



ENCOUNTER
LUTHERAN COLLEGE ■

2024 Curriculum Guide stage 1



Welcome to SACE

Stage 1

Senior School at Encounter is a time when you will begin to make choices for your future beyond secondary schooling. It is a very exciting time, and it is our aim to provide a wide variety of subject choices, with a supportive and nurturing environment in which to study them.

This SACE Stage 1 Curriculum Guide has been prepared to guide you in selecting subjects in Year 11 as you head to year 12. We know how important these choices are. Choosing courses that will enable you to follow your preferred career pathway, provide options for your future, and are appropriate for who you are and where you want to go in life is very important.

Our vision is to ensure our students can creatively solve problems, work in interdisciplinary groups and environments and effectively communicate knowledge. Our students, using appropriate skills, will innovate, collaborate and, using real world experience, develop the capacity to thrive in an evolving and emerging work world. Students will be active participants in their learning, and will demonstrate advocacy, empathy and care for their world.

At Encounter Lutheran College, we want to assist you and your parents in considering the range of options available in Year 11 and 12, and plan a program of study tailored to your particular needs.

Either way, at Encounter Lutheran College, we aim to provide you with opportunities for learning, both in the academic program and a range of activities and experiences that will provide pathways for your preferred future.

You are a cherished gift from God, and the College aims to support you to make an informed decision by identifying your gifts and talents in planning for your future. We encourage you to plan your senior school subjects and SACE course around your personal strengths, interests and the career direction you hope to follow. Where possible, career planning is an important part of the subject selection process. Some subjects have pre-requisites and are specific requirements for entry into tertiary institutions, so it is advisable to consider these when making subject choices throughout your SACE journey.

The individual subject choice and career guidance counselling sessions provided will assist you with finding your passion and making the right subject choices in the SACE to reach your goals. We hope that the information in this Curriculum Guide will help you make informed choices concerning your study path in the Senior School. Further support and guidance are also available from the staff - you only have to ask.

Kelvin Grivell
Principal

Penny McKenzie
Head of Middle & Senior School



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Future Directions: The Encounter Way

Stage 1

I remember as a student in Year 10 being told by my career counsellor that “the world is my oyster” when it came to what I might do when I leave school. I was also told “make sure you choose your career wisely as this will probably be something you will do for the rest of your life”. This caused me to be quite anxious as I was worried (particularly as I had no idea as to what I wanted to do when I left school) that I would make a wrong decision, choose the wrong subjects, and may be stuck in a job for the rest of my life that I wish I had never chosen.

How things have changed when it comes to choosing careers and the workforce a young person is now entering. The 21st century has seen a significant change in the nature of work. This change has been driven by rapid advancements in technology, globalisation, and the demands of society. What were considered traditional career paths and job roles in the past are consistently changing. Gone are the days when a narrow and specific set of skills were sufficient for success in the workforce. Today, employers seek individuals who possess a diverse skill set that goes beyond technical expertise. Employers now highlight the importance of 21st century skills such as critical thinking, problem-solving, creativity, adaptability, collaboration, communication, and digital literacy as being valuable for the workforce both now and in the future.

To thrive in this new and dynamic way the workplace has changed, individuals need to embrace lifelong learning, develop a growth mindset, and need to be adaptable and open to acquiring new skills throughout their careers. With careers now requiring individuals to work more at home rather than the conventional office space a person's ability to be effective with virtual communication and collaboration is essential for success as well as their ability to work in diverse teams, and across cultures and time zones in today's interconnected world.

Helping a student make decisions about their future career is a role that Encounter Lutheran College takes seriously. Myself, as the Career Development Coordinator, and Mel O'Donnell as the VET and SACE Coordinator, play a vital role in guiding and supporting students through this process. There are many ways in which Encounter helps students make informed decisions about their future career path. These include:

Encouraging exploration – At Encounter we encourage students to explore their various interests and hobbies. We expose them to a wide variety of activities, subjects and experiences. We assist the students in researching different career pathways, educational requirements, potential job prospects and help them gather information from reliable sources, such as career websites, industry professionals and regular career counselling. By doing these things we help students discover their passions and strengths to help them make more informed career choices.



Future Directions:

The Encounter Way (cont)

Stage 1

Non-judgemental communication – When discussing future directions and career paths we create an open and non-judgement environment where the students feel comfortable discussing their thoughts, dreams and concerns about the future. From Year 10 onwards regular conversations occur about their interests, goals and aspirations.

Provide exposure to what is out there in the workforce – Every student at Encounter has the opportunity to explore the workforce in a number of different ways. Whether it is visiting workplaces (through work experience), excursions to career, tertiary studies and employment expos or getting work organisations and tertiary institutions to come and speak to Encounter students. These experiences give Encounter students valuable insights into the various jobs and professions that are out there to help them make more realistic decisions. It gives Encounter students hand on experience to help them clarify their career preferences and develop essential skills.

Offer guidance, not direction, and support the decision making process – While it is important to provide guidance to each student at Encounter, we do not impose what we think the student should do. Ultimately, the decision about their future career should be the student's. Instead, we offer support, reassurance and give them confidence in their ability to make the right choices. We encourage them to explore their options, weigh up the pros and cons, consider their interests and values and envision long term goals when making decisions about their future.

Finally, it is important to remember that career decisions are not set in stone. It is natural for someone's interests and aspirations to evolve over time. It is important we, both here at Encounter, and in partnership with parents, are patient, understanding and adaptable to assist each young person on their journey of self-discovery and career exploration.

It is a great pleasure to work with all Encounter students as they explore careers and look at what they would like to do in the future.

Andrew Weiss
Career Development Coordinator



The South Australian Certificate of Education (SACE)

Stage 1

What is the SACE?

Students who successfully complete the requirements of the SACE are awarded the South Australian Certificate of Education. The SACE is an internationally recognised qualification that paves the way for young people to move from school to work or further training and study.

The SACE helps students develop the skills and knowledge they need to succeed – whether they are headed for further education, training, an apprenticeship or straight into the workforce.

There are two stages of achievement, Stage 1 (which is normally undertaken in Year 11) and Stage 2 (normally undertaken in Year 12).

SACE Completion for further study (University or TAFE) (4 x Year 12 subjects plus Activating Identities and Futures)

For those students who aim to achieve an ATAR for university entry after school they must choose a minimum of 4 subjects plus the Activating Identities and Futures. Students should also ensure they choose subjects to meet any prerequisites or assumed knowledge.

SACE completion with VET or School Based Apprenticeship

It is recommended students choose 3 Stage 2 subjects plus Activating Identities and Futures.

This is a flexible option which allows students to use VET or School Based Apprenticeships to complete the SACE. Under certain circumstances this can lead to an ATAR allowing entry into university, or this pathway can lead to TAFE entry or direct entry into a trade through an apprenticeship.



