their cultural and historical contexts. They produce a body of work supported by a folio demonstrating their creative process.

Content:
For a 20-credit subject, the following three areas of study must be covered:
• Visual Thinking
• Practical Resolution
• Visual Arts in Context.

School Assessment (70%)
• Assessment Type 1: Folio (40%)
• Assessment Type 2: Practical (30%)

External Assessment (30%)
Assessment Type 3: Visual Study (30%)

Students produce one folio that documents their visual learning. The folio should be to a maximum of forty A3 pages (or equivalent) of visual and written and/or multimodal evidence to support one or two resolved practical works, or a body of resolved work.

They produce one or two practicals, which must be resolved works or one body of resolved work. If two practical works are produced, each practitioner's statement should be a maximum of 500 words. If one body of resolved practical work is produced, the practitioner's statement should be a maximum of 1000 words.

A visual study is an exploration of, and/or experimentation with, one or more styles, ideas, concepts, media, materials, methods, techniques, technologies, or processes. Students present the findings of their visual study as well as their conclusions, insights, and personal opinions about aesthetics. Students should submit a maximum of twenty A3 pages, integrated with a maximum of 2000 words of written text.

Stage 1 (Year 11) Community Studies & Target Works

SACE Code: 11COM 20

Course Overview:
Community Studies provides students with insights into the ways in which communities are shaped and operate. It offers students the opportunity to learn in a community context, both within and beyond the school environment.

The community provides the framework in which students develop capabilities that enable them to contribute actively and successfully to community activities. In interacting with teachers, peers, and community members, students use their experiences as a means of achieving personal growth and gaining an awareness of social identity.

At Stage 1, and in Community Studies A, students complete a contract of work, including a community activity, and a reflection on their learning experiences. In Community Studies B, students complete a folio of evidence of their learning in a field of study, and they report and reflect on a community application activity.

An identifying feature of this subject is the autonomy it provides students in deciding the focus and direction of their community activity/community application activity. Students expand and enhance their skills and understanding in a guided and supported learning program, by beginning from a point of personal interest, skill, or knowledge, and setting challenging and achievable goals. Students develop their ability to work independently and to apply their knowledge and skills in practical ways in their communities.

At Stage 1 level, and in Stage 2 Community Studies A, areas of study include:

- Arts and the Community
- Communication and the Community
- Foods and the Community
- Health, Recreation and the Community
- Science, Technology and the Community
- Work and the Community

Assessment:
Assessment Type 1: Folio
Assessment Type 2: Reflection

Stage 2 (Year 12) Activating Identities and Futures

SACE Code: 2AIF10

Course Overview:
Stage 2 AIF aims to assist students to recognise their individual strengths and see that the purpose and value of learning is much more than knowledge and grades.

Through AIF students will:

- explore identity and belonging
- develop agency
- pursue and develop an area of interest that matters to them

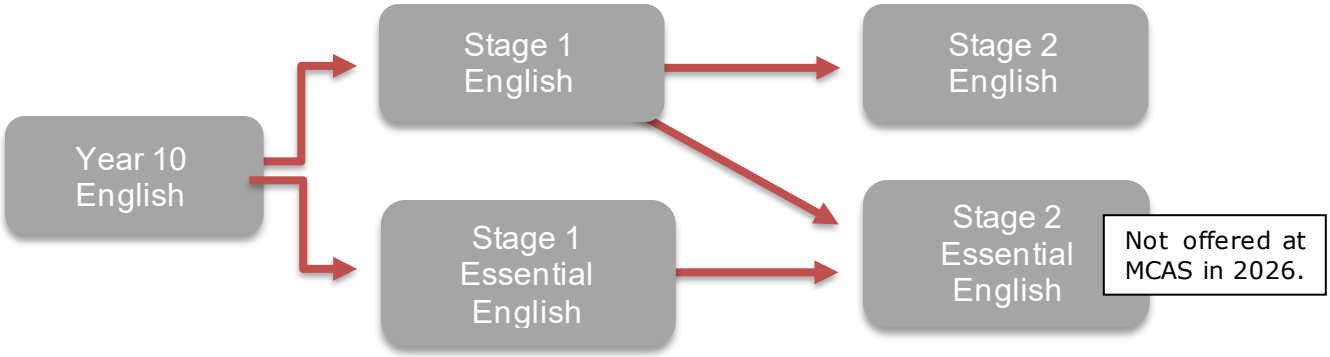
In Activating Identities and Futures (AIF), students will follow their own unique interests and ways of thinking to progress their understanding and learning. Instead of following the usual methods of research, students will come up with their own ways to solve a problem.

There is a set focus on encouraging and assisting students to become agents of their own learning in order to enable them to develop a plan, act upon it, reflect and appraise.

Assessment:
School Assessment:
Assessment Task 1: Portfolio of evidence of learning. 35%
Assessment Task 2: Progress Checks. 35%

External Assessment:
Assessment Task 3: A written appraisal. 30%

English Pathway Flowchart



Year 11 (Stage 1) Essential English

SACE Code: 1ETE10

Course Overview:
Essential English is studied as two 10-Credit subjects at Stage 1, in line with the compulsory Literacy credits students must achieve to attain their SACE.

In Essential English literacy skills are developed through a focus on comprehending and creating written, spoken, visual, and digital texts, and using and modifying language for different purposes in a range of social and cultural contexts, including study, work, and community life. Essential English develops an awareness of the sociocultural aspects of language in social, community, workplace, and/or imagined contexts.

