

Curriculum Guidelines

Year 11

Faith Lutheran College

Senior School

2018



Curriculum Guidelines - Year 11



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Listed below are key staff who can assist you with your subject selections.

Key Staff:

Mr Daniel Amey	Head of College	damey@faith.sa.edu.au
Mrs Louise Pumpa	Senior School Curriculum Coordinator	lpumpa@faith.sa.edu.au
Mr Neil Jaensch	SACE Coordinator	njaensch@faith.sa.edu.au
Ms Trish Cirillo	Pathways Coordinator	tcirillo@faith.sa.edu.au
Mrs Dianne Sanders	VET Coordinator	dsanders@faith.sa.edu.au
Ms Sarah Ruwoldt	Year 12 Wellbeing Leader	sruwoldt@faith.sa.edu.au
Mr Nick Schmidt	Year 11 Wellbeing Leader	njschmidt@faith.sa.edu.au
Ms Judy Minge	Year 10 Wellbeing Leader	jminge@faith.sa.edu.au
Mr Joel Darling	Year 9 Wellbeing Leader	jdarling@faith.sa.edu.au
Mrs Michelle Schwarz	Year 8 Wellbeing Leader	mschwarz@faith.sa.edu.au

Key Websites:

SACE Board	www.sace.sa.edu.au
SATAC	www.satac.edu.au
Charles Darwin University	www.cdu.edu.au
Flinders University	www.flinders.edu.au
The University of Adelaide	www.adelaide.edu.au
University of South Australia	www.unisa.edu.au
TAFE SA	www.tafesa.edu.au



Summary of Subjects

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Learning Area	YEAR 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	CONTACT
Agriculture	<ul style="list-style-type: none"> • Agriculture 	<ul style="list-style-type: none"> • Agriculture 	<ul style="list-style-type: none"> • Agriculture 	<ul style="list-style-type: none"> • Agriculture 	<ul style="list-style-type: none"> • Agricultural Systems 	Bob Mitchell
Creative Arts	<ul style="list-style-type: none"> • Drama 	<ul style="list-style-type: none"> • Drama 	<ul style="list-style-type: none"> • Drama 	<ul style="list-style-type: none"> • Creative Arts – Drama 	<ul style="list-style-type: none"> • Creative Arts – Drama 	Colin Davis
English	<ul style="list-style-type: none"> • English 	<ul style="list-style-type: none"> • English 	<ul style="list-style-type: none"> • English 	<ul style="list-style-type: none"> • English • Essential English 	<ul style="list-style-type: none"> • English • Essential English • English Literary Studies 	Lisa Norwood
Health & PE	<ul style="list-style-type: none"> • Health & Physical Education 	<ul style="list-style-type: none"> • Health & Physical Education 	<ul style="list-style-type: none"> • Health & Physical Education 	<ul style="list-style-type: none"> • Physical Education 	<ul style="list-style-type: none"> • Physical Education 	Ashley Clarke
Hospitality & Textiles Technology	<ul style="list-style-type: none"> • Food & Hospitality Textiles 	<ul style="list-style-type: none"> • Food & Hospitality Textiles 	<ul style="list-style-type: none"> • Food & Hospitality • D&T - Textiles 	<ul style="list-style-type: none"> • Food & Hospitality • Material Products - Textiles 	<ul style="list-style-type: none"> • Food & Hospitality • Material Products - Textiles 	Bronwyn Young
Humanities & Social Sciences	<ul style="list-style-type: none"> • Business & Economics • Civics & Citizenship • History • Geography 	<ul style="list-style-type: none"> • Business & Economics • Civics & Citizenship • History • Geography 	<ul style="list-style-type: none"> • History • Geography 	<ul style="list-style-type: none"> • Accounting • Ancient Studies • Business & Enterprise • Modern History • Information Processing & Publishing • Geography • Psychology • Workplace Practices 	<ul style="list-style-type: none"> • Accounting • Ancient Studies • Business & Enterprise • Modern History • Information Processing & Publishing • Geography • Psychology • Workplace Practices 	Michelle Schwarz
Languages	<ul style="list-style-type: none"> • Japanese • German 	<ul style="list-style-type: none"> • Japanese • German 	<ul style="list-style-type: none"> • Japanese • German 	<ul style="list-style-type: none"> • Japanese • German 	<ul style="list-style-type: none"> • Japanese • German 	Kirsty Hansen
LIFE	<ul style="list-style-type: none"> • LIFE 	<ul style="list-style-type: none"> • LIFE 	<ul style="list-style-type: none"> • LIFE 	<ul style="list-style-type: none"> • LIFE 	<ul style="list-style-type: none"> • LIFE 	Craig Chidgey
Maths	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • Mathematics • Applied Mathematics 	<ul style="list-style-type: none"> • Essential Mathematics A&B • General Mathematics A&B • Mathematical Methods A,B&C • Specialist Mathematics D 	<ul style="list-style-type: none"> • Essential Mathematics • General Mathematics • Mathematical Methods • Specialist Mathematics 	Michael Nokes
Music	<ul style="list-style-type: none"> • Music 	<ul style="list-style-type: none"> • Music 	<ul style="list-style-type: none"> • Music 	<ul style="list-style-type: none"> • Music 	<ul style="list-style-type: none"> • Music - Composing & Arranging • Music - Ensemble Performance • Music - Musicianship • Music - Music Individual Study • Music - Music Technology • Music - Performance Special Study • Music - Solo Performance 	Frank Cammans
Personal Learning Plan			<ul style="list-style-type: none"> • Personal Learning Plan 			Christine Mardle
Research Project					<ul style="list-style-type: none"> • Research Project 	Alison McLean
Science	<ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • Science 	<ul style="list-style-type: none"> • Chemistry • Biology • Physics 	<ul style="list-style-type: none"> • Chemistry • Biology • Physics 	Louise Pumpa
Technologies	<ul style="list-style-type: none"> • Digital Technologies • Design & Technologies 	<ul style="list-style-type: none"> • Design & Technologies 	<ul style="list-style-type: none"> • D&T – Metal • D&T – Wood • D&T – Electronics 	<ul style="list-style-type: none"> • Material Products – Metal • Material Products – Wood • Systems & Control Products Electronics 	<ul style="list-style-type: none"> • Material Products (Metal/Wood) • Systems & Control Products Electronics 	Jason Rosenzweig
Visual Arts	<ul style="list-style-type: none"> • Art 	<ul style="list-style-type: none"> • Art 	<ul style="list-style-type: none"> • Art • Design 	<ul style="list-style-type: none"> • Art • Design 	<ul style="list-style-type: none"> • Art • Design 	Cherie O’Dea
VET			<ul style="list-style-type: none"> • Certificate II in Creative Industries 	<ul style="list-style-type: none"> • Certificate II in Construction (partial) • Certificate II in Creative Industries • Certificate III in Christian Ministry • Certificate III in Fitness 	<ul style="list-style-type: none"> • Certificate III in Fitness 	Dianne Sanders

Faith College is committed to designing learning experiences that create 'world ready' students.



World Ready

The term 'world ready' describes the deeper learning attributes, capabilities and skills that Faith College is committed to developing in every graduate. It is widely accepted that deeper learning or 21st century skills include...

<p>LIFELONG LEARNERS</p>	<ul style="list-style-type: none"> • Have a love of learning • Are curious, interested and problem-solvers • Are self-motivated and independent • Are creative and collaborative • Are analytical and reflective • Are globally aware and internationally minded
<p>SELF-CONFIDENT AND SELF-AWARE</p>	<ul style="list-style-type: none"> • Are actively developing personal strengths and talents • Are resilient and balanced in their approach • Are developing a sense of meaning and purpose • Can see beyond self and have a care for humanity • Are able to take responsibility and ownership
<p>COMMUNICATORS AND COLLABORATORS</p>	<ul style="list-style-type: none"> • Value teamwork • Work collaboratively • Are relational and empathetic • Are effective communicators across a range of mediums • Are developing local, national and global cultural awareness and networks
<p>CREATORS AND INNOVATORS</p>	<ul style="list-style-type: none"> • Are flexible thinkers • Are generators of ideas and solutions • Are risk takers, willing to try new things • View failure as a learning opportunity • Are users of latest technology

South Australian Certificate of Education (SACE)

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Overview:

The SACE is awarded to students on the successful completion of 200 credits of study. There are a range of compulsory subjects across Stages 1 and 2, which must be completed at a C standard in order for the certificate to be awarded. There are a range of SACE Board approved complimentary programs which can contribute towards SACE achievement, such as VET and school based apprenticeship programs. Approved Community Learning programs, such as the Australian Music Examinations Board, the Duke of Edinburgh's Award and the SA Country Fire Service can also contribute SACE credits. Further details can be found at <https://www.sace.sa.edu.au/learning/community-learning> and the application for additional credit needs to be discussed with our College SACE Coordinator.

The following table shows what will be required as a minimum to achieve the SACE, however many students will choose to study more subjects than the minimum required at Stage 2 in order to also be eligible for an Australian Tertiary Admission Rank (ATAR). Students receive an A to E grade at Stage 1 and Stage 2 subjects are Graded A+ to E-.

Requirements	Credits	Compulsory Element at Minimum C Grade Standard
Year 10 (Stage 1)		
PLP (Personal Learning Plan)	10	Yes
Year 11 (Stage 1)		
Literacy (from a range of English subjects and courses)	20	Yes
Numeracy (from a range of mathematics subjects and courses)	10	Yes
Year 11 (Stage 1) or Year 12 (Stage 2)		
Other subjects and courses of the students choice	90	
Year 12 (Stage 2)		
Research Project	10	Yes
Other Stage 2 subjects and courses	60 or more	Yes
Total	200	

Special Provisions in Curriculum and Assessment

Students who have learning or health difficulties can apply for special provisions to complete the SACE. It is important that our SACE Coordinator is notified as soon as possible to assist in the application process which will require specific professional evidence often combined with teacher consultation and formal academic testing. Further details on special provisions in the SACE can be found at <https://www.sace.sa.edu.au/web/special-provisions>

Students Online

Students can log in to Students Online to review their courses and results using their SACE registration number and pin at: <https://apps.sace.sa.edu.au/students-online/login.do> The student's four digit pin is set to a default code for their first access based on their birthday. The pin works as follows:

Birthday	Pin
1st January	0101
16th June	1606

Once the student has logged on for the first time they will be asked to change their pin. If a student loses their pin they will need to contact the SACE Board who will re-set the password. This request can be done through the website.