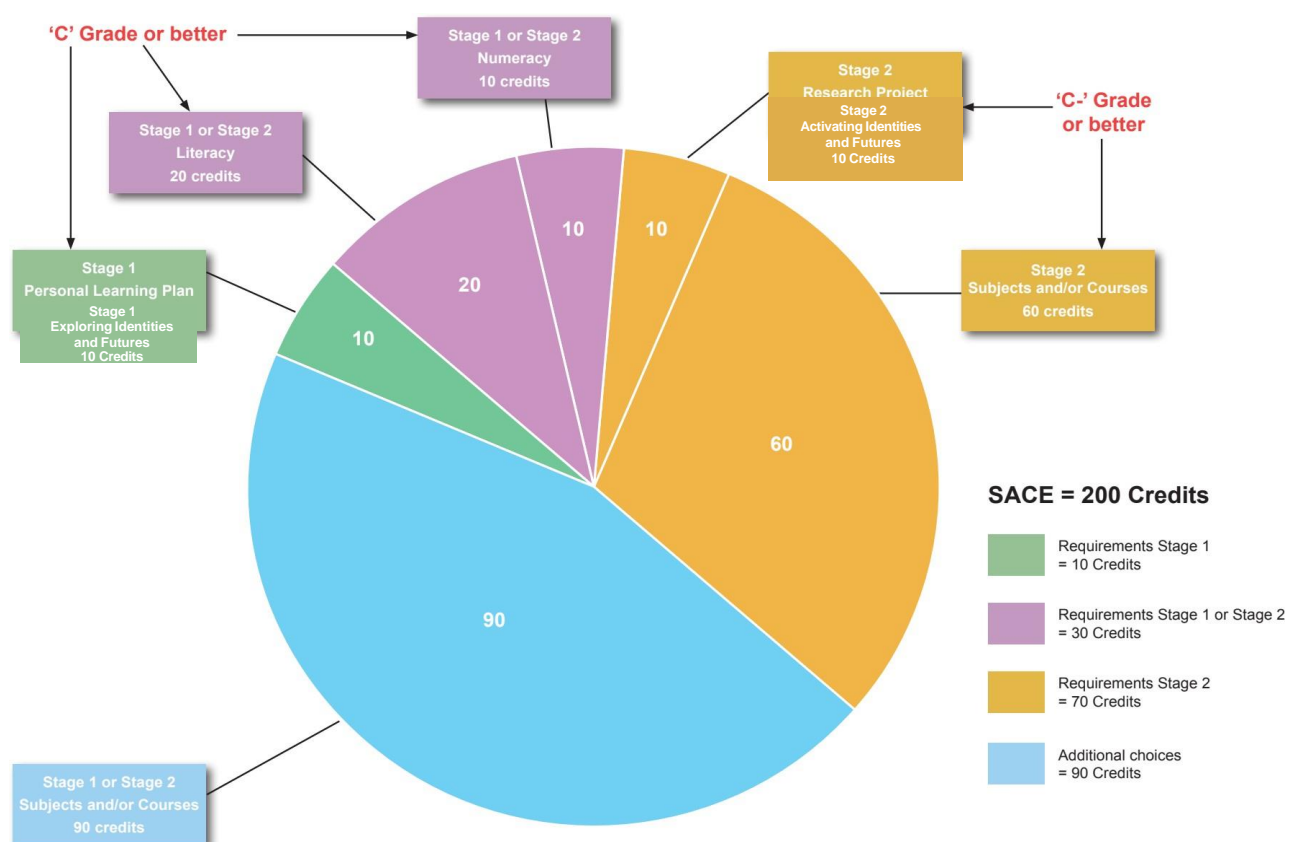
SACE Requirements

Stage 1

Students need 200 credits to achieve the SACE

Most 10-credit subjects are studied over one semester and most 20-credit subjects are studied over two semesters

Students need to achieve a C grade or higher for Stage 1 requirements and a C- grade or higher for Stage 2 requirements to achieve the SACE.





Homework Policy

Stage 1

Purpose

The purpose of this policy is to formalise the expectations for homework given to Middle & Senior School students at Encounter Lutheran College and provide clarity for teachers, students, and parents.

Scope

This policy applies to Middle & Senior School students and teachers.

Policy Detail

Purpose of Homework

The reasons for homework are varied and may include:

- preparation for later study in SACE or tertiary study;
- completion of work that can't be achieved in a course in the allocated class time;
- catching up on work where a student has been absent from class;
- promotion of good study habits and time management with study as part of homework;
- for students to demonstrate agency, take responsibility for their part in the educational process, and be accountable;
- provide formative feedback for the teacher on how students are progressing;
- opportunity to spend more time on something that involves deeper and more extended thought;
- help students understand that there are things they may need to make time for that they may not have wanted to do; or
- help students understand the importance of planning, being organised, and taking action to gain the best out of their learning journey.

Amount of Homework

Homework is expected to be set. Each subject area has different success criteria and so homework will look different across each subject area, however a general guide is provided below:

- Year 7: No more than 30 minutes per subject, per week.
- Year 8: No more than 30-45 minutes per subject, per week.

- Year 9: No more than 45 minutes per subject, per week.
- Year 10: Approximately 60 minutes per subject, per week.
- SACE Subjects: Depending on the workload and how the work is completed, students may have up to half an hour of homework per night for a subject. Where possible, this will be in negotiation with what other subjects have set homework and considering deadlines for assignments.

Setting Homework:

When setting homework teachers will:

- allow students more than one night to complete homework due to other commitments outside of school and ensure there is an appropriate amount of time to start or undertake tasks;
- ensure the expectation is clear of what is allocated as homework, when it is due, how students can get help, and how to plan for success, using SEQTA or Teams to scaffold this to ensure students can access information as required;
- document homework requirements where students can refer to it at home for recall; and
- ensure the amount of homework is individualised depending on the capabilities of the student, with ILP's used as a guide.

Examples of homework:

- not busy work;
- completion of set work in class;

- further time for extension of a higher-level task that involves deep or transfer learning;
- provide work to give formative feedback to the teacher on their progress;
- redo work that needs improvement or a rethink;
- catching up on missed work with a plan on how to do so;
- reflection on the course or a piece of work or the best process to approach something;
- skills work to cement understanding of current concepts; or
- flipped classroom where students may watch a 'how-to' video.

When homework will be given:

- when students have been absent with an achievable plan on how they will catch up;
- when there is an opportunity for deeper or transfer learning that requires time to gain the best response to it;
- when students are showing that they need more practice of a particular skill;
- when the teacher wants formative feedback on how the students are going to check details of their thinking and working; or
- when some background is needed to be most receptive to a new idea by doing some preparing with notes or videos etc.

Homework Policy

Stage 1

Homework must hold students accountable and will be checked. To ensure this occurs, teachers may:

- spend five minutes doing a quick check that it is done and recording this;
- ask questions that check student understanding of the set homework;
- ask students to submit their homework then check it off on a list and mark it in pairs or from answers; or
- ask students in groups to share what they learnt in preparation with homework.

Roles & Responsibilities

Students are required to:

- successfully plan to complete the homework around other obligations such as sport, family, and work;
- complete homework within the given time frame;
- seek assistance where required in a timely manner; and
- follow up on feedback.

Teachers are required to:

- ensure an appropriate amount and time is allocated to complete homework;
- check homework regularly and give feedback;
- fit timelines around students' other obligations where possible;
- communicate with students and parents upon any non-completion;
- ensure homework is visible on SEQTA and Teams.

Parents are asked to:

- be involved and interested in their child's learning;
- encourage and support time management and planning for completion around other obligations;
- contact relevant teachers with any concerns; and
- help support students with setting up and maintaining a suitable space to undertake homework



Deadline Policy

Students in the Middle School and Senior School are responsible for completing assessment tasks by the due date. If there is a legitimate reason why a student cannot complete the work, they are expected to negotiate an extension with the relevant teacher at least 2 days before the due date. The request for the extension must be accompanied by a note from a parent/caregiver together with evidence of the work completed to date.

What happens if the work is not submitted on time?

If work is not submitted, is late or incomplete, consequences will apply. The rationale for this is to ensure that students who organise themselves adequately to meet deadlines are not disadvantaged.

- Students who do not submit work on the due date will attend the Study Room at lunch time to complete the assessment.
- If a student does not attend the Study Room, contact with parents/ caregivers will be made by the subject teacher.

Work submitted late

- If a student does not submit work after this point, the subject teacher will contact the parents/ caregivers of the student.
- This will also be recorded in the MS/SS Learning Management System (SEQTA).



Positive Education Enhanced Curriculum (PEEC)

Stage 1

PEEC is a research-based explicit Positive Education curriculum where students can learn the evidence based wellbeing skills that contribute to living a healthy and fulfilling life. The curriculum is firmly based on the science of wellbeing, has been developmentally sequenced for our Middle School and Senior School students, and is modelled against the PERMA framework. It is developed by the Institute of Positive Education and is designed in consultation with world renowned researchers in the field of positive psychology. PEEC is aligned with the International Baccalaureate and the Australian Curriculum. Students will engage in weekly explicit PEEC lessons with their home class teacher.

PEEC aims to 'place wellbeing at the heart of education' – Justin Robinson, director of the Institute of Positive Education. It aims to enrich teachers' foundational understanding of Positive Education so they can provide students with the skills and knowledge to thrive. This will be accomplished as students work towards their developmental achievements based on the key domains of the PERMA model of Positive Psychology.

Units of Study

The key domains of the PERMA model of Positive Psychology include:

- Positive Emotions
- Positive Engagement
- Positive Relationships
- Positive Meaning
- Positive Accomplishment
- Positive Health

Assessment Tasks:

The curriculum provides scope to gauge student understanding through formative assessments. Students will not have to undertake summative assessments as part of their wellbeing curriculum.

Assessment Criteria:

Students will receive a home class comment at the end of each semester. This will consist of the students' engagement in the topics, an example of the learning intentions addressed, and a goal for the following semester.