Responding to Texts:
Students consider a variety of ways in which texts communicate information, ideas, and perspectives. They explore the relationship between structures and features and the purpose, audience, and context of texts. Engagement with a wide range of texts enables students to comprehend and interpret information, ideas, and perspectives in texts. They locate and extract information and ideas, 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 create meaning.

Creating Texts:
Students develop their skills in using appropriate vocabulary, accurate spelling, punctuation, and grammar to enable effective communication. They create a range of texts using appropriate language features, content, and mediums for different purposes, audiences, and contexts.

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

Year 11 (Stage 1) English

SACE Code: 1ESH10

Course Overview:
English is studied as two 10-credit subjects at Stage 1. In these courses, students analyse the interrelationship between author, text, and audience, considering how language and style shape ideas and perspectives. Students explore how the purpose of a text is achieved through application of conventions, and how creators position the audience to respond to ideas in texts. Students have opportunities to reflect on their personal values and those of other people by responding to a range of texts. They apply their understanding by creating their own imaginative, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Assessment Type 1: Responding to Texts
Students explore the human experience and the world through reading and examining a range of texts, including Australian texts, and making intertextual connections. In doing so, students come to understand connections between purpose, audience, and context, and how these are achieved through language and stylistic choices.
Students demonstrate their understanding of these links by producing, for example:

- an analytical essay, article, blog, website, documentary, or
- special features film (behind the scenes about the making of a film), or
- an oral reflection on language and stylistic features chosen to create a text.

Assessment Type 2: Creating Texts
Students create imaginative, interpretive, and/or persuasive texts for different purposes, audiences, and contexts, in written, oral, and/or multimodal forms. The text type and mode chosen for creating a text should be appropriate for the intended purpose, context, and audience, either real or implied.
For example, students might create:

- an advocacy website
- a written narrative
- an article for a youth magazine
- an advertisement that targets adolescents
- an interactive children's story

Assessment Type 3: Intertextual Study (30%)
Students reflect on their understanding of intertextuality by:

- analysing the relationships between texts, or
- demonstrating how their knowledge of other texts has influenced the creation of their own texts.

Potential areas of study could include:

- two or more texts by the same author
- two or more examples of the text type (e.g. two film trailers or three editorials)

Year 12 (Stage 2) English

SACE Code: 2ESH20

Course overview:
It is assumed that students have successfully completed Stage 1 English and can independently produce clear and coherent written and spoken texts.
English is a 20-credit subject at Stage 2. In English students analyse the interrelationship of 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 demonstrate a critical understanding of the language features, stylistic features, and conventions of particular text types, and identify the ideas and perspectives conveyed by texts. This includes how language conventions influence interpretations of texts, and how omissions and emphases influence the reading and meaning of a text.

Students create a range of texts for a variety of purposes. By experimenting with innovative and imaginative language features, stylistic features, and text conventions, students develop their personal voice and perspectives. They demonstrate their ability to synthesise ideas and opinions and develop complex arguments.

Assessment:
Assessment Type 1: Responding to Texts (30%)
Students produce two or three responses to texts. At least one response must be written and at least one response must be oral/multimodal. The written responses should total a maximum of 2000 words; the oral response should be a maximum of 6 minutes; a response in multimodal form should be of equivalent length.

Assessment Type 2: Creating Texts (40%)
Students create written, oral, and/or multimodal texts for procedural, imaginative, analytical, persuasive, and/or different purposes.
Students create:

- two or three texts
- one writer's statement.

At least one of the created texts should be written

Assessment Type 3: Comparative Analysis (30%)
Students complete a written comparative analysis of two texts and evaluate how the language features, stylistic features, and conventions in these texts are used to represent ideas, perspectives, and/or aspects of culture, and to influence audiences.
These texts can be selected from one or more of the following categories:

- extended texts
- poetry
- drama texts
- film texts
- media texts.

This task is externally moderated by SACE.

Year 11 (Stage 1) Food and Hospitality

Code: 1FOH10

Course Overview:
The food and hospitality industry is dynamic and changing. In Stage 1 Food and Hospitality, students examine some of the factors that influence people's food choices and the health implications of those choices. They also gain an understanding of the diversity of the food and hospitality industry in meeting the needs of local people and visitors.

Students may be required to participate in activities outside school hours, both within the school and in the wider community.

There are five areas of study in Stage 1 Food and Hospitality:

- Food, the individual, and the Family
- Local and Global Issues in Food and Hospitality
- Trends in Food and Culture
- Food and Safety
- Food and the Hospitality Industry

Assessment:
Assessment Type 1: Practical Activity
Assessment Type 2: Group Activity
Assessment Type 3: Investigation.

Year 12 (Stage 2) Food and Hospitality

Code: 2FOH20

Course Overview:
Stage 2 Food and Hospitality focuses on the contemporary and changing nature of the food and hospitality industry. Students critically examine contemporary and future issues within the food and hospitality industry and the influences of economic, environmental, legal, political, sociocultural, and technological factors at local, national, and global levels.

Students may be required to participate in activities outside school hours, both within the school and in the wider community.