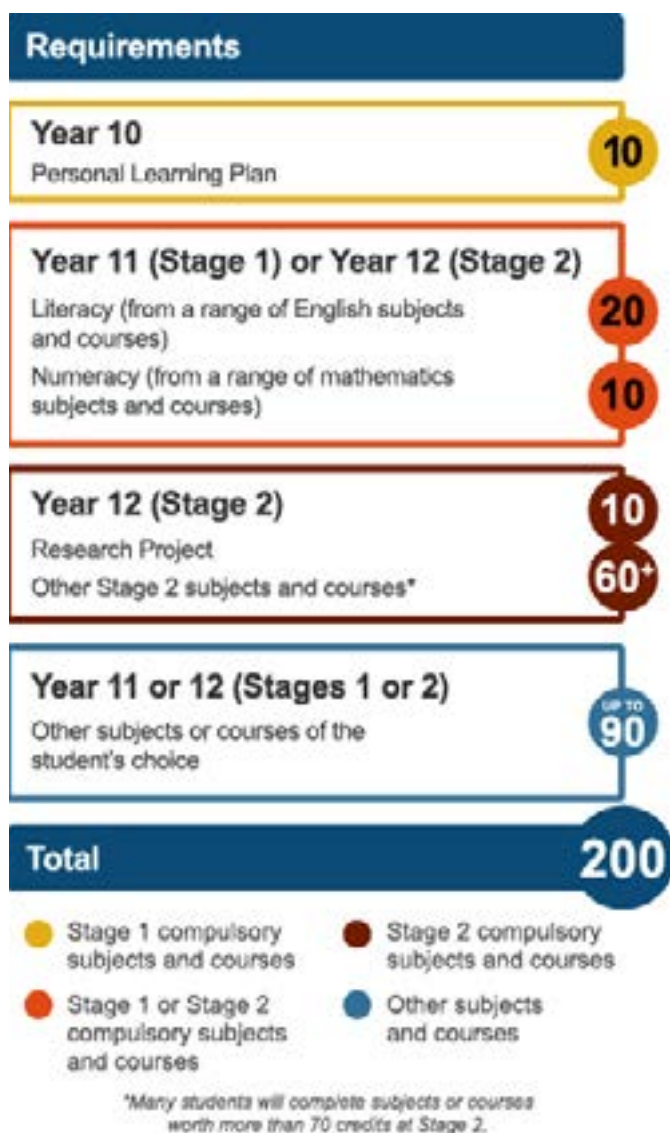
Students are encouraged to work with parents and the College for guidance regarding careers and post school pathways. The SACE provides a framework through which students can strengthen their capabilities through the five key areas of;

- Communication
- Citizenship
- Learning
- Personal Development
- Work

In order to achieve SACE, students will complete a minimum of 200 Credits of study which will enable them to achieve the SACE certificate. There are a number of compulsory elements in completing the SACE. We would encourage you to consider viewing the PowerPoint on 'Starting the SACE' which is found on the SACE Board website at <https://www.sace.sa.edu.au/schools/sace-overview/course-counselling>.

The following graphic gives a breakdown of the requirements:

Achieving the credits you need



Year 11 Subject Selection

Subject selection is a wonderful opportunity for you to complement your chosen pathways beyond your senior years. When considering which subjects to select be mindful of your pathways and the requirements of entry.

Your pathways may be varied and may consist of; work, apprenticeships/traineeships or further study at a TAFE or University. University courses in particular may require subjects that you must study for entry or recommend subjects that will support your success in that degree. Discussing these options with key staff, parents, other students and researching key websites will prove very beneficial in your subject selection process.

The Curriculum Guide provides information about; the SACE, our extensive VET program, Tertiary information and the subjects offered at Faith Lutheran College.

Picture courtesy of the SACE Board of SA

Vocational Education & Training (VET)

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VET is education and training that gives students skills for work. VET operates through a national training system and is delivered, assessed and certified by Registered Training Organisations. It is an excellent choice of study for many students. VET includes practical, hands-on learning and can lead to excellent jobs. Studying VET as part of SACE gives students a head-start on a qualification, which is a great way to fast-track progress towards a rewarding career.

SACE - VET can contribute up to 150 SACE credits of the 200 credits required to achieve SACE.

ATAR - Fully completed Certificate III qualifications and above can be used in the Australian Tertiary Admission Rank (ATAR) calculation.

Some VET courses are delivered at Faith, others require students to study off campus or online or as School Based Apprenticeships or Traineeships (SBATs).

School Based Apprenticeships or Traineeships (SBATs) – Students can commence an apprenticeship or traineeship which contributes towards their SACE. Students attend paid work and training for a minimum of eight hours per week while continuing to meet their SACE and Faith College commitments. SBATs convert to full-time apprenticeships once the student leaves school.

Work Placement is an integral part of VET. Faith students arrange and undertake structured work placement in many businesses in the Barossa and beyond. Successful work placements can lead on to apprenticeships and traineeships.

Application Process – Students apply for VET at the Future Pathways Office. The application process includes student interview, parent consultation and teacher reference to determine the student's suitability for VET programs.

Cost - VET tuition costs vary. Certificate II and III courses delivered at Faith cost \$200 plus any short course costs. Off-campus VET courses are more expensive, and parents pay training costs over \$600. Training costs for apprentices are the responsibility of the employer.

Short Courses

At various times during the school year, short courses will be on offer for students. These are arranged in accordance with the school timetable and are paid for by participants who choose to take part. These courses may support VET training.

- Barista
- Bar and Service of Drinks
- Forklift Licence
- Senior First Aid
- Cellar Operations – Vintage
- White Card (Construction Induction)
- Yellow Card (Vertical Lifter)



Vocational Education & Training (VET)

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Examples of VET qualifications completed in the Faith VET program:

Please Note: Actual SACE credits depends on the units of competency completed.

Qualification	SACE Credits	
	Stage 1	Stage 2
VET courses delivered at Faith College		
Certificate I in Agrifood Operations	5-20	
Certificate I in Hospitality	15-35	
Units from Certificate II in Construction Pathways	20	
Certificate II in Creative Industries (Technical Theatre)	30	
Certificate III in Christian Ministry (Vetamorphus)		55
Certificate III in Fitness		95
VET courses off campus or through School Based Apprenticeships and Traineeships		
Certificate III in Agriculture		55
Certificate III in Agricultural Mechanical Technology*		140
Certificate II in Animal Studies	50	
Certificate III in Animal Studies		60
Certificate II in Automotive Servicing Technology		35
Certificate III in Beauty Services		65
Certificate III in Business		45
Certificate III in Business Administration		50
Certificate III in Cabinet Making*		150
Certificate III in Carpentry*		115
Certificate III in Early Childhood Education and Care		110
Certificate II in Electrotechnology	50	
Certificate II in Engineering	45	
Certificate III in Engineering (Fabrication)*		135
Certificate II in Hairdressing	45	
Certificate III in Hairdressing*		95
Certificate III in Hospitality	5	40
Certificate III in Individual Support		95
Certificate III in Information, Digital Media and Technology	10	85
Certificate III in Live Production and Services		70
Certificate II in Retail Make-Up and Skin Care	55	

Tertiary Institutions and their Pathways

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Tertiary Information

In addition to the information in the Curriculum Guide, parents and students are encouraged to refer to the SATAC website and download the SATAC Tertiary Entrance booklet which is no longer published but available on their website. http://www.satac.edu.au/documents/teb_2018.pdf. This booklet details how students achieve a University Aggregate, Prerequisite and Assumed Knowledge subjects and other important information about SACE.

University Entry

To obtain a university aggregate and an Australian Tertiary Admission Rank (ATAR) a student must:

- qualify for the SACE.
- comply with the rules regarding precluded combinations
- comply with the rules regarding counting restrictions
- complete at least 90 credits of study in Tertiary Admissions Subjects (TAS) and Recognised Studies at Stage 2 in a maximum of three attempts
- of the 90 credits of study a minimum of 60 credits of study must be from 20 credit Tertiary Admissions Subjects (TAS) and a maximum of 30 credits can be Recognised Studies

How your university aggregate is calculated			
	60 Three 20 credit scores		30 Final 30 credits - flexible option
Your scaled scores from three 20 credit Tertiary Admission Subjects (TAS) are used. Normally, 10 Credit subjects do not count towards this requirement but some 10 credit subjects in the same subject area, when studied in pairs, can substitute for a 20 credit subject. These are called valid pairs.		Your score for the flexible option is the best 30 credits of scaled scores or scaled score equivalents from: <ul style="list-style-type: none">• The scaled score of a 20 credit TAS;• half the scaled score of one or more 20 credit TAS;• the scaled score of one or more 10 credit TAS;• scaled score equivalents for Recognised Studies to the value of 10 or the maximum of 20 credits.	
Your university aggregate is the best possible score calculated from the above options, subject to counting restrictions and precluded combinations.			

Calculating the University Aggregate

The university aggregate is calculated from your Year 12 subject scaled scores. These are the numeric measures of your performance in your Tertiary Admissions Subjects (TAS) which are derived from your grades and are reported to you out of 20 for 20 credit subjects and out of 10 for 10 credit subjects. This score cannot be predicted.

Converting the University Aggregate to an Australian Tertiary Admissions Rank (ATAR)

The university aggregate, your score out of 90 is then converted to an ATAR. The ATAR is an indicator of how well a particular student has performed relative to other students on a score range of 0 – 99.95.

Prerequisite Subjects and Assumed Knowledge Subjects

Many tertiary courses require Prerequisite Subjects, subjects that you must study in Year 12 for entry into that course. The Universities may also recommend subjects to support your success in that particular course and they are referred to as Assumed Knowledge Subjects. These subjects are highly recommended for your Year 11 or Year 12 study.

Bonus Points

The three South Australian universities, Flinders University, The University of Adelaide and the University of South Australia operate two bonus schemes. These are the SA Universities Equity Scheme and the SA Language, Literacy and Mathematics Bonus Scheme. The schemes are administered by SATAC and are applied to the student's university aggregate to recalculate an adjusted ATAR for each university application.

The SA Universities Equity Scheme awards 5 bonus points for eligible students;

- they are a holder of a School Card
- they or their parents are in receipt of a Centrelink means tested income support payment
- they are the holders of a Health Care Card

The SA Language, Literacy and Mathematics Bonus Scheme awards 2 to 4 points for eligible students;

- completing a Language other than English
- completing English or English Studies
- completing Mathematical Methods or Specialist Mathematics

Bonus points are awarded to students gaining an overall grade of C- or better. An individual student can receive a maximum of 9 bonus points under both schemes.

The bonus point scheme applies to all courses offered by the three competitive universities except for the following three courses:

- Bachelor of Clinical Sciences/Doctor of Medicine at Flinders University
- Bachelor of Medicine/Bachelor of Surgery at The University of Adelaide
- Bachelor of Science (Veterinary Bioscience) at The University of Adelaide

Interstate Universities

Students from South Australia are eligible for admission to interstate universities provided that they have met the minimum entry requirements of prerequisite subjects and/or other specific selection criteria. Students that wish to apply to interstate universities must study Stage 2 English for entry.

TAFE SA Entry

Completion of the SACE can meet the Minimum Entry Requirements for most of TAFE SA courses. TAFE also consider a variety of other qualifications in its entry and selection processes and may include; auditions, interviews, presentation of portfolio and previously completed VET certificates.

Minimum Entry Requirements differ according to the level of the TAFE course; however, successful completion of 60 credits of Tertiary Admissions Subjects (TAS) or 40 credits of TAS and 20 credits of Recognised Subjects will enable entry to all TAFE courses.