Positive Education Enhanced Curriculum (PEEC)

Stage 1

Learning Modules

Year 7

- Self-knowledge
- Positivity
- Goal Orientation
- Leadership and teamwork
- Kindness and connection
- Mindsets

Year 8

- Empathy and compassion
- Resilience
- Motivation
- Curiosity and interest
- Self-control
- Sense of meaning
- Core values

Year 9

- Leadership and teamwork
- Goal orientation
- Character development
- Grit and persistence
- Motivation
- Creativity
- Flow

Year 10

- Empathy and compassion
- Physical wellbeing
- Gratitude
- Core values
- Resilience
- Care giving
- Sense of meaning

Year 11

- Positivity
- Leadership and Teamwork
- Kindness and Connections
- Goal Orientation
- Grit and Persistence
- Motivation


Year 12

- Flow
- Self-Control
- Mind/Body Connection
- Sense of Meaning
- Core Values
- Decision Making
- Gratitude

Subject Flowchart

Stage 1

is Year 7 to Year 12 Subject Flowchart indicates the pathways students may select at Encounter Lutheran College in 2024.

	 Christian Studies	Design	Cross-Disciplinary	English	Language Acquisition	Physical Education	Humanities	Mathematics	Arts	Sciences
Year 7 & 8	Christian Studies	Material Solutions (Wood) Communication Products Food Technology Digital Technology		English	Japanese	Physical Education	Humanities	Mathematics	Music Drama Visual Art	Science
Year 9	Christian Studies	Material Solutions (Wood) Communication Solutions Food Technology Digital Technology	Community Project	English	Japanese	Physical Education Sports Science	Humanities	Mathematics	Music Drama Visual Art Dance	Science
Year 10	Christian Studies	Material Solutions (Wood) Communication Solutions Food Technology Digital Technology	Exploring Identities and Futures Workplace Practices	English	Japanese	Health & Wellbeing Physical Education Sports Science	History Society & Culture	Essential Mathematics General Mathematics Mathematical Methods 10A	Music Drama Visual Art Dance	Science
Year 11	Spiritualities, Religion & Meaning	Material Solutions Comm Solutions Business Innovation Food & Hospitality Child Studies	Research Project	Essential English English English Literary Studies	Japanese	Physical Education	Modern History Legal Studies	Essential General Methods Specialist	Music Drama Visual Art Dance	Chemistry Biology Physics Earth & Environment Psychology
Year 12	Spiritualities, Religion & Meaning	Material Solutions Comm Solutions Business Innovation Food & Hospitality Child Studies	Workplace Practices	Essential English English English Literary Studies	Japanese	Physical Education	Modern History Legal Studies Society & Culture	Essential General Methods Specialist	Music Drama Visual Art Dance	Chemistry Biology Physics Earth & Environment Psychology

Stage 1



 thrive  connect  belong

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SACE Stage 1 (Year 11)

Year 11 is the first full year of SACE (South Australian Certificate of Education) study.

In addition to Exploring Identities and Futures (completed in Year 10), there are two other compulsory requirements to complete in Stage 1:

- a full year of English subjects
- at least one semester of Mathematics.

Students are encouraged, however, to study a full year of Mathematics and can choose from Essential Mathematics, General Mathematics or Mathematical Methods, as appropriate to their ability and Year 12 aspirations.

As these subjects form a compulsory component of the SACE, students need to achieve a 'C' grade or better.

Students make individual choices for the remainder of the units in Year 11, which should reflect their interests and abilities. Subject choices they wish to make for Year 12 must also be a significant consideration.

Stage 1 subjects are 100% assessed by teachers at school and EIF, English and Mathematics are moderated by a panel of experts. Research Project, the final compulsory component of the SACE, is undertaken in Semester 2 of Year 11.

As Research Project is a compulsory component of the SACE, Students need to achieve a 'C-' grade or better.



SACE Stage 1 (Year 11) Stage 1

Subject Selection

Year 11 is the first full year of SACE, and as such students should be aware that while they have more choice in subjects, some areas are compulsory and must be completed satisfactorily.

Students study:

- 20 credits (2 semesters) of English
- at least 10 credits of Mathematics (two semesters preferred)
- Spiritualities Religion and Meaning (Stage 1, 10 credits)
- Research Project (Stage 2, 10 credits)
- 6 elective subjects of their choice + 2 reserves

Students who do not achieve the SACE requirements of a 'C' grade or higher in English and Mathematics, will be required to attend school AFTER their November exams until such targets are met. Students may not progress to Year 12 until the 'C' grade is achieved.



SUBJECT FLOWCHART

7 & 8

Music | Drama | Visual Arts

9

Music | Drama | Visual Arts | Dance

10

Music | Drama | Visual Arts | Dance

11

Music | Drama | Visual Arts | Dance

12

Music | Drama | Visual Arts | Dance

Subject	Stage 1 Dance
Credits	10
Learning Area	Arts
Prerequisites	Nil

Overview

Stage 1 Dance may be undertaken as a 10-credit subject (1 semester) that consists of three strands of dance study:

- understanding dance
- creating dance
- responding to dance.

In Stage 1 Dance students develop aesthetic and kinaesthetic intelligence, using the body as an instrument for the expression and communication of ideas. Through the development of practical movement skills and choreographic and performance skills as an artist and experiencing performance as part of an audience, students explore and celebrate the human condition. They consider the role of dance in different cultural contexts, including those of Aboriginal and Torres Strait Islander peoples, and its place in transmitting culture. They develop an appreciation of dance as an art form, as well as a life-enrichment opportunity connected to mental and physical well-being.

Understanding Dance

In understanding dance, students develop and extend their understanding of how ideas and intentions are communicated in and through dance. They build on and refine their knowledge and understanding through dance practices focusing on the body, dance skills and technique, the elements of dance, choreographic structural devices, production elements and safe dance practices.

Creating Dance

In creating dance, students develop and extend their practical skills in choreography and performance. They apply their knowledge, understanding, skills, and techniques to perform and create choreographic works for a range of purposes and contexts. Study in this area includes using the elements of dance to communicate ideas, expressive skills to connect with an audience, creating original work individually and collaboratively, application of technologies, improvisation and the application of appropriate compositional structure.

Responding to Dance

In responding to dance, students reflect on how meaning is communicated in their own and others' work, including work from a range of cultural perspectives and artistic and industry innovators. They select and reflect on strategies to develop and refine their own performances and dance works, and those of others.

Students build confidence in using appropriate terminology, strengthening their dance literacy to discuss key elements of performance and choreography. This may include: reflection and analysis of their own work, identifying an individuals' contribution to dance, the study of industry innovators or professionals and the refinement of their own practical skills or choreography.

Evidence of Learning

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

- Assessment Type 1: Skills Development
- Assessment Type 2: Creative Explorations
- Assessment Type 3: Dance Contexts

Drama

Subject	Stage 1 Drama
Credits	10
Learning Area	Arts
Prerequisites	Nil

Overview

In Stage 1 Drama, we develop a company of storytellers. Drama is a dynamic, collaborative process, stemming from experimentation, that develops to polished performance. Students analyse texts and other materials, performances, and their own learning.

Drama enables students to acquire the skills and understanding to generate creative and imaginative solutions to the challenge of staging theatrical works.

As students experience diverse perspectives and challenge their own imaginations, they have the opportunity to develop confidence in the validity of their own ideas. Drama is used to express shared beliefs, record experiences, present concepts, and explore opinions and feelings. It encompasses historical, cultural, and community diversity, while informing and nourishing empathy and humanity.

The study of Drama allows students the opportunity to explore a range of world theatre traditions, including contemporary and Indigenous Australian theatre, as well as theatrical work from diverse cultural and community groups. It allows students to examine drama in the social, political, cultural, and economic life of local and global communities, in the past and present, and to consider its possible role in the future.

Stage 1 Drama is a 10-credit subject (1 semester) that consists of three areas of dramatic study:

- Company and Performance
- Responding to Drama
- Creative Synthesis: Drama and Technology

Evidence Of Learning

The Drama program is based on the following three areas of study:

Assessment Type 1: **Performance –**

Each student participates in a group production, then demonstrates their analysis and reflection of their process, choices and outcomes through a presentation of evidence.

Assessment Type 2: **Responding to Drama –**

Each student explicitly draws links and makes connections between aspects and key moments of others' work, and their own specific development as a dramatic artist.

Assessment Type 3: **Creative Synthesis –**

Students explore and experiment with possibilities about how they would use innovative technologies to transform an existing text or develop a new text.