There are five areas of study in Stage 2 Food and Hospitality:

- Contemporary and Future Issues
- Economic and Environmental Issues
- Political and Legal Influences
- Sociocultural Influences
- Technological Influences

Assessment:
School Assessment
Assessment Type 1: Practical Activity (50%)
Assessment Type 2: Group Activity (20%)

External Assessment
Assessment Type 3: Investigation (30%).

Year 11 (Stage 1) Physical Education

SACE Code: 1PHD10

Course Overview:
Students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. Physical Education supports deep learning 'in, through and about' physical activity, through the exploration of movement concepts and strategies within physical activity contexts. Physical activities can include sports, theme-based games, fitness and recreational activities. Classes can undertake a learning and assessment program using a single focus approach (e.g., single sport) or can undertake multiple sports, games and/ or activities.

Student learning is centred around the following focus areas;
Focus Area 1: In Movement

- Applying skill acquisition concepts for improvement Movement concepts and strategies.
- Application of energy sources affecting physical
- Performance.
- Application of the effects off training on physical performance.

Focus Area 2: Through Movement

- Physiological barriers and enablers to participation Social strategies to manipulate equity in participation Personal influence on participation.

Focus Area 3: About Movement

- The body's response to physical activity The effect of training on the body Learning and refining skills.

Assessment: (10-credit, or per semester):
School assessment (100%)
Assessment Type 1: Performance in Improvement
Assessment Type 2: Physical Activity Investigation Two assessments.

Year 12 (Stage 2) Physical Education

SACE Code: 2PHD20

Course Overview:
Students explore the participation in and performance of human physical activities. It is an experiential subject in which students explore their physical capacities and investigate the factors that influence and improve participation and performance outcomes, which lead to greater movement confidence and competence. Physical Education supports deep learning 'in, through and about' physical activity, through the exploration of movement concepts and strategies within physical activity contexts.

Physical activities can include sports, theme-based games, fitness and recreational activities. Classes can undertake a learning and assessment program using a single focus approach (e.g., single sport) or can undertake multiple sports, games and/or activities.

Student learning is centred around the following focus areas;
Focus Area 1: In Movement

- Application of energy sources affecting physical performance.
- Application of the effects of training on physical performance: How does biomechanics affect physical activity and movement?
- Practical application of learning theories.
- Psychology of sporting performance Movement concepts and strategies.

Focus Area 2: Through Movement

- Social psychology.
- Psychology of sporting performance
- Barriers and enablers to physical activity.

Focus Area 3: About Movement

- Energy sources affecting physical performance Physiological factors affecting performance.
- The effects of training on physical performance. Technical developments in biomechanics. Psychological motor learning theories.
- The learning process and the learning journey.

Assessment:
School assessment
Assessment Type 1: Diagnostics (30%)
Assessment Type 2: Improvement Analysis (40%)

External assessment (30%)

Year 11 (Stage 1) Modern History

SACE Code: 1MOD10 or 20

Course Overview:
In Modern History students explore changes within the world since 1750, examining developments and movements, the ideas that inspired them, and their short- and long-term consequences on societies, systems, and individuals. Students explore the impacts of these developments and movements on people's ideas, perspectives, circumstances, and lives. They investigate ways in which people, groups, and institutions challenge political structures, social organisation, and economic models to transform societies.

Stage 1 History is studied as a 10-credit subject in both Semesters at Year 11. Students can choose to study the subject for a half year or full year. Topics are negotiated with the teacher and allow for significant student choice.

They include:

- Imperialism
- Decolonisation
- Indigenous Peoples
- Social Movements
- Revolution
- Elective

Assessment
Four assignments per semester focused on developing Historical Skills.

Options include:

- essays
- source analysis
- oral presentations
- multimodal presentations
- research assignments
- debates
- empathetic pieces
- historical reports
- excursion reports
- obituaries
- podcasts
- time capsules
- web pages

Year 12 (Stage 2) Modern History

SACE Code: 1MOD10 or 20

Course Overview:
Stage 2 History is studied as a 20-credit subject at Year 12. Students study the subject for a full year. Topics are negotiated with the teacher and allow for significant student choice.

They include:

- Australia (1901-56)
- USA (1914-45)
- Germany (1918-48)
- The Soviet Union & Russia (1945 – c.2004)
- Indonesia (1942 – 2005)
- China (1949 – c.2012)
- The Changing World (1945-)
- Australia's Relationship with Asia (1945-)
- National Self Determination (1945-)
- The Struggle for Peace in the Middle
- East (1945-)
- Challenges to Peace & Security (1945-)
- The UN & Global Perspectives (1945-)

Assessment:

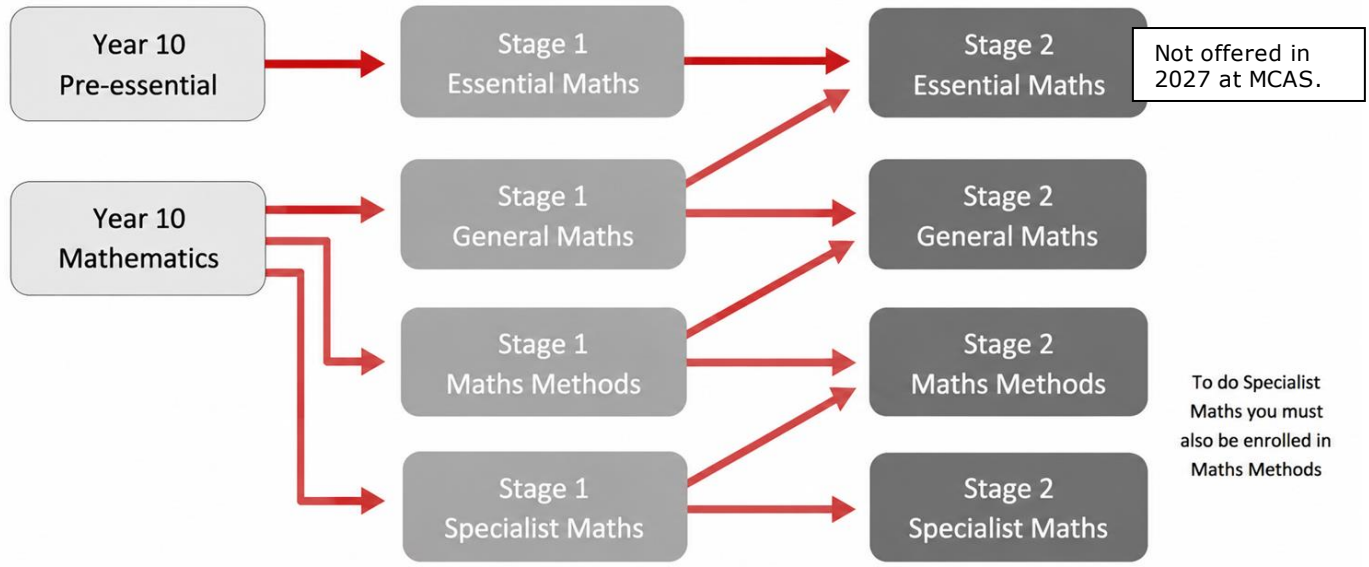
School Assessment:
Seven assignments over the year focused on developing Historical Skills. (70%)

Options include:

- essays
- source analysis
- oral presentations
- multimodal presentations
- research assignments
- debates
- empathetic pieces
- historical reports
- excursion reports
- obituaries
- podcasts
- time capsules
- web pages

External Assessment
Assessment Type 3: Examination (30%)

Maths Pathway Flowchart



Year 11 (Stage 1) Essential Maths

SACE code: 1MEM10 or 20

Course Overview:
Essential Mathematics is a 10-credit subject or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2. 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 developing students' computational skills and expanding their ability to apply their mathematical skills in flexible and resourceful ways.

This subject is intended for students planning to pursue a career in a range of trades or vocations.

Topics:
Over the two semesters students will cover the following topics:

- Calculations, time, and ratio
- Earning and spending
- Geometry
- Data in context
- Measurement
- Investing
- Open topic

Stage 1 Essentials Maths leads to stage 2 Essentials Maths.

Assessment:

Portfolio of work per semester, containing:
3 Investigations
Test-based assessment

Year 11 (Stage 1) General Maths

SACE Code: 1MGM 10 or 20

Course Overview:
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 ideas in the topics.

These topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Students who complete this subject with a C or better will meet the numeracy requirement of the SACE.

This subject can lead to General Maths at Stage 2 which will assist with entry to tertiary courses requiring a non-specialised background in mathematics.

Stage 1 General Mathematics consists of the following seven topics:

- Topic 1: Investing and Borrowing
- Topic 2: Measurement
- Topic 3: Statistical Investigation
- Topic 4: Applications of Trigonometry
- Topic 5: Linear and Exponential Functions and their Graphs
- Topic 6: Matrices and Networks
- Topic 7: Open Topic

Semester Assessment:

School Based:
Assessment Type 1: 2-3 Skills and Applications Tasks – 60%

Assessment Type 2: Investigation - 40%

Year 12 (Stage 2) General Maths

SACE Code: 2MGM20

Course Overview:
General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. A problem-based approach is integral to the development of mathematical models and the associated key concepts in the topics.

Topics cover a diverse range of applications of mathematics, including personal financial management, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

Successful completion of General Mathematics at Stage 2 prepares students for entry to tertiary courses requiring a non-specialised background in mathematics.

Students need to achieve a C- grade or better to be successful in this subject.

Stage 2 General Mathematics consists of the following five topics:

- Topic 1: Modelling with Linear Relationships
- Topic 2: Modelling with Matrices
- Topic 3: Statistical Models *
- Topic 4: Financial Models *
- Topic 5: Discrete Models *

Assessment:

School Based:
Assessment Type 1: 4-5 Skills and Applications Tasks – 40%
Assessment Type 2: Investigation -30%

External:
2 hour exam on * topics – 30%

Year 11 (Stage 1) Mathematics (Methods)

SACE Code: 1MAM10 or 20

Course Overview:
Mathematics develops an increasingly complex and sophisticated understanding of calculus, statistics, mathematical arguments and proofs, and using mathematical models. By using functions, their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Stage 1 Mathematics provides the foundation for further study in Mathematics in Stage 2 Mathematical Methods and Stage 2 Specialist Mathematics.

Assessment:
The following assessment types enable students to demonstrate their learning in Stage 1 Mathematics.

Assessment Type 1: 3 Skills and Applications Tasks - 75%

Assessment Type 2: Mathematical Investigation – 25%

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

Year 12 (Stage 2) Maths Methods

SACE Code: 2MHS20

Course Overview:
Mathematical Methods develops an increasingly complex and sophisticated understanding of calculus and statistics. By using functions and their derivatives and integrals, and by mathematically modelling physical processes, students develop a deep understanding of the physical world through a sound knowledge of relationships involving rates of change. Students use statistics to describe and analyse phenomena that involve uncertainty and variation.