Further information is available from the Careers Coordinator or visiting the TAFE SA website for the most up to date information.

Careers Education

Guest speakers, University and TAFE visits and individual counselling sessions are arranged to help students with decisions regarding subject choices and career pathways. The Careers Coordinator is available to assist with appropriate course choices and will interview every Year 12 in Term 3. Attendance at University Open Days in August is highly recommended.



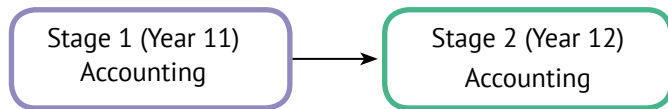
Year 11 Subject Selection

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PLEASE NOTE: Year 11 Students must select two semesters of English and at least one semester of Mathematics.

YEAR 11 - SACE Stage 1				
Subjects	Semester	Year	SACE Credits	Page
Accounting	✓		10	14
Agriculture	✓	✓	10	15
Biology	✓	✓	10	16
Business & Enterprise Studies	✓		10	17
Chemistry	✓	✓	10	18
Creative Arts - Drama	✓	✓	10	19
Design & Technology - Material Products (Metal/Wood)	✓		10	20
Design & Technology - Material Products (Textiles)	✓	✓	10	21
Design & Technology - Systems & Control Products (Electronics)	✓	✓	10	21
English	✓	✓	10	23
Essential English		✓	10	23
Food and Hospitality	✓	✓	10	24
Geography	✓	✓	10	25
German	✓	✓	10	26
Physical Education	✓	✓	10	27
History - Ancient Studies	✓	✓	10	28
History - Modern History	✓		10	28
Information, Processing & Publishing	✓		10	29
Japanese	✓	✓	10	30
LIFE (Learning in Faith Education)	✓		10	30
Mathematics - Essential Mathematics A & B	✓	✓	10	33
Mathematics - General Mathematics A & B	✓	✓	10	33
Mathematics - Mathematical Methods A, B & C	✓	✓	10	34
Mathematics - Specialist Mathematics D	✓	✓	10	34
Music		✓	10	35
Physics	✓	✓	10	36
Psychology	✓		10	37
Vet - Certificate II in Construction Pathways (partial)	✓		20	37
Vet - Certificate II in Live Production & Services	✓		30	38
Vet - Certificate III in Christian Ministry		✓	55	38
Vet - Certificate III in Fitness (Stage 2)		✓	95	39
Visual Arts - Art	✓	✓	10	40
Visual Arts - Design	✓	✓	10	40
Workplace Practices	✓		10	41



The study of Accounting encompasses the successful management of financial affairs in business. It gives students opportunities to learn the practical skills needed to manage their own financial affairs and to develop an understanding of the ethical considerations that affect financial decision-making in contemporary society.

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

Year 11 Stage 1 Accounting (1 Semester)

SACE Code: 1ACG10 Credits: 10

Essential Knowledge:

No essential knowledge; but students with competent Mathematics skills may be at an advantage.

Content:

Students complete tasks in the following areas of study:

- Personal Financial Management
- Double Entry Bookkeeping
- Preparation of General Purpose Financial Reports
- Analysis and Interpretation

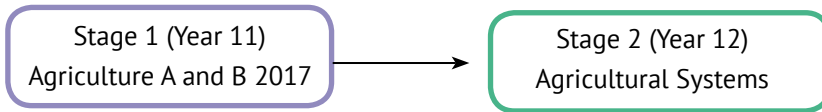
Assessment:

Assessment at Stage 1 is school based. Students provide evidence of their learning through 4-6 assessments.

Type 1: Skills and Applications Tasks

Type 2: Investigation

- Skills and Applications Tasks
Students undertake tasks which:
 - Demonstrate an understanding of relevant accounting concepts, skills and practices
 - Select appropriate accounting techniques to solve routine, analytical and interpretative problems
- Investigation - A structured activity in which students use financial and non-financial information to explore an aspect of accounting. For example - career planning, budgeting, credit control.



Students develop a close association with the management of plant and animal enterprises and develop the ability to demonstrate practical skills in these areas. The course creates an environment where good work habits and initiative are rewarded. Through the successful completion of six units embedded in Year 9 and 10 and Stage 1 Agriculture students can obtain the VET qualification Certificate I in Agrifood Operations.

Year 11 Stage 1 Agriculture A (1 Semester)

SACE Code: 1AHG10 Credits: 10

Essential Knowledge:

Nil

Preferred Knowledge and Skills:

It is best for students to have completed a satisfactory pass in grade and attitude in at least one semester of Agriculture at Year 10 level or a satisfactory pass in grade and attitude in Science at Year 10 level.

Content:

- Agriculture Innovation through Technology
- Benefits of adopting technology
 - Recent innovations relevant to Agriculture

Beef Cattle Husbandry

- Systems of Beef Production
- Beef Cattle Breeds in Australia and the role of crossbreeding
- Reproductive technologies
- Ruminant Digestion and Nutrition
- Safe Handling Procedures
- Marketing Specifications and Methods

Assessment:

Agricultural Exploration Tasks

- Chemical application spray rate trial
- Technology advancing agriculture report

Application Tasks

- Beef cattle market specification practical
- Topic test - Beef Cattle

VET

This course incorporates the unit 'Follow Basic Chemical Safety Rules' from the AgriFood Operations Industry National training Package AHC10-210

Year 11 Stage 1 Agriculture B (1 Semester)

SACE Code: 1AHG10 Credits: 10

Essential Knowledge:

Nil

Preferred Knowledge and Skills:

It is best for students to have completed a satisfactory pass in grade and attitude in at least one semester of Agriculture at Year 10 level or a satisfactory pass in grade and attitude in Science at Year 10 level.

Content:

Crops and Pastures

- Crop experimentation trial
- Crop and pasture selection
- Tillage systems and technology
- Crop rotations
- Pasture establishment and management
- Nutrient testing and fertilisers
- Pest control methods

Sheep Husbandry

- Sheep meat and wool breeds and their industry role
- Prime Lamb production and the role of cross-breeding
- External sheep anatomy
- Sheep classing and selection
- Wool properties and characteristics
- Sheep handling
- Sheep management and shearing

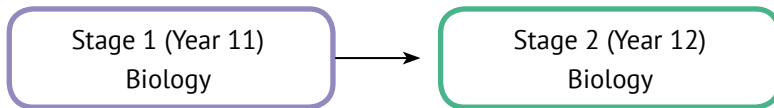
Assessment:

Investigation Folio Tasks :

- Crop Trial Investigation
- Practical - Sheep handling and classing

Skills and Application Tasks :

- Crop and pasture media study.
- Topic test



Biology is the scientific study of the diversity of life and living systems, how they have evolved and how they continue to change. Knowledge and understanding provided by Biology helps us to explore and explain how the living world works, and allows us to join in and initiate debates about biological issues.

Studying Biology provides an exciting opportunity to engage with the work of classical and contemporary biologists and to develop the skills necessary to pursue biological sciences at tertiary level. A sound grounding in Biology helps to inspire many careers, including those associated with medical, veterinary, sports and marine science, biotechnologies, biosecurity and disease control, and conservation and eco-tourism.

Year 11 Stage 1 A Biology (1 Semester)

SACE Code: 1BIG10 Credits: 10

Essential Knowledge:

It is highly recommended that a successful completion of Year 10 Science to a 'C' standard (or better) is achieved.

Content:

Cells

- Requirements of cells
- Levels of organisation
- Cell structure & function
- Movement into/out of cells
- Cell Division
- Microorganisms

Experimental Design

- Scientific method

Infectious Diseases

- Types of diseases and pathogens
- Methods of transmission
- Protection & immunity
- Vaccination

Assessment:

Investigations Folio:

- Practical investigations
- Science as a Human Endeavour Investigation

Skills and Application Tasks:

- Supervised Tests
- Biological Applications

Examination:

- 1.5 hour

Other Information:

A separate subject for 10 credits, or paired with Biology B for 20 credits. All student work is assessed by the teacher.

Year 11 Stage 1 B Biology (1 Semester)

SACE Code: 1BIG10 Credits: 10

Essential Knowledge:

It is highly recommended that a successful completion of Year 10 Science to a 'C' standard (or better) is achieved.

Content:

Multicellular Organisms

- Structure and function of organ systems
- Examples of organ systems in animals and plants

Biodiversity & Ecosystems

- Biological classification systems
- Living in an ecosystem
- Food chains & food webs
- Energy flow through ecosystems
- Population size

Adaptations, natural selection & Evolution

- Environmental factors & adaptations
- Human impacts on ecosystems
- Change in ecosystems
- Ecological succession
- Natural selection
- Speciation
- Assessment:

Investigations Folio:

- Practical investigations
- Science as a Human Endeavour Investigation

Skills and Application Tasks:

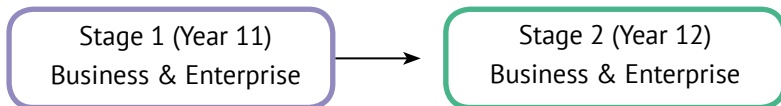
- Supervised Tests
- Biological Applications

Examination:

- 1.5 hour

Other Information:

A separate subject for 10 credits, or paired with Biology A for 20 credits. All student work is assessed by the teacher.



Business and Enterprise focuses on the successful management of business and enterprise issues in personal, business and social contexts. The study of Business and Enterprise enables students to develop an understanding of business and enterprise cultures and technological systems as they operate in, and affect, the global environment.

Students have the opportunity to engage with innovations and ideas, as well as reflect on current issues in business and enterprise and to make informed decisions. They also make and evaluate decisions about the allocation and management of resources to develop solutions that meet the needs of individuals, organisations and communities.

Students have opportunities to evaluate the impacts and effects of business, enterprises and technology on the economy, the environment and the well-being and lifestyles of individuals and communities.

Year 11 Stage 1 Business & Enterprise (1 Semester)

SACE Code: 1BUE10 Credits: 10

Essential Knowledge:

No essential knowledge but an interest in business operations is an advantage.

Content:

For a 10-credit subject students complete tasks selected from the following areas of study:

- Introduction to Business & Enterprise
- Entrepreneurship: The Enterprising Person
- Business Plans
- Business Management and Communication
- Marketing
- Global Business
- Employment Relations

Assessment:

Assessment at Stage 1 is school based. For a 10-credit subject, students provide evidence of their learning through 4-5 assessments:

- Folio
- Practical
- Issues Study

Stage 1 (Year 11)
Chemistry



Stage 2 (Year 12)
Chemistry

Chemistry helps people to develop an understanding of the processes that determine the behaviour of matter from the small (atoms, molecules and ions) to larger perspectives. It is a subject for students who are interested in natural and processed materials and the ways in which people obtain, manufacture and use materials in their everyday lives.

Chemistry gives students the opportunity to gain a range of employment and life skills, such as the ability to work collaboratively to produce a successful outcome, and skills in organising and processing information.