Music Experience

Stage 1

Subject	Stage 1 Music Experience
Credits	10 or 20
Learning Area	Arts
Prerequisites	1 Semester of Year 10 Music

Overview

Music Experience is aimed at students with skills and interest in music but without the theoretical complexity of the advanced student. Stage 1 Music subjects consist of three interconnected strands of study:

- understanding music
- creating music
- responding to music

Students develop an understanding of the elements of music and apply this understanding to create their own music as performances, arrangements, or compositions. They develop their musical literacy through responding to and reflecting on their own and others' musical works.

Students explore and develop their practical music-making skills through performance as a soloist, accompanist, or in an ensemble, and are therefore required to continue or resume instrumental or vocal lessons.

Stage 1 Music Experience may provide pathways to the following Stage 2 subjects: Music Performance — Ensemble, Music Performance — Solo, and Music Explorations.

Evidence Of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Music Experience:

- Assessment Type 1: Creative Works – these include performances, compositions and arrangements.
- Assessment Type 2: Musical Literacy – these include analyses, critiques, and aural recognition tasks.
- Students undertake at least two creative works and one musical literacy task in each semester.



Subject	Stage 1 Music Advanced
Credits	10 or 20
Learning Area	Arts
Prerequisites	2 semesters of Year 10 Music with B Grade or higher AMEB Grade 3 Theory knowledge

OVERVIEW

Music Advanced is aimed at students who are confident with music notation, or are considering tertiary studies in music. Stage 1 Music subjects consist of three interconnected strands of study:

- understanding music
- creating music
- responding to music

Students develop an understanding of the elements of music and apply this understanding to create their own music as performances, arrangements, or compositions. They develop their musical literacy through responding to and reflecting on their own and others' musical works.

Students explore and develop their practical music-making skills through performance as a soloist, accompanist, or in an ensemble, and are therefore required to continue or resume instrumental or vocal lessons.

Stage 1 Music Advanced may provide pathways to the following Stage 2 subjects: Music Performance — Ensemble, Music Performance — Solo, and Music Explorations.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 Music Advanced:

- Assessment Type 1: Creative Works – these include performances, compositions and arrangements.
- Assessment Type 2: Musical Literacy – these include analyses, critiques, and aural recognition tasks.
- Students undertake at least two creative works and one musical literacy task in each semester.



Instrumental Programme

Encounter Lutheran College enables private tuition at school by professional and carefully selected tutors, in a wide range of musical instruments and voice. For more details collect a brochure from Student Services.

Instruments taught include:

Piano	Keyboard
Acoustic Voice	Guitar
Drums	Electric Guitar
Bass Guitar	Clarinet
Flute	Saxophone
Trumpet	Trombone
Violin	Viola

Lessons are thirty minutes in duration and are conducted at school during the day, generally on a rotational basis where possible so that students do not miss the same subject lesson each week. Set times can be negotiated for senior students out of class time.

Fees for individual tuition lessons and group lessons (2-3 students) are advised at the beginning of the school year.

Students are expected to practise regularly. Recommended times vary according to year level and advice may be sought from the relevant instrumental and classroom music teachers. Students wishing to continue their study of classroom music into the Senior School should practice for 30 minutes each day.

Encounter Lutheran College can assist parents with the hire of instruments if required.

Extracurricular Ensembles

All students are encouraged to join one of the following ensembles:

- Middle School Vocal Group
- Middle School Band
- Percussion Group
- Shine Band
- Lunchtime Concerts
- College Musical 2023



Subject	Stage 1 Visual Art
Credits	10 or 20
Learning Area	Arts
Prerequisites	1 Semester of Year 10 Art

Overview

In Stage 1 Visual Art, students research, analyse, explore and experiment with media and techniques, and resolve and produce practical work.

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

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

Assessment

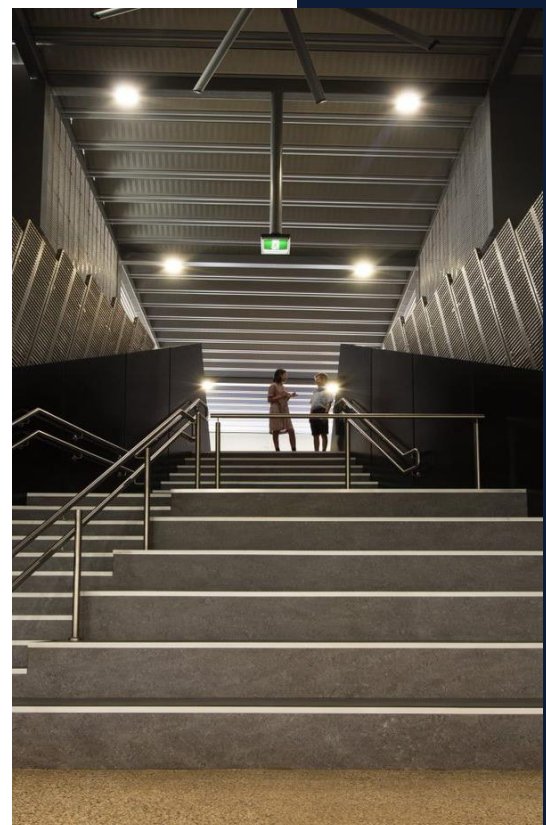
The following assessment types enable students to demonstrate their learning in Stage 1 Visual Art:

- Assessment Type 1: Folio
- Assessment Type 2: Practical
- Assessment Type 3: Visual Study

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

Students produce:

- one folio
- one or two practical works, including a practitioner's statement for one practical work
- one visual study



SUBJECT FLOWCHART

Christian Studies

Christian Studies

Christian Studies

Spiritualities Religion and Meaning

Spiritualities Religion and Meaning

Spiritualities Religion and Meaning Stage 1

Subject	Stage 1 Spiritualities Religion and Meaning
Credits	10
Learning Area	Christian Studies
Prerequisites	Nil

Overview

Australia is a land of many spiritualities and religions. Aboriginal and Torres Strait Islander spiritualities are at least 65,000 years old, forming part of the oldest continuous cultures on the planet. Since Australia was colonised in the late 18th century, spiritualities and religions have arrived with many different groups of migrants, making this country one of the most multicultural and religiously diverse in the world.

While their definitions are widely contested, spirituality and religion both invite engagement with the transcendent, and provide meaning, purpose, and a sense of belonging. Spiritualities and religions can inform an individual's identity, as well as their interconnection with creation.

In this subject, teachers and students use one or more 'big ideas' to frame inquiry questions; to explore issues, concepts, and ideas; and to reflect on personal and shared meaning within one or more spiritualities and/or religions.

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

As part of Stage 1 Spiritualities Religion and Meaning, students complete a Peer Support program with that year's Year 7 cohort, with a close focus on the Christian idea and teaching of servant leadership. This experience helps to inform parts of the student's assessment tasks.

Units Of Study

The semester is divided in the following manner:

- Term 1: Peer Support and exploration of Servant Leadership. Big Idea Community, justice, and diversity
- Term 2: Ethics studies. Big Idea Spiritualities, Religions and Ultimate Questions

Evidence Of Learning

The following Assessment types enable students to demonstrate their learning in Stage 1 Spiritualities Religion and Meaning:

- Assessment Type 1: Representations Task
- Assessment Type 2: Connections Task
- Assessment Type 3: Issues Investigation

For this 10 Credit subject, students will provide evidence of their learning through 3 assessments(one from each assessment type).