Mathematical Methods provides the foundation for further study in mathematics, 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.

When studied together with Specialist Mathematics, this subject can be a pathway to engineering, physical science, and laser physics.

Assessment:
School Based:
Assessment Type 1: Skills and Applications Tasks – 50%
Type 2: Investigation -20%

External:
2 hour exam on all 6 topics – 30%

*Please note that it is recommended that a student is achieving a B in Stage 1 Methods to be successful.

Year 11 (Stage 1) Mathematics (Specialist)

SACE Code: 1MAM10 or 20

Course Overview:
Stage 1 Pre-Specialist Mathematics is a 20 unit course that prepares students for Stage 2 Specialist Mathematics. In this course students will deepen their knowledge of mathematics through areas such as mathematical proofs, forming mathematical arguments and modelling mathematics in real world contexts.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods and cannot be selected as a stand-alone mathematics subject.

This course is recommended for students considering most Science, Mathematics, Engineering, Computer Science, Veterinary Science, Medical Science or Economics courses at a tertiary level.

Essential Background: Completion of Year 10 to a B or A level

Topics:

- Arithmetic and Geometric Sequences and Series
- Geometry
- Vectors in the Plane
- Further Trigonometry
- Matrices
- Real and Complex Numbers

Assessment

Each semester, students will complete;
3 Skills and Application Tasks
1 Mathematical Investigation

*Please note that a student must also be studying Methods to be in this course.

Year 12 (Stage 2) Specialist Mathematics

SACE Code: 2MSC20

Course Overview:
This course should be undertaken by students who have an interest in mathematical ideas and their application to a broad range of endeavours important to a modern, dynamic society. These would include the areas of engineering, physics, optimization of industrial processes, finance and commerce and other related areas where the application of mathematics is important.

Essential Background:
Completion of Stage 1 Pre-Mathematical Methods and Pre-Specialist Mathematics to an A or B level.

Topics:

- Mathematical Induction
- Complex Numbers
- Functions and Sketching Graphs
- Vectors in Three Dimensions
- Integration Techniques and Applications
- Rates of Change and Differential Equations

Assessment

School Assessment:

6 Skills and Application Tasks covering the six topics within the course (50%)

A Mathematical Investigation (20%)

External Assessment:

External Examination (30%)

*Please note that it is recommended that a student is achieving a B in Stage 1 Mathematics Specialist to be successful.

Year 11 (Stage 1) Agriculture

SACE Code: 1AGU10 or 20

Course Overview:
Mount Compass Area School is fortunate to have its own working farm as part of our school footprint. Students are able to access this on a regular basis and have hands on experience as part of their Agricultural studies.

Agriculture encompasses the primary industries and includes enterprises such as livestock (for fibre, meat, milk, and egg production), broad acre cropping, horticulture, viticulture, forestry, and aquaculture. Through the study of agriculture, students develop and apply their knowledge and understanding of concepts from science, technology, economics, and marketing. Work health, safety, and ethical principles underpin all aspects of this subject.

Students consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks, and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture impacts on their lives, their communities, and the environment.

Students develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavour, and are encouraged to pursue future pathways, including in agriculture, horticulture, land management, agricultural business practice, natural resource management, veterinary science, food and marine sciences, biosecurity, and quarantine.

Assessment:
Students complete:

- at least one practical report.
- one report with a focus on science as a human endeavor.
- at least one applications task.

Year 12 (Stage 2) Agricultural Production

SACE Code: 2AGD20

Course Overview:
Agricultural Production focuses on the techniques, procedures, and processes used in agricultural production and on developing an understanding of the relevant agricultural concepts. Students explore aspects of agricultural production that are important in their local area.

Agriculture encompasses the primary industries and includes enterprises such as livestock (for fibre, meat, milk, and egg production), broad acre cropping, horticulture, viticulture, forestry, and aquaculture. Through the study of agriculture, students develop and apply their knowledge and understanding of concepts from science, technology, economics, and marketing. Work health, safety, and ethical principles underpin all aspects of this subject.

Students consider the changes in agricultural practices over time. They analyse different methods of agricultural production in relation to benefits, risks, and opportunities. They deepen their understanding of sustainable management of the physical and biological environments and of how agriculture impacts on their lives, their communities, and the environment.

Students develop skills in critical thinking that inspire them to explore strategies and possible solutions to address major challenges now and in the future related to the global food supply. They explore and understand agricultural science as a human endeavour, and are encouraged to pursue future pathways.

Assessment:
Assessment Type 1: Agricultural Reports (30%)
Students complete two agricultural reports. One report has a practical focus, and one report has a focus on Science as a Human Endeavour (SHE) in an agricultural context.

Assessment Type 2: Applications (40%)
Students undertake three applications tasks, with at least one under the direct supervision of the teacher. The supervised setting should be appropriate to the task. Each supervised task should be a maximum of 90 minutes of class time, excluding reading time.

Assessment Type 3: Production Investigation (30%)
Students individually undertake one production investigation. In negotiation with the teacher they develop and conduct their own individual practical investigation based on a primary production enterprise in agriculture.