The study of Chemistry also provides a pathway to a number of university courses and associated careers in areas such as biotechnology, engineering, environmental studies, medicine, pharmacy, nursing and soil science.

Year 11 Stage 1 Chemistry A (1 Semester)

SACE Code: 1CME10 Credits: 10

Essential Knowledge:

It is highly recommended that a successful completion of Year 10 Science to a 'C' standard (or better) and satisfactory completion of the mid-year Science Examination is achieved.

Content:

This unit, through both laboratory and classroom work, introduces the students to the practice and theory of Chemistry. The basic particles of matter are discussed and the ways these combine to form various classes of compounds is developed.

Finally, an introduction to organic chemistry will be gained when investigating the nature of hydrocarbons and polymers.

Topics Covered:

- Topic 1: Materials and their Atoms
- Topic 2: Combinations of Atoms
- Topic 3: Molecules

Assessment:

- Investigations Folio (practical investigations and issues investigation)
- Skills & Application Tasks
- Semester 1 Examination

Year 11 Stage 1 Chemistry B (1 Semester)

SACE Code: 1CME10 Credits: 10

Essential Knowledge:

It is highly recommended that a successful completion of Chemistry Unit A (in Semester 1) to a 'C' standard (or better) is achieved.

Content:

An awareness of the importance of the molar quantities and the ratios of reactants to products during chemical reactions will be developed. The chemistry of mixtures and solutions and acids and bases provides a context for this. This unit will then continue to foster an understanding of chemical change through the study of Oxidation and Reduction.

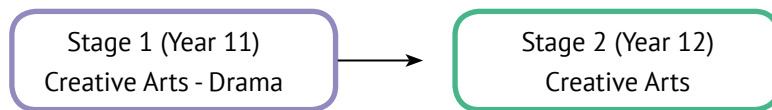
Topics Covered:

- Topic 4: Mixtures and Solutions
- Topic 5: Acids and Bases
- Topic 6: Redox Reactions

Assessment:

- Investigations Folio (practical investigations and issues investigation)
- Skills & Application Tasks
- Semester 2 Examination

Creative Arts - Drama



Students undertake a specialised study within or across one or more Arts disciplines. They actively participate in the development and presentation of Creative Arts products. Students analyse and evaluate Creative Arts products in different contexts and from various perspectives, and gain an understanding and appreciation of the ways in which Creative Arts contribute to and shape the intellectual, social, and cultural life of individuals and communities.

Creative Arts (Drama) A and / or B (1 or 2 Semesters)

SACE Code: 1CVA10 Credits: 10 or 20

Essential Knowledge:

It is highly recommended that at least one Unit at Year 10 Drama or interview or recommendation. is achieved. Students may elect to complete 1 semester, worth 10 credits (A or B), or 2 semesters, worth 20 credits (A and B).

Content:

For a 10-credit subject students complete tasks in the following areas of study:

- Creative Arts Process
- Development and Production
- Concepts in Creative Arts Disciplines
- Creative Arts in Practice.

Assessment:

Assessment at Stage 1 is school based. For a 10-credit subject, students provide evidence of their learning through three assessments.

Product:

For a 10-credit subject, students develop and present one Creative Arts product. Students also prepare and present a record of the materials used to support the investigation, development, and production of the product.

Investigation:

Students undertake one investigation for a 10-credit subject. Students investigate an area of Creative Arts practice directed by the teacher. Students present a report on the investigation and review.

Practical Skills:

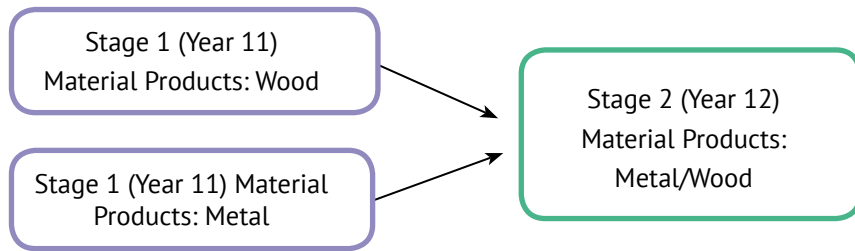
For a 10-credit subject, in consultation with the teacher, students select a skill focus that further develops their learning in the relevant Creative Arts discipline.

VET - Certificate II in Creative Industries

[Refer to Page 38](#)



Material Products (Metal/Wood)



Material Products requires the student to develop a design brief to meet their needs and involves the use of a diverse range of manufacturing technologies such as tools, machines and/or systems to convert a range of materials and suitable hardware supplies into finished products.

Year 11 Stage 1 Material Products - Wood (1 Semester)

SACE Code: 1MMP10 Credits: 10

Essential Knowledge:

It is highly recommended that a satisfactory completion of one Unit of Year 10 Design & Technology is achieved, otherwise negotiation with Technology staff is necessary.

Content:

This unit focuses on the design and production of a “Cabinet” (bedside/television cabinet or similar) according to the needs identified in a design brief. Students investigate and analyse a broad range of products and use the information gained to create original solutions. During practical tasks they develop the knowledge and skills associated with using a range of materials and production processes.

Practical work will be supported by a product record that provides evidence of planning and productivity during the creation of the product.

They analyse how technologies affect the individual, society and/or environment now and in the future.

They use graphic, oral and written techniques that incorporate information technologies to communicate, generate, develop and model design proposals.

Assessment:

- Skills and Applications Tasks
- Folio
- Product

Year 11 Stage 1 Material Products - Metal (1 Semester)

SACE Code: 1MMP10 Credits: 10

Essential Knowledge:

It is highly recommended that a satisfactory completion of one Unit of Year 10 Design & Technology is achieved, otherwise negotiation with Technology staff is necessary.

Content:

This unit focuses on the design and production of a “Wheeled Carrier” (hand trolley, cart or similar) according to the needs identified in a design brief.

Practical work will be supported by a product record that provides evidence of planning and productivity during the creation of the product.

Students investigate and analyse a broad range of products and use the information gained to create original solutions. During practical tasks they develop the knowledge and skills associated with using a range of materials and production processes.

They analyse how technologies affect the individual, society and/or environment now and in the future.

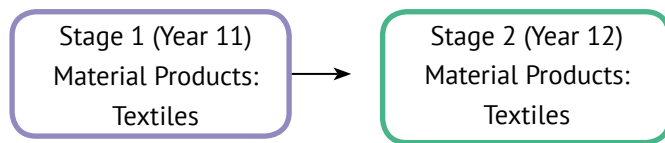
They use graphic, oral and written techniques that incorporate information technologies to communicate, generate, develop and model design proposals.

Assessment:

- Skills and Applications Tasks
- Folio
- Product

VET - Certificate II in Construction (partial)
[Refer to Page 37](#)

Material Products - Textiles



In Stage 1 Design and Technology, students develop the ability to initiate, create and develop products or systems in response to a design brief. They learn to use tools, materials and systems safely and competently, to complete a product.

Students analyse the impacts of technology, including; consequences for individuals, society and the environment. They use a range of manufacturing technologies, such as; tools, machines, equipment, and/or systems to design and make products.

Year 11 Stage 1 Material Products - Textiles (1 or 2 Semesters)

SACE Code: 1MMP10 Credits: 10

Essential Knowledge:

It is highly recommended that a satisfactory completion of one Unit of Year 10 Textiles is achieved, otherwise negotiation with Textiles staff is necessary.

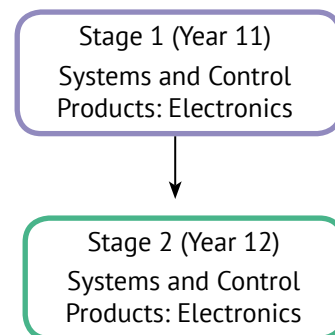
Content:

Students design and manufacture a Textiles product that meets a design brief and develop the knowledge and skills associated with using a range of fabrics. They combine their designing and construction skills with knowledge and understanding of materials to make a high quality product for an intended purpose. Students investigate and analyse a range of products and use the information gained to create original solutions. They use graphic, oral and written techniques that incorporate information technologies to communicate, generate, develop, and model design proposals. The textiles context results in a garment or similar textiles product being created.

Assessment:

- Skills and Applications Tasks
- Design Folio
- Product and Evaluation

Systems & Control Products - Electronics



Year 11 Stage 1 Systems and Control Products: Electronics (Full Year)

SACE Code: 1SSP10 Credits: 10

Essential Knowledge:

It is highly recommended that a satisfactory completion of one Unit of Year 10 Design & Technology is achieved, otherwise negotiation with Technology staff is necessary.

Content:

Students design and manufacture an Electronics product that meets a design brief and develop knowledge and skills associated with using a range of electronic components and production techniques.

Students investigate a broad range of systems and use information gained to create original solutions. They use graphical, oral and written techniques to communicate, generate, develop and model design proposals.

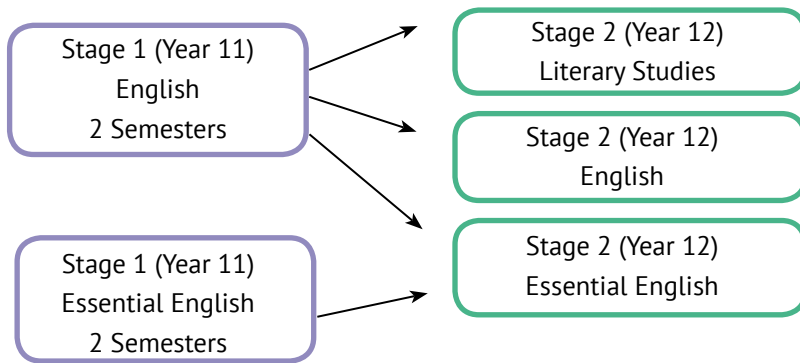
Students combine their designing and making skills with the knowledge and understanding of components to make an original product for an intended purpose such as a security system.

Practical work will be supported by a product record that provides evidence of planning and producing during the creation of the system.

They analyse how technologies affect the individual, society and/or the environment now and into the future.

Assessment:

- Skills and Applications Tasks
- Folio
- Product



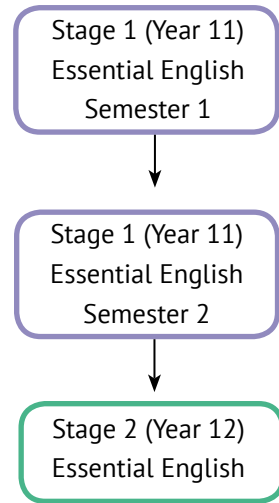
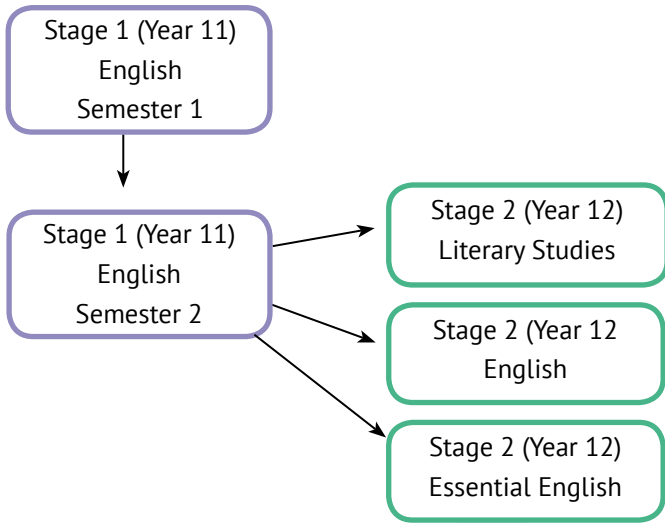
Stage 1 English

Throughout Stage 1 English students responds to texts, create texts and conduct an intertextual study. Students critically and creatively engage with a variety of types of texts including novels, film, media, and poetry. Stage 1 English articulates with the Stage 2 English subjects.