SUBJECT FLOWCHART

English

English

English

Essential English | English | English Literary Studies

Essential English | English | English Literary Studies

Stage 1 English options based on grades in Year 10

	English Literary Studies	English	Essential English
A	✓	✓	
B	Only with teacher recommendation	✓	
C		Only with teacher recommendation	✓
D			✓
E			✓

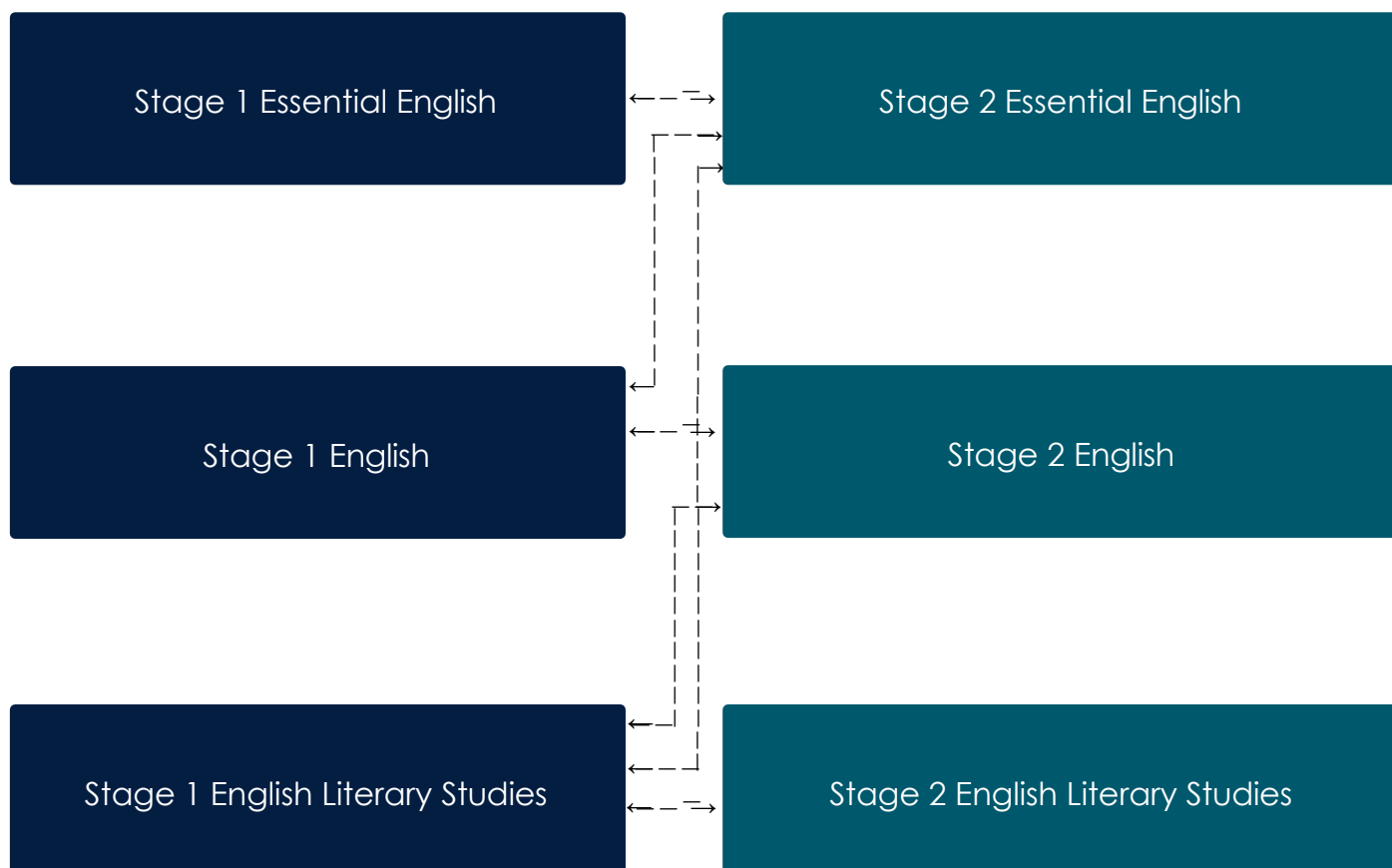
Students must select from either Essential English, English or English Literary Studies.

The study of English provides students with a focus for informed and effective participation in education, training, the workplace, further study and their personal environment.

Students read, view, write and compose, listen and speak, and use information and communication technologies in appropriate ways for different audiences and different purposes.

Stage 1 English subjects cater for students with a range of learning styles and articulates with the Stage 2 English subjects.

Links between Stage 1 and Stage 2



Subject	Stage 1 Essential English
Credits	20 (Full Year)
Learning Area	English
Prerequisites	Year 10 English

Overview

This is a Stage 1 SACE English option that is designed for a range of students, including those who may not wish to continue their study of English beyond Year 11, students planning to pursue a career in a range

of trades or vocational pathways, and those intending to continue their study of English at Stage 2. There is an emphasis on communication, comprehension, analysis and text creation. This subject leads to Stage 2 Essential English.

A full year of Essential English at Year 11 is worth 20 Stage 1 SACE credits, and if completed with a C grade or higher, would meet the literacy requirements of the SACE.

Aims

The aims of the Essential English program are to encourage students to:

- use language with enjoyment as a vehicle for thought, creativity, learning and selfexpression;
- respond appropriately to a variety of texts;
- develop an understanding of the relationship between audience, purpose, form, context and language;
- comprehend more clearly aspects of one's own culture and those of other people's cultures.

Units Of Study

The following units are studied in Year 11 Essential English:

- The relationship between audience, purpose, context and language
- Shared Novel Study
- Film Study or Drama Study
- Short Stories or Picture Books
- A range of short texts (such as media or workplace texts)

Assessment Tasks

A range of assessment tasks may be used which could include: written text responses, journal entries, essay writing, newspaper/magazine articles, critical reading, poetry analysis and writing, creative writing, reports, oral presentations, writing for various purposes and creating texts using a range of ICTs.

Evidence Of Learning

The following assessment types enable students to demonstrate their learning in Essential English:

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

Subject	Stage 1 English
Credits	20 (Full Year)
Learning Area	English
Prerequisites	Year 10 English with a B grade

Overview

The Year 11 English course is focused on students as producers and analysers of texts. Students will gain a practical awareness of various literary techniques through writing for different audiences and purposes. Students will study a range of texts including novels, plays and films. Students also undertake a Connected Text Study where two texts are compared and contrasted as well as an Extended Language Study where they focus on language functions and construction. While most assignments will be in written form, students will have choices in the mode of presentation of assessment tasks such as written, visual, oral or multimodal when appropriate to the task.

Stage 1 English allows students to achieve the literacy requirement in the SACE. Students who achieve a C grade or better in 20 credits of this subject meet the literacy requirement.

Year 11 English is a pathway intended for students who are focusing on continuing their study of English in Year 12. It leads to English or Essential English in Year 12. Students must achieve a 'C' grade or higher to pass the literacy requirement of the SACE. A 'B' grade or higher is expected for entrance into the Year 12 English course.

Evidence Of Learning

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

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

For a 20-credit subject, students will provide evidence of their learning through eight assessments, with at least two assessments from each assessment type. At least two assessments will be delivered as oral presentations.



Subject	Stage 1 English Literary Studies
Credits	20 (Full Year)
Learning Area	English
Prerequisites	Year 10 English with an A grade

For a 20-credit subject, students will provide evidence of their learning through eight assessments, with at least two assessments from each assessment type. At least two assessments will be delivered as oral presentations.

Overview

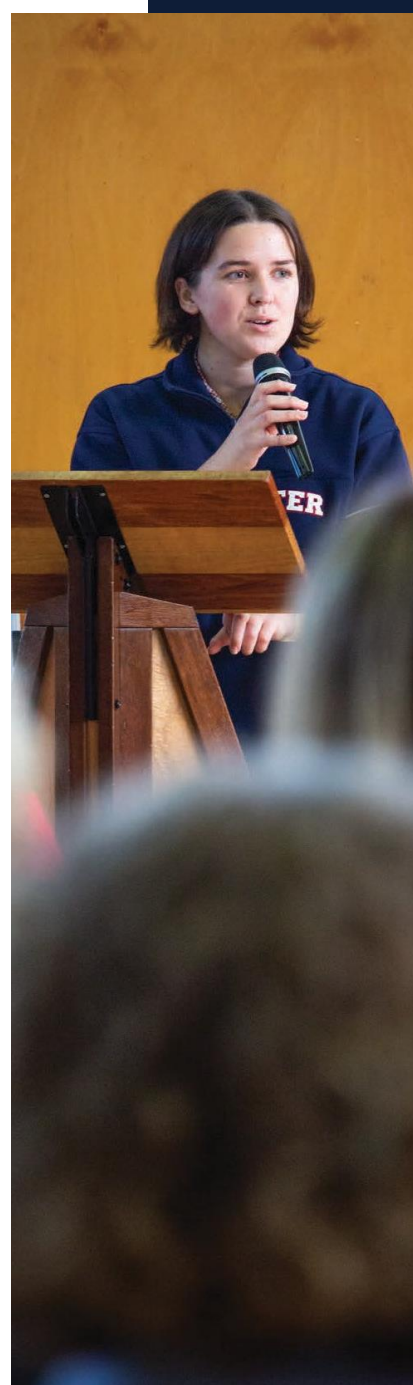
Year 11 English Literary Studies involves reading and viewing a wide range of classic and contemporary literary texts, with a focus on critical analysis. Students will also take part in an independent examination of literature of their choosing, as well as a critical reading exam at the end of each semester. Students who choose English Literary Studies should have already demonstrated a desire to read widely, write fluently, and analyse texts in a sophisticated manner.