Year 11 (Stage 1) Biology

SACE Code: 1BGY10 or 20

Course Overview:

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. In their study of Biology, students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations into biology-related issues, developments, and innovations. Students explore the dynamic nature of biological science and the complex ways in which science interacts with society, to think critically and creatively about possible scientific approaches to solving every day and complex problems and challenges.

The topics in Stage 1 Biology provide the framework for developing integrated programs of learning through which students extend their skills, knowledge, and understanding of the three strands of science.

The topics for Stage 1 Biology are:

Topic 1: Cells and microorganisms

Topic 2: Infectious disease

Topic 3: Multicellular organisms

Topic 4: Biodiversity and ecosystem dynamics

* Stage 1 Biology students who intend to study Stage 2 Biology would benefit from a Stage 1 program that includes Topic 1: Cells and microorganisms.

Assessment:

Assessment Type 1: Investigations Folio (60%) - students undertake at least one practical investigation and one investigation with a focus on science as a human endeavour.

Assessment Type 2: Skills and Applications Tasks (40%) - students undertake at least one skills and applications task.

Year 12 (Stage 2) Biology

SACE Code: 2BGY20

Course Overview:

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. In their study of Biology, students inquire into and explain biological phenomena and draw evidence-based conclusions from their investigations into biology-related issues, developments, and innovations. Students explore the dynamic nature of biological science and the complex ways in which science interacts with society, to think critically and creatively about possible scientific approaches to solving every day and complex problems and challenges.

Students study all of the following core topics:

- Topic 1: DNA and Proteins
- Topic 2: Cells as the Basis of Life
- Topic 3: Homeostasis
- Topic 4: Evolution

Assessment:
School Assessment:
Assessment Type 1: Investigations Folio (30%)
Assessment Type 2: Skills and Applications Tasks (40%)

External Assessment:
Assessment Type 3: Examination (30%)

Year 11 (Stage 1) Chemistry

SACE Code: 1CEM10 or 1CEM20

Course Overview:

Science inquiry skills and Science as a Human Endeavour are integral to students' learning in this subject, and are interwoven through the science understanding, which is organised into six topics.

In their study of these topics, students develop and extend their understanding of some of the fundamental principles and concepts of chemistry, including structure, bonding, polarity, solubility, acid-base reactions, and redox. These are introduced in the individual topics, with the mole concept and some energy concepts introduced gradually throughout these topics.

Stage 1 Chemistry consists of the following 6 topics:

- Topic 1: Materials and their Atoms
- Topic 2: Combinations of Atoms
- Topic 3: Molecules
- Topic 4: Mixtures and Solutions
- Topic 5: Acid and Bases
- Topic 6: Redox Reactions

Assessment:
Investigation Folio: includes 1 practical and 1 Science as a Human Endeavour (SHE) investigation (50%)
Skills and Applications Tasks (50%)

*Please note that a full year is required at Stage 1 to be successful at Stage 2.

Year 12 (Stage 2) Chemistry

SACE Code: 2CEM120

Course Overview:

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 study all of the following core topics:

- Topic 1: Monitoring the Environment
- Topic 2: Managing Chemical Processes
- Topic 3: Organic and Biological Chemistry
- Topic 4: Managing Resources

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Assessment
School Assessment (70%)
Assessment Type 1: Investigations Folio (30%) Assessment Type 2: Skills and Applications Tasks (40%)

External Assessment (30%)
Assessment Type 3: Examination (30%)

Year 11 (Stage 1) Physics

SACE Code: 1PHY10 or 20

Course Overview:
Science inquiry skills and Science as a Human Endeavour are integral to students' learning in this subject and are interwoven through their study of science understanding, which is organised into six topics.

Through the study of these topics, students develop and extend their understanding of the interaction between matter, energy, and forces in linear motion, and electric circuits and the transfer and transformation of energy.

They study the wave model to better understand how energy can be transferred through matter and space. Students examine the structure of matter, spontaneous nuclear reactions, and the ionising radiation that results from these processes.

The topics for Stage 1 Physics are:

- Topic 1: Linear Motion and Forces
- Topic 2: Electric Circuits Topic 3: Heat
- Topic 4: Energy and Momentum
- Topic 5: Waves
- Topic 6: Nuclear Models and Radioactivity

Assessment:
Investigation Folio: includes one practical and one Science as a Human Endeavour investigation (50%)
Two Skills and Applications Tasks (50%)

*Please note that a full year is required at Stage 1 to be successful at Stage 2.

Year 12 (Stage 2) Physics

SACE Code: 2PYI20

Course Overview:
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.

The three strands of science to be integrated throughout student learning are:

- Science inquiry skills (SIS)
- Science as a Human Endeavor (SHE)
- Science understanding.

The topics for Stage 2 Physics are:

- Topic 1: Motion and Relativity
- Topic 2: Electricity and Magnetism
- Topic 3: Light and Atoms.

Assessment:
School Assessment (70%)
Assessment Type 1: Investigations Folio (30%) Assessment Type 2: Skills and Applications Tasks (40%)

External Assessment (30%)
Assessment Type 3: 2 Hour Examination

*Please note that a B at Stage 1 is recommended for best success.