Stage 1 Essential English

Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement, planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on communication, comprehension, analysis and text creation.





Year 11 Stage 1 English (Full Year)

SACE Code: 1ESH10 Credits: 10

Essential Knowledge:

Nil

Content:

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 explore how the purpose of a text is achieved through application of text conventions and stylistic choices to position the audience to respond to ideas and perspectives. An understanding of purpose, audience and context is applied in students' own creation of imaginative, interpretive, analytical, and persuasive texts that may be written, oral, and/or multimodal.

Stage 1 English articulates with all stage 2 English Courses.

Assessment:

Assessment Type 1: Responding to Texts 40%

Assessment Type 2: Creating Texts 40%

Assessment Type 3: Intertextual Study 20%

Year 11 Stage 1 Essential English A (Full Year)

SACE Code: 1EPW10 Credits: 10

Essential Knowledge:

Nil

Content:

Stage 1 Essential English is designed for a range of students, including those who are seeking to meet the SACE literacy requirement, students planning to pursue a career in a range of trades or vocational pathways. There is an emphasis on communication, comprehension, analysis, and text creation.

Throughout this course students have opportunities to develop both their verbal and written communication skills.

Assessment:

Responding to Texts 40%

Creating Texts 60%

Students must complete 2 semesters of Stage 1 English and pass to fulfill their SACE literacy requirements.

Stage 1 (Year 11)
Food & Hospitality



Stage 2 (Year 12)
Food & Hospitality

Food and Hospitality focuses on the contemporary and changing nature of the Australian Hospitality Industry. Students critically analyse economic, technological, socio-cultural and legal issues. Learning and assessment is conducted in a variety of ways, with an emphasis on practical application.

Through the successful completion of six units embedded in Year 10 and Stage 1 Food and Hospitality, students can obtain the VET qualification: Certificate 1 Hospitality.

Year 11 Stage 1 Food & Hospitality A (Semester 1)

SACE Code: 1FOH10 Credits: 10

Essential Knowledge:

Year 10 Food and Hospitality is desirable.

Content:

SACE

Practical Activity:

1. Cultural Banquet
2. Australian Biggest Morning Tea

Group Activity:

- Take home meal

Investigation:

- Espresso Coffee

VET

Units of competency which may be included in this course are:

- Work effectively with others
- Prepare sandwiches

Students may be involved in the production of food for sale.

Assessment:

- Practical Activity
- Group Activity
- Investigation (Research)

Year 11 Stage 1 Food & Hospitality B (Semester 2)

SACE Code: 1FOH10 Credits: 10

Essential Knowledge:

Year 10 Food and Hospitality is desirable.

Content:

SACE

Practical Activity:

1. Native Food using contemporary technology
2. Magnolia Fare Cake Stall product

Group Activity:

Food production and service: Mengler View Wine Launch Dinner

Investigation:

- Contemporary Hospitality Issue
- Sustainable Practices

Food Production and Service: Mengler View Wine Launch Dinner

VET

Units of competency which may be included in this course are:

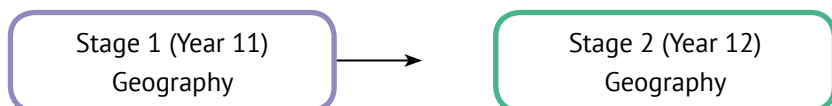
- Provide information and assistance

Students may be involved in the production of food for sale.

Assessment:

- Practical Activity
- Group Activity





The study of Geography draws on student's curiosity about the diversity of the world's places and their peoples, cultures and environments. Through the study of Geography, students develop an understanding of the spatial inter-relationships between people, places and environments. Tasks include reading and interpreting maps, graphs, diagrams, photographs and writing up field reports. Students develop skills in observing, measuring and reporting geographical data. Inquiry learning, formal lessons, field studies and practical work are required.

Year 11 Stage 1 Geography A (1 Semester)

SACE Code: 1GPY10 Credits: 10

Essential Knowledge:

A 'C' grade or better in one unit of Geography at Year 10 gives an advantage in terminology and the unique approach of this subject. Otherwise entry at this year level must be approved after interview with the co-ordinator.

Content:

- Natural Hazards – may include the study of flooding, drought, bushfire and cyclones.
- Sustainable Places – rural and urban places, urbanisation and urban planning

Assessment:

There are two areas of assessment:

- Fieldwork
- Geographical Skills and Applications

Year 11 Stage 1 Geography B (1 Semester)

SACE Code: 1GPY10 Credits: 10

Essential Knowledge:

A 'C' grade or better in one unit of Geography at Year 10 gives an advantage in terminology and the unique approach of this subject. Otherwise entry at this year level must be approved after interview with the co-ordinator.

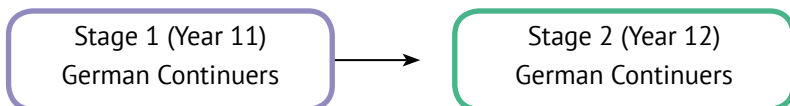
Content:

- Global Issues – may include conflict, consumerism, waste management.
- Local Issues – may include water management, tourism, traffic issues, and conservation issues.

Assessment:

There are two areas of assessment:

- Fieldwork
- Geographical Skills and Applications



Students are given opportunities to develop knowledge, awareness and understanding of German language and culture in relation to their own. Students develop and apply linguistic and intercultural knowledge, understanding and skills by interacting with others to exchange information, ideas, opinions and experiences in German. They create texts in German for specific audiences, purposes and contexts and analyse a range of texts in German to interpret meaning. Students examine relationships between language, culture and identity and reflect on the ways in which culture influences communication.

Year 11 Stage 1 German Continuers A (1 Semester)

SACE Code: 1GEC10 Credits: 10

Essential Knowledge:

As this is a sequential course, successful completion of Year 10 German is highly recommended.

Content:

This course is a two year Continuers' course and deals with three prescribed themes:

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

Assessment:

- Interaction
- Text Production
- Text Analysis
- Investigation

Year 11 Stage 1 German Continuers B (1 Semester)

SACE Code: 1GEC10B Credits: 10

Essential Knowledge:

As this is a sequential course, successful completion of Stage 1 German Continuers Unit A is highly recommended.

Content:

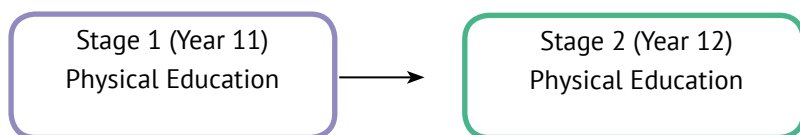
This course is a two year Continuers' course and deals with three prescribed themes:

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

Assessment:

- Interaction
- Text Production
- Text Analysis
- Investigation





In Physical Education students gain an understanding of physical activity and the impact of exercise on physical performance. Students develop their own physical capabilities and have opportunities to analyse their own performance. They develop skills in; communication, investigation, using initiative and the ability to apply knowledge to practical situations.

Year 11 Stage 1 Physical Education A (1 Semester)

SACE Code: 1PHE10 Credits: 10

Essential Knowledge:

Satisfactory grade in Yr 10 Physical Education preferred. Completion of Year 10 Elective PE highly beneficial.

Content:

Practical component

Students develop skills and movement patterns in a variety of physical activities. There will be a large focus on skills that will assist students who are considering studying Stage 2 Physical Education.

Practicals topics may include:

- Touch
- Badminton
- Basketball

Theory component

Students examine a range of Exercise Physiology concepts, developing a deeper understanding of how the body responds to physical training and the effect this has on performance.

Theory topics include:

- Energy Systems
- Training Principles
- Issues Analysis

Assessment:

- Practical (60%)
3 practical units
- Folio (40%)
Exercise Physiology investigation
Issues Analysis
Semester exam

Year 11 Stage 1 Physical Education B (1 Semester)

SACE Code: 1PHE10 Credits: 10

Essential Knowledge:

Satisfactory grade in Yr 10 Physical Education preferred. Completion of Year 10 Elective PE highly beneficial.

Content:

Practical component

Students develop skills and movement patterns in a variety of physical activities. There will be a large focus on skills that will assist students who are considering studying Stage 2 Physical Education.

Practicals topics may include:

- Volleyball
- Squash
- Lawn Bowls

Theory component

Students examine a range of concepts, developing a deeper understanding of the learning of physical skills and the links between theoretical concepts and physical performance.

Theory topics include:

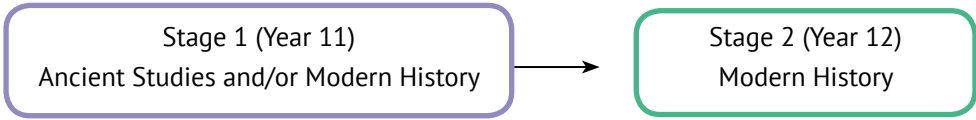
- Skill Acquisition
- Biomechanics
- Issues Analysis

Assessment:

- Practical (60%)
3 practical units
- Folio (40%)
Skills/Biomechanics investigation
Issues Analysis
Semester exam

VET - Certificate III in Fitness

[Refer to Page 39](#)



The study of history gives students the opportunity to make sense of a complex and rapidly changing world by connecting past and present. Through the study of past events, actions and phenomena students gain an insight into human nature and the ways in which individuals and societies function. Students research and review sources within a framework of inquiry and critical analysis.

Essential Knowledge:

A 'C' grade or better in ACARA History in Year 10 is of benefit to students. Students with a grade below a C should consult the HASS Co-ordinator before choosing this subject.

Year 11 Stage 1 Ancient Studies (1 Semester)

SACE Code: 1ANT10 Credits: 10

Content:

This course is made up of three components.

Compulsory topic: Preservation, Conservation, and/or Reconstruction of Ancient Sites and Artefacts.

Students interpret and analyse the nature of ancient sites, including the condition and extent of the remains and issues of conservation and preservation, such as environmental hazards, war, terrorism, tourism, pillaging, and poverty, which threaten the survival of ancient sites. Studies could include investigating the effectiveness and appropriateness of methods used to preserve, conserve, and/or reconstruct sites, including relevant national or international charters or conventions, such as those of UNESCO, to protect ancient sites of World Heritage significance. Studies could include examining reconstructions, including paintings, historical fiction, film, documentaries, museum displays, and virtual models, for their appropriateness.