Stage 1 English Literary Studies allows students to achieve the literacy requirement in the SACE provided they achieve a C grade or better in the 20 credits of this subject.

Year 11 English Literary Studies is a pathway intended for students who are focusing on taking English in Year 12 or who intend to pursue tertiary studies. It can lead to English Literary Studies or English in Year 12. Students must achieve a 'C' grade or higher to pass the literacy requirement of the SACE. A 'B' grade or higher is expected for entrance into the Year 12 English Literary Studies course.

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

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



SUBJECT FLOWCHART

7 & 8
Humanities

9
Humanities

10
History | Society & Culture

11
Modern History | Legal Studies

12
Modern History | Legal Studies | Society & Culture

Subject	Stage 1 Legal Studies
Credits	10
Learning Area	Humanities & Social Sciences
Prerequisites	Nil

Overview

Legal Studies is undertaken as a 10-credit (one semester) subject at Stage 1. Students are expected to develop and demonstrate the following knowledge, skills, and understandings through their learning in Stage 1 Legal Studies.

In this subject, students are expected to:

- display knowledge and understanding of the legal rights and responsibilities of individuals and groups in Australian society;
- know and understand the values inherent in the Australian legal system;
- display knowledge and understanding of different sources of law in the Australian legal system;
- recognise ways in which the Australian legal system responds to diverse groups in the community;
- evaluate the nature and operation of aspects of the Australian legal system;
- develop inquiry skills through accessing and using information on aspects of the legal system;
- communicate informed observations and opinions on contemporary legal issues and debates, using legal terminology and appropriate acknowledgment of sources.

Students will study the topic of Law and Communities, along with at least two of the following topics:

- Government
- Law-making
- Sport and the Law
- Justice and Society
- Minority Groups and the Law

Evidence Of Learning

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

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

Subject	Stage 1 Modern History
Credits	10
Learning Area	Humanities & Social Sciences
Prerequisites	Nil

Overview

Modern History is undertaken as a 10-credit (one semester) subject at Stage 1. In the study of Stage 1 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.

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

Students will:

- analyse evidence of and explore the historical concepts of continuity and change, cause and effect, perspective and interpretation, and contestability;
- pose hypotheses and/or ask focusing questions to guide, and develop a coherent plan for, inquiry;

- research and select historical sources on the basis of relevance;
- evaluate the origin, reliability, usefulness, limitations, and contestable nature of sources;
- analyse, interpret, and synthesise evidence from different types of sources to develop and sustain a reasoned historical argument;
- recognise and evaluate differing perspectives on the past, such as different cultural perspectives, to understand the contestable nature of historical knowledge and interpretation, draw reasoned and supported conclusions, and develop empathetic understanding;
- interrogate the nature of evidence provided from different sources such as creative works (e.g. art, music, film); personal recollection; social media, web pages, media, and other emerging technologies;
- communicate ideas and arguments appropriate to purpose and audience;
- compare and contrast evidence to interpret and understand the past and present, and make predictions about the future;
- practise ethical scholarship, including use of appropriate referencing techniques.

Units Of Study

Stage 1 Modern History will consist of two topics chosen from the options following:

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

Evidence Of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Modern History:

- Assessment Type 1: Historical Skills
- Assessment Type 2: Historical Study



SUBJECT FLOWCHART

7 & 8

9

Community Project

10

**Exploring Identities and Futures |
Workplace Practices**

11

**Exploring Identities and Futures | Research
Project**

12

Workplace Practices

Subject	Stage 2 Research Project
Credits	10
Learning Area	Cross-Disciplinary
Prerequisites	Nil - Compulsory

Overview

Year 11 Core Subject Research Project is a 10 Credit Subject at Stage 2 level, but is undertaken in Semester 2 of Stage 1.

Research Project is a compulsory component of the SACE.

Research Project must be completed at a 'C' standard or better for a student to receive their SACE.

The purpose of Research Project is for students to take greater ownership and agency over their learning (learning how to learn) as they select relevant strategies (knowing what to do when you don't know what to do) to explore, plan, conceptualise, and create in an area of personal interest towards a learning output.

When selecting the focus area for their Research Project, students are encouraged to reflect on capabilities and research strategies. Students explore ideas related to an area of personal interest (Zest) through a process of self-directed inquiry (Agency). They identify relevant knowledge, skills and capabilities developed throughout their education they could draw on in this new contexts, and select relevant strategies to progress the learning to a resolution (Transfer).

The focus of the exploration aims to develop capabilities and support students in their chosen pathways (Lifelong learning). Students make purposeful connections with others (Human Connectedness) to develop new perspective, seek authentic feedback and inform decisions about relevant strategies to progress their learning. They appraise the effectiveness of strategies, perspectives, and feedback in supporting them to develop their knowledge, skills, and capabilities to achieve a resolution that has value and impact to themselves, and/ or others, and/or the broader community (Belonging).

Evidence Of Learning

The following assessment types enable students to demonstrate their learning in Stage 2 Research Project:

- Assessment Type 1: Folio (30%)
- Assessment Type 2: Outcome (40%)
- Assessment Type 3: Evaluation (30%)

SUBJECT FLOWCHART

7 & 8

Japanese

9

Japanese

10

Japanese

11

Japanese

12

Japanese

Subject	Stage 1 Japanese
Credits	20
Learning Area	Languages
Prerequisites	Year 10 Japanese

Overview

The Continuers level of Japanese is designed for students who have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge.

Students interact with others to share information, ideas, opinions and experiences. They create texts in Japanese to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.

They create texts in language to express information, feelings, ideas and opinions. There are three prescribed themes over the course of Stage 1 and 2:

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

These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. These themes enable students to:

- explore aspects of their personal world
- study topics from the perspectives of other people.
- explores topics from the perspectives of diverse individuals and groups
- encourages students to reflect on their own attitudes, beliefs, and values and develop an understanding of how culture and identity are expressed through language