Year 11 (Stage 1) Psychology

SACE Code: 1PSG10

Course Overview:
Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable- psychology offers ways of intervening to advance the well-being of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

The skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

Topics:

- Topic 1: Cognitive Psychology
- Topic 2: Neuropsychology
- Topic 3: Lifespan Psychology
- Topic 4: Emotion
- Topic 5: Forensic Psychology

Assessment:
Assessment Type 1: Investigations Folio
Assessment Type 2: Skills and Applications Tasks

Year 12 (Stage 2) Psychology

SACE Code: 2PSG20

Course Overview:
Psychology aims to describe and explain both the universality of human experience and individual and cultural diversity. It also addresses the ways in which behaviour can be changed. It offers a means for making society more cohesive and equitable; that is, psychology offers ways of intervening to advance the well-being of individuals, groups, and societies. However, every change also holds the possibility of harm. The ethics of research and intervention are therefore an integral part of psychology.

The skills learnt through Psychology are parallel to those learnt in other science subjects: how to be a critical consumer of information; how to identify psychological processes at work in everyday experiences; how to apply knowledge to real-world situations; how to investigate psychological issues; and how to be an effective communicator.

Topics

- Topic 1: Psychology of the Individual
- Topic 2: Psychological Health and Wellbeing
- Topic 3: Organisational Psychology
- Topic 4: Social Influence
- Topic 5: The Psychology of Learning

Assessment
School assessment (70%)
Assessment Type 1: Investigations Folio (30%)
Assessment Type 2: Skills and Applications Tasks (40%)

External assessment (30%)
Assessment Type 3: Examination (30%)

Year 11 (Stage 1) Design, Technology and Engineering

SACE Code: 1DCS10 or 20 Digital Communication Solutions

Focus on photography and digital design

Course Overview:
Students develop and apply knowledge and skills to design and create a product that meets a self-identified need, challenge or issue. There is an emphasis on developing skills and knowledge related to the design process, understanding the functional characteristics of materials, equipment, processes and techniques used to fabricate products from resistant materials.

In Stage 1 students use the design and realisation process. They learn to create a design brief that provides the basis for the development of potential solutions to design problems and challenges, and review design features, processes, materials, and production techniques to assist with the realisation of the solution.

In this subject, a 'solution' is an outcome of the design and realisation process in relation to the chosen context. A solution could be fully realised or a model, prototype, system, part, process (i.e. procedures to output a product), or product.

Students analyse influences on a product or system including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or on design solutions.

Students apply appropriate skills, processes, procedures, and techniques whilst implementing safe work practices when creating the solution.

*Some experience in Photoshop is an advantage, but not compulsory.

Assessment:
School Assessment:
Assessment Type 1: Specialised Skills Task
Assessment Type 2: Design Process and Solution.

Year 12 (Stage 2) Design, Technology and Engineering

SACE Code: 2DCS20 Digital Communication Solutions

Focus on photography and digital design

Course Overview:
In Design, Technology, and Engineering students use design and realisation process to engineer solutions for the development of products or systems. Design, Technology, and Engineering has four contexts: digital communication solutions, industry and entrepreneurial solutions, material solutions, and robotic and electronic systems.

The subject provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. They apply critical thinking and problem-solving skills, and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Design, Technology, and Engineering provides opportunities for students to apply engineering processes and use new and evolving technologies.

In Stage 2 students use an iterative design process to explore possible solutions to a problem or opportunity. They investigate and analyse the purpose, design features, materials, and production techniques used in diverse situations including industry, community, and tertiary organisations. This information is used to create a design brief that provides the basis for the development of potential solutions. The importance of the design process as a preliminary to the realisation process is emphasised, as is ongoing evaluation of the solution and vice versa.

Assessment:
School Assessment: (70%)
Assessment Type 1: Specialised Skills Task
Assessment Type 2: Design Process and Solution

External Assessment: 30%
Resource Study

Year 11 (Stage 1) Design, Technology and Engineering

SACE Code: 1MRS10 or 20 Material Solutions

Focus on design and production (woodwork and metalwork)

Course Overview
Students develop and apply knowledge and skills to design and create a product that meets a self-identified need, challenge or issue. There is an emphasis on developing skills and knowledge related to the design process, understanding the functional characteristics of materials, equipment, processes and techniques used to fabricate products from resistant materials.

In Stage 1 students use the design and realisation process. They learn to create a design brief that provides the basis for the development of potential solutions to design problems and challenges, and review design features, processes, materials, and production techniques to assist with the realisation of the solution.

In this subject, a 'solution' is an outcome of the design and realisation process in relation to the chosen context. A solution could be fully realised or a model, prototype, system, part, process (i.e. procedures to output a product), or product.

Students analyse influences on a product or system including ethical, legal, economic, and/or sustainability issues. They consider the practical implications of these issues on society or on design solutions.

Students apply appropriate skills, processes, procedures, and techniques whilst implementing safe work practices when creating the solution.

Assessment:

School Assessment:
Assessment Type 1: Specialised Skills Task
Assessment Type 2: Design Process and Solution.

Year 12 (Stage 2) Design, Technology and Engineering

SACE Code: 2MRS20 Material Solutions

Focus on design and production (woodwork and/or metalwork)

Course Overview
In Design, Technology, and Engineering students use design and realisation process to engineer solutions for the development of products or systems.

The subject provides a flexible framework that encourages students to be creative, innovative, and enterprising in their chosen context. They apply critical thinking and problem-solving skills, and incorporate technologies to address design problems and challenges. This subject incorporates the transfer of interdisciplinary skills and knowledge and promotes individualised and inquiry-based learning. Design, Technology, and Engineering provides opportunities for students to apply engineering processes and use new and evolving technologies.

In Stage 2 students use an iterative design process to explore possible solutions to a problem or opportunity. They investigate and analyse the purpose, design features, materials, and production techniques used in diverse situations including industry, community, and tertiary organisations. This information is used to create a design brief that provides the basis for the development of potential solutions. The importance of the design process as a preliminary to the realisation process is emphasised, as is ongoing evaluation of the solution and vice versa.

Assessment:

School Assessment: 70%
Assessment Type 1: Specialised Skills Task
Assessment Type 2: Design Process and Solution

External Assessment: 30%
Resource Study

Year 11 (Stage 1) Workplace Practices

SACE Code: 1WPP10

Course Overview
There are three areas of study within Workplace Practices:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET)

At Stage 1 all students undertake Industry and Work Knowledge and one of the following options:

- Vocational Learning
- VET
- Vocational Learning and VET

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

Vocational Learning:
Vocational learning is general learning that has a vocational perspective. It includes any formal learning in a work-related context outside Australian Qualifications Framework (AQF) qualifications. Students undertake learning in the workplace to develop and reflect on their capabilities, interests, and aspirations and to reflect on the knowledge, skills, and attributes valued in the workplace.

Vocational Education and Training (VET)
VET includes any 'training and assessment delivered by a registered training organisation which meets the requirements specified in national industry/enterprise Training Packages or in accredited courses' (training.gov.au). Students must attain their competencies for their VET learning to be able to be counted towards their Performance assessment (30%).

Assessment
School-based assessment
1 x Performance (30%)
1 x Reflection (30%)
2 x Folio Tasks (40%)

Prerequisite: Students are either undertaking a VET subject or have a job outside of school.

Year 12 (Stage 2) Workplace Practices

SACE Code: 2WPPG20

Course Overview
There are three areas of study within Workplace Practices:

- Industry and Work Knowledge
- Vocational Learning
- Vocational Education and Training (VET).

At Stage 2 all students undertake Industry and Work Knowledge and one of the following options:

- Vocational Learning
- VET
- Vocational Learning and VET

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Assessment
School-based assessment:
Folio (3 tasks) (25%)
Performance (25%)
Reflection (2 tasks) (20%)

External assessment:
Investigation (30%)

Choices…Decisions…Pathways…Careers...

As a student in the Senior School, there are many life decisions and choices to make that will impact on your future direction and pathways. It is important that you and your parent/caregiver spend time looking through the course selection handbook and discuss what you are passionate about, what your strengths are, your current skills, talents and experiences and what you are hoping to work towards in relation to future careers and possible employment options.

As parents/caregiver you can…..

- Encourage your child to talk with you about the people that you know who have interesting jobs and the sort of work that they do.
- Discuss the variety of jobs – encourage them to explore beyond what they know about a particular industry or career area through looking at the TAFE and University books at school and in visiting website such as myfuture.edu.au.
- Talk about the types of jobs that have opportunities to travel interstate and/or overseas.
- Encourage your child to read the Career One Supplement in the Advertiser to see the vast range of jobs and the types of careers that are out there (also the skills and abilities etc that are required in these jobs).
- Discuss the employment and career areas that are on the increase, why others are in decline and the geographic nature of some forms of employment such as the mining industry. A good website for information is the Department of Education and Training and myfuture.edu.au/login. Formal training whilst still at school through an Australian School-based Apprenticeship (ASBA) is a further option that your child may want to consider. Students across years 10, 11 and 12 can apply and gain nationally recognised qualifications prior to leaving school; this can opens up further career and employment options for their post school future.
- Encourage your child to talk to the teachers of subjects they are interested in
- Read the course content sections of the handbook to become aware of what the course involves and the types of tasks and assessments involved.

Enjoyment...Interests…Abilities…Selecting…

The most important thing to consider when choosing subjects is that your child selects subjects that they enjoy. These are often the subjects they are motivated in, they are enthusiastic about, and do well in; this is because those subjects suit their abilities. It is also important to be realistic about the chances of meeting the qualification levels required by employers or tertiary institutions. Also, you need to be realistic about the level and type of work they are able to succeed in.

If your child is in paid part-time employment this also needs to be considered when selecting subjects particularly at Year 12 as subject workloads and homework requirements are significant at the Stage 2 level of study.

Teacher recommendations are made to give students and their parents a guide as to their potential in a particular subject. Once the formal counselling process has taken place and the student has made their subject selections any changes the student requests after this point can only be carried out after an appointment with either the Senior School Coordinator or the School Counsellor. The student will be advised and their SACE pattern checked to see if the change can be accommodated.

Keep in mind…

It is important that your child understands what it is they are committing too with their subject choices as they are the ones that will need to commit to and complete the work and study.

Links to further information

SACE Board
https://www.sace.sa.edu.au/

South Australian Tertiary Admissions Centre
www.satac.edu.au
1300 138 440 (local call charge)

TAFE:
www.tafesa.edu.au

Southern Area and Fleurieu & Fleurieu Alliance
https://safssa.eschoolsolutions.com.au/default.aspx

Universities
Flinders University
(08) 8201 3074
1300 657 671 (local call charge)

The University of Adelaide
(08) 8303 7335
1300 061 459 (freecall from country and interstate)

University of South Australia
(08) 8302 2376
1300 UNINOW (local call charge)