Topic: Warfare and Conquest

Students identify and explore the political, economic, and social impact of warfare, conquest, and the military. They consider one or more military encounters in the ancient world, including the composition and role of armies and navies, changes in weaponry and military tactics, the life of soldiers and their training, and the conditions of service. Studies could include examining how ancient strategies are reflected in modern military strategy and the influence of ancient warfare on contemporary popular culture.

Topic: Beliefs, Rituals, and Mythology

Students study the influence and significance of beliefs and rituals within ancient societies, such as those about death and afterlife concepts and funerary practices, including burial sites and forms of burial. They explore ceremonies and their relationship to religious beliefs and social status, and the influence of beliefs, rituals, and mythology on contemporary popular culture. Students could also examine creation, hero, and quest myths

Inquiry

Students choose a research topic from one of the topics from the course or of their own interest and complete an 800 word (or equivalent) inquiry.

Assessment

Type 1: Skills and Applications x3 70%

Type 2: Inquiry. X1 30%

Year 11 Stage 1 Modern History (1 Semester)

SACE Code: 1HSY10 Credits: 10

Content:

This course covers Topic 4 and 5 of the 2017 Modern History curriculum.

The first study introduces students to the Russian Revolution and investigates why the Tsar abdicated, with some focus on Rasputin. It then looks at the February Revolution, the Provisional government and the October Revolution which brought the Bolsheviks to power.

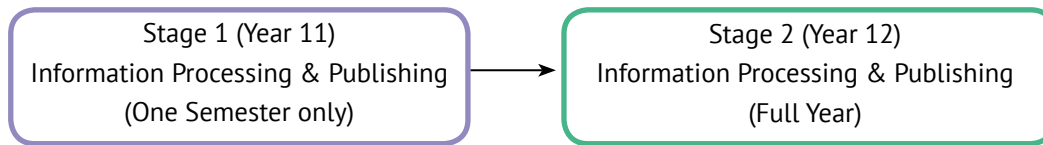
The second study focuses on a liberation movement, the Anti-Apartheid Movement in South Africa. It investigates the horrors of the Apartheid system, and the role of Nelson Mandela in the collapse of Apartheid.

Historical study student choose a research topic that interests them and complete a task equivalent to 1000 words.

Assessment:

Three historical skills assessments and one Historical Study of 1000 words.





Students of Information Processing and Publishing apply practical skills and design principles to provide creative solutions to text-based communication tasks. They create both hard copy (print) and electronic (digital publishing) publications and evaluate the development process.

Students use technology to design and implement information processing solutions and identify, choose and use the appropriate computer hardware and software to process, manage and communicate information in a range of contexts (newsletter, e-magazines, flyers etc).

Year 11 Stage 1 Information Processing & Publishing (1 Semester)

SACE Code: 1IPR10 Credits: 10

Essential Knowledge:

There is no prior computing knowledge or keyboarding skills assumed. However students need to be able to confidently work regularly in a self-directed environment. Prior knowledge of Microsoft Office, Adobe Photoshop, Adobe Illustrator or InDesign is an advantage.

Students need access to Microsoft Office or Adobe Creative Cloud at home or on their own device.

Content:

Stage 1 Information Processing and Publishing focuses on business publishing and digital presentations, where by students investigate and publish documents such as flyers, menus, letters, CD covers and music programmes, and other advertising material.

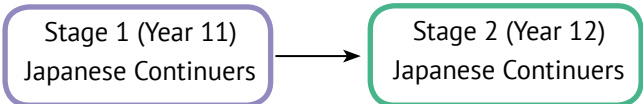
Business publishing involves using information processing and publishing skills in a business environment, focusing on paper-based publications such as brochures, menus and letterheads.

Digital presentations involve the development of digital presentations to enhance information presented, such as interactive kiosks, unattended product displays or audience presentations.

Assessment:

Students demonstrate evidence of their learning through the following assessment types:

- Practical Skills
- Product and Documentation
- Issues Analysis



Students develop an understanding of how Japanese is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading and writing for a range of purposes in a variety of contexts. Students explore a range of topics from the perspectives of diverse individuals and groups in the Japanese-speaking communities and in their own community.

Year 11 Stage 1 Japanese A (1 Semester)

SACE Code: 1AJAC10 Credits: 10

Essential Knowledge:

As this is a sequential course, successful completion of Year 10 Japanese is highly recommended.

Content:

This course is a two year Continuers' course and deals with three prescribed themes:

- The Individual
- The Japanese Speaking Communities
- The Changing World

Assessment:

- Interaction
- Text Production
- Text Analysis
- Investigation

Year 11 Stage 1 Japanese B (1 Semester)

SACE Code: 1JAC10 Credits: 10

Essential Knowledge:

As this is a sequential course, successful completion of Stage 1 Japanese Unit A is highly recommended.

Content:

This course is a two year Continuers' course and deals with three prescribed themes:

- The Individual
- The Japanese Speaking Communities
- The Changing World

Assessment:

- Interaction
- Text Production
- Text Analysis
- Investigation

LIFE (Learning in Faith Education)

Year 11 Stage 1 LIFE (1 Semester)

SACE Code: 1REL10 Credits: 10

Content:

Service Component:

- Serving Christ through helping others – at Faith or in neighbouring schools, Nursing Homes and other community organisations. Students analyse and respond to ways in which Christians and others are challenged to serve, respect and value all people.

OR

- Leading Peer Support Groups - Year 11s will have an opportunity to develop mentoring and leadership skills. They will use their new skills and knowledge to plan, implement and lead groups of Year 8s in a personal skills program.

Discussion Component:

- Religious Traditions Study - Worldviews
Student investigate the role of Worldviews and the role they have on individuals, communities and wider society. Students will analyse various Worldviews in detail and provide a focus on how personal and religious views impact individuals and their actions.
- Social Justice: Students are initially presented with relevant information on the nature of social justice, and the factors, including religious perspectives that contribute to decision making. Students select a Social Justice issue of interest such as poverty, homeless, racism, deforestation etc. which they are then required to research in more detail. As part of their research they will also need to identify different religious perspectives on their issue.

OR

- Ethics: Students will have an opportunity to explore the meaning of 'Ethics' and develop an understanding of ethical decision-making processes. Student will be required to investigate an ethical issue and the impact the issue has on the value of human life.

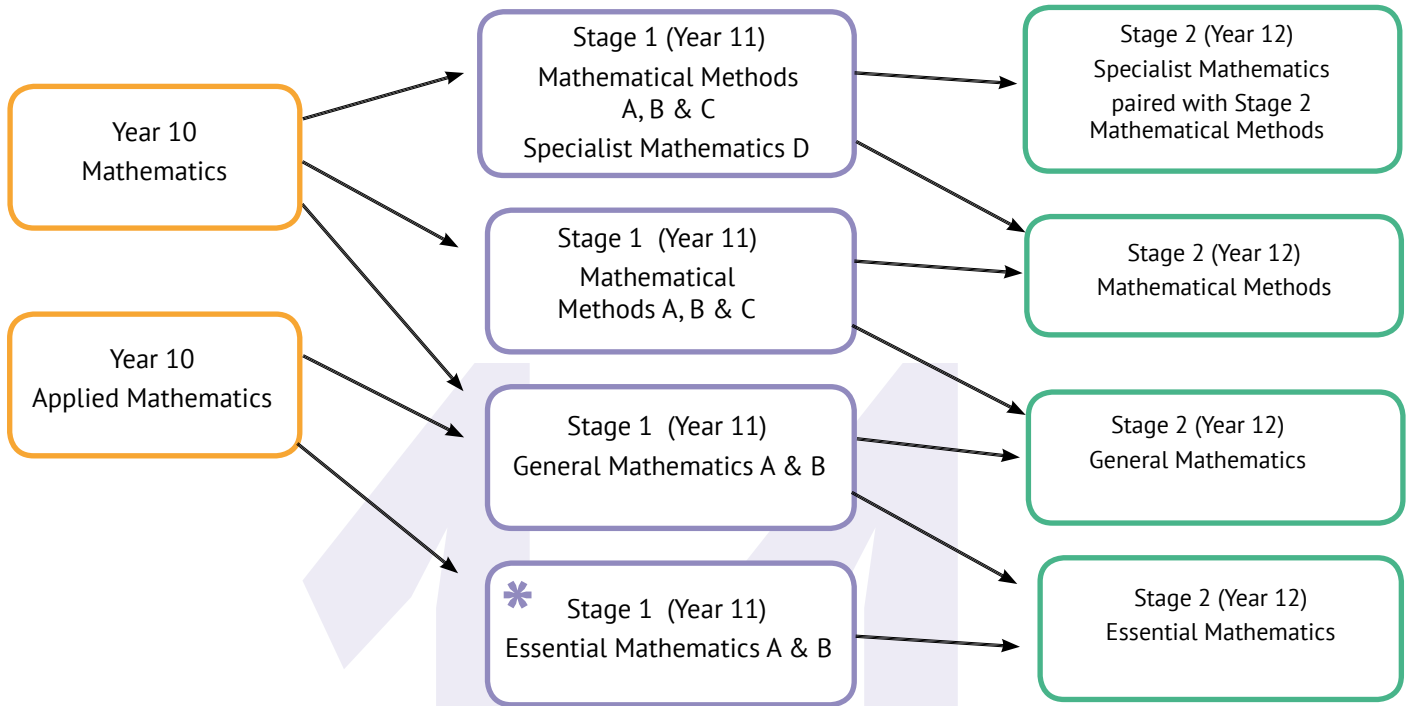
Assessment:

There are three SACE assessment tasks:

- Religious Traditions study
- A Social Justice or Ethics task on a topic of personal choice
- A Reflective task on Service in general as well as their personal involvement in the College Service Program.
- Students are also assessed on their contribution and interaction as a part of their service to others.

VET - Certificate III in Christian Ministry (Vetamorphus) [Refer to Page 38](#)

Mathematics - Pathway Flowchart



* Entry into Stage 1 Essential Mathematics is by teacher recommendation only.



Mathematics is a compulsory subject of the Australian Curriculum. To meet the SACE compulsory Numeracy requirement, students are required to study, AND PASS, one semester of Mathematics (10 credits), preferably at Stage 1. A PASS means they must achieve a C grade or better. If students do not meet this requirement in Semester 1 then they will need to continue to study Mathematics in Semester 2 (or even into Year 12) until this requirement is met. Most students study two or four semesters of Stage 1 Mathematics in preparation for Stage 2 Mathematics. Please refer to the summary below and the following page for information on Stage 2 Mathematics courses and their intended cohort.

PROGRESSION TO STAGE 2 MATHEMATICS SUBJECTS

Stage 2 Specialist Mathematics

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods. 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. The subject leads to study in a range of tertiary courses such as mathematical sciences, engineering, computer science, and physical sciences. Students must complete stage 1 units: Mathematics Methods A, B, C and Specialist Mathematics D.

Stage 2 Mathematical Methods

Mathematical Methods provides the foundation for further study in mathematics, economics, computer sciences, and the sciences, preparing 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.

Students must complete stage 1 units: Mathematics Methods A, B and C.

Stage 2 General Mathematics

General Mathematics extends students' mathematical skills in ways that apply to practical problem-solving. The 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.

The minimum requirement for progression is Stage 1 General Mathematics A and B.

Stage 2 Essential Mathematics

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. This subject is intended for students planning to pursue a career in a range of trades or vocations. The minimum requirement for progression is Stage 1 Essential Mathematics A and B.

Mathematics

- Essential Mathematics A & B

PLEASE NOTE:

- SACE Board approved Graphics Calculators are a requirement for Unit B only

Year 11 Stage 1 Essential Mathematics A & B (Full Year)

SACE Code: 1MEM10 Credits: 10 per unit

Unit A: Semester 1 Unit B: Semester 2

Essential Knowledge:

It is highly recommended that a completion of a Year 10 Mathematics course is achieved.

Entry into Stage 1 Essential Mathematics is by teacher recommendation only.

Content:

Students study the following topics, as outlined by SACE Board. Topics studied in either Semester 1 (A) or Semester 2 (B):

- Topic 1: Calculations, Time, and Ratio (A)
- Topic 2: Earning and Spending (A)
- Topic 3: Geometry (B)
- Topic 4: Data in Context (B)
- Topic 5: Measurement (A)
- Topic 6: Investing (B)

Assessment:

- Skills and Application Tasks (three Tests/unit)
- Mathematical Investigation (one/unit)

Mathematics

- General Mathematics A & B

PLEASE NOTE:

- SACE Board approved Graphics Calculators are a requirement for this subject.

Year 11 Stage 1 General Mathematics A & B (Full Year)

SACE Code: 1MGM10 Credits: 10 per unit

Unit A: Semester 1 Unit B: Semester 2

Essential Knowledge:

It is highly recommended that a completion of a Year 10 Mathematics course is achieved.

Content:

Students study the following topics, as outlined by SACE Board. Topics studied in either Semester 1 (A) or Semester 2 (B):

- Topic 1: Investing and Borrowing (B)
- Topic 2: Measurement (A)
- Topic 3: Statistical Investigation (B)
- Topic 4: Applications of Trigonometry (A)
- Topic 5: Linear Functions and their Graphs(B)
- Topic 6: Matrices and Networks(A)

Assessment:

- Skills and Application Tasks (three Tests/unit)
- Mathematical Investigation (one/unit)

Mathematics

- Mathematical Methods A, B & C

PLEASE NOTE:

- SACE Board approved Graphics Calculators are a requirement for this subject.

Year 11 Stage 1 Mathematical Methods A, B & C (Full Year)

SACE Code: 1MAM10 Credits: 10 per unit

Unit A: Semester 1

Unit B: Semester 2

Unit C: Semester 1 or 2

Essential Knowledge:

It is highly recommended that a B grade or higher is achieved in Year 10 Mathematics.

Content:

Students study the following topics, as outlined by the SACE Board.

- Topic 1: Functions and Graphs (A)
- Topic 2: Polynomials (C)
- Topic 3: Trigonometry (B)
- Topic 4: Counting and Statistics (C)
- Topic 5: Growth and Decay (A)
- Topic 6: Introduction to Differential Calculus (B)
- Topic 7: Further Trigonometry (B)
- Topic 8: Matrices (C)

Assessment:

- Skills and Application Tasks (three Tests/unit)
- Mathematical Investigation (one 1/unit)

Mathematics

- Specialist Mathematics D

PLEASE NOTE:

- SACE Board approved Graphics Calculators are a requirement for this subject.

Year 11 Stage 1 Specialist Mathematics D (Full Year)

SSACE Code: 1MAM10 Credits: 10 per unit

Unit D: Semester 2

Essential Knowledge:

It is highly recommended that a B grade or higher is achieved in Year 10 Mathematics.

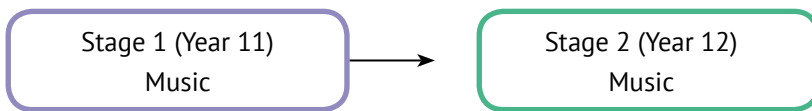
Content:

Students study the following topics, as outlined by the SACE Board.

- Topic 1: Geometry
- Topic 2: Vectors in a Plane
- Topic 3: Real and Complex Numbers

Assessment:

- Skills and Application Tasks (three)
- Mathematical Investigation (one)



Students engage in a range of activities including performance, music technologies, individual studies, composing and theoretical studies. Students will work individually and collaboratively to present tasks in both Creative Works and Musical Literacy. It is recommended that students choose the 20-credit subject, however, there is scope to complete a 10-credit (one semester) only. This 'Music Advanced' course is designed for students with existing experience in Music and is a pathway to Stage 2 Music Studies*, Music Expression*, Solo or Ensemble Performance*. (*Please note. From 2019, Stage 2 Music is being renewed).

Year 11 Stage 1 Music (Full Year Preferred)

(*for 10-unit option 1 Semester - please note below)

SACE Code 1MUV20 Credits: 20 (or 10 one semester)

Essential Knowledge:

It is recommended that a satisfactory pass in grade and attitude in Year 10 Music or ability to demonstrate skills level equivalent to AMEB Grade 3 is achieved.

Content:

Creative Works

Creative Works may take the form of a solo performance, or as a member of an ensemble. Options also include an Arrangement or Composition which may be notated (standard or graphically), a notated lead sheet, or an audio recording.

Musical Literacy

These tasks could include but not limited to aural recognition/identification tasks, sight-reading, analysis of works, reflection on the development of student's own work. Further ideas like an individual project or sound/technology research with a focus on literacy/reflection and style analysis are possible.

Please Note: Students must attend instrumental lessons on an instrument or voice at College or elsewhere for the duration of the subject length.

Assessment:

Assessment Type 1: Creative Works

Assessment Type 2: Musical Literacy

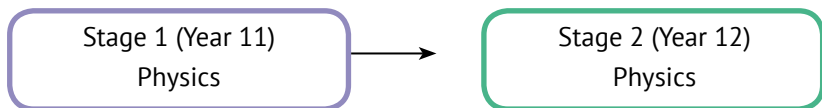
For a 20-credit subject (full year), students need to undertake 7 assessment tasks:

- At least three creative works
- At least two musical literacy tasks

For a 10-credit (one semester) subject, students need to undertake 5 assessment tasks:

- At least three creative works
- At least two musical literacy tasks

*Please note, this is a new Music Subject format introduced by SACE for 2018 and is in final draft form. It may be subjected to minor changes in tasks or assessment criteria.



Physics involves the study of forces, matter, energy, waves, heat, motion, electricity and magnetism. A knowledge of Physics provides a framework for understanding physical phenomena from nuclear reactions to rainbows, from modelling global weather to improving X-ray machines and building more efficient air conditioners. Physics provides the basics for solving engineering problems, for example, building safer and autonomous cars, minimising earthquake damage, improving mobile phones and designing better winery equipment.

Physics is essential for many careers, including engineering (including aeronautics, acoustics, structures, mining, petroleum and electronics), electronics, refrigeration mechanics, defence planning, piloting, medicine, (including physiotherapy, radiography), communication systems and sports science. It is also key in developing new technologies in renewable energy, atomic/nuclear physics, sound engineering, nanotechnology, meteorology, metallurgy and space science.

Year 11 Stage 1 Physics 1 (1 Semester)

SACE Code: 1PHY10 Credits: 10

Essential Knowledge:

It is highly recommended Year 10 Science (C grade or better) is achieved.

Content:

- Linear Motion and Forces
- Light
- Electric Circuits
- Heat
- Radioactivity

Practical Research

- Data analysis
- Using electronic probes
- Reporting

Assessment:

Science Inquiry Skills

- Practical Investigations

Science as a Human Endeavour

- Physics applications

Science Understanding

- Tests
- 90 minute semester exam

Other information:

- Physics 1 and 2 are highly recommended to be taken for entry into Stage 2 Physics.

Year 11 Stage 1 Physics 2 (1 Semester)

SACE Code: 1PHY10 Credits: 10

Essential Knowledge:

It is highly recommended Stage 1 Physics 1 (C grade or better) is achieved.

Content:

- Waves
- Energy
- Momentum
- Radio activity and Nuclear Models

Practical Research

- Data analysis
- Using electronic probes
- Reporting

Assessment:

Science Inquiry Skills

- Practical Investigations

Science as a Human Endeavour

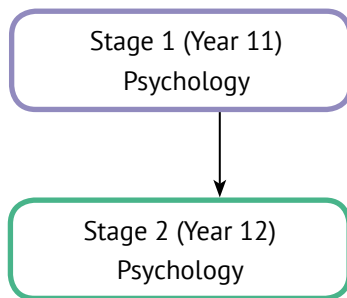
- Careers in Physics

Science Understanding

- Tests
- 90 minute semester exam

Other information:

- Physics 1 and 2 are highly recommended to be taken for entry into Stage 2 Physics.



Psychology allows students to develop their skills in identifying and describing behaviour by using the four levels of explanation. Students examine a wide range of concepts including types of experiments, various behavioural theories and the ethical considerations in Psychological research.

Year 11 Stage 1 Psychology (1 Semester)

SACE Code: 1PSC10 Credits: 10

Essential Knowledge:

Nil. However, it is highly recommended that solid English and Maths skills are achieved.

NOTE: This is a semester course. Students may choose to study Stage 1 Psychology in Semester 1 OR 2. The course offered in Semester 2 is a repeat of the Semester 1 content, and as such cannot be studied twice.

Content:

The topics studied are:

- Introduction to Psychology
- Emotion
- Social Behaviour

Assessment:

- Investigations Folio
- Skills and Applications Tasks

Construction

This entry-level qualification is aimed at Year 11 students interested in a future pathway in the construction industry. The units that students will cover from this Certificate are designed to introduce learners to the construction industry.

Year 11 partial Certificate II in Construction Pathways (1 Semester)

Credits: 20 (Stage 1)

Essential Knowledge:

Nil

Content:

This program allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop fitting as well as carpentry, bricklaying and other occupations in general construction.

The following competencies are covered:

- Apply OHS requirements, policies and procedures in the construction industry
- Carry out measurements and calculations
- Conduct workplace communication
- Plan and organise work
- Read and interpret plans and specifications
- Work effectively and sustainably in the construction industry
- Apply basic levelling procedures
- Carry out concreting to simple forms
- Work safely in the construction industry (White Card)

Assessment:

- Theory Test



Technical Theatre

Year 11 Certificate II in Creative Industries (1 Semester)

Credits: 30 (Stage 1)

Essential Knowledge:

Nil

The course uses the facilities of the Barossa Arts and Convention Centre. Students maintain and develop their skills by assisting with the technical requirements for school and community events.

Content:

- Work effectively with others
- Work safely in the construction industry (White Card)
- Develop and apply creative arts industry knowledge
- Follow occupational health and safety procedures
- Develop basic audio skills and knowledge
- Develop basic staging skills
- Develop basic vision system skills
- Develop basic lighting skills and knowledge
- Use hand and power tools
- Assist with bump-in and bump-out of shows
- Operate elevating work platform (Yellow Card)



Vetamorphus

Year 11 Certificate III in Christian Ministry (Full Year)

Credits: 55 (Stage 2)

Essential Knowledge:

Nil

Vetamorphus is a Christian Leadership Training program for senior secondary students.

Content:

- *Ministry Practice*
Students participate in two ministry experiences of their choice. The Ministry placement is about a heart to serve, whilst discovering and growing in their gifts. Students may serve in their school, church or wider community.
- *Retreats*
Students gather for three retreats with their peers from all over the state to be equipped and installed and inspired through times of worship, personal reflection, teaching and group activities.
- *Peer Group*
Students meet together with a supervisor weekly during each school term. Peer group includes learning exercises and student presentations, with an emphasis on group discussion.
- *Bible Engagement*
Students read and engage with portions of the Bible, reflecting on their insights, discoveries and questions. These reflections are then discussed each week in their Peer Group.
- *Mentoring*
Students meet regularly with a mature Christian in a mentoring relationship. The mentor provides support and encouragement to the student as they journey through Vetamorphus.
- *Christian Community*
Each student meets regularly in a Christian Community, exploring what it means to be a part of the Body of Christ.

Vetamorphus places discipleship at the heart of a student's education and provides significant opportunity for students to develop in their faith, life and leadership.

Fitness

Year 11 Certificate III in Fitness (Full Year)

Credits: 95 (Stage 2)

Essential Knowledge:

Nil.

Content: This course is delivered at Faith under auspice of Foundation Education and Australian Institute of Personal Trainers. Students learn to plan and deliver a variety of gym and fitness programs along with advising on healthy eating guidelines in a sport and recreation environment and lead small group classes through basic programming.

Students complete 30 hours of work placement in fitness, leisure, aquatic and community centres.

Units include:

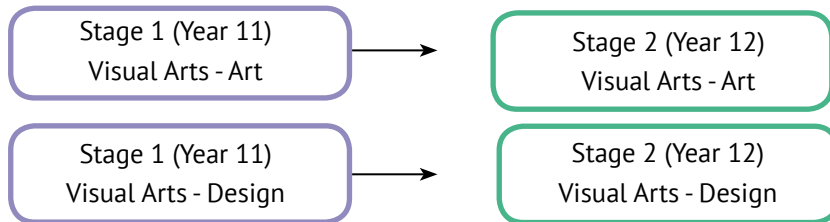
- Anatomy and Physiology
- Nutrition
- Health Screening and Fitness Orientation
- Instruct Fitness and Exercise Programs
- Provide First Aid (One day course with External Provider)
- Work effectively in Sport, Fitness and Recreation Environments

Assesment:

- Online Quizzes
- Research tasks and assignments
- Exam
- Practical



Visual Arts - Art/Design



Stage 1 Visual Arts can be studied as one or two 10-credit subjects. Students have the option of choosing Visual Arts: Art and/or Visual Arts: Design. At Stage 1 students can complete 20 credits of either Art or Design (or both).

The learning area of Visual Arts includes the subjects of Art and Design, where students express ideas through practical work using drawings, sketches, diagrams, models, prototypes, photographs and digital programmes leading to resolved pieces. Students have opportunities to research, understand and reflect upon visual art works in various cultural, historical and contemporary contexts.

Stage 2 Visual Arts can be studied as one or two **10-credit subjects**. Students have the option of choosing Visual Arts: **Art** and/or Visual Arts: **Design**. At Stage 2 students can complete 20 credits of either Art or Design.

Year 11 Stage 1 Visual Arts - Art (1 or 2 Semesters)

SACE Code: 1VAA10 Credits: 10

The broad area of ART includes artistic methods outcomes, including the development of ideas, research, analysis and experimentation with a variety of media, techniques, resolution and production.

- Semester 1: Painting and Mixed Media, with a Visual Study on Drawing.
- Semester 2: Ceramics and Applied Art with a Visual Study on Printmaking.

Content:

For 10-credit and 20-credit programmes the following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment:

Students demonstrate their learning through the assessment types:

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

Year 11 Stage 1 Visual Arts - Design (1 or 2 Semesters)

SACE Code: 1VAD10 Credits: 10

The broad area of DESIGN includes graphic and communication design, environmental design and product design. It emphasises defining the problem, problem solving approaches, the generation of solutions and/or concepts and the skills to communicate resolutions.

- Semester 1: Topics include wine labels and post modernism in design.
- Semester 2: Topics include architecture, typography and College publications.

Content:

For 10-credit and 20-credit programmes the following three areas of study are covered:

- Visual Thinking
- Practical Resolution
- Visual Arts in Context

Assessment:

Students demonstrate their learning through the assessment types:

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

Stage 1 (Year 11)
Workplace Practices



Stage 2 (Year 12)
Workplace Practices

In this subject students study the world of work in relation to an industry in which they are interested in pursuing. Students learn about the way work has changed over the years and they investigate work related issues or practices that are evident locally, nationally and globally. Students who have participated in this subject in the past have enjoyed studying various industrial relations issues in their chosen industry. Students also prepare their own employment portfolios as they participate in Mock Interviews within the community.

Some students who select this subject are also signed up as SBATs or TGSS students or simply enrolled in a VET Qualification. Some don't know what they want to do and choose this subject to help them make some decisions about their future pathway. All students need to complete 30 hours of work placement, which could be paid employment, SBAT or volunteer work.

Year 11 Stage 1 Workplace Practices (1 Semester)

SACE Code: 1WPS10 Credits: 10

Essential Knowledge:

Nil but those students undertaking a VET course are encouraged to participate in this course.

Content:

Industry and Work Knowledge

Vocational Learning – 30 hours of work placement linked to a career interest and/or VET pathway

Topic 1: Future Trends in the World of Work

Topic 2: The Value of Unpaid Work to Society

Assessment:

- Folio
- Performance
- Reflection

ATAR – Australian Tertiary Admission Rank	This is used by universities to determine entrance and cut off scores to a particular course. It is comparable nationally. The ATAR is reported to students on a percentile scale, ie on a range 0-99.95 with intervals of 0.05. (eg If you have an ATAR of 80 you are in the top 20% of the state.) See page 11 for more detailed explanation.
Apprenticeship	Australian Apprenticeships encompass all apprenticeships and traineeships. They combine time at work with training and can be full-time, part-time or school-based. Apprenticeships are available in a variety of certificate levels in more than 500 occupations across Australia, in traditional trades, as well as a diverse range of emerging careers in most sectors of business and industry.
SBAT - Australian School Based Apprenticeship or Traineeship	This is a programme of study where students have the opportunity to complete SACE Stage 1 and Stage 2 and, at the same time, complete part-time, the first year of an industry level apprenticeship / traineeship. See page 10 for more information.
Assumed knowledge	Background knowledge in a SACE Stage 1 or Stage 2 subject or an identified skill, that a student is expected to have grasped. This knowledge enhances the understanding of the Content: of a given tertiary course. You will still be considered for a course if you have not studied this subject, but you may find that you need to do a bridging course.
Completion and Successful Completion of Subjects	Subject completion means achieving a grade of E or better. Successful completion means achieving a grade of C or better.
Credits	Students earn credits for a completed subject. One semester or 6 months study in a subject is worth 10 credits. Students must complete all 200 credits to gain their SACE.
MER – Minimum Entry Requirements	This is what an applicant must meet in order to be eligible for selection to TAFESA Courses. It varies according to the different level of courses.
Precluded Combination	A named pair of SACE Stage 2 subjects which cannot both be counted when calculating the university or TAFE aggregate. If you do a precluded combination you will not get an ATAR.
Pre-Vocational Course	Courses run by a Registered Training Provider (RTO) / TAFE in the trade areas. Usually fulltime for 6 months - one year. Successful completion gives credit towards the first year of an Apprenticeship.
Pre-requisite	A TAS subject in which a student must gain a minimum grade of 'C' or better in order to be eligible for selection in the university course for which the prerequisite is nominated.
Preferred Knowledge & Skills	A preferred standard to be achieved to enable continued success in the subject area at a more advanced level.
Recognised Subjects	These are those International Baccalaureate, interstate Year 12, higher education or VET awards deemed by the SACE Board, the universities and TAFESA as being eligible to be included in the calculation of the ATAR.
SACE	South Australian Certificate of Education
SATAC - South Australian Tertiary Admissions Centre	SATAC receives and processes applications from persons seeking admission to the courses, at tertiary institutions, listed in the SATAC guide.
Scaling	The mathematical process which provides a basis for comparing performance in different SACE Stage 2 subjects which have different objectives, Content: and assessment processes. The 'raw scores' are scaled to ensure they are comparable before they are added together to produce university aggregate.
Semester	A period of half a school year eg. 50 - 60 hours of programmed learning in a subject. Usually this takes the form of a half year period of study but it may also be a full year course with less time per week. Each semester unit generally attracts 10 credits.
SACE Board	This is the controlling body of assessment procedures for SACE. At the end of Stage 2, a Record of Achievement is issued which will contain a transcript of all results achieved including the ATAR.
STAT – Special Tertiary Admissions Test	This test is used by universities to assess a range of competencies commonly considered important for success in tertiary study. Applicants need to turn 18 by February of the year they wish to enter university.
Subject Achievement Score	A score which represents the assessment of a student's achievement in a SACE Stage 2 subject as measured against the objectives of the subject syllabus. It is a number from 0 (lowest) to 20 (highest) and a letter from E (lowest) to A (highest) which gives a rank order of performance in that subject.
TABS – TAFESA Assessment of Basic Skills	This is a series of multiple choice tests addressing literacy and numeracy administered on a specific date. It is an alternative way for applicants to demonstrate they meet the MER for application into a TAFESA course.
TAS – Tertiary Admissions Subjects	These are SACE Stage 2 subjects which have been approved by the universities and TAFESA as providing appropriate preparation for tertiary studies.
Traineeship	Government subsidised training and employment for up to 18 months. Traineeships are now being offered in an ever increasing variety of areas, such as office work, computing, retail, sport, IT etc.
TGSS – Training Guarantee for SACE students	The Training Guarantee for SACE Students (TGSS) scheme supports selected students who are at least 16 years of age to commence a 'Certificate III completion pathway' as an integrated part of their South Australian Certificate of Education (SACE).
University Aggregate	The University Aggregate is calculated from the best scaled scored from three 20 credit TAS plus the best outcome from a fourth subject. See Page 11 for more details.
VET - Vocational Education and Training	Vocational Education and Training (VET) is education and training that gives students skills and knowledge for work. VET operates through a national training system and is delivered, assessed and certified by Registered Training Organisations (RTOs).
VET Recognition	The SACE Board's recognition arrangements enable students to include VET in their SACE studies. Students are encouraged to complete, or make significant progress towards completing, VET qualifications while completing the SACE.



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2018 Faith Lutheran College - Curriculum Guidelines - Senior School