Evidence Of Learning

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation

SUBJECT FLOWCHART

Mathematics

**Mathematics
9A**

**Essential Mathematics |
General Mathematics |
Mathematical Methods |
10A Mathematics**

**Essential Mathematics | General
Mathematics | Mathematical Methods |
Specialist Mathematics**

**Essential Mathematics | General
Mathematics | Mathematical Methods |
Specialist Mathematics**

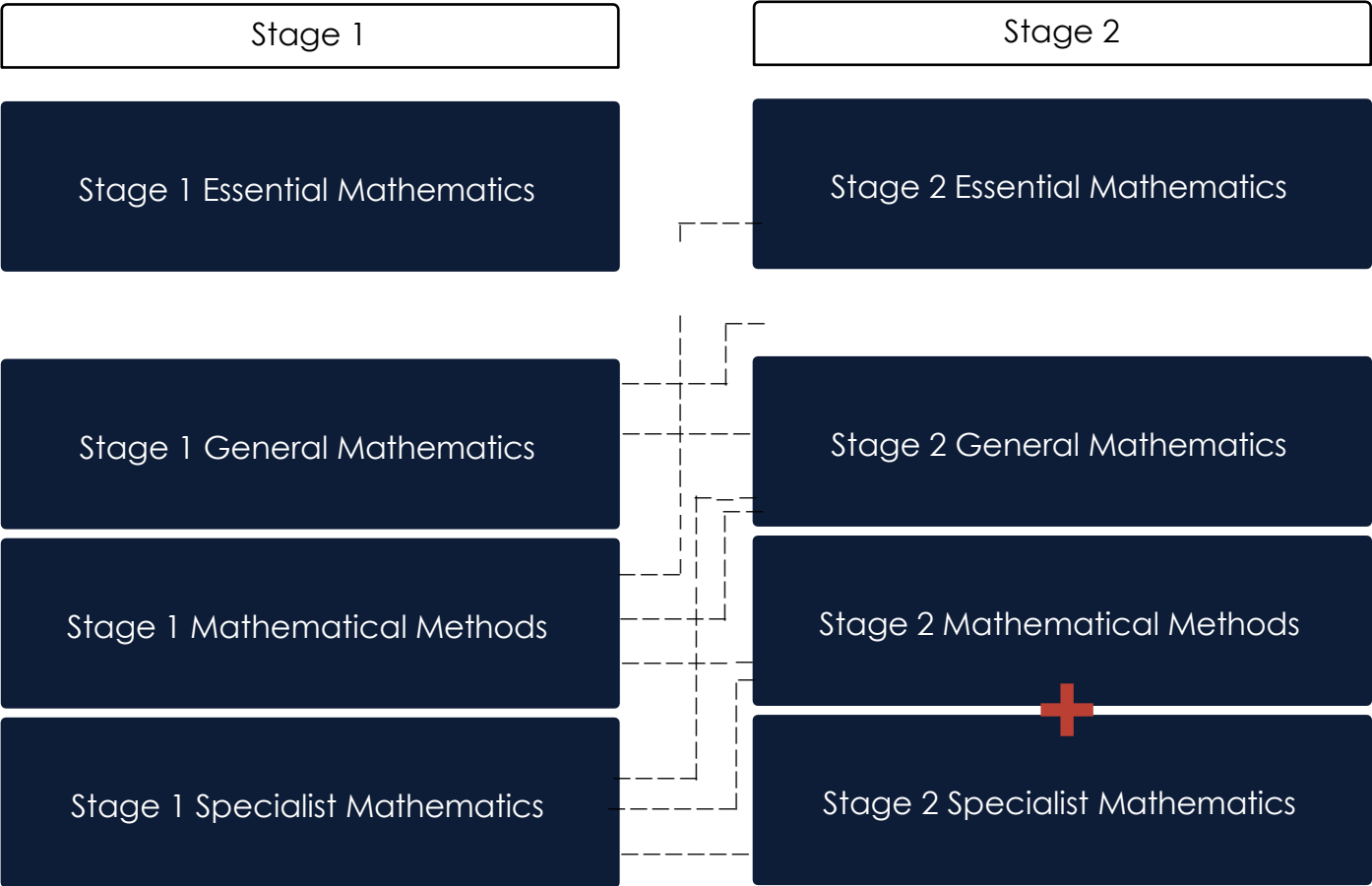
Individuals require many aspects of mathematics in order to function adequately as members of society. The unprecedented changes that are taking place in the world will profoundly affect the future of today's students. The effective use of technology and the processing of large amounts of quantitative data are becoming more important. Mathematics is increasingly relevant to the workplace and in everyday life. The study of mathematics provides students with the abilities and skills to thrive now and in the future.

Mathematics is much more than a collection of concepts and skills; it is a way of approaching new challenges by investigating, modelling, reasoning, visualising, and problem-solving, with the goal of communicating to others the relationships observed and problems solved.

Mathematics enables students to identify, describe, and investigate the patterns and challenges of everyday living. It helps students to analyse and understand the events that have occurred and to predict and prepare for events to come so they can more fully understand the world and be knowledgeable participants in it.

Mathematics is a universal language that is communicated in all cultures. It is appreciated as much for its beauty as for its power. Mathematics can be seen in patterns in nature and art, in the proportions in architecture, in the form of poetry, and in the structure of music. Mathematics describes systematic, random, and chaotic behaviour; it is about relationships, exploration, intuition, and strategy.

Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.



Essential Maths

Subject	Stage 1 Essential Mathematics
Credits	20
Learning Area	Mathematics
Prerequisites	Year 10 Essential Mathematics

Overview

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. It does not lead to any Year 12 Mathematics.

Stage 1 Essential Mathematics comprises of the following areas of study:

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

Evidence Of Learning

The following assessment types enables students to demonstrate their learning in Stage 1 Essential Mathematics:

- Assessment Type 1: Skills and Applications tasks
- Assessment Type 2: Mathematical Investigation

General Maths Stage 1

Subject	Stage 1 General Mathematics
Credits	20
Learning Area	Mathematics
Prerequisites	Year 10 General or Methods Mathematics

Overview

Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

General Mathematics extends students' mathematical skills in ways that apply to practical problem solving. Topics cover a diverse range of applications of mathematics, including personal financial management, measurement and trigonometry, the statistical investigation process, modelling using linear and non-linear functions, and discrete modelling using networks and matrices.

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

Stage 1 General Mathematics comprises of the following areas of study:

- Investing and Borrowing,
- Measurement,
- Statistical Investigation,
- Applications of Trigonometry,
- Linear and Exponential Functions
- Matrices and Networks

Evidence Of Learning

The following assessment types enables students to demonstrate their learning in Stage 1 General Mathematics:

- Assessment Type 1: Skills and Applications tasks
- Assessment Type 2: Mathematical Investigation

Subject	Stage 1 Mathematical Methods A, B & C
Credits	20
Learning Area	Mathematics
Prerequisites	B Grade or higher in Year 10 Mathematical Methods

Overview

Students who complete 10 credits of this subject with a C grade or better will meet the numeracy requirement of the SACE.

Mathematical Methods builds on the mathematical knowledge, understanding and skills that students have developed in Number and Algebra, Measurement and Geometry and Statistics and Probability during Year 10. Students will broaden their mathematical experience and provide a variety of contexts for incorporating mathematical arguments and problem solving.

Stage 1 Mathematical Methods A, B & C provides the foundation for further study in mathematics in Stage 2 Mathematical Methods. Stage 2 Mathematical Methods can lead to tertiary studies of 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.

Mathematical Methods A (1st Semester): Trigonometry, Functions and Graphs and Polynomials

Mathematical Methods B (2nd Semester): Growth and Decay, Counting and Statistics, Introductions to Differential Calculus

Mathematical Methods C (1st Semester): Sequence and Series, further Trigonometry, Matrices, Algebra and Geometry

Evidence Of Learning

The following assessment types enables students to demonstrate their learning in Stage 1 Mathematical Methods:

- Assessment Type 1: Skills and Applications tasks
- Assessment Type 2: Mathematical Investigation



Subject	Stage 1 Specialist Maths
Credits	20
Learning Area	Mathematics
Prerequisites	B Grade or higher in Year 10 Mathematical Methods

Overview

Must be taken in conjunction with Mathematical Methods (20 credits)

Stage 1 Specialist Mathematics provides the foundation for further study in mathematics in Stage 2 Specialist Mathematics.

Stage 2 Specialist Mathematics can be a pathway to mathematical sciences, engineering, space science and physics.

Specialist Mathematics is designed to be studied in conjunction with Mathematical Methods.

Stage 1 Specialist Mathematics comprises of the following topics:

- Further Trigonometry
- Vectors in the Plane
- Real and Complex Numbers
- Proof by Induction

Evidence Of Learning

The following assessment types enables students to demonstrate their learning in Stage 1 Specialist Mathematics:

- Assessment Type 1: Skills and Applications Tasks
- Assessment Type 2: Mathematical Investigation





SUBJECT FLOWCHART

Physical Education

Physical Education | Sport Science

Physical Education | Sport Science

Physical Education

Physical Education

Subject	Stage 1 Physical Education
Credits	10
Learning Area	Health & Physical Education
Prerequisites	Nil

Overview

The connections between theoretical concepts and practical performance underpin the learning in this subject.

Students apply their knowledge and understanding of the key ideas to practical activities and performance contexts.

Students explore the ways in which the body responds to physical activity to develop and extend their understanding of the physiological systems, including the muscular skeletal and cardio-respiratory systems. Through practical application students investigate and analyse how the body responds and the ways in which training affects fitness components and improves performance.

They investigate how skills are learned and developed through practical activities. In performance contexts, students examine the factors affecting, and ways to improve their performance of movement sequences.

Students have the opportunity to investigate key ideas through collecting and analysing data on their own body's response to physical activity, the effectiveness of training, and their performance of movement sequences.

Focus Areas

Students will study at least one focus area and explore at least one learning context.

- Focus Area 1: Physiological Perspectives in Physical Activity
- Focus Area 2: Skill Dynamics in Sport

Evidence Of Learning

The following assessment types enable students to demonstrate their learning;

- Assessment Type 1: Performance
- Assessment Type 2: Connections

Students complete:

- two performances
- at least two connections assessments

Science

7 & 8

9

Science | Earth & Environmental Studies

10

Science | Earth & Environmental Studies

11

Chemistry | Psychology | Biology | Physics |
Earth and Environmental Science

12

Chemistry | Psychology | Biology | Physics |
Earth and Environmental Science

SUBJECT FLOWCHART

Biology

Subject	Stage 1 Biology
Credits	10 or 20
Learning Area	Sciences
Prerequisites	B Grade or higher in Year 10 Science

Overview

Biology may be undertaken as a 10 credit (one semester) or 20 credit (two semester) subject at Stage 1.

In their study of Biology, students inquire into and explain biological phenomena and draw evidence based conclusions from their investigations of biology-related issues 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 everyday and complex problems and challenges.

They explore how biologists work with other scientists to develop new understanding and insights, and produce innovative solutions to problems and challenges in local, national and global contexts, and apply their learning from these approaches to their own scientific thinking.

Stage 1 Biology comprises the following areas of study:

- Cells and Microorganisms, Infectious
- Disease, Multicellular Organisms and Biodiversity and Ecosystems.

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

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

Chemistry

Stage 1

Subject	Stage 1 Chemistry
Credits	20
Learning Area	Sciences
Prerequisites	B Grade or higher in Year 10 Science

Overview

Chemistry must be undertaken as a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2

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

Students consider examples of benefits and risks of chemical knowledge to the wider community, along with the capacity of chemical knowledge to inform public debate on social and environmental issues. The study of chemistry helps students to make informed decisions about interacting with and modifying nature, and explore options such as green or sustainable chemistry, which seeks to reduce the environmental impact of chemical products and processes.

Stage 1 Chemistry comprises the following areas of study: Materials and their Atoms, Combinations of Atoms, Molecules, Mixtures and Solutions, Acids and Bases and Redox Reactions.

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

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

Subject	Stage 1 Physics
Credits	20
Learning Area	Sciences
Prerequisites	B Grade or higher in Year 10 Science

Overview

Physics must be undertaken as a 20-credit subject at Stage 1, and as a 20-credit subject at Stage 2.

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.

Units Of Study

Stage 1 Physics comprises the following areas of study:

- Linear Motion and Forces
- Electric Circuits
- Heat
- Energy and Momentum
- Waves
- Radioactivity and Nuclear Models

Evidence Of Learning

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

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



Subject	Stage 1 Psychology
Credits	10
Learning Area	Sciences
Prerequisites	B grade or higher in Year 10 Science

Overview

The study of psychology enables students to understand their own behaviours and the behaviours of others. Psychological knowledge can be applied to improve outcomes and the quality of experience in various areas of life, such as education, intimate relationships, child rearing, employment and leisure.

Psychology builds on the scientific method by involving students in the collection and analysis of qualitative and quantitative data.

By emphasising evidence-based procedures (i.e. observation, experimentation and experience), the subject allows students to develop useful skills in analytical and critical thinking, and in making inferences by employing evidence-based procedures.

Units Of Study

Stage 1 Psychology comprises the following areas of study:

- Cognitive Psychology
- Neuropsychology
- Lifespan Technology
- Brain and Behaviour
- Emotion
- Psychological Wellbeing
- Psychology in Context

Evidence Of Learning

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

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



Subject	Stage 1 Earth & Environmental Science
Credits	10
Learning Area	Sciences
Prerequisites	B grade or higher in Year 10 Science

Overview

In Earth and Environmental Science students study the four Earth systems as they investigate, evaluate, and make predictions about the impact of human activities on the environment and vice versa. Students develop and extend their inquiry skills, including in designing and undertaking investigations, and collecting and analysing data. They interpret and evaluate information, and synthesise and use evidence to construct and justify conclusions.

Students consider a range of the Earth hazards that illustrate the dynamic nature of the Earth's systems. Students critically examine the scientific evidence for the origin of life, linking this with their understanding of the evolution of the Earth's hydrosphere and atmosphere.

Students review evidence from the fossil record that demonstrates the interrelationships between major changes in the Earth's systems and the evolution and extinction of organisms. They investigate how the distribution and viability of life on Earth influences, and is influenced by, the Earth's systems.

Units Of Study

Stage 1 Earth and Environmental Science comprises the following areas of study:

- Turbulent Earth
- Composition of the geosphere
- Processes in the geosphere
- The Earth's atmosphere
- Importance of the hydrosphere
- Biosphere

Evidence Of Learning

The following assessment types enable students to demonstrate their learning:

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

Students complete:

- at least one practical investigation, either in the laboratory or in the field
- one science as a human endeavour investigation
- at least one skills and applications task.

SUBJECT FLOWCHART

Design Technology

Design Technology

**Communication Solutions | Digital Technology
Food Technology | Material Solutions**

**Business Innovation | Communication
Solutions | Food & Hospitality | Material
Solutions | Child Studies**

**Communication Solutions |
Business Innovation | Food Technology |
Material Solutions**

Subject	Stage 1 Business Innovation
Credits	10
Learning Area	Business, Enterprise and Technology
Prerequisites	Nil

Overview

In Stage 1 Business Innovation students begin to develop the knowledge, skills, and understandings to engage in business contexts in the modern world. They consider the opportunities and challenges associated with start-up and existing businesses, and consider how digital and emerging technologies may present opportunities to enhance business models and analyse the responsibilities and impact of proposed business models on global and local communities.

Through these contexts, students develop and apply their understanding of the following learning strands:

- finding and solving problems
- financial awareness and decision-making
- business information and communication
- global, local, and digital connections.

Students gain an understanding of fundamental business concepts and ideas, including:

- the nature and structure of business
- key business functions
- forms of ownership and legal responsibilities.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Business Innovation:

- Assessment Type 1: Business Skills
- Assessment Type 2: Business Pitch



Digital Communication Solutions: Photography

Subject	Stage 1 Digital Communications Solutions
Credits	10
Learning Area	Business, Enterprise and Technology
Prerequisites	Nil

Overview

Students will engage in processes of designing, making and appraising their work and will search for innovative ways to put their ideas into practice.

Students will create one major product within the constraints of a design brief. Students will undertake two skills and applications tasks.

Students will produce a photographic ePortfolio and engage in a set of exercises designed to improve their use of photographic equipment, including post production.

Methodology will include:

- Photoshop tutorials
- Demonstrations
- Investigation
- Experimentation
- Formative and summative photographic
- Exercises
- Photographic excursion

Assessment Types

- Assessment Type 1: Specialised Skills Tasks
- Assessment Type 2: Design process and Product

Material Solutions: Wood Technology

Stage 1

Subject	Stage 1 Material Solutions
Credits	10
Learning Area	Business, Enterprise and Technology
Prerequisites	Year 10 Material Solutions Preferred

Overview

Students develop the ability to initiate, create and develop products or systems in response to a design brief. They learn to use tools, materials and systems safely and competently to complete a product.

Students analyse the impacts of technology, including consequences for individuals, society and the environment.

They use a range of manufacturing technologies such as tools, machines, equipment and/or systems to design and make products with resistant materials.

- Contexts include metals, plastics, wood, composites, ceramics, and textiles.
- Skills and applications tasks consist of processes and techniques assessments, and materials applications.

Evidence Of Learning

For a 10-credit subject, students undertake two skills and applications tasks: one processes and techniques assessment, and one materials application.

Assessment Types

- Assessment Type 1: Specialised Skills Tasks
- Assessment Type 2: Design process and Product

Subject	Stage 1 Food & Hospitality
Credits	10
Learning Area	Business, Enterprise and Technology
Prerequisites	Year 10 Food Technology Preferred

Overview

In Stage 1 students will focus on the vibrant nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality. Stage 1 has a particular focus on the War on Waste, sustainability and food security.

Students will work with a range of people within the College and wider community and further develop their interpersonal skills. Students establish and develop working relationships and learn the value of working independently, whilst being able to respond to directions or instructions.

Students explore a range of War on Waste principles and apply them to their own actions, the school setting, our wider community, the nation as a whole.

Students develop skills in using technology and safe work practices in preparation, storage, and food handling, and complying with current health and safety legislation.

Students explore and discuss concepts such as food trends in the food and hospitality industry, environmental aspects of food production, consumer protection and the nutritional impact of healthy eating.

Evidence Of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Food and Hospitality:

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

Subject	Stage 1 Child Studies
Credits	10
Learning Area	Business, Enterprise and Technology
Prerequisites	Nil

Overview

In Stage 1 students will focus on the vibrant nature of the food and hospitality industry and develop an understanding of contemporary approaches and issues related to food and hospitality.

Students will work with a range of people within the College and wider community and further develop their interpersonal skills. Students establish and develop working relationships and learn the value of working independently, whilst being able to respond to directions or instructions.

Students develop skills in using technology and safe work practices in preparation, storage, and food handling, and complying with current health and safety legislation.


Students explore and discuss concepts such as food trends in the food and hospitality industry, environmental aspects of food production, consumer protection and the nutritional impact of healthy eating.

Evidence Of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Food and Hospitality:

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



 thrive  connect  